

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the writer uses some theories that are important as references in her analysis. They are the second language acquisition, morphology, and morphological acquisition.

A. Second Language Acquisition

Second Language Acquisition (SLA) is the study of the way in which people learn a language other than their mother tongue, inside or outside of a classroom.⁷ Sometimes a distinction is made between a 'second' and a 'third' or even 'fourth' language. However, the term 'second' is generally used to refer to any language other than the first language. Second is also not really inferred as the contrast of foreign because the word 'second' is a common term used when people are learning other language either naturally because of the need of living in overseas or learning in a classroom through instruction. It is really important to differentiate between Second language Acquisition, First Language Acquisition and Foreign Language Acquisition. First Language Acquisition is the field that studies cases of mother tongue acquisition. Then Second Language acquisition is the field that studies language that we learned after acquiring our mother tongue, including third and fourth languages. Foreign Language Acquisition is the field that studies languages that we acquired inside certain educational environments on

⁷ Ellis Rod, *Second Language Acquisition* (oxford: Oxford University Press, 1997), p 3

purpose, e.g. an English student who learns French as a module in the classroom or a Japanese student who learns English in the UK for taking a TOEFL test. This does not mean that they are in the opposite position, but just different terms. In broad sense, foreign language acquisition can be included in the second language acquisition.⁸

The goal of the second language acquisition itself is to know how the second language learners can be successful in learning second language and explain their process and also why some learners seem to be better at it than other.⁹ It is also focused on the formal features of languages that linguists have focused about. So from the study can be known about the process of acquisition, the establishment reference points for what can and cannot be taught, adaption to any existing syllabus to the exact level of acquisition of learners.¹⁰

There are some important points why we should learn about Second Language Acquisition.¹¹ The first is it is really important to acquire a second language as the world is becoming more and more globalized, and as a result, demand for studying about SLA is also increasing. The second SLA is quite a new field of linguistics, so it needs to be researched more and more. The last, by studying SLA, it could be possible to develop new, more proficient teaching methods which can be taught to students who learn a second

⁸ Muriel saville troike. *Introducing Second Language Acquisition* (New York: Cambrigde University Press, 2006) p.8

⁹ Ibid

¹⁰ Manfred pinemann. *Second Language Acquisition: A first Edition* (Australia: University of Western Sidney, 1995) p.4

¹¹ Dulay, H. et al., *Language Two*. (Oxford: Oxford University Press. 1982)

language. Much of what we now know about the way people learn languages has been discovered only in the last twenty years, and many teaching methods are much older than that. Moreover, the morphology, one of the subtopics in second language acquisition, will be discussed in the next subtopic in this research.

B. Morphology

Morphology is the study on the structure of word.¹² Morphology as a sub-discipline of linguistics was named for the first time in 1859 by the German linguist August Schleicher who used the term for the study of the form of words.¹³ Morphology is an essential subfield of linguistics. Generally, it aims to describe the structures of words and patterns of word formation in a language. Specifically, it aims to pin down the principles for relating the form and meaning of morphological expressions, explain how the morphological units are integrated and the resulting formations interpreted, and show how morphological units are organized in the lexicon in terms of affinity and contrast. The study of morphology uncovers the lexical resources of language, helps speakers to acquire the skills of using them creatively, and consequently express their thoughts and emotions with eloquence.¹⁴

Morphology contains the rules which allow the speaker to increase his/her linguistic competence through their application. It has published

¹² McCarthy Andrew Carstairs, *An Introduction to English Morphology: Words and Their Structure* (Edinburg: Edinburg University Press, 1993) p 4

¹³ Booij, G. E., (2007). *The Grammar of Words: An Introduction to Linguistic Morphology*. 2nd edition. Oxford: Oxford University Press

¹⁴ Zeki Hamawand, *Morphology in English: Word Formation in Cognitive Grammar*. Continuum, 2011

several studies of inflectional development that have influenced the field of language acquisition for decades. There are two kinds of morpheme. They are free and bound morpheme. They will be explained as follows:

1. Free Forms

Free morpheme is morphemes which can stand by themselves as single words, e.g. *open* and *tour*.¹⁵ As Benjamin F. Elson stated that morpheme which may occur alone are called free forms; morpheme which never occur alone are called bound form.¹⁶ Free morphemes fall into two categories, first, is a set of nouns, adjectives, and verbs. They are categorized as lexical morphemes. For example: *boy, handsome, walk etc.* The second category is called functional morpheme, such as conjunctions, prepositions, articles pronoun. For example: *but, of, by, in, the, a, etc.* The first category will be presented as follows.

2. Bound Forms

Bound morpheme is morphemes which cannot normally stand alone, but typically attached to another form, e.g. *ist, ed, s,* etc are called bound morphemes. Bound morphemes also can be categorized into two types; derivational and inflectional morphemes. Some morpheme derives (create) new words by either changing the meaning (happy vs. unhappy, both adjectives) or the part of speech (syntactic category e.g. ripe an adjective, vs. ripen, a verb) or both. These are called *derivational morpheme*. Whether

¹⁵ George Yule, *The Study of Language (An introduction)*, (Cambridge University Press, 1985), 60.

