

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is a tool which is used to communicate in social life. Especially, English that is the International language that has been learned by the students since they were in the basic level of education. When students learnt English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express her/his opinions or ideas in good written form. Ansyar et.al (2011) state that in writing, the writer should not neglect the language components (structure, vocabulary, and spelling) because the content of writing can only be understood if those language components are written in correct form.

Based on the preliminary observation of the English teacher of SMA Negeri 5 Binjai on April 9th 2015, the researcher asked the teacher about the students' writing score list for the first semester. The researcher saw the minimum criteria mastery (KKM or *Kriteria Ketuntasan Minimum*) was applied 75 meanwhile the students' writing score were still low. Most of students could not exceed the minimum criteria mastery (KKM) which applied by school for English lesson. For more detail, the students' accumulated score are shown on the table

1.1.

Table 1.1 the Percentage of the Eleventh Grade Students' Score in Writing

1 st Semester	>75	≥75	<75
XI-1	19 Students(51.4%)	-	18 Students(48.6%)
XI-2	18 Students(45.0%)	1 Student(2.5%)	21 Students(52.5%)
XI-3	14 Students(35.0%)	2 Students(5.0%)	24 Students(60.0%)
XI-4	18 Students(56.3%)	1 Students(3.1%)	13 Students(40.6%)
XI-5	20 Students(58.8%)	3 Students(8.8%)	11 Students(32.4%)

Source: The students' accumulated score of the eleventh grade students at SMA Negeri 5 Binjai academic year 2014/2015

From the previous data, it can be concluded that the students' ability in writing is still low. It can be seen from the most of students' score percentage are under the *KKM*.

Referring to the Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan: KTSP) 2006 of Senior High School, the students are required to be able to write various types of writing genres, such as descriptive, narrative, recount, procedure, spoof, report and anecdote. But in this study the researcher only uses the recount text as the writing genre.

Recount text is one of the kinds of the text which is purposed to inform the reader or people about the last experience in the past that describe about events or sequence. One of the existences of the language in writing a text does not suddenly emerge, but it experiences morphological processes to make various forms such as words, phrases, clauses, and sentences.

According to Syarifah (2015), word formation is a fundamental that should be known well before using the more complex language units. And one of the ways in forming words is through affixation.

Affixation is one or more bound morpheme (prefix and suffix) is attached to free morpheme (root or stem) which change the meaning, category or grammatical function of the word. Katamba (2005) states that affixation is divided into two forms; derivation and inflectional. The affixation which changes the word class or creates new lexeme from basic lexeme is called derivation. While the affixation which creates new word formations from the basic lexeme is called inflectional. In this study, the researcher only focuses on the inflectional form.

As the researcher's preliminary observation of the eleventh grade students at SMA Negeri 5 Binjai on April 9th 2015, the researcher found some inflectional affixes errors in their English writing. Some sentences which are indicated have errors are:

1. It make me happy to tell you about my vacation. (*It makes me happy to tell you about my vacation*)

In this sentence, suffix –s must be added to indicate verb for third singular person.

2. I have some friend in Jakarta. (*I have some friends in Jakarta*)

Suffix –s must be added to indicate plural noun.

3. I always studied with my sister in the evening. (*I always study with my sister in the evening*)

The suffix –ed in the sentence must be deleted to indicate verb for simple present tense.

4. Our English teacher, Miss Renita teaches us patient. (*Our English teacher, Miss Renita teaches us patiently*)

In this sentence, the word patient must be added with suffix –ly to indicate adverb.

Affixation also becomes problem for foreign students in Bandung international school. Based on the research, Indonesian affixation is a subject which is difficult to be understood by the foreign students. This matter occurs because of Indonesian grammar is different from their mother tongue's grammar (Widawati, 2012).

The research about English mastery found that the dominant errors produced by the students are morphological aspects of language. Affixes, verbs, prepositions are some of the categories that students find problem with. The research which is conducted by Hariri (2012) in Iran indicated that this happens because the different morphological structure between the learner's L1 and L2. Furthermore, the research which is conducted by Sitepu (2014) found that substitution type of errors is the most frequently found.

The facts above indicate that affixation still becomes the problem for the students in language using, but some teachers are not aware of correcting the students' errors in writing. They think that the error correction spends their time. This situation makes the students do the mistakes repeatedly, because they do not get the understanding of error correction from the teacher.

Erdogan (2005) states that error analysis enables teachers to find out the sources of errors and takes pedagogical precautions towards them. Error analysis is an activity to identify, classify or describe the errors made by someone in speaking or in writing. In this study, it can be said as an activity done by the teacher to correct the students' error in writing.

The analysis of students' errors in inflectional affixes is important especially in writing. Some advantages of error analysis are to show the inflectional error made by the students, to know the cause of error and to know students' needs then finding the solution for it. The researcher hopes that the findings in analysis of students' errors in Inflectional affixation can be useful for educational progress.

B. The Problems of the Study

Based on the background of the study on the previous, the problems of the study are formulating as follows:

1. What are the types of inflectional morphological structure errors found in writing recount text by the eleventh grade students in four schools at Binjai?
2. What are the causes of inflectional morphological structure errors found in writing recount text by the eleventh grade students in four schools at Binjai?

C. The Scope of the Study

The study deals with the errors analysis. The study focuses on inflectional morphological structures error, and the causes of errors on using inflectional morphological structures in recount writing by the eleventh grade students in four schools at Binjai.

D. The Objectives of the Study

Related to the problems, the objectives of this study are:

- 1) to identify and classify the types of inflectional morphological structure errors which are found in writing recount text by the eleventh grade students in four schools at Binjai.
- 2) to find out the causes of inflectional morphological structure errors which are found in writing recount text by the eleventh grade students in four schools at Binjai.

E. The Significance of the Study

This study is expected to have both theoretical and practical perspectives.

1. Theoretical Perspectives

- a. The result of this research can be useful for teaching inflectional morphological structure in recount writing.
- b. The result of this research can be used as a reference for those who want to conduct a research about the inflectional morphological structure in recount writing.

2. Practical Perspectives

a. For the teachers

The researcher hopes that this research gives the advantageous information and will be inspiring for English teacher to give correction and more exercises about inflectional morphological structure clearly.

b. For the students

The students are able to increase their awareness about inflectional morphological structure in writing recount text in order to avoid making the errors.