

ORDER OF MORPHEMES ACQUIRED BY THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT THE FACULTY OF EDUCATION

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Abstract

This research is pertinent to the morphemes made in the writing examination by the first semester students or freshman of English Department of Faculty of Education Catholic University of Saint Thomas in the academic year 2012/2013. There are two classes of the first semester students in English Department, and one class with 34 students is taken out as a sample to represent the whole first semester students in the academic year 2012/2013. The research data is taken from the result of the first semester writing examination, especially paragraph writing. Thus, there are 34 paragraphs thoroughly examined one by one to obtain morphemes both inflectional and derivational morphemes, including compounding words. The result of data analysis shows that the students produce 550 morphemes comprising 450 inflectional morphemes, 100 derivational morphemes, and 20 compounding words. Of the inflectional morphemes, irregular past morpheme amounts to 169, and that of regular one amounts to 101. But if it is seen from the verb form without the frequencies, the regular verb form amounts to 59 verbs, while the irregular amounts to 36 verbs only. In other words, the irregular verb form has much more frequencies than that of the regular one. Then, this number is followed by the plural morpheme which amounts to 77 frequencies. Meanwhile, of the derivational morphemes, noun suffix {-ing} has the highest position, namely 57 frequencies, then followed by adjective with 28 frequencies, adverb with 15 frequencies and verb with 1 frequency. Based on the data analysis, it can be concluded that the easiest morphemes are the most produced by the students, and then followed by the most difficult morphemes. This is in line with the language learning theory which says that the learners will grasp the easiest parts first, then gradually move to the more difficult.

Keywords: morphemes, order of morphemes, writing

I. INTRODUCTION

1.1 The Background of the Study

Words are the smallest meaningful unit of a sentence which can stand in isolation. They can be seen from many aspects to give a definition. However, when words are seen from the point of form, they can be divided into three groups: (1) simple, (2) complex, and (3) compound word. Simple word is a form which cannot be further segmented. In other words, a simple word is a root, for example, book, table, basket, etc. Complex word is a form with an affix or affixes. The words, **books** and **developers**, for instance, are complex words because they can still be segmented into smaller parts. Whereas compound word is a combination of simple word with another simple word, for example, **line diagram**, **price list**, **stock market**, etc. The combination of two simple words may sometimes produce a new meaning which cannot be traced from its individual words. For example, outcast, underdog, pay dirt etc. When the word “pay dirt” is individually seen or summed up, then the meaning is different from its real meaning. One cannot say that the meaning is “to pay something dirty”, but the real meaning is “hidden treasure”. However, mostly the meaning of compound word can be traced from its individual words like the example above, price list, line diagram, etc.

Sometimes it can be confusing when we talk about word and morpheme. As it is mentioned before that a word is the smallest meaningful unit of a sentence, and a morpheme is the smallest meaningful unit of a word. Therefore, a word must be a morpheme which is called a free morpheme. Whereas a morpheme is not necessarily a word. For example, “boys” is a

word and at the same time is also a morpheme. When it is asked how many words are there in the word “boys”? And how many morphemes? The answer is different, it is still one word, that is complex word, but two morphemes, free and bound morpheme. From this point of view, it can be seen that a morpheme is not always a word. Like the word “boys”, {-s} is a bound morpheme which indicates plurality. It is never a word because it cannot be in isolation, whereas “boy” is a word and at once also a morpheme as it can stand in isolation and constitute a certain meaning. That’s the way how we distinguish a word from morpheme, and vice versa.

When we talk about how words are formed, we have to refer to word and morpheme. New words can be formed from the existing word with other morphemes which can change the category of the root. Such a process is called affixation, it means an addition of a bound morpheme to the root will form a new word. For example, the “modern” (adjective), then the suffix {-ize} is attached to it, we shall obtain a new word “modernize” which has already changed the category from adjective to verb. That’s the way how we get a new word.

This study discusses the morphemes produced by the first semester students of English Department of Faculty of Teachers Training and Education on their writing semester examination in the academic year 2012/2013.

1.2 The Problem of the Study

This study will try to identify and order the kinds of morphemes produced by the first semester students of English Department of Faculty of Teacher Training and Education in their writing examination. Thus, the problem of the study can be formulated as follows: What kinds of morphemes are produced or employed by the first semester students of English Department of Faculty of Teacher Training and Education in their writing examination?

1.3 The Objectives of the Study

The objectives of the study can be stated as follows: (1) to identify and order the kinds of morphemes produced by the first semester students of English Department of Faculty of Teacher Training and Education in their semester writing examination, (2) to inform the teachers how far his/her students know the morphemes, (3) to understand the entry-behaviour of the first semester students in English Department. It is expected that this study can be a significant input for those who are concerned with teaching English to these students.

The data of this study is the writing semester examination in which the students are required to write a paragraph. Then, the paragraph is carefully read to identify all morphemes the students wrote in it. These morphemes are underlined and picked out to be analyzed later. Thus, the data are all complex words, that is a free morpheme and bound morpheme, and compound words, that is a free morpheme and another free morpheme. Then, all of the data are ordered according to their frequencies.

The data collected from the paragraph writing in the form of morphemes are ordered according to their frequencies. These morphemes are not limited, so this includes both derivational and inflectional morphemes. Therefore, simple words are not taken as data since they do not contain any suffixes. However, compound words which consist of two free morphemes are also taken as data to be discussed. The data will be classified according to their kinds and functions. From here, it can be seen what kinds of morphemes the students employ in their paragraph writing.

II. REVIEW OF LITERATURE

2.1 Words

Words are very important elements in developing sentences. Without knowing words, it is difficult to develop a sentence. In other words, a sentence will remain the same if other

words are not attached to it. To form new words at least one should know some affixes which can be attached to the root or base.

Before we move on further, it is important to understand, first of all, what a word is. According to Akmajan, et.al (1991: 14) a word is an arbitrary pairing sound and meaning. The word “brother”, for example, consists of a complex pattern of sounds associated with a certain meaning, that is “male sibling”. It is composed of five phonemes but no reason can be given why a particular combination of sounds represented by the written words, and means what it does. Those arbitrary symbols are put in order according to sentence construction. The word “brother” is “saudara” in Indonesian, so the pairing of sound and meaning is said to be arbitrary, which one you like. Of course there are a small number of words the sounds of which imitate or mimic the sounds of the words such as splash, crash, bang, mew, etc. Such words are called onomatopoeic words which form a very limited subset of the words of any given language, and for the vast majority of words the sound-pairing meaning is arbitrary. That means words hardly imitate the meaning or sounds they have and that is called arbitrary.

