CHAPTER I

INTRODUCTION

This chapter explains the background of the study, previous studies, research focus, research problems, objectives of the study, theoretical framework, significances of the study, operational definitions, and frames of discussion.

A. Background of the Study

Language is a very important means of communication in daily human life. Human being uses language, both in written and spoken form, to express their ideas. In a wider scope, language functions as a means of international communication by at least two persons. In a smaller group whose members share the same language, for instance, there are likely no difficulties in using the language since the persons involved in the process of communication are used to speaking their own native language. Otherwise, if the people taking part in the conversation speak different languages, they must have difficulties or obstacles in getting along with each other. One of the problems to the difficulties is the language used.

Accordingly, they need a language which is understood by the two sides, the speaker and his or her counterpart. This fact will occur when the speakers are from different backgrounds of nations, races, and languages. In this case, the international languages are very badly needed, especially the international ones

that are most widely spoken in the world. One of the languages, which are the most widely spoken in the world, is English.

Guo and Beckett in Leacock state that over a billion people speak English as their second or foreign language.[1] So English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learned by the Indonesian people without ignoring the status of the Indonesian language as their own national language.

However, learning English is not as easy as we may imagine. Since English is the first foreign language in Indonesia, it requires great efforts for the students to learn the elements of the language, such as grammar, vocabulary, pronunciation, and spelling. The elements of English differ from those of "Bahasa Indonesia".

In learning the target language, the students' errors usually occur in the components of the language. Students often make a sentence which is syntactically right but lexically wrong or vice versa. This shows that the students have difficulties in constructing words or sentences appropriately.

Morphology is one study that learns about internal structure of word and of the rules by which words are formed.[2] One word class can be constructing to be another word classes, it is usually called transposition word. For example

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[1] Leacock & Claudia, *Automated Grammatical Error Detection for Language Learners*, 2010.

[2] Mochammad Asril, *The Morphological Process of the English Noun Word Class,* Published Thesis, Jakarta: Gunadarma University, (Online), 2008, p. 3, URL: http://www.gunadarma.ac.id, libraryarticlesgraduateletters2008Artikel_10604079.pdf//, (Accessed on Tuesday, April 30 2013).

adjective word class can be derived from verb, such as word *break*, *break* is a verb, but when it add by suffix *-able* to be *breakable* it's a adjective, *speculate* is a verb, but when it add by suffix *–ive* to be *speculative* it's a adjective. Another example noun can be derived from adjective, such as word *pure*, *pure* is adjective, but when it add by suffix *–ity* to be *purity*, it's a noun. In English, we call it as a *morphological process*.

In the morphological process, words can be derived to another word classes by adding affixes. According to Haspelmath & Andrea in Understanding Morphology, Affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.[3] There are some kinds of affix, such as prefix, infix, and suffix. When added to the beginning of a word or morphemes they are called *prefixes*, when added in the middle of the word or morpheme they called *infixes* (but morphologist usually agree that English has no infix), and when added to the end of a word or morpheme they called *suffixes*. As the researcher has explained above, there are some suffixes, such as –ance, -ment, -ity and so on. So, it is important to learn English because in English by adding affixes, it can be change the word class of the word and also change the form, the function and the meaning of the word.

Regarding to the importance of English morphology, recently, it becomes a necessity in writings. One of the ways people share what is in mind is by writings. Accurate morphology can provide good understanding through the readers. The capability to understand and to write English writings or articles

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[3] Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, London: Hodder Education & Hachette UK Company, 2010, p. 19 *(see also on page 319)*.

accurately requires adequate knowledge of English morphology and lexico-semantic study.

In Indonesia, which mother tongue and national language is Bahasa Indonesia, and where English is a foreign language. English becomes a basic requirement lesson in schools ranging from elementary to university grade. English writing in Indonesia are mostly used for academic ones only. In State Islamic College of Palangka Raya (STAIN Palangka Raya), English writing are often used in abstract of college students' thesis in some study programs, especially English Education Program.

