

CHAPTER IV

FINDINGS AND DISCUSSION

This part mainly describes the results that cover the type of derivational morpheme and the types of inflectional morphemes found in the students' research abstracts. The objectives of this part are to interpret this study's results and to discuss the description of the results. It consists of some sub parts namely: findings and discussion.

4.1 Findings

As this study was a qualitative study, it was aimed to describe the results of the study. Based on the chapter 1, this study was aimed to describe the types of derivational and inflectional morpheme used in the thesis abstracts of alumni of master of English Education at STKIP PGRI Sidoarjo in the Academic Year of 2019/2020. As stated in the previous chapter, there were five students' research abstracts that were analyzed by the researcher.

The researcher identified the in the form of words. Those words were attached by derivational and inflectional morphemes. The words attached by derivational morpheme were derived or new words. If those words were attached by inflectional morpheme, they were recognized as inflected words. In the process of identifying the data, it can be found that there were 171 data found by the researcher by analyzing five research abstracts. Thus, those data can be specified

into 46 words attached by derivational morphemes and 125 words attached by inflectional morphemes.

After those derivation and inflection were identified, the researcher classified those morphemes into some types based on their characteristics. Based on related theories, in this research, types of derivational morpheme were classified into two types namely derivational prefix and derivational suffix. Inflectional morpheme was classified into eight types called plural, possessive, present, past, present participle, past participle, comparative, and superlative. In the process of classifying types of derivational and inflectional morpheme, some tables were used by the researcher.

4.1.1 Types of Derivational Morpheme

Types of derivational morpheme refer to the classification of derivation viewed from its characteristics. There are two types or categories of derivational affix called derivational prefix and derivational suffix (Putri, 2018:18). Viewed from its forms, derivational affixes can be called as derivational prefix if it is located in the left side of word and as derivational suffix if it is located in the right side of word. The researcher presented the types of derivational morpheme by using the tables cited below. In those tables, the same words used by every student were not presented, but those words were counted as the data.

Table 4.1 Types of Derivational Affixes

No.	Respondents	Types Derivational Affixes	
		Derivational prefixes	Derivational suffixes
1.	Student 1		<i>Comprehension</i> <i>Experimental</i> <i>Significance</i>

No.	Respondents	Types Derivational Affixes	
		Derivational prefixes	Derivational suffixes
			<i>Difference</i> <i>Conventional</i>
2.	Student 2		Action Researcher
3.	Student 3	Incompatibility	Descriptive Researcher Activity Teacher Compatible Compatibility Incompatibility
4.	Student 4		Researcher Regression Calculation Elementary
5.	Student 5	Unconfident	Descriptive Researcher Continuity Speaker Pronunciation Situational Observation Perspective Teacher Easily Implication Effective

Adapted from (Halawa, Rafflis, & Reni, 2016)

Viewed from table 4.2 presenting types of derivational morpheme, it said that all respondents used derivational suffix. In the other hand, derivational prefixes were only used by student 3 and student 5. In addition the researcher found two types of derivational morpheme namely derivational prefix and derivational morpheme. Those findings were explained below.

4.1.1.1 Derivation Prefix

As this study was intended to describe the type of derivational morpheme, the researcher found one type of derivational morpheme that is called as derivational prefix. It is described as the derivational morpheme that is located before or in the left of the base words. Based on the table of classification, it can be described that the researcher found two derivational prefixes.

Those prefixes were “in-“ and “un”. The derivational prefix “in” modified the word “compatibility”. The derivational “un” modified the word “confident”. Those cases only happened once. The word “incompatibility” was used by student 3. However, the word “unconfident” was found in the abstract written by the student 5. In contrast to the derivational suffix, those derivational prefixes only changed the meaning of base words. They did not change the part of speech of the word “incompatibility” and “unconfident”.

4.1.1.2 Derivational Suffix

As well as derivational prefix, derivational suffix was the another type of derivational morpheme found in the students research abstracts. It can be found out that there were forty-four complex words attached by derivational suffixes. Based on table 4.1, “-ion”, “-al”, “-ance”, “-er”, “-ive”, “-ity”, “-able”, “-ary”, and “-ly” were derivational suffixes attached in the derived words used by five respondents.

In the research abstract written by the student 3, there were 3 derivational morphemes namely “-ion”, “-al”, “-ence” and “-ance . Derivational suffix “-ion”

modified the word “comprehend”. It occurred 5 times in that research abstract. Derivational suffix “al” modified two words: “experiment” and “convention”. The derivation “ence” modified the word “different”. In addition, the derivation “-ance” modified the word “significant”.

Viewed from research abstract of student 2, the researcher only found two derivational morphemes called “ion” and “er”. Derivation “-ion” can be found in the word “action”, this case happened two times in this abstract. The next derivation was “er” that modified the word “research”. This phenomenon happened once.

Dealing with table 4.1, in the student 3’s research abstract, there were four derivational suffixes found by the researcher. They were “-er”, “-ive”, “-ity” and “-able”. Derivational suffix “-er” were attached in the word “teacher” once and the word “researcher” three times. Thus, the derivational suffix “-ive” modified the word “describe”. The derivational suffix “-ity” was added to the word “compatible” and “incompatible”. The last derivational suffix used by student 3 was “-able” that modified the word “compact” two times.

Viewed from table 4.1, it can be found that there were three derivational morphemes used by the student 4. Those derivational suffixes were “-ion”, “-er”, and “-ary”. The derivational suffix “-ion” modified two words namely “regress” and “calculate”. In modifying the word “regress”, it occurred two times, however, it occurred once when modifying the word “calculate”. The next derivation was “er” that modified the word “research”. This phenomenon happened three times.

The derivational suffix “-ary” modified the word “element”. This phenomenon occurred two times.

