CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language becomes more powerful in this era. Every words in language develop fastly in order to present the meaning for communication. The development of language started from the simple one until complexity. Based on the phenomena, all of people should be able to understand what the speaker talks. In understanding of language, it will be different in every country. This one makes peoples think critically. Because the meaning or form of words may change. Many factors affect in understanding language. One of the factors is the context of sentence, even though the meaning of words is same.

English is a language that has many form of words. In Indonesia itself, English is learned by students in whole schools even universities. It means that, English as an International language invites people to learn the vocabulary, grammar constructions, word formation, pronounciation, meaning, etc. In other words, English is an important language for communication in the field of education even for business, daily life and so on. For students, English is taught based on four skills, such as reading, writing, listening and speaking.

Based on 2013 curriculum, reading is the main point of four skills above. It requires students to read and get the idea based on the text that they read. It is not only read the text, but engage students to be active in the classroom and demonstrate what they think or think they know. In reading text, students should pay attention

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about word form, vocabulary, meaning and so on that relate to the English. Because without understand those aspects, students will get difficult to comprehend the text. Text does not go from the language, so that the students asked to master words and sentences that used in the text.

The study of language, and its form, meaning, and context is often called linguistics. One of branch in linguistics is morphology. According to Haspelmath and D. Sims (2010: 1) "Morphology is the study of the internal structure of words." It is the prominence of linguistics. Morphology means studying about the form of words and the variation of words itself. Morphology is one of study about morpheme. Morpheme is the unit of words that found in sentences or clauses in the text. There are two kinds of morpheme, the first is free morpheme and the second is bound morpheme.

The explanation of free morpheme is the word that can stand alone, unattached with the others morpheme. It has two categories; lexical morphemes and functional morphemes. Lexical morphemes convey the content that people said, include verbs, nouns and adjectives. On the other hand, functional morphemes convey the content that is not clear yet, include conjunctions, articles, and pronouns. While bound morpheme is vice versa. It has two categories; derivational morphemes and inflectional morphemes. Derivational morphemes can change the part of speech, but inflectional morphemes do not change the meaning drastically or word classes. Beside that, In morphology there is study about affixation. Affixation is type of morphological processes. As needed for students or learners who want to know or study about the content of English text.

Using affixation in reading text, a case that often occurs is miscommunication or students do not get the point and sometimes students still do not know the change of words, especially in grammatical and the form of new words. First example, Derivational Morphemes that can change the meaning of words such as the students found one word "Happy" (adjective) that use affixation in the end of word -*ness* "Happiness" (noun) that change the word class; "active" (adjective) that use affixation in the word –*ate* "activate" (verb) also change the word class. Second example, there are variations of words but do not change the meaning of basic word or can be called Inflectional Morphemes such as if students found one sentence "He *eats* rice" (added -*s* after the word *eat* because he includes a single 3rd person); "He *worked* yesterday" (added –*ed* because simple past); and "big" can be *biggest* (Superlative). Two examples above show that there are many of words which can change when added affixes, the change can be meaning of word or form of word.

Based on the examples above (derivational and inflectional morphemes), the students still get confused about the meaning of word, grammatical, form of word, even in reading the text they always remove the affix or do not care about it due to lack of knowledge of affixes and they will get misunderstanding of words after they try to know the content of reading text. Understanding the use of words or form of words are very important to minimize miscommunication. One of the benefit understanding affixation, especially derivational and inflectional morphemes for students is add their knowledge about affixes, expands their thinking on word changes in English, add their vocabulary, and most importantly

assist them in mastering the tenses, it develops students' reading skill. Then, the students can learn English as well as good than now.

