

## THE ANALYSIS OF MORPHOLOGICAL PROCESS OF STUDENTS' ENGLISH UTTERANCES

Alhasibunur

FPBS IKIP Mataram, Kota Mataram, NTB  
allhasibu@gmail.com

### Abstract

The aim of this research is to know the kind of Morphological process that the students mostly use in their utterances. This research was qualitative research and the design was used is Phenomenology design and natural setting. The subject of the study was the fourth semester students who were taking Public Speaking subject in English Department of IKIP Mataram. This subject was limited only to fourth semester students in academic year 2017/2018. Object of the research was affixation in English lexical category based on students' English utterances in Public Speaking class. There were 2 instruments that used; primary instrument and secondary instrument. The main instrument in this research was the researcher. Secondary instrument of this research were recording and note taking. Technique of data collection in research was direct observation with non-controlled observation. The technique of data analysis was descriptive analysis. The results were the kind of Morphological process that the students mostly used was Derivational, which was a major process that frequently showed up. Affixation that mostly used by the students was Suffixation.

**Key Words:** *Morphological Process, Students' English Utterances*

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis dari proses morphological yang paling sering digunakan oleh siswa dalam setiap ujarannya. Penelitian ini adalah kualitatif dan desainnya adalah phenomology dan natural setting. Subjek dari penelitian ini adalah siswa semester empat, dimana siswa ini mengambil mata kuliah publik speaking dalam jurusan bahasa inggris di IKIP Mataram. Subjek ini terbatas hanya pada siswa semester empat pada tahun ajaran 2017/2018. Objek dari penelitian ini adalah proses affiksasi dalam kategori kata bahasa inggris berdasarkan pada ujaran bahasa inggris siswa di kelas publik speaking. Ada dua jenis instrumen yang telah digunakan; instrumen primer dan instrumen sekunder. Instrumen utamanya adalah peneliti itu sendiri. Instrumen sekundernya adalah perekaman dan pengambilan catatan. Teknik pengambilan data pada penelitian ini adalah observasi langsung dengan non-kontrol observasi. Teknis data analisis pada penelitian ini adalah deskriptif analisis. Hasil dari penelitian adalah dimana jenis proses morphological yang sering digunakan siswa adalah Derivational, dimana derivational menjadi proses yang paling sering muncul. Jenis affiksasi yang paling sering muncul adalah proses suffiksasi.

**Key words:** *Proses Morphological, Pengucapan Bahasa Inggris Mahasiswa*

## INTRODUCTION

Language is very important for our life which takes a part as a communication device among human. People will find it difficult to express their ideas, opinions, and feelings without language. A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail. Those terms are system,

signs, vocal, conventional, human, communicate (Algeo, 2009: 2). It means that to emerge a good quality in communication system, the agreement between both speaker and hearer is needed to assign the meaning.

In the concern of this thesis which dealing with words, the focus was on the structure of the word itself. The study of this kind of certain topic is called by Morphology. In Morphology there is a term

called by structural analysis. Structural analysis itself is analysis that is breaking a word into its elements (root, prefix and suffix). Every word in English has a basic meaning. A word normally begins with a root which perhaps the complete word, or perhaps a part of complete word. To this root may add a prefix (a word – part that appears in front of a root) or a suffix (word – part that appears in the end of a root). When root is added by prefix or suffix it will be a new word formation and sometimes by new meaning, this is where that term is called Affixation. So it can be concluded that Affixation is the morphological process whereby an affix (prefix or suffix) is attached to a root or stem.

Sometimes the structures of words in Morphology have many kinds of Affixations in Morphological process. By relating to this problem the researcher wanted to investigate the kind of Affixations within the Morphology process. Based on researcher's experience, the researcher wanted to find out what type of Affixation in Morphological process that the students used frequently in their English utterances. Not only about the types of the Affixation in Morphological process itself, the researcher also wanted to conduct an investigation about how the analysis of Affixation in Morphological process.

Based on the background above, the researcher determined the objective of the research is to know the kind of Morphological process that the students mostly use in their utterances. Hopefully this research can help the students in learning Morphological process, especially the affixation that changes the class of root or base in English lexical category. And also the result of this research is expected to give precious contributions to lecturers, university students and researchers. For the lecturers, this research might become a meaningful contribution in teaching Morphology. For the university students, this research hopefully can be used to study

the types and the use of Affixation. For the researchers, the result of this research is expected to be a previous research for those who are interested in doing similar field of research.

