

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher provides the sub chapters dealing with the title of this thesis. It consists of research context, research focus, research objective, significance of the research, scope and limitation of the research, definition of key term.

#### A. Research Context

Error is something natural for beginners in the teaching learning process, for example like in the school, the teacher gives a materials like grammar and she explains about how to add *e/es* in noun and how to add *ed* in verb. And after this the teacher gives exercise to write experience or other, so the teacher will know what is the student understand or not by their writing. If they understand they will write correctly.

The phenomenon like this occurs in B class of fifth semester, when middle test the lecturer asked all of students to make paragraph about identity, and Wasilatus Sakinah tells that she had friend that her friend always make her happy, but in her writing she did not add *s/es* after verb (make)<sup>1</sup>. Different with Faiqoh's writing, she tells her hobby, she said that

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<sup>1</sup> Wasilatur Sakinah, The Student of B Class, Fifth Semester, Middle test of Syntax Subjec

she always plays her lovely thing, but in her writing she add *s/es* after verb (play).<sup>2</sup>

There are two kind of bound morpheme, the first is derivational morpheme and the second is inflectional morpheme. We use derivational morpheme to make new word or to make words of a different grammatical category from the stem.<sup>3</sup> For example *teach* is verb get addition of derivational morpheme *-er* change to be noun *teacher*. Different with inflectional morpheme, inflectional morpheme is not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word.<sup>4</sup> This process just to show if a word is plural or singular, and show if it is past tense or not and also comparative or possessive form. For example like *big-biger-bigest, book-books, and walk-walked*.

It is easy example of inflectional morpheme, because actually inflectional morpheme is the basic material in morphology. In the fourth semester we already studied about this, and we practice our knowledge in writing class when the lecturer gives assignment to all of student to write narrative texts, so automatically we will use inflectional morpheme. But in their writing there is still something wrong in using inflection, when the plural form does not add *s/es* and there is a past form but does not add *ed*. So why the researchers consider this phenomenon to be studied.

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<sup>2</sup> Faiqoh, The Student of B Class, Fifth Semester, Middle test of Syntax Subjec

<sup>3</sup> George Yule, The Study Of Language Fourth Edition (New York: Cambridge University Press, 2010), P.69.

<sup>4</sup> Ibid.

There are three kind of error in analysis, omission, addition and misformation. Based on the definition of James Carl error is the proses of determining the incidence, nature, cause and consequences of unsuccessful language<sup>5</sup>. In this phenomenon the student most of wrong in the first and second type. Like in the previous paragraph the researcher has written about the real example or phenomenon in B class, error that made by Wasilatur Sakinah is ommision, because Wasilatur Sakinah should add *e/es* after verb (make) but she did not add it. And the second example is Faiqoh, error that made by Faiqoh is addition, this is opposite with Wasilatus Sakinah's error, Faiqoh should not to add *e/es* but in her writing she put or add *e/es* after verb (play).

From the background above the researcher is interested to conduct the research about error analysis of english morphological inflection on student at the fifth semester in IAIN Madura by the title "***An Error Analysis of English Morphological Inflection on Students' Syntax Assignment at the Fifth Semester of English Department in IAIN Madura Academic Year 2019/2020***"

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<sup>5</sup> Carl James, *Errors In Language Learning And Use: Exploring Error Analysis*, (London ; New York: Longman, 1998),P.1.

## **B. Research Focus**

From the background above, the researcher finds the question, namely “what types of English morphological inflection error are found on students’ English syntax assignment of the fifth semester of English department in IAIN Madura academic years 2019/2020?”

## **C. Research Objective**

The purpose of this research is to know the type error of English morphological inflection made by students in syntax assignment at the fifth semester of English department in IAIN Madura academic years 2019/2020

## **D. Significance of the Research**

It explains the essential of research either in scientific or social aim. Scientific aim in developing knowledge whereas in social aim is guide as one of effort and step in solving social problem. The same word, this section involves the importance and deserve of problem that will be investigated.<sup>6</sup>

Therefore, in this study the researcher provides one kind of research significances, that is:

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<sup>6</sup>*Pedoman Penulisan Karya Ilmiah.* (Pamekasan: Stain Pamekasan Press), P.18

1. Practical significances.

a. For the Students.

For a student hopefully, this research can make them easier when the students study about morphology exactly in English morphological inflection.

b. For researcher

For researchers this research can add knowledge in morphology subject exactly in English morphological inflection.

c. For next researcher

This thesis not only helpful for student and researcher, but this thesis can also for next reseracher, because they need previous study to make thesis.

d. For English department

Can be considered to be applied in the world of education, especially in the English department

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

This section explain about limitation of variable that studied or observed population, subject and location study. In other words scope is used to range the research focus conducted by the researcher.

The scope of this study is focus on English morphological inflection error made by student, and limited in learning syntax in fifth semester (A and B class) of TBI IAIN Madura.

#### **F. Definition of Key Term**

Creswell suggests us to begin our research by narrowing our topics to a few key terms using one or two words or short phrases.<sup>7</sup> That is in order avoid misunderstanding or unclear meaning in the terms used in the research. The researcher hoped that it helps the reader to have the following key terms defined before reading this research. The definition used as follow:

a. Error Analysis

A wrong process because it is caused by an error in using language

b. Morphological Inflection

Inflection is morphological process that turns into a new word without changing the class word.

c. English Syntax Assignment

English syntax assignment is one of the assignment that given by lecturer in writing class.

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<sup>7</sup> John W. Creswell, *Educational Research*, (Boston: Pearson Education, 2011),P.82