Bauer (1983: 12-13) shows the difference between word form and lexeme. The word form “shot” is a form of the lexeme “shoot”. Likewise the word “shoots”, “shooting”, and “shot” are all the forms of lexeme “shoot”. In other words, it can be said that the words “shoot, shoots, shooting and shot” are all subsumed under one Lexeme “shoot”. One lexeme may have several derivatives but they are still related one another. On the other hand, Todd (1987: 49) states that we can isolate four of the most frequently implied meanings of “word”: the orthographic, the morphological, the lexical, and the semantic word. An orthographic word is one which has a space on either side of it. For example, “He had a book.” There are four words in this sentence because each has a space on either side of it. A morphological word is a unique form which considers only form not meaning. The word “table”, for instance, is one morphological word, but “tables” are two morphological words. A lexical word covers the various forms of items which are closely related by meaning. Thus “take”, “takes”, “taking”, “took”, “taken” are five morphological words but only one lexical word. Whereas a semantic word involves distinguishing between items which may be morphologically identical but different meaning. The word “table”, for example, can refer to a piece of furniture or to a schedule. Thus, they belong to the same morphological word but they are two semantic words because they are not closely related in meaning.

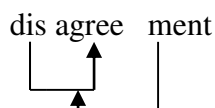
From the point of view of form, words can be classified into three parts: (1) simple words, (2) complex words, and (3) compounding words (Aart and Aart, 1982).

2.1.1 Simple Words

A simple word is a form which cannot be analyzed any further. This is called a free form which can occur alone as an independent word (Wardhaugh, 1977: 83). The word “book” is a simple word in the sense that it cannot be segmented any further. But the word “books” is not a simple word as it can still be segmented into book and {-s} which indicates plural form. {-s} is called inflectional bound morpheme which functions to indicate plurality of a noun. Likewise, the word “unreasonable” is not a simple word since it can still be segmented any further. When the bound morpheme {un-} and {-able} are removed, then the rest is a simple word, “reason” because it cannot be analyzed any further. In short, a simple word is a word without any affixes, or it is a free form which can be in isolation or stand alone.

2.1.2 Complex Words

A complex word is a form with affixes, either prefix, suffix or both. It is, of course, a word which can still be divided further. For example, “disagreement”, is a complex word which has both prefix and suffix. In other words, it has affixes on both sides of the root. However, those affixes cannot be attached simultaneously to the root like confix in Indonesian. This affix should be attached one after the other since confix is hardly known in English. Therefore, the example above should be segmented as follows: dis agree ment. Prefix {dis-} is first attached to the root,



then {ment-} later. Each affix has their own function, {dis-} functions to form negation, while {ment-} functions to form noun deriving from verb. However, a complex word can also be a word with an affix, not necessarily affixes on both sides of the root. For example, “books” is also a complex word since it can still be segmented further. This word is segmented into {book} and {-s} as inflectional morpheme indicating plurality. A complex word can consist of more than three or four morphemes such as unintentionally, untouchableness, ungentlemanliness, etc. Thus, a complex word may consist of two morphemes but can also be as long as five morphemes. We may conclude then that a complex word is a word with an affix or affixes.

2.1.3 Compounding Words

A compound word is formed by combining two or more words into one unit with a perceptible lexical meaning (Rachmadie, 1985: 49). When two free forms are combined into one unit, then it is called compound word. The word “earring”, for example, is a compound word whose meaning is traceable from its individual words. But that is not always the case, since some compound words cannot be traced from its individual words. In other words, they create a new meaning. For example, “briefcase”, cannot be traced from “brief” + “case”, but their combination produces a new meaning. Likewise, “offspring” cannot be seen from its individual words in order to get the meaning because it produces a new meaning as a whole.

The meaning of a compound word can usually be traced by its individual words like shoemaker, afternoon, book list, price list, etc. The meaning can be known from the word shoe and maker. Likewise, the meaning of afternoon, can be seen from its individual parts, after and noon, as well as book list and price list. But this is not always the case with the compound words. Some compound words are not as easy as we think since they create a new meaning, totally different from their individual words such as underdog, hotdog, green-eyed, downpour, cat walk, etc. Let us take one example from the words above, cat walk. This word does not mean the “walk of cat”, but it means a path, small, narrow road. Or, we cannot say it “jalan kucing” in Indonesian, but “jalan tikus” although it is not “mouse walk” in English. In other words, compound words cannot be translated just by looking at the individual words because some of them often create a new meaning which cannot be predicted from the number of the individual word although some can be predicted from the number of its individual words.

2.2 Morpheme

The concept of morpheme is sometimes mixed up with word. To some extent, a word is also called a morpheme but a morpheme is not always a word. When a word is a morpheme, it must be a free morpheme which can be in isolation. But when a morpheme is not a word, it

must be a bound morpheme which cannot be in isolation, or which cannot stand alone. It is only meaningful if it is combined to a free morpheme. That is why a morpheme is defined as the smallest meaningful unit of a word. For example, morpheme {ful-} is meaningful if it is combined to another morpheme “beauty”, to become “beautiful.” This suffix {ful-} cannot stand alone by itself, but the word “beauty” does. Below the morpheme is discussed in detail.

2.2.1 Lexical Morpheme

A morpheme which can occur alone as an independent word is called a free form or morpheme (Wardhaugh, 1977: 83). Todd (1987: 42) also said that morphemes which can occur freely on their own are called free morphemes. From these two opinions, it can be concluded that a free morpheme is a word or lexical word. Thus, in this case, lexical word is similar to lexical morpheme. This lexical morpheme consists of two parts: (1) free lexical morpheme, and (2) bound-base lexical morpheme. Free lexical morphemes are identical to content word which can stand alone and carry certain meaning. These are noun, verb, adjective, and adverb. Meanwhile bound-base or bound-stem lexical morphemes are actually two bound morphemes which should occur simultaneously. These morphemes derive from foreign language, especially Latin. For example, the word “respect”, it consists of bound morpheme **re** and **spect**. These two bound morphemes should occur simultaneously, and they become bound-base or bound-stem. It looks as if it were a free morpheme, but it does not. It can be proved that bound morpheme {**re**} can occur with bound morphemes such as retain, receive, recluse, retain, etc. Likewise, the bound morpheme {**-spect**} can occur with other bound morphemes such as inspect, conspect, aspect, perspect, etc. All these words are really borrowing words. However, the bound morpheme {re-} is not always bound-base morpheme. In the word, replay, rewrite, for example, {re-} is not bound-base because play and write can occur in isolation. So in this case, {re-} belongs to the derivational morpheme indicating again or once again. Therefore, in order to decide whether one prefix belongs to bound-base or not, one has to look at the suffix it combines. If the suffix can stand alone, then the prefix is not bound-base, but those that belong to derivational morphemes.