¹⁶ Benjamin F. Elson, Velma B. Pickett, *Beginning Morphology and Syntax*, (Summer Institute of Linguistics, 1983), Inc, 7

morpheme which serve a purely grammatical function, never creating different word, but only different form of the same word, are called *inflectional morpheme*.¹⁷ All bound morphemes have different way in attaching to kinds of words. It all will be explained in morphological process.

C. Morphological Process

Eugene A. Nida stated that all languages so far as is known construct word. Various language employ different methods, but these are distinctly limited number of basic processes, when one has completed the study of these processes, one has analyzes all the possible ways in which any language in the world may form words. There are some other ways to form new words, which do not put morphemes together in the familiar way. The parts which are put together are sometimes parts of morphemes or are not morphemes at all. They are:

1. Affixation

Affixation is the process of attaching bound morpheme to free morpheme. They change the meaning or the grammatical function of the word. The kinds of affixes are prefix, suffix, and infix.¹⁸ The set of affixes which fall into the bound category can also be divided into two types.¹⁹

a. Derivation

Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the stem.

¹⁷ A. Nida. Eugene, *Morphology The Descriptive Analysis of Words(Second Edition)* , (Ann Arbor : The University of Michigan Press, 1949), 119

¹⁸ P.H.Matthews. *Morphology (An Introduction to The Theory of Word-Structure)*, (Cambridge University Press,1946), 124.

¹⁹ George Yule, *The Study of Language*, (New York: Cambridge University Press, 1985), 61

Thus, the addition of the derivational morpheme *-ness* changes the adjective *good* to the noun *goodness*. A list of derivational morphemes will include suffixes such as the *-ish* in *foolish*, the *-ly* in *badly* and the *-ment* in *payment*. It will also include prefixes such as *re-*, *pre-*, *ex-*, *dis-*, *co-*, *un-* and many more.

b. Inflection

Inflectional Morpheme are not to produce new words in the English language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form. Example of inflexional morphemes at work can be seen in the use of *-ed* to make jump into the past tense form *jumped*, and the use of *-s* to make the word *boy* into the plural *boys*²⁰. Others examples are the *-ing*, *-s*, *-er*, *-est* and *-‘s* inflections in the phrases *Myrna is singing*, *she sings*, *she is smaller*, *the smallest* and *Myrna’s horse*. Note that, in English, all inflectional morphemes are suffixes.

2. Compounding

A compound is a word formed by the combination of two independent words.²¹ Compounding is the word formation process in which two or more word combine into a single new word, for example: *notebook*, *bathroom*, *wallpaper*, *bookcase*, *etc.*

²⁰ Jos Daniel Parera, *Morphology*, (Jakarta:Gramedia Pustaka Utama, 1990),23

²¹ P.H.Matthews. *Morphology (An Introduction to The Theory of Word-Structure)*, (Cambridge University Press,1946), 129

3. Blending

Blending is process of creating a new word by combining the parts of two different words, usually the beginning of one word and the end of another. Some other commonly used examples of blending are *brunch* (breakfast/lunch), *motel* (motor/hotel), and *telecast* (television/broadcast).

4. Acronym

Acronym is some new words which are formed from the initial-letters of a set of words. These acronyms often consist of capital letters, as in NATO or UNESCO, but can lose their capitals to become everyday terms such as *laser* (light amplification by stimulated emission of radiation), *radar* (radio detecting and ranging).

5. Borrowing

Borrowing is the taking over of words from other language. A special type of borrowing is described as loan-translation. In this process, there is a direct translation of the element of a word into the borrowing language.

6. Coinage

Coinage is the invention of totally new terms. For example some words like *aspirin* and *nylon*, originally invented trade names. Familiar recent examples are *Kleenex* and *Xerox*, which also begins as invented trade names, and which have quickly become everyday word in the language.

7. Back formation

A very specialized type of reduction process is known as backformation. Typically, a word one type (usually noun) is reduced to form another word of a

different type (usually verb). Other examples of words created by this process are: *edit* (editor), *donate* (donation), *opt* (option).

8. Conversion

Conversion is a change in the function of word. For example: when a noun comes to be used as a verb (without a reduction). This process is particularly productive in modern English, with new uses occurring frequently. The conversion can involve verbs becoming nouns, with *guess*, *must* and *spay* as the sources of a *guess*, a *must*, and a *spay*. Or adjectives, such as *dirty*, *empty*, *crazy* and *nasty*, can become the verbs to *dirty*, to *empty*, *crazy*, and *nasty*, can become the verbs to *dirty*, to *empty*, etc. other form, such as *up* and *down*, can also become verbs, as in *they up the prices* or *we down a few beers*.

