

Chapter I: Introduction

This chapter is divided into five sub-topics, those are; basic consideration, research questions, aims of the research, scope of the research, and significance of the research. All of these subtopics will be explained clearly to make the reader understand about this present research. All of the subtopics described as follows:

Background of Study

Morphology is a part of linguistics which is a study of word formation. Further, morphology is a structure of words which morphology is the relations how words are formed and how word fits each other. The term of morphology is commonly defined in different ways by linguists in the world. Such as Rahmadan (2015, p. 1) he argues morphology is a study of morphemes, which are the smallest significant units of grammar. While, Juriah & Kusumawati (2015) states that morphology is the identification, analysis and description of the structure of the word. In line with her, Nandito (2016) states in linguistics morphology is the field of study dedicated to morpheme.

Morpheme as a smallest grammatical unit of word in a language divided into two categories; free morpheme and bound morpheme. Nandito (2016) states that a free morpheme can function independently as words. Besides, bound morpheme appears only as part of terms always in conjunction with a root and sometimes with other bound morpheme. Bound morpheme can be divided into affix, suffix and prefix, also can be further classified as derivational or inflectional morpheme.

Morpheme plays an important role in English language teaching because comprehending morphemes will significantly develop students' writing skills as well as their linguistic ability. Moreover, EFL students having profound morphology knowledge will contribute to producing a good style of academic writing, mainly argumentative essays. For example, in writing an argumentative essay, students have to give particular attention to the use of morphological rules correctly in writing because it is considered to be a mechanism that gives cohesion to the text. In addition, the use of morphologically correct forms will make the sentence meaning more understandable, sound more natural, and more academic to students' argumentative essays.

Furthermore, the ability in writing argumentative essays is needed for students because argumentative essays can develop students' critical thinking skills. For instance, when they write a journal, do a speech, etc. Students need to defend their opinion on one issue. They can combine persuasive arguments with fact-based research and when done well, it can be a powerful tool for making someone agree with their point of view. However, if students struggle to write good argumentative essays like applying many morphological errors, in which those errors influence the meaning of the sentences, the purpose of the writer cannot be well conveyed by the readers, it is wrong in grammatical terms.

Morphological errors are errors formed or made when the morphological aspect of grammar is being tainted, or misinformed (Zaid, 2015). Besides, Suleymanov (2015) states that morphological errors may be considered as those which result from the misapplication of the morphological rules in the formation

of words. Some linguists argue that morphological errors indicated misconception of the meaning, function of morphemes or morphological rules by the learners. Morphological rules are wrongly applied by the students even though students have prior knowledge about the rules of word formation, it means that students have committed morphological errors.

Speaking about that, students from the academic year of 2017 have passed morphology subject before learning writing for academic purpose subject. They expected that they are able to write a good argumentative essay such as using morphological rules correctly as well as not applying many morphological errors because that gives cohesion to the text, and the word in the sentence in their essay has a clear meaning because they know morphological rules and how to write an academic essay. However, in fact the students even though they have learnt morphology subject before learning how to write a good argumentative essay in writing for academic purpose, they still struggle to write a good argumentative essay and they still perform morphological errors.

Hereinafter, I have conducted preliminary research on students' argumentative essays. The result is many students applied morphological rules correctly in their argumentative essays. Besides, many students in these classes omitted some morphological errors in their argumentative essays. This preliminary finding found the most students committed error in inflectional morphemes especially suffix *-s* as plural marker of noun and errors of suffix *-ed* as past tense marker. There are sentences containing morphological errors on students' argumentative essays:

**This views* will be explained ed in this essay. *

The first sentence is inflectional morphological errors which indicate the issue of the addition error dealing with suffix –s as plural noun. In this case, the student add the suffix –s to the singular noun ‘*view*’. The pronoun ‘*this*’ is singular form and should not be followed by plural noun ‘*views*’ because there are only one view are discussed by using the pronoun ‘*this*’. Thus, the correct form of the data should be ‘*This view*’ will be explained in this essay’.

Moreover, the source of error in the first sentence is overgeneralization. The students overgeneralized the suffix –s as plural marker to the singular noun. The students apply incorrect rules of the target language because the pronoun ‘*this*’ must not be added suffix –s to the noun ‘*view*’ cause of in the sentence the writer discuss only one view.

**In the first, when I followed the selection enter the college I choose two program* study, such as English department at Gorontalo state university and English literature at Manado university. *

The second sentence is inflectional morphological errors which indicate the issue of the omission error dealing with suffix –s as plural marker of noun and suffix-ed as past marker of verb. In this case, the student did not added the suffix –s to the word ‘*program*’ after the cardinal number ‘*two*’ and suffix –ed to the verb ‘*follow*’ The word ‘*program*’ should be added the suffix-s to refer that there are more than one program and the verb ‘*follow*’ should be added the suffix –ed to refer that happen in past time. Thus the correct form of the sentence

should be "In the first, when I followed the selection enter the college I chose *two* study *programs*, such as English Department at Gorontalo State University and English Literature at Manado University". Furthermore, the source of the error in this sentence is incomplete application of the rules. The students omitted the functional categories of the suffix –s as plural marker of noun. The students apply incorrect rules in the sentence because after the noun "two" must be added suffix –s to the noun "program" because the noun two used to indicate more than one program or plural marker.

