

# CHAPTER I

## INTRODUCTION

### A. The Background of The Research

Language is the most important aspect in the life of all beings. Language is the man's finest asset. Language is an extremely important way of interacting with people around us. We use language to let others know how we feel, to express inner thoughts and emotions, make sense of complex and abstract thought, to learn how communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture, and to ask questions.

Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Understanding of a common language has helped people to communicate, despite being from varied parts of the worlds. Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.

English is the universal language. It is used almost all countries in the world. It is widely learned as a second language and is an official language of the United Nations, of the European Union, and of many other world and regional international organisations. English is the most commonly used language among foreign language speakers. Throughout the world, when people come together from different countries and languages, they commonly use English to communicate and also facilitate accessing information. One

country has a national language, but they also have a foreign language which is used to communicate with global world. For example, Indonesia has a national language, it is Indonesian. Indonesia has many languages from variety of provinces. One province has also many languages which are used in their daily lifes, called mother tongue. From many languages which are used by people from variety of provinces in Indonesia, therefore Indonesian becomes a national language.

In today's global world, English has been learned by many people of Indonesia. They have begun conscious how important to learn it. Besides, language is the bases of all education. Nowadays English has been learned in the elementary school from first to sixth grade. Even, in the kindergarten school. In a long time ago, it was just learned in Junior High School, Senior High School, and the University. As developing of education in Indonesia, English has become the important subject in all grades of school. In the Junior High School and Senior High School, it becomes a subject which must be examined in the last grade based on deciding of Ministry of National Education.

Linguistics in everyday life whether it is telling a joke, naming a baby, using voice recognition software, or helping a relative who has had a stroke, you will find the study of language reflected in almost everything you do. Much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. Studying linguistics enables you to understand how language works, and how it is used, developed and preserved

over time. The main purpose of the study of linguistics in an academic environment is to increase our knowledge and understanding of the world. Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Nonetheless, knowing particular languages (e.g. Spanish or German) in some depth can enhance understanding of the general properties of human language.

The scientific study of language is called linguistics. Linguistics is one of the field of science and an academic discipline, and the people who study language in this way are called *linguists*. It has shown that some specialists are interested in the study of language and communication in relation to human beliefs and behavior, such as in philosophy, literary criticism, theology, information theory).

It aims to discover how these languages work. Linguistics is the science of language, so all the information it uncovers about how language works and how it is learned and used can be immediately applied to help solve problems. They more sophisticated analytic techniques and more powerful theoretical claims gave linguistics a massive applicability (Crystal, 2010: 239).

One of the branch of linguistics is Morphology. It is concerned with the relation between meaning and form, within words and between words. Morphology literary means 'the study of form', we can say the form of words. Although 'form' in this context usually refers to the spoken sound or phonological form that is related to a particular meaning, it does not

necessarily have to signed languages also have word forms. All languages, whether spoken or signed, have their word forms (Fasold and Linton, 2006: 59-60).

Morphology is about word formation. In this study, we will know how new words are created in the languages all around the world including English, and also how forms of words are varied depending on how they are used in sentences. As a native speaker of our language we have interest in knowledge to know how a word is formed, and every day we identify and understand new words that we have never heard before (Lieber, 2009: 2).

Morphologists describe the constituent part of words, what they mean, and how they may (and may not) be combined in the world's language. The pairing of a meaning with a form applies to whole words, like *sleep*, as well as to parts of words like the 'past' meaning associated with the ending *-ed* as in *played*.

We can recognize that English word forms such as *talks*, *talker*, *talked* and *talking* must consist of one element *talk*, and a number of other elements such as *-s*, *-er*, *-ed* and *-ing*. All these elements are described as morphemes. These forms used to indicate past tense or plural, in the sentence *The police reopened the investigation*, the word *reopened* consists of three morphemes. One minimal unit of meaning is *open*, another minimal unit of meaning is *re-* (meaning "again") and a minimal unit of grammatical function is *-ed* (indicating past tense).

Morphology applies with words, as in the addition of a plural ending to *rabbit* to change its form to cats meaning to 'more than one rabbit.' It also applies words, as when we alter the form of one word so that some part of it matches, or agree with, some feature or another word, as shown below:

- a. That rabbit sleeps all day
- b. That rabbits sleep all day

In the first sentence (a), the word *rabbit* is a third – person singular (3SG) subject, which in most varieties of English requires that we add an –s to another word – the verb – when they occur together in the sentences. This verbal suffix “means” something like ‘my subject is third person and singular.’ In the second (b), however, the word *rabbits* is plural, which in English does not require the verb to add any special agreeing form.

One of the elements of morphology is morpheme. According to Yule (2010: 67), morpheme is a minimal unit of meaning or grammatical function. It can say as the minimal distinctive unit of grammar, and the central concern of morphology itself. The morpheme was seen primarily as the smallest functioning unit in the composition of words. Units of grammatical function include forms used to indicate past tense or plural. It can recognize that English word forms such as talks, talker, talked and talking must consist of one element talk, and a number of other elements such as -s, -er, -ed and -ing.

