

THE ANALYSIS OF MORPHOLOGY IN WRITING AN ENGLISH NARRATIVE COMPOSITION

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ABSTRACT

The purpose of the research is to analyze about morphology in writing an English narrative composition. Morphology is the study of morphemes which are the smallest significant units of grammar. There are two kinds of morphology, they are derivational and inflectional. Affixes such as suffixes, infixes, prefixes, ablaut and reduplication are kinds of derivational morphology, meanwhile plural, possessive, past time, progressive, comparative and superlative are kinds of inflectional morphology. Morphology mostly used in writing and writing is the most difficult part in English subject as what it is said different from what it is written. Writing is related to composition and there 4 kinds of composition, they are: argumentation, description, exposition and narration. The morphology itself sometimes gives some difficulties to the learners when they are studying about writing.

Keywords: *Morphology, Derivational, Inflectional, Writing Narrative Composition*

I. INTRODUCTION

There are some kinds in learning English such as; listening, speaking, writing and reading. Writing is the most difficult part in learning English as what we say is different with what we write. (J.B. Heaton, 1988) stated, "The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical devises but also conceptual and judgmental elements".

Some factors made writing in English looks difficult, such as spelling, vocabulary and grammar. There are many aspects in grammar that should be mastered by the learners which can make some errors in learning English.

Writing is also concerned about the linguistics because "Linguistics is the scientific study of language", (Loreto Todd, 1987). In linguistics there are branches of the linguistics which one of them has the specific purpose that also help the learners in learning writing. "With writing, on the other hand, language competence involves the association of a meaning with a sign, a visual symbol".

(Loreto Todd, 1987). Thus the study of the language will involve the learners in appraisal of all of the following levels of the language, they are: language, phonology which studies about sounds, morphology which studies about meaningful combination of sounds, lexis which studies about words, syntax which studies about meaningful combination of words, semantic which studies about meaning and discourse which studies about how syntax is combined.

There are two kinds of morphology, they are: derivational and inflectional morphology. Derivational morphology discusses about the morphemes can be used to form new words. It also studies the principles governing the construction of new words, without reference to the specific grammatical role a word might play in a sentence. Inflectional morphology occurs with nouns, pronouns and verbs. It also studies the way in which words vary (or "inflect") in order to express grammatical contrasts in sentences such as singular/plural or present/past tense.

II. THEORETICAL REVIEW

1. The Nature of Morphology

Morphology based on Loretto Todd, is a part of phonology and phonology has been described as the study of speech sounds and their patterns. It is a study based on the 'phoneme' or smallest significant unit of speech. Loretto Todd (1987:41) stated, "Morphology is the study of morphemes, which are the smallest significant units of grammar." This definition becomes more comprehensible based on the examples below:

Cat → cats
look → looked

In linguistics, morphology is the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context (words in a lexicon are the subject matter of lexicology).

There two kinds of morphology, they are derivational and inflectional morphology.

a. Derivational morphology fulfills two main functions in English. Morphemes can be used to form new words. Derivational morphemes make new words from old ones (Crystal, 1991) Thus **creation** is formed from **create**, but they are two separate words.

Most languages, but especially agglutinating and inflectional ones, differentiate between the **stem** of the word, which carries the basic meaning, and various **affixes** or attachments that carry additional, often grammatical, meanings. There are several kinds of affixes:

Suffixes are attached to the end of the stem;

Prefixes are attached to the front of the stem;

Infixes are put in the middle of the word;

Ablaut is a change in a vowel that carries extra meaning;

Reduplication is a matter of doubling a syllable to do the same.

Suffixes are the most common, and English uses them. For example, the

past tense of most verbs is a matter of adding *-ed* to the stem; the present participle is made by adding *-ing*; the plural of a noun is made by adding *-s*.

There are also some prefixes which commonly occurs, such as: *be-*, *de-en-*, *ex-*, *hyper-*, *pre-*, *pro-*, *re-*, *sub-*, *super-* and *trans-*. Prefixes alter the meaning but do not always change the function of the word to which they are prefixed.

There are also suffixes which commonly change the class of the word to which they are attached:

Beauty (n) + *ful* = beautiful (adj.)
Determine (v)+ *ation* = determination (n)

Words ending in the morphemes *-acy*, *-ation*, *-er*, *-or*, *-ess*, *-ity*, *-ment*, *ness*, and *-ship* tend to be nouns.

