

**Derivational and Inflectional Morphemes: A Morphological Analysis****Rugaiyah***Islamic University of Riau, Pekanbaru, Indonesia*

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Abstract

This study was intended to describe the category of inflectional and derivational morphemes found in Reading Texts of 2013 Curriculum English Textbook for the X Grade of Senior High Schools Published by Ministry of Education and Culture. Morpheme is used to refer to the smallest unit that has meaning or serves a grammatical function in a language. The morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as *-er* and *-s*, which cannot meaningfully stand alone are called bound morphemes. The design of this study was descriptive qualitative. The results of this study show that Derivational prefixes consist of *inter-, eco-, un-, ar-, pre-, re-, pro-, be-, de-, in-, dis-, a-, ex-, auto-, mis-, agri-, em-, ap-, im- and al-*. While, Derivational suffixes consist of four categories. Thus are nominal, verbal, adjectival, and adverbial suffixes. First, nominal suffixes, namely *-ism, -ation, -al, -ing, -ist, -or, -ity, -er, -ance, -ment, -ion, -ess, -ium, -ature, -ry, -ant, -ce, -ive, -cy, -y, -r, -ge, and -ness*. Second, Verbal suffixes, namely *-n* and *-ize*. Third, Adjectival suffixes, namely *-al, -ly, -ous, -ing, -able, -ic, -ish, -ive, -ian, -ny, -less, -ed, -ary, -nese, -y, and -ful* and the last is adverbial suffix *-ly*. Otherwise, the categories of inflectional morphemes that found in texts consist of Noun suffixes (plural) such as; *-s, -ies, and -es*, Noun suffixes (possessive) e.g; *-s'* and *-s*, Verb suffixes (3rd person singular) are *-s* and *-es*, Verb suffixes (past tense) are *-ed* and *-d*, Verb suffixes (past participle) such as; *-n, -d, and -ed*, Adjective suffixes (comparative) are *-er, -r, and -ier* and Adjective suffixes (superlative) are *-st* and *-est*. Therefore, based on the result of finding verb suffixes are not found.

Key Words: *Morphemes, Derivational, Inflectional, Reading Texts, English Textbook*

Derivational dan Infleksional Morfem : Sebuah Analisis Morfologi**Abstrak**

Penelitian ini dimaksudkan untuk mendeskripsikan kategori morfem infleksional dan derivasional yang ditemukan dalam Buku Teks Bahasa Inggris Kurikulum 2013 Kelas X Sekolah Menengah Atas yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Morfem adalah merujuk ke unit terkecil yang memiliki makna dan fungsi gramatikal dalam bahasa. Morfem-morfem yang dapat secara bermakna berdiri sendiri disebut morfem bebas sementara morfem seperti *-er* dan *-s*, yang tidak dapat berdiri sendiri disebut morfem terikat. Penelitian ini adalah deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa prefiks Derivasional terdiri dari *inter-, eco-, un-, ar-, pre-, re-, pro-, be-, de-, in-,*

dis-, a-, ex-, auto-, mis-, agri-, em-, ap-, im- dan al-. Sedangkan, Sufiks Derivasiional terdiri dari empat kategori. Dengan demikian adalah sufiks nominal, verbal, adjectival, dan adverbial. Pertama, sufiks nominal, yaitu -isme, -asi, -al, -ing, -ist, -atau -ity, -er, -ance, -ment, -ion, -ess, -ium, -ature, -ry, -I, -ce, -ive, -cy, -y, -r, -ge, and -ness. Kedua, sufiks Verbal, yaitu -n dan -ize. Ketiga, sufiks Adjectival, yaitu -al, -ly, -ous, -ing, -able, -ic, -ish, -ive, -ian, -ny, -less, -ed, -ary, -nese, -y, dan -ful dan yang terakhir adverbial suffix -ly. Adapun kategori morfem infleksional yang ditemukan dalam teks terdiri atas sufiks Noun (jamak) seperti; -s, -ies, dan -es, Noun suffixes (posesif) misalnya; -s 'dan -s, suffix Verb (orang ketiga tunggal) adalah -s dan -es, suffix Verb (bentuk lampau) adalah -ed dan -d, suffix Verb (past participle) seperti; -n, -d, dan -ed, sufiks kata sifat (komparatif) adalah sufiks -er, -r, dan -ier dan kata sifat (superlatif) adalah -st dan -est. Oleh karena itu, berdasarkan temuan penelitian ini ternyata kata kerja, sufiks tidak ditemukan.

