

CHAPTER I

INTRODUCTION

1.1 Background of the Research

People can get communication with each other by language. Language is a tool of human beings used to express the feeling. It produces meaningful and articulate sound to other people. Language is the creative aspect of human ability which means knowing and learning a language can produce an unlimited sentence never spoken and never heard before. Thousands of language that is available in the world. Every country has their own national language as their characteristic and also a form of local languages to share their opinion and understood by other people.

English language is the universal language that every country almost uses it to make it easier in the communication from the different background as such it is a useful and even necessary language to know. English has become the main language lesson in the some countries but not in Indonesia. Indonesian still sees English as the foreign language. That's why everyone needs to learn the language in order to get in touch on an international level.

Learning English is not only paying attention to the four skills of English which are listening, speaking, reading, and writing. English has branches that students have to master on it such as study about linguistic. Linguistic is a study about the structures of language and the principles that underlie those structures. In the linguistic, the students study about human speech as well as written

documents. Linguistic has many fields to learn and one of the branches is morphology. According to Lieber (2009: 8), stated morphology is the study of word formation, including the ways new words were coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences.

In English, the study of morphology is not same like Indonesian morphology. Morphology consists of morphemes, allomorphs, affixes, etc. A morpheme which is studied in morphology is the smallest unit of grammatical structure and also the smallest meaningful units in the language. Morpheme is consisting of a word that may or may not stand alone (e.g. the morpheme *dog*) or a word element (e.g. the *-s* in the ending of *dogs* refers as plural). Many morphemes have two or more different pronunciations, it is called allomorphs.

Allomorph is a variant form of a morpheme but it does not change the meaning. Allomorphs only has different in pronunciation and spelling according to the condition (e.g. [s] (as in *cats* or *lamps*), [z] (as in *dogs* or *days*), and [ɪz] or [əz] (as in *horses* or *judges*)). The allomorphs help to account for the differences in pronunciation of the various plural endings.

According to Katamba (1994: 56), affixes are defined as any morphemes that were appended to the root. These morphemes need to join with other morphemes which had to attach to a root morpheme. Affixes were a morpheme which only occurs when attached to some other morpheme or morpheme such as the root or stem or base. Affix is a word element having two combinations both of

prefix and suffix that can be a new word with new meaning. Besides some elements prefix and suffix, there is a base word or root that we have to analyse in the structural analysis. A word in English has a basic meaning that always begin with root to complete other word or a part of completed sentence. A root can be added prefix (an element that added in the beginning of a word) and suffix (an element that added in the ending of a word) to make new word and new meaning. Affixation is a large majority of new words in the English language because it produces new word and the meaning (e.g. *good* vs. *un-good*).

Root is frequently longer than affixes, and generally much more numerous in the vocabulary. Affix is also a bound morpheme. Affixes divided into two types: inflectional and derivational. Inflectional morphemes are used to show some aspects of the grammatical function of a word. Inflectional morphemes to indicate if a word is singular or plural, whether it is past tense or not, and whether it is a comparative or possessive form (e.g. English plural *-s* and past tense *-ed*). Derivational morphemes are used to create new words of a grammatical class from the stem. It can change the part of speech of a word (e.g adding *-ful* to *beauty* from a noun to an adjective (beautiful)).

Based on the explanation above, the writer can see English becomes a large language that have many words and sub words which the words already added affixation and changed into many class of word and somehow the beginner students sometimes found many mistakes in learning English. Students have to learn more so they can find new knowledge in affixation especially derivational affixes to master in the English. Many sources that students can use to explore

their knowledge for example, book, novel, newspaper, magazine, short story and more. The students can find many affixations and it probably helps them in enlarge English affixations.

Benefits of knowing affixations especially derivational affixes are the students know how to use affixations in their English skill, structure of words and they know how the process of word formation comes from.

1.2 Identification of the Research

There are many ways to analyse a qualitative research such as, (1) analysing words (word repetitions, key-indigenous terms, and key-words-in contexts); (2) reading the texts carefully (compare and contrast, social science queries, and searching for missing information); (3) choosing an intentional analysis of linguistic features (metaphors, transitions, connectors); (4) doing the physical manipulation of texts (unmarked texts, pawing, and cut and sort procedures).

According to Rugaiyah (2016: 1), stated that “Qualitative research is a descriptive research that tends to use analysis. The process and meaning (subject perspective) are more highlighted in the qualitative research. The basic of theoretical is used as a guide to focus on research and in accordance with the facts in the field”. In this research, the writer uses qualitative research which is trying to analyse the derivational affixes in the textbook. The writer quotes the expert’s definition to support this research and the writer concludes all supporting information from expert then rewrite with own language. By reading the data first, the writer finally gets new knowledge and understands the problem.

Many students still do not know how to identify derivational affixes because they lack of their motivation and they lack of knowledge. Derivational affixes have many branches of the affixes element. Students have to realize learning English need seriousness especially affixes in order that students are able to apply the derivational affixes in the written, oral skill.