2.2.2 Grammatical Morpheme

Grammatical morpheme is composed of two kinds, they are grammatical free and grammatical bound morpheme. The former is usually called function words as opposed to content word both of which construct the parts of speech. The latter which is much talked in morphology consists of derivational and inflectional morphemes (Todd, 1987).

Function words, free grammatical morpheme, are among others conjunction, preposition, article, etc. Both content and function words work together to form sentences although it is possible to have a sentence without function words. For example, “Books are expensive”. There are no function words in this sentence, but we can only have a limited number of sentences without function words. In a sentence “He bought a book from the store”, both content and function words are employed. By using the content and function words, we can create more and more new sentences without limit.

Grammatical bound morphemes are called affixes, and affixes are either inflectional or derivational (Aarts and Aarts, 1982: 18). Although affixes consist of prefix, infix, confix, and suffix, infix and confix are hardly known in English. The most usual affixes known in English are prefix and suffix. Derivational affixes which consist of both prefix and suffix often involve a change of word class, and inflectional affixes which consist of only suffixes never involve a change of word class or word category (Todd, 1987: 45). Derivational affixes change the word class if they attached to the root or base. For example, if the suffix {-ment} is attached to the root “improve” (verb), it becomes “improvement” as a noun. Likewise, the suffix {-al} will change the word class of “music” as a noun into adjective if it is attached to it, “musical”.

All derivational suffixes involve a change of the word class or category, but nearly all derivational prefixes do not involve a change of the word class or category, but one, that is prefix {en-}. For example, prefix {dis-} will not change the word class of “agree” as a verb, if the prefix {dis-} is attached to it. It still remains the verb “disagree”. Prefix {un-} does not change the word category of “true” as an adjective or “tie” as a verb. “Untrue” still remains as adjective, and “untie” still remains as a verb. But prefix {en-} will change the word category if it is attached to the root. For example, if prefix {en-} is attached to the root “danger” as a noun, it will become “endanger” as a verb. Another example, the root “large” or “rich” as adjective will become verbs if prefix {en-} is attached to them. They become “enlarge” and “enrich” as a verb, not adjective any more. This is the only one derivational prefix which changes the word category. All derivational suffixes change the word category if they are attached to the root. Therefore, derivational suffixes can function as noun marker, verb marker, adjective marker and adverb marker in line with the number of word class. According to Aarts and Aarts (1982: 20) there are a number of derivational suffixes which function to indicate noun, verb, adjective and adverb. Some of them are shown below.

Some derivational suffixes as a noun marker:

- {-ment} + verb : improvement, government, appointment, agreement
- {-ness} + adjective : fairness, goodness, foolishness, carelessness, usefulness
- {-ity} + adjective : familiarity, simplicity, fertility, utility, chastity
- {-ion} + verb : division, decision, attraction, conclusion, explosion
- {-ation} + verb : translation, association, clarification, operation
- {-al} + verb : arrival, proposal, refusal, trial, denial

Some derivational suffixes as a verb marker:

- {-ize}+adjective: modernize, legalize, mechanize, totalize, maximize
- {-ify} + noun/adj. : classify, clarify, modify, simplify, notify
- {-en} + noun/adj. : widen, strengthen, broaden, lengthen, blacken

Some derivational suffixes as adjective marker:

- {-ous} + noun : dangerous, numerous, glorious, industrious, luxurious
- {-able} + verb : washable, readable, payable, solvable, believable
- {-ful} + noun : beautiful, handful, careful, helpful, shameful

Some derivational suffixes as an adverb marker:

- {-ly} + adjective: slowly, carefully, beautifully, quickly, barely
- {-wise} + noun : clockwise, lengthwise
- {-ward} + adverb : backward, forward, upward, downward

These are some of derivational suffixes which change the category of the word. Some of derivational prefixes are presented below.

- {dis-} + verb/noun : disagree, disapprove, dislike, disharmony, disloyalty
- {un-} + verb/adjective : untie, undress, unlock, unlucky, untrue, unbelievable
- {im-} + adjective : impossible, impolite, improbable
- {in-} + adjective : intolerable, incompatible
- {il-} + adjective : illegal , illiterate, illegible
- {ir-} + adjective : irregular, irresponsible, irrespectable

Prefix {in-}, {il-}, and {ir-} are actually the allomorphs of the morpheme {im-}, that is the variations of a morpheme which is called conditionally definable. There are also some prefixes deriving from foreign languages, especially Latin language.

- {mono-} means one: monotone, monopoly, monogamy
- {bis-} means two: biannual, bilabial, bilateral
- {inter-} means among: internation, interconnection, intercity

{pre-} means before: premarriage, prewar,
{sub-} means under: submarine, submember, subjugate

Some derivational suffixes may function differently, depending on what stem they are attached to. Suffix {al-}, for example, may have two functions. When it is attached to noun, then the noun becomes adjective such as in historical, musical, classical, etc. However, if it is attached to a verb, then the verb becomes noun such as in approval, denial, refusal, arrival. So this suffix does not always indicate an adjective, but can also indicate a noun depending on the stem it is attached to.

Although nearly all derivational prefixes do not change the word category, there is one which changes the word category, that is prefix {en-} such as in enforce, endanger, enlarge. When this prefix is attached to the stem noun or adjective, then the stem noun or adjective becomes verb.

Prefix {en-} + danger (noun) → endanger (verb)

Prefix {en-} + force (noun) → enforce (verb)

Prefix {en-} + large (adjective) → enlarge (verb)

Prefix {en-} + rich (adjective) → enrich (verb)

In short, this prefix, {en-}, is the only one which changes the word category while other prefixes do not.

Inflectional affixes which consists of only suffix does not involve a change of word class. But each of inflectional affixes has their own function. There are eight inflectional affixes:

- (1) {-s} indicating plurality
- (2) {-s} indicating third person singular
- (3) {-s} indicating genitive
- (4) {-er} indicating comparative
- (5) {-est} indicating superlative
- (6) {-ed} indicating past tense
- (7) {-ed/en} indicating past participle
- (8) {-ing} indicating present participle

Though the number of inflectional affixes are very limited compared to that of derivational affixes, they are earlier introduced to the students. Therefore, it is not surprising that inflectional affixes will be more produced by the freshman who study English.

Unlike derivational affixes which can be in the form of prefixes and suffixes, all inflectional affixes are only in the form of suffixes. The first three inflectional affixes above have their own allomorphs. The plural morpheme has its allomorphs as the following:

- (a) /s/ → this occurs when the noun ends with voiceless consonants such as in books, baskets, desks.
- (b) /z/- → this occurs when the nouns ends with voiced consonants such as in bags, pens, dogs.
- (c) /iz/ → this occurs when the noun ends with hissing sounds such as in houses, horses, wishes, classes, busses, bushes.