Kata Kunci : *Morfem, Derivasiional, Infleksional, Teks Bacaan, Buku Teks Bahasa Inggris*

1. INTRODUCTION

Learning English requires, fundamentally, not only understanding the rules of the language as a system (the grammar), but acquiring a great deal of vocabulary. This is something that can be attested by personally, after learning English as a foreign language (EFL) for many years. It would seem that to become a competent user of the English language, one should be given tools – the ability to derive new word forms – and knowledge to use those tools. This would enable one to create at least some of the necessary words from smaller lexical units, thus acquiring a similar level of vocabulary knowledge in a more easy and adaptable manner. Comprehension of English would also be facilitated, since learners would be able to better guess the meanings of unfamiliar words that contain familiar pieces, such as affixes. This seems very logical from the learners' point of view, but does it

come to pass in EFL education in Indonesia? That question is naturally far too massive to be answered by a single study. Nevertheless, there exists a very solid set of tools that is uniformly employed in Indonesia EFL education, and it is one that can be readily and reliably examined, yet rather rarely is: the textbooks.

In Indonesia, textbooks are uniformly structures around the national curriculum, which is called 13 curriculum, and thus follow the structure of the course system in place on the secondary school and upper secondary school levels. Textbooks are nevertheless the main set of tools available to foreign language teachers. As such, investigating them provides one view of what is expected to happen in foreign language education. Furthermore, there is evidence that their usage is particularly high among foreign language teachers.

Graves (2000: 175) defines textbook as a “Stimulus or instrument for teaching and learning. In other

words, textbook is a standard book or media in particular branch of study defined by the curriculum to the students and teachers in teaching and learning process. This is like textbook for producing an idea, tool for achieve education's goal. Moreover, Chambliss & Calfee (1998: 7) cited by Mahmood (2011: 171) state that textbooks are considered at the heart of educational activities, as they provide students "A rich array of new and potentially interesting facts, and open the door to a world of fantastic experience." Textbook plays an important role in the classroom system, it has various components and also certain information that add more knowledge to the students.

Therefore, textbook includes the four skills of English that should be studied by students. Based on 2013 curriculum, reading is the main point of four skills above. It requires students to read and get the idea based on the text that they read. It does not only read the text, but engage students to be active in the classroom and demonstrate what they think. Moreover, in reading text, students have to pay attention to the word form, vocabulary, meaning and the function of word. Therefore, students need a good skill in understanding the process of forming a new word. Based on the explanation above, this research was aimed at describing the inflectional and derivational morphemes based on the function words found in Reading Texts of English Textbook for Senior High Schools Published by Ministry of Education and Culture.

Morphology

Morphology is the study of word formation in language. Many words in a changeable language. The shape can be partially changed, even whole. One word has many or only one meaning based on the form of change. As long as those changes create many powerful new words or new forms in the language. Besides, morphology reviews the combined variation of the word/ morpheme in a language. Nida (1952: 1) inferred that morphology is the study of morphemes and their arrangements in forming words. Morphology is the type of exercise we have just performed is an example of investigating forms in language (Yule, 1996:75) Haspelmath and D. Sims (2010: 2-3) state that there are two definitions of morphology. Thus are morphology is the study of systematic covariation in the form and meaning of words and study of the combination of morphemes to yield words. The first definition refers to how the word can be formed and how the meaning of words itself. Then, the second definition refers to how to produce the words from morphemes.

Language is an essential communication tool for human life. Therefore, one must be able to master the language and its elements such as vocabulary, sentence, and structure. The language itself consists of two aspects namely form and meaning. In relation to meaning is grammar and the smallest unit in language is morpheme.

Morpheme

A morpheme is a minimal element of form with specific meaning (Lehmann, 1972:127). Further, Wardhaugh (1977:83)

defines that morphemes can be classified into free and bound morphemes. A free morpheme is a morpheme which can occur alone as an independent word; for example, cat, man, go, like, and quite. A free form to which other morpheme may be attached is called base (or root). All the words in the list just given are bases. A base is not always a free form. A bound morpheme can not occur alone. Likewise, the *s* of books. It represents the “plural”, a bound morpheme in English. On the other hand, bound morphemes need not always be attached to free forms, for they may be attached to other bound morphemes: receive is “re” and “ceive” and “sub” and “mit”. Types of morpheme consists of root and base.