Democracy, actor, agreement,
Determination, headmistress,
weakness

Words ending in *-ise*, *-ize* tend to be verbs.

Energize, hospitalize

Words ending in *-able*, *-ed*, *-ful*, *-ical*, *-ive*, *-less*, *-like*, *-ous* and *-y* tend to be adjectives.

Enjoyable, helpful, economical,
Polished, diminutive, hopeless

Words ending in *-ly*, tend to be adverbs.

Read the instruction **carefully**

She is smiling **happily**

But not all of the words ending in *-ly* tend to be adverbs. It can be adjectives also.

She is a **lovely** girl

They gave a **friendly** welcome last time

b. Inflectional morphology never involves a change of class. It occurs with nouns, pronouns and verbs. In nouns, inflection marks plurality in regular nouns:

Book → books Chair
→ chairs

Some English morphemes, by category:

Table 2.1

derivational	inflectional
-ation	-s Plural
-al	-s Possessive
-ize	-ed Past
-ic	-ing Progressive
-y	-er Comparative
-ous	-est Superlative

The possessive of all nouns:

John's book/books

The women bag/bags

Irregular nouns often form their plurals by a vowel change:

Child	children
Tooth	teeth

But they form the possessive in exactly the same way as regular nouns

The dog tail	the dog's tail
The student book	the student's book

There is no difference in sound between a regular noun's plural form and its possessive.

The student's books
The students' books

Inflectional suffixes are used to indicate present tense agreement:

I/You/They/We	sing/drink
He/She/It	sing+s/drink+s

The present participle:

Sing+ing/drink+ing

The past tense and past participle:

I look+ed/I have look+ed
She water+ed/She has water+ed

In irregular verbs, the past tense and the past participle are often signaled by a vowel change or a vowel change plus a suffix:

Drink	drank	drunk
Eat	ate	eaten

2. The Nature of Narrative Composition

Writing is the most difficult part in English subject as what it is said

different from what it is written. Ron White and Valerie Ardnt (1991:3) stated, "Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right." so, before the learners starting to write an English composition, they should master the English pattern correctly.

(Mc Dougal, 1988) said, "A composition is a group of closely related paragraph that develop a single idea." (David Crystal, 1991) also said, "Writing a composition with vocabulary and structure which the student has either learnt to use orally or written exercises for each lesson. These exercises may be of various types. The range from filling blanks to the composition and may be modification, sentences composition and paragraph writing."

So the theory of the composition based on Mc. Dougal is the activity of writing which is started by mastering words and the grammar itself.

There are 4 kinds of compositions; they are argumentation, description, exposition and narration. (George E. Wishon and Julia M. Burks, 1980) stated:

"Argumentation is used in persuading and convincing; it is closely related to exposition and is often found combined with it. Description is used to create a visual image of people, places and even of units of time-days, time of day or seasons, exposition is used in giving information, making explanation, and interpreting meanings and narration is the form of writing used to relate the story of acts or evens."

Based on (AS Hornby, 1974), "Narration is telling of a story", meanwhile based on John M. Echols and (Hassan Shadily, 1986), "Narration adalah 1. Penceritaan, pengisahan; 2. Cerita, kisah".

Narratives are stories. Narratives are plots. They are essays that tell a story, hopefully in an interesting way, that also convey themes. Often, if you are asked to write a narrative essay, you will not be asked to research a theory or topic. Rather, you will be asked to use your imagination instead of a bibliography. You may need to research for this narrative essay; nonetheless, the writing of it may come more easily to you for you do not need to quote specific words from primary sources.

A narrative paragraph tells a story or a series of events. It tells what person or thing did during a particular period of time. As White states:

"In narrative it is *activities* which are important; in description it is things. And in describing *things* we are usually more concerned with the *noun* rather than the verb phrase. Thus, description gives us a reason for teaching features of the noun phrase which, while occurring in other uses of the language, are of particular importance and frequency in describing things, people and places."

3. The Nature of Writing

The writing is good when it gives information or messages clearly and creates effective verbal dialogue to readers. It aims to give point of view of the ideas in text where it organizes in different way of writing such as narration, description, exposition, and argumentation. When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language. As Gould, Diyanni, and Smith state that "Writing is an effort to create a dialogue with readers, and it involves exploring our relationships to our readers in much the same way that exploring our relationships to people we talk to."

