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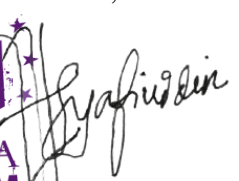
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Comprehensive Analysis of Derivational and Inflectional Morphemes for English Language Acquisition

by Savira Zaniar

Comprehensive Analysis of Derivational and Inflectional Morphemes for English Language Acquisition

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ARTICLE INFO	ABSTRACT
Keywords: Morphology Awareness; Inflection; Derivation; Teaching Morphology; Language Acquisition	Morphology plays a crucial role in students' language acquisition. This study delves into the distinctions between inflectional and derivational morphemes, aiming to enhance comprehension of these concepts. By investigating word creation processes and observed alterations, the study illustrates the profound impact of prefixes and suffixes on words, shedding light on their significance in language learning. Students frequently require clarification when distinguishing between inflectional and derivational morphemes during learning. To enhance comprehension of this subject, this present study initially investigated the definitions and subcategories of these two terms outlined in various literary sources. Next, it provided a concise overview of the critical distinctions between inflectional and derivational morphemes. These analyses aim to determine the word created by derivational morphemes, the word formed by inflectional morphemes, the process by which the specified word is formed, and the types of observed alterations. The author implements the descriptive qualitative approach. It will discover that each morpheme possesses its function and influences the base word's meaning, word class, or grammatical function. This study illustrates the impact of prefixes and suffixes on words.

INTRODUCTION

The potency of language in communication, whether in the context of written or spoken expression, becomes essential for dealing with vocabulary. The act of impersonating and proposing agreements can be significantly influenced by the insertion of words or sentences, potentially changing their meaning totally and resulting in different consequences. Linguistically, morphemes are the most basic elements of meaning, and comprehending them is essential for achieving proficiency in any language.

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Differentiating between derivational and inflectional morphemes can help English learners better understand the structure and intricacies of the language.

It can be said that comprehending the complex mechanisms of a language involves investigating its most minor units of meaning, referred to as morphemes. Derivational and inflectional morphemes are essential in expanding vocabulary and enhancing grammatical accuracy. Derivational morphemes create new words and change grammatical categories, while inflectional morphemes modify words to communicate various grammatical aspects. This in-depth research examines these morphemes' role in acquiring the English language, emphasizing their significance in the development of vocabulary, grammatical precision, and general linguistic competence. This present study provides a comprehensive overview of how learners can utilize morphemes to improve their proficiency in English by analyzing their functions, characteristics, and effective teaching strategies. It also aims to offer a thorough examination of derivational and inflectional morphemes, emphasizing their functions, distinctions, and significance in the process of acquiring the English language. First, we shall establish the definitions of derivational and inflectional morphemes and examine their functions in the process of creating words. Subsequently, we shall analyze their influence on the enhancement of vocabulary acquisition and grammatical aptitude. Lastly, we will explore effective techniques for integrating morpheme analysis into language acquisition.

Multiple research projects have examined the derivational and inflectional affixation procedures of different issues that have occurred. In 2014, Gultom conducted a study titled "Derivational and Inflectional Processes in Some Selected Articles of English Tempo Magazine." The study aimed to analyze the kind, structure, and changes of derivational and inflectional processes. In their 2018 study, Nurhikmah et al. examined the impact of derivational and inflectional affixes on words. The study focused specifically on the analysis of these affixes in the Facebook page "BBC News" on September 8, 2017. Aprianti & Parmawati (2020) undertook a study analyzing the lyrics of Lady Gaga's "A Star is Born" album to discover and examine derivational and inflectional affixations in the song. The outcome of this investigation indicates a greater variety of derivational affixation. In her 2020 study titled "An Analysis of Derivational and Inflectional Morpheme in Selected News from Tempo.co," Fitria examined the usage of derivational and inflectional affixation. The findings of the study revealed a higher frequency of inflectional affixation compared to derivational affixation. Ratih (2021) did a study titled "An Analysis of the Utilization of Derivational and Inflectional Morphemes in Joko Widodo's Speech." This study examines the frequency and processes of derivational and inflectional morphemes in Joko Widodo's speech.

Starting from several previous studies, we can conclude that many types of literary hidden and media can be used, for example, newspapers, songs, etc. However, considering the application of morphological awareness, it is noticeable that there is more alignment between the educational concept and the media employed. How is the application of media examined concerning the acquisition of expertise in the fundamental principles of morphological awareness, namely inflectional and derivational morphemes to enhance competency in English language learning? While the Department of National Education (as cited in Widyasari, 2016) said that the purpose of English education is for students to communicate verbally and in writing effectively, the primary goal of learning English is to develop accurate and fluent oral and written communication skills. Hence, the objective of this research was to examine and elucidate the many categories of Inflectional Affixes, Derivational Affixes, and the difficulties encountered by students

when employing affixes in the English books Merdeka Curriculum for the secondary school (7-9 grade of JHS).

Applying school textbooks is an essential initial measure in analyzing this present study, as it serves as a fundamental reference that is universally accessible to students at all stages of their Junior High School education. It may lead to tabulation for future that may be used for a wide range of purposes, such as guidebooks, pocketbooks, etc. The primary focus of this study is to examine the pedagogical implications of teaching derivational and inflectional morphemes. Specifically, it aims to investigate how these morphemes contribute to linguistic diversity and in what ways knowledge of these morphemes can enhance language acquisition.

METHODS

This study used a corpus linguistics methodology. McEnery and Hardie (2012) characterize corpus linguistics as a methodology since it is an area that focuses on a set of procedures, or methods, for studying language. Corpus linguistics procedures were applied in this study to analyze the inflectional and derivational morphemes, and the affixation process obtained from the corpus of English books Merdeka Curriculum for the secondary school (7-9 grade of JHS).

In general, this study applies the qualitative approach. Dornyei (2007) states that two of the qualitative approaches related to this study are the nature of qualitative data and the characteristics of the research setting. The nature of qualitative data is related to this study because it refers to the data collection. The data collection was gathered from the English Textbooks Merdeka Curriculum for the secondary school (7-9 grade of JHS) that are transformed into a textual form (in this case, the data are converted into txt).

There are two techniques taken to collect the data. The first technique is downloading the data and converting it into txt. The second technique is creating concordances.

For converting the data, there is a website, https://www.online-convert.com/ is used. The steps following are:
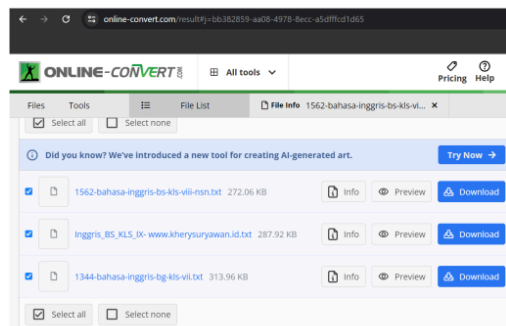1. Convert data from pdf to txt.

Figure 1. The Converter Data

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2. Open the data with a notepad and clear the unnecessary text except the material to create the corpus more qualified and comprehensive.
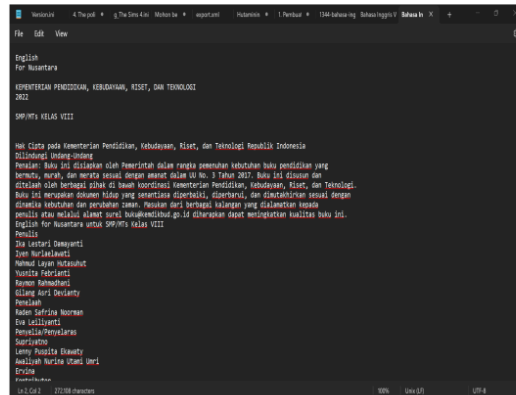

Figure 2. The Notepad That Contains Data In Txt Format

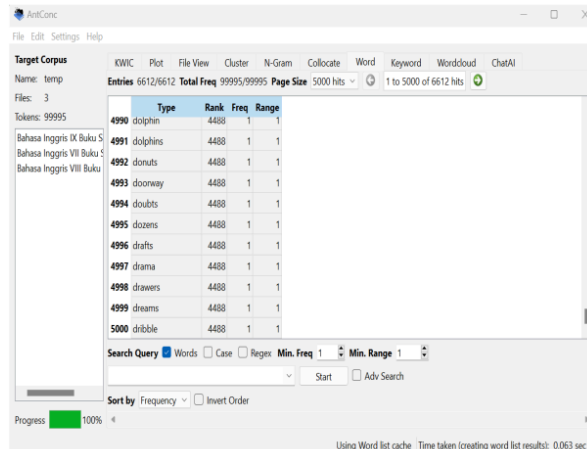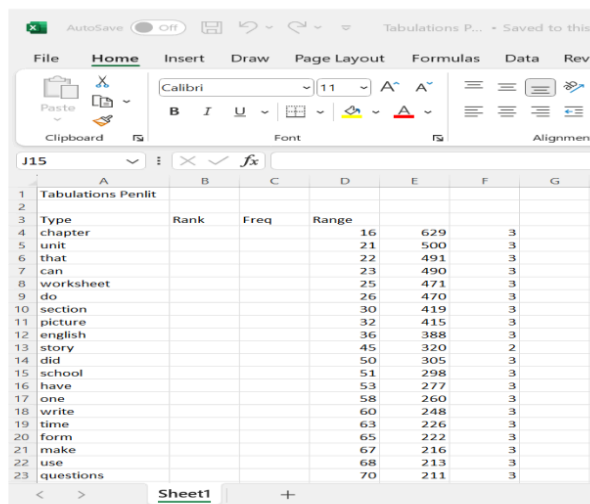3. Open the Antconc software and input the corpus data. Create it into a wordlist.

Figure 3. Antcont Software to Create Wordlist

4. Move the data into Excel and try to sort all the data with fixed tabulations that have been made. The data will be analyzed with Fromkin's (2014) theory.

Figure 4. The Tabulation Data That Transform Into Excel

RESULTS AND DISCUSSION

The tabulation data contains a wordlist consisting of 4105 words. This wordlist can be used as a reference for teaching morphology within the context of vocabulary. In order to obtain further information, the English books Merdeka Curriculum for the secondary school (7-9 grade of JHS) designed for students to serve as a suitable resource for teaching implementation due to its alignment with the partner curriculum and the fact that each student occupies their own handbook, which facilitates familiarity with the vocabulary.

Prior to categorizing derivational and inflectional morphemes, students should have a foundational understanding of basic terms or basic roots. As an illustration, the terms "expressive" and "expression" both originate from the root word "express". Undoubtedly, the significance of both phrases is comparable. The distinguishing factor between these words is their respective suffixes, which give them distinct meanings.

Once we have comprehended these fundamental distinctions, we may examine the inflectional and derivational morphology using the wordlist generated from the tabulation

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we conducted using the English books Merdeka Curriculum for secondary school students in grades 7-9.

Fromkin (2014) classifies English inflectional and derivational morphemes into different categories, as illustrated in the following image:

Figure 5. Fromkin's Theory about Inflectional Morphemes

Figure 6. Fromkin's Theory about Derivational Morphemes

Based on the Fromkin's theory, inflectional morphology is the process of altering a word to indicate several grammatical characteristics, including tense, mood, voice, aspect, person, number, gender, and case. On the other hand, in derivational morphology, which generates a novel term with a distinct meaning, inflectional alterations do not modify the fundamental significance of the word but rather adapt it according to its syntactic function in a sentence.

Inflection is an aspect of language that alters the structure of a word in order to convey various grammatical categories. Fromkin's theory (2014) highlights several fundamental principles of inflectional morphology, including morphological change, which refers to the alteration of a word's form without modifying its basic meaning or generating a new term. This generally involves the addition of prefixes or suffixes, or modifying the internal structure of the word. Grammatical categories encompassing tense, number, case, gender, mood, voice, and person are responsible for modifying various aspects of a sentence. Tense determines the time of action, number specifies singular or plural forms, case indicates the grammatical role of a noun, gender differentiates between masculine, feminine, and neutral, mood expresses the speaker's attitude towards the action, voice distinguishes between active and passive constructions, and person denotes the subject's person.

Inflectional morphology can be classified into two types: regular inflection, which adheres to predictable patterns, and irregular inflection, which deviates from traditional rules and often requires memorization. It can also be classified based on the way the word class may change, such as nouns (changing for number and case), verbs (changing for tense, aspect, mood, voice, and agreement with the subject), and adjectives/adverbs (changing for comparison). Furthermore, inflectional processes typically exhibit a high degree of regularity and can be applied to the majority of words within a given category.

In this case, morphology is the study of the structure and form of words in a language, particularly through the use of morphemes, which are the smallest units of meaning. From the inflection category, several examples of wordlists serve as illustrations and are classified based on Fromkin's (2014) hypothesis. It is intended to introduce and familiarize students with the terminology and fundamental concepts of inflectional morphology through examples. The example below aims to provide students with a fundamental understanding of how word construction and transformation of inflectional morphology.

Table 1. Inflectional Morphology and categorization

No.	Category	Wordlist	Word Formation	Transformation
1.	Plural	Chapter	Chapter +s	Chapters
		Unit	Unit + s	Units
		Worksheet	Worksheet +s	Worksheets
		Section	Section +s	Sections
2.	Progressive	Follow	Follow + ing	Following
		Read	Read + ing	Reading
		Use	Use + ing	Using
		Usual	Usual + ly	Usually
		Sudden	Sudden + ly	Suddenly
3.	Past Tense	Relate	Relate + d	Related
		Look	Look + ed	Looked
4.	Superlative/Comparative	Big	Big + est	Biggest
		Fast	Fast + er	Faster
5.	Possesive	City	City + 's	City's
		Electronic	Electronic + 's	Electronic's
6.	Third-Person Singular	Study	Study + es	Studies
		Play	Play + s	Plays
7.	Past Participle	See	See + ing	Seeing

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	Run	Run + ing	Running
	Stop	Stop + ed	Stopped

On the other hand, derivational morphology is a field of linguistics that examines the process of creating new words (known as lexemes) by attaching prefixes, suffixes, and other affixes to existing words or stems. Derivational morphology differs from inflectional morphology in that it alters the meaning or part of speech of a word, often resulting in the creation of totally new words. From the derivation category, several examples of wordlists serve as illustrations and are classified based on Fromkin's (2014) hypothesis. It is intended to introduce and familiarize students with the terminology and fundamental concepts of derivational morphology through examples. The example below aims to provide students with a fundamental understanding of how word construction and transformation of derivational morphology.