Like the plural morpheme, the third person singular morpheme also has the same allomorphs, but they are attached to verb, not to noun.

- (d) /s/ → occurs when the verb ends with voiceless consonants such as in works, walks, jumps, likes.
- (e) /z/ → occurs when the verb ends with voiced consonants such as in opens, begs, buys, sells,
- (f) /iz/ → when the verb ends with hissing sound such as in washes, rushes, clashes, matches.

The genitive morpheme has the same allomorphs as the plural and the third person do. But this morpheme is attached to proper noun.

- (g) /s/ → occurs when the proper noun ends with voiceless consonants such as in Luke's, Mike's, Margareth's, Rober's.
- (h) /z/ → occurs when the proper noun ends with voiced consonants such as in Paul's, David's, Arthur's.
- (i) /iz/ → occurs when the proper noun ends with hissing sounds such as in George's mother, Claris's work, Meggy's bag.

The past tense morpheme also has allomorphs like the first three morphemes. But they are different.

- (j) /t/ → occurs when the verb ends with voiceless consonants such as in walked, worked, jumped, washed, rushed.
- (k) /d/ → occurs when the verb ends with voiced consonants such as in opened, closed, begged, played.
- (l) /id/ → occurs when the verb ends with alveolar stops, both voiceless and voiced such as in wanted, concluded, ended, started.

Morpheme {-er} can also be confusing. It is an inflectional morpheme if it is attached to base adjective to indicate comparative degree such as in the following:

- large (adjective) + {-er} → larger (adjective)
- high (adjective) + {-er} → higher (adjective)
- big (adjective) + {-er} → bigger (adjective)

This suffix {-er} is limitedly attached to base adjective within one or two syllables. If it is more than two syllables like beautiful, important, etc. Then the comparative form will be different, that is by adding the word **more**.

If suffix {-er} is attached to the verb, it is not inflectional suffix anymore, but derivational suffix which changes the stem, verb, to noun agent such as in

- (m) speak (verb) + {-er} → speaker (noun agent)
- (n) work (verb) + {-er} → worker (noun agent)
- (o) write (verb) + {-er} → writer (noun agent)

It is also possible that this morpheme is a derivational morpheme indicating not noun agent, but instrument like the following:

- (p) mix (verb) + {-er} → mixer (instrument)
- (q) cook (verb) + {-er} → cooker (instrument)
- (r) condense (adjective) + {-er} → condenser (instrument)

It can be seen that the form of morpheme {-er} seems alike but it may function differently depending to what stem it is attached. It may indicate comparative degree or instrument if it is attached to adjective, and noun agent or instrument if it is attached to verb. It may be inflectional or derivational morpheme depending on what root or stem it is attached to.

The morpheme {-est} is an inflectional morpheme indicating superlative like biggest, largest, longest, etc. Both morpheme {-er} and {-est} are only attached to base adjective to indicate comparative and superlative degree. Morpheme {-ing} is also inflectional morpheme indicating present participle like going, writing, coming, etc. But it can also indicate noun as a verbal noun with suffix {-ing} like speaking, sleeping, smoking etc. How to distinguish between the two depends on the context. By looking at the context, it can be decided if the morpheme {-ing} indicates the present participle or gerund as verbal noun. To make it clear let us have a look at the following sentences.

- (1) The dancing boy is only six years old.
- (2) Dancing is an art.

Although the underlined words seem alike but they have different function. In sentence (1) dancing is inflectional morpheme indicating adjective because **dancing** modifies **boy** as the head in the phrase **the dancing boy**. While in sentence (2) **dancing** is derivational morpheme indicating noun, that is a verbal noun. Again to distinguish these two forms we have to look at the context, otherwise we cannot decide which is which.

The last inflectional morpheme is morpheme {-ed} indicating past participle. It looks similar to the past tense for the regular verbs, but quite different from irregular verbs. The context will help decide whether it is a morpheme of past tense or a morpheme of past participle.

- (1) The man worked hard for living.
- (2) The prepared students are not nervous.

Both the underlined words have a different function although they have similar form. In (3) the word **worked** is a past tense morpheme whereas in (4) the word **prepared** is a past participle morpheme indicating adjective.

These eight inflectional morphemes are also called closed-class, meaning they close the possibility to develop a new word (Aarts and Aarts, 1982:22). So, when an inflectional morpheme is present in a word, that word cannot be developed any further. Baur (1983:221) said that a form with an inflectional morpheme is called a stem, which means the word is closed, and cannot be developed any further. For example, **untouchables**, the inflectional morpheme {-s} closes the word to be developed. Likewise the word, **bigger, worked, John's** cannot be added with something else to create a new word.

III. RESEARCH METHOD

The data are taken from the students' writing test semester I examination academic year 2012/2013 of English Department of College Education. Either of the two classes is taken as a sample to represent the first semester students of academic year 2012/2013. The number of the students are 34 students.

Their writing test in a paragraph form is examined one by one to collect any morphemes produced in the paragraph. If one morpheme is used twice within the same word in a paragraph, it will be counted as one morpheme because it is the same morpheme in the same word. For example, the word "worked" appears twice in a paragraph, then the past morpheme {-ed} is counted as once for the frequency. But if it appears in a different paragraph, it is counted twice for the frequency since different students wrote it.

Again, the writer would like to repeat that the data in this study is in the word form, except confusing morphemes are supported with sentences in order to show that they belong to this morpheme, and not to that morpheme. For example, {-ing} form may indicate present participle or gerund as a verbal noun. We cannot simply decide that {-ing} in the word "swimming" is present participle as an inflectional morpheme, or gerund as a derivational morpheme. Therefore, we have to look at the context of the sentence. Likewise, with the past tense morpheme and past participle morpheme which are both inflectional morphemes, we have to look at the context. Only by context can we make up our mind whether one is past tense morpheme or past participle morpheme. For this purpose, sentences are included to support if it is present participle or gerund, either past tense morpheme or past participle morpheme.

IV. DATA ANALYSIS

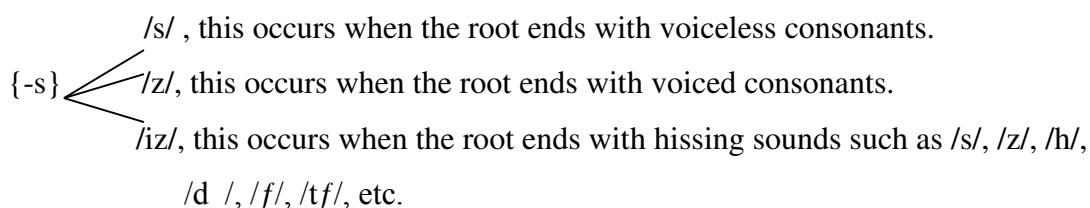
After having examined the data, the writer found out that there are 450 inflectional morphemes, and 100 derivational morphemes. Thus totally, there are 550 morphemes produced by the students in their paragraph writing. Besides, they also produce 20 compounding words. All these are presented in detail below to be discussed.