Thus, writing must be related to the content, the language and grammatical rules. In order to avoid misunderstood, the students have to use correct

sentences by creating a well written text and giving attention to the arrangement of words their composition to express their idea and to give the value of the writing to readers. According to Hyland:

"Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar-a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences".

In regard to the review of writing theory, Hyland states that writing is a series of sentences with appropriate grammar. It develops become a text or essay which has meaning and is provided by varying words. The writers produce an essay by developing the ability in certain grammar and lexical knowledge.

Celce and Olshtain state:

"Writing is the production of the written word that results in a text but the text must be read and comprehend in order for communication to take place. The writer, in other words, communicates his/her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their meanings."

Hartoyo states: "Academic writing is a three level course focusing on exposing some fundamental grammatical features and their usage and applications to writing". White claims:

"We must also write in order to communicate something to our intended audience, and since this audience is not physically present, what we write must be as clear, precise and unambiguous as possible. In short, we must produce a piece of discourse which embodies correctness of form, appropriateness of style and unity of theme and topic".

Developing writing is related to the writer's knowledge of language and writing exposure. Writing process is the way the writers give their ideas and messages to readers in the form of text. The writers present their ideas in various ways of writing such as narration, description, classification, comparison and contrast, argumentation and etc. First narration is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and support ideas with anecdotes, to entertain readers with revealing stories, to analyze causes and possible effects with scenarios, and to explain procedures with process narrative. Second, description is a strategy used to create a dominant impression. For example, students describe a place in order to set a scene and make readers aware of its atmosphere and to describe people to show a kind of person's performance. Third, classification is aimed to classify number of items or ideas into a small number of classes. In a classification of paragraph, it is important to set up adequate categories and define what goes into categories. Fourth, comparison and contrast are to compare similar aspects or to contrast different aspects of two subjects, people or things. At last, argumentation is to argue ideas or opinion by giving some argues to proof the concept or research. A good paragraph must give readers complete information and unified by a controlling idea. It is organized form and can be understood what the paragraph is going to be about. As Boardman states: "A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purposes. There are three main types of paragraphs in English: narrative, descriptive, and expository."

A narrative paragraph tells a story or a series of events. It tells what person or thing did during a particular period of time. As White states:

"In narrative it is *activities* which are important; in description it is things. And in describing *things* we are usually more concerned with the *noun* rather than the verb phrase. Thus, description gives us a reason for teaching features of the noun phrase which, while

occurring in other uses of the language, are of particular importance and frequency in describing things, people and places."

A descriptive paragraph is to describe what something looks like, such as a place, a person, and an animal. The expository paragraph is to explain something to the reader.

III. METHOD OF RESEARCH

This research using Best's descriptive method which stated:

"Descriptive method is the method which tries to give the explanation about the symptoms relating with the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the recent variables aren't manipulated by the researcher."

IV. DISCUSSION

After having been corrected and analyzed, some errors were found and most of the errors are about derivational in class word.

In derivational level, the learner still didn't change the form of the class word. The form of the words weren't changed by the learner when the words were used to the different form. Example: **The giant was very glutton**. The word "glutton" is a noun, meanwhile, the place of the word is an adjective and because there is no adjective form for the word "glutton", so the sentence should be changed into **He was a glutton giant**. Or, the word "glutton" could be changed into "greedy" which has similar meaning with "glutton". "Greedy" is an adjective, so if the word "greedy" was used by the learner, the sentence shouldn't be changed but only the word "glutton" changed into "greedy". The sentence became **The giant was very greedy**.

In inflectional level, the learner also didn't change the tense of the sentence.

In narrative composition, past tense should be used by the learner because the learner "retells" the story to the readers. Example: **He was a rascal and never listens to his mom**. The word "listened" should be used by the learner to replace the word "listens" in order to make the

parallelism in the sentence. “*Was*” was used in the main clause so the word “*listens*” should be changed into “*listened*” in order to make the parallelism. So the sentence became **He was a rascal and never *listened* to his mom.**
The examples of textual errors which were found were:

make the parallelism. So the sentence became **He was a rascal and never *listened* to his mom.**