Srijono (2010:48) infers that a root is a part of a word structure which is left when all the affixes have been removed”. similarly, Katamba (1993:45) defines that base is any unit whatsoever to which affixes of any kind can be added. The affixes attached to a base may be inflectional affixes selected for syntactic reasons or derivational affixes which alter the meaning or grammatical category of the base. Further, Srijono (2010:51) claims that affixation is morphological process in which an affix or affixes are added to one or more free morphemes. In addition, Yule (2006:57) states that derivational is process of word formation to be found in the production of new English words. Affixes are divided into three types: prefixes, infixes and suffixes. A prefix is attached in front of the base (re-play, de-activate, il-legal, in-accurate). An infix is attached in the middle of its base (c-em-olong, g-em-

andul, t-in-andur (in Javanese)). A suffix is attached to the end of its base.

Futhermore, Carstairs-McCarthy (2002:16), Plag, 2003:10 and Katamba (2005:20) define that the term morpheme is used to refer to the smallest unit that has meaning or serves a grammatical function in a language. The morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as *-er* and *-s*, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can be classified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. There are not infixes in English. Prefix is placed at the beginning of a word to modify or changes its meaning such as *re*, *un*, *dis*, *re*, *un*. A suffix is an affix attached after a root (or stem or base) like *-ly*, *-er*, *-or*, *-ist*, *-s*, *-ing* and *-ed*. For example: kind-*ly*, wait-*er*, book-*s*, walk-*ed* (Katamba, 1994:44).

In addition, Katamba (2005:26) classifies morphemes in terms of where they are allowed to appear, they fall into two major groupings. Some morphemes are capable of occurring on their own as words, while other morphemes are only allowed to occur in combination with some other morpheme(s) but they cannot be used by themselves as independent words. Morphemes that are allowed to occur on their own in sentences as words are called free morphemes, examples sing (verb), cat (noun), clear (adjective) and early (adverb). All are content words that

can function as roots. However, not all free morphemes are content words. Some are employed to indicate grammatical functions and logical relationship rather than to convey lexical or cognitive meaning in a sentence instead. While morphemes that can not stand on their own are called bound morpheme. Carstairs-McCarthy (2002:18) and Katamba (2005:27)

Affixes

Affixation is a process of attaching an affix to the root either to the left side or right side of the root. When an affix is attached to the end of the root or to the right side of the root, it is called a suffix. For example, utter + {-ance} = utterance. When an affix is attached to the front of the root or the left side of the root, it is called a prefix. For example, {in-}+ direct = indirect. Prefixes and suffixes are affixes attached to the bases or to various combinations of the morphemes (Wardhaugh, 1977: 84). Wardhaugh further states that English does not use infixes, the nearest equivalent being the kind of situation that occurs in the plural of man is men. In general, suffix changes the category of the word, except those of inflectional morphemes. Whereas hardly any prefix changes the category of the word.

According to Katamba (2005:38) any morphemes that are appended to the root are called *affixes*. Affixes can be attached before or after the base. In addition, Plag (2003:10) also states that affixes are all bound morphemes that are attached to roots. Based on definition above, the researcher concludes that affixes are

all morphemes that combine to the root that create new words.

Types of Affixes

1. Prefixes

Katamba (2005:39) states that prefix is an affix that goes before the base. To make it clear, here are some examples of using prefixes,:

Im-polite

Un-happy

Im-possible

Re-play

The italics above are prefixes that are attached to the root. Based on definition and examples above, the researcher concludes that prefix is a morpheme that is attached before the root.

2. Suffixes

Again Katamba (2005:39) defines that an affix that is appended after the base is called suffix. For examples :

3. Kick-s

Teach-er

Happi-ness

Fear-less

2. METHOD

The data in the present study consists of English Textbook for the X Grade of Senior High Schools Published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud (Kementerian Pendidikan dan Kebudayaan) written by Utami Widiati, Zuliati Rohmah, and Furaidah. The textbook is the 3rd, revised edition of 2017, which consists of fifteen chapters, and 224 pages. Three kinds of texts (Genres), and ten of English reading texts are analyzed. It must be noted that the

copyright of this book is currently held by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud (Kementerian Pendidikan dan Kebudayaan). Since it was published by major companies in a country the size of Indonesia, it seems reasonable to assume that it as, or possibly in the case of *English United*, have been, in widespread use.