4.1 Inflectional Morphemes

There are eight inflectional morphemes. They are:

1. The third person singular
2. Plural morpheme
3. Genitive morpheme (apostrophe 's)
4. Past tense morpheme
5. Past participle morpheme
6. Present participle morpheme
7. Comparative morpheme (suffix {-er})
8. Superlative morpheme (suffix {-est})

The first three morphemes have the same allomorphs because they are marked with suffix {-s}. Their allomorphs are as follows:



All these morphemes are earlier introduced to the students than other morphemes when they studied English at the beginning. However, two of the eight morphemes are not found in the data, they are genitive and superlative morphemes. It means no students write these two morphemes. And only two data are found about comparative morphemes, they are **earlier** and **smaller**.

4.1.1 The Third Person Singular Morpheme

One of the inflectional morphemes is the third person singular {-s} which look similar to the genitive and plural morphemes. There are only 15 morphemes of the third person singular produced by the students in their paragraph writing. This can be understood why they produced few third person singular morphemes. In the instruction of the paragraph writing, they are required to write a story which is usually about the past such as “My Interesting Experience”, “My Holiday”, “The Unforgettable Experience”, etc. It is about something in the past.

The third person singular is a morpheme which indicates the third person as a subject of a sentence. This morpheme is attached to the verb to indicate the third as a subject of a sentence. It must have firstly been introduced in the Junior High School when students study English for the first time. It functions to express habits, general truth, and other habitual actions which can be seen from the verb form.

e.g. (1) He gets up at six every morning.

Morpheme {-s} in the verb **get** indicates the third person singular as a subject, namely **He**. On the whole, the sentence says that getting up at six becomes his habit. Despite the fact that this morpheme is earlier introduced to the students, they often miss it when writing sentences with the third person singular as a subject.

4.1.2 Plural Morpheme

The form of plural morpheme and the third person singular look alike. The difference is plural morpheme {-s} is attached to nouns and third person singular morpheme {-s} is attached to verbs. Therefore, their allomorphs are also the same. Totally, there are 77 plural morphemes produced by the students in their paragraph writing. However, one word may have been written several times by different students. In the data, for example, the word “friends” has nine frequencies. It means it is written nine times by nine students in their paragraph writing.

The word “clothes” and “parents” have three frequencies respectively. This morpheme is also early introduced in the Junior High School, that is morpheme {-s} which is attached to the noun to form plurality. There is only one irregular morpheme of plurality written by the students that is “children”. No other form of irregular morpheme of plurality is found in the data. In short, we can say that the students are familiar enough with plural morpheme {-s}, but not with that of irregular morpheme.

4.1.3 Past Tense Morpheme {-ed}

There found 101 past tense morpheme of regular form in their paragraph writing. The word “asked”, “arrived”, and “cooked” have high frequencies. For example, seven students write the word “asked” in their paragraph writing. Actually, the students write fifty nine verbs in the past form, but several verbs have different frequencies. That is why the total past tense of regular form is one hundred one.

This past tense morpheme {-ed} is attached to the verb in order to indicate past, an action that takes place in the past time. This is also early introduced to the students when they were still in Junior High School. However, it seems that the students produce few past tense morphemes of regular form compared to the number of the students taking this examination. In average, each student produces only three past tense morphemes of regular form in their paragraph writing if we look at the number of the past tense morphemes produced by them and the number of the students who take this writing examination. The basic verbs they wrote in their paragraph writing are only 59 verbs, but the frequencies of some verbs make the number become 101 morphemes. As a result, there are 42 frequencies written by the students. It means one verb is written several times by different students in their paragraph writing. For example, the verb “arrived” is written six times and the verb “looked” is written five times.

4.1.4 Past Tense Morpheme of Irregular Form

Students produce much more past tense morphemes of irregular form than those of regular one. They produce 169 past tense morpheme of irregular form. It seems that they are more familiar with irregular past tense morpheme than the regular one. The past tense of **be**, **was**, is written twenty-two times, **went** fifteen times, and **felt** twelve times. These three verbs have the highest frequencies of all verbs in the past form produced by the students in their paragraph writing examination. But if we look at the actual verbs produced by the students, there are only thirty-six verbs with different frequencies. Thus, it is still acceptable that the regular form of past tense precedes the number of the irregular form one. They write fifty nine verbs of regular forms, but only thirty six verbs of irregular forms. What makes the number of the irregular form outdo the one of regular forms is the frequencies made by the students. It means many students write the same verbs which make the frequencies higher and higher. But the original verbs are still lower than the regular forms of the verbs. To sum up, the students produce much more past tense morpheme of regular forms than that of irregular forms if we look at the basic or original verbs, excluding the frequencies.

4.1.5 Present Participle Morpheme

The form of present participle morpheme is similar to that of gerund which both end in suffix {-ing}. But they have different function. To make sure, some of the data are written down below to show that they are actually present participle, and the rest are enclosed in the appendix.

There are 56 data concerning present participle morpheme, and some are shown below:

- (1) I am feeling something wrong.
- (2) While I was walking to
- (3) We were playing in the field.

- (4) when she was teaching me.
- (5) ...when a movie was playing.
- (6) We are exchanging the cloth with other.
- (7) Who's calling my name?
- (8) I was making a wish.

All the underlined words are present participle which are required to form progressive or continuous tense, either present progressive or past progressive. This tense is used to indicate that an action is still being done or carried out. Although this tense is also possible to indicate near future, there is no single data to show that action. All data show that present participle is used to indicate present progressive or past progressive. Besides, present participles are also used as an adjective to modify a noun phrase or after a copulative verb. Some examples are shown below.

- (9)with her sparkling eyes.
- (10)interesting names.
- (11) This was very interesting experience.
- (12) Snow White was charming.
- (13) Museum TB Silalahi is amazing.
- (14) The game is interesting.
- (15) The river was amazing.
- (16) I felt boring.
- (17) It's very interesting.

When present participle is used as an adjective, it can be used as noun modifier and predicative. In (9), (10) and (11) the present participle is used as noun modifier in which “sparkling” modifies noun “eye”, “interesting” modifies noun “names”, and “experience”. Of all data concerning the present participle morpheme, there are only three data about noun modifier although the present participle “interesting” is used twice.

When present participle is used as predicative adjective, it must follow linking verb or copulative verb as shown in sentences (12 – 17) above. The present participle in the above sentences follow copulative verb **be** both in simple present and past tense.

Present participle can also be used as participial phrase to substitute for a clause as shown in the examples below.