Based on table 4.1, in the research abstract written by student 5, the researcher found some derivational suffixes called “-ive”, “-er”, “-ity”, “-ion”, “-ly”, and “-al”. Derivational suffix “-ive” modified the words “describe” and “effect”. The morpheme “-er” modified the word “research” (three times) the word “speaker” (once). The derivational suffix “-ity” modified the word “continue”. The derivational suffix “-ion” modified the word “pronounce” and “implicate”. The derivational morpheme “-ly” modified the word “easy”. Lastly, the derivational morpheme “-al” modified the word “situation” two times.

4.1.2 Types of Inflectional Morpheme

The inflectional affixes are morphemes that are attached in the base words without any changing the class word (Wardhani, 2015:33). It means that the words attached by inflectional morpheme of affixes have grammatical purposes. Considering this theory, the researcher found some words attached by inflectional and groped them into some types. The data were found in the students’ research abstract, they were represented in the table 4.2.

Table 4.2 Types of Inflectional Morpheme

No.	Respondent	Word	Types of Inflectional Affixes							
			Plr	Psv	Cpt	Spl	Prs	Pst	Ppc	Ppt
1.	Student1	Discusses					√			
2.	Student1	Students’	√	√						
3.	Student1	Reading							√	
4.	Student1	Uses					√			
5.	Student1	Results	√							

6.	Student1	Using						√	
7.	Student1	Shows					√		
8.	Student1	Means					√		
9.	Student1	Rejected						√	
10.	Student1	Accepted						√	
11.	Student1	Concluded						√	
12.	Student1	Students	√						
13.	Student1	Researchers	√						
14.	Student2	Discusses					√		
15.	Student2	Developing							√
16.	Student2	Speaking							√
17.	Student2	Using							√
18.	Student2	Students	√						
19.	Student2	Uses					√		
20.	Student2	Carried						√	
21.	Student2	Cycles	√						
22.	Student2	According							√
23.	Student2	Results	√						
24.	Student2	Researchers	√						
25.	Student2	Concluded							√
26.	Student2	Students'	√	√					
27.	Student3	Used							√
28.	Student3	Wants					√		
29.	Student3	Contexts	√						
30.	Student3	Focused							√
31.	Student3	Parts	√						
32.	Student3	Pupils'	√	√					
33.	Student3	Students	√						
34.	Student3	Materials	√						
35.	Student3	Tells					√		
36.	Student3	Numbers	√						
37.	Student3	Questions	√						
38.	Student3	Concluded							√
39.	Student3	Indicators	√						
40.	Student4	Collecting							√
41.	Student4	Analyzing							√
42.	Student4	Used							√
43.	Student4	Shows					√		
44.	Student4	Based							√
45.	Student4	Means					√		
46.	Student4	Concluded							√
47.	Student4	Students	√						
48.	Student4	Having							√
49.	Student4	Reading							√

50.	Student5	Presented						√		
51.	Student5	Communications	√							
52.	Student5	Types	√							
53.	Student5	Collected						√		
54.	Student5	Recording							√	
55.	Student5	Findings	√						√	
56.	Student5	Showed						√		
57.	Student5	Teaching							√	
58.	Student5	Followed						√		
59.	Student5	Classified						√		
60.	Student5	Establishing							√	
61.	Student5	Involving							√	
62.	Student5	Lacking							√	
63.	Student5	Switched						√		
64.	Student5	Reasons	√							
65.	Student5	Understanding							√	
66.	Student5	Students	√							
67.	Student5	Used						√		
68.	Student5	Students'	√	√						
69.	Student5	Switching							√	
70.	Student5	Learning							√	

Adapted from (Andini, 2019)

Note: Plr = plural
Psv = possessive
Cpt = comparative
Spt = superlative
Prs = present tense
Pst = past tense
Ppc = present participle
Ppt = past participle

As it was presented in the table 4.2, it can be explained that the researcher found 5 types of inflectional morpheme. They were (1) plural, (2) possessive, (3) present, (4) past, and (5) present participle. It means that three types of inflectional morpheme were not found in the students' research abstract namely (1) comparative, (2) past participle, and (3) superlative. In order to specify the findings of this study, those data were presented in the description below:

4.1.2.1 Plural

Firstly, based on table 4.2, plural is the first type of inflectional morpheme found in the students' research abstracts. After analyzing a research abstract written by student 1, the plural “-s” modified some words in this abstract. Those words were “student” and “researcher”. When modifying the word “student”, this case occurred four times, and when modifying the word “researcher”, it happened once.

Secondly, the researcher also found an inflectional plural “-s” in the research abstract made by student 2. This inflectional modified some regular nouns in this thesis abstract. The words that were modified by inflectional plural were “student”, “cycle”, “result”, and “researcher”. In modifying the word “student”, it occurred four times. When modifying the word “cycle”, “result”, and “researcher”, those cases only happened once.

Thirdly, in the research abstract written by student 3, the researcher found that some inflectional plural “-s” modified some words. Those words were “context”, “part”, “pupil”, “student”, “material”, “indicator”, “question” and “number”. The plural “-s” was attached to the word “context” once, the word “part” once, the word “pupil” once, the word “student” once, the word “material” once, the word “indicator” twice, the word “question” twice, and the word “number” three times.

Fourthly, based on data presented in the table 4.2, the researcher found that there was one word attached by the inflectional plural “-s”. This word was “student” this case happened three times.

Lastly, as seen in the table 4.2, the inflectional plural “-s” was also used by the student 5. In the thesis abstract made by student 5, it can be found that there were some words added by inflectional plural “-s”. Those words were (1) “communicant” that happened once, (2) “type” that happened once, (3) “reason” that happened twice, (4) “student” that happened four times, and (5) “finding” that happened once.

4.1.2.2 Possessive

In the table 4.2, we can see some words that were added by inflectional possessive “-’s”. Student 1 used inflectional possessive in the word “student”, and it occurred three times. Student 2, in his abstract, used this inflectional morpheme in the use of the word “student” three times. Student 3 used the inflectional possessive in order to modify “pupil” once. Student 4 did not use the inflectional possessive in his abstract. Lastly, student 5 modified the word “student” by the addition of inflectional possessive “-’s”. In this abstract, the student 5 used this morpheme two times.