Based on the data above, errors of suffix –s as plural marker of noun and suffix –ed as past marker of verb is occur from students' argumentative essay the academic year of 2017 even the students have learnt about word formation rules in morphology subject, they still employ morphological error in their essay. Moreover, based on the data found, not only one or two students applied morphological errors in their essay but some students applied morphological errors in their argumentative essay. From these reasons, it is important to observe morphological error in argumentative essays.

The research of morphological errors has been conducted by many researchers. The first previous research is by Saputri (2017). Her research entitled "Morphological and Syntactical Errors Analysis on the Students Descriptive Composition of Private Vocational High School ". This research reveals 97 morphological errors. Examples: adverb 22, adjective 21, indefinite demonstrative 2, noun 13, plural 14, possessive adjective 4, past formation 4, singular 4, to infinitive 13.

The next research is by Gayo & Widodo (2018). Their research entitled ‘‘An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students’’. This research found that students errors in derivational, flectional, preposition, article, copula be, personal pronoun, auxulury verb, and demonstrative determiner. Thus, interlingual and intralingual errors are contribute as the the factors of errors.

Different to thoso previous researchs, the source of data from two previous researchs are descriptive texts. However, this research, the source of data are students' argumentative essays. Moreover, the first previous research only focus on the types of error and the next previous research focus on types of error and factor of errors. In contrast, this research focus on the types of morphological errors especially on inflectional morpheme, also the sources of students make morphological errors in their argumentative essay. In addition, the theories, focus of data error and data analysis methods also different from those two previous researchs. Thus, it will affect the data analysis used in this research and those previous researchs. The identification and categorization of the data are similar to this research. Equally important, those two previous researchs will be beneficial as a guideline for this present research for analyzing the finding data.

By considering this basic consideration, this research investigate morphological errors in students' argumentative essays, particularly the students of Gorontalo States University, Faculty of Letters and Culture, Department of English Education. Moreover, the researcher collect all the students argumentative essay from the academic year of 2017 which they have passed morphology and

academic writing subject to find out the types and the sources of morphological errors in students argumentative essay. This research only focus on morphological errors in inflectional morpheme because based on the preliminary research in students argumentative essay, inflectional morpheme are commonly as students errors that the researcher found in their argumentative essay.

In this research, the researcher employ the types of morphological errors classification from James (1998). Further, the sources of students morphological errors use the theories adapted from Richard (1990) to the selected participants. Therefore, the title of this present research is ‘*Morphological Errors in Students' Argumentative Essay*’

Research Questions

The research questions of this research is:

What is the types and the sources of morphological errors in students' argumentative essay?

The Aims of Research

Based on the reseach question above, the aims of this research is to describes the types and the sources of morphological errors in students' writing argumentative essay.

The Scope of Study

This present research, the main data of this research is from students' argumentative essay that focus on two aspects; the types and the sources of

morphological errors particularly inflectional morpheme committed by English Department students in their argumentative essays.

Furthermore, this research will be conducted at the English Department, Gorontalo State University. The students from the academic year of 2017 are selected as the research participants. The academic year of 2017 are selected as the participants because the students have passed morphology subject expected they can be able to write a good argumentative essay and not applied morphological errors. In fact, based on my preliminary research as researcher, many students from the academic year of 2017 still commit morphological errors in their argumentative essay. After reading all students' argumentative essay, this research chose ten participants. The ten essays students' essays with the most morphological errors in their argumentative essay than the other students of the academic year 2017. In addition, the participants are clearly described in the participants subtopic.

The Significance of Research

The result of this research will expectedly be beneficial for teacher, students, and other researcher in the english learning and teaching both theoretical and practical significances.

Theoretical Significance

This research can give valuable input for teaching and learning because this research help the teacher/ reader to find out the appropriate method in teaching and learning morphology. Moreover, by doing this research, it is supposed to get a new understanding about the importance of english

morphological errors both know the types of errors and sources of error in students' argumentative essay.

Practical Significances

a. For the students

This research will be valuable to make the students to be motivated, so the students easily comprehend morphology and argumentative essay, so they can improve the ways they learn morphology and academic writing.

b. For the lecturers

This research will give the lecturers significance input to know and understand the students' ability in morphology and argumentative essay, so they can develop the ways they teaching morphology and academic writing in which that can enhance students understanding and minimize the students' morphological errors in argumentative essays.

c. Other researchers

This research can be utilized as one of the further references for the other researchers who want to research a similar interest.