

THESIS TITLE

**AN ANALYSIS OF MORPHEME IN WRITING TASK BY THE THIRD
SEMESTER STUDENT OF ENGLISH LANGUAGE EDUCATION
OF UMMAT IN ACADEMIC YEAR 2020/2021**



A THESIS

**Presented as a Partial Fulfillment of the Requirement for the Bachelor
Degree in English Language Education**

By

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PROGRAM OF UMMAT IN ACADEMIC YEAR 2020/2021

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MOTTO

Allah will not change the fate of a servant , before they change their own
destiny.

(Q.S Ar-Rad : 11)



DEDICATION

A hope that I have dreamed of, now I can achieve through a long journey and time, full of joys and sorrows and motivation and prayers from the people I respect and care for. By mentioning the name of Allah SWT, I dedicate this thesis to:

1. My both beloved parents, thank you for all the love, support, and prayers so far. This achievement is my particular offering to father and mother.
2. My beloved older sister, Siska Wulandari. Thank you for the support, advice, and motivation that you always give me.
3. To my young brother and youngest sister, I love you.
4. My best friend, Siti Nurfadila, Devi Isnaeni, Sasa Septiandari and Eri Anggraeni. Thank you for wanting to fight together; maybe without your inspiration, support and motivation, I wouldn't enjoy and go through every process of this struggle. Hopefully, our friendship will be maintained until later.
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The author realizes that the completion of this thesis with the help of various parties. Therefore, the authors would like to express our deep gratitude.

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The author realizes that this thesis is far from perfect. Therefore, the authors hope for constructive criticism and suggestions. Finally, the authors hope this thesis can provide benefits for the development of the world of education.

Mataram, March 2021

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ABSTRACT

Morphological process is a means of changing the stem in order to adjust its meaning to fit its syntactic and communication context. The study mainly describes the morphological process in the writing task by the third semester students of English Language Education of UMMAT in Academic Year 2020/2021. The purpose of this study is to analyze the morphological process on derivational affixes found in writing task by the Third Semester Students of English Language Education of UMMAT in Academic Year 2020/2021. The method of collection data of this study was content analysis, where the researcher tries to found out the morphological process of derivational affix in the writing task. The subject of this research was the third-semester students of English Language Education and in this research, there were four derivational process they are noun marker, verb marker, adjective marker and adverb marker. The outcome of this research are following: there were 9 derivational prefix “dis-“, “in-“, “un-“, “en-“, “re-“, “al-“; and 22 derivational suffix “-ion/-ation”, “-ment”, “-er”, “-or/ior”, “-ly”, “-ry”, “-able”, “-iv”, “-y/ty”, “-al/-ial”, “-an/ian”, “-ine”, “en”, “-ance/-ence”, “-ous”, “-ic”. Researcher found many derivational affixes in the third-semester students writing assignment, moreover, suffix “-ion/-ation” was the most dominant affixes.

Keywords: *morpheme, affixes, derivational affix*

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ABSTRAK

Proses morfologis adalah sarana untuk mengubah batang untuk menyesuaikan artinya agar sesuai dengan konteks sintaksis dan komunikasinya. Studi ini menggambarkan proses morfologis dalam tugas menulis oleh mahasiswa semester tiga pendidikan bahasa Inggris UMMAT pada tahun akademik 20/2021. Tujuan dari penelitian ini adalah untuk menganalisis proses morfologis pada imbuhan derivasional yang ditemukan dalam tugas menulis oleh mahasiswa semester ketiga pendidikan bahasa Inggris Umat pada tahun akademik 20/2021. Metode pengumpulan data penelitian ini adalah analisis konten, di mana peneliti mencoba menemukan proses morfologis imbuhan derivasional dalam tugas penulisan. Subjek penelitian ini adalah siswa semester tiga dari pendidikan bahasa Inggris dan dalam penelitian ini, ada empat proses derivasional yaitu penanda kata benda, penanda kata kerja, penanda kata sifat dan penanda kata keterangan. Hasil penelitian ini adalah sebagai berikut: Ada 9 awalan derivasional; “dis-“, “in-“, “un-“, “en-“, “re-“, “al-“; dan 22 akhiran derivasional “-ion/-ation”, “-ment”, “-er”, “-or/ior”, “-ly”, “-ry”, “-able”, “-iv”, “-y/ty”, “-al/-ial”, “-an/ian”, “-ine”, “-en”, “-ance/-ence”, “-ous”, “-ic”. Peneliti menemukan banyak imbuhan derivasional dalam tugas menulis siswa semester tiga, apalagi, akhiran kata “-ation” adalah imbuhan yang paling dominan.