- (18) Arriving at home,I asked for studying with her.
- (19) He did not join us following examination.

Both present participle in (18) and (19) replace a clause, particularly a subordinate clause. This can take place only if the subject in the main clause and subordinate clause is the same. Let us have a look at the examples below.

- (20) After he had studied harder, the teacher praised him.
- (21) After he had studied harder, he was praised by the teacher.

The subordinate clause in (20) cannot be replaced by the present participle because the subject is different in the main clause and subordinate clause. In other words, we cannot shorten the subordinate clause by using participial phrase as a clause. But the one in (21) can be replaced by the present participle since both the subject in the main clause and subordinate clause is the same, that is **he**. When it is replaced by the present participle, it looks like the following.

- (21a) Having studied harder, he was praised by the teacher.

Therefore, it can be concluded that the present participle morpheme in the data is used as (1) to form progressive tense, (2) noun modifier, (3) predicative, and (4) participial clause. The present participle as noun modifier and participial clause ranks the lowest of the four usages.

4.1.6 Past Participle Morpheme

The past participle morpheme resembles the past tense morpheme of regular verb, but it is different from that of irregular verb. Some of the data are written down to make sure that it is the past participle morpheme, not the past tense morpheme. We have to look at the context of the sentence in order to decide whether it is a past participle morpheme or past tense morpheme.

The students produce only 30 past participle morphemes with few frequencies of the same verb. The actual past participle morphemes are only 25 but another five past participles are written twice by the students. They are **taken**, **tired**, **worried**, **disappointed**, and **surprised**.

- (22)we have created to plan.
- (23) I finally have proposed to
- (24) After I had done.
- (25) The cat had died.
- (26) I had seen.

All the past participles above are used with the perfect tense, either present or past perfect tense. Like the present participle, this participle is an essential element required to form perfect tense to indicate that an action takes place in indefinite time in the past.

- (27) I was very surprised.
- (28) I was shocked.
- (29) I'm really confused.
- (30) I was very disappointed.
- (31)and very scared.

The past participle in sentence (27 – 31) are used as adjective predicative since they follow the copulative verb, **be**. The difference between present participle and past participle from the point of view of meaning is that present participle carries active meaning whereas past participle carries passive meaning. But this is confined to the copulative or linking verb only. When past participle is used as a modifier, it must modify a noun phrase. Here it is used as adjective attributive like the examples below.

- (32)when the completed exam.
- (33)a black colored T-shirt.

The past participle “completed” modifies the noun **exam**, and a black “colored” modifies the noun **T-shirt**. Thus, the past participle here is used as adjective attributive since they are modifiers of “exam” and “T-shirt”.

It can be concluded that the students are familiar with past participle morphemes as far as they refer to perfect tense. Some of them are also familiar with the past participle morphemes as adjective used with copulative or linking verbs. However, very few of them know the past participle used as adjective attributive which modifies a noun phrase. There are only two data concerning past participle as adjective attributive.

4.1.7 Comparative Morpheme

There are only two comparative morphemes written by the students, they are **earlier** and **smaller**. This comparative morpheme is the regular one, namely {-er} suffix which is attached to the base adjective to form comparative degree. This morpheme is also early

introduced when the students were still in the junior high school. They must have been familiar with this morpheme because it is always repeatedly taught by the teacher both in junior and senior high school. The regular form is easier than the irregular one, that is by attaching suffix {-er} to the base adjective, whereas the irregular form must be memorized since there is no fixed regulation to form it. Although comparative morpheme is relatively poor in the students' paragraph writing, it does not mean that they do not know this morpheme.

Of the eight inflectional morphemes, two are not found in their paragraph writing, they are **genitive** and **superlative** morphemes. The genitive morpheme is indicated by suffix {-s} which is attached to noun or pronoun like the book's cover, John's bag, etc. The superlative form of adjective is indicated by suffix {-est} attached to a base adjective such as largest, longest, tallest, etc.

To conclude, the number of inflectional morphemes produced by the students can be shown in the following table.

Table 1. The number of Inflectional Morphemes

No.	Inflectional Morpheme	Basic Form	Frequencies	Total
1	Past tense regular form	59	42	101
2	Past tense irregular form	36	133	169
3	Plural morpheme	56	21	77
4	Preset participle morpheme	37	19	56
5	Past participle morpheme	25	5	30
6	Third person singular morpheme	15	-	15
7	Comparative morpheme	2	-	2
Total		230	220	450

This table shows that from the basic form, regular past tense morpheme and plural morpheme rank the highest position of all inflectional morphemes. However, if we look at the frequencies, irregular past tense morpheme ranks the highest followed by regular past morpheme and plural morpheme. Present participle morpheme surpasses the number of past participle morpheme both in basic form and frequencies. The third person singular morpheme amounts to 15 morphemes without frequencies, and so does comparative morpheme which amounts only to 2 morphemes.

4.2 Derivational Morphemes

Derivational morphemes cover the formation of the four word class, they are noun, verb, adjective, and adverb. Although the number of derivational morphemes are fewer than that of inflectional morphemes, they can be developed further to form new words because derivational morphemes may have both prefix and suffix. Whereas inflectional morphemes only have suffixes, and they close further development of a new word. For example, the word **books** where suffix {-s} is plural morpheme attached to the noun **book** to form plural, it closes the further development of **books**. All inflectional morphemes close the possibility for a word to develop further. Therefore, inflectional morphemes are also called closed-word class. This covers two aspects, they are inflectional morphemes do not involve a change of word class, and they close further development of a word.

Unlike inflectional morphemes which only consist of suffixes, derivational morphemes have prefixes and suffixes. Thus derivational morphemes open further development of a word. That is why these morphemes are also called open-word class, and they involve a

change of a word class. For example, the verb “agree”, if we attach prefix {dis-} to that verb, it becomes “disagree”, but it does not stop there.

It is still possible to develop the verb by adding suffix {-ment} to form a noun, and it becomes “disagreement”. It will stop to develop whenever it gets an inflectional morpheme. When the word “disagreement” gets inflectional morpheme suffix {-s} indicating plural, then the word will stop to develop.

Derivational morphemes function to form new words for noun, verb, adjective and adverb. These new words can be formed by attaching suffixes to the root which change the category of the root. For example, the verb “indicate”, when the suffix {-tion} is attached to this verb, it becomes “indication”. It is not a verb anymore, but a noun. The process of affixation can change the word class or category with derivational morpheme. Therefore, this morpheme is also called class-changing morpheme.

From the data collected, the students produce 100 derivational morphemes covering the four word categories, noun, verb, adjective, and adverb. Here below, each is displayed to be discussed in detail.

