

CHAPTER I

INTRODUCTION

1.1 Background

Writing is undoubtedly important for students of the college. It becomes one of the main disciplines for learning especially students of the English department. Then, it is generally assumed as the most essential activity for measuring student achievement. Besides, due to the complexity of writing, it can be used as the parameter of a result of students' language development. This is because students of the college are demanded to be able to express their ideas both in non-academic and academic writing such as writing text, an essay, and a final project. The ability to write a text has played an important role for college students in Indonesia since it is one of the requirements to graduate from university.

Writing is quite complicated for students compared to other subjects. As stated by Richards, Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into readable text. Several factors made writing in English looks difficult, such as spelling, vocabulary, and grammar.

Students sometimes made errors in writing; they are often using the way of thinking and concept from their mother tongue to express their ideas. It means that students make errors because they are not applying the rules of the language in their writing. As a result, they will write sentences ungrammatically.

According to Touchie, students who are in the process of learning a language, unfortunately, make many grammatical errors¹. Few studies found that many

¹Y.H. Touchie, *Second Language Learning Errors: Their Types, Causes and Treatment*, JALT Journal.Vol.8 No.1 (1986).

students difficulty in understanding the morphological system of a language that deals with morphemes or the minimal units of linguistic form and meaning and how they make up words. Juriah and Fitri, in their study on Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro claimed that the number of students' omission and misformation errors is high in inflectional morpheme. The students' omit morpheme –s to indicate that the noun is plural or omit morpheme –ed to indicate that the sentences are past form².

Another supporting finding is a research conducted by Ilyani, who examined Misuse of English morphology in writing among TESL students, found that his respondents made all the types of morphological errors in their writing such as omission, addition, misformation and misordering³. Besides that, a study on Factors Affecting the Morphological Errors in Young ESL Learners' Writing Universiti Sultan Zainal Abidin carried out by Safawati, Radzuwan, Nor and Sarah reveals that the main cause of error in the students' writing is intralingual factor or the interference of language within the second language for the students tend to overgeneralize one rule of grammar into another⁴. Apart from that, Ahmad Taufik Hidayah bin Abdullah carried out an error analysis on the use of the Simple Tense and the Simple Past Tense in the writings of TESL College Students. He noticed that his respondents from Kolej Ugama Sultan Zainal Abidin made errors in omission,

²Juriah and Palupi Kusumawati, "Students' Morphological Errors in Writing Recount Text at Muhammadiyah University of Metro", *Premise Journal Vol 4 No 1* (April 2015), p. 285 <http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/285> (accessed 16 march 2019).

³Nur Ilyani Idris, Misuse of English morphology in writing among TESL students, (*Masters thesis: University of Malaya*, 2015). (<http://studentsrepo.um.edu.my/6033/>)

⁴Safawati Basirah Zaid, et al., eds., Factors Affecting the Morphological Errors in Young ESL Learners' Writing, *International Journal of Academic Research in Progressive Education and Development*, Vol. 6, No. 3, 2017. p.129-136. (http://hrmars.com/hrmars_papers/Factors_Affecting_the_Morphological_Errors_in_Young_ESL_Learners%E2%80%99_Writing.pdf) (accessed 28 July 2019).

addition, misformation and also misordering in their essay writing. Thus, it can be concluded here that the issue that leads to this present study is students' difficulties in writing because they usually make morphological errors.

In general terms, morphological competence is one of the essential elements that determine a higher level of proficiency in ESL or EFL. Morphology is the study of morphemes which are the smallest significant units of grammar. Mark and Kirsten, state that in linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. A major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of morphemes, often defined as the smallest linguistic pieces with a grammatical function⁵. It can be noted that knowledge about morphology also has a significant role in writing.

Morphology is that it helps us to have better writing skills. Being aware that there are certain morphological irregularities in the English language is important to write the language properly, and, also, it may even have a beneficial effect in auditory skills insofar as the phonological aspect is related to morphology in spoken language.

In this study, the researcher conducts research to students students at the fifth-semester of the English Education Program of Institute Islamic College (IAIN) Parepare who are prepared to be English teachers. Considering English Education students are prepared to be English teachers, they should have good competence in all language skills to be good English teachers. It is impossible to teach effectively if

⁵Mark Aronoff and Kirsten Fudeman, *“What is Morphology?”*, (New Jersey: Wiley Blackwell, 2011).p. 1

their English ability is poor. They will teach writing effectively if they master writing and other language skills. The researcher strongly feels that there is a need to carry out this study to identify the types of morphological errors in written text.

1.2 Research Question

Base on the background above, the researcher would like to state the problem as follows:

1.2.1 What are the most common morphological errors made by students in writing a narrative composition?

1.2.2 Why do the Students make morphological errors in writing a narrative composition?

1.3 Objective of the Research

Based on the problem statement of the research above the objective of this study are:

1.3.1 Describe the most common morphological errors made by students in writing a narrative composition.

1.3.2 Infer the causes or sources of morphological errors in writing a narrative composition.

1.4 Significance of the Research

The result of this research is expected to be useful information for the English teachers, students, and researchers.

1.4.1 The teachers

The result of this study provides feedback for teachers of the English Education Program that may be useful to recognize students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The teacher should give a better and clearer explanation especially

about the students' difficulties in learning. Then, the teacher should design and improve the more appropriate method in the next teaching so that the students could reach the learning goal much easier.

1.4.2 The students

The result of the study can be used to know the students' ability in learning English grammar which is difficult for them. In this way, the students are expected to increase their knowledge of English grammar, thus they will be aware of the errors they made and sources of the errors.

1.4.3 The researchers

This research expected to give new knowledge and inspire other researchers to conduct further researches about morphological error analysis or other topics related to errors to enrich the existing study.

