

CHAPTER I

INTRODUCTION

A. Background of Study

In the process of English learning, there are four skills that should be mastered. They are reading, writing, listening and speaking. Beside that, there are four elements that should be taught to support the four skills development. They are pronunciation, spelling, vocabulary and structure or grammar.

Language structure divides into three parts. They are phonology, semantics, and syntax. Phonology is the study of how sounds are organized and used in natural languages. while semantics is the study of the meaning of linguistic expression. Besides phonology and sementic, there is syntax. Syntax is the grammar, structure, or order of the elements in a language statement. Syntax is divided into grammar and morphology. “Morphology refers to the process of how the words of a language are formed to create meaningful messages” (Wynne, 2010, p. 4). Lado (1986, p 13) explained that morphology identifies and classifies the morphemes and describes the types of combinations that build words in the language. A morpheme has two types. They are free morphemes and bound morphemes. In bound morphemes, there are two categories. “ there are inflectional and derivational morphemes” (Yule, 2006, p.64).

“Morpheme is the smallest unit which carries meaning. It is kept apart from the phoneme in that the latter distinguishes, but does not itself carry meaning” (Hickey, p.30). For Example, in the sentence *The police reopened the*

investigation, the word *reopened* consists of three morphemes. One minimal unit of meaning is *open*, another minimal unit of meaning is *re-* (meaning ‘again’) and a minimal unit of grammatical function is *-ed* (indicating past tense). The word *tourists* also contains three morphemes. “There is one minimal unit of meaning *tour*, another minimal unit of meaning *-ist* (marking ‘person who does something’), and a minimal unit of grammatical function *-s* (indicating plural).” (Yule, 2006, p. 63).

A morpheme has two types. They are free morphemes and bound morphemes. Free morpheme is a morpheme that can stand alone as a word. Just the opposite, bound morpheme is a morpheme that can not stand alone as a word. Bound morpheme is divided into two categories. Those are derivational morphemes and inflectional morphemes. Derivational morphemes are used to make new words in the language and are often used to make word of a different grammatical category from root. Whereas inflectional morphemes are not used to produce new words in English language. “Inflectional morphemes are used to show a word is plural or singular, if it as a past tense or not, if it is comperative of superlative, etc.” (Yule, 2006, p. 64)

Inflectional morphemes whose process for relating such word forms play their central role. “Inflection is very important in oral or written English, to express time, as a definite point or a period. Furthermore, inflection is used to give the number of persons or objects involved and marks possession. These things are presented as grammatical categories.” (Juliane, 2009, p. 6)

“Inflection is a grammar change in the form of a word to show difference in its use” (Longman, 2000, p. 212). The inflection of verbs is also called conjugation, and one can refer to the inflection of nouns, adjectives, adverbs, pronouns, determiners, participles, prepositions, postpositions, numerals, articles etc. Inflection morphemes whose process for relating such forms play their central role. “Inflection is very important in oral or written English. Furthermore, inflection is used to give the number of people or objects involved and marks possession. These things are presented as grammatical categories” (Juliane, 2009, p. 6).

Fu-Tsai Hsieh (2009, p 46) stated that Most people have a notion that learning English morphological inflection difficult. In addition, Prevost & White have proven that L2 (second language) learners have difficulties in the realization of inflectional morphology in the L2 (second language).

Beside that, based on the researcher’s experience, most of the students have difficulties in learning grammar. The most common of the students’ difficulties in learning grammar is about English morphological inflection although the teacher has explained English morphological inflections to the students and the grammatical rules about it in the process of English learning. They still don’t understand how to use English morphological inflections well, not only in speaking but also in writing. For example, when the teacher asks students to speak (in conversations) and to write (writing a letter, writing a diary, writing about their experience, etc), most of the students’ error is dealing with English morphological inflection.

Many students have difficulties in learning English morphological inflection because there are many grammatical rules of English morphological inflection that should be understood. For example, for third person inflection in present tense. The verb should be added by *-s/-es*. For past tense inflection, the verb should be added by *-ed*. There are many rules and not all past tense verb should be added by *-ed* because of irregular verb. And then, they don't add *-ing* for the progressive inflection.

