

## CHAPTER I

### INTRODUCTION

The researcher presents introduction of research consist of research context, research problems, research objectives, significance of study, scope and limitation, and definition of key terms.

#### A. Research Context

Language plays a great part in our life<sup>1</sup>, learning a language means learning to use that language to communicate both oral and written. Learning a language particularly learning English, involves four basic skills: listening skill, speaking skill, reading skill, and writing skill. They are called language skills. Beside the language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, and grammar. They are called language aspects. In order to learn English well, both the language skills and language aspects are interrelated each other. In written form, grammar takes important role for it determines the right order of written for example in forming words and building English sentences.

Grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. One possible definition might be Grammar is a set of rules that define how word are combined and changed to form acceptable unit of meaning within

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<sup>1</sup>Leonard Bloomfield, *Language and Linguistic* (London: George Allen&UNWIN LTD Museum Street, 1973), 3.

language<sup>2</sup>. Explanation, grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message. Grammar includes phonological (sound), morphology (word composition), and syntax (sentence composition). Because grammar is important in communication, the students should master it. In fact, learning grammar is not easy for students. Most of the students find difficulties in learning grammar. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well.

The students are usually confused of rules and the use of words for example the use of the word ended with morpheme ing which it has many functions like gerund and participle which the position can be Noun, Verb and adjective. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching morphology which is specifically in morpheme ing.

The general errors of many students are they omit the suffix- s in the present simple and slightly less commonly substitute a present verb from what they mean past<sup>3</sup>, by interacting with some students of English department, it is also possible to make another error such as the use of auxiliary where the subject affect it like Have and Has and also the function of morpheme-ing where it can produce two functions as gerund and present participle.

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<sup>2</sup>Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1991), 86.

<sup>3</sup>Ur, 85.

The researcher actively interacted with student of English Department in IAIN Madura in some occasions, many students shared their experience in learning English, some of them feel that they have been wrong in selecting department, they feel that they do not deserve to be in English department considering the topic which they feel difficult to understand, some students also shared their difficulties in specific lesson like syntax, phonology, extensive reading, morphology and others. Many of them feel difficult in affixation because the rule of adding prefix and suffix depends on the dictionary which means that students can not just add the prefix or suffix to all the words in English, one of the difficulties the students have is to understand the function of morpheme where it can have two functions as like morpheme ing which can be gerund and participle where the position can be Noun, verb and adjective.

The researcher is interested to conduct a research entitled The Students' Difficulties in Understanding the Function of Morpheme –ing in the Sixth Semester of English Department in IAIN Madura

## **B. Research Focus**

1. What are the Students' Difficulties in Understanding the Function of Morpheme –ing in the Sixth Semester of English Department in IAIN Madura?
2. What are the factors of Students' Difficulties in Understanding the Function of Morpheme –ing in the Sixth Semester of English Department in IAIN Madura?

### **C. Research Objective**

1. To find out the Students' Difficulties in Understanding the Function of Morpheme –ing in the Sixth Semester of English Department in IAIN Madura.
2. To describe the factors of Students' Difficulties in Understanding the Function of Morpheme –ing in the Sixth Semester of English Department in IAIN Madura.

### **D. Significance of Study**

There are two types of significance of study in this research, there are:

1. Theoretically

The result of this research is expected to contribute theory related with morphology especially in morpheme ing to both English teacher and learner.

2. Practically

- a. This study is expected to contribute for both researcher and reader to have better understanding and to improve the problem related with morphology especially in Morpheme-*ing*.

- b. The researcher expects that this study could be reference for who wants to teach morphology especially in morpheme.

- c. For the future researcher

This research will be useful for another researcher concerning linguistic phenomenon.

### **E. Scope and Limitation of the study**

Scope means the area, subject of study that will be researched by the researcher in order to be easier in studying about the research, while limitation refers to the subject which is going to be identified by the researcher in the research. According to John Creswell, “Limitation is the potential weaknesses or problems with the study identified by the researcher”.<sup>4</sup> The scope of thi research is is student’s difficulties in diffirentiating the morpheme, while the the limitation of this research is the students’ difficulties in morphology in the sixth semester of English department of IAIN Madura.

### **F. Definition of Key Terms**

1. Student’s difficulties: it is the way how students are difficult to determine the function of morpheme ing
2. Morpheme : it is the smallest unit of the word
3. Morphem-*ing* : it is morpheme attached to the verb that has more than one function.

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<sup>4</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 199.