

CHAPTER I

INTRODUCTION

A. Background of Study

Allah creates various nations around the world that have many differences in every aspect of life, one of them is language. Language as a communication instrument is used by human being to communicate and interact among them.

Language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000: 05).

In addition, without language, human being may not be able to express their will, idea, belief, and information or message among them, not only between one to another people but also between one to another nations. That is why language is an important need for human being in the world.

In the Holy Quran, surah Al-Hujurat verse 13rd, Allah said about the importance of language.

The verse above states that language has a very important role among human being in every nations and tribes. Language is needed to recognize and to communicate each other people in the world.

In the Holy Quran, surah Ar-Rum verse 22nd, Allah has granted to the human being capability in communicating to each other.

The verse above proofs that the human being of the world are created by Allah with many races ad tribes which have various languages, religions or beliefs, and cultures. Those various show what a precious creation of Allah.

There are various languages in the world that has been created by Allah, one of them is English. Learning English is important for human

social's development. English as language which is used by more than a half of population in the world, English is holds the key as an international language. Therefore, English is the easiest way to communicate with people from other nations about many aspects in human life such as education, economy, social and politics.

In academic aspect, English is taught as a subject matter. It becomes a compulsory subject at education. In Indonesia, it is taught from elementary school until university. It is also one of subject which is examined in national examination.

Learning English as a foreign language is an integrated process that the learners may not ignore one or more aspect of four basic skills, they are listening, speaking, reading and writing. Harmer said in his book that one language skill should not be performed without another skill. It is impossible to speak without listening to the speaker and impossible to write without reading the sources (Harmer, 1991: 52). Beside those skills, there are some components of English that have to be learned by students such as vocabulary, grammar, pronunciation, etc. These components are supposed to support the mastery of those skills, and one component which is important and fundamental one to be learned is vocabulary.

Discussing about vocabulary, it means the study of word and it has relationship with word formation processes, because it is a way to create a new word in English. Every word has a process.

In the word formation process there are many processes to form a new word. One of the least common processes of word formation processes in English is **coinage or invention**, that is, the invention of totally new terms. The most typical sources are invented trade names for commercial products that become general terms (usually without capital letters) for any version of that product. Older examples are *aspirin*, *nylon*, *vaseline*, and *zipper*, more recent examples are *kleenex*, *teflon*, *tylenol*, and *xerox*. (Yule, 2006: 53).

Another word formation process is **compounding**. Murcia said in her book that compounding is putting together existing words to form a new lexical unit, for example, *rain + coat = raincoat*. (Murcia & Freeman, 1999: 35). Other word formation processes are **derivation** (creating new words by using derivational morphemes, for example, *faxing*), **blending** (a word formed by merging the sounds and meanings of two or more other words, for example include *brunch*, from br(eakfast) + (l)unch), **acronyms** (combination of initial letters of a word sequence, for example, *NATO* “*North Atlantic Treaty Organization*”), **alphabetisms** (combination of the first letters or words, pronounced with the phonetic value of these letters in alphabet, for example, *CD* “*compact disc*”), **clipping** (shortening of a polysyllable word, for example, *flu* from *influenza*), **conversion or zero derivation** (changing a word category (part of speech) into another category without any segmental change, for example, innovations in technology have encouraged the transformation of the nouns *network*,

Google, *microwave*, and *fax* into verbs), **internal modification** (*mouse-mice*, *foot-feet*, and verbal conjugation or nominal declination in Arabic and Hebrew), **borrowing** (taking over of words from other languages, for example, *cake* from Japanese *keiki*), **imitation of sound or onomatopoeia** (naming things by imitating the sound that are associated with them, for example, *click*), **backformation** (reanalysis, a very specialized type of reduction process, for example, *donate* from *donation*), **loan-translation or calque** (special kind of loan, parts of word are translated, or the meaning of the word from foreign language is borrowed and translated into the recipient language, for example, English word *telephone* is taken from Greek *tele* distant and *phone* voice). (Husin, 2013: 08-13)

In English Department of Antasari State Institute for Islamic Studies, word formation processes already taught in Morpho-Syntax subject at the sixth semester. Sometimes the researcher found some errors when English Department student responding about word formation processes such as “Student A asks about word formation process of *flu* from *influenza*, what is the form standing for? Student B responds with “*borrowing*”. In fact, it should be “*clipping*”.

