

# Analysis the Use of Inflectional and Derivational In Students' Writing

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**Abstract.** This research uses a qualitative descriptive method with a survey design to analyze the use of morphemic processes, classification and categorization of derivational and inflectional morphemes in students' writing. The research focused on abstracts of scientific articles written by fourth semester students at the Indonesian Catholic University, Santu Paulus Ruteng, with a sample size of 15 students. The 15 students were selected based on their writing results which were in accordance with the criteria. The research instrument is documentation of student writing. The results showed that students' articles mostly consisted of three categories of morphemes that were widely used. First, in the noun category there are 176 occurrences involving the transformation of verbs into nouns or adjectives into nouns. Second, students demonstrate the use of morphemes that change nouns into adjectives. Third, students use morphemes that change adjectives into adverbs. In addition, students also used inflectional morphemes, with the inflectional morpheme “-s” mostly used to indicate the plural form of nouns in their articles. Furthermore, they use the inflectional morpheme “-ed” to indicate the past tense in their writing. Effective use of these morphemes contributes to the clarity and accuracy of students' writing.

**Keywords:** Article; derivational; inflectional; morphology

## 1 Introduction

Language meaning and language meaning related to linguistics are combined to form linguistics. Put differently, linguistics is linked to the exchange of language-related data, which is important for its subfields. The study of linguistics focuses on the complex processes involved in language. It is impossible to isolate the rapidly expanding area of linguistics from other equally significant disciplines like politics, law, social studies, literature, culture, and psychology, among others [1]–[5].

This is so that, in addition to studying language products as independent entities, the linguistic orientation may also look into the ways that society as a whole facilitates social interaction [6]–[8]. "The theoretical and empirical investigation of real-world problems in which language is a central issue" is what Brumfit defined as applied linguistics. This implies that the engineering of linguistics is applied linguistics. Stated differently, applied linguistics is the application of linguistics to real-world issues. The study of language in detail is the subject of a subfield of linguistics known as micro-linguistics. It describes language as a separate and distinct natural phenomenon [9].

Micro-linguistics directs the study of a particular language's internal structure as well as the internal structure of languages generally. Furthermore, the field of linguistics known as micro-linguistics studies language from within, or from the viewpoint of the language itself. In today's world, English has become increasingly vital for effective international communication and

serves as the primary language in various domains such as international business and academic conferences [10] Proficient writing and grammatical skills allow authors to interact with readers in a clear and understandable way. However, using poor language when writing just confuses the reader. It is essential to use appropriate language to express your ideas effectively and to use strong foundational grammar to lend credibility to your writing. Given that grammar is an essential aspect of the writing process, people especially teachers might advise students to proofread their own work for grammatical errors [11].

Grammar encompasses four distinct subfields, namely Phonology, Morphology, Syntax, and Semantics. Morphology is the field of study that examines the nature of words, their formation, and how their meaning can be altered through usage [12], [13]. It focuses on the processes involved in creating new words, including the formation of compound words and complex words. Compound words arise from the fusion of two separate morphemes, whereas complex words emerge when a free morpheme is combined with one or more affixes. Affixes, which are bound morphemes, alter words by attaching themselves to free morphemes. These bound morphemes can be categorized into two types: derivational morphemes and inflectional morphemes.

Furthermore, Morphology is a branch of linguistics that studies and examines the building blocks of language, or the parts of grammar, and how they influence changes in grammar and meaning. The study of systematic covariation in word form and meaning is known as morphology [14]. Thus, studying morphology will definitely help one understand how language words are formed. A word is a unit that belongs to a certain class of grammatical operations. Word is the basic unit of language. Because every word has a purpose, language without words is meaningless. One of the crucial components in the development of a language is the use of words, particularly when creating written works. The problem of the word category is a challenging one. Each language variety's words undergo distinctive forms that result in words with distinct meanings. Language words that only have the morpheme as their exclusive source of meaning [15].

Derivational morpheme involves the creation of new words by changing the lexical category of a base word. In English, derivational morphemes can function as both prefixes and suffixes, unlike inflectional morphemes. Through the process of affixation, derivation generates words that belong to a new lexical category or convey a meaning distinct from that of the base word [14].

A derivational morpheme is one that is added to a base to create a new term with a different classification of parts of speech. A derivational morpheme added to the word base might alter the word's part of speech or grammatical category. Derivational morphemes can form new words from preexisting ones in two different ways. Words like "true versus untrue" and "paint versus repaint" are examples of terms whose meanings they might alter. They can also change a word's lexical category, such as "true is an adjective, truly is an adverb, and truth is a noun." It is during the derivation process that a new language form is produced [16].

For example, adding the suffix '-er' to the verb base 'sell' transforms it into the noun 'seller'. Derived words constitute separate lexical items that are stored as independent entries in a speaker's mental lexicon. Developing a complete understanding of derivational morphology requires significant time and conscious effort.

However, inflectional morpheme is a bound morpheme that does not alter the grammatical category of the stems it attaches to. Instead, its purpose is solely to indicate grammatical rules or features. The meaning of a portion of speech does not change as a result of an inflectional morpheme, which illustrates the relationship between syntactic and semantic aspects in different words within a sentence. Additionally, all members of the group typically appear at the ends of

sentences. Unlike the fields, which produce various words, the inflection area produces variations of the same lexeme. Inflection alters the structure of words by retaining the original term and grammatical rules. For instance, in English nouns, the plural category is commonly denoted by appending the inflectional suffix '-s' (e.g., 'chair-chairs'). In the case of verbs, inflection marks the grammatical distinction between past and non-past forms, typically achieved by adding the suffix '-ed' to indicate the past tense (e.g., 'talk-talked'). It can be understood that inflections serve as grammatical variations of a single lexeme [17].

Several studies relevant with analysis of derivational and inflectional morpheme, first study was to examine the usage of derivational and inflectional morphemes in argumentative essays produced by students, using descriptive qualitative approach and utilizes the documentation technique [18]. They found that the presence of all categories of derivational and inflectional morphemes in the students' essays. The inflectional morphemes are verb to noun, noun to adjective, and adjective to adverb respectively. Additionally, two categories dominated the derivational morphemes are the plural marker "-s" and the past tense marker "-ed". Furthermore, another study investigated the realization of derivational and inflectional processes in students' writing, using a descriptive qualitative design [19]. The researchers discovered 4 inaccuracies in the data addition process, while 6 errors were identified in the data transformation procedure. Furthermore, the investigation of various inflectional and derivational affixes used in text and found that there are distinct words belonging to the category of Inflectional affixes and Derivational affixes. Consequently, when considering the results, Inflectional and Derivational has the potential to construct words [20].

Previous researchers conducted dominantly on the use of derivation and inflection types. However, the current thesis focus on Analysis the Use of Inflectional and Derivational In Students' Writing. The researcher want to analysis the use of morphemic, classification and categorization derivational and inflectional in students writing. Nonetheless, there are both similarities and distinctions between the subject of their investigation and the ongoing research carried out by the present researcher. Most students consider writing as a requirement, but they do not fully understand the use of morphemes in writing.

The object utilized in this study shows how the novelty it is. wherein the researcher's primary focus is on analyzing student writing that falls inside the abstract. This is considered a distinctive aspect of the research that is being done. recognized as a uniqueness because, while the author's general goal mostly to observe derivational and inflectional forms in student writing throughout the text, in the context of this paper, the author's true goal is to observe how student writing's abstract can demonstrate the use of these forms.

Therefore, this study aims to analyze the use of inflectional and derivational morphemes in articles written by students so that it can help students and readers in understanding more about derivational and inflectional morphemes. By applying a qualitative descriptive approach and analyzing a number of student articles, this study aims to improve understanding of how these morphemes are used in the context of student writing and their impact on language and expression proficiency. By deepening our understanding of the use of inflectional and derivational morphemes in student writing, this research is expected to make a valuable contribution to the field of teaching and learning English. In addition, it is hoped that the results of this study will provide new insights into students' language proficiency and assist the development of more effective teaching strategies in the context of academic writing.