Kata kunci: morfem, imbuhan, imbuhan derivasional

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an activity to express thoughts and feelings in a written form that is expected to be understood by readers and serves as indirect communication. Dauly (2016:7) states that writing is the expression of language in letters, symbols, or words. The primary purpose of writing is communication. Writing is the most complicated opposite of three skills. It is because paper must be related to the content, the language, and grammatical rules (Kusumawardhani, 2015:33). In grammatical itself, there is one field that studies the smallest unit in the language which is commonly called morphemes.

Embick (2015: 6) defined that morpheme is the idea that the grammar contains a representation in terms of the sound and language meaning: representations of sound and meaning in terms of features. Morphemes that can meaningfully stand on their own are called **free morpheme**, while the morpheme such as *-s/-es* and *-ed*, which can't be meaningfully stand-alone, is called a **bound morpheme**.

A bound morpheme is a morpheme that does not have the potential to stand alone and are typically attached to another form, exemplified as *re-*, *-ist*, *-ed*, *-s*. Handoko (2019:40) says that a bound morpheme must be attached to a free morpheme to form a new word. That is why it is called "bound," which comes

from the word “bind,” meaning to tie together. We have to tie a bound morpheme to a free morpheme. A bound morpheme is referred to as affix.

Affixes is a form of an addition to a word. Affixes can be at the beginning (*prefix*), at the end (*suffix*), and in the middle (*infix*), or even a combination of the prefix, suffix, and infix in a word. In the process, affixes can change the meaning of a word. There are two kinds of affixes; they are inflectional affixes and derivational affixes. Inflectional affixes cannot form new words. Meanwhile, Derivational affixes are used to create new words. Rachmadie (1990: 31) stated, that affixes that change the part of speech of the roots or bases are derivational.

Derivational affixes are affixes that produce a new lexeme from the base lexeme, by adding a prefix at the beginning and suffix at the end of the word. As we know that a word sometimes is built by joining of affixes and root together, sometimes it can form a new word with the new meaning and it also can change the part of speech of root which is called derivational affixes.

Derivational affixes have a special characteristics. The first, to make a noun from the verb “*move*” we must add the suffix “*-ment*” and no other suffix will do. Second, derivational affixes change the part of speech of the word, e.g. the noun “*danger*” becomes an adjective by addition of “*-ous*”. And the last, derivational affixes usually denotes a semantic relationship with the word e.g. the morpheme – full in useful has no particular connection with any other morpheme beyond the word useful.

There were some previous studies that focus on the same topic about derivational affixes. They are Maharani Sri Aryati(2014) and PujiAstuti(2018).

The first research conducted by Maharani Sri Aryati(2014) entitled"An Analysis of Derivational Affixes in *the Land of Five Towers* Novel by A. Fuadi Translated by Angie Kilbane". In this research the writer uses all of words that are attached prefix and suffix as the data. The researcher used qualitative research where researcher tried to find out the derivational affix and the roots without using statistical calculation. The theories used by researcher are Rachmadie theory. The outcome of this analysis is to know the derivational affixes in the Land of Five Towers Novel by A. Fuadi, and she found 7 as prefix, while the suffixes are 33.