4.1.2.3 Present

Based on the findings represented in the table 4.2, inflectional present “-s” or “-es” was one type of inflectional morpheme used in the students’ research abstracts. Student 1 used this morpheme to modify four words namely (1) “discuss”, (2) “use”, (3) “show”, and (4) “mean”. All those cases occurred once. However, student 2 used inflectional present in order to modify two words namely (1) “discuss” (happened once) and (2) “use” (happened once).

In the thesis abstract of student 3, the researcher found two words that were added by this inflectional present “-s”. Those words were “want” (happened once), and “tell” (happened once). In the other hands, student 4 used this morpheme in the use of the word “show” and “mean”. In thesis abstract written by student 5, the researcher did not find an inflectional present “-s”.

4.1.2.4 Past

As shown in the table 4.2, one type of inflectional morpheme used in the research abstracts made by students was inflectional past “-ed”. Student 1 used this morpheme in order to modified three words namely (1) “reject”, (2) “accept”, and (3) “conclude”. The student 1 modified the word “conclude” two times. Student 2 used inflectional past in modifying two words. They were (1) “carry” and (2) “conclude”. The modification of those words occurred once.

Student 3, in his research abstract, used the inflectional morpheme in order to modify three words namely (1) “use” that happened once, (2) “focus” that happened, and (3) “once” that happened once. In the research abstract written by student 4, the researcher found three words attached by inflectional past. They were “use” that happened three times, “base” that happened once, and “conclude” that happened once. Student 5 used the inflectional past “-ed” in order to modify some words. They were the word “present” that happened once, “use” that happened three times, “collect” that happened once, “show” that happened once, “classify” that happened two times, “follow” that happened once, and “switch” that happened once.

4.1.2.5 Present Participle

Based on table 4.2, the last type of inflectional morpheme found in the research abstracts written by students was present participle “-ing”. Student 1 used the present participle as a bound morpheme which added on the verbs. Those verbs were “read” that happened five times and “use” that happened three times. Student 2 used inflectional present participle “-ing” in the word “develop” once, “speak” four times, “use” two times, and “accord” once.

The researcher did not find inflectional present participle “-ing” in his abstract. However, in the research abstract made by student 4, the researcher found four words modified by present participle. They were (1) the word “collect” that happened once, (2) the word “read” that happened five times, (3) the word “analyse” that occurred once, and (4) the word “have” that occurred once. Student 5 used inflectional present participles to modify some verbs namely “switch” ten times, “learn” three times, “teach” once, “record” once, “establish” once, “involve” once, “lack” once, and “understand” once.

4.2 Discussion

This part, discussion, was intended to interpret and describe the results of this study related to the types of derivational morpheme and inflectional morpheme found in the thesis abstracts of alumni of master of English Education at STKIP PGRI Sidoarjo in the Academic Year of 2019/2020. This part also described the significance of this study’s results. In the other words, this part discussed the investigation about the research problems and the understanding the

problems formulated by the researcher. The discussion of this study was presented below:

4.2.1 Discussion of Types of Derivational Morpheme

After identifying the words attached by derivational morpheme, the researcher classified those findings into two categories namely derivational prefix and derivational suffix. It means that the first type of derivational morpheme used by the subjects was derivational prefix, and the second type of derivational morpheme was derivational suffix.

4.2.1.1 Derivational Prefix

Viewed from its forms, derivational morphemes can be called as derivational prefix if it is located in the left side of word or in the beginning of the base word (Putri, 2018). As stated in the results of data analysis, there were two morphemes classified as derivational prefix as they were located before the base words. They were derivational morpheme “un” and “in”

Derivational prefix “un”

In English, there is a prefix that can form new adjectives and new verbs that is called prefix “-un” (Rugaiyah, 2018). It has negative (not) meaning, or it changes the words into the derivational antonym. In this case, there was a word attached by “un”. It was the word “Unconfident”. However, the addition of prefix “un” in this case did not change the part of speech of the word attached. The word “unconfident” literary came from the word “confident” that was added by “un”. Both “unconfident” and “confident” were adjective.

Even the addition of “un” did not change the class-word, it drastically change the meaning of the base. The meaning of the word “unconfident” turned to the contrast meaning of the base word. It means that the addition of derivational prefix “un” created the new word specifically new adjective.

Derivational prefix “in”

The derivational prefix “in-“ is the kind of bound morpheme mostly modified or attached to adjectives, and it has negative meaning (not) (Halawa, Raflis, & Reni, 2016). It was one of the types of derivational prefix found in the students’ thesis abstracts. As shown in the data presentation, the prefix “in” appeared in the word “Incompatibility”. It was identified as the derivational prefix as it was located in the beginning of the base or root. The “Incompatibility” came from “in” added in the word “compatibility”. The addition of “in” in this case, did not change the grammatical class of root. However, this morpheme changed the meaning into the opposite meaning of the base. It means that this morpheme had negative meaning (not).

4.2.1.2 Derivational Suffix

Generally, the derivational morphemes are kind of morphemes which change the class word (part of speech) and the meaning of base words when those morphemes are attached (Putri, 2018:21). The derivational morphemes used in the students’ research abstracts were “-ion”, “-al”, “-ance”, “-er”, “-ive”, “-ity”, “-able”, “-ary”, and “-ly”. Those morphemes were discussed in the description below:

Derivational Suffix “-ion”

First type of derivational suffix discussed by the researcher was derivational suffix “-ion”. The derivational suffix “-ion” is a kind of morpheme that can be attached to verb in order to form new noun (Halawa, Rafliis, & Reni, 2016). It means that this morpheme can be called as the derivation as it can change the meaning and the part of speech of derived words. The addition of morpheme “-ion” happened in the words “comprehension”, “action”, “calculation”, “pronunciation”, “implication”, and “regression”.