Techniques of Collecting the Data

Data were collected by using documentation method. Documentation method is looking for data from book, newspapers, magazines, inscriptions (Arikunto, 1998:9), (Rugaiyah 2016). It means writer chooses the documentation as data to be analyzed. The data of this research were analyzed by using “*metode bagi unsur langsung*” (directly divided element method) was used which is proposed by Sudaryatno (1993:13).

3. FINDING AND DISCUSSION

Prefix is a letter or a group of letters that appears at the beginning of a word and changes the word's original meaning.

1. Prefix *-un*

There are two kinds of the prefix *un-* in English. The first is attached to adjectives to form new adjectives, and the second is attached to verbs to form new verbs. The prefix *un-* do not change the part of speech. The prefix *un-* that is attached to adjectives called derivational antonym or negative.

1. (291) unlike
2. (16) unforgettable

3. Prefix *re-*

The prefix *re-* is the derivational bound morpheme is attached to verbs to form new verbs. The meaning of the prefix *re-* is ‘again’.

1. (28) represent

[16] The traveling in the boat offers an *unforgettable* experience.

- (1) Unforgettable)

Unforgettable is a word that consists of five morphemes: *un-*, *for-*, *get*, *forget* and *-able*, of which *get* and *forget* can function on their own and thus constitutes the *stem* of the words, while *un-*, *for-*, and *-able* act as *affixes* in this instance, despite some having a similar written form with a word of different meaning. *Un-* modifies the word by giving it a negative meaning, *for-* carries the meaning of declining to (in an abstract sense) *get*, while *-able* is an affix that changes the word into an adjective. In function, both roots and stems may be either free, meaning that they can occur alone, or bound, in which case they cannot (Jackson and Amvela 2007: 81). *Affixes*, by contrast, are always bound since they are used for adding meaning to the stem (*ibid.*); they do not carry any meaning by themselves.

The forms of adjectives derived from adjectives *un-* (e.g. *unlike*) by Carstairs & McCarthy, 2002: 52):

[3] This is called a park, but *unlike* any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

- (1) Unlike

Unlike is constructed by two morphemes, they are like (free

morpheme), and *-un* (bound morpheme). Morpheme *like* is an adjective category, and *-un* is a prefix that changes the meaning of word. *un-* + *like* are derivational morphemes when they are combined since *unlike* has changed the meaning. That (like: similar) changes into negative meaning (*unlike*:not similar/ different from).

(28) Represents [28] Taj Mahal *represents* the finest architectural and artistic achievement.

Represents is constructed by three morphemes, they are *present* (free morpheme), *re-* and *-s* (bound morphemes). Morpheme *present* is a verb category, and *re-* is a prefix., while *-s* is a suffix. *re + present + s* are derivational morphemes when they are combined since *represents* has changed the meaning. That is (*present*: give something to (someone) formally or ceremonially.) changes into again meaning (*represents*: an action to deputizes).

(30) The white marble is inlaid with semi-precious stones (including jade, crystal, lapis, lazuli, amethyst, and turquoise) that form the intricate *designs*.

Verbs derived from nouns and from adjectives are numerous (Carstairs & McCarthy, 2002: 55)

Designs is a word that consists of three morphemes: *de-*, *sign-*, and *-s*, of which *sign* is the only one that can function on its own and thus constitutes the root of the word. It is impossible to break *sign* into smaller parts, also making it a root morpheme, while *de-* and *-s* act as *affixes* in this instance, despite some having a similar written form with a

word of different meaning. *sign* is verb category means mark object to represent something, *de-* is a derivational prefix forming a noun, while the suffix *-s* attached to the noun to indicate plural form. When they are combined (*de + sign + s = designs*) since it has changed meaning. That is *designs*: drawing or outline from which something may be made.

[59] Audience members are given the privilege to *discover* the thundering Falls from a completely new and exhilarating perspective, and plunge over them.

Discover is constructed by two morphemes, they are *cover* (free morpheme), and *-dis* (bound morpheme). Morpheme *cover* is a noun category, and *dis-* is a prefix. *dis-* + *cover* are derivational morphemes when they are combined since discover has changed the meaning. That is (*cover*: something that can be used to protect). Therefore, *discover* means find out, get knowledge of. It changes the class of word becomes verb.

Suffix

A suffix is a letter or a group of letters that is usually attached to the end of a word to form a new word, as well as alter the way it functions grammatically.