In addition, there are four types of affixation, they are prefix, suffix, infix and confix. Prefix is affix that placed in the beginning of word, suffix is affix that placed in the end of word, infix (in the middle of word), the last is confix (the combination between prefix and suffix). The examples as re-play become replay, *re* is prefix; develop-ment become development, *men*t is suffix; sons-in-law, *s* is infix; accounting for confix, *a* is prefix and *ing* is suffix. Based on the four types of affixation, the main points are prefix and suffix. Every prefix has meaning (can be more than one meaning). Then the purpose of suffix is to change the meaning from certain words. It means that the use of the suffix will create a new word with meaning and meaning that is different from the basic word.

Furthermore, there are two types for suffix; (1) derivational suffix, this type can forming a derivative word from the base word, this suffix will also change the basic meaning of the word drastically, for example; democracy, *-acy* is derivational suffix. (2) inflectional suffix, this type only provides a clearer explanation of the basic word, but this suffix still changes the basic word meaning but not drastically, for example; bigger, *–er* is inflectional suffix. Actually many types of affixes name, not only derivational suffix, but can be derivational prefix that has many categories such as un-, dis-, mis-, etc. Most of categories of derivational morphemes refer to prefixes and suffixes. Beside that, categories of inflectional morphemes indicate grammatical information such as Plural, Possessive, Comparative, Superlative, 3rd-singular Present Agreement, Past Tense, Past Participle, and Present Participle.

Based on the explanations of morphology, related to the morphological process to get in forming of word, one of interesting object is bound morpheme. Not only know how the language form, but in understanding the meaning of word forms. It is useful for helping students to understand the words, guides students to be master in recognize affixes. The most common affixes are derivational and inflectional morphemes which are often appeared in the reading text. So that, the researcher needs to describes some of Derivational and Inflectional Morphemes in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture which is has various texts.

1.2 Identification of the Research

Identification of this research is based on the students' phenomena that are still confused about new words or form of words which added affixation, students do not get the point and sometime students still do not know the change of words, especially in grammatical and the form of new words if they try to understand the reading text.

Furthermore, first example, students' problem is if they found a word that can change the meaning of words, the word class may change, and there are new words that actually from the base word that they already know it, but students still confused and do not familiar with the new words that is added affixation due to different form of word; second example, students' problem is they found variations of words but do not change the meaning of basic word or can be called Inflectional Morphemes. Because the different form of word make students misunderstanding

and think a lot about the meaning and make a question in their brain why the form of words can change. Two examples above show that the problems are located in many of words which can change when added affixes, the change can be meaning of word or form of word, even word classes.

Based on the examples above, the students still get confused about the meaning of word, grammatical, form of word, even in reading the text they always remove the affix or do not care about it due to lack of knowledge of affixes and they will get misunderstanding of words after they try to know the content of reading text. The problem lies in the kinds or categories of affixes that must be known by the students, especially that will be described by researcher "Derivational and Inflectional Morphemes".

1.3 Focus of the Research

Since morphemes are categorized into several groups; there are free and bound morphemes, but this research only focused on bound morphemes that have two categories which are often appeared in the text such as derivational and inflectional morphemes. So, this study focused on the categories of derivational morphemes in prefixes and suffixes, while suffixes focused on four categories (nominal suffixes, verbal suffixes, adjectival suffixes, and adverbial suffixes). Furthermore, inflectional morphemes focused on the categories in suffixes such as noun suffixes which are divided into two categories (plural and possessive), verb suffixes which are divided into four categories (3rd person singular, present participle, past tense, and past participle), and the last is adjectival suffixes which

are divided into two categories (comparative and superlative). The researcher described the categories of derivational and inflectional morphemes which are already mention above that found in Reading Texts of 13 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture.

1.4 Research Questions

The research questions for this research as follows:

1.4.1   What are categories of Derivational Morphemes found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture?

1.4.2   What are categories of Inflectional Morphemes found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture?

1.5 Objectives of the Research

Based on the formulated research problem, the objectives of this research are:

1.5.1   To know the categories of Derivational Morphemes found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture in prefixes and suffixes.

1.5.2   To know the categories of Inflectional Morphemes found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture in suffixes.