Firstly, the word “comprehension” was a word attached by suffix “-ion”. It came from the word “comprehend” that was modified by “-ion”. Viewed from that formation, this morpheme was classified as the derivational suffix as “-ion” was placed in the right side of “comprehend”. The addition of “-ion”, in this case, create a new word called “comprehension” because morpheme “-ion” changed the meaning of “comprehend” and change this word’s part of speech (from verb to noun).

Secondly, the derivational suffix “-ion” was found in the word “action”. This word was formed by free morpheme “act” that was a verb and a derivational suffix “-ion”. As the morpheme “-ion” was added after the base “act”, this morpheme was classified as derivational suffix. The addition of “-ion” in the word “act” change the meaning of this word from “behave” to “doing something”. It turned the verb “act” to noun “action”.

Thirdly, the derivational suffix “-ion” was used to modified the word “calculate”. The word “calculation” comes from the combination of two morphemes called “calculate” and “-ion”. Based on this combination, the morpheme “-ion” was classified as the derivational suffix because it was located in the right side of base word “calculate”. The word “calculation” was called as derived word as it change the meaning of the base word from “judging the number of something or amount of something” to “the use of information got from the calculating something”. It also changed the class word of “calculate” (verb) into “calculation” (noun).

Fourthly, the derivational suffix “-ion” modified the word “observation”. because this morpheme was placed after the word “observe”. The addition of the morpheme “-ion” changed the meaning and the part of speech of the base. The meaning of “observe” from (noticing something) to (action of observing something). This morpheme was added in order to turn verb “observe” to noun “observation”.

Fifthly, one derived word attached by the morpheme “-ion” was the word “implication”. The word “implication” was formed by the combination of free morpheme “implicate” and the bound morpheme “-ion”. Because of the modification of morpheme “-ion”, the meaning and the part of speech of the base “implicate” changed. The part of speech of the word “implicate” was a verb, but after the addition of “-ion” the part of speech was noun.

Lastly, the word “regression” was identified as the derived word as it was modified by suffix “-ion” in the right side. This case was called as the derivation as the meaning and class word of the base was changed. The class word was changed from the verb into noun. The meaning changed from (returning to the worse state) to (to previous state).

Derivational Suffix “-al”

The derivational suffix “-al” is a suffix that can change the base to new adjective (Halawa, Raflis, & Reni, 2016). In analyzing five students’ research abstract, one derivational suffix used by the students was derivational suffix “-al”. This morpheme, “-al”, appeared in the right side of the base words or the root, so this phenomenon was called suffix. It was used in several derived words covering: (1) experimental, (2) situational, and (3) conventional. Those derived words were discussed in the description below:

The first derived word attached by the derivational morpheme “-ion” was “experimental”. It means that this derived word was formed by two morpheme called: “experiment” and “-al”. The word “experiment” was a free morpheme that was a noun. After the addition on morpheme “-al”, the class word becomes adjective. It can be stated that the addition of the morpheme “-al” change the grammatical class of word. It also changed the meaning of the base word from (the test that is conducted for learning something) to (something that relates to the test).

The second derived word used by the students was “situational”. it was called as a derived word as it was developed by two morphemes conjoining together. They were free morpheme “situation” and derivational suffix “-al”. The addition of “-al” to the word “situation” change the meaning of the base word “situation” and its part of speech. The meaning of the word “situation” was situation or condition happened in particular times. However, this meaning change to relating to specific condition and situation. The class word or part of speech of the word “situation” also changed from noun to adjective.

The third derived word attached by the derivational suffix “-al” was the word “conventional” that was formed by free morpheme “convene” (verb) that was added by the bound morpheme “-ion”, and then it became “convention” (noun). Because it was attached by bound morpheme “-al”, the meaning and the class word of the word “situation” was changed. The meaning of the word “convention” was ordinary and traditional. The meaning of the word “convention” was the large meeting conducted for particular or specific goals such as particular jobs.

Derivational suffix “-ance”

One derivational suffix changing the base word to noun was suffix “-ance” (Rugaiyah, 2018). Based on the presented data in the findings, the derivational suffix “-ance” modified the word “signify”, and created a new word called “significance”. It means that the addition of the morpheme “-ance” can cause the derived word “significance”.

The derived word “significance” was created by the combination of two kinds of morphemes called free morpheme “signify” and derivational suffix “-ance”. The combination of those morphemes created new word as the class word and the meaning of the word “signify”. The class word or part of speech of “signify” changed from verb to noun. The meaning changed from (to mean) to (importance).

Derivational Suffix “-er”

One kind of derivational suffix used by students was derivational suffix “-er”. When this suffix added to the verb in the right side, the verbs turned to noun (Rugaiyah, 2018). In the process of data analysis, the researcher found out that this suffix created new words or derived words namely: (1) teacher, (2) researcher, and (3) speaker. They were discussed in the description below:

“Teacher” was the derived word attached by “-er”. It was identified as the derived word as it was formed by two morphemes conjoining together, and by its combination, the part of speech and the meaning of “teach” changed. Those morphemes were (1) free morpheme “teach”, and (2) derivational suffix “-er”. The meaning of base word “teach” was changed from “transferring knowledge” to “the one who has a role in transferring knowledge”. The class word of “teach” was a verb that changed to noun after the addition of derivational suffix “-er”.

The next derived word attached by derivational suffix “-er” was the word “researcher”. This word, generally, came from two morphemes combined together. The word “research” was added by suffix “-er”, and it created a new

word called “researcher”. This word was called a new word because the meaning of base word was changed from (studying something in detail) to (the one who conducts a study).

The last derived word attached by derivational suffix “-er” was the word “speaker”. This word was classified as the derived word because this word was created by combining two morphemes called free morpheme “speak” and derivational suffix “-er”. This combination created a new word as the meaning and the part of speech of the base word “speak”. The part of speech of “speak” was verb, and it became noun. The meaning of this word changed from (using voices or saying words) to (the one who speaks something).