1. Suffix *-er*

The suffix *-er* attached to a verb is a derivational morpheme which change verb to a noun. The suffix creates a new meaning 'a person who performs an action'. The following are the

examples of the suffix *-er* attached to verbs.

1. (185) singer

2. Suffix *-ment*

The suffix *-ment* is the derivational morphemes which can be attached to some verbs to form noun. This suffix brings the new meaning.

1. (283) agreement

3. Suffix *-ion*

The suffix *-ion* is the derivational morpheme which can be attached to verb to form noun.

1. (50) nomination

4. Suffix *-ence*

1. (4) independence

5. Suffix *-able*

The suffix *-able* is the derivational morpheme which changes the base to adjective. In this case, the base can be either verb or noun.

1. (74) unforgettable

6. Suffix *-al*

The suffix *-al* is the derivational morpheme which changes the base to adjective. In this case.

1. (51) formal

2. (78) architectural

7. Suffix *-ist*

The suffix *-ist* is the derivational bound morpheme attached to noun to form new noun. The meaning of the suffix *-ist* is 'agentive'

1. (61) primatologist

8. Suffix *-ly*

Adverb-forming suffixes are the derivational suffixes which change the words or morphemes to adverbs

1. (327) *ly*

9. Suffix *-s/es* indicate noun plural

1. (20) candidates

10. adjective superlative

1. (261) highest

11. Suffix *'s* indicate noun possessive

1. (155) Father's

12. Suffix *-ing* indicate present participle form

1. (278) working

13. Suffix *-ed* indicate past form

1. (5) packed

[8] Camp Leakey is a rehabilitation place for ex-captive orang utans and also a *preservation* site.

Preservation is a word that is constructed by three morphemes, those are *serve* (free morpheme) as the root of the word because it is impossible to break *sign* into smaller parts, while *pre-* and *-tion* are bound morphemes which are attached before and after the root *serve*. The category of *serve* is verb. Therefore, suffix *-tion* has changed the class of word *serve* to noun. The category of derivational morpheme in this sentence is prefix that occurs in a word *preservation*. "*pre+serve+tion*" = *preservation* means act of preserving.

(75) A day before the concert, there would be a meet-and-greet event at a local radio *station*.

Station is constructed by two morphemes, they are *nominate* (free morpheme), and *-ion* (bound morpheme). Morpheme *nominate* is a verb category, and *-ion* is a suffix.

state (verb) + *-ion* are derivational morphemes when they are combined since nomination has changed the lexical category and the meaning. That is verb (*state*:express in words) changed into noun (*station*: a company involved in broadcasting of specified kind).

[9] Camp Leakey is a *rehabilitation* place for ex-captive orang utans

Rehabilitation is constructed by two morphemes: *rehabilitate* and *-tion* of which *rehabilitate* can function as the root of the word, while *-tion* acts as *affix* in this instance, *rehabilitate* means restore and the category is a derivational suffix that changes the word (verb) into a noun. *rehabilitate+(a)tion* = *rehabilitation* means an activity or process to restore the situation.

[82] He smiled and waved to all Afganism who had been waiting *excitedly* saying, "Good morning. How are you all?" The crowd went crazy.

Excitedly is a word which is derived from three morphemes; *ex-* and *ly* are bound morphemes, while *cite* is a free morpheme/ (The category of derivational morpheme in this word is prefix (*ex-*) that attached before free morpheme. Then, the root of that word is *cite*. It is a verb category and the base of the word is *excited*" (adjective). It is attached by a suffix *-ly* which change verb to adverb. *ex+cited+ly*" = *excitedly* means stir up the feelings of cause somebody to feel strongly/ a full of energy.

[11] It is also a famous center for research about orangutans which has been conducted by the famous *primatologist* Dr. Birute Galdikas since 1971.

Primatologist consists of two morphemes those are *primatology* as free morpheme and as the root of the word, while *-ist* as a bound morpheme. Even though, it changes the meaning of word but it does not change the class of word. The category of word is noun. "*primatology*" (noun: a branch of zoology that relates to primates). "*primatology+ist*" = *primatologist* means a scientist whose specialty in primatology.

(72) Afgan has always been my favorite *singer*.

Singer is constructed by two morphemes, they are *sing* (free morpheme), and *-er* (bound morpheme). Morpheme *sing* is a verb category, and *-er* is a suffix. *Singer* (noun): *Sing* (verb) + *-er* are derivational morphemes when they are combined since *singer* has changed the lexical category and the meaning. That is verb (*sing*: makes musical sounds with the voice) changed into noun (leader: a person in control of a group, country or situation a religious leader).

