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# JETAFL

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## Morphological Process in Students' Recount Text at English Department of FKIP UHN Pematangsiantar

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**Abstract:** *The study aimed to investigate students' morphological awareness on Students' vocabulary achievement at English department FKIP UHN Pematangsiantar. The writer used some theories collaborated by some experts, they are Chang et al., (2005), Brinton, Laurel J, et al (2010) & Carstairs- McCarty (2002), National (1990) and Antem (2005). The writer used qualitative method. Ten of the third semester students were subject and object was morphological awareness, vocabulary achievement, and recount paragraph. The data was taken from test of writing I. The data was about the tragic events in the past that involved types of morphological awareness and used words more than 1000 words. The data analyses and interpretation showed that dominant types of morphological awareness produced by the students were inflectional morphemes and the vocabulary achievement that the students possessed in writing recount paragraph was still lack of vocabulary. It meant that they were in low frequency level.*

**Keywords:** *Derivational morpheme, inflectional morpheme, morphological awareness, recount, vocabulary awareness*

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### I. INTRODUCTION

Morphology is the branch of linguistics that studies the structure of words. Morphological awareness is "the awareness of and access to the meaning and structure of morphemes in relation to word" (Chang et al., 2005: 417). Recount paragraph is a paragraph which retells events or experiences in the past (Antem, 2005: 44). Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that the learners have to increase their vocabulary by around 1000 words a year (National, 1990: 22). Similarly, based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark, D.M, & Fairburn C.G. 1997: 67). Kuo and Anderson (2006: 87) stated that learners who are provided with morphological knowledge including the knowledge of how words are formed, by combining prefixes, suffixes, and roots have larger vocabulary and better reading comprehension especially in morphemes. With the morphological knowledge, learners can perceive spelling and phonological irregularities (e.g. *sign- signature*).

The relationship between morphological awareness and vocabulary may be reciprocal or directional (Chung and Hu, 2007: 176, Kuo and Anderson, 2006: 99). In the case the relationship being reciprocal, both vocabulary and morphological awareness can contribute to the

development of one another. In directional term, morphological awareness leads to vocabulary proficiency, but not the other way around.

In writing there are some components. They are content, organization, vocabulary, language use, and mechanics. Content is the substance and the essence of writing. In short, content is the heart-beat of any good writing (Onukwugha, 2006: 50). Organization is a product of coherence and consistency (Onukwugha, 2006: 50). Vocabulary is multi words units (Nunan, 2003: 79). As Heaton (1988: 87) stated that language use is the ability to write correct and appropriate sentences. The last was mechanics. Mechanics is ability to use correctly those conventions peculiar to the written language.

A student's ability in identifying types of morpheme and usage of number of vocabulary in writing recount paragraph is reflected through his score in writing subject. Based on the data in the form of score list from students' academic office in HKBP Nommensen university Pematangsiantar for writing subject in even semester 2012/2013 shows that the average score for a number of students is 60,35. There are 138 students, consisting of 23 males and 115 females. Arikunto (2003) classifies five levels of students' achievements; 0-29 is failed, 30-55 is poor, 56-65 is average, 66-79 is good and 80-100 is excellent.

Based on the score average written above (60, 35) shows that the students' abilities in writing recount text that involved inflectional and derivational morpheme are average. The score average still needs to be improved to be good, even excellent. This achievement is a reality which is imbalanced to the above hope, saying that comprehending the theories about Morphological awareness and using words more than 1000 words in recount paragraph was still lack. The imbalance between hope and reality above brings out root of problem constituting a background for the researcher to conduct this research. Through this research, the researcher wants to find out what the dominant type of morpheme produced by students of third semester in academic year 2012/ 2013 FKIP UHN Pematangsiantar and what the vocabulary achievement possesses by the students of third semester in academic year 2012/ 2013 FKIP UHN Pematangsiantar in writing recount paragraph.

Based on the research background, the researcher formulated the following questions to the English Department students at FKIP UHN Pematangsiantar, namely:

1. What morphological processes occur in students' recount text by the students of third semester in academic year 2012/ 2013?
2. What process is the more dominant?
3. What is the vocabulary achievements of the students of third semester in academic year 2012/ 2013 possess in writing recount paragraph?