Table 2. Derivational Morphology and categorization

Category		Wordlist	Word Formation	Transformation
Derivational morphemes not change the part of speech	Noun to Noun	Friend	Friend + ship	Friendship
		National	National + ity	Nationality
Derivational morpheme changes the part of speech	Verb to Noun	Create	Create + ion	Creation
		Perform	Perform + ance	Performance
		Develop	Develop + ment	Development
	Adjective to Adverb	Careful	Careful + ly	Carefully
		Easy	Easy + ly	Easily
		Quiet	Quiet + ly	Quietly

Understanding the role of derivational and inflectional morphemes in morphology education has significant pedagogical implications. These implications can influence teaching methods, curriculum design, and the development of students' language skills such as enhancing vocabulary acquisition, improving reading comprehension, increasing the writing skills, recognizing the students second language learning, promoting metalinguistics awareness and designing effective practice and feedback for the future.

In case of enhancing vocabulary acquisition, instructing students on derivational morphemes (prefixes and suffixes that alter the meaning or grammatical category of a word) enables them to enhance their vocabulary. For instance, having the knowledge that the word "happy" can be transformed into "unhappy" or "happiness" enables the students to comprehend and employ more varieties of vocabulary. Otherwise, comprehending inflectional morphemes (suffixes that alter a word's tense, number, aspect, mood, or gender without altering its part of speech) assists students in acquiring proficiency in grammatical structures. An instance of this is the recognition of the suffix "-s" to indicate plural nouns or the suffix "-ed" to indicate past tense verbs, which assists in understanding and producing language accurately.

Then, improving reading comprehension, it can assist students in familiarizing with derivational morphemes in interpreting and discovering the definitions of unknown terms during reading, thereby improving comprehension. By understanding the prefix "un-" and the root "predictable," students can infer the meaning of "unpredictable." Additionally, in comprehending inflectional morphemes, it may assist learners in accurately analyzing

sentences, identifying verb tenses, ensuring subject-verb agreement, and recognizing other grammatical signals that are essential for understanding. Formerly, teaching derivational morphology could help in improving students' writing abilities by enabling them to employ an extensive variety of words and effectively apply multiple variations of a word to correspond with different situations (e.g., "create," "creation," "creative"). Moreover, teaching inflectional morphology guarantees that students can construct syntactically accurate sentences, employing the suitable tense, number, and form.

Furthermore, it facilitates second language learners in expediting their acquisition of vocabulary and assists them in identifying equivalents and misleading terms in derivational morphology across languages. Accordingly, second language learners also gain advantages from receiving explicit teaching on inflectional morphemes in order to comprehend the grammatical principles of the target language, which can vary substantially from their mother tongue.

In addition, students can develop their metalinguistic awareness by acquiring knowledge of both types of morphemes, which allows them to gain a deeper understanding of language structure and improve their ability to manipulate language. Developing this level of consciousness might enhance the individual's general language proficiency and cognitive abilities. In addition, it supports the teacher in developing efficient instructional strategies for both derivational and inflectional morphemes. It involves several activities that emphasize the identification, application, and modification of these morphemes in different situations. More importantly, encouraging students' involvement in morphological analysis, which includes breaking words down into their roots and affixes, might be an effective approach for enhancing vocabulary acquisition and comprehension. Next, the implementation of integration across curriculum by incorporating multiple disciplines such as science and history, can effectively strengthen these principles and demonstrate their practical relevance in comprehending specialist terminology.

CONCLUSION

In conclusion, the significance of derivational and inflectional morphemes in the field of morphology education cannot be overemphasized as they play a crucial part in the development of comprehensive language proficiency. Comprehending and instructing these morphemes can greatly improve the acquisition of vocabulary, understanding of reading, and proficiency in writing. By promoting metalinguistic awareness, these principles develop students' proficiency in modifying and comprehending language structures, which is essential for both native speakers and second language learners.

Teachers may apply this comprehension by integrating direct instruction, morphological analysis, and interconnected with curriculum integration. By implementing focused evaluations and consistent input, educators can efficiently assist and track students' advancement in acquiring these fundamental elements of language. To sum up, a comprehensive understanding of derivational and inflectional morphemes provides the students with the necessary abilities to effectively navigate and succeed in the complex structures of language, therefore enhancing overall literacy and language competency.

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