a. Morphology Level

1. Derivational morphology

No.	Sentence	Correction	Level
1.	The lady could control her <u>curiously</u> .	The lady could control her <u>curiosity</u> .	Derivational in noun
2.	She rested <u>peacelly</u> .	She rested <u>peacefully</u> .	Derivational in adverb
3.	They decided to walk around before <u>ate</u> the porridge.	They decided to walk around before <u>eating</u> the porridge.	Derivational in gerund after preposition
4.	The man spent long time for <u>thought</u> .	The man spent long time for <u>thinking</u> .	Derivational in gerund after preposition
5.	Finally, they stopped <u>fought</u> .	Finally, they stopped <u>fighting</u> .	Derivational in gerund after certain verb
6.	Anastasya tried to <u>stole</u> the fairy Godmother’s wand and she could steal it.	Anastasya tried to <u>steal</u> the fairy Godmother’s wand and she could steal it.	Derivational in to-infinitive
7.	Anna Maria cried and her mother hugged her <u>cry</u> baby.	Anna Maria cried and her mother hugged her <u>crying</u> baby.	Derivational in present participle
8.	He went home with the <u>shooting</u> bear.	He went home with the <u>shot</u> bear.	Derivational in passive participle
9.	Anastasya tried to steal the fairy Godmother’s wand and she could <u>stole</u> it.	Anastasya tried to steal the fairy Godmother’s wand and she could <u>steal</u> it.	Derivational in modals
10.	They were getting <u>hungrier</u> .	They were getting <u>hungry</u> .	Derivational in adjective

Here are the explanations:

- The lady could control her curiously. The word “curiously” is wrong because it is an adverb meanwhile after the word “her”, it needs noun. The noun of “curiously” is “curiosity”, so the sentence becomes The lady could control her curiosity.
- She rested peacelly. The explanation of the third sentence is also same as the first and second sentence. The adverb for “peace” is “peacefully”, so the correct sentence is She rested peacefully.
- They decided to walk around before ate the porridge. The explanation of the third sentence is exactly same with the second sentence. The word “ate” is the past participle of “eat”. In this sentence needs verb -ing as a gerund and the verb -ing of “eat” is “eating”. The correct sentence is They decided to walk around before eating the porridge.
- The man spent long time for thought. The explanation for the second sentence is same as the first sentence. The word “thought” is the past participle of “think”. In this sentence needs verb -ing as a gerund after “for”. The verb -ing of “think” is “thinking”, so the correct sentence is The man spent long time for thinking.
- Finally, they stopped fought. The sentence is wrong because after the word “stopped” should be followed by gerund. There are some certain verb that should be followed by gerund, they are stop, mind, enjoy, keep, finish, quit, postpone, put off, consider, think about, discuss, talk about, understand, tolerate, admit,

advise, can't help, mention, etc. The gerund of "fought" is "fighting", so the correct sentence is Finally, they stopped fighting.

6. Anastasya tried to stole the fairy Godmother's wand and she could steal it. The sentence is wrong because after the word "tried to" should be followed by to infinitive, meanwhile the word "stole" is the past participle of "steal" so the correct sentence is Anastasya tried to steal the fairy Godmother's wand and she could steal it.
7. Anna Maria cried and her mother hugged her cry baby. The sentence is wrong because the function of the word "cry" is as an adjective and this is present participle so the word "cry" should be changed into "crying". The correct sentence is That woman hugged her crying baby.
8. He went home with the shooting bear. The sentence is wrong because the function of the word "shoot" is as an adjective and this is passive participle so the word "shoot" should be changed into "shot". The correct sentence is He went home with the shot bear.
9. Anastasya tried to steal the fairy Godmother's wand and she could stole it. The sentence is wrong because after the word "could" as a modal should be followed by verb 1. There are some common modals in English, they are can, could, may, might, will, would, shall, must and should. The verb 1 of "stole" is "steal", so the correct sentence is Anastasya tried to steal the fairy Godmother's wand and she could steal it.
10. They were getting hungrier. The sentence is wrong because the word "hungrier" is the comparative form of "hungry", meanwhile the sentence needs adjective after to be in past time "were". The correct sentence is They were getting hungry.