Second research conducted by PujiAstuti (2018),entitled“Morphological Analysis of Derivational Affixes in the video of Obama’s speech about Back to School Event 2009”. This study mainly describes the morphology roles in the video of Obama’s speech about back to school event 2009. In this study, the researcher uses the quantitative descriptive study to identify, describe, analyze and classify various types of derivational affixes in the video of Obama’s speech about Back to School event 2009. The findings of this research are following: there were 3 derivational prefix and 18 derivational suffixes.

Based on the theory above, the writer is interest in conducting research. This research is design to analyze the morphological process in derivational morpheme. This research entitle “An Analysis of Morpheme in Writing Task by the Third Semester of English Language Education of UMMAT in Academic Year 2020/2021”

1.2 Statement of Problem

Based on the background above, the writer would like to formulate the problem statement of this study as follows:

How is the morphological process on derivational affixes found in writing task by the Third Semester Students of English Language Education Program of UMMAT in Academic Year 2020/2021?

1.3 Purpose of the Study

The purpose of this study as follow:

To analyze the morphological process on derivational affixes found in writing task by the Third Semester Students of English Language Education Program of UMMAT in Academic Year 2020/2021

1.4 Significance of the Study

1. Practically, the result of the study is to give a precious contribution to lecturers and university students. For the lecturers, this research might become a meaningful contribution in teaching vocabulary. Studying morphemes offers an excellent opportunity to help students learn affixes, especially the derivational affixes that change the class of root or base in the part of speech.
2. Theoretically, this study helps in learning affixes, especially the derivational affixes that change the class of root or base in speech. Explore the reference for the next researchers, whether with a similar or different approach.

1.5 Scope of Study

The writer had a scope of the study's problem, so the problem that investigates not too wide, and the study are effective to study. The scope of this study is only focuses on the morphological process in derivational morpheme, commonly called affixes. The subject of this research is students of the English department in the third semester at the University of Muhammadiyah Mataram. It had 24 students active in the academic writing course and the writer only take 5 of the 24 students as object. The writer used the final draft of writing as the final data, which will be researched. In this research, the writer analyzed the derivational affixes and then classified the process of forming words, starting from root or base, suffix, prefix and part of speech.

1.6 Definition of Key Terms

In this research there are some key terms are as follow:

1. Writing

Writing is the nature of composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialize skills, skills that not every speakers develop naturally (Brown, 2001:335).

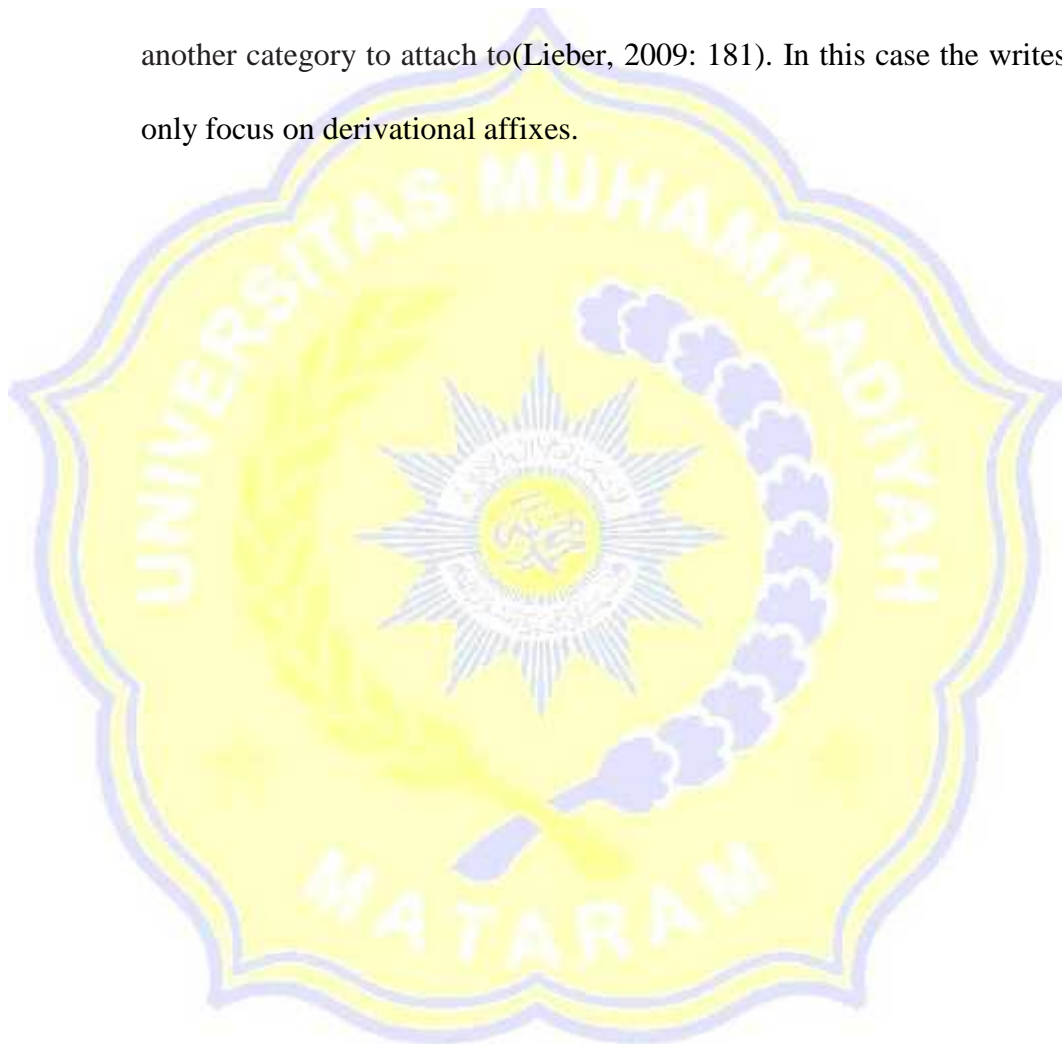
2. Morpheme

A morpheme is the smallest unit of meaning we have – that is, the smallest piece of a word that contributes meaning to a word

(M. Dini Handoko, 2019:18).

3. Affixes

Affixes are just like free morphemes in that they have lexical entries that include various types of information. The only difference between the entry for an affix and for a base is that the affix is a bound morpheme, and therefore as part of its structural information requires another category to attach to (Lieber, 2009: 181). In this case the writes only focus on derivational affixes.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

There are some previous studies that focus on the same topic about derivational affixes. They are Maharani Sri Aryati(2014) and PujiAstuti (2018). The first research conducted by Maharani Sri Aryati(2014) entitled "An Analysis of Derivational Affixes on *the Land of Five Towers* Novel by A. Fuadi Translated by Angie Kilbane". In this research the writer uses all of words that are attached prefix and suffix as the data. The data source is all the chapters which are the beginning of the story, rising the case and the solution in *The Land of Five Towers* Novel by A. Fuadi. The researcher used qualitative research where researcher tries to find out the derivational affix and the roots without using statistical calculation. The theories used by researcher are Rachmadie theory. In this research, the writer take a few steps in collecting data: finding the *Land of Five Towers* Novel by A. Fuadi, Reading all the contents of the *Land of Five Towers* Novel by A. Fuadi, and the last steps, Finding and Listing all the word contains derivational affixes. The outcome of this analysis is to know the derivational affixes in *The Land of Five Towers* Novel by A. Fuadi, and she found 7 as prefix, while the suffixes are 33.

Second research conducted by PujiAstuti (2018), entitled "Morphological Analysis of Derivational Affixes on the Video of Obama's Speech about Back to School Event 2009". This study mainly describes the morphology roles in the

video of Obama's speech about back to school event 2009. The objectives of the study are (1) To know how many kinds of derivational process found in video of Obama's speech about back to school events 2009. (2) To know the functions of the derivational affixes found on video of Obama's speech about back to school events 2009. In this study, the researcher uses the quantitative descriptive study to identify, describe, analyze and classify various types of derivational affixes in the video of Obama's speech about Back to School event 2009. The researcher chosen speech transcript as the object of the study to analyze and identify as many derivational affixes in this speech. The findings of this research are following: There were 3 derivational prefix and 18 derivational suffixes.

From two previous studies, there are some differences. First from Aryati's thesis, she used a Novel as a subject, but the writer used the writing task. She used qualitative research as the method, but the writer used content analysis. The second differences were from Astuti's thesis, she focuses on the morphological affixes found on derivational in the video of Obama's speech, but the writer focused on the morphological process on derivational found in writing task. She used quantitative descriptive method, but the writer used content analysis as the method. Her research purpose are to know how many kinds of derivational process and to know the functions of the derivational affixes found in video of Obama's speech, while the writer purpose are to analyze the morphological process on derivational affixes in writing task.

Based on the statement above, the writer interested in conducting research. This research is design to analyze the morphological process in derivational morpheme. This research will examines, the analysis of the morpheme of writing task in academic writing subjects by the third semester students **of English Education Department of UMMAT in academic year 2020/2021**. This research chosen academic writing subject because, the language used is an academic language, students are required to be able to master the knowledge of morphology concerning how words are formed and their relationships with other words, properly.

2.2 The Nature of Writing

2.2.1 Definition of Writing

Writing is an activity which has close relation with spoken language. According to Brown (2001:335), Writing is the representation of spoken language. Written language is almost the same with spoken language. The difference is the performance of written language is conveyed in graphical. Besides, Brown also mentioned that written products are the result of thinking, drafting, and revising procedures that require specialize skill and not every speaker develops naturally.

According to Nation (2009:113), Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. Writing activities are useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development. It is also

necessary to ensure that the benefits of Writing cover the range of benefits which students will apply in their daily lives.

Based on statements above that writing is an activity that is useful for learners to prepare the other skills of listening, speaking, and reading. While existing written products are the result of thinking, drafting, and revising procedures and not every speaker develops naturally.

2.2.2 The Relationship Between Writing and Morphemes

Writing is the most complicated opposite of three skills, listening, speaking, and reading. It is because paper must be related to the content, the language and grammatical rules (Kusumawardhani, 2015:33). In grammatical, there is one field that studies the smallest unit in the language which is commonly called morphemes. Morpheme is the idea that the grammar contains representations of the sound and meaning facets of language: that is, representations of sound and meaning in terms of features (Embick, 2015: 6).

The use of derivational affixes in writing can change the class of words by adding affixes either initially, in the middle, or at the end, or a combination of the three. Derivational affixes in writing are needed to determine changes in the part of speech used according to the context when in the writing process. The use of derivational affixes in written and spoken has a difference. It is because writing tends to be complicated, formal, and must follow the English language rules. So, students must use the morpheme correctly and adequately under the context of writing so that what we write can be understood and accepted by readers.

Whereas, spoken is generally less formal, and the rules are less important as long as the interlocutor understood what is meant.

Based on the above statement, writing has related to morpheme because writing must be connected to the language and grammar rules. Language has two aspects, namely grammar and meaning. The grammar and meaning itself are related to morpheme, where morpheme is the smallest word form that has meaningful in a language. In writing, Derivational affixes are needed to determine changes in the part of speech use according to the context when in the writing process. The use of derivational affixes in written and spoken has a difference. In writing, the grammar rules is important to pay attention. While, spoken does not focus on grammar as long as the opponent is understands what we convey.

2.3 The Nature of Morpheme

2.3.1 Definition of Morpheme

Morpheme is the smallest unit of grammar that has meaning. Francis Katamba (2006:20) define the term of **morpheme** is use to refer to the smallest, indivisible units of semantic content or grammatical function which words are made up. Additionally, he defines Morpheme as the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or grammatical structure (2006:24).

Morpheme is different from lexeme. According to Iriskulov (2006: 6) morphemes are structure units and lexemes are communicative unit. Morphemes are built of phonemes and they are used to build words-lexemes. Lexemes take an immediate part in shaping the thoughts in building sentences. Lexemes may

consist of one morpheme. For example the lexeme “*tree*” consists of one morpheme while the lexeme “*ungentlemanly*” consists of four morphemes: “*un-gentle- man- ly*”.

Morpheme can be defined as the meaningful unit of language that cannot be added. As mentioned above, a morpheme is the smallest meaning of grammatical function and different from lexeme that consist of a sequence of one or more phonemes. For the other example: “*zoo*” consist of one morpheme, whereas “*unbelievable*” consist of three morpheme: “*un-believe-able*”.

2.3.2 Types of Morpheme

According to Zapata (2007:1) state that morphemes consist into two large groups: free morpheme and bound morpheme.

1) **Free Morpheme** (*Independent Morpheme*)

Free or independent morphemes are those morphemes which can occur alone as words and have a meaning or fulfill a grammatical function; e.g., *man, run, and*. There are two types of Free morpheme;

- a) Lexical (*content or referential*) morphemes are free morphemes that have semantic content (or meaning) and usually refer to a thing, quality, state or action. For instance, in a language, these morphemes generally take the forms of nouns, verbs, adjectives and adverbs; e.g., *dog, Peter, house, build, stay, happy, intelligent, quickly, always*. Actually, lexical morphemes constitute the larger class of morphemes. They form the open class of words (or content

words) in a language, i.e., a class of words likely to grow due to the incorporation of new members into it.

- b) *Function(al) or grammatical morphemes* are free morphemes which have little or no meaning on their own, but which show grammatical relationships in and between sentences. For instance, in a language, these morphemes are represented by prepositions, conjunctions, articles, demonstratives, auxiliary verbs, pronouns; e.g., *with, but, the, this, can, who, me*. It should be said that function words are almost always used in their unstressed form.

2) **Bound (or dependent) Morpheme**

Bound (or dependent) morpheme are those morpheme which never occur as words but as parts of word; they must be attached to another morpheme (usually a free morpheme) in order to have a distinct meaning; e.g., *-erinworker, -erintaller, -s* in *walks, -edinpassed, re-* as in *reappear, un-* in *unhappy, undo, -ness* in *readiness, -able* in *adjustable; -ceiveinconceive, receive, -tainincontain, obtain,* etc. There are two types of bound morphemes: bound roots and affixes

- a) *Bound roots* are those bound morphemes which have lexical meaning when they are attached to other bound morphemes to form content words; e.g., *-ceiveinreceive, conceive; -taininretain, contain; plac-* in *implacable, placate; cran-* in *cranberry*, etc. Notice that bound roots can be prefixed or suffixed to other affixes.

- b) *Affixes* are bound morphemes which are usually marginally attached to words and which change the meaning or function of those words; e.g.,-
ment in *development*, *en-* in *enlarge*; ‘*sin* *John*’*s*; *-s* in *claps*, etc

Table 2.1 Zapata’s Classification of Morpheme

MORPHEMES	
Free morpheme	Bound morpheme
Lexical morpheme	Bound roots
Grammatical morpheme	Affixes : <ul style="list-style-type: none"> ➤ Prefix ➤ Infix ➤ Suffix

2.4 The Nature of Affixes

2.4.1 Definition of Affixes

Affixes includes morpheme. It can be added to other morpheme (root/base) which is constructing a word formation and new meaning. According to Nida (1947:197) stated that an affix is morpheme, which cannot stand alone but add to a word either to change its grammatical class, to serve as grammatical marker, or to add an element of meaning. In addition, Rachmadie (1990: 13) said that morpheme as the basic of words are sometimes called roots or base. Thus, morphemes such as *happy*, *quick*, *tidy*, *print* are roots. On the other hand, morpheme such as *-ly*, *-ness*, *un-*, *ir-* is non roots. They are usually called affixes,

Based on the statement above, the writer concludes that affixes are morphemes which are not clearly lexical meaning and it is attached in root morpheme.