9. Clipping

Clipping is a process of creating new words by shortening parts of a longer word. For example: *prof* (professor), *flu* (influenza), *fan* (fanatic), etc.

10. Suppletion

Suppletion is the occurrence of a completely different stem form. Besides adding an affix to a morpheme (affixation) or copying all or part of the morpheme (reduplication) to make morphological distinction, it is also possible to make morpheme internal modifications or suppletion. For example, the form *go* becomes *went*, *is* and *are* become *was* and *were*.

11. Ablaut

Ablaut is a systematic variation of vowels in the same root or affix or in related roots or affixes especially in the Indo-European languages that is usually paralleled by differences in use or meaning (as in *sing, sang, sung, song*).

12. Multiple processes

Multiple processes is a process of more than one process in the creation of a particular word. For example, the term *deli* seems to have become a common American English expression via a process of first 'borrowing' *delicatessen* (from German) and then 'clipping' that borrowed form.

D. Morphological Acquisition

The structure of how people learn about language can be observed and analyzed. The morphological acquisition is stage of acquisition which process when people try to acquire their language and focused on morphological study. Second language learners have to acquire the stage one by one from the first to the last stage as follows the order of acquisition in the table below introduced by Brown²² and Krashen²³:

Table 2.1
Comparison of grammatical morpheme order of acquisition

Brown's order	Krashen's order
Progressive <i>ing</i>	Progressive <i>ing</i>
Preposition <i>on</i>	Plural <i>s</i>

²² Brown, H. Douglas, *Readings on Second Language Acquisition*, (America: San Francisco University, 1995)

²³ Dulay, H. et al., *Language Two*. (Oxford: Oxford University Press. 1982)

Preposition <i>in</i>	copula <i>be</i>
Plural <i>s</i>	Auxiliary <i>be</i> Articles <i>a/the</i> Irregular past forms
Irregular past forms	
Possessive <i>s</i>	
Uncontractible copula <i>be</i>	Regular past <i>ed</i> Third person singular <i>s</i> Possessive <i>s</i>
Articles <i>a/the</i>	
Regular past <i>ed</i>	
Third person singular <i>s</i>	
Uncontractible auxiliary <i>be</i>	
Contractible copula <i>be</i>	
Auxiliary <i>be</i>	

As can be observed that from Brown's order of acquisition, Stephen Krashen does not list individual morphemes but as a hierarchy of group of morphemes. There are some differences and similarities of grammatical morpheme order of acquisition. Brown's order shows that this grammatical morpheme is acquired later in the learners' development. However, there is a similar order when we compare the subject acquisition of this grammatical morpheme to the one in Krashen's order. Based on this research focus on plural markers, past regular and past irregular, the researcher finds the similarity of the order acquisition between Brown and Krashen order of acquisition. For the first rank is placed by plural markers, then irregular past form and the last is regular past *ed*. According to the result, the researcher has references to do her research.

E. Obligatory Occasion Analysis

Obligatory Occasion Analysis constitutes a method for examining how accurately learners use specific linguistic (usually grammatical) features. It provides a means of specifying how fully learners have acquired a linguistic feature and also of comparing the extent to which different features have been acquired. Obligatory Occasion Analysis was first developed as a tool for investigating first language acquisition.²⁴ The basic procedure for calculating for individual morpheme scores based on suppliance in obligatory occasions is as follows:

1. Determine which morpheme is to be investigated
2. Go through the data and identify obligatory occasions for the use of the morpheme. Count the total number of occasions.
3. Establish whether the correct morpheme is supplied in each obligatory context. Count the number times it is supplied.
4. Calculate the percentage of accurate use this formula:

$$\frac{n \text{ correct suppliance in contexts}}{\text{total obligatory contexts}} \times 100 = \text{per cent accuracy}$$

5. Repeat the procedure for the other morphemes to be investigated

To take account of overuse of a morpheme (which the above procedure fails to do) Pica (1984) proposed what she called 'target-like use analysis'. This is calculated using the following formula:

²⁴ Rod Ellis, Gary, *Analysing Learners Language* (New York: Oxford University Press, 2005) p.44

$$\frac{n \text{ correct suppliance in contexts}}{n \text{ obligatory contexts} + n \text{ suppliances in non obligatory contexts}} \times 100 = \text{per cent accuracy}$$

Some of the common criticisms levelled at obligatory occasion analysis and the morpheme studies suggests that the problems may have been overstated and they can be overcome by:

1. Expanding the set of morphemes to be investigated
2. Undertaking more longitudinal studies
3. Grouping learners according to their proficiency so that it is possible to examine the accuracy of morphemes produced by learners at a similar stage of development
4. Categorizing the morphemes into classes to ensure that like is compared with like and,
5. Adopting a method of analysis that takes into account overuse of morphemes as well as correct suppliance