### Review of Related Of Literature

Linguistic morphology has encouraged some researchers to conduct research related to morphological study. According to Lieber (2009: 8), 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.

The area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology, from the Greek word *morphe* 'form, shape'; and morphemes can be thought of as the minimal units of morphology (Carstairs-McCarthy, 2002: 16).

According to Booij (2005: 7), Morphology refers to the study of the form of words. In present-day linguistics, the term 'morphology' refers to the study of the internal structure of words, and of the systematic form–meaning correspondences between words. Consider the following sets of English words.

A morphological process is a means of changing a stem to adjust its meaning to fit its syntactic and communicational context. The existence of related words with a systematic form–meaning difference is crucial in assigning morphological structure to a word (Booij, 2005: 5). According to Carstairs-McCarthy (2002: 28-39), Inflection is the process of changing the form of a word so that it expresses information such as number, person, case, gender, tense, mood and aspect, but the syntactic category of the word remains unchanged.

Hurford et, al (2007: 16) says that an utterance is any stretch of talk, by one person, before and after which there is

silence on the part of that person. An utterance is the use by a particular speaker, on a particular occasion, of a piece of language, such as a sequence of sentences, or a single phrase, or even a single word. Just as in conventional signals like the blowing of a whistle can have different meanings in different situations. Different pieces of language can have different meanings in different contexts.

The traditional parts of speech are lexical categories, in one meaning of that term (Brinton, 2000: 169). A lexical category is a syntactic category for elements that are part of the lexicon of a language. These elements are at the word level. Also known as; part of speech, word class, grammatical category, grammatical class, they are all have the same meaning. A syntactic category is a type of syntactic unit that theories of syntax assume. Word classes, largely corresponding to traditional parts of speech (e.g. noun, verb, preposition, etc.), are syntactic categories.

According to Manova (2015: 1), Affixation is the morphological process whereby an affix is attached to a root or stem. Affixation is the major morphological device for creating new words and word forms in the languages of the world. Every language has its own rules about the structure and formation of its words. Affixation occurs when a morpheme is attached to a root. In English affixation is the primary morphological process in constructing words. For example, the prefix '*un-*' attaches to stems in such words as *unbelievable* or *unkind*. The suffix '*-s*' attaches to the end of noun roots to mark plurality as in *languages* or *bugs*.

Affixation is defined by two characteristics. Firstly, the form which results from the operation - we may call this the derived form - will consist of the *base*-the form that the operation applies to - plus an additional morpheme. Secondly, the form which is added (the affix) will be constant; it will be the same whatever particular base the operation applies to.

## RESEARCH METHOD

This research used was Phenomenology design when this design explored processes, activities, and event (Creswell, 2013: 187). This design was quite relate to one of the characteristics of qualitative research. Furthermore, Creswell (2013: 185) explains about one of the characteristics of qualitative research has. Natural setting: Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically send out instrument for individuals to complete. In the natural setting, the researchers have face-to-face interaction often over time.

The subjects of the research were the fourth semester students who were taking Public Speaking subject in English Department of IKIP Mataram. This subject was limited only to fourth semester students in academic year 2017/ 2018. Object of the research was affixation in English lexical category based on students' English utterances in Public Speaking class.

In this research the researcher used two types of instruments; primary instrument and secondary instrument. The primary instrument in this research was the researcher. In qualitative research where the researcher is considered as research instrument is the ability to both conduct and reflect on the meaning of observation or interview data which all are essential to success. The researcher plays a central role in generating and analyzing data in qualitative research because the researcher was the one who created and applied the instrument. Secondary instrument of this research were recording and note taking. They were used to ensure the results of data collection accurately. Some students' utterances was recorded, the recording process was established at the point the students were performing their Public Speaking.

The technique of data collection was observation. The researcher used Direct Observation which produced a detailed record of events or what people actually do. The observer played a passive role; that was, there was no attempt to control or manipulate a situation. The observer merely recorded what occurred. Non-controlled observation was also used because the major aim of this type of observation was to get a spontaneous picture of life and persons. It has a tendency to supply naturalness and completeness of behavior, allowing sufficient time for observing it. Based on the instrument above, the data was in the form of written from note taking and oral from recorded video. For recorded video, qualitative research says that the data must be in form of words or pictures. In order to make the data appropriate with qualitative requirements, the researcher converted the data from video to texts. The recorded video was transcribed into written form of words. By performing that, the researcher found it easier to analyze the collected data.

