

**THE STUDENTS' MORPHOLOGICAL AWARENESS IN USING
DERIVATIONAL MORPHEME**

THESIS

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara


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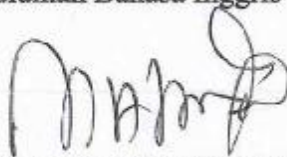
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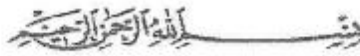


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Judul Skripsi : The Students' Morphological Awareness in Using Derivational Morphemes

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5 Agustus '19	Chapter I - Back ground of the Study - Identification of the Problem	
15 Agustus '19	Chapter II Conceptual framework	
28 Agustus '19	Chapter III source of Data Technique for Analyzing Data	
12 September '19	Chapter IV Data Analysis	
23 September '19	Research Finding. Chapter V Conclusion Reference	

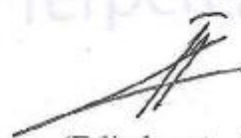
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ABSTRACT

Siti Sukma Melati. 1502050137. “The Students’ Morphological Awareness in Using Derivational Morpheme”. Skripsi. Medan. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). 2019

This study deals with the students’ morphological awareness in using derivational morphemes, the objectives of this study are to find out the students awareness in identifying derivational morpheme and to investigate the students ability to break down the words into morpheme. The research used descriptive qualitative method. The data was taken from the news article of The Jakarta Post entitled *Christchurch Muslim struggle shock, fear, New Zealand* by doing interview among UMSU students in the 8th semester of English Department as the informants. Based on the result of derivational morphemes in the news article of The Jakarta Post entitled *Christchurch Muslim struggle shock, fear, New Zealand*, there were 18 derivational morphemes that had to identified and segmented or broke down by the informants to approved their morphological awareness in using derivational morphemes.

Keyword: awareness, ability, derivational morpheme

ACKNOWLEDGEMENTS

Assalamu'alaikum Wr.Wb

In the name of Allah the most Gracious and the most Merciful. Firstly, the researcher would like to convey gratitude to Al-mighty God, who has blessed him to write this research. Secondly, blessing and peace be upon our porphet Muhammad SAW, who has brought the human beings from the uncivilized era to the fully civillized era as we have today.

This research is entitled: The Students' Morphological Awareness in Using Derivational Morpheme. In writing this research, there were so many troubles faced by the research, and without much help from many people it was impossible for him to finish it. Million words would never be enough to endless love, care, attention, prayers, encouragement and heart they have given. He would like to deliver his thanks to

1. Dr. Agussani, M.AP as Rector of Univeristy of Muhammadiyah Sumatera Utara.
2. Elfrianto Nasution, S.Pd., M.Pd., The Dean of FKIP UMSU who has given him recomendation to carry out this study.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum as the head and secretary of English program in faculty of teacher's training and education Univeristy of Muhammadiyah Sumatera Utara for their encouragement in completing this research.
4. Erlindawaty S.Pd, M.Pd, as his supervisor who had given him suggestion, idea criticism and guidance in writing this research.

5. All lectures who had given their valuable thought in teaching him during his academic years at UMSU.

6. My parents, Dahlian Yusra S.Pdi and Zaharah as my main motivators. No words can describe how big thanks from me. Much love for you both.

7. My brothers, Salahuddin Dahlian S.E, Iskandar Duha A.M.d, Ahmad Reza Falatehan S.Pdi, my beloved donators for financial and those useful motivations. Thank you so much more.

8. All his dearest friends in the class VIII A Afternoon English Education program of UMSU.

May Allah bless them all, and all people that can't be mentioned in this limited spaces, thanks for everything and helping. May Allah bless them All. Amin.

Medan, October 2019

The researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Morphology is one of the branches study of linguistics that discuss about the formation and meaning of words. Hespelmath (2010:1) states that Morphology is the study of the internal structure of words. Somewhat paradoxically, morphology is both the oldest and one of the youngest subdisciplines of grammar. Morphology is the study of systematic covariation in the form and meaning of words. In many daily life, people have related with morphology consciously or unconsciously. In linguistics *morphology* refers to the mental system involved in word formation or to the branch.

In Morphology, there are free morphemes and bound morphemes. Free morphemes are the independet morpheme that consists of lexical morpheme and functional morpheme whereas in bound morphemes are the dependent morphemes that need the affixation or compound words where there are derivational morpheme and inflectional morpheme. Derivational morphemes are from bound morphemes that are an affix that's added to aword to create a new word or a new form of word. Derivational morphemes can change the grammatical category or part of speech of a word. Derivational morphemes have clear semantic content. As we have seen, when a derivational morpheme is added to a base, it adds meaning.

Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives (Goleman, 2018:4). People with strong

self-awareness are neither overly critical nor unrealistically hopeful. Self awareness extends to a person's understanding of his or her values and goals. How can one recognize self-awareness? First and foremost, it shows itself as candor and an ability to assess oneself realistically. People with high self awareness are able to speak accurately and openly although not necessarily effusively or confessionally about their emotions and the impact they have on their work. Such self-knowledge often shows itself in the hiring process. Ask a candidate to describe a time he got carried away by his feelings and did something he later regretted. Self-aware candidates will be frank in admitting to failure—and will often tell their tales with a smile. One of the hallmarks of self-awareness is a self-deprecating sense of humor. Self-awareness can also be identified during performance reviews. Self-aware people know—and are comfortable talking about—their limitations and strengths, and they often demonstrate a thirst for constructive criticism. By contrast, people with low self-awareness interpret the message that they need to improve as a threat or a sign of failure. Self-aware people can also be recognized by their self-confidence. They have a firm grasp of their capabilities and are less likely to set themselves up to fail by, for example, overstretching on assignments. (Goleman, 2018:5). So, because of that in reviewing the someone awareness can use by the interview instrument as the tool for measuring. Awareness seems to light almost capriciously on a tiny proportion of total brain activity (Nunn, 2003:27)

The center of this concept is the awareness of people about derivational morpheme. Sometime people are not aware which ones were as derivational

morpheme and how to differ them with another morphemes. Then people got the difficulties in segmentation the derivational morpheme into morphemes.

In adding our vocabulary, one of the main strategies was we must know the base words in order to we could create another words by any affixations and compound words. While reading a written, definitely there were derivational morphemes within. But sometime people were not aware and did not know how to break down the derivational morpheme into any parts. So that's why learning about derivational morphemes is important.

To master the words formation well or to create the new words easily, students had to study about morphology especially derivational morphemes. There were so many strategies in teaching derivational morphemes, and one of them is by teaching reading comprehension. But another creative way to teach derivational morphemes is identifying them in the article especially the news article. The news article is one of the valid literary work that consists of the real phenomenon and uses many morphemes. The passage within the news article is the formal one.

The Jakarta Post is one of the newspaper that the researcher interested in. The first reason is *The Jakarta Post* is a popular and one of prestige indonesian newspaper. The second reason is this newspaper serves any news and informations in any fields completely for the readers. The third reason is the information that serves is nationally and internationally.

In this newspaper there are some morphemes. It is also include derivational morphemes that can be identified. So the researcher is interesting to do this

research by doing interview with asking students UMSU identify the derivational morpheme in *The Jakarta Post*.

B. The Identification of the Problem

1. The students are not aware to identify the derivational morphemes
2. The students are confused to break down the derivational morphemes into any parts

C. Scope and Limitation

The scope of this study is focused on Linguistics, that is Morphology. However the limitation of this study is Bound morpheme especially in Derivational morphemes.

D. The Formulation of the Research

The problems of the study were formulated as the following.

1. Were the students aware to identify the derivational morpheme ?
2. How did the students break down the words into morpheme ?

E. The Objective of the Research

In accordance with the problems above, the study is intended for several objectives as follows

1. To find out the students awareness in identifying derivational morpheme.

2. To investigate the students ability to broke down the words into morphemes

F. The Significance of the Research

The findings of the study were expected to had significances theoretically and practically as follows

1. Theoritically

This study hopefully can :

- a. Enrich the findings in linguistics especially morphology
- b. Contributed to English literature as a valuable source of reference

2. Practically

This study was expected to gave :

- a. A good understanding to the students about derivational morpheme
- b. The scientific knowledge for teacher on linguistics study especially about derivational morpheme
- c. An useful reference for other researcher when they were interested in doing similar research in the future

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework aimed at giving concepts apply in this research. These concepts led to be better analysis of given theories because they helped the researcher limit the scope of the problem. In this part, the researcher explained about all the theories used to strengthen the research. So that the readers understood and encouraged them to read.

1. Morphology

Booij (2005:4) states that the subdiscipline of linguistics that deals with such patterns is called morphology. The existence of such patterns also implies that word may have an internal constituent structure. For instance, *walking* can be divided into the constituents *walk* and *-ing*. Therefore, morphology deals with the internal constituent structure of words as well.

Masaitiene (2009:18) states that Morphology is the branch of linguistics which studies the structure of words and types of their formation.

Spencer (1994:1) state sthat Morphology stands at the interface between the lexicon, phonology and syntax, and many of the most significant questions concern the way that morphological representations interact with representations at other linguistic levels.

Kracht (2005: 7) In fact, the difference between ‘car’ and ‘cat’ is morphologically speaking as great as that between ‘car’ and ‘moon’. Also, both are subject to the same morphological rules and behave in the same way, for example form the plural by adding ‘s’. That makes them belong to the same noun class. Still, they are counted as different morphemes. This is because they are manifested differently (the sound structure is different). Therefore we distinguish between a morpheme and its morphological structure.

Morphological research aims to describe and explain the morphological patterns of human languages. It is useful to distinguish four more specific sub-goals of this endeavour: elegant description, cognitively realistic description, system-external explanation and a restrictive architecture for description. (a) Elegant description. All linguists agree that morphological patterns (just like other linguistic patterns) should be described in an elegant and intuitively satisfactory way. Thus, morphological descriptions should contain a rule saying that English nouns form their plural by adding *-s*, rather than simply listing the plural forms for each noun in the dictionary (*abbot, abbots; ability, abilities; abyss, abysses; accent, accents; ...*).

In a computer program that simulates human language, it may in fact be more practical to adopt the listing solution, but linguists would find this inelegant. The main criterion for elegance is generality. Scientific descriptions should, of course, reflect generalizations in the data and should not merely list all known individual facts. But generalizations can be formulated in various ways, and linguists often disagree in their judgements of what is the most elegant description. It is therefore

useful to have a further objective criterion that makes reference to the speakers' knowledge of their language. (b) Cognitively realistic description. Most linguists would say that their descriptions should not only be elegant and general, but they should also be cognitively realistic. In other words, they should express the same generalizations about grammatical systems that the speakers' cognitive apparatus has unconsciously arrived at. We know that the speakers' knowledge of English not only consists of lists of singulars and plurals, but comprises a general rule of the type 'add -s to a singular form to get a plural noun'. Otherwise speakers would be unable to form the plural of nouns they have never encountered before. But they do have this ability: if you tell an English speaker that a certain musical instrument is called a *book*, they know that the plural is (or can be) *books*.

The dumb computer program that contains only lists of singulars and plurals would fail miserably here. Of course, cognitively realistic description is a much more ambitious goal than merely elegant description, and we would really have to be able to look inside people's heads for a full understanding of the cognitive machinery. Linguists sometimes reject proposed descriptions because they seem cognitively implausible, and sometimes they collaborate with psychologists and neurologists and take their research results into account. (c) System-external explanation. Once a satisfactory description of A morphological patterns has been obtained, many linguists ask an even more ambitious question: why are the patterns the way they are? In other words, they ask for explanations. But we have to be careful: most facts about linguistic patterns are historical accidents and as such cannot be explained. The fact that the English plural is formed by adding -s

is a good example of such a historical accident. There is nothing necessary about plural *-s*: Hungarian plurals are formed by adding *-k*, Swedish plurals add *-r*, Hebrew plurals add *-im* or *-ot*, and so on. A frequent way to pursue explanation in linguistics is to analyze universals of human language, since these are more likely to represent facts that are in need of explanation at a deep level. And as a first step, we must find out which morphological patterns are universal. Clearly, the *s*-plural is not universal, and, as we saw in the preceding section, not even the morphological expression of the plural is universal – Yoruba is an example of a language that lacks morphological plurals. So even the fact that English nouns have plurals is no more than a historical accident. But there is something about plurals that is not accidental: nouns denoting people are quite generally more likely to have plurals than nouns denoting things. For instance, in Tzutujil, only human nouns have regular morphological plural forms.

2. Word

2.1 Defining words syntactically

One way that people have attempted to define words is to call them the smallest unit of syntax. This seems reasonable: sentences are built by combining words according to particular patterns. