CHAPTER II

REVIEW OF LITERATURE

This chapter is presented to discuss the description of the concept of morphology, the concept of derivational and error analysis.

A. Concept of Morphology

1. Concept of Morphology

a. Definition of Morphology

According Lieber[5] morphology is the study of word production, which includes how new words are discovered in other languages and how verb tenses change depending on how they are employed in sentences. The internal structure of words is studied through morphology. According to Haspelmath, which necessitates some refinement because internal structure of a word might have two quite distinct meanings. Only the last of these two major categories—open—relates to morphology when it comes to language words. Function words, pronouns, conjunctions, determiners, and certain others are included in the closed classes. This category is closed since no new terms or loanwords can be added. The primary lexical classes are nouns, verbs, adjectives, and adverbs, which are all open word classes.

b. Morpheme

Booji[6] claims that morphemes are the morphological building blocks of words, which are referred to as the lexicon's smallest linguistic units. The noun buyer, for instance, is made up of the morphemes buy and -er. A verbal morpheme is referred to as a free or lexical morpheme because, unlike an affix (i.e., a bound morpheme that cannot function as a word by itself), it can exist as a word on its own. The morpheme is a tiny form, as Payne[7] demonstrates. The traditional definition of a morpheme in linguistics is a simple structural component that

[5] Lieber, R. 2009. Introducing Morphology. New York: Cambridge University Press. Page 2

[6] Booji, Geert. 2007. The Grammar of Words. An Introduction to Morphology. Second Edition. New York: Oxford University Press Inc page 8-9

[7] Payne, T. E. 2006. Exploring Language Structure: A Students' Guide. New York: Cambridge University Press. Page 16

expresses meaning. For instance, the English word "dog" has two morphemes: dog, which conveys the word's primary meaning, and -s, which conveys the meaning of plurality (more than one). The structure of a dog cannot be divided into smaller meaningful parts (eg gram, d- does not initially convey a meaning of its own). A dog is a morpheme, or diminutive form, because of this. Generally speaking, this definition is accurate. Language theory has just recently come to the conclusion that not all meanings are necessarily associated with all forms.

1) Types of Morpheme

   a) Free Morpheme

Free morphemes are morphemes that can be combined to form words with fully discernible meanings. On the other hand, it is a morpheme that is capable of existing on its own without a prefix or suffix. Free morphemes include the following words: pen, automobile, bicycle, smartphone, cell phone, etc. Each can be a whole word with a meaning on its own, as you can see in this example. There are two categories of free morphemes: open classes and closed classes.

   (1). Open-class

Open class, or lexical categories, are morphs that may be freely paired with prefixes (mina, dis-, return, false-, di-, etc.) and suffixes (-ly, -less), among other affixes. For instance, exactly like the words agree and disagree, the morpheme "agree" can start or end with the -dis and -ment endings. Adverbs, verbs, and nouns are open categories.

   (2). Closed-class

Functional categories or function words are names for closed categories. Because there are no further function words that may be added, it is referred to as a closed class. Prepositions, pronouns, determiners, conjunctions, modal verbs, and auxiliary verbs are examples of closed classes.

   b) Bound morpheme

According to Lieber[8], morphemes that cannot stand on their own are referred to as bound morphemes. Un-, ize, and -ation are examples. Bound morphemes come in many different varieties. It has a bound morpheme at the beginning, which comes before the root word, and a bound morpheme at the end, which comes after

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[8] Ibid

the root word. Suffixes are a collective term for prefixes and suffixes. According to Yule[9], a bound morpheme is a morpheme that is typically connected to other forms and cannot be used alone. For instance, re-, -ed, and -s. In English, all affixes are bound morphemes.

