

A THESIS
THE STUDENT'S ABILITY MORPHOLOGICAL BAOUND
MORPHEM THE SECOND GRADE OF MA DDI TELLU
LIMPOE



By

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CHAPTER I INTRODUCTION

A. Background

Language is one of the most important aspects in human life. By language, people can express their feelings, ideas, willingness, and anything they have in mind. English learning deals with four skills: listening, speaking, reading, and writing. Reading and listening are receptive skills, while speaking and writing are productive skills. These skills are connected to one another and are equally important. Because of that, students should be able to know all of the skills, but the facts show that some of the students have difficulty learning English, especially in writing skills and grammar.

Grammar is one of the most important aspects to learn because it's one of the potential pieces of language. Through grammar and structure, students can increase their ability in English. The student who has knowledge in structure does not find many difficulties in writing.¹

Human life in the world needs interaction with other people to cover our needs. In addition, we cannot live as individuals in this world, and we must make interactions and communications with each other. In these interactions and communications, language is a tool of communication. So if we understand and are able to use it as well as we can, we can interact and communicate with each other. But if we do not understand and cannot use it as well as we can, we cannot interact and communicate with them.

¹ Oxford Advanced Learner's Dictionary . (New York : Oxford University Press 1995). P.17

Grammar rules can be influenced by the first language which is different from the second language. Therefore the first language can interfere learners in the process of the second language difficulties in the realization of inflectional morphology in the second language². Beside that, based on the researcher's experience during teaching English, 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, most of the students' error is dealing with English morphological inflection.

People must understand structure of language and can use it as well as possible; language is needed by people so far they need to interaction with each other. Therefore, we must understand it. People not only understand but also how the way uses a good language to communicate each other. As we see today, communication is very need by all people because first tool of interaction is language. when you use language, you use it to communicate an idea from your mind to the mind of some.³

² Fu-Tsai Hsieh, *The Acquisition of English Agreement /Tense Morphology and Copula by L1- Chinese-Speaking Learners*, (China: University of York, 2009), vol. 3, p.46

³ Robert Lado, *Language Teaching: A Scientific Approach*, (New York: McGraw-Hill, 1986), p13.

A morpheme is a minimal unit of meaning or grammatical function. A morpheme has two types. They are free morphemes and bound morphemes. In bound morphemes, there are 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 words of a different grammatical category from the root. Whereas inflectional morphemes are not used to produce new words in English language, but rather to indicate aspects of grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is a past tense or not, if it is comparative or superlative.⁴ 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.⁵

The grammatical rule of English morphological inflection are sometimes easy enough for the students to understand. Although the grammatical rules are easy enough for the students, some students still have problems because they are not careful, they do the task carelessly. For example, they don't add *ing* for the progressive inflection. Beside that, there are some difficult grammatical rules that make the students don't understand and they are confused when they learn about it. For example, they are confused to compare between plural inflection and third person singular inflection.

⁴ Ibid, p.64

⁵ Juliane, English Morphology: Inflection and Derivation, (Munich: GRIN Publishing GMBH, 2009), 6. George Yule, The Study of Language, p.63

From those explanations, it can be inferred that many students have problems when they learn English inflection. The problem, of course, will cause the reoccurring of errors or mistakes. However, making errors in the process of learning is natural because we can't understand the lesson before we try to understand and make errors. Errors in the process of foreign language learning are caused by the interference of mother tongue.⁶ Moreover, every language has different patterns and rules that should be paid attention to by the target language learners. So that's why, errors in foreign language learning especially English are the cases which are difficult enough to avoid all pointed out that people can not learn language without making systematically errors. As a matter of fact, making error is a part of learning.

In writing students are hoped to be able to express many written meanings that have purpose in communicate text structure. So, they can develop their writing in from of genre. From the statement above, it can be seen that errors in learning a second language are caused by in the interference of the learners mother tongue. In other words error made by the learners sometimes are caused by used of the first language. Making errors are natural and avoidable part of the learning English. much kind of errors arise when the learners write because they do not mastery English structure well. Also errors are the in ability of the students in using rules of the components and elements of the second language.

⁶ D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd, 1980), p.197

In make a good English Morphology students able to mastery and apply the structure correctly especially about tense use. If they can not do that, of course errors will arise automatically their writing will cause misunderstanding for the reader, because the reader can not receive the message or expression of their idea well. Therefore the writer wants to analyze the errors made by students.

Benefits in morphology research can also add to science, make it easy to use morphemes, know from several function words. make it easy for someone to communicate. in this study the researcher will analyze the students ability in mastery morphological bound morpheme students' using tes, which is the target language studied by Madrasah Aliyah Darul Dakwah Wal-Irsyad (MA DDI Tellu Limpoe) students. Therefore, we have to need something interesting to make the reader want reading and make the students understand in morphological bound morpheme so, the research will be focused: The Student's ability Morphological bound morpheme students of MA DDI Amparita .

B. Research Question

Based on the background above, the problems of this research are:

1. How is the student's Ability in Inflectional Morpheme the Second grade of MA DDI Tellu Limpoe ?
2. How is the student's Ability Derivational Morpheme the Second grade student's of MA DDI Tellu Limpoe ?

C. The Objective of the Research

Related to the problem statement above, the objectives of the research are :

1. To find the student's mastery Inflectional Morphem the Second grade of MA DDI Tellu Limpoe .
2. To find the student's mastery Derivational Morphem the Second grade of MA DDI Tellu Limpoe

D. Significant of the Research

For the Research have contributions to:

1. Contribute an input and further information for English teacher and students especially at MA DDI Tellu Limpoe Kabupaten Sidrapto develop teaching learning process and improve students' ability in mastering English especially in morphological bound morphem.
2. Make a consideration for the next researcher who wants to do research on the same object.
3. As an input for writer to add the writer's knowledge and experience in scientific research especially about English morphological bound morphem