Based on the phenomenon above, the researcher interests to conduct the study about the morphological process of transposition word of deverbal nouns suffixes used in thesis abstract. The reasons why choose the topic is because learning a language is a difficult activity, because each language has its own system which is different from that in the students' native language. Richard and Schmidt in Richards state that the differences are found because each language has its own system or code; that is, its own characteristic of putting sounds together in order to talk about situations or events in the present, the past, or the future.[4] Because of the differences in the system of the language, it is inevitable if the students find out difficulties in learning the target language. But English is still the most frequently used language around the world. To know and recognized, there is no other choice to master English. For the second reason why choose the topic is the researcher wants to know the morphological process of transposition

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[4] Jack C Richards, *A Non-contrastive Approach to Error Analysis*, San Fransisco:t.n p., 1983, p. 3.

word of deverbal nouns suffixes used in thesis abstract, because thesis abstract as a conclusion of scientific writing is a gate before entering the whole content. Thesis abstract in English can make it easier to know scientific writing widely. In this present study, the researcher will research thesis abstract from English education program students, because the English education program students have made their thesis abstract by themselves, while students from another study program have no made their thesis abstract by themselves. Students from another study program have asked to language laboratory (Lab Bahasa) to make their thesis abstract.[5] The last reason why choose the topic is to increase the knowledge about morphological process of transposition word of deverbal nouns suffixes, because deverbal nouns suffixes is often used in thesis abstract, especially in thesis abstract of English education program students undergraduated on 2012.

Therefore, based on the discussion above, the researcher intends to make research by the title: "**THE MORPHOLOGICAL PROCESS OF TRANSPOSITION WORD OF DEVERBAL NOUNS USED IN THESIS ABSTRACT OF ENGLISH EDUCATION PROGRAM STUDENTS UNDERGRADUATED ON 2012 AT STATE ISLAMIC COLLEGE OF PALANGKA RAYA".**

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[5] The result of Interview with Chief of Language Laboratory (Mrs. NW). (May 19th, 2014).

B. Previous Studies

In order to make a different study with the previous research, the researcher had found a previous study that is concerned with the morphological process as follows:

Asril conducted study about *the morphological process of the English noun word class.* In this research, the researcher used instruments which consist of 50 nouns, 50 verbs, and 50 adjectives have already reflected that there are productive and unproductive categories of affixes. From the chart above, the productive category is inflectional suffix. They are suffix –'Z1 'plural and –Z2 'possessive'. We can see the most productive is –'Z2 'possessive, because it can combine with 50 nouns for forming the noun word class or we can say this suffix is the marker of noun. The second productive is –Z1 'plural' because it can only combine with 38 nouns for forming the noun word class.[6]

The second study was conducted by Kartika study about *the morphological process of English adjectives.* The researcher found that the markers of the adjective class are *in-, im-, il-, ir-, dis-, un-, -er, -est, -able, -ant, -ive, -ed, -ing, -ful, -less,* and *–al*. the researcher also found that when the adjective are attached to some affixes, such as *en-, -en, -ify, -ize, -ity, -ist, -th,* and *ly,* transpose the word class of adjectives. In this research, the researcher classifies the adjective into three other categories of transposition: from adjective to verb, noun, and adverb. From 100 adjectives that used as an instrument of the research, the researcher found that the most productive affix is *–ly,* it can be combined with

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[6] Mochammad asril, *The Morphological Process of the English Noun Word Class*.

84 samples of adjectives. While others are *-er, -est, -ness, -ty, -en, un-, -ize, -ish, -th, -im, -in, -ify, en-, ir-, il-,* and *dis-,* they are less productive. On the other hand, the researcher found that the most unproductive affixes are *ir-, il-,* and *dis-,* each of them only can be combined with one adjective.[7]

The third study was conducted by Rosihani about *the students' mastery of prefixes and suffixes achieved by the English education students of the eight semesters at STAIN Palangka Raya.* The purpose of the study just wants to investigate how are the students' mastery level on prefixes *de-* and *dis-* and suffixes *–al* and *–ize* in English text. The subject of this study were the Eighth semester students of English education which consisted of 28 (twenty-eight) students, from the all students of eighth semester who have taken English Phonology and Morphology subject. The main research findings were as follows: There were 17 (seventeen) students (60.71 %) had good mastery level and were 11 (eleven) students (39.29%) had enough mastery level.[8]