This study was conducted to find out about the most dominant type of morphological awareness produced by the students of third semester in academic year 2012/ 2013 in writing recount paragraph and to find out the vocabulary achievements that the students of third semester in academic year 2012/ 2013 possess in writing recount paragraph.

## II. THEORETICAL REVIEW

This research was written based on theories, such as: Chang et al.,(2005) who define morphological awareness is the awareness of and access to the meaning and structure of morphemes in relation to word. Morpheme is the smallest unit which has a meaning or grammatical function. Morpheme is divided into two, namely free morpheme and bound morpheme. Free morphemes are those which can stand by themselves as single words for example, *open, tour* and etc. while bound morphemes are those which cannot normally stand alone and are typically attached to another form, exemplified as *re-, ist, ed, -s,* etc. Bound morphemes are divided into two types they are derivational morphemes (DMs) and inflectional morphemes (IMs). Both IMs and DMs have primary distinction that is functional. The difference is worth emphasizing to avoid the vagueness because both of them are the types of one classification of morpheme that is bound morphemes.

Brinton et al., (2010), define derivational morpheme creates or derives new words by changing the meaning or by changing the word class of the word. In English, derivational affixes are either prefixes or suffixes.

The semantic classes of prefixes in English:

a. Time	
pre-	prearrange, presuppose, preheat
after-	aftershock, afterthought, afterglow
b. Number	
tri-	tricycle, triannual, triconsonantal
multi-	multinational, multilingual, multimillionaire
c. Place	
in-	infield, in-patient, ingrown
inter-	interconnect, interbreed, interlace
d. Degree	
super-	supersensitive, supersaturated, superheat
over-	overanxious, overconfident, overdue
e. Privation	
a-	amoral, apolitical, asymmetric
un-	unlock, untie, unfold
f. Negation	
un-	unafraid, unsafe, unwise
anti-	antisocial, antitrust, antiwar
g. Size	
micro-	microcosm, microchip, microfilm
mini-	miniskirt, minivan, minimall

Derivational suffixes in English:

Nominalizer	a. V > N	-ment	arrangement, judgment, advancement
		-er	worker, helper, leader
		-(c)ation	legalization, simplification, taxation
		-al	disposal, refusal, arrival, trial
		-ance/-ence	ignorance, performance, reference
Verbalizer	b. A > N	-dom	freedom, officialdom, Christendom
		-ness	happiness, cleverness, bitterness
		-ity	legality, purity, equality
		-ify	pacify, simplify, purify
Adjectivalizer	c. A/N > V	-ize	prioritize, publicize, centralize
		-ate	hyphenate, orchestrate, chlorinate
		-en	lighten, soften, tighten, moisten
		-y	flowery, thirsty, bloody
		-ous	poisonous, famous, glamorous
		-ful	delightful, sinful, pitiful
		-ive	supportive, generative, assertive
Adverbializer	d. N > A	-able	acceptable, livable, changeable
		-ful	hopeful, thankful, useful
		-ent/-ant	absorbent, flippant, repellent
		-ward	homeward, eastward, downward
		-ly	quickly, terribly, gradually
		-way(s)	sideway(s), anyway(s), someway(s)
			e. V > A

(Modified from (Brinton, Laurel J, 2010: 96- 97)

Inflectional morpheme is addition of lexical to a word according to its grammatical function and do not alter the meaning of words or word class of a word. The types of IMs can be classified into three major groups they are noun inflections, adjectival inflections and verbal inflections. Then they also have sub-types such as plural and possessive nouns which involve into group of nouns, comparative and superlative adjectives which involve into type of adjectives, and present verbs (3<sup>rd</sup> singular subject), past verbs (past tense), present participle verbs, and perfect (passive) participle verbs which involve into type of verbs.

(Carstairs-McCarty, 2002: 31-42; Yule, 2006: 64-65; Booij, 2007: 99; Spencer and Zwicky, 2007: 165). The followings are descriptions of them based on each group they are:

a. Noun Inflections :

1. Plurality : book/books, man/men
2. Possession : Ade's toy, men's hat, ladies' bags

b. Adjectival Inflections:

1. Comparative : big/bigger, thin/thinner
2. Superlative : biggest, tallest, youngest

c. Verbal Inflections:

- |  |                                  |
|--|----------------------------------|
| 1. Present Verbs (3 <sup>rd</sup> subject) | : 'He dances every day'          |
| 2. Present Participle Verbs                | : 'she is studying'              |
| 3. Past Verbs (past tense)                 | : kill/killed, come/came         |
| 4. Perfect (passive) Participle Verbs      | : eat/eaten, go/gone, rob/robbed |

National (1990) defines vocabulary achievement is a word refers to meaning and number of words that produced by students to comprehend the language well, speak better, or compose a good writing. Low-frequency lexical items (the ones that are characteristic of individuals with a wide vocabulary) occur more frequently in written than in spoken language. Similarity, based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark & Fairburn, 1997). An important source of vocabulary in L2 learning is a wide range of contexts. Learners can learn lexical items if they are exposed to sufficient amounts of comprehensible input. Nagy (1984:304-330) claims that an average learner can learn to recognise up to 1000 words a year from written materials. As has already been stated, the role of the context in initial stages of learning is limited, but its significance grows as the learner's knowledge expands.

Antem (2005) defines recount paragraph is a paragraph which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Generic structure of the recount

1. Orientation: introducing the participants, place and time.
2. Events: Describing series of events that happened in the past.
3. Reorientation: it is optional, Stating personal comment of the researcher to the story.

Language feature of recount

- Introducing personal participant: I, my group, etc
- Using chronological connection: then, first.etc
- Using linking verb : was, were, heard, etc
- Using action verb: look, go, change, etc
- Using simple past tense. Subject + Verb 2 = she went.

### III. RESEARCH METHODOLOGY

Referring to the research questions mentioned in Chapter I, this study dealt with analysis of students' morphological awareness on students' vocabulary achievement at English department FKIP UHN Pematangsiantar. This research applies qualitative approach to answer the research questions of this research. Qualitative research design is used to identify and classify types of morphological awareness. Qualitative design is a research design that produced descriptive data such as written or spoken words from human or human's attitude that can be

observed (Bogdan and Taylor, 1975: 5).

The subjects of this research were students of third semester in academic year 2012/2013 at English Department at FKIP UHN Pematangsiantar. Here, the researcher chose two classes then took ten data from students' writing. The object of research was morphological awareness which involves derivational morphemes and inflectional morphemes on vocabulary achievement possessed by the students in writing recount paragraph at final semester test of third semester in 2012/2013 academic year at English Department at FKIP UHN Pematangsiantar.

In collecting the data, the lecturer of writing I subject in final semester test in January 25, 2014 in third semester in 2012/2013 academic year asked the student to make a recount paragraph. In performing writing, the lecturer gave the instruction. The instruction of Writing I Final Test Subject was to write a recount paragraph about tragic events or unforgettable experience in the past which involved types of morphological awareness and used words more than 1000 words. The time was given to the students in writing the paragraph during 2 SKS; it is equivalent with 100 minutes. Based on the topics, the students made their writing. Then, the researcher asked for the students' composition in writing recount text that has been corrected by the lecturer. After that, the researcher copied the students' composition and gave the original back to the lecturer.

In analyzing the morphological awareness of the students, the researcher used the Chang et al., theory about morphological awareness, Mc Carty's theory about inflectional morphemes, Brinton, et al theory about derivational morphemes, and National's theory about vocabulary achievement. The researcher used some steps, as follows: Identifying the words, classifying the words, determining the words, and calculating the number of words.

#### IV. DATA ANALYSIS AND FINDINGS

##### 4.1 Data Analysis

The data studied on morphological awareness on students' vocabulary achievement were taken from the third semester students at FKIP UHN Academic year 2012/ 2013. The researcher analyzed the data based on Carstairs-McCarty & Yule's theory and National's theory.

4.1.1 Table of percentage of derivational and inflectional morpheme

No	Students' Initials	Morphological Process			
		Inflectional		Derivational	
		Total	%	Total	%
1	Data 1	15	93,75%	1	6,25%
2	Data 2	16	100%	-	-
3	Data 3	18	94,74%	1	5,26%
4	Data 4	15	88,24%	2	11,76%
5	Data 5	5	100%	-	-



No	Students' Initials	Morphological Process			
		Inflectional		Derivational	
		Total	%	Total	%
6	Data 6	11	91,66%	1	8,34%
7	Data 7	6	75%	2	25%
8	Data 8	9	75%	3	25%
9	Data 9	14	87,5%	2	12,5%
10	Data 10	22	91,67%	2	8,33%

The data above were identified and classified in the term of types of morpheme, so the researcher concluded that the inflectional morpheme was dominant. We can see from the table above.

#### **4.2 Findings**

The students were still lack of vocabulary because of some factors, such as: most of the students' background was from rural area so most of them only had simple vocabulary. They were not able enough in diction. The other factors were the students' eagerness was low. Most of them were lazy to practice and increase their vocabulary.

After analyzing all the data, the researcher has found several findings, namely: the third semester students at FKIP UHN Pematangsiantar in academic year 2012/ 2014 dominantly produced inflectional morpheme rather than derivational morpheme in writing recount paragraph. In most of their writings, the inflectional morpheme occurred frequently and in some of their writings, derivational morpheme was not found at all. The students mostly used verbal inflection and noun inflection. The verbal inflections found mostly are as past verbs and the noun inflections are as plurality and possession because the text was recount. As we know one of the lexicogrammatical of recount text was simple past tense. The third semester students at FKIP UHN Pematangsiantar in academic year 2012/ 2014 possessed low vocabulary achievement in writing recount paragraph. it was still lack of vocabulary. It means that they are in low frequency level. This can be seen from their vocabulary used in each of their writing recount paragraph. The vocabulary was less than 1000 words.

The researcher knew it because the researcher had given them an explanation about types and level of morphological awareness on students' vocabulary achievement. The researcher gave them a test to write a paragraph about their tragic events and unforgettable experience that contained derivational morpheme and inflectional morpheme. After checking their test, the researcher got the data and then analyzed them; the researcher concluded that they were frequently using the inflectional morpheme. It can be proved from the analyses of these words: Friends, policemen are Noun Inflections as plurality; my friend's name is Noun Inflection as possession; faster is Adjectival Inflections as comparative; and runs, going, happened and had fallen as Verbal Inflections. Analyzes above based on the theory of Inflectional morpheme in chapter II. The researcher said that the students who got less than 1000 words in their writing

meant that they were lack of vocabulary. It is stated by the theory of National that "the student who got more than 1000 words is comprehensible in vocabulary".

## V. CONCLUSION

Based on the analysis of the data in this study, the result of the students' morphological awareness on students' vocabulary achievement at English department FKIP UHN Pematangsiantar can be concluded that morphological processes occurred in students' recount text by the students of third semester in academic year 2012/ 2013 is inflectional morpheme process, the morphological awareness produced by the students in writing recount paragraph, the students dominantly used inflectional morphemes rather than derivational morphemes, the vocabulary achievement that the students possessed in writing recount paragraph was still lack of vocabulary which was less than 1000 words.

Based on analyzes on the previous chapter showed that the third semester students in 2012/ 2013 academic year dominantly used type of morphological awareness namely inflectional morpheme. This information was taken from the result of analyses from students' writing so it is suggested to the lecturer that he/ she should give more explanation deeply about morpheme and types of morphological awareness, should be able to help the students in mastering the types of verb especially in past forms to avoid the mistakes in forming verb, and should give more comprehensive passages to enrich the students' vocabulary in writing paragraph. Beside to the lecturer, it is also suggested to the next researcher who is interested in conducting the same topic to give deep knowledge about morpheme.

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## *Journal of English Teaching as a Foreign Language (JETAFL)*

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