4.2.1 Noun Suffix {-ing}

Suffixes which form noun from verb or adjective amount to the most of other suffixes. Suffixes which form verb and adverb from other word categories are very limited in number, not like the ones which form noun and adjective.

The students produce 42 noun within {-ing} suffix which we call gerund or verbal noun. In order not to confuse with the present participle, the data are written down below

- (34) Knowing the main purpose of the teacher
- (35) Knocking at the door woke me up.
- (36) Eating and drinking made us happy.
- (37)because smoking is not good for our health.
- (38)because meeting moments in the boarding house

All the underlined words with suffix {-ing} are gerund or verbal noun. They function as a subject in sentence (34 –38) because they are followed by finite verb as a predicate although some of the finite verbs are not visible like in sentence (38). But it can be predicted that a verb must come after that noun.

- (39) ...for speaking test
- (40) After knocking on the door....
- (41) By saying
- (42) Before going
- (43) After arriving
- (44) Thanks God for giving health to
- (45)for avoiding an accident.

All gerunds or verbal nouns in (39 – 45) are used after prepositions. That is why they are also called gerund as object preposition. It is obvious that a preposition should be followed by a noun. Therefore, a phrase structure rule like $PP \rightarrow P + NP$, a prepositional phrase, always consists of a preposition and a noun. A preposition never follows a verb, but a noun. To make a verb become a noun, the only way is by attaching suffix {-ing} to the verb. As such we have a gerund or verbal noun, that is a noun deriving from a verb in suffix {-ing}.

- (46) I can enjoy traveling.
- (47) I kept looking to
- (48) We enjoyed seeing the Kuta Beach.
- (49)delay going there.
- (50) I enjoy living there.

All gerunds in the above sentences function as an object of a verb. Some verbs require gerund as their object, not an infinitive to. Verbs like continue, enjoy, keep, delay, consider, mind, etc. require gerund as their object. Other verbs require an infinitive to as their object such as like, expect, want, wish, etc.

(51) While busy washing, dusting, and cooking for

(52) because my hobby is cooking.

In the two sentences above, gerund is used after adjective, or adjective complement, and as predicative or after copulative verb. Of all gerunds used in the data, these two uses are different.

After presenting the data about gerund or verbal noun, it can be concluded that gerund is used as (1) a subject, (2) prepositional object, (3) object of a verb, (4) adjective complement, and (5) predicative. The use of gerund as prepositional object ranks the highest of all.

4.2.2 Noun Suffix {-ation}

The students produce only four nouns ending in suffix {-ation}.

(53) transportation

(54) information

(55) congregation

(56) examination

This suffix is attached to a verb to form noun. The process can be seen as follows:

transport (v) + {-ation} → transportation (n)

inform (v) + {-ation} → information (n)

examine (v) + {-ation} → examination (n)

4.2.3 Other noun suffixes: {-ance}; {-age}; {-al}; {-ure}; {-th}; {-er}

There are only seven nouns with various suffixes produced by the students.

(57) guidance

(58) distance

(59) pilgrimage

(60) arrival

(61) pleasure

(62) strength

All these suffixes require different roots to form noun as shown below.

guide (v) + {-ance} → guidance (n)

distant (adj) + {-ance} → distance (n)

pilgrim (n) + {-age} → pilgrimage (n)

arrive (v) + {-al} → arrival (n)

please (v) + {-ure} → pleasure (n)

strong (adj) + {-th} → strength (n)

dine (v) + {-er} → dinner (n)

4.2.4 Agent Suffixes {-er}

There are five noun agents produced by the students. All these noun agents end in {er} suffix. Besides a marker of agents, this suffix {-er} can also indicate an instrument like condenser, mixer, cooker, etc.

(63) teacher

(64) lecturer

(65) keeper

(66) driver

(68) gardener

Suffix {-er} is a noun agent marker which is attached to a verb to form a noun agent or doer. The process can be seen as follows:

teach (v) + {-er} → teacher (n)
lecture (v) + {-er} → lecturer (n)
keep (v) + {-er} → keeper (n)
drive (v) + {-er} → driver (n)
garden (v) + {-er} → gardener (n)

All the roots above are verbs to which suffix {-er} is attached to form noun agent or doer. But this suffix can indicate an instrument although it is attached to a verb, like **cooker, mixer, and drier**. Although these words end in suffix {-er} like those above, they are not agent or doer, but instruments. Cooker, for example, is an instrument to cook, mixer and drier are also instruments or devices to mix and to dry.

4.2.5 Verb Suffix {-en}

There is only one verb produced by the students. This suffix requires a noun or an adjective as the root to form a verb.

(69) frighten

The process of affixation can be seen as follows:

fright (n) + {-en} → frighten (v)
wide (adj) + {-en} → widen (v)

It indicates that all the students use base-verb, not derived verbs in their paragraph writing. That means they are not familiar yet with suffixes forming verbs since there is only one derived verb found in the data. Although suffixes forming verbs are very limited in number, there are only 3 suffixes, the students are not yet very familiar with them. Those three suffixes are {-ize} in modernize, organize; {-ify} in classify, modify, notify; and {-en} in blacken, widen, tighten, etc. Another affix which forms verb from either adjective or noun is prefix {en-} such as in the verbs enforce, enlight, encourage, empower, entitle, entail, enrich, enlarge, etc. We can see the process as follows.

{en-} + force (n) → enforce(v)
{en-} + light (n) → enlight (v)
{en-} + courage (n) → encourage(v)
{en-} + power (n) → empower (v)
{en-} + title (n) → entitle (v)
{en-} + tail (n) → entail (v)
{en-} + rich (adj) → enrich (v)
{en-} + large (adj) → enlarge (v)

The only prefix that change the word category is this prefix {en-}. Others do not change the word category. Therefore, nearly all prefixes do not involve the change of the word class, but one that is prefix {en-} which functions to form a verb either from noun or adjective. But the verb of this adjective is unproductive compared to that of noun.

4.2.6 Adjective Suffix {-ful}

One of adjective suffix is {-ful} which is attached to a noun to form adjective. There are 11 data of adjective with this suffix.

(70) disgraceful
(71) beautiful (5 times)
(72) grateful (3 times)
(73) successful
(74) careful

The process of affixation can be seen as the following:

disgrace(n) + {-ful} → disgraceful (adj)

beauty (n) + {-ful} → beautiful (adj)

grate (n) + {-ful} → grateful (adj)

success (n) + {-ful} → successful (adj)

care (n) + {-ful} → careful (adj)

The root to which this suffix is attached must be noun. Then it becomes a derived adjective in suffix {-ful}. The meaning is in accordance with what the root says. This suffix is actually quite productive.

4.2.7 Adjective Suffix {-y}

This suffix is also attached to noun to form adjective. There are only 5 data about adjective with suffix {-y}.

(75) unlucky (2 times)

(76) lovely (2 times)

(77) funny

The process of affixation can be seen below.

{un-} + luck (n) + {-y} → unlucky (adj)

love (n) + {-y} → lovely (adj)

fun (n) + {-y} → funny (adj)

The root to which this suffix is attached must be noun. Then it becomes a derived adjective within suffix {-y}.

4.2.8 Adjective Suffix {-able}

This suffix is usually attached to a verb with the meaning can be..... For example, read (v) + {-able} → **readable**, meaning can be read. There are six data produced by the students concerning adjective with suffix {-able}.

(78) memorable (3 times)

(79) loveable

(80) undesirable

(81) comfortable

But sometimes this suffix can be attached to noun, and it has another meaning. For example, size (n) + {-able} → sizeable (adj); fashion (n) + {-able} → fashionable.

The process of affixation can be shown as the following:

memory (n) + {-able} → memorable (adj)

love (v) + {-able} → loveable (adj)

{in-} + desire (v) + {-able} → undesirable (adj)

comfort (v) + {-able} → comfortable (adj)

Only “memory” is noun as a root to which the suffix {-able} is attached, but others are all verbs.

4.2.9 Adjective Suffix {-ive}; {-ous}; {-al}

There are only 4 data concerning these various suffixes.

(82) impressive

(83) religious

(84) historical

(85) spiritual

In (82) the root is a verb to which suffix {-ive} is attached to form adjective. In (83) the root is noun to which suffix {-ous} is attached to form adjective. In (84) and (85) the root is noun to which suffix {-al} is attached to form adjective. The process of affixation can be seen below.

- impress (v) + {-ive} → impressive (adj)
- religion (n) + {-ous} → religious (adj)
- historic (n) + {-al} → historical (adj)
- spirit (n) + {-al} → spiritual (adj)

Of all the data produced by the students, it can be seen that they are still poor about forming adjective from the existent words like verb and noun. It is obvious that this suffix is limitedly known to the students since they are still freshman. In general, this suffix is given in the morphology subject. In short, the students are still not yet familiar with affixation to form new words.

4.2.10 Adverb Suffix {-ly}

There are only three suffixes forming adverb, they are {-ly} in slowly, carefully, etc. {-ward} in forward, downward, backward, etc. and {-wise} in clockwise, lengthwise, etc. The most productive of these suffixes is suffix {-ly} which is attached to adjective to form adverb. It is also possible that this suffix is attached to noun to form adjective such as in **manly**, **friendly**, **fatherly**, etc. They are adjective, not adverb because the root to which the suffix is attached is noun. The students produce 15 data of adverb with suffix {-ly}.

- (86) suddenly (2 times)
- (87) finally (5 times)
- (88) originally
- (89) patiently
- (90) really (2 times)

The process of affixation can be seen below.

- sudden (adj) + {-ly} → suddenly (adv)
- final (adj) + {-ly} → finally (adv)
- original (adj) + {-ly} → originally (adv)
- patient (adj) + {-ly} → patiently (adv)
- real (adj) + {-ly} → really (adv)

This suffix indicates manner or the way how something is done. For example, “patiently” means “with patience”. This suffix is quite productive since it can be attached to adjective or noun with different resultant word category and meaning.

Table 2. The Number of Derivational Morphemes

No.	Derivational Morpheme	Basic Form	Frequencies	Total
1	Noun Suffix			
	{-ing}	40	2	42
	{-ation}	4	-	4
	{-ance}	2	-	2
	{-age}	1	-	1
	{-al}	1	-	1
	{-ure}	1	-	1
	{-th}	1	-	1
	{-er}	6	-	6
2	Verb Suffix : {-en}	1	-	1
3	Adjective Suffix			
	{-ful}	5	6	11
	{-y}	3	2	5

	{-able}	4	2	6
	{-ive}	1	-	1
	{-ous}	1	-	1
	{-al}	2	-	2
4	Adverb Suffix: {-ly}	9	6	15
Total		82	18	100

From this table, it can be seen that morphemes forming noun ranks the highest of all, although suffix {-ing} is the most dominant of all suffixes. The students must have been very familiar with this suffix. And the least is the morpheme forming verb since there is only one suffix used to form verbs, that is {-en}.

4.2.11 Compounding Words

Compounding words are the combination of two free morphemes to form new words. The head and modifier may vary a lot, but the most productive is the combination of noun to noun such as in bookcase, pricelist, pen-friend, money-hunter, etc. In some cases, compounding words should be distinguished from noun phrases like dancing teacher, dining room, etc. which can be ambiguous. One way to distinguish between the two is the stress. When it is compounding words, the stress is on the left or on the first word, and when it is a phrase the stress is on the right or the second word.

There are 20 compounding words produced by the students, and some are shown below. All the heads of this compounding words are noun.

- (91) grandmother (twice)
- (92) birthday (twice)
- (93) supermarket (twice)
- (94) midnight (twice)
- (95) bathroom

We can see how each compound word is formed.

Modifier		Head		Resultant word
Grand (adj)	+	mother (n)	→	grandmother (n)
birth (n)	+	day (n)	→	birthday (n)
super (adj)	+	market (n)	→	supermarket (n)
mid (adj)	+	night (n)	→	midnight (n)
bath (n)	+	room (n)	→	bathroom (n)

Although the modifier is different, the resultant words are all nouns. Few adjectives are modifiers of the compounding words above, the rest are all nouns. Thus, the combination of noun to noun ranks the highest of the compounding words produced by the students in their paragraph writing examination. Only a few combinations of adjective to noun found in the compounding words made by the students.

5. Conclusions

Having presented and discussed the data, the writer draws some conclusions as follows:

- (1) The students produce 550 morphemes totally covering inflectional and derivational morphemes. The total number of inflectional morphemes are 450 and derivational morphemes are 100.
- (2) The students write more past tense morphemes of irregular form if we include the frequencies. But if it is based on the basic form of the verb, past tense morpheme of regular form is greater in number. They write fifty nine verb of regular forms, but only thirty six verbs of irregular form.

- (3) Plural morpheme with suffix {-s} dominates all the plural forms. There is only one irregular form of plurality made by the students, that is **children**.
- (4) Of the eight inflectional morphemes, there are two morphemes which are not written by the students, they are genitive and superlative morpheme.
- (5) The total number of derivational morphemes produced by the students are 100. Of the four word classes, noun outnumbers the other three. They write fifty seven nouns, and most of the noun is those with suffix {-ing} which is called gerund or verbal noun. There is only one verb produced by the students, that is **frighten**.
- (6) In addition to the inflectional and derivational morphemes, the students also produce compounding morphemes. This compounding word is mostly the combination of noun to noun, and the resultant word is obviously noun too.

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