B. Concept of Derivation

1. Definition of Derivational

Payne[10] showed how derivation can produce new lineages from straightforward stems to roots. Additionally, Yule[11] spatial morphemes are frequently employed to produce terms from a different linguistic category than their roots to create new words in a language. An excellent adjective becomes a good noun by adding the -ness derivative morpheme. In accordance with Fromkin [12]et al. Derived morphemes are bound morphemes like -ify, cation, and -arian. Not just the suffixes -ify, -cation, and variation, but also others. A new word and a new meaning are derived when anything is added to its root. Purify is defined as "purify," and purify a process is defined as "purify a cation."

a) Types of Derivation

A word's part of speech or meaning might change when a suffix is added to it. Therefore, there are different categories of post-change management:

1) Class - Changing

The process of adding affixes to change the spoken portion of a word is known as derivation, which alters class. This typically refers to fusing prefixes or suffixes with the roots or stems of several word kinds to create new words. The derived class changes, according to Carstairs and Mc Carthy[13], can be classified into seven categories: adjectives to adverbs, adjectives to nouns, verbs to nouns, nouns to adjectives, nouns to verbs, adjectives to adjectives, and adjectives to

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[9] Yule, George. 2006. The Study of Language. New York: Cambridge University Press. Page 61

[10] Ibid

[11] ibid

[12] Fromkin, V., Rodman, R. and Hyams, N. 2003. An Introduction to Language. Seventh edition. Boston: Thomson-Heinle Page 44

[13] Carstairs, Andrew & McCarthy. 2002. An Introduction to English Morphology Words and Their Structure. Edinburgh: Edinburgh University Press Ltd Page 44

adjectives. Verb. Fromkim[14], et al., who define a derived morpheme as a morpheme with a distinct semantic content, also agree with. For instance, derivative morphemes can give a language more meaning. By using suffixes like -able and -ly, derived words might also belong to a different grammatical class than the source word. An adjective is created when a verb ends in "able," as in would + be able to. As in dark + en, the verb is lowered when the -en ending is applied to an adjective.

2) Class-Maintaining

The technique of adding prefixes to words to indicate various word meanings is known as class-maintaining derivation. Either a prefix or a suffix may apply. It doesn't modify the portion of the speech, in contrast to changing classes. There are various derivations in English, including adjectives derived from adjectives, nouns derived from nouns, and verbs derived from nouns, according to Carstairs and McCarthy.[15]

1) Adjective derived from adjective

The just note is marked with the suffix "-ish," which denotes "quite X" as in the tiny green leaves. On the other hand, the meaningless prefix 'not' is frequently used, as in the words unhappy, uncertain, unreliable, and not found. Most dictionaries don't try to list every adjective because it is so broad. This does not imply, however, that all adjectives cannot be prefixed separately; for instance, we did not come across the word "not good," which means "bad." Another unfavorable prefix is in-, whose allomorphs are written as il, ir, and im, respectively, as in immaterial, unlawful, reckless, and impossible. It's limited more often than not.

2) Verbs derived from verbs

The researcher only cites prefixes as suffixes in this section, which makes it uncommon. The inverted prefixes un-, de-, eg, and dis- are the most prominent, followed by re- and negative.

3) Noun derived from noun

Some derivation techniques cannot change words. Nouns having meanings like astronomy er (astronomer), pack -age (package), and child -hood (childhood) are produced through the derivation process in the English language. Fromkim,[16] et

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[14] Ibid

[15] Ibid

[16] Ibid

al. demonstrated that some derivation affixes do not result in grammatical class shifts in accordance with another agreement regarding the various derivations in class maintenance.

A difficult derivation can be avoided if a new term enters the lexicon in accordance with morphological rules. For instance, if a communist joins the language, terms like Commun ite (as in Trotsky ite) or Commun Ian (as in grammar) are not necessary because their formation was stopped. Alternative terms, such as Chomsky, Chomskyite, and possibly Chomskiite (all of which indicate "follower of Chomsky's linguistic views"), do, however, occasionally coexist. Linguists who study language meaning use the semantics of the term and, but perhaps the term semantics is not one of them.