However, in this case, the researcher is curious to study about word formation processes. Especially, the researcher wants to know the students’ ability in identifying word formation processes of English Department at sixth semester of *Tarbiyah* and Teachers Training Faculty

and to make sure that they have learned about word formation processes in Morpho-Syntax subject. In other side, the researcher also wants to find out the most difficult type of word formation processes students encountered.

Based on the description above, the researcher is interested to conduct a research entitled **“THE SIXTH SEMESTER STUDENTS’ ABILITY IN IDENTIFYING WORD FORMATION PROCESSES AT ENGLISH DEPARTMENT OF ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES BANJARMASIN IN ACADEMIC YEAR 2013/2014”**

B. Statement of Problems

1. How is the sixth semester students’ ability in identifying word formation processes at English Department of Antasari State Institute for Islamic Studies Banjarmasin in academic year 2013/2014?
2. What is the most difficult type of word formation processes which students encountered?

C. Objective of Study

Based on the statement of problems above, the purposes of the research are:

1. To know the sixth semester students’ ability in identifying word formation processes at English Department of Antasari State Institute for Islamic Studies Banjarmasin in academic year 2013/2014.

2. To find out the most difficult type of word formation processes which students encountered.

D. Significance of Study

There some significances of this research, those are:

1. Students

Students will know their ability in identifying word formation processes.

It may motivate them to improve their ability in identifying word formation processes.

2. Lecturer

The result of this research will give the lecturer a description about the students' ability in identifying word formation processes. It is hoped that this research can contribute some ideas, concepts or information to English Morpho-Syntax lecturer.

3. Researcher

The result of this research will help the researcher to get experience in doing a research. It enriches the researcher knowledge in this specific research.

4. Readers

The research will give benefits to readers who want to research about the students' ability in identifying word formation processes. It can give information about how to analyze the students' ability in identifying word formation processes. It can be used as reference for their research later.

5. English Department of *Tarbiyah* and Teachers Training Faculty

The result of this research can be used as information and additional reference to English Department of *Tarbiyah* and Teachers Training Faculty library's literature.

E. Limitation of Study

In order to avoid generalizing when exploring the content of this research, the researcher limits the study as taught by the Morpho-Syntax lecturer there and the common topic of word formation processes that often discussed. These are the topics used for the items to know the students' ability in identifying word formation processes and to find out the most difficult type of word formation processes which they encountered. All particularly relates to word formation processes below.

1. Derivation
2. Compounding

3. Clipping
4. Blending
5. Backformation
6. Invention
7. Borrowing
8. Acronyms
9. Alphetisms
10. Conversion

F. Definition of Key Terms

In order to avoid misunderstanding or misinterpretation when exploring the content of this research, the followings are the definition of several key terms:

1. Student is a person who is studying at a school or college. In this case, students are all sixth semester students at English Department of *Tarbiyah* and Teachers Training Faculty of Antasari State Institute for Islamic Studies Banjarmasin in academic year 2013/2014 who took Morpho-Syntax subject.

2. Ability is the mental or physical capacity, power or skill required to do (Hornby, 1995: 02). In this case, the ability is the sixth semester students' skill to identify word formation processes.
3. Identifying is to find out who someone is or what something is. In this case, identify is to find out or knowing the process to create a new word.
4. Word Formation Process is a means of deriving (generating) linguistic units in order to create a new one word name having a semantic and formal connection with the original unit. (The Great Soviet Encyclopedia, 1979). It means the word formation process is the process to create a new word.