

CHAPTER I

INTRODUCTION

In this chapter it will be discussed about background of the study, problem of the study, objective of the study, significances of the study, limitation of the study, operational definition and frame of discussion.

A. Background of the Study

In the globalization era, each individual demands to prepare the best quality for human resources especially in the technology and knowledge. To master technology well, it needs sufficient knowledge in order we can face the global world well. Supposed that language by mastering it well of course a person could face the technology and knowledge well and easily too. Further, language is communication of thoughts and feelings through a system of arbitrary signal, such as voice sounds, gestures or written symbols or such as a system that used by a nation, people or other distinct community often contrasted with dialect. These indicate that by using of language, people can express their ideas, feeling and information through communication. Languages use several different kinds of processes in morphology.¹ While English provides (familiar examples), other languages use quite different processes. Understanding and producing language requires semantic, syntactic, morphological and phonological information.

In addition, according to Harmer states that a language function is purpose you to achieve when you say or write something. By “performing” the function

¹ Virginia P. Clark, Paul A. Eschholz, Alfred F Rosa, *Language Introductory Reading* 3rd ed, New York: ST. Martin's Press, 1981, p. 312.

you are performing an act of communication.² Finally, it can be said that language means a system that can be used by people to give and get information to others. It also indicates that language could be identified by performing its function. In this case, as one of the international language, English dominates the world. It is said that many people in the world speak English and use it as a means of communication. There are some reasons why English is important and many people attempt to learn it. They are for finding job, travelling, interacting one each other, doing business, taking examination, doing research, writing in the foreign language, etc. So this way, there are many people learn English as second or foreign language. Understanding and producing language requires semantic, syntactic, morphological and phonological information.

Furthermore, English has four skills; they are listening, speaking, reading and writing. Writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. We will write assignments that may range from one paragraph to several pages long. A paragraph is a group of sentences about a single topic.³ The essay like the paragraph is controlled by one central idea. Every essay has a purpose; to tell or to relate; to describe; to explain or to interpret and to argue. That fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow. Many kinds of essay in English, such

²Jeremy Harmer, *How to Teach English*, England:Longman, 1998, p.48.

³Dorothy E Zemach, Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, Macmillan, p. 11.

as: exposition, argumentation, description and narration each essay has different characteristics. There are generic social function, structure and lexicon grammatical features.⁴

Morphology refers to the internal structure of words: A morpheme is the minimal unit of meaning in a language.⁵ Morphology is then seen as the arrangement of these morphemes into a particular order or structure. For example, *books* results from the con-catenation of the two morphemes *book* and *-s*. The *s* is a morpheme that indicates the plural form in this context. Morphemes can be classified either as free or bound morphemes. Free morphemes can stand by themselves and are usually individual words, for example, *bag*, *build* or *rhinoceros*. Bound morphemes cannot stand alone but need to be attached to a free morpheme. Almost all prefixes and suffixes are bound morphemes, for example, *re-* in *replace* or *-ish* in *childish*.

In the morphological process, words can be derived to another word classes by adding affixes. Both derivational and inflectional morphemes are bound forms and are called *affixes*.⁶ There are some kinds of affix, such as prefix, and suffix. When added to the beginning of a word or morphemes they are called *prefixes*, and when added to the end of a word or morpheme they called *suffixes*.

Some words (Lexemes) are related to one another (or in which one lexeme is derived from another) through processes such as affixation (*prefix*, *suffix*,

⁴ Rahmadi Nirwanto, *Writing An Essay*, specially prepared for the students of English Department of STAIN Palangka Raya, 2004, p. 2.

⁵ Heidi Gumnior, Aus Rheine, *The Representation of Morphologically Complex Words*, 2008, p. 3.