[101] It all started because of a *misunderstanding* between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby.

Based on the context, *misunderstanding* is a word that consists of five morphemes (*under* is

a function word, *stand* and *understand* are content words, while *mis-*, and *-ing* are affixes): *mis-*, *-under-*, *-stand-*, *-understand*, and *-ing*, of which *understand* can function on its own and thus constitutes the *stem* of the word, while *mis-*, and *-ing* act as *affixes* in this instance, *understand* means know the category is verb. *Mis-* modifies the word by giving it a negative meaning, *-ing* is a derivational suffix that changes the word into a noun. In function, both roots and stems may be either free, meaning that they can occur alone, or bound, in which case they cannot (Jackson and Amvela 2007: 81). *Affixes*, by contrast, are always bound since they are used for adding meaning to the stem (ibid.); they do not carry any meaning by themselves. a word *understand* that is attached by derivational prefix *mis-* and derivational suffix *-ing* becomes *mis+understand+ing* = *misunderstanding* (noun) means failure to understand rightly.

[11] This event *gives* them opportunity to see orangutans up close.

Gives is constructed by two morphemes, they are *give* (free morpheme), and *-s* (bound morpheme). Morpheme *give* is verb category, and *-s* is a suffix. *gives* (singular form) this suffix shows simple present tense. *give* (verb singular) + *-s* are inflectional morphemes when they are combined since *gives* indicates singular marker.

[76] Feeling excited, I *packed* all my Afgan's CDs to get his signature at the event.

The category of inflectional morpheme in this sentence is verb suffix that includes past tense category in a word *packed*. That word is attached by inflectional suffix *-ed* which indicates simple past tense. It means that, based on simple past tense, a verb has to be changed becomes verb 2. *Pack + ed = Packed*.

[3] This is called a park, but unlike any park that you have *seen* in your city, this is a jungle!

The category of inflectional morpheme in this sentence is verb suffix that includes past participle category in a word *seen*. That word is attached by inflectional suffix *-(e)n* which indicates past participle after.

[19] A troop of 30 light-brown monkeys may plunge from branches 10 meters or *higher* into the river and cross directly in front of the boat.

Higher is constructed by two morphemes, they are *high* (free morpheme), and *-er* (bound morpheme). Morpheme *high* is an adjective category, and *-er* is a suffix. *high + -er* are inflectional morphemes when they are combined since morpheme *er* indicates a comparative marker.

[5] Orangutans, which literally mean the man of the forest, are the *largest* arboreal animal on the planet.

The category of inflectional morpheme in this sentence is adjective suffix that includes superlative category in a word *largest*. That word large is attached by inflectional suffix *-(e)st* as the marker of superlative. *Largest* is an adjective category.

[21] At night, you can enjoy the clear sky and the *amazingly* bright stars as the only lights for the night.

Based on the context, *amazingly* is a word that consists of three morphemes: *amaze-*, *-ing-*, and *-ly* of which *amaze* can function on its own and thus constitutes the *stem* of the word, while *-ing-* and *ly* act as *affixes* in this instance, *amaze* means fill with great surprise the category is verb. *-ing-* and *ly* are derivational suffixes, in this case, morphem *ly* changes the word into an adverbia. In function, both roots and stems may be either free, meaning that they can occur alone, or bound, in which case they cannot (Jackson and Amvela 2007: 81). *Affixes*, by contrast, are always bound since they are used for adding meaning to the stem (*ibid.*); they do not carry any meaning by themselves. a word “*amaze*” that is attached by derivational suffixes *ing-ly* becomes *amaze+ing+ly = amazingly* (adjective) means wonderful.

[28] Taj Mahal represents the finest *architectural* and artistic achievement.

Architectural is constructed by five morphemes; (*arch* : adj curved structure supporting the weight of what is above it. *Architec* (n) person who designs and supervises the

construction of building. *Architecture* (n) art and science of building(s). *Architectural* (adj) are free morphemes, while *ur + al* is a suffix. The root of the word is *architec*.

The suffix *-al* is the derivational morpheme which changes the base to adjective. In this case.

(51) formal

Formal is constructed by two morphemes, they are form (free morpheme), and *-al* (bound morpheme). Morpheme form is a noun category, and *-al* is a suffix. Formal (adjective): form (noun) + *-al* are derivational morphemes when they are combined since formal has changed the lexical category and the meaning. That is noun (form: appearance of something) changed into adjective. Formal means in accordance with rules.