Descriptive analysis is the process of analyzing data that must be done step by step. According to Bryman and Burgess (2002: 176) the collected data were analyzed by using these following procedures: (1) Indexing. In this procedure the researcher was listing the words of affixation from transcribed data. The researcher edited the data if there were some mistakes in the sentences and the data was cut. (2) Identifying. In this procedure the researcher identified the affixation on students' English utterances from transcribed data (3) Categorizing. Continuing the identification procedure, in this case the researcher classified the data. After that, the affixation words were classified whether that affixation belonged to derivational, inflectional, compound, and etc. (4) Explaining. Based on classification above, the researcher was described the classified words of affixation that the students frequently used. (5) Syntactic

analysis. Syntactic analysis was analyzed the identified affixation that the students frequently used syntactically. In this procedure, the identified affixation words will be broken down into some elements. This was including of what were the elements which form those affixation words. It has the similar process in syntax of how the sentences were formed

## RESEARCH FINDING AND DISCUSSION

The collected data were taken from the day Public speaking subject conducted; it was started from 9 through 14, 16 of June 2017. The data collection then followed for the next month on 5 and 7 of July 2017. The classes were randomly chosen but they still cover the total number of 4 classes.

The researcher found 79 words which attached by affixes. The words list was taken from videos that the researcher transcribed into written form. The videos cannot be attached in this research finding, so the researcher decided to transcribe them.

The researcher identified what kind of part of speech from each word, what root or base the words have, and also it shown the affixes that attached from every word. The words are major added by one affix whether it is prefix or suffix. But there are some words that attached by more than one affix which is suffix, those words are *considerations*, *carefully*, and *usefully*. Each word is attached by two suffixes; *considerations* is formed from *consider* + *-tion* then added by *-s*. *carefully* is formed from the word *care* + *-ful* and then added by *-ly*. It also does the same for *usefully*, the addition process is similar as the *carefully*'s process. The table shown that the mostly used affixation was 76 words of Suffixation and the rest were 1 word of Prefixation and 2 words of Circumfixation.

From the total of 79 words, there were three kind morphological processes that showed up; they were Derivational, Inflectional, and Compound. Here the classifications, for Derivational, they were consisted of 49 words, 28 words of

Inflectional, and the rest were 2 words of compound. There are some words that formed from 2 processes, means that those words need inflectional and derivational at the same time to compose them. It can be seen from the words *combinations*, *audiences*, and *messengers*, these three words need two processes to arrange them. Both *combinations* and *audiences* are formed by using derivational and then continued by inflectional. The root *combine* is derived into *combination* then inflected into *combinations*. Same goes for *audiences*, the root *audio* is derived into *audience* then inflected into *audiences*. It is only for *messengers* that used one process twice which is inflectional. The root *message* is inflected to *messenger* then inflected again into *messengers*, its word category remains unchanged.

Based on identification and classification above, the researcher described the identified and classified words of morphological process that the students frequently used.

By relating to table of identification, suffixation are formed from some kind of suffixes they are; *-ness*, *-able*, *-ed*, *-s*, *-ies*, *-ing*, *-ful*, *-ly*, *-ion*, *-er*, *-ment*, *-ize*, *-ance*, *-ous*, *-cy*, *-th*, *-rd*, *-en*, *-est*, *-en*, *-ment*. As well as the suffixation, there is 1 word of prefixation that attached by prefix it is; Almighty (*all-*). The last affixation is circumfixation, this is happened when a root or base word is attached by prefix and suffix at the same time. Related to the table of identification there 2 words of them, they are; beloved (*be- ed*), especially (*e- ly*). English frequently does not marks words as belonging to one part of speech or another. Words like *neigh*, *break*, *outlaw*, *laser*, *microwave* and *telephone* might all be either verb forms or nouns. Although *-ly* is an adverb marker, not all adverbs end in *-ly* and not all words in *-ly* are adverbs. For instance, *tomorrow*, *slow*, *fast*, *crosswise* can all be adverbs, while *early*, *friendly*, *ugly* are all adjectives (though *early* can also function as an adverb).

The aspects in affixation are the properties of inflection and derivational categories that are usually associated verbal operation deals with morphological and grammatical process; the morphological process is indicated by prefix: *al-*. Suffixes: *-ness*, *-able*, *-ed*, *-s*, *-ies*, *-ing*, *-ful*, *-ly*, *-ion*, *-er*, *-ment*, *-ize*, *-ance*, *-ous*, *-cy*, *-th*, *-rd*, *-en*, *-est*, *-en*, *-ment*. Circumfix: (*be- ed*) and (*e- ly*).