In building words (phrases and sentences), two basic kinds of morphemes are used. Morphemes with richer lexical “vocabulary” meaning (referring to things and qualities and actions in the world) are called lexical morphemes or

**lexemes.** Lexemes typically belong to the “major” part-of-speech categories of nouns (N), verbs (V), or adjectives (A); simple lexemes may serve as the root of more complex words.

Some morphemes can be either **free** or **bound**. Bound morphemes must be attached either to a root or another morpheme, but free morphemes can stand alone. Most lexemes in English, such as *dog* and *bite*, are free morphemes. Suffixes, like *-ed* and *-al*, are bound. Affixes, that is prefixes, suffixes, infixes, and circumfixes, are bound morphemes. Prefixes occur before, suffixes after, infixes in the middle of, and circumfixes around stems.

Morphemes may be **derivational** or **inflectional**. Derivational **morphological rules** are rules of word formation. derivational morphemes, when added to a root or stem, may change the syntactic word class and / or the meaning of word; for example, adding *-ish* to the noun *boy* derives an adjective, and prefixing *un-* to *pleasant* changes the meaning by adding a negative element. Inflectional morphemes are determined by rules of syntax. They are added to complete words, whether simple **monomorphemic** words or complex **polymorphemic** word (i.e., words with more than one morpheme). Inflectional morphemes never change the syntactic category of the word.

Another part of linguistics is syntax. Syntax is the study of how sentences are put together. Syntax mediates between sounds and meaning, where words are organized into phrases and sentences. Next, Syntax, studies the level of language between words and the meaning of utterances, called sentences. It

mediates between sounds that someone produces who organized into words and what they intended to say. The dominant theory of syntax is due to Noam Chomsky and his followers, starting in the mid 1950s and continuing to this day (Carnie, 2013: 4).

Syntacticians start by observing data about the language they are studying, (e.g. in simple English declarative sentences, the subject precedes the verb). They then generate a hypothesis, preferably to make predictions, and test the hypothesis against more syntactic data, and if necessary go back and re-evaluate their hypotheses. The hypotheses are called *rules*, and the group of hypotheses that describe a language's syntax is called a *grammar*. (Carnie, 2013: 8).

From Fromkin, Rodman, and Hyams (2013: 77-78), part of grammar that represents a speaker's knowledge of sentences and their structures is called syntax. In their book, they explained that the first rules of syntax combine words into phrases and then phrases into sentences. The second rules is to describe the relationship between the meaning of a particular group of words and the arrangement of those words. Next, the rules of the syntax also specify the grammatical relations of a sentence, such as subject and direct object.

Now we will take a look at examples through the rules. Among other things, the rules specify the correct word order for a language. For example, English sentence consists of a Subject-Verb-Object (SVO) language.

(1) The mouse is on the mat

(2) \*The mouse on is the mat

The English sentence in (1) is grammatical because the words occur in the right order; the sentence in (2) is ungrammatical because the word order is incorrect for English. (Recall that the asterisk or star preceding a sentence is the linguistic convention for indicating that the sentence is ungrammatical or ill-formed according to the rules of the grammar) as shown above.

The relation between morphology and syntax must be dealt with from a number of perspectives. One is the demarcation of the two: when is a multi-morphemic sequence a word. The criterion of Lexical Integrity is the most important one for a proper delimitation of morphology from syntax. Second, morphology and syntax interact in two directions: syntactic constructs may form parts of complex words, and syntax in its turn governs the use of morphological case marking on words. The third perspective is that of syntactic valency: morphological operations may affect the syntactic valency of words (Booij, 2007: 203-204).

Morphology and Syntax have their relation in forming a sentence, called Agreement. According to Haspelmath and Sims (2010: 91), agreement is a kind of syntactic relation in which the inflectional value of a word or phrase, we can say it the target, must be the same as the inflectional value of another word or phrase in the sentence or the controller to which it is closely related.

Refer to Encyclopædia Britannica, Inc. Legend, Myths, and Folktales (2008: 7), folktales are very much like myths, though they are usually about ordinary characters in unusual situations. Folktales are a story passed down from generation to generation by word of mouth, which is called oral tradition.



Simply, folktale is a moral in story format. Folktales were made up to explain the wonders of the world or to teach morals and lessons, and did not have an identifiable author. The stories not necessarily expanded by retelling, but some changed completely. Folktales change over time orally and through writing. It changes over time orally, because no one tells a story in the same way. Folktales often reflect the values and customs of the culture from which they come. Folktales are often not connected to a specific time, place, or historical place.