The fourth study was conducted by Yunita about *the effect of derivational suffixes process using flash cards on vocabulary mastery of the eighth grade students at SMP N 9 Palangka Raya.* The aim of the study is to measure the effect of derivational suffixes process using flash cards. This study use quantitative approach using quasi-experimental design to find out the answer of the research problem. The population of the study consisted of four classes of the eighth grade

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[7] Kartika Sihombing, *The Morphological Process of the English Adjectives,* Published Thesis, Depok: Gunadarma University, (Online), 2008, URL://www.gunadarma.ac.idlibraryarticles...letters...Artikel_10604066.pdf//, (Accessed on Sunday, January 12th 2013).

[8] Emilda Rosihani, *The Students' Mastery of Prefixes and Suffixes Achieved by The English Education Students of The Eighth Semester at STAIN Palangka Raya,* Unpublished Thesis, Palangka Raya; State Islamic College of Palangka Raya, 2008.

students at SMPN-9 Palangka Raya with the total number of students was 122 students. Two classes were chosen to be the sample; they were VIIIA as the experiment group consisted of 31students and VIIIC as the control group consisted of 31 students. The sample was determined by using cluster sampling technique. The main research finding was the students who given derivational suffixes process using flash cards show better improvement of vocabulary mastery than those taught by conventional strategy.[9]

This last study was conducted by Yuniansyah about *grammatical error analysis in thesis abstract writings of Unimus nursing undergraduate program students for graduation period of 2009-2010*. The aim of this research is to describe the grammatical error found in thesis abstract writing of Unimus nursing undergraduate program students for graduation period of 2009-2010. In the process of identifying the error, the researcher uses Leacok's theory that will classified with superficial basis of error classification theory involved omission, addition, selection and ordering. The researcher also uses Corder's theory as supporting theory to analyze the error with interpretation. The technique of data collection is documentation. The object population of the study is Unimus nursing undergraduate program students for graduation period of 2009-2010. The sample is taken from 5 thesis abstracts writing for each graduation period of 2009-2010. The main research findings were in the graduation period of 2009 have found errors as follow; 40% errors of omission, 10% errors of addition, 48% errors of selection, 2% errors of ordering. While in the graduation period of 2010, errors

[9] Siti Nurvia Yunita, *The Effect of Derivational Suffixes Process Using Flash Cards on Vocabulary Mastery of the Eighth Grade Students at SMP N 9 Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2012.

have found as follow; 27% errors of omission, 9% errors of addition, 61% errors of selection, and 3% errors of ordering. Based on the result of analysis that errors of omission were omission of suffix, sentence elements, and preposition, errors of addition were addition of preposition and adverb; errors of selection were use of tenses and vocabulary, and errors of ordering was errors in constructing noun phrase.[10]

Based on the previous study above, there are common differences with what they researched. Kartika studied the morphological process on English adjectives, Asril studied the morphological process on English noun word class, Rosihani studied the students' mastery of prefixes and suffixes achieved by the English education students of the eight semester at STAIN of Palangka Raya, Yunita studied the effect of derivational suffixes process using flash cards on vocabulary mastery of the eighth grade students at SMP N 9 Palangka Raya and Yuniansyah studied grammatical error analysis in thesis abstract writings.

From those previous studies, the researcher interested in inquiring further the morphological process, but it is conducted in different way. This present study will focuses on the morphological process of transposition word of deverbal nouns. This study applies library research as research type which the objects are thesis abstracts of English education program of State Islamic College of Palangka Raya undergraduated on 2012. It similar with Yuniansyah's study that was conducted study with object is thesis abstract.

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[10] Haryo Laksono Yuniansyah, *Grammatical Error Analysis in Thesis Abstract Writing of Unimus Nursing Undergraduate Program Students for Graduation Period of 2009-2010,* Published Thesis, Semarang: Universitas Muhammadiyah Semarang, (Online), 2011, URL: //*digilib.unimus.ac.id/download.php?id=6418//,* (Assessed on Tuesday, March 5th, 2013).