## **2 Method and Materials**

The research methodology adopted in this study encompasses various elements crucial for a comprehensive exploration of the subject. The chosen research design is a descriptive qualitative method, aiming to delve into a specific phenomenon by collecting, analyzing, and interpreting data in the form of words, pictures, or actions. This approach, involves obtaining descriptive data through the observation of people's behavior, focusing on extracting meaning and understanding within a contextual framework [21].

The object of the research comprises scientific articles authored by fourth-semester students at UNIKA ST. Paulus Ruteng, totaling 15 students. However, the analysis is confined to the abstract section of each article. The only reason the authors decided to examine student abstracts was to observe how students may apply derivational and inflectional meaning to the core of a written work. The technique employed for data collection involves document analysis, with the scientific articles serving as the primary source. Categorized as documentation because the author obtained data from the results of student writing and the writing was in the form of documents. Active researcher involvement in the data collection and analysis process, leveraging their expertise, ensures a nuanced interpretation of the gathered data. Specifically, the study concentrates on examining derivational and inflectional morphological forms within the abstracts, guided by relevant theories.

The instruments used for data collection and analysis include documentation (scientific articles) and the researcher as the primary instrument. Content analysis or document analysis is applied to interpret the data obtained from these documents. The procedures of collecting data of the study involves focusing on derivational and inflectional morphemes within abstracts, selecting the relevant media for observations (15 abstracts from fourth-semester students), and categorizing these morphemes into different types. Derivational prefixes and suffixes, along with eight types of inflectional morphemes, namely plural, possessive, present tense, past tense, comparative, superlative, past participle, and present participle, are specifically examined. This meticulous approach facilitates a thorough understanding of the patterns and implications of morphological usage within the students' articles. In analyzing the data, the authors used some steps namely identifying data, classifying data, interpreting and displaying data. In identifying the data, the authors identified the necessary data based on the needs of the analysis in this case words related to derivational and inflectional processes. next, the author distributes the data based on their types. after that, the author begins to interpret all the data that has been found such as what types of words are more dominantly used in the abstract of student writing and approximately what the underlying reasons are. after everything is finished interpreting all the results the author explains in the result section of this article.

## **3 Results and Discussion**

The objective of this research is to assess the frequency of utilization of derivational and inflectional morphemes in students' academic writing. The table below presents the various categories and methods of word formation associated with each derivational morpheme found in the article produced by the students in table 1:

Table 1. Result of Analysis Categorize of Derivational

| No.          | Derivational types | Categorize   | Example words  | Frequency  |
|--------------|--------------------|--|--|------------|
| 1.           | Noun               | Verb to Noun and Adjective to Noun (-ness, -er, -ment, -ion, -ance, -age, -or, -ing, -ist, -ure) | Emotion, Resilience, Kindness, Writer, Movement, Breakage, Instructor, Baking, Optimist, and Closure.            | 176        |
| 2.           | Adjective          | Verb to Adjective and Noun to Adjective (-ful, -ish, -al, -ous, -y, -ed, -less, -able, -ive,)    | Beautiful, Traditional, Childish, Historical, Courageous, Cloudy, Fulfilled, Fearless, Manageable, and Talkative | 73         |
| 3.           | Verb               | Adjective to Verb and Noun to verb (-ize, -en).  | Recognize, Organize, Energize, Maximize, Utilize, Deepen, Weaken, Lengthen, Soften, and Worsen                   | 39         |
| 4.           | Adverb             | Adjective to Adverb; -ly   | Funny, Silly, Cloudy, Noisy, Spicy, Hairy, Shiny, Rainy, Sleepy, Grassy  | 13         |
| <b>Total</b> |                    |  |  | <b>301</b> |

The paragraph discusses the analysis of derivational and inflectional morphemes used by students in writing their articles. The paragraph mentions that the total number of occurrences of derivational morphemes varies across different categories. In particular, the noun category has a total of 176 instances as nouns often hold significant importance in summarizing the main concepts and outcomes of a research study, the adjective category appears 73 times, the adverb category occurs 39 times, and the verb category is represented by 13 instances. Thus, if summed up from each category, it can be concluded that the number of uses of derivational morphemes in students' articles is 301 occurrences. In addition, this study not only investigates derivational morphemes, but also examines the use of inflectional morphemes in students' abstract articles. Table 2 provides information about the categories and word formation associated with each inflectional morpheme used in the students' articles.