1.6 Significance of the Research

The significance of this research are:

1.6.1   For the writers

The writers can get knowledge to pay attention about the 2013 curriculum English textbook in every reading texts especially Derivational and Inflectional Morphemes.

1.6.2   For the teachers

The teachers who want to teach with this book can use some of derivational and inflectional morphemes in reading texts to raise or add the knowledge about affixes to the students.

1.6.3   For the students

Through reading this research report, the students can increase their knowledge about derivational and inflectional morphemes, adding their knowledge about affixes, expands their thinking on word changes in English, add their vocabulary, and most importantly assist them in mastering the tenses, know the categories of derivational and inflectional morphemes. So that, they can familiar with affixes and easily to know the contents of English reading text in this book.

1.6.4   For the future researchers

This research can be source of information for the future researchers to do a research about derivational and inflectional morphemes or another kinds of morpheme in different books not only for senior high schools, but can be junior high schools. Then, the future researchers get free to choose the grade.

1.7 Assumption of the Research

Based on research questions above, the researcher assumes that there are some Derivational and Inflectional Morphemes found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture.

1.8 Definition of Key Terms

The definition of key terms as follows:

1.8.1 An Analysis

Analysis is defined as the procedure by which we break down an intellectual or substantial whole into parts or components (Ritchey, 1996: 1).

1.8.2 Morphology

According to Haspelmath and D. Sims (2010: 1) Morphology is the study of the internal structure of words.

1.8.3 Derivational Morphemes

New lexemes that are formed with prefixes and suffixes on a base are often referred to as derived words, and the process by which they are formed as derivation (Lieber, 2009: 33).

1.8.4 Inflectional Morphemes

Inflection refers to word formation that does not change category and does not create new lexemes, but rather changes the form of lexemes so that they fit into different grammatical contexts (Lieber, 2009: 88).

1.8.5 Textbook

Graves (2000: 175) Defines textbook as a stimulus or instrument for teaching and learning. In other words, textbook is a standard book or media

in particular branch of study defined by the curriculum to the students and teachers in teaching and learning process. Textbook used in this research is an English Texbook Published by Ministry of Education and Culture.

1.9 Grand Theories

The researcher used some authors' theories to review the related literature. The auhors such as Nida (1952), Haspelmath and D. Sims (2010), Aronoff and Fudeman (2011) discuss about morphology. Morpheme discussed by Gatherer (1986) and Yule (2010). Derivational Morphemes discussed by Plag (2003), then, Inflectional Morphemes discussed by Yule (2010). In analysing and describing the indicators, the researcher conducted the research based on the theory proposed by Rugaiyah (2016: 40). Thus, this research described categories of derivational Morphemes in Reading Texts of 2013 Curriculum English Textbook for the X Grade of Senior High Schools based on Plag theory. Beside that, to described the categories of inlfectional Morphemes, this research used based on Yule theory.

1.10 Research Methodology

1.10.1 Method of the Research

According to Rugaiyah (2016: 1) "Qualitative research is research on descriptive research and tend to use analysis." It means that, qualitative reseach does not out of the analysis or focuses on research description. In this research the writer collects, analyzes, and describes the data to get the objective of the research. According to Rugaiyah (2016: 6) "Descriptive qualitative is a method used to

dissect a phenomenon in the field, descriptive qualitative research is a method that describes and describes the findings in the field."

Based on definition above, it can be concluded that qualitative descriptive was a method used by the researcher to get the result of research. As Rugaiyah (2016: 6) said "Qualitative descriptive research is a research procedure that uses descriptive data in the form of written or oral words from persons and observers that can be observed." It describes the written data such as textbook, newspaper, magazine, etc, or describes spoken data such as speech, conversation, and song. So, the method of this research was descriptive qualitative to find out the categories of Derivational and Inflectional Morphemes in Reading Texts of 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture.