2.4.2 Types of Affixes

According to Katamba (1994: 44), there are three types of affixes, prefixes, suffixes, and infix. It is explained below:

a. Prefixes

A prefix is an affix attached before a root (or stem or base) like *re-*, *un-*, and *in-*.

Table 2.2 Prefixes

Re-write	Un-kind	In-decent
Re-read	Un-tidy	In-accurate
Re-act	Un-holy	In-sincere

b. Suffixes

A suffix is an affix attached after a root (or stem or base) like *-ly*, *-er*, *-ist*, *-s*, *-ing*, and *-ed*.

Table 2.3 Suffixes

Kind-ly	Wait-er	Chair-s	Work-ed
Quick-ly	Play-er	Leg-s	Jump-ed

c. Infixes

An infix is an affix inserted into the root or stems itself.

Table 2.4 English Infixes

<i>Bumilicomes</i> from root 'buy' (Tagalog, Philippines)
Kalamzoo (name of place) □ Kalama- <i>goddam-zoo-</i>
Son-in-low

2.5 The Nature of Inflectional Affixes

2.5.1 Definition of Inflectional Affixes

Rachmadie (1990: 31) said that when attached to the root, certain affixes are connected to the root. The part of the root's voice or foundation does not modify and they do not create with a new term. They just have some kind of grammatical feature. These affixes are usually called inflection affixes.

2.5.2 Types of Inflectional Affixes

According to Rachmadie (1990:31), in English, we have inflectional affixes to indicate the following:

a. Plural form, such as:

-s	book	books
	Glass	glasses
-en	ox	oxen
	Child	children

b. Possession, such as:

John's house

Students' shoes

A dog's tail

c. Third singular verb marker, for example:

My sister always eats an apple every morning.

Ann goes to school early.

Bill never reads newspapers.

d. Tense marker, such as:

Andre's uncle worked hard yesterday (Past Tense).

I have studied the lesson (Past Participle).

We are walking around the field (Present Progressive).

Based on the theory above, there are four types of inflectional affixes, namely plural form, possession, singular verb marker and tense marker.

2.6 The Nature of Derivational

2.6.1 Definition of Derivational Affixes

According to Carroll (2008: 106) derivational affixes are involved when bound morphemes, added to free morphemes, create new words. This is in line with O'Grady et al. (1997: 144), "derivation forms a word with a meaning and / or category distinct from that of its base through the addition of an affix. Rachmadie (1990: 23) said, that derivational affixes is the affixes that change the class of root or base. Derivational affixes serve as an important means by which new words may be created in English. In addition, Nida (1949: 255) stated that derivational is

studies the principal governing the construction of new words without reference to the specific grammar role a word might play in sentences. Derivational affixes process can change class of word and the meaning.

Based on the statement above, the writer concludes that derivational affixes is a bound morpheme attached to a free morpheme, to form new words and has a different word class from the base word class (base).

2.6.2 Characteristic of Derivational Affixes

Derivational affixes have a special characteristic. The following are the specific characteristics of derivational affixes. According to Rachmadie (1990: 23), derivational affixes have any characteristics, just below:

- a. The words with which derivational suffixes combine are an arbitrary matter. To make a noun from the verb *adorn* we must add the suffix “-ment” and no other suffix will do, whereas the verb *fail* combines only with “-ure” to make a noun *failure*. Yet the verb *employ* may use the different suffixes “-ment”, “-er”, “-ee” to make three nouns with different meanings (*employment*, *employer*, *employee*).
- b. In many cases, but not all, derivational suffixes change the part of speech of the word to which it is added. The noun *act* becomes an adjective by addition of “-ive”, and to the adjective *active* we could add “-ate”, making it a verb *activate*.

- c. Derivational suffixes usually do not close off a word, that is after a derivational suffix you can sometimes add another derivational suffix and next, if required. For example, to the word fertilizer.