Derivational Suffix “-ive”

Based on data analysis presented in the findings, one derivational suffix used by the students was derivational suffix “-ive”. It was a kind of suffix as it appeared in the end of root or base word that changed the base word to adjective (Rugaiyah, 2018). It was added to some words or derived new words namely: (1) descriptive, (2) perspective, and (3) effective. They were discussed in the description below:

The first derived word attached by derivational suffix “-ive” was the word “descriptive”. This word was classified as derived word because it was formed by the combination of free morpheme “describe” and derivational suffix “-ive”. The addition of this morpheme, “-ive” made a new word. It change the class word of

the word “describe” from verb to adjective. The meaning also change from (saying or writing something to recognizing it) to (describing something).

The second derived word that was added by derivational suffix “-ive” was the word “effective”. The word “effect” was identified as derived word as it was derived from the combination of two morphemes including: free morpheme “effect” and derivational morpheme “-ive”. That combination changed the meaning and the part of speech of “effect”. The part of speech of the word “effect” was a noun, and changed to adjective. The meaning of the base changed from (the results of some actions) to (achieving or reaching objectives of something).

Derivational Suffix “-ity”

Based on the data analysis presented in the findings, the researcher found out that one kind of derivational suffix was derivational suffix “-ity”. This morpheme is a kind of derivational morpheme attached to adjective in order to form new noun (Halawa, Rafli, & Reni, 2016). This morpheme was recognized in some words namely: (1) activity, (2) compatibility, (3) uncompatibility, and (4) continuity. They were discussed in the description below:

Firstly, one derived word found in the students’ research abstracts was the word “activity”. It was described as the derived word as it was attached by derivational suffix. This derived word generally came from the base word “act” that was a verb. After that, it was added by “-ive”, and it became the word

“active” as an adjective. The derived word “active” was attached by morpheme “-ity” that created a new word called “activity” that was a noun.

Secondly, the next derived word modified by derivational morpheme was the word “compatibility”. This derived word actually came from the base word “compact” that was an adjective. Then, it was became derived word after modified by the morpheme “able”. It became the word “compatible” that was adjective. Thus, this word was modified by the derivational suffix “-ity”, so it created a new word called “compatibility”. the part of speech of this word was noun.

Lastly, the derived word caused by the attachment of derivational suffix “-ity” was the word “continuity”. This word was recognized as the derived word because of the appearance of the derivational morpheme “-ity”. This word was developed by the combination of two morphemes called (1) free morpheme “continue”, and (2) derivational suffix “-ity”. As a derived word, the part of speech and the meaning of the base word “continue” changed drastically. The part of speech of “continue” was a verb. However, the past of speech of “continuity” was a noun. The meaning of the base change from (to keep doing something) to (the fact of something that continues for a long time without becoming stopped and changed).

Derivational Suffix “-able”

Derivational suffix “-able” was a kind of derivational suffix that turned the base word into new adjective (Rugaiyah, 2018). This suffix only appeared in the

one derived word called “compatible”. This derived word actually came from the base word “compact” that was an adjective. Then, it became derived word after it was modified by the morpheme “able”. It became the word “compatible” that was an adjective. It meant that the addition of the derivational suffix change the meaning of the word “compact” from (consisting of parts that are positioned together closely) to (able to exist, live, or work successfully with something or someone else).

Derivational Suffix “-ary”

Viewed from the data analysis presented in the findings, one derivational suffix used by the students was derivational suffix “-ary”. This morpheme was a type of suffix as it appeared in the ending of root or base word, and changed the noun to adjective (Halawa, Raflis, & Reni, 2016). It was added to only one word or a derived new word namely “elementary”. The development of this derived word was discussed below:

The derived word “elementary” was the word combined by two morphemes conjoining together. Those morphemes were free morpheme “element” and a derivational suffix “-ary”. This combination derived a new word because the meaning and the class word of “element” changed. The class word of the word “element” was a noun. However, the class word of elementary was an adjective. In conclusion, the addition of derivational “-ary” changed the word into adjective.

Derivational Suffix “-ly”

One derivational suffix found in the students’ research abstracts was derivational suffix “-ly”. It was a kind of suffix as it appeared in the end of root or base word, and turn the base word into adverb (Halawa, Raflis, & Reni, 2016). It was a kind of derivational suffix that turned the base word into adverb. In this study, derivational suffix “-ly” appeared in the development of the word “easily”.

The word “easily” was formed by two morphemes. The first one was free morpheme “easy”. The second one was derivational suffix “-ly”. The combination of those morphemes created or derived a new word because it changed the part of speech of the word attached. The part of speech of the word “easily” was an adjective. However, the part of speech of the derived word “easily” was an adverb. The meaning of the word “easy” was (the way to express that something is not difficult or does not need hard effort). However, the word “easily” meant (something that expresses easy thing).

Percentages of the types of derivational morpheme

In addition, the researcher aims to give more information about the percentage of the types of derivational morpheme. After gaining the data related to the percentage of the types of derivational morpheme, the researcher found out the most type of derivational morpheme used by alumni of the master of English Education at STKIP PGRI Sidoarjo. In finding out the percentage of types of derivational morpheme, the following formula:

$$\frac{f}{N} \times 100\% = n\%$$

N = the total number or frequency of each type of derivational morpheme

f = the number of each type of derivational morpheme

n = the percentages of type of derivational morpheme

Firstly, percentage of derivational prefix

$$\frac{2}{46} \times 100\% = 4.3\%$$

Secondly, percentage of derivational suffix

$$\frac{44}{46} \times 100\% = 95.7\%$$

Table 4.3 Percentages of the types of Derivational Morpheme

No.	Types of Derivational Morphemes	Frequency	Percentages
1.	Derivational Prefix	2	4.3%
2.	Derivational Suffix	44	95.7%
TOTAL		46	100%

Adapted from (Putri, 2018:21).

After presenting the data in the form of table, the researcher converted that table into a figure. This figure was called figure 4.1. It presented some information related to the percentages of the types of derivational morpheme.