After analyzed all of the data above, the researcher have found many kind of the items which caused all of the aspect in English words changed in term of word classes, and the researcher wants to describe the specific caused of each of the word class as bellow:

1. Prefix

a. all-

Indicates to the entirety of something. For example the word *almighty* on the finding, the true form is actually *all-* + *-mighty*. The root words never change when they are added a prefix. Sometimes it will have double letters but this is because the prefix ends with the same letter as the start of the word. Sometimes the prefix needs to change. The word "all" drop one letter "l" when it used as a prefix.

2. Suffix

a. -ness

This is a noun ending that indicates to say something about the state, the quality, or condition of being that adjective (makes a noun). For example, *darkness* is a dark quality, and *darkness* means the quality of being dark. Not all adjectives can be made into nouns using *-ness*. Typically, if an adjective is in it is *-er* or *-est* form, *-ness* cannot be added: *higher* and *highest* cannot become *higherness* or *highestness*. Typically, if an adjective is actually a participle of a verb *-ness* cannot be added: *washed* and *running* cannot become *washedness* or *runningness*. Most other adjective, however can be made into nouns by adding *-ness*.

b. -able

This suffix means capable of, suitable for, or worthy of something. For example is the word *valuable*.

c. -ed, -ing

The *-ed* and *-ing* are used in forms of regular and irregular verbs as adjectives. Adjectives with *-ing* and *-ed* endings have different meanings.

Examples: exciting and excited

1) "This film is not very *exciting*, is it?" *-ing* adjectives describe the effect.

2) "I feel *excited* about my new job" *-ed* adjectives describe how a person feels.

d. -s

This is the indication of noun plural. It changes the quantity of noun when the number of the noun itself is increase.

Example: *Book* changed into *Books*; it means that the book now is more than one.

e. -ies

This is also the indication of noun plural. It changes the quantity of noun when the number of the noun itself is increase. But *-ies* is used when the noun word ends with the letter "y", as the word *Stories*. The base word is *story*, but when the number of story is more than one, then the word changes into *Stories*.

f. -ful

-ful indicates full of, tending to, or liable to something. As the *Beautiful*, it is formed from *beauty* + *ful* which mean that something is full of beauty.

g. -ly

One of the suffixes that indicates tending to or characterized. Adding *-ly* to the end of a noun turns the word into adjective. The adjectives now have the meaning of "like (the noun), or something that is characteristic of (the noun)". Adding *-ly* to the end of an adjective turns the word in an adverb. In a few words the meaning may change.

h. -tion

The suffix *-ion* means the condition of, or result of something. This suffix indicates that the word is a noun. Typically

the word is a verb that turns into noun. The words combination, information, expectation, transformation, and direction are all nouns.

i. -er

It is used to modify and adjective or adverb to form a comparative. It is used to make a comparison between two or more something (could be a noun or verb) in regard to some aspect.

Examples:

1) Noun: He is smart, but she is *smarter* than him.

2) Verb: He runs fast, but she runs *faster* than him.

j. -ize

This is a verb ending that indicates to do something. It is used to form verbs with the meaning "to make; cause to become:" *sterilize* which means that to make something sterile. It also used to form verbs with the meaning "to convert into, give a specified character of form to:" *computerize*, this word means that to make an office use computer. It is also used to form verbs with the meaning "to subject to; cause to undergo or suffer from an emotion or a process:" *hospitalize*, this means cause to undergo treatment in a hospital. As the word *terrorize* which means cause to suffer terror.

k. -ous

Indicated relating to or full of something, usually adding *-ous* changes a noun into an adjective; *dangerous*, *furious*. Words ending in *-ous* do not always split clearly into root and suffix; *serious*, *anonymous*, *fabulous*.

l. -rd, -th

This is indicates the grades in term of numbers. For example:

1) He is in the 3<sup>rd</sup> place winner

2) He was in the 5<sup>th</sup> position

m. -ment

The suffix *-ment* means the act of, or result of something. It makes nouns out of verbs when added to them. Nearly every word without suffix *-ment* is a verb. For examples; *Apartment*, this word means a

set of rooms to live in. *Achievement* means a thing accomplished with effort.

n. –est

Adjective ending that indicates the comparative and superlative. Many one-syllable adjectives have ending to show the comparative and superlative. For the example is the word *deep*.