⁶ Virginia P.Clark, Paul A.Eschholz and Alfred F Rosa, *Language Introductory Readings* 3th ed, p. 309.

infix).⁷ All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the derivational prefix *in-* in *inefficient*, *un-* in *undo*, *re-* in *rewrite*, *dis-* in *dislike* and *a-* in *amoral* modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; *efficient* is an adjective and the derived word *inefficient* is also an adjective; *do* is a verb and the derived word *undo* is also a verb; *write* is a verb and the derived word *rewrite* is also a verb; *moral* is an adjective and the derived word *amoral* is also an adjective. All the derivational prefixes explained above have the meaning ‘not’. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category. The derivational suffixes which change the syntactic category can be noun-forming suffixes, verb-forming suffixes, adjective-forming suffixes, and adverb-forming suffixes.

When talking about words we also need to distinguish between content words and function words. Finegan in Aronoff and Fudeman stated expresses the difference well, writing that content words “have meaning in that they refer to objects, events, and abstract concepts; are marked as being characteristic of particular social, ethnic, and regional dialects and of particular contexts; and convey information about the feelings and attitudes of language users.” Function words also have meaning, but in a different way.⁸ Most nouns, verbs, adjectives, and adverbs are content words. Function words are often best defined by their

⁷ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: words and Their Structure*, Great Britain: Edinburgh University Press Ltd, 2002, p. 142.

⁸ Mark Aronoff and Kirsten Fudeman, *What Is Morphology?* 2nd ed, Malden: Blackwell Publishing, 2011, p. 42-43.

function. Examples of function words are determiners, pronouns, conjunctions, and certain verbs – those with little or no meaning such as *be*, *should*, or *must*.

Based on the fact described above, the types of English derivational morphemes can be classified into two kinds that are derivational prefixes and derivational suffixes.

It is inevitable that in learning English as a foreign language the students usually get problems due to the differences between Indonesian and the target language. Because of this, the students will probably make errors during the process of learning. Learning a language is a difficult activity, because each language has its own system which is different from the students “native language”. The differences in the system of the language may bring about learning problems for the foreign language learners. So, the teacher is expected to pay attention to the difficulties which may be encountered by the student.

In English Education Program, writing is one of the skill subjects that are learnt by the students in the second until sixth semester. It is qualified subject that is important for the students, so it was interesting in conducting the study at STAIN Palangka Raya especially on English Education Study Program (TBI) students. STAIN Palangka Raya chosen because these studies about morphological process especially about derivational change processes in essay have not conducted yet. Then, it was chosen TBI students of STAIN Palangka Raya for two reasons. First, they learnt English as foreign language. Second, based on interview with the lecturer of English Morphology, TBI students’ who were followed the class have good morphological process when they were doing

the morphological test. It is reflected by morphological tests scores. They seem have good understanding about the morphology. But, they have low morphological process outside the test, for example when they are asked to complete or write the texts. They seem difficult to find the meaning of complex words.⁹ It is interesting fact because some previous studies have shown the role of morphology in other language skill or language component mastery such as in reading, vocabulary size, vocabulary knowledge, vocabulary acquisition, morphological complexity, syntax, and phonology. It assumes that the students will be easy in completing essay because they have many vocabularies. But, it is assumption only. In this case, to find out in finding the problem of morphological process especially derivational change processes in essay is interesting. So this way, the current study is important to be conducted.

Based on the background above, conducting the research with the title **“The Derivational Change Processes in Essay Faced by English Education Study Program Students at The State Islamic College of Palangka Raya”** is interesting to be studied.

B. Problem of the Study

Based on the background of the study there is a big problem. The problem statement as follow: What are the derivational change processes in essay faced by the Educational English Program (TBI) students at State Islamic College (STAIN) of Palangka Raya?

⁹The result of Interview with Mrs. AR.(March 20, 2014).

C. Objective of the Study

The objective of the study is to analyze and describe the derivational change processes in essay faced by the Educational English Program (TBI) students at State Islamic College (STAIN) of Palangka Raya.

D. Significances of the Study

There are some significances of this study. Theoretically, the result of this study is expected to know the students' problems of derivational change processes in essay and it is hopefully could help the students to learn English writing and morphology. This study may become a useful learning for TBI lecturers and give contribution as the material for the other researchers. Then, practically this study is as the way to improve the students' ability in derivational processes in essay.