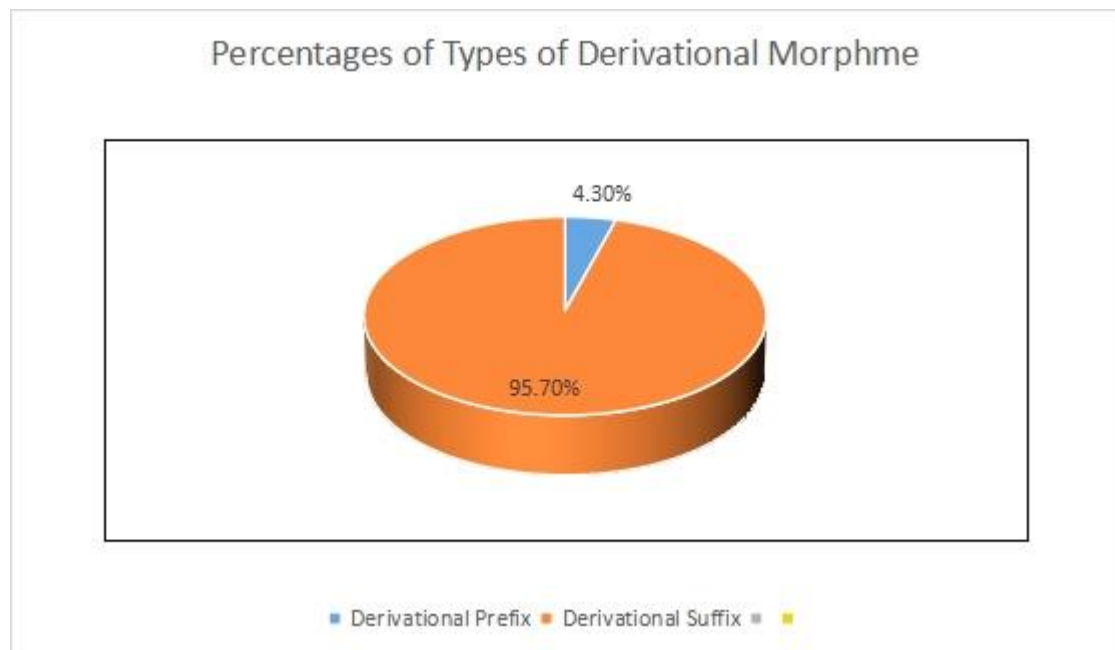


Figure 4.1 Percentages of Types of Derivational Morphemes

Based on above figure and table, the percentage of derivational suffix was 95.70%. However, the percentage of derivational prefix was 4.30%. It showed that derivational suffix was more frequently used by five alumni of Master of English Education Department at STKIP PGRI Sidoarjo. In Addition, the most type of derivational morpheme used by the research subjects was derivational suffix.

4.2.2 Discussion of Types of Inflectional Morpheme

Types of inflectional morpheme are described as the categories or classification of inflectional morpheme caused by the grammatical rules. It is used to express grammatical meaning of words attached. In English, we know that inflectional affix can be divided into several categories. This category covers eight types of inflectional morphemes. They are (1) plural, (2) possessive, (3)

comparative, (4) superlative, (5) present tense, (6) past tense, (7) present participle, and (8) past participle (Wardhani, 2015).

In this study, three inflectional morphemes were not found by the researcher. Those inflectional morphemes were: (1) inflectional comparative “-er”, (2) superlative “-est”, and (3) past participle “-en”. It meant that there were five types of inflectional morpheme that were discussed in this study. They were (1) plural “-s”, (2) possessive “-'s”, (3) present “-s” or “-es”, (4) past “-ed”, and (5) present participle “-ing”.

Inflectional Plural “-s”

In this sub part, the researcher discussed one type of inflectional morpheme that modified some nouns in the students’ research abstracts. This type of inflectional morpheme was inflectional plural “-s”. It was attached in the end of base words as it was a suffix. The attachment of this inflexional morpheme, inflectional plural “-s”, indicated the noun plural (Rugaiyah, 2018). It modified some English countable nouns. Viewed from the presented data, this morpheme modified some inflected words including: (1) students, (2) researchers, (3) cycles, (4) results, (5) contexts, (6) parts, (7) pupils, (8) materials, (9) indicators, (10) questions, (11) numbers, (12) communicants, (13) types, (14) reasons, and (15) findings.

The first inflected word was “students”. It can be separated into two morphemes including free morpheme “student” and bound morpheme “-s”. The next inflected word was “researchers”. It was a free morpheme “researcher” that was added by inflectional plural “s”. The inflected word “cycles” was formed by

two morphemes including “cycle” as a free morpheme and bound morpheme “-s”. Thus, the inflected word “results” was formed by the combination of free morpheme “result” and an inflectional plural “-s”.

The next inflected word was “contexts”. It consisted of two morphemes namely “context” as the free morpheme and “-s” as the bound morpheme attached. The inflected word “parts” was a complex word formed by the combination of a noun “part” and a bound morpheme “-s”. Next, the word “pupils” was an inflected word as it was formed by a noun “pupil” modified by the bound morpheme “-s”. The inflected word “materials” was formed by two morphemes conjoining together. Those morphemes were free morpheme “material” and bound morpheme “-s”. Inflected word “indicators” contained free morpheme “indicator” and bound morpheme “-s”.

The next inflected word was “questions”. It was called as inflected word because it was developed by two morphemes including free morpheme “question” and bound morpheme “-s”. An inflected word “numbers” was developed by two morphemes that were free morpheme “number” and bound morpheme “-s”. The inflected word “communicants” came from the combination of free morpheme “communicant” and bound morpheme “-s”.

In addition, the inflected word “types” was a combination of noun “type” that was modified bound morpheme “-s”. The word “reasons” can be called as an inflected word as it was formed by the two morphemes that were free morpheme “reason” bound morpheme “-s”. The last inflected attached by inflectional plural

was “findings”. It contained two morphemes including free morpheme “finding” modified by bound morpheme “-s”.