Table 2. The Inflectional Morpheme in Students-written Articles

| No.          | Categories                             | Example words   | Frequency  |
|--------------|--|---|------------|
| 1.           | -s or -es as plural noun               | Cat,Books, Dogs,<br>Cars, Boys,cats,<br>Boxes,Watches, Houses,<br>Brushes                                   | 79         |
| 2.           | -ed as past tense                      | Walked,<br>Played,Jumped,<br>Talked,Started,<br>Baked,Opened,<br>Washed,Loved, Created                      | 62         |
| 3.           | -’s as possessive                      | John’s, Sarah’s, dog’s,<br>car’s, sister’s, cat’s,<br>brother’s, bird’s, bag’s,<br>shoes’s                  | 14         |
| 4.           | -s as third person<br>singular present | Runs, Talks,<br>Eats,Jump, Writes, Plays,<br>Swims, Barks, Laughs,<br>Cries                                 | 50         |
| 5.           | -ing as progressive                    | Running, Eating,<br>Sleeping, Dancing,<br>Laughing, Studying,<br>Playing, Reading, Writing,<br>Cooking      | 47         |
| 6.           | -est as superlative                    | Tallest, Fastest,<br>Strongest, Smartest,<br>Biggest, Bravest, Fattest,<br>Loudest, Brightest,<br>Prettiest | 6          |
| 7.           | -er as comparative                     | Faster,<br>Taller,Smarter,Stronger,<br>Quicker, Bigger,Braver,<br>Brighter                                  | 2          |
| 8.           | -en as past participle                 | Given, broken, Eaten,<br>Taken, Spoken,Broken,<br>Chosen, Written,<br>Forgotten, Taken                      | 5          |
| <b>Total</b> |  |   | <b>265</b> |

The findings in table 2 indicated that when it came to the use of inflectional morphemes in their articles, the students predominantly utilized the plural noun category, specifically the addition of "-s" or "-es" to form plurals. The results presented in table 2 showed that when analyzing the use of inflectional morphemes in the students' articles, one specific category stood out: the plural noun category. The students predominantly employed the addition of "-s" or "-es" to nouns in order to indicate plurality. In other words, they used these suffixes to make nouns refer to more than one object or entity. This was the most common type of inflectional morpheme utilized by the students. On the other hand, the students' usage of other categories of inflectional morphemes, such as verb tense or possessive forms, was minimal or uncommon in

their written work. On the other hand, the students rarely employed other categories of inflectional morpheme.

The results of this study are also reflected in previous research, the results of which are This research was similar to Riana Rizkia's research. Riana Rizkia also chose derivational and inflectional as her study. 98 However, she used song lyrics from Deen Squad. The results of Riana Rizkia's research are almost similar to this study. She also discovered the derivational and inflectional processes that occur in Deen Squad's song lyrics. However, Riana Rizkia found 17 times in 9 derivational affixes and 93 inflectional affixes in 8 types, while this study found 24 times in 6 derivational affixes and 40 inflectional affixes in 6 types [11].

## 4 Conclusion

In students' article writing, three categories of morphemes were widely used. The first category involved the transformation of verbs or adjectives into nouns. For example, the word "researcher" consisted of the morphemes "research-" and "-er," with "research" functioning as a verb and "-er" converting it into a noun. The second category focused on changing nouns into adjectives. By adding suffixes like "-al," the students converted words such as "culture" into adjectives like "cultural." The third category observed was the transformation of adjectives into adverbs. Suffixes like "-ly" were added to adjectives to form adverbs, as seen in words like "sequentially."

In addition to derivational morphemes, the students utilized inflectional morphemes, primarily the plural marker "-s," to indicate plural forms of nouns. Furthermore, the students employed the inflectional morpheme "-ed" to indicate past tense in their writing. In summary, students' argumentative essays demonstrated the use of derivational and inflectional morphemes. These morphemes allowed for the conversion of verbs to nouns, adjectives to nouns or adverbs, and the indication of plurals or past tense. The effective use of these morphemes enhanced the clarity and precision of the students' writing.

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