

Chapter I

Introduction

This chapter attempts to present a brief explanation of research background that contains the topic, the participants, and scientific reasons. The research question related to the objective of research. This chapter also provides the delimitation that explains the main point of this research. The significance will figure out what the study expects.

Background of Study

Since morphology has become one of the conceptual centers in linguistics, the less of understanding to form the word also becomes the essential issue. Sometimes, the English language learners neglected the rules of how words formed, in order that the error in morphological process in learning foreign language could be difficult to avoid. Morphology known as the branch of linguistics that studies about the structure of words and how words are formed. Booij (2014) states that morphology is the branch of grammar that studies the word formation that deals with the correlation between the form and the meaning of the word. The formation of words have modified based on the intention from the process of new word and phrase items to the indication of grammatical structure. In the same concept, the process how words are forming is called morphological process.

Morphological process has two different ways to form words; they are inflection and word formation. As Booij (2014) states that inflection concerns to the use of morphosyntactic system in reforming the word based on the situational context, whereas word formation deals with the production of new words by some morphological mechanisms such as derivation and compounding. Based on its functions, both inflection and derivation are the branches of affixation. Affixation known as one of the types of morphological process, where the word must be attaching to another word, thus it changes the meaning or the function of that word to

adjust its syntactic and communicational context. It should be noted that to analyze the error on morphological process should be done by the researcher by holding to the fact that if the error occurs then the effect could not be prevented. For instance, it changes the meaning and the class of words, another the text will be difficult to read if the form of the word has error, then the information could be difficult to understand.

Generally, error and mistake are virtually interchangeable. Mistakes that happen frequently in forming the word done by the students who learn foreign language is called error. However, the study of error in the area of morphology has previously taken by some researchers. One of the studies is from Al-Saidat (2012) that explicates the kinds, sources, influences, and solutions of inflection morphological error committed by learners of English in The World Islamic Science and Education University in Jordan. He finds that omission of the third person singular is the common kinds of inflection morphological error as the influences of mother tongue.

Essentially, error analysis deals effectively with speaking and writing as the learner production, but not in listening and reading as the learner reception. Richards (1973) states that mistake made by a learner in writing or speaking is caused of lack of attention, fatigue, carelessness, or other aspects. Particularly, to produce a good academic writing is harder than the other skills, it is because the writer needs adequate knowledge, critical thinking, and carefulness when producing the sentences with a good grammar. In this case, the writers could arrange, explain, and their ideas clearly with good organization, diction, and grammar to make the readers get the ideas. It can be seen in the work by Oshima & Hogue (1991) on *Writing Academic English*: p.3., “writing is not easy. To develop this skill, it takes study and practice. For both native speakers and new learners of English, it should be noted that writing is a process, not a product”.

It can't be denied that to produce an appropriate word in a sentence is difficult, especially for the foreign language learners who learn English which might have different systematic rules from their mother language. Errors naturally happen in learning process, but for the student who has been studying grammar and morphology; it brings some perceptions that morphological errors have possibility to happen in English Department students.

Practically, some of English Department students as the foreign language learners committed the morphological error. They should speak and write in English in learning process, and also in their daily activities. In some cases, the students experience error when they produce correct sentences in writing course, the evidence of this can be seen in the early experimental phenomena that happened in the work of some students of class 2014 of English Department in Seminar on Language course in the following data bellow.

“.... give the participants some questions which *focuses* on eliciting the point of view of the participant.”

Emphatically, the data showed that there was a kind of inflection-morphological error occurred in research proposal of a student, the error is caused as a result of “addition” the wrong insertion “-s” of English inflectional affixes in term of 3rd singular present agreement.

Consequently, this study chooses to identify the error in students' research proposals. This text conveys the main dea and the perception of students due to the topic of the researches. In creating an academic writing such as research proposal, there are several aspects that should be noticed such as the content must be logic; the language must be formal, and the diction must be appropriate. In this case, students will easily get the difficulties in producing the words with the correct structure.

Students of class 2014 are chosen because it is believed that they have mastered English, this argument is supported by the fact that they have passed the features of linguistics; such as

Introduction to Linguistics, English Phonetic and Phonology, Morphology, Sociolinguistics, English Grammar and also Syntax. Equally important, the students of class 2014 composed a research proposal while they were in fifth and presented in international student conference during seminar on language course in sixth semester and to fulfill their final project towards the end of their study. Based on the explanation above, this topic is important to find out the morphological error that usually believed as the trivial thing. Likewise, the researcher expects that the students will be able to know and indicate where the errors are located in writing. Hence, the researcher interested to analyze the research proposal of English Department Students. In light of this, the study entitled an error analysis of morphological process in students' research proposal was conducted.

Research Question

This study focused on the question:

What kinds of inflectional-morphological errors are made by the students in composing research proposals?

Aim of Study

Based on research question, this research intended to identify the kind of inflection-morphological errors in research proposals of English Department students.

Scope of Study

This study focused on the inflection morphological error in English Department students' research proposals. It is selected because the aim of this research is to investigate the morphological error phenomenon on English Department students as a foreign language learner. Moreover, to make it more conducive to collect the data, derivation related error would not be taken as data sample. Hence, the theories of derivational errors are not used to

analyze error in this research. Moreover, this research is limited to observe the kind and the number of inflection related to error in chapter 1 of students research proposals to answer the research question.

Significances of Study

A highly intelligent research will guarantee by the significances involving of theoretical and practical contribution.

In terms of theoretical contribution, the study brings the significance in contributing the new idea in order to increase students and lectures knowledge about the concept of how error analysis works in producing word. On the other hand, the theory can be utilized as the basic theory for the lecturer to teach the student to form the duly word by using inflection affixes. Equally important, this study can be used in upgrading student writing skill particularly in conducting research.

On the practical contribution, the lecturer would know about the factor that influence the morphological error occur in English Department students, in order to that they could find the solution to solve the problem. And in the same way, the student would know the kinds of inflectional affixation error which commonly happen in writing and try to elude mistakes.