Inflectional Possessive “-’s”

Inflectional possessive was one of types of inflectional morpheme that was discussed by the researcher. The inflectional possessive “-’s” was described as a type of inflectional affix that has a role to indicate the possession or noun possessive (Rugaiyah, 2018). It can also be called as genitive inflection. It means that this morpheme explains the base word’s belongings. It was found in the students’ research abstracts as it attached to nouns. It was added in the end of noun.

The results of this study showed that this morpheme occurs several times. Its appearance caused some words became inflected words. In this students’ research abstracts, the possessive “-s” or “-’s” appeared in the inflected word (1) “student’s”, (2) “students’, and (3) pupil’s.

Firstly, the inflected word “student’s” was formed by the combination of two morphemes that were free morpheme “student” and bound morpheme “-’s”. In contrast with the word “student’s”, the word “students” was formed by three morphemes including a free morpheme “student” and two inflectional morphemes. The free morpheme “student” was modified by inflectional plural as (student + s) and after that, it was modified by inflectional possessive (students + ‘s). Lastly, the inflectional word “pupil’s” was developed by a free morpheme “pupil” and it was modified by an inflectional morpheme “-’s”.

Inflectional Present “-s” or “-es”

A type of inflectional morpheme signaling the grammatical functions of verb was an inflectional present “-s”. It means that it only modified the verb in a sentence. Same as the other types of inflectional morpheme, it appeared in the end of the base word as a suffix. In English, the inflectional present “-s” inflected verbs in order to indicate the third singular person (he, she, and it). Thus, this morpheme was used to show that the subject of simple present tense was the third person (Rugaiyah, 2018). This case happened only in simple present tense.

Viewed from the data analysis, the researcher found some inflected words caused by inflectional present. Those inflected words were (1) discusses, (2) uses, (3) shows, (4) means, (5) wants, and (6) tells. Those inflected words were broken down in the description below:

The inflected word “discusses” can be broken down into two morphemes including a free morpheme “discuss” and a bound morpheme “-es”. The next inflected word caused by inflectional present was “uses”. This word contained two morpheme that were a free morpheme “use” combined by an inflectional present “-s”. The inflected word “shows” was inflexion that was formed by a free morpheme “show” and an inflectional “-s”.

The next inflected word attached by inflectional present “-s” was “means”. It came from two morphemes conjoined together that were free morpheme “mean” and inflectional present “-s”. The inflected word “wants” consisted of a free morpheme “want” and an inflectional present “-s”. The last inflected word

modified by inflectional present “-s” was “tells” that was formed by free morpheme “tell” and an inflectional present “-s”.

Inflectional Past “-ed”

One of the types of inflectional morpheme that attached to the verb was inflectional past “-ed”. The inflectional past added to the words that were regular verbs. Inflectional past “-ed” was used to indicate past tense (Rugaiyah, 2018). It means that it is used to create a variant of regular verbs. It was located in the end of the base words as a suffix. In the students’ abstracts, there were some inflected verbs found by the researcher there were: (1) rejected, (2) accepted, (3) concluded, (4) carried, (5) focused, (6) based, (7) presented, (8) collected, (9) showed, (10) classified, (11) followed, and (12) switched.

In data analysis, there was an inflected word attached by inflectional past “-ed”. It was “rejected”. This word can be broken down into two morphemes that were free morpheme “reject” and inflectional past “-ed”. The next case, there was an inflected verb namely “accepted”. This word contained two morphemes that were a free morpheme “accept” and an inflectional past “-ed”. The word “concluded” was classified as an inflected word because it was developed by combining a free morpheme “conclude” and an inflectional past “-ed”.

The inflected word “carried” consisted of two morphemes that were a free morpheme “accept” and an inflectional past “-ed”. Next, the word “focused” was recognized as an inflected word as it was formed by a free morpheme “focus” and an inflectional past “-ed”. The next inflected word caused by inflectional past was

“based”. This inflected word was formed by a free morpheme “base” and an inflectional past “-ed”.

The inflected word “presented” contained a verb “present” that was modified inflectional past “-ed”. The next word was “collected”. This word was identified as an inflected word as it was developed by two that were a free morpheme “collect” and an inflectional past “-ed”. The inflected word “showed” contained a free morpheme “show” and an inflectional past “-ed”.

classified, (11) followed, and (12) switched.

The next inflected word was “classified”. Thus, this word was recognized as an inflected word as it was formed by a free morpheme “classify” and an inflectional past “-ed”. The inflected word “followed” consisted of a free morpheme “follow” and an inflectional past “-ed”. The last inflected word caused by inflectional past “-ed” was “switched”. It was formed by two morphemes that were a free morpheme “switch” and an inflectional past “-ed”.

Inflectional Present Participle “-ing”

One of the types of inflectional morphemes that was used to modify verbs was inflectional present participle “-ing” (Rugaiyah, 2018). This “-ing” is added to the end of verbs as a suffix. It was used for giving the variations of verbs. It means that it has roles in the grammatical rules in a sentence. Thus, the attachment of this morpheme caused the grammatical meaning of verbs.

This morpheme, inflectional present participle, was added into all verbs in order to indicate progressive tenses. In addition it appeared in a verb in order to show the progressive aspect. In the students’ research abstracts, the inflected

words caused by inflectional “-ing” were (1) reading, (2) using, (3) developing, (4) according, (5) speaking, (6) collecting, (7) analyzing, (8) having, (9) switching, (10) learning, (11) teaching, (12) recording, (13) establishing, (14) involving, (15) lacking, (16) understanding.

“Reading” is an inflected word as it was formed by two morphemes joining together. The first morpheme was a free morpheme “read, and the second morpheme was an inflectional present participle “-ing”. The next case, the inflected word “using” contained two morphemes namely: free morpheme “use” and an inflectional present participle “-ing”. The word “developing” was an inflected word as it contained a free morpheme “develop” added by an inflectional present participle “-ing”. The inflected word “according” was formed by a free morpheme “accord” inflected by an inflectional present participle “-ing”.

