# I. INTRODUCTION

## 1.1 Background

Learning mother language is less complicated than learning foreign language, especially English because it is learned since in childhood and it can be learned just from the environment. Learning English is such a must for Indonesian to master this language as well as possible because it is the international language that is used by many countries. Learning language may be defined as a process of acquiring skill and knowledge for expressing and interpreting the words that is used by human in their life.

In Indonesia, English has becomes a priority foreign language subject that has to be learned by the students, which is taught from kindergarten level to university level. It means that English as a foreign language has an influential role as a major language of communication among people in different countries. It is expected that after learning the language, the students are able to use their knowledge whether in spoken and written form in their daily lives. As it has been stated in 2006 English school based curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the main goal of teaching English at Senior High School is to make the students able to develop communicative competence in written as well as in spoken to achieve functional literacy level.

In fact, in teaching learning process, writing skill is considered as the most difficult thing for students. Writing is one of language skills that takes more times and dedication to do because most students get some difficulties to express their ideas, interest, experience and feeling in English. It cannot be denied that some errors will occur in students' writing. Study conducted by Susanto (1997:11) shows that even though students have learnt English for years, they still find difficulties to express their ideas in proper words and sentences. This idea is supported by Byrne (1984: 4) that writing is a difficult activity for most of people, both in mother tongue and in foreign language. It means writing is one of the productivity skills, which is considered difficult especially writing in a foreign language. Thus, errors or mistakes cannot be avoided by the students when they learn writing.

Making errors are natural and unavoidable part in English learning process. Many kinds of errors arise when learners write English because they do not master the English structure well. Dullay et al (1982: 138) states that making errors are inevitable part of learning and people cannot learn language without first systematically committing errors in their learning process. By making errors, the students are expected to do some improvement in their learning in the future.

Needless to say, such errors were likely to be made by every student in their writing. Those errors will steadily remain unless some efforts for preventing their recurrence were made. When students made errors, it means that the goal of School-Based Curriculum (KTSP) cannot be achieved in teaching learning

process, especially in writing skill. Therefore the teacher's role is very important to overcome or minimize the errors. It is done by recommending the teacher to start analyzing the students' errors. Analysis serves a beneficial feedback for teacher to recognize the central weaknesses of students' writing ability. In addition, students' writing are required and expected specific over feedback for teachers not only on content but also the structure and the important one the way how the students use the word form and meaning to a sentence in their writing.

It was expected that error analysis is an appropriate way for showing error, so that the students' difficulties in teaching-learning process could be identified. Concerning with this, Fateda (1989) states that error analysis can lead the teacher to know the kinds, the sources, and the causes of the students' errors in writing paragraph. Besides that, the teacher can also guide the students to improve the error and the teacher will be able to know how far the students have mastered the target language. By knowing their problem, the teacher is expected to be able to decide a better way to teach students especially in teaching writing skills.

A previous study conducted by Utami (2008) reveals that the students still make some errors and show low achievement in their writing. She has found many students still find difficulties of using the word formation become a sentence and readable writing. In her research at the second year of SMU Al-Kautsar Bandar Lampung, she found that students committed crucial errors in their writing. Her study mainly analyzed about morphological error aspects in students' composition particularly in term of inflectional morpheme errors. In her research, the students

often forget to use morpheme –*s* to indicate present tense and plural form in their writing. It is showed that the students experience some difficulties to express their ideas to correct grammar and appropriate words formation or morphological aspect in their writing. Therefore, the writer was interested in analyzing morphological errors since they were believed to be an indicator of the learners' stage in their target language development.

Morphology deals with writing skill where the morphological rules are related to the word changes and meaning in the sentences, particularly in a paragraph form in writing. Basically morphology is the study of word formation. There are two basic classes of morphemes that we can identify: *bound morpheme* and *free morpheme*. A bound morpheme is one that can never be a word by itself, such as the *un* of *unlikely*. A free morpheme is one that is a word in and of itself, such as *man, woman, book, table*. While bound morpheme is a morpheme that cannot stand alone without free morpheme such as –*ed* in *watched* and –*er* in *faster*.

Furthermore, bound morphemes are divided into *inflectional morpheme* and *derivational morpheme*. Fromkin (1988: 120 & 129) states that derivational morphemes are morphemes that change the category or grammatical class of words. When they are joined to other morphemes or words, a new word is derived or formed, e.g. *beauty – beautiful, quick – quickly*. And Inflectional morphemes are morphemes that never change the syntactic category of the words or morphemes to which they are attached, e.g. *note – notes, play – played*.

Based on the explanation above, the writer observes what types of morphological errors made by students in learning writing. This research is focused especially on bound morpheme, especially those which deal with the verbs changes and affixes, e.g. from adjective to adverb, the omitting of past form, and so on. To investigate morphological errors in students writing, a case study is conducted in this research. A case study is one of methods in social science research in order to present contextual analysis in detail, dealing with condition or particular event (Setiyadi, 2002: 249). Therefore, the subject was one class of the first year students of SMAN 9 Bandar Lampung. This case study is not intended to discriminate other students or to search for the weaknesses of these students. Rather, it is intended to describe things that occur in English learning process that is although a student has been taught English for many years, it does not mean that he/she does not make any errors at all because making errors is natural in the learning process.

## 1.2 Research Question

In line with the background of study, the research question is as follow:

➢ What bound morpheme errors do the students make in their writing based on surface strategy taxonomy and communicative effect taxonomy?

## 1.3 Objective

This research is aimed at finding out whether the students make morphological errors in term of bound morphemes in their writing and classifying those errors based on surface strategy taxonomy and communicative effect taxonomy.

**1.4 Uses**

1. Practical

   The finding of this research can be made as input for teachers of English to make some revision to the students' errors related to their weaknesses in morphological aspect, and for the students to minimize their weaknesses and to make their English better.

2. Theoretical

   The finding of this research is expected to confirm and clarify the previous theories and researches about morphological component especially bound morphemes.

**1.5 Scope**

In this research, the writer focuses merely on morphological errors particularly bound morphemes errors (inflectional and derivational morphemes) which derive from students writing. The research is not concerned with causes of error. Thus, the writer limits the research only in analyzing the production of error. The data are taken from task in form of paragraph as the result of students' writing. The writer chooses a text to elicit the data because in 2006 English curriculum, it is stated that first year students are able to write short texts, i.e. recount, narrative, procedure, descriptive, and news item.

To describe the sorts of error accurately, data are further analyzed based on surface strategy taxonomy and communicative effect taxonomy. In terms of surface strategy taxonomy, errors are classified into omission, addition,

misformation, and misordering. Meanwhile, communicative effect taxonomy classifies errors into local error and global error.

**1.6 Definition of Terms**

To avoid misunderstanding in the context of research, the following key terms are defined as follows:

**Error** is any derivation from a selected norm of language performance, no matter what the characteristics or causes of the derivation might be.

**Writing** is a skill which we express ideas feelings, and thoughts, which are arranged in words, sentences, and paragraphs.

**Morphology** is the branch of linguistics and one of the major components of grammar that studies word structure and word form in language, including inflection, derivation, and the formation of compounds.

**Bound morpheme** is the branch of morpheme that is a sound or a combination of sounds that cannot stand alone as a word, it stands with a base morpheme and it is sometimes called as prefix.