There are so many folktales from Indonesia, but some of them vanished through this modern era. This case might caused by the parents who rarely tell these stories to their children. Actually, there are some advantages from folktales for children, it stimulates the creativity of children, increase vocabulary, introduce variety of emotions including moral in it that can build their characters, to increase their interest in reading, develop intelligence, and to make them happy.

One way to keep the folktales exist, many writers collected the stories from all the regions in Indonesia then they wrote them into a book. This way as an inheritance for the next generation of Indonesian children. Folktales which will be analyzed in this case is three Indonesian folktales from West Java "*Sangkuriang*", Bali "*Kbo Iwo*", and Madura Island "*Aryo Menak and His Wife*".

The writer gives an example of the above data :

He immediately **picked** up the spool and **brought** it to Dayang Sumbi.

(*Sangkuriang*, P.12:L.33-34)

The compound sentence above consists of two verbs, *picked* and *brought*. Morphologically, the regular past tense morpheme {-ed} in the first verb "picked" shows agreement with the irregular past tense {bring+ed = brought} in the second verb "brought". Both of them are in the past form. The form {-ed} in verb *picked* does not change part of speech or the meaning of the verb, which called regular verb. Otherwise, the verb "brought" is irregular and there is a change form of "bring" to "brought".

Syntactically, there are two independent clauses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

From the explaining and statements above, it can be concluded that the kinds of linguistics include phonology, morphology, syntax, semantics, and pragmatics. One of the branches of the linguistics that was chosen to analyze is morphology and its relation to syntax, especially about inflectional morphemes. There are two types of morphemes: Free morpheme and Bound morpheme. Free morpheme is divided into two categories: Lexical and Functional morpheme. Bound morpheme is also divided into two categories: Derivational morpheme and Inflectional morpheme. The fact that inflectional

is relevant to syntax, means that the grammatical function or meaning expressed by a morphological pattern is involved in syntactic agreement.

From the above background explanations, therefore, the writer is interested, try to maintain the folktales from Indonesia, and wants to improve the knowledge of the interaction between morphology and syntax, especially for syntactic agreement created linguistically to an analysis taken from a book which titles : “*Agreement analysis of morphosyntactic interaction in the three folktales of Indonesia* “ in the book “*Folktales from Indonesia*” by Dra. S. D. B. Aman.

## **B. The Scope of the Problem**

This research focuses on the Morphosyntactic Interaction Analysis in The Three Folktales of Indonesia in the book “*Folktales from Indonesia*” by Dra. S. D. B. Aman. This research studies morphological patterns which are involved in the syntactic agreement of some compound sentences which are used in the sentences of folktales creation in the book.

## **C. The Question of the Research**

Based on the description above the researcher is going to show some problems in the research, they are:

1. What is the type of agreement which happened in the morphosyntactic interaction of compound sentences in the three folktales written by Dra. S.D.B. Aman?

2. What is the inflectional values of a word or phrase which must be the same as the inflectional values of another word or phrase in the sentences to which it is closely interacted?

#### **D. The Objective of the Research**

Based on the problems of the research mentioned above. The objectives of the research are described as the following :

1. This research is for knowing the type of agreement which happened in the morphosyntactic interactions of the compound sentences in the three folktales written by Dra. S. D. B. Aman.
2. This research is for describing the inflectional values of a word or phrase which must be the same as the inflectional values of another word or phrase in the compound sentences to which it is closely interacted in those three folktales.

#### **E. The Significance of the Research**

For the writer, she hopes this paper can add the writer's knowledge to know and understand deeply about agreement which happened between morphology and syntax interaction. Then, the writer is able to know further about literature. Next, writer can differ clearly about syntactic constructions of compound sentence of those three folktales written by Dra. S. D. B. Aman. Besides, the writer is able to know how are those morphological components and syntactic construction created in those compound sentences linguistically,

and also to know deeply story, life, characters of each person in the three folktales.

For the readers, she hopes this paper can add the reader's knowledge to know and understand deeply about agreement which happened between morphology-syntax interaction which exist in the compound sentences of the three folktales written by Dra. S. D. B. Aman. Secondly, they are able to know and understand syntactic constructions. Next, they are able to know morphological components and syntactic constructions created in those compound sentences linguistically.

### **The Systematic of the Paper**

The systematic of the research means to present the paper in well-edited composition. These paper is divided into five chapters as follow:

Chapter I explains about the background of the research, the scope of the research, the question of the research, the objective of the research, and the systematic of the research.

Chapter II consists of some theories taken from many references to support the research such as the definition of agreement, morphology, morpheme, the kinds of morphemes, affixation, the kinds of affixes, syntax, classifications of sentences, morphology – syntax interaction, and the elements of folktales.

Chapter III describes about setting of the research, subject of the research, method of research, instrument of the research, technique of data analysis and procedure of the research.

Chapter IV gives explanation about the data description, data analysis, data interpretation and the discussion. Chapter V gives conclusion from all chapters and some suggestions which explain about the summary of all chapters and some suggestions through the whole of this research.