

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

A. The Background of the Study

Learning language is the important thing because language is one of the instruments to communicate with other people. Linguistics is a field in language science which studies language scientifically and its structure. According to Cambridge dictionary in the third edition, linguistics is the systematic study of the structure and development of language in general or of particular languages. One part of linguistics field is Second Language Acquisition (SLA).

Second Language Acquisition (SLA) is important to understand for English teachers, English lecturers, and especially for English Foreign Language (EFL) where they study about other language after their first Language (L1). The additional language is called a second language (L2).¹ English has become an international language in the world. But for Indonesian students, English becomes a foreign language. Some students feel difficult to study English subject in their school. So the teachers have to give more attention in the learning language process when they are in the class.

¹Muriel Saville-Troike, *Introduction Second Language Acquisition, (2nd Edition)* (New York: Cambridge University Press, 2012), 2.

As the EFL students, they should keep on trying to increase their ability about the language that they learn. The EFL students should think twice when they want to produce a sentence in English. It can be the structure of word or sentence, the vocabulary, many other factors. In English, there are four basic skills that the students have studied in their school; reading skill, listening skill, speaking skill, and writing skill.

In writing skill, the students are be able to write or produce some text in the written form. The students have to master the order of word or sentence to finish their task. However the teachers have taught about the order of word or sentence (grammar) to their students but some students still feel confused about the form.

The EFL students get the material of structures of word or sentence from the first semester or when they were in junior high school about present tense, present continuous tense, past tense, etc. In the first level of senior high school, the students will learn about some text especially descriptive text in the short or long text. The teachers will teach the students about the using of present tense when they are writing descriptive text. However judgment of students at the tenth grade of senior high school almost have less understanding in using the third person singular form in the present tense. They sometimes ignore it when they get writing task. This problem is occurred because Indonesian language does not have the third person singular form when they make sentences.

Descriptive text is the kind of text or paragraph which be learned by the students in English subject. The language feature of descriptive text is usually using simple present tense. The third person singular is as one ways to analyze the students' abilities in the Second Language Acquisition (SLA) through descriptive text. The researcher wants to use the descriptive text as the tool or instrument to get the data. The data will be analyzed using Obligatory Occasion Analysis (OOA). Obligatory Occasion Analysis is one of the ways to analyze the students' acquisition order.

There are three studies concerning the order of acquisition using Obligatory Occasion Analysis (OOA) which are considered relevant to this study. The first study is conducted by Rif'ah.² She also uses OOA to determine the use of past regular and past irregular forms in recount text produced by eighth grade of SMPN 1 Bojonegoro. The result of the study from the two group of students, which were based on the number or words they write in the recount text show that both of the groups have a higher percentage of accuracy for the past irregular than past regular form.

The second study is conducted by Anggraini.³ She uses an Obligatory Occasion Analysis to determine the students' grammar difficulties. The objective of her study is to find out students' difficulties in grammar by using its acquisition order of three morphemes (past regular, past irregular, and past copula).

²Fatma Nailatul Rif'ah, "An Obligatory Occasion Analysis of the Use of Past Regular and Past Irregular Forms in Recount Texts by VIII Graders of SMPN 1 Bojonegoro" (Unpublished Thesis, State University of Malang, Malang, 2012).

³Raisha Nur Anggraini, "Eighth Graders Grammar Difficulties in Writing Recount Text" (Unpublished Thesis, State University of Malang, Malang, 2013).

The third study is conducted by Barot and Leon in 2014. They also analyze the accuracy order of grammatical morphemes using Obligatory Occasion Analysis. The result of their study shows that some similarities imply that the acquisition of grammatical morphemes of Filipino preschool students could be hybrid in nature.⁴

Compared to the previous studies, this study employs the same analysis to find out the students' accuracy and acquisition order of certain morpheme. The difference from three previous studies above is the researcher using the different morpheme. The morpheme is the present third person singular *-s* and *-es* in the simple present tense form (the third person regular and the third person irregular).

Besides on the problem above, here the researcher will do a research to analyze the students' acquisition order entitled **"An Obligatory Occasion Analysis of the Use of the Present Third Person Singular *-s* and *-es* in Descriptive Text of the Tenth Graders of MAN KEDIRI II Kota Kediri"**.

B. The Research Questions

Based on the background of the study above, the research questions of the study are formulated as follows:

1. How accurate is the use of the third person singular *-s* and *-es* in descriptive text of the tenth graders of MAN KEDIRI II Kota Kediri?

⁴Jessie Barrot and Kristine de Leon. *Accuracy Order of Grammatical Morphemes in the Oral Production of Preschool Pupils*. Manila: De La Salle University (Indonesian Journal of Applied Linguistics), 2014.

2. How are students' acquisition orders of obligatory occasion on the use of the third person singular –s and -es?

C. The Objectives of the Study

In this study, the researcher also has certain purpose or objectives to be obtained. The objectives of the study are:

1. The researcher wants to find out the accuracy of the use of the third person singular –s and –es in descriptive text of the tenth graders of MAN KEDIRI II Kota Kediri.
2. The researcher wants to know the students' acquisition orders of obligatory occasion on the use of the third person singular –s and -es.

D. The Significance of the Study

The researcher hopes that this study is expected to be useful for the English teacher and especially the student of senior high school, the next researchers, and also for the researcher herself.

For the English teacher, from the result of this study will be very helpful the teacher to know the students' acquisition order. The teacher can also give more attention to teach their students about the morphological acquisition.

For the student, the researcher hopes that the students can improve their ability after they knew the result of this study about the order of acquisition.

For the next researcher, the researcher hopes that there will be the next researcher interest in continuing this study to measure the students' acquisition order and also add the other morpheme or in the same one or starting from the first stage (easy to difficult) based on the hierarchy proposed by Krashen.

E. The Scope and Limitation of the Study

The scope of the study is in analyzing the data on the use of the present third person singular –s and –es in descriptive text. The researcher wants to know the students' abilities of using the third person singular accurately. She will analyze the data using an obligatory occasion analysis.

The limitation of the study is for senior high school. The researcher only takes the sample from the tenth graders of MAN KEDIRI II Kota Kediri, because the students study about the kind of paragraphs especially about descriptive text.

F. The Definition of the Key Terms

The definitions of the key terms are used in this study to avoid misunderstanding. That is way the researcher gives some definitions, those are:

1. Obligatory occasion analysis

Obligatory occasion analysis is a method for examining how accurately learners or students use specific linguistic (usually

grammatical) features.⁵ It will predict a trajectory in which a morpheme is acquired before another morpheme. This analysis deals with analyzing samples of learner language in order to examine the order of acquisition, and determine how accurate the student use specific linguistic forms. The procedure is done by counting the tokens of the target morpheme and its obligatory occasion.

2. Third person singular

The third person singular is the form of the verb for subjects that can be he, she, or it. It usually occurs in the simple present tense; this form always ends in letter *-s/-es*. If the third person present tense regular, it means that the students have to add the letter *-s* to the verb and if the third person present tense irregular, it means that the students have to add the letter *-es* to the certain verb which ends in *-ss, -sh, -ch, -x, and -o*.

3. Descriptive text

Descriptive text is the kind of text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, something, or a certain place.⁶ The language features which is usually used in this text using simple present tense and comparative degree.

⁵Rod Ellis and Gary Barkhuizen, *analysing Learner Language* (New York: Oxford University Press, 2005), 73.

⁶<http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>, accessed on April 21st 2015.