

CHAPTER I

INTRODUCTION

This chapter contains some subchapters that explain this study in general. The subchapters consist of background of the study, statements of the research problem, objectives of the study, significant of the study and the scope and limitation of the study.

1.1 Background of the Study

To have a conversation with people who come from different countries, an international language is necessary to be used. The international language is a language that is spoken internationally. It is used by people who have different linguistic background to facilitate their communication and to avoid misunderstanding caused by different language. There are some international languages in the world such as English, French, Spanish, Chinese and some others. They are spoken internationally by most of people in the world.

English is one of the international languages. It is used as the second language by people in many countries. It is used in some media such as magazines, newspapers, scientific books, journals, or other information sources. In many parts of the world, people decide to use English as their second language. English has been taught and introduced as the second language lesson, it is not only as a subject but it is also used as the medium of instruction. Therefore, many people are learning English for their second language.

Unfortunately, learning English as a second language is not as easy as learning the first language or mother tongue. In learning English, people have to

deal with a language which is socially or culturally different from their own languages. The learners should enrich vocabularies and understand the grammar. Learners are demanded to master the language skills. According to Nunan (2003) “language skills are listening, speaking, reading and writing. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Meanwhile listening and reading are receptive skills”.

Richards (2002) stated that “writing is the most difficult skill for second language learners to master. The skills involved in writing are highly complex”. In line with Richard, Hamp-Lyons in Nunan (1991) stated that “it is true that writing is commonly a difficult activity for most people, both in mother tongue and in a foreign language. The writing skill requires capabilities more than other language skills and it needs a special preparation. Therefore, it is acceptable that students often make errors or mistakes in writing and producing low quality of writing product”.

The errors in writing could be in the form of grammatical errors, either morphology or syntactic errors. A morphological error is a grammatical error which involves derivational and inflectional morphemes. We can simply define that a morphological error is the error in forming words. While a syntactic error is an error which occurs in arranging and combining words because a writer breaks the rules of sentence construction.

This study focuses on the morphological errors in writing made by the students of English Quick Course (EQC). EQC is one of the English courses in Bangkalan which most of the students are graduated from senior high school.

Some of the students are also university students. The English Quick Course has three classes. They are: new (first) class, medium (second) class and old (third) class. In the new (first) class the students learn to introduce something, in the medium (second) class, the students of EQC learn to write narrative text. In the old (third) class, the students learn to describe something and do debate. The writer took the data from the medium class students' writings to be analyzed.

The writer decided to analyze the morphological errors in the writing of students of English course because most of the students often make errors in producing English writings. A grammatical error such as a morphological error is a common problem of the students. The students who do not comprehend the grammar well would get difficulty in arranging a correct sentence. They often make error in their writing. For example, one of EQC students wrote "I have three **pencil**". The word **pencil** indicates an error because it has an omission of morpheme *-s* as the plural noun marker in inflectional process. The word **pencil** should be written in the plural form because there is word *three* as the indication of plural. To make a correct sentence, it can be revised to be: "I have three **pencils**".

The reasons why the writer uses the narrative texts of the English Quick Course students as her source of data are because narrative texts are written in past tense, while the students often make errors in this kind of writing, another reason is because the writer knows the linguistic background of the students. So, it is easy to discover the causes affecting the students produce the errors. As English is the second language of the students, the interference of the native language may

become the cause of error. For example, Indonesian students who are accustomed to use an Indonesian sentence pattern that is different from the English language may write “I **visit** a museum yesterday” while it should be “I **visited** a museum yesterday”. In English grammar, the word **visit** should be written in the past form of the verb because it happened in the past. Meanwhile, Indonesian grammar doesn’t have that rule.

Many studies on error analysis have been conducted because error analysis helps learners to improve second language or foreign language learning process. By conducting error analysis, the errors and their causes produced by the learners can be identified, thus the errors can be corrected and the learners can avoid making errors again. The previous error analysis has been conducted by Puspita, D in 2013. She analyzed both morphology and syntactic error. The other previous study was conducted by Juriah and Palupi Kusumawati, F in 2015. They analyzed morphology errors in students’ writing. Anwar in 2010 and Imam, S in 2015 also conducted morphology error analysis.

The previous studies analyzed the types of the errors and the frequency of the errors found in the students’ writing. They made the percentage of the error then found out the dominant errors appeared in the students’ writing. The previous studies and this present study have two statements of research problem but the previous studies seemed to have only one statement of research problem because their second questions actually had been answered when they answered the first question. This present study decided to have another aspect to analyze. After

finding out the types of the errors, this study continued to analyze the causes of the errors.

1.2 Statements of the Research Problem

Based on the background of study above, the following research questions are formulated as follows:

1. What are the types of the morphological errors in the writings produced by the students of English Quick Course?
2. What are the causes of the errors in the writing produced by the students of English Quick Course?

1.3 Objectives of the Study

Based on the statements of the research problem, the objectives of this study are:

1. To explain the types of morphological errors found in the writings of the students of English Quick Course.
2. To explain the causes of the errors in the writing of the students of English Quick Course.

1.4 Significances of the Study

By conducting this study, theoretically, the writer expects to give an additional knowledge of morphological errors to help the readers to recognize the errors produced by the English learners. The writer also expects this study would help the readers to know the factors that cause the errors. Practically, the writer hopes that the readers' understanding on this topic would help them to pay more

attention on grammar especially the use of morphemes when they apply English in their communication.

1.5 Scope and Limitation of the Study

The scope of this study is in the field of error analysis focusing on morphological errors in narrative texts produced by the students of English Quick Course (EQC), an English course in Bangkalan. Narrative texts of 18 students of medium (second) class were analyzed. The writer analyzed the types of morphological errors and the causes of the errors in the writings of students of EQC. James's (1998) theory about morphological errors classification is used to help the writer in classifying the types of the errors. The other theory that is used is Brown's (2007) theory to analyze the causes of the errors.