1) It is deeper for comparative and deepest for superlative.

From the discussion above it can be concluded that, in the terms of affixes; the researcher found two kinds of affixes used in Public Speaking subject, namely derivational affixes and inflectional affixes. The affixes have sub categories: prefix and suffix. Both sub affixes indicate different meaning in its use namely as noun indicators (*-ness, -ment, -er, -tion, -s, -es*), adjective indicators (*-ive, -able, -ful, -ous, -est*), adverb indicator (*-ly*), verb indicators (*-ize, -ed, -en*). In terms of meaning, English prefixes and suffixes that the researcher analyzed were derivational affixes and inflectional affixes.

## CONCLUSION AND SUGGESTION

This research has clearly shown that English is a language that is constantly growing. The morphological processes that have been used for decades in word-formation are still being used in the class both in oral and written. Based on the findings of the research elaborated, the researcher can conclude several conclusions: (1) The kind of Morphological process that the students mostly used is Derivational, which is a major process that frequently showed up. (2) Affixation that mostly used by the students is Suffixation. (3) Suffixes that showed in the suffixation are:

*-ness, -able, -ed, -s, -ies, -ing, -ful, -ly, -ion, -er, -ment, -ize, -ance, -ous, -cy, -th, -rd, -en, -est, -en, -ment.*

This study has raised some very interesting ideas that can be considered for future studies in the field of morphological process. There are three areas that the researcher recommends for further studies.

The first is, there is a need to discover if the tendency to use compounding to form new words is only peculiar to students or whether this phenomenon is happening in other places around their hometown as well. Perhaps there is a need for a comparison between the compound used in academic area and the ones used in students' mother tongue. The second suggestion is, a future researcher could analyze the current patterns of word-formation that are most frequently used by students that identify the uniqueness of students' English. The factors that influence Morphological process can also be analyzed. Such a research would require a much longer period to collect a data base for the analysis. The third suggestion for further studies is to analyze and discover the most frequently used morphological process that are used in words that are formed through a combination of two or more processes. Not only focused on affixation, the future researcher might also require conducting research for the use of other kind of Morphological process within it. This could uncover a new trend in word formation processes.

From this thesis also the researcher wants to suggest both English teachers and learners generally. Give the necessity for expedience in learning English, because the traditional methods for teaching foreign language are largely insufficient for EFL programs. One possible way to facilitate more rapid vocabulary development is by utilizing a morphological approach. Many words can be learned together by teaching words that contain a common morpheme. Since each word contains a common element, students learn the meaning of each morpheme separately. As more and more morphemes are added to students' repertoire, a student is better able to hypothesize possible words for an unknown idea they want to express.

Students are also demanded to be more curious about the subject they are learning on specifically in Morphology. It talks not only about word-formation but

meaning from the word that they are forming at that time. So at the future when they are facing a specific word-formation that they do not know about, they will be able to recognize how that word is formed and identify its meaning.

#### REFERENCES

- Algeo, J. 2005. *The Origins and Development of the English Language: Sixth Edition*. Wadsworth: Cengage Learning.
- Booij, G. 2005. *The Grammar of Word: An Introduction to Linguistic Morphology*. Oxford New York: Oxford University Press.
- Brinton, L. J. 2000. *The Structure of Modern English: A Linguistic Introduction*. Philadelphia: John Benjamins Publishing Company.
- Bryman, A & Burgess, R. G. *Analyzing Qualitative Data*. USA: Routledge.
- Carstairs- McCarthy, A. 2002. *An Introduction to English Morphology*. Edinburg: Edinburg University Press Ltd.
- Creswell, J. W. 2013. *Research Design 4<sup>th</sup> ed: Qualitative, Quantitative, and Mixed Methods Approach*. Los Angeles: SAGE.
- Hurford, J. R, ET, al. 2007 *Semantics: A Coursebook 2<sup>nd</sup> ed*. USA: Cambridge University Press.
- Kreidler, C. W. 2002. *Introducing English Semantics*. London: Routledge.
- Lieber, R. 2010. *Introducing Morphology*. USA: Cambridge University Press.
- Manova, S. 2015. *Affix Ordering across Language and Framework*. USA: Oxford University Press.
- Van Valin, Jr. R. D. 2004. *An Introduction to Syntax*. United Kingdom: Cambridge University Press.