

MORPHOLOGICAL ANALYSIS ON THE STUDENTS VOCABULARY OF SEVEN GRADE STUDENT IN SMP NEGERI 1 PANCARIJANG

BY

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Abstract

This research was conducted to explore the morphological analysis on the students vocabulary of seven grade students in SMP Negeri 1 Pancarijang. The subjects in this study are seventh grade students of SMP Negeri 1 Pancarijang, where researchers will take one class, namely class VII.1 as many as 23 students with a research focus on vocabulary tests. The results showed that suffix got a response with a presentation result of 95 % of 22 students in the poor category. And the results of research on preffix got a response with a presentation result of 100% of 23 students with a poor category. As for derivation, students got a response with a presentation result of 91% of 21 students with a poor category, and the results of research on compounding got a presentation response of 91% of 21 students with a poor category. Seeing the results of student responses means that students still experience problems of difficulty in writing vocabulary.

Key words: Mophological, Vocabulary

INTRODUCTION

The study of morphemes and how they might be combined to form words is known as morphology. In morphology, we will study about the specifics of a word's structure, the structure of words as a whole, affixes, and analysis. While morpheme words and their own meanings are a component of even the tiniest knowledge. Free morpheme and bound morpheme are the two components of morpheme.

A free morpheme is autonomous or capable of standing alone as a word. While the bound morpheme cannot function as a word on its own. To form a word, a bound morpheme must always be paired with another morpheme. A word's meaning can alter when a morpheme is added to it.

The areas covered in the study of morphology include the distinction between lexical items and words, morpheme and morphology, mono morpheme and polymorphic, allomorph, the root, base, and stem of a word, the inflection process, and all aspects of derivation, blending, and compounding.

The Oxford Advance Learner's Dictionary of Current English defines morphology as "the identification, analysis, and description of the structure of morphemes and other linguistic units, such as

root words, affixes, parts of speech, intonation/stress, or implied context" (words in a lexicon are the subject of lexicology).

The term "morphological analysis" in the field of linguistics refers to the examination of a word in light of its semantic constituents. While many words consist of more than one meaningful unit, some words cannot be divided into many meaningful units. A morpheme is the smallest unit of meaning in a word. Bound morphemes can either be inflectional or derivational, and they can be free or bound. Morphological analysis is a common tool used by language instructors to explain word formation to their students.

The science of linguistics is general, meaning it is not bound to a language. In addition to the language studied, linguistics can also be distinguished based on its internal structure, and linguistics can be divided into phonetics, phonology, morphology, syntax, and semantics. According to Crystal (in Ba'dudu, 2005), he stated that morphology is a branch of grammar that study the structure or form of words, especially through the use of morphemes.

Ramlan (1978:2) said that morphology is a part of linguistics that discusses or studies the intricacies of word structure and the effect or changes in word structure on word groups and meaning.

Students must simultaneously master the four language skills of hearing, reading, speaking, and writing when studying English. Students hear and read a message that has been created by someone else. Students communicate their own thoughts and feelings while speaking.

Students write in order to express their ideas and thoughts through the written word.

Writing talents are particular aptitudes that enable writers to communicate their ideas in relevant ways and to engage the reader psychologically. There are various definitions of writing provided by various linguists. Writing is an essential component of a broader activity in which the emphasis is on another activity, such as speaking, acting out, or language practice (Harmer, 2007:33). Writing, on the other hand, uses a set of signs or symbols to express language in a textual medium. Some individuals think writing is challenging. Writing requires both the capacity to invent words and ideas from scratch as well as the capacity to critique them in order to depict, according to Elbow (1981: 9).

Writing is by its very nature a creative process.

Writing generally involves thinking, drafting, and revising processes that call for specialized talents that not every speaker naturally acquires (Brown, 2003: 335). According to the above explanation, it can be concluded that writing is the process of coming up with ideas, considering how to express them, and organizing them into sentences and paragraphs with the intention of indirectly communicating with other people. Students make an effort to express their thoughts through language in writing.

Since writing is a comprehensive skill that supports vocabulary, grammar, thinking, planning, editing, revising, and other features, it has been widely recognized as a crucially important talent in the teaching and learning of English as a Second Language (ESL). Because speaking, listening, and reading are all interconnected, writing also aids in the development of all these other skills (Saed and Al-Omari in Yunus, and Chien 2016: 1).

