

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the background of study, research questions, objective of the research, significance of study, scope and limitation and definition of key terms.

A. Background of the Study

Concerning to the behaviorist theory on language acquisition stating that language development is kind of process dealing with the habitual formation facilitated by imitating, practice and reinforcement, countless researches emerge that deal with morphological acquisition. When learning English as foreign language, Indonesian students sometimes try to relate their native language with the target language in constructing sentences. According to Contrastive Analysis Hypothesis, while learning a second language, learners tend to use their native language structures in his second language speech. It proposes that there is similarities between first and second languages may enhance the language acquisition, whereas differences would cause difficulties. On the other hand, the pattern of Indonesia and English is totally different and its differences occur in some other cases dealing with its grammatical morpheme as well. *Bahasa Indonesia* does not have any verb changes when it describes the past event, but this pattern is such an obligation in learning English. Besides, English always adds either *-s* or *-es* at the end of noun when the number of the thing is more than one. In contrast, such matter is not discussed when Indonesians learn their native

language. Not only those mentioned matters, but there are other things that distinguish between Indonesia and English.

Due to its differences in the case of grammatical morpheme, the researcher intends to analyze student's morphological acquisition during learning English. In this regard, this research will reveal student's stages in acquiring linguistic forms. The method gives big role in determining what grammatical morpheme that is Obligatory Occasion Analysis method (OOA). Some steps of that method will help the researcher answer the puzzling question about that thing. Having conducted this research, teacher can identify the progress of English students to achieve the goal of study. It also provides the researcher with the evidence of how language is learned or acquired and the strategies or procedures the learner is employing in his discovery of the language.

The variables being studied are three grammatical morphemes namely *-s/-es* as plural markers, past regular verb and past irregular verb. The form that the students use in filling gaps narrative texts. The researcher chooses noun plural markers, past regular and past irregular forms as the target morphemes to be analyzed, because *Bahasa Indonesia* does not have different form of action verb and noun as it is found in English grammatical structure. It may cause some difficulties to the students in learning English accurately. Therefore, the researcher would like to conduct an obligatory occasion analysis of the three morphemes. The form is the students filled gaps in a narrative text that given by the researcher.

The researcher uses narrative text as the instrument of the test because it was being taught by the teacher in Excellent Class of MTs N Kediri 2. From the meaning narrative text is an imaginative story which contains past tense because the communicative purpose of the text is to entertain the readers about the story that happened in the past.¹ It is chosen as it will be easier for researcher and students to find many verbs in the past tense.

As the explanation above, to determine what grammatical morpheme that the students acquire, the researcher uses obligatory occasion analysis is a type of analysis used to determine if a learner, or a group of learners, has acquired a particular morpheme. The basic procedure is to identify all the occasions in a text where a particular morpheme has to be used and then to calculate the number of times the learners supplies this item correctly. Then, it is expressed as a percentage of accurate use. The focus of the study is finding out how accurate the second grade of MTs N Kediri 2 use plural s, past regular and past irregular forms in narrative texts and the order of its acquisition.

Study on morphological acquisition has been done by several researchers, for example Fatma² who focused on obligatory occasion analysis of the use of past regular and past irregular forms. Widiatmoko focused on an analysis of grammatical morpheme acquisition taken from a Vietnamese English learner's speech sample. Smith-Lock focused on morphological analysis and the acquisition of morphology and syntax in specifically language impaired children. Dadecker

¹ Kane, Thomas. S, *The Oxford Essential Guide to Writing*. (New York: Barkley Books.2000).

² Fatma, *An obligatory occasion analysis of the use of past regular and past irregular forms in recount texts by VIII grade SMPN 1 Bojonegoro*. (University of Malang.2012)

focused on analysis of morphological errors in a case of acquired dyslexia. Young Kwon focused on the 'natural order' of morpheme acquisition: a historical survey and discussion of three putative determinants. Shirai focused on regular irregular dissociation and semantic bias. Schuwerk focused on morpheme acquisition in second language learners.

In previous study, many researchers research on natural order that learners have made. The object of the study some of them is children. Different with this research, the researcher try to know the order after the learners study and know about morphology especially in the school.

Based on the background of the importance to know the order of morphological acquisition to get more information how far the students can apply the rule forming words based on morphological acquisition, the researcher wants to do a research about **The Morphological Order Acquisition in Narrative Texts by Second Grade Students of MTs N Kediri 2.**

B. Research Questions

Regarding to the matter of student's acquisition in acquiring grammatical morpheme during learning English, this study intends to explore the following research questions. What is the morphological order acquisition of second grade students of MTs N 2 Kediri?