In the process of foreign language learning, learners often make errors. It is a common thing that people who learn a foreign language face some language difficulties such as making errors during learning process. Making errors naturally occurs during the process of second language acquisition. "Errors in the process of foreign language learning are caused by the interference of mother tongue." (Wilkins, 1980, p. 197)

Making errors for most people of language learners is something that cannot be avoided. In holy Qur'an, Yusuf on the verse 97 follows:

قَالُوا يَا أَبَانَا اسْتَغْفِرْ لَنَا ذُنُوبَنَا إِنَّا كُنَّا خَاطِئِينَ

The verse says that when prophet Yusuf's brothers asked their father to supplicate the forgiveness on their mistake.

It is a problem for them. Errors are made by foreign or second language learners in the process of constructing a new system of language to show understanding of the process of foreign or second language acquisition.

Identifying students' errors in learning process is important to know students' problem in acquiring target language. Moreover, Brown states that in

learning a language, learners will get more problems and face great difficulties. Errors, which are made by second language learners in the process of constructing a new system of language to show understanding the process of second language acquisition. According to Brown (2000) “error analysis is the study of the learner’s error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.”

There are good reason for focusing on errors. First, they are a conspicuous feature of learner language, raising the important question of “why do learners make errors?” Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. (Ellis, 2007, p.15)

Related to this title, the writer got previous research. “*An Error Analysis of English Morphological Inflection Made by the First year Students of SMK YASMU Manyar Gresik.*” The research of writer and previous research have similarity. Both of them focus in inflection. The difference between the writer and previous research are previous research she analyzes about inflection in general and it focuses to vocational high school students, it is different to this research which analyzes about inflection by testing the student and it focuses to university students who had studied Morphology.

The thesis “*An Analysis of the Plural Inflections of English Language among Malay Students.*” The research of writer and previous research have similarity and diverification. Both of them focus on university students but in previous study, it focuses on the first semester students and the writer focuses on the sixth semester students. It has different location. The previous study does the reseach to malay students and the writer does the research to

indonesian students. The previous research just focuses on plural inflection while the writer focuses on some inflectional categories such as plural, possessive, comparative, superlative, verb and adverb.

In this research, the researcher chooses the sixth semester English department students of UIN Antasari Banjarmasin because they had learned about morphology and grammar. The researcher wants to know their ability and how they apply the inflection. So, that is why the researcher is interested in locating the research at UIN Antasari Banjarmasin because the writer wants to know the students' inflection ability.

Inflection is basic lesson for English learner. But in fact, there are some students in last semester level who still confused about inflection. Such as making the past tense sentence, error in putting apostrophe in Possesive, etc. Whereas Morpheme had been learned in morphology subject. Based on this fact, the writer does a research entitled: **“AN ERROR ANALYSIS OF INFLECTIONAL MORPHEMES OF THE SIXTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS AT UIN ANTASARI BANJARMASIN ACADEMIC YEAR 2017/2018.”**

B. Research Questions

Referring to the background of the study, the researcher states the problem of the study as follows:

1. What inflectional morpheme errors are made by the sixth semester of English department students at UIN Antasari Banjarmasin?
2. What are the error types made of the sixth semester of English department students at UIN Antasari Banjarmasin?

C. Objectives of Study

There are two puproses of this research:

1. To analyze inflectional morpheme errors are made by the sixth semester of English department students at UIN Antasari Banjarmasin
2. To find out the error types are made of sixth semester of English department students at UIN Antasari Banjarmasin.

D. Significance of Study

The result of the study are expected to give significance as follows:

The finding of the study is expected useful to lecturers and other researchers.

1. For the lecturers, it can be used as a feedback to increase and improve their students' knowledge and their knowledge about inflectional morpheme.
2. For other researchers, it can be used as information for a reference in similar research.

E. Definition of Key Terms

To avoid misundersatanding of interpretation the title, the key terms must be defined accurately. This study contains several key terms which have significant roles to explain the study, and they are as follows:

1. Error analysis is a systematic describing and explaining errors made by learners in their oral or written production in their target language. According to Brown, error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.
2. Inflectional morpheme is a suffix that is added to a word to assign a particular grammatical property to that word. Inflectional morpheme categories here are plural, possessive, comperative, superlative, verb and adverb.
3. Morpheme is a minimal unit of meaning or grammatical function (yule, 2006, p. 63). In the sentence *The police reopened the investigation*, the word *reopened* consists of three morphemes. One minimal unit of meaning is *open*, another minimal unit of meaning is *re-* (meaning 'again') and a minimal unit of grammatical function is *-ed* (indicating past tense).