The inflected word “speaking” was developed by two morpheme conjoined together that were a free morpheme “speak” and an inflectional present participle “-ing”. The next case, the inflected word “collecting” was formed by a free morpheme “collect” added by an inflectional present participle “-ing” in the end of this word. The word “analyzing” was recognized as an inflected word as it consisted of two morphemes. They were a free morpheme “analyze” and an inflectional present participle “-ing”. The inflected word “having” was formed by two morphemes that were a free morpheme “have” and an inflectional present participle “-ing”.

The next case, an inflected word “switching” had two morphemes. They were a free morpheme “switch” and an inflectional present participle “-ing”. The

inflected word “learning” was formed by two morphemes called a free morpheme “learn” and an inflectional present participle “-ing”. The next case, the inflected word “teaching” can be broken down into a free morpheme “teach” and an inflectional present participle “-ing”. The inflected word “recording” contained two morphemes that were a free morpheme “record” and an inflectional present participle “-ing”.

The word “establishing” was categorized as an inflected word because a free morpheme “establish” was attached by an inflectional present participle “-ing”. The inflected word “involving” contained two morphemes called a free morpheme “involve” and an inflectional present participle “-ing”. The inflected word “lacking” consisted of a free morpheme “lack” and an inflectional present participle “-ing”. The last inflected word caused by inflectional present participle was “understanding”. It was formed by two morphemes conjoining together namely a free morpheme “understand” and an inflectional present participle “-ing”.

Percentages of the Types of Inflectional Morphemes

In order to give additional information about the most type of inflectional morpheme used in the thesis abstracts written by the Alumni of Master of English Education at STKIP PGRI Sidoarjo, the researcher counted the percentages of each type of inflectional morpheme. Those percentages can be considered as the data used to find out the the most type of inflectional morpheme. A formula was used by the researcher in order to count each percentage of type of inflectional morpheme as follows:

$$\frac{f}{N} \times 100\% = n\%$$

N = the total number or frequency of each type of inflectional morpheme

f = the number of each type of inflectional morpheme

n = the percentages of type of inflectional morpheme

The percentage of plural was:

$$\frac{37}{125} \times 100\% = 29.6\%$$

The percentage of possessive was:

$$\frac{9}{125} \times 100\% = 7.2\%$$

The percentage of comparative was:

$$\frac{0}{125} \times 100\% = 0\%$$

The percentage of superlative was:

$$\frac{0}{125} \times 100\% = 0\%$$

The percentage of present was:

$$\frac{10}{125} \times 100\% = 8\%$$

The percentage of past was:

$$\frac{24}{125} \times 100\% = 19.2\%$$

The percentage of present participle was:

$$\frac{45}{125} \times 100\% = 36\%$$

The percentage of past participle was:

$$\frac{0}{125} \times 100\% = 0\%$$

Table 4.4 Percentages of the Types of Inflectional Morphemes

No.	Types of Inflectional morpheme	Frequency	Percentage
1.	Plural	37	29.6%
2.	Possessive	9	7.2%
3.	Comparative	0	0%
4.	Superlative	0	0%
5.	Present	10	8%
6.	Past	24	19.2%
7.	Present Participle	45	36%
8.	Past Participle	0	0%
	Total	125	100%

Adapted from (Rugaiyah, 2018)

Based on the data presented in the table 4.4, it can be described that there were no inflectional comparative, past participle, and superlative as those data had 0% of percentage. There were thirty seven data (29.6%) identified as inflectional plural, nine data (7.2%) were classified as inflectional possessive, ten data (8%) recognized as inflectional present, twenty four data (19.2%) identified as inflectional past, and forty five data (36%) classified as inflectional present participle. Thus, based on those statements, the most type of inflectional morpheme was inflectional present participle.

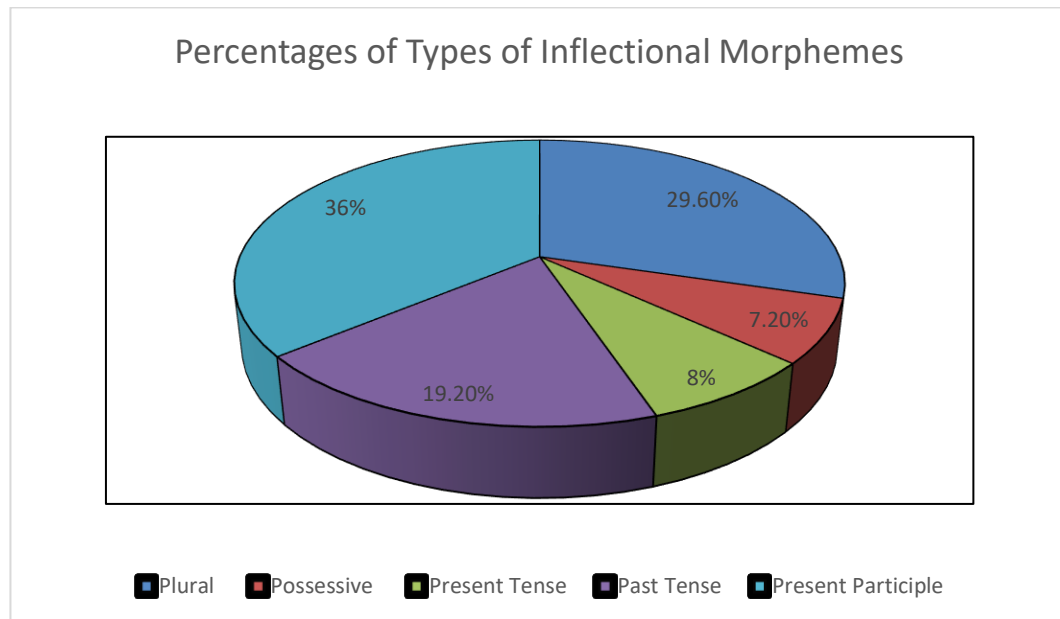


Figure 4.2 Percentage of Type of Inflectional Morpheme