C. Objective of the Study

Derived from the above question, the objective of the study is to know the morphological order acquisition of second grade students of MTs N Kediri 2.

D. Significance of Study

This study focuses on investigating the order of grammatical morpheme acquisition that English learner acquires during the study of language of second semester of MTs N 2 Kediri. It is expected to be useful for teacher to know the progress of students' learning achievement during their study. Besides, through this investigation, the researcher knows if student's accuracy in applying grammatical morpheme in writing narrative text relates to the order of this linguistic forms acquisition. Finally, the result of this study can give contribution to the development of Second Language Acquisition field dealing with order of acquisition of linguistic forms. Furthermore, the results of the research are expected as follows:

a. For the teachers

The findings of the research study are expected to give feedback to English teacher, to know the progress of students' learning achievement during their study, especially teachers who teach at eight grade of MTs N Kediri 2. In addition, it also make easier for English teacher to teach when they have known the order acquisition of their students.

b. For the students

This study is to know how far the students acquire and the order of morphology based on the stages in morphological acquisition, so the students have to get test to know the accuracy of their study. It is useful for them because when they got test they will know more about English

practically especially in morphology and can improve their morphology better.

c. For other researcher

The findings of the study become the knowledge and can be references to make better analysis for the next research and useful as consideration to other researcher who wants to study the same case.

d. For education

The results of the study are expected to give contribution for education to development second language acquisition.

E. Scope and Limitation

This study covers three grammatical morphemes namely *-s/-es* as plural markers, *-ed/-d* as past regular verb markers and verb changes of irregular or past irregular. The subject of the research is limited only to those sitting in the second grade students of MTs N 2 Kediri. Besides, the researcher does not explore much more about other kind of grammatical morphemes, as other types might not deal with the process in narrative text. Based on narrative paragraph features, this type of composition always uses past tense in order to describe the past events.

The scope of this study focuses on describing the accuracy in morphological acquisition. In English, there are four skills should be mastered. Each competence has its own grammar in order to get better. In this case, the researcher intended to observe the accuracy and the order acquisition of morphology to the students. It is interested to be learned, because the findings of the research will be useful for the development of Second Language Acquisition.

The subject of the research is only one class who sitting in the second grade students of MTs N Kediri 2. This school has many classes, like excellent, religion and regular. The researcher chooses excellent class for the subject of study, because this class has best achievement than other class. It can be known from the input of initial test in school which makes it different with other classes. In this school English has been used for communicating in this school three in a week named 'English Morning'. The second grade students of MTs N Kediri 2 were chosen because the students began to learn plural markers and the past form of verb especially in narrative text.

As the explanation above, narrative text was chosen by the researcher as the instrument of study by conducting test. The researcher gives limitation which focus on plural markers, past regular and past irregular. The second grade students of MTs N Kediri 2 begin to learn about past tense and also plural markers. So this is the reason for the researcher to identify and know about accuracy and order acquisition of morphology.

F. Definition of Key Terms

To avoid possible misunderstanding and misinterpretation or in order to clarify variable involved in this study, the definitions' below are put forward to define the terms of the study.

1. Acquisition

Acquisition is subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.³ It is the process when people try to acquire language in natural way on the purpose of meeting the need of communication.

2. Morphological Acquisition

Morphological Acquisition is a process when people try to acquire their language and focused on morphological study. This process to make easier for the teacher to teach morphology to their students, if they know the order morphological acquisition from their students.

3. Contrastive Analysis Hypothesis

Contrastive Analysis Hypothesis was formulated by Lado whose claim is that all errors can be predicted by identifying the differences between the learners' native language and the target language.⁴ It means that there is

³ Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (California: Pergamon Press Inc, 1982), 10.

⁴ Mariusz Trawinski, *An Outline of Second Language Acquisition* (Krakow: Wydawnictwo Naukowe Akademii Pedagogicznej, 2005), 10.

language interference encountered by students when they are learning second language. In this regard, their native language influences their language learning.

4. Obligatory Occasion Analysis

Obligatory Occasion Analysis is kind of method examines 'how accurately learners use specific linguistic (usually grammatical) features'.⁵ In this case, this method will reveal which morpheme acquired before another morpheme which commonly called the morphological order acquisition.

5. Grammatical Morphemes

Grammatical morphemes are those bits of linguistic sound which mark the grammatical categories of language (tense, number, gender, aspect), each of which has one or more functions (past, present, future are functions of tense; singular and plural are functions of number).⁶ Those aspects have been taken into consideration as the topic of this study.

⁵ Bronwen Dyson, "Learner Language Analytic Methods and Pedagogical Implications", *Australian Review of Applied Linguistics*, 33 (2010), 3.

⁶ www.departments.bucknell.edu