2. Inflectional morphology

No.	Sentence	Correction	Level
1.	He was a rascal and he never <u>listen</u> to his mom.	He was a rascal and he never <u>listened</u> to his mom.	Inflectional in past tense
2.	Bianca saw two <u>thief</u> opened the door.	Bianca saw two <u>thieves</u> opened the door.	Inflectional in plural form
3.	That woman hugged her <u>cried</u> baby.	That woman hugged her <u>crying</u> baby.	Inflectional in active participle
4.	One day, he was sitting on a bench at his garden and thought for <u>have</u> a wife.	One day, he was sitting on a bench at his garden and thought for <u>having</u> a wife.	Inflectional in gerund
5.	They were <u>got</u> hungry.	They were <u>getting</u> hungry.	Inflectional in progressive
6.	The <u>young</u> child was very kind among her four children.	The <u>youngest</u> child was very kind among her four children.	Inflectional in superlative
7.	Then, she found the <u>bears's</u> house.	Then, she found the <u>bears'</u> house.	Inflectional in possessive
8.	That woman hugged her <u>cried</u> baby.	That woman hugged her <u>crying</u> baby.	Inflectional in present participle
9.	One day, he was sitting on a bench at his garden and thought for <u>have</u> a wife.	One day, he was sitting on a bench at his garden and thought for <u>having</u> a wife.	Inflectional in gerund after preposition
10.	The people could guess what was <u>hid</u> by the miser.	The people could guess what was <u>hidden</u> by the miser.	Inflectional in passive

Here are the explanations:

1. He was a rascal and he never listen to his mom. The sentence is wrong because "was" is used as a to be in past tense in the first sentence He was a rascal, so the second sentence He never listen to his mom should be in past tense also. The past tense of "listen" is "listened" so the correct sentence is He was a rascal and he never listened to his mom.

2. Bianca saw two thief opened the door. The sentence is wrong and the explanation is same as the first sentence. The plural form of "thief" is "thieves" so the correct sentence is Bianca saw two thieves opened the door.
3. That woman hugged her cried baby. The sentence is wrong because the function of the word "cry" is as an adjective and this is active in present participle so the word "cry" should be changed into "crying". The correct sentence is That woman hugged her crying baby.
4. One day, he was sitting on a bench at his garden and thought for have a wife. The sentence is wrong because after the word "for" which shows about preposition should be followed by verb -ing as a gerund and the verb -ing of "have" is "having". The correct sentence is One day, he was sitting on a bench at his garden and thought for having a wife.
5. They were got hungry. The sentence is wrong because after the word "were" should be followed by adjective, noun or verb -ing. In the sentence "were" should be followed by verb -ing because the use of "were" in the sentence as to be in past continuous tense. The verb -ing of "got" is "getting" so the correct sentence is They were getting hungry.
6. The young child was very kind among her four children. The sentence is wrong because the sentence shows about superlative form. The superlative form of "young" is "youngest" so the correct sentence is The youngest child was very kind among her four children.
7. Then, she found the bears's house. The sentence is wrong because in possessive form if the noun ends with -s, it doesn't need to write 's, it just needs to write the apostrophe ('), the correct sentence is Then, she found the bears' house.
8. That woman hugged her cried baby. The sentence is wrong because the function of the word "cry" is as an adjective and this is present participle so the word "cry" should be changed into "crying". The correct sentence is That woman hugged her crying baby.
9. One day, he was sitting on a bench at his garden and thought for have a wife. The sentence is wrong because after the word "for" which shows about preposition should be followed by verb -ing as a gerund and the verb -ing of "have" is "having". The correct sentence is One day, he was sitting on a bench at his garden and thought for having a wife.
10. The people could guess what was hid by the miser. The sentence is wrong because after the word "was" which shows about to be in past and it should be followed by adjective, noun, verb -ing or verb III. But in the sentence the use of "was" as to be in passive so it should be followed by verb III. The verb III of "hide" is "hidden" and the correct sentence is The people could guess what was hidden by the miser.

V. CONCLUSIONS AND SUGGESTIONS

Some analyses about the errors made by the learner are concluded by the writer. The conclusions are:

1. Recognizing the characteristics of the learners' errors. Most of them haven't mastered yet the target language well so
2. they tended to make mistakes in their mother tongue.
3. Most of the learners' errors happened in the textual errors.
4. Most of them were influenced by their mother tongue, in other hand; they transferred directly to their mother tongue even with grammatically wrong.
4. The errors done by the learners perhaps happened because of the teacher's style in teaching.
5. The learners weren't used to write or make an English narrative composition by the English teachers so they got some difficulties when they were asked to make an English narrative composition.

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