Finally, there are two classes of derivative affixes. In one category, adding a suffix results in a little pronunciation adjustment. For instance, if we combine specificity with specificity, which is pronounced "specificity" with an s sound, we obtain specificity. The fourth vowel switches from being a Beth vowel to being a Pete vowel when the Elizabeth -s is generated from Elizabeth. Similar alterations can be brought about by the suffixes -y, -ive, and -ize: rational/sensitive, deductive/deductive, and criticize/criticize.

Suffixes like -er, -ful, -ly, and -ness, on the other hand, can be added to root words without changing how they sound, as in the terms baker, desire, boyish, unnecessary, healthy, and fullness. Additionally, affixes of the first class—such as *requires less and *moralizes—cannot be added to a base that contains affixes of the second class; but, affixes of the second class—such as moralize(er) and need less—can be attached to any base.

C. Concept of Inflectional

According to Hazen[17] "Inflected suffixes regulate relationships and influence grammar." It can be assumed that inflectional morphemes have a grammatical function. It affects not only words but also sentences as a whole. Allerton[18] states that inflectional affixes such as plural nouns-(e)s, past verbs -(e)d, verbal-ing leave

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[17] Hazen, Krik (2014). An Introduction to Language. New York: John Wiley & Sons, Inc.
[18] Allerton, D. J.(2017). Essensial of Gramatical Theory (A Consensus View of Syntax and Morphology). New york: Routledge.

the main class unchanged, but define subcategories, such as past or plural, which may have to agree with another word in the sentence. So, the inflectional morpheme does not change the word class of the base word. It affects the details of the person, time, process of action in a sentence. According to some of the experts above, inflectional morphemes are morphemes that change the grammatical function of the root word. Like the morpheme -s in the word student. The root word student is in the singular form, but when added –s the word changes to plural.

According to Fromkin[19] generally categorizes inflectional morphemes into the following groups:

ENGLISH	INFLECTIONAL MORPHEMES	EXAMPLE
-s	PLURAL	She ate the donut-s
-ed	PAST TENSE	She wait -ed at home
-'s	POSSESSIVE	Disa's hair is short

D. Error Analysis

The strategies for analyzing student errors, there are four processes for assessing learner errors stated by Ellis[20] :

1. Identifying errors

Find the error first, then fix it. Comparing student-produced sentences to relevant normal or "correct" sentences in the target language is necessary to spot faults.

2. Describing errors

Explaining the mistake is the next step. Once all errors have been located, there are two approaches to describing and grouping them. the taxonomy of surface structure and linguistic categories. The term "linguistic category" relates to conventional mistake analysis used for educational reasons; these can be chosen to completely match grammar and structure textbooks. This kind of explanation

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[19] Fromkin, V., Robert Rodman, and Nina Hyams, (2014). An Introduction to Language. New York: Michael Rosenberg.

[20] Ellis, Rod. 1997. Second Language Acqusition. Oxford : Oxford University Press

makes it possible to count the number of errors as well as to describe each error in detail.

The descriptive method was employed because, according to Best[21], it aims to describe the symptoms connected to the current situation. It entails an effort to document, examine, and explain contemporary phenomena that fit the following description: attempting to present information that is factual, relevant to current events, and free from outside influence the researcher.

3. Describe the error

The next step is to describe the error. This step is used to try to explain why the error occurred.

4. Evaluation of errors

The evaluation stage here can be used as feedback and important information for evaluators to overcome existing deficiencies.

1. Derivation of Nouns

No.	Sentence	Correction	Level

2. Derivation of Adverbs

No.	Sentence	Correction	Level

3. Derivation of Gerund after Preposition

No.	Sentence	Correction	Level

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[21] Best, John, W. (1974). Research in Education. New Jersey: Prentice Hall. Crystal

4. Derivation of Gerund after Certain Verb

No.	Sentence	Correction	Level

5. Derivation of Gerund in To-Infinitive

No.	Sentence	Correction	Level

6. Derivation of Gerund in Present Participle

No.	Sentence	Correction	Level

7. Derivation of Gerund in Passive Participle

No.	Sentence	Correction	Level

8. Derivation of Modal

No.	Sentence	Correction	Level

9. Derivation of Adjective

No.	Sentence	Correction	Level