1.10.2 Source of Data

According to Silalahi (2006: 167), there are two types of data; primary data and secondary data (as cited in Rugaiyah, 2016:17). Silalahi said that primary data is in the form text result of interview with informan as sample of research. Secondary data is in the form of data that already available by researcher by reading, viewing or listening, the categories of secondary data such as in the form of text: documentation, announcement, letters, banner; in the form of picture: photo, animaton, billboard; in the form of sounds: cassette recordings; text's combination: film, video, etc.

Based on the explanation about types of data in the previous page, the type of data for this research is secondary data in the form of text, one of them is documentation that taken from 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud (Kementerian Pendidikan dan Kebudayaan). Authors of the book are Utami Widiati, Zuliati Rohmah, and Furaidah. The textbook is the 3rd, revised edition of 2017, and this book amounts to 224 pages. It consists of fifteen chapters, Three kinds of texts (Genre), and ten of English reading texts.

1.10.3 Instrument of the Research

According to Sugiono (2009: 305) in qualitative research, which becomes the instrument or research tool is the researcher itself so that the researcher should be "validated". Validation of the researcher, including: the understanding of qualitative research methods, the mastery of insight into the field under study, the readiness of researchers to enter the object of research both academically and logically (as cited in Rugaiyah, 2016: 19).

So that, the main instrument of this research was the researcher. The researcher used the documentation in form of text or reading texts that taken from 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture. There are ten of English reading texts consist of three descriptive texts, four recount texts, and three narrative text. In this research, the researcher focused on seven of English reading texts those are

three descriptive texts, three recount texts and one narrative text. Furthermore, indicators of this research as seen in table 1 below:

Table 1 Indicators of Research

No	Category of Derivational Morphemes	No	Category of Inflectional Morphemes
1	Prefixes	1	-
2	Suffixes 2.1. Nominal Suffixes 2.2. Verbal Suffixes 2.3. Adjectival Suffixes 2.4. Adverbial Suffixes	2	Noun Suffixes 1.1. Plural 1.2. Possessive
		3	Verb Suffixes 2.1. 3rd Person Singular 2.2. Present Participle 2.3. Past Tense 2.4. Past Participle
		4	Adjective Suffixes 3.1. Comparative 3.2. Superlative

Based on table 1 above, the indicators of this research are categories of derivational and inflectional morphemes which are derivational morphemes focused on prefixes and suffixes (nominal, verbal, adjectival and adverbial suffixes), while inflectional morphemes focused on noun (plural and possessive), verb (3rd person singular, present participle, past tense and past participle) and adjective (comparative and superlative) suffixes.

1.10.4 Data Collection Technique

According to Rugaiyah (2016: 22), data collection techniques are divided into four tecniques as follows:

1. Participation; participation is one way to find the main data or information in qualitative research methods.

2. Document review; researcher aids in collecting data or information by reading letters, announcements and other writing materials.

3. Interview; as an effort to obtain information by asking directly to informants.

4. Direct observation; how to collect data by recording carefully and systematically.

Based on the four techniques above, this research used document review for collecting data. As Rugaiyah (2016: 23) "The use of this document relates to content analysis. How to analyze the contents of the document is to examine the document systematically forms of communication written in the form of documents in an objective manner." In this research, the researcher described some of derivational and inflectional morphemes that found in 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture consists of seven reading texts in the book.

1.10.5 Data Analysis Technique

In analysis of linguistic data, there are three procedures based on Rugaiyah (2016: 40):

1. Provision of Data

The researcher took the data from reading texts in 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture. The researcher collected all the texts to be analyzed one by one.

2. Analyze the Data

The researcher analyzed the data or reading text based on the categories of Derivational and Inflectional Morphemes that found in every sentences. In every text, the researcher analyzed the first sentence in the first paragraph and so on. After that, the data was described based on categories of Derivational and Inflectional Morphemes.

3. Presentation of Data Results

The data was presented based on the analysis. It means that, not all the data presented in this research.