C. Research Focus

Here, for the sake of making research easy and more comprehensible, so there will be restricted of study and place. This research is only concerned with content analysis of morphological process of transposition word of deverbal nouns suffixes used in thesis abstract of English Education Program students of State Islamic College of Palangka Raya undergraduated on 2012. It does not discuss the morphological process of transposition word of deverbal verbs, denominal verbs, deadjetival verbs, denominal nouns, deadjectival nouns, deadjectival adjectives, denominal adjectives, and deverbal adjectives. It is because deverbal nouns are often used in thesis abstract of English Education Program students of State Islamic College of Palangka Raya undergraduated on 2012. This research limit into only the content of thesis abstract, the title of abstract is not included in the research. The place will be in library of State Islamic College of Palangka Raya. Then, the data will be taken from the thesis abstract of English Education Program students of State Islamic College of Palangka Raya undergraduated on 2012. The data will be taken a part in the present research. The data will be analyzed.

D. Research Problems

Based on the explanation of the background above, the researcher formulates the main problems, there are:

1. What are the forms of deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012?

2. How are the functions of deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012?

3. How are the meanings of deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012?

E. Objectives of the Study

Using language well and correctly are important. If the habit is carried out again and again, the use of good and correct language will be automatic. To do so, a writer or a speaker of the language should know the systems that the language has. One of the systems that ought to be mastered is the grammatical system that deals with structure and its operation. One of which is in transposition word from one word class to another word classes.
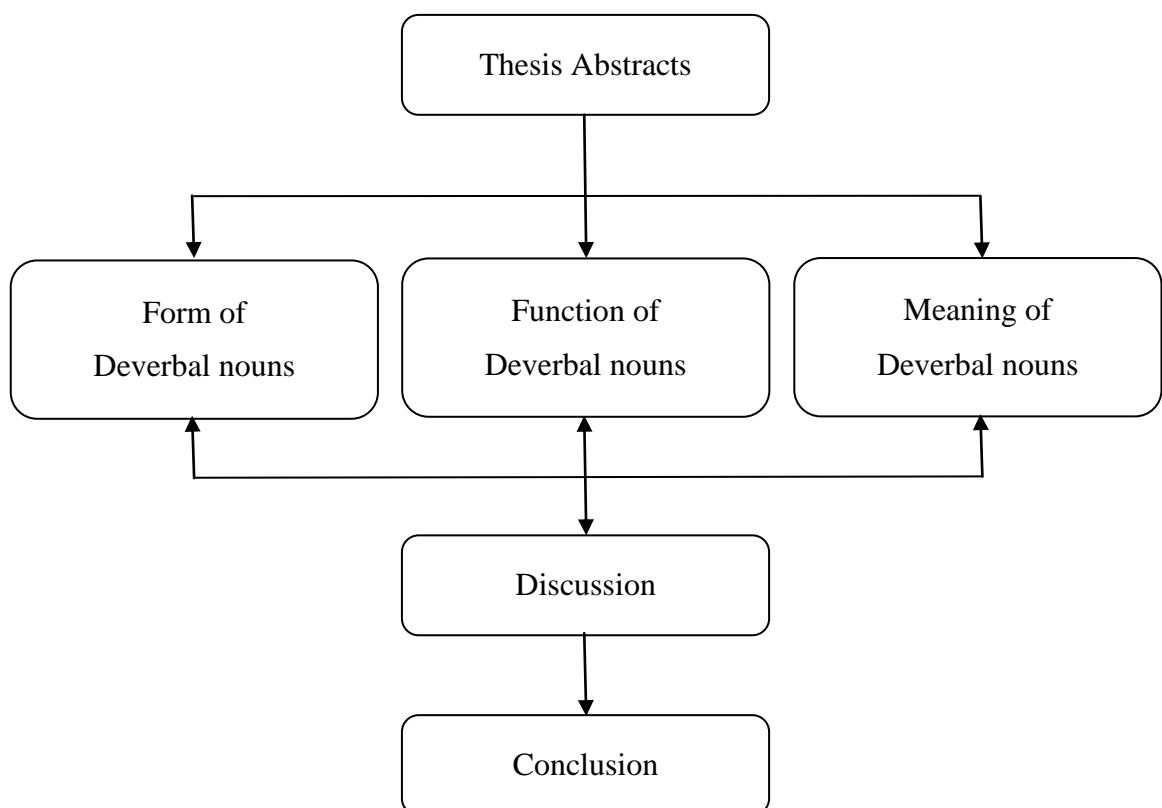
On the basis of the explanation above, the researcher can elaborate the purposes of the study as follows:

1. To find out deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012.

2. To determine the functions of deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012.

3. To determine the meanings of deverbal nouns suffixes used in thesis abstract of English Education Program students undergraduated on 2012.

F. Theoretical Framework

The Frames of discussion of this present study could be drawn as follows:

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│ Deverbal nouns│         │ Deverbal nouns│         │ Deverbal nouns│
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                        │     Conclusion      │
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G. Significances of the Study

By doing the research, the researcher hope that the study about the morphological process of transposition words of deverbal nouns suffixes has some benefits to the researcher itself and also for the readers in general. The researcher's significances of the study are as follows:

1. Theoretical significance

The result of the study give input to pedagogues in order to consider the benefits of analyzing the morphological process of transposition word of deverbal nouns suffixes used in thesis abstract, so the students can write thesis abstract with accurate transposition word. Moreover, the result of the study will deepen our understanding and knowledge and also give empirical data about the morphological process of transposition word of deverbal nouns suffixes used in thesis abstract.

2. Practical significance

The result of the study was to give a contribution to:

a. The researcher

It contributes actual information and references for the next researcher to conduct a study with the same topic and also help the readers to study how to identify the forms, the functions and the meanings of deverbal nouns suffixes used in thesis abstract and also to explore the words with addition of deverbal nouns suffixes that often used in thesis abstracts.

b. The teacher

It provides important information to solve the students' difficulties and to select the materials what must be appropriate and effective to give the students dealing with the morphological process of transposition word of deverbal nouns suffixes.

c. The Learners

Input to the learners in order to be more careful in transpose one word class into other word classes and to understand more in the process of morphology.

H. Operational Definitions

1. Morphology

Morphology is the study of the internal structure of words.[11]

2. Morphological process

Morphological process is a means of changing a stem to adjust its meaning to fit its syntactic and communicational context.[12]

3. Transposition word

Transposition word is to be defined here as a derivational process, when the process changes the word-class of the base lexeme.[13]

4. Deverbal nouns

Deverbal nouns is to be defined here as formation of a noun directly from a verb base.[14]

5. Thesis abstract

Thesis abstract is a conclusion of scientific writing is gate before entering the whole content.[15]

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[11] Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 1.
[12] Mochammad Asril, *The Morpholgical Process of The English Noun Word Class,* p. 4.
[13] Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 253.
[14] *Ibid.,* p. 87.

I. Frames of Discussion

The Frames of discussion of this present study could be drawn as follows:

Chapter I   :   Introduction consists of the background of the study, previous studies, research focus, research problems, objectives of the study, theoretical framework, significances of the study, operational definition, and frames of discussion.

Chapter II   :   Review of related literature consists of the nature of morphology, morphological process, transposition word, and thesis abstract.

Chapter III   :   Research method consists of research type, research design, role of the research, research site, source of the data, data collection procedures, data analysis, and method for verification of the research findings.

Chapter IV   :   Result of the study consists of the forms, functions, and meanings used in thesis abstract of English education program undergraduated on 2012.

Chapter V   :   Discussion consist of brief explanation both practically and/or theoretically implication of the findings.

Chapter VI   :   Closure consists of conclusion and suggestion.

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[15] Arfan Fahmi, *Summary: Analisis Kesalahan Struktur Kalimat pada Abstrak Bahasa Inggris dalam Tugas Akhir Mahasiswa Program Pasca Sarjana ITS,* (Online), 2008, URL: //http:digilib.its.ac.id//, (Accessed on Sunday, May 5th 2013).