[37] At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly *pinkish* palace.

The category of derivational morpheme in this sentence is adjectival suffix that occurs in a word *pinkish* which has adjectival suffix *-ish*. Then, the root of that word is *pink* (adjective). It is attached by derivational suffix *-ish* as seen in this series *pink+ish = pinkish* means like rosy.

[41] Niagara Falls is the *collective* name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA’s state of New York.

The category of derivational morpheme in this sentence is adjectival suffix “-ive”. that attaches to the root *collect* (verb) Suffix “-ive” changes the lexical category to adjective. *collect+ive* = *collective* means that is related as a group.

[109] Looking at this situation, Lieutenant General Sir Philip Christison brought in *reinforcements* to siege the city.

Reinforcements is derived from *force* (verb), prefixes *re-* and *in-*, and suffixes *-ment* and *-s* Process of additional suffix *-ment* and *-s* create a new word and new lexical categories, (*reinforcements*) that is noun. *Reinforcements* is constructed by five morphemes: *force* (free morphemes). Whereas, *re-*, *in-*, *-ment* and *-s* are bound morphemes, of which *force* can function on its own and thus constitutes the root of the word. In this instance, *force* means strength: power of body or mind. the category is verb. *-ment* is a derivational suffix that changes the lexical category into a noun. Likewise, suffix *-s* which attached at the end of base *reinforcement* indicates a plural form. $re+in+force+ment+s = reinforcements$ means the action of reinforcing or being.

[113] Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's *independence* struggle.

Independence The category of derivational morpheme in this sentence is nominal suffix that occurs in a word *independence* which has nominal suffix *-ence*. Then, the root

of that word is *depend* (verb). It is becoming noun because added by derivational affixes (*in-* (prefix) and *-ence* (suffix)) as seen in this series $in+depend+ence = independence$ means a freedom.

4. CONCLUSION

Based on the result obtained from the study shows that Derivational prefixes consist of *inter-*, *eco-*, *un-*, *ar-*, *pre-*, *re-*, *pro-*, *be-*, *de-*, *in-*, *dis-*, *a-*, *ex-*, *auto-*, *mis-*, *agri-*, *em-*, *ap-*, *im-* and *al-*. While, Derivational suffixes are divided into four categories. They are nominal, verbal, adjectival, and adverbial suffixes. First, nominal suffixes are *-ism*, *-ation*, *-al*, *-ing*, *-ist*, *-or*, *-ity*, *-er*, *-ance*, *-ment*, *-ion*, *-ess*, *-ium*, *-ature*, *-ry*, *-ant*, *-ce*, *-ive*, *-cy*, *-y*, *-r*, *-ge*, and *-ness*. Second, Verbal suffixes are *-n* and *-ize*. Third, Adjectival suffixes are *-al*, *-ly*, *-ous*, *-ing*, *-able*, *-ic*, *-ish*, *-ive*, *-ian*, *-ny*, *-less*, *-ed*, *-ary*, *-nese*, *-y*, and *-ful* and the last is adverbial suffix *-ly*.

Otherwise, the categories of inflectional morphemes found in texts are: (1) Noun suffixes (plural) such as; *-s*, *-ies*, and *-es*. (2) Noun suffixes (possessive) e.g; *-s'* and *-'s*. (3) Verb suffixes (3rd person singular) are *-s* and *-es* (4) Verb suffixes (past tense) are *-ed* and *-d*. (5) Verb suffixes (past participle) such as; *-n*, *-d*, and *-ed*. (6) Adjective suffixes (comparative) are *-er*, *-r*, and *-ier* and (7) Adjective suffixes (superlative) are *-st* and *-est*. Therefore, based on the result of finding verb suffixes are not found.

It seems that most of the derivational and inflectional morphemes appear in Reading Texts of English Textbook for Senior High

Schools Published by Ministry of Education and Culture. Therefore, English teachers are expected to consider about a variety of ways in which instruction in word formation skills that can benefit for learners. For instance, it can aid in the recognition of new word forms (White, Power and White 1989), and by increasing the learners' morphological awareness, it

can positively influence the learners' reading skills, especially reading comprehension (Kieffer and Lesaux 2008). However, Comprehension of English would also be facilitated, since learners would be able to better guess the meanings of unfamiliar words that contain familiar pieces, such as affixes.

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