The writer takes one sentence of reading text as the sample to analyse the derivational affixes. The writer reads carefully the text and notes words or synonyms that people use a lot. "The telephone is one of the most popular communication devices". From the text above, the writer finds "communication" which is the root is "communicate" + "ation" is the noun suffix.

The writer focuses on types of affixation, which are consists of Inflectional and Derivational affixes but the writer choose derivational affixes to be analysed in Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.

1.3 Focus of the Research

The focus of this research is the derivational affixes found in Erlangga English Textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.

1.4 Question of the Research

The question of this study can be stated as in the following: “What are the derivational affixes found in Erlangga English Textbook entitled: *Get Along with English for Vocational High School Students Grade XI*”?

1.5 Objective of the Research

Based on problem above, the writer chooses school textbook to determine the objective of the study as in the following: “To find out the derivational affixes in Erlangga English Textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.”

1.6 Significance of the Research

The writer hopes this research is able to give the useful contribution to the readers especially the English Department students of Faculty of Education and Teacher Training of Islamic University of Riau (UIR). The writer hopes this study will give more information about affixation especially derivational affixes and students will be motivated to find out more about affixation to enlarge their vocabulary. The writer hopes this study will give benefit and help teacher to find this as their reference in teaching and learning English morphology especially derivational affixes.

Finally, the writer hopes this study can give new information for the readers who want to find out more information about derivational affixes to increase new knowledge.

1.7 Assumption

The writer assumes there are several kinds of derivational affixation in the English Textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.

1.8 Definition of the Key Terms

1. Analysis : The process of separating something into its constituent elements (Oxford Dictionaries).
2. Morphology : According to Lieber (2009: 8) stated morphology is the study of word formation, including the ways new words were coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences.
3. Affix : According to Kracht (2005: 80), “Affixes are parts that are not really words by themselves, but get glued onto words in some way”.
4. Derivational affixes : According to Yule (2010: 69), “Derivational morphemes that are used to create new words or to make words of a different grammatical class from the stem”.

5. Textbook : Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum (Edutechwiki).
6. Text type : A text type is a specific linguistic pattern in which formal/structural characteristics have been conventionalized in a specific culture for certain well-defined and standardized uses of language so that a speaker/hearer or writer/reader can be judge (Gorlach, 2004: 105).

1.9 Grand Theories

In this research, the writer uses some experts' theories to review the related literature. There are experts such as Spolsky and Hult (2008) that explain about the definition of linguistic. Lieber (2009) tells about morphology. Then the explanation of derivational affixes is from Yule (2010). The writer uses the theory of Brinton (2000) which explains about how a root becomes a new word with added by derivational affixation.

1.10 Research Methodology

1.10.1 Method of Research

The type of this research is qualitative research, in which the method are used the collects, classifies and analyses the data. The writer aims at classifying and analysing the form of the derivational affixes in the Erlangga textbook

entitled: *Get Along with English for Vocational High School Students Grade XI*. Qualitative research does not include any calculation and inferential statistic and using the methodology qualitative as procedure the result of descriptive data in the form of written or oral words from person or activity which is researched. In the descriptive research, the writer does not need to do hypothesis. The writer only makes a systematic data and the result must be accurate based on the fact and the features of research data. Descriptive research has not to explain about correlation or hypothesis data. Accumulation data is needed to design information of the nature situation. It known as social phenomena data that makes it is different with the quantities research.

The writer chooses this method and would like to collect data and analyse the derivational affixes in the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.

1.10.2 Source of Data

For the data sources, the writer gathers all data from paragraph text the in the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*. The reason for the writer to analyse the school textbook is they have many paragraphs to develop derivational affixes, so from the paragraphs the writer able to divide derivational affixes and able to choose the right part of speech of the words. The writer assumes many derivational affixes can be found on the paragraph text. The writer already divides the genre of the

text to make easy in analysing derivational affixes. The writer finds many paragraph texts from the different genre.

In the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*, there are six units and the total of the paragraph text is nineteen reading text. The writer already divided into each of the paragraph text as their genre. Report text consist of eight texts, descriptive text consist of one text, explanation text consist of two texts, analytical exposition text consist of one text, recount text consist of two texts, procedure text consist of five texts.

1.10.3 Data Collection Technique

In this research, the writer used the observation technique method to gather data. The collected data usually can get from words or pictures. So the writer only collected the real data and analysed without have to do the hypothesis. Qualitative research especially contains extensive data, which used to reveal the complex phenomena and process. This study used the qualitative study so in collecting data, the writer applies documentation that related to the research.

1.10.4 Data Analysis Technique

Analysis is meant to be a rigorous process, using data that has been carefully produced and managed. Analysis of derivational affixes in this research is about of analysing and giving explanation to make an understanding on the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.

From the explanation above, the writer analyses the derivational affixes in the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*, the writer takes these following steps below:

1. The writer divides the text type as the suits genre of the text into narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text to make easy in gathering the data sources in the Erlangga textbook entitled: *Get Along with English for Vocational High School Students Grade XI*.
2. The writer reads carefully each of the text so the writer will understand about the text.
3. The writer finds and lists all the derivational affixes word and analyses the utterances based on the function of verb marker, noun marker, adjective marker, and adverb marker.