E. Limitation of the Study

According to the background and the problems of the study above, the scope and limitation are made in order to the research more specific, effective and not go away from topic. Based on the description above, it is only wants to discuss about the derivational change processes in essay. Therefore the writer gave tests to the students about morphological especially in derivational processes like affixes (prefix and/or suffix) in essay. Morphological test is used to known students' problems to analyze and break word down into smallest meaningful components. The test covers Content words which are words that have meaning. They can be compared to grammatical words, which are structural verbs, nouns, adjectives, and adverbs were analyzed by students. The word classes were limited to derivational affixes such; prefixes nominal suffixes, adjectival suffixes and

adverbial suffixes. Meanwhile, the writer did not want to investigate about organization, punctuation, and format of the essay, but only focus on derivational affixes (prefix and/or suffix) in essay. The scope in this research is only conducted on the TBI students at STAIN of Palangka Raya on Academic years 2011/2012, and the study is conducted limited only to know the problems of derivational change processes in essay.

F. Operational Definitions

In order to avoid misunderstanding or misleading of some terms in this study, there are some operational definitions of key terms, they were:

1. An essay is a group of paragraphs that develops one central idea.¹⁰ In an essay there will be a subject directly or indirectly, seriously or humorously to be discuss. It is describe personal opinions, or just report information.
2. Content words are sometimes called the open class words because we can and regularly do add new words to these classes.¹¹ Nouns, verbs, adjectives and adverbs are the content words.
3. Derivational affixes according to Fromkin and Rodman bound morpheme like –ify ‘to make or become’ and –ation ‘nominal’ are called derivational affixes. When they are added to root morpheme or stems a word is derived.¹²

¹⁰Reginal L.Smalley, Mary K. Ruetten, Joann Rishel Kozyrey, *Refining Composition Skills: Rhetoric and Grammar*, United States: Thomson Learning, p. 105.

¹¹ Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language 7thed*, Boston: Wadsworth, 2003, p. 73.

¹²MochammadAsril, *The Morphological Process of The English Noun Word Class*, Jakarta: Gunadarma University, (Online), 2008, p. 4. URL: http://www.gunadarma.ac.id/library/articles/graduate/letters/2008/Artikel_10604079.pdf. (Accessed on Wednesday, February 4th 2015).

4. Derivational Prefixes in English create new meaning or create new words.

The creation of new meaning can be accompanied by the change part of speech or not. Most prefixes do not change part of speech.

5. Derivational Suffix is a word part placed at the end of a word or base word that signals. Derivational suffixes change a word from one part of speech.¹³

How a word is being used in a sentence and identifies its part of speech.

Furthermore, derivational suffixes can be divided into nominal suffix, adjectival suffixes, adverbial and verbal suffixes. Specifically in this study, unfamiliarity suffixes (bound morpheme) and familiar base word (free morpheme) mentioned together to carry out the students' awareness of the morphemic composition.

G. Frame of Discussion

The framework of the discussion of this study as follows:

Chapter I : Introduction covers about background of the study, problem of the study, objective of the study, significances of the study, limitation of the study, operational definition and frame of discussion.

Chapter II : Review of related literature covers the previous studies, the nature of essay, definition of essay, types of essay, the nature of morphology, definition of morphology, morphemes, word classes and kind of derivational.

Chapter III: The research method covers the research type, research design, place of the study, population and sample of the study, research

¹³Kam Chuan Aik, Kam Kai Hui, *Dictionary Of Grammar And Usage*, Singapore: Addison Wesley Longman, 1999, p. 283.

instrument, data collection procedures, and data analysis procedures

Chapter IV: The result of the study explains about the students' derivational processes in essay test scores, the distribution students' derivational processes in essay test scores, the distribution of frequency and percentage score of students' derivational processes in essay and the problems face by the students' on academic years 2011/2012 at stain Palangka Raya and Explains about discussion.

Chapter V: Closure explains about conclusion and suggestion.