2.6.3 Function of Derivational Affixes

Derivational affix is a bound morpheme combined with a base to change the class of words (part of speech). Therefore, derivational affixes determine or regulate the word class of the root word. For example, nouns can be derived from verbs or adjectives; adjectives can be derived from verbs and nouns; adverb - from an adjective or noun; and verbs derived from nouns or adjectives. In English, we have derivational affixes to indicate the following:

1. Noun marker, as in the following:

- -ment as in Requirement → Require
- -age as in Shrinkage → Shrink
- -al as in Betrayal → Betray
- -ation as in Neutralization → Neutralize
- -cy as in Democracy → Democrat
- -or as in Visitor → Visit
- -ty as in Cruelty → Cruel
- dis- as in Disorder → Order

Noun markers can be derived from; Noun to Noun (company-companion), Verb to Noun (propose-proposal), and Adjective to Noun (happy-happiness).

2. Verb Markers, as in the following:

- -en as in widen, blacken, taken
- -ize as in harmonize, organize,
- en- as in enrich, enlarge
- -fy as in beautify
- re- as in restrict
- dis- as in disagree

Verb markers can derived from; Noun to Verb (joy-enjoy), Adjective to Verb (modern-modernize), Adverb to Verb (fast-fasten, quick-quicken), Verb to Verb (agree-disagree, solve-resolve)

3. Adjective Markers, as in the following:

- -ic as in organic
- -ous as in dangerous
- -ive as in active
- -al as in emotional
- -ial as in presidential
- -y as in angry
- -full as in beautiful
- in- as in inappropriate

Adjective markers can derived from; Noun to Adjective (alcohol-alcoholic, beauty-beautiful, function-functional), Verb to Adjective (beat-beaten), Adjective to Adjective (confident-confidential, different-differential).

4. Adverb markers, as in the following:

- -ly as in beautifully, smoothly
- al- as in already

Adverb can be derived from adjective, for instance; Adjective – Adverb (neatly, soft-softly, ready-already).



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used content analysis method. Ary, et. al., (2006: 457) stated, that content or document analysis a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

Ahmad (2018: 14) has stated the content or document analysis is relatively easier to do and has several advantages, namely:

1. Save time, effort, and cost
2. Content analysis safer to do
3. Content analysis allows us to research over a very long period
4. Content analysis has no social effect because the object is passive

3.2 Data Sources

In order to analyzed morphological roles found in the students writing assignment, the writer used the data sources both from primary and secondary data describe as follows:

1. Primary

Regarding Kurniadi (2011: 10), primary data source is the result of something found in the field. In this study the primary data source took from the student

worksheets **of the final draft** in writing assignments written by the third semester students of English Education Department of UMMAT.

2. Secondary

According to Kurniadi (2011: 11), the secondary data source is added data as an elaboration of primary data and as a reference seeing the setting of the problem. The writer used several references to support the data. The writer took from several books related to morphology to support the primary data.

3.3 Data Collection Method

Creswell (2007: 178) stated the data collection steps included setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials as well as establishing the protocol for recording information. . In this research, the writer used the student work sheets **of the final draft** in writing assignment. The data research was taken from the Academic Writing lecturer of third-semester students of the English Education Department of UMMAT.

3.4 Research Instrument

The research instrument in this study is the document. The form of documents is taken in the form of student writing assignments. It means the researcher used the student writing assignments as data collecting. The researcher is collecting the data by asking the students' writing task in the Academic Writing lecturer.

3.5 Technique Analyzing Data

The writer concern on the morphological process on derivational affixes that found in this research. Therefore, in analyzing the data, the writer used the theory from Krippendorf (2004: 192) below:

a. Identification

Identification was conducted to determine the sentences would to identify. From this step, the writer determined the kinds of derivational affixes from the words founded in those sentences.

b. Classification

Classifying performed to classify the process of building words. The writer showed the building words and determined the kinds of derivational affixes of the words.

c. Tabulation

When the data was grouped, the writer created a table where it includes the grouping words into class of words.

d. Description

After the third step, the writer conducted the last step, which is the description of the result of the data analysis. Here, the writer described the data presented.

Considering the steps above, the writer drew the conclusion of the data analysis and the finally the writer reported the result of the study.

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