Based on experience the researcher found there a some student a lack in writing, This is prove from the student achievement, the teacher respons the student a lack in writing this is because of to analyze the form of the vocabulary, and the form of the idea. Heaton (1989) assesses the five components of writing in the following terms: Content: Idea, topic or theme, focus, facts, and illustration of writing. Organization: Physical or rhetorical structure, chronological order, coherence, conclusion, and layout. Vocabulary: Substance vocabulary, word choice, and register. Grammar: Sentence variety or type, sentence efficiency, and effectiveness. Mechanics: Spelling, punctuation, reference citations where applicable, conventions, cleanliness, and neatness. The morphology in this case is one of the components in vocabulary, it is found that there are many shortcomings in the choice of word forms.

RESEARCH METHODS

Research Design

Quantitative data is information that is expressed as counts or numbers, each of which has a specific numerical value. Data is any quantifiable information that may be used by academics for statistical analysis and mathematical computations so that they can derive practical conclusions.

For instance, there are numbers that correlate to different parameters.

For instance, asking "How much did that laptop cost?" will gather quantitative information. Most measurement parameters have values attached to them, such as pounds or kilograms for weight, dollars for cost, etc.

Data source research

In this research, the researchers used two kinds of instrument to collect the data, namely the vocabulary test.

Vocabulary Test Vocabulary texts will also be given to students to determine the extent of their writing skills.

Technique of data analysis

Bogdan and Taylor (1975) data analysis is a process that details formal efforts to find themes and formulate hypotheses (ideas) as suggested by the data and as an attempt to provide assistance to those themes and hypotheses.

Data analysis is the act of categorizing data from interviews, field notes, and documentation into categories, breaking them down into units, synthesizing them, arranging them into patterns, and deciding which ones are significant and which ones will be. study, and came to findings that were simple to understand for themselves and others (Sugiyono 2014: 244.).

Data analysis in this research was quantitative, by which the data was measured in the form of number. After the data collected, the data was analyzed by using descriptive statistic. The data was analyzed by employing the following procedures.

Scoring the result of the student's test

The score of student was calculated based on five component content, organization, vocabulary, language use, and mechanics, and put on table.

Classifying the score of the students. Below were the classification, score, and criteria of the components (content, organization, vocabulary, language use, and mechanics) which was used to asses students writing skill in descriptive composition with or without pros and cons technique which applied for student of seven grade at SMP Negeri 1 Panca Rijang.

RESULTS AND DISCUSSION

The purpose of this study is to find out how does morphological analysis on the students' writing of seventh-grade students. Where morphological analysis that focus on productive skills that refe to writing in class. This study uses one research instruments, that instrument is questionnaire refers to suffix, prefix, derivation, and compounding.

The results of the questionnaire showed that 22 out of 23 students experienced poor in suffix words, while 1 students experienced very poor suffix words. Out of 23 students were poor in prefix words. A total of 23 students only 21 students experienced poor score in derivational words, 2 student very poor derivational words. Out of 23 students, only 21 students experienced poor score in compounding, as well as 2 students experienced very poor compounding.

The results obtained mean that most students experience a level of difficulty in learning vocabulary and writing. But of course, students have different ways to overcome their difficulties, because difficulties if embedded in them will not make individuals develop.

Based on the data analysis above, it can be seen that writing scores in vocabulary still have difficulties. This indicates that inflection and word formation are still lacking in students' writing skills.

Based on the results of the above research, it can be concluded that the use of seventh-grade students' writing skills at SMP Negeri 1 Panca Rijang is still less effective.

Writing, in the words of Pranoto (2004; 9), is the act of expressing one's thoughts or conveying information to another through written form. Writing can also be seen as an expression or as the pouring forth of feelings. In other words, we can indirectly communicate via writing.

According to Eric Gould, Robert DiYanni, and William Smith (1989: 18), writing is a creative act, the act of writing is creative because it requires to interpret or make sense of something: an experience, a text, an event. Writing is a creative behavior, the behavior of writing is creative because it requires understanding or making sense of something: an experience, a text, an event.

Writing is a form of thought, but it is thought for a certain audience and at a specific moment. Mastering the fundamentals of writing and thought will assist the writer reach his or her aims and objectives, making it one of the writer's most crucial jobs. These three principles—*invention, structure, and style*—are the most crucial. In essence, learning to write entails acquiring a particular way of thinking (Angelo, 1980:5).

CONCLUSION AND POLICY RECOMMENDATIONS

Based on the results of data analysis and discussion above regarding Morphological Analysis of Class VII Students' Writing SMP Negeri 1 Panca Rijang, the researcher concludes as follows:

Judging from the questionnaire answers, the results showed that suffix got a response with a presentation result of 95 % of 22 students in the poor category. And the results of research on Prefix got a response with a presentation result of 100% of 23 students with a poor category. As for derivation, students got a response with a presentation result of 91% of 21 students with a poor

category, and the results of research on compounding got a presentation response of 91% of 21 students with a poor category. Seeing the results of student responses means that students still experience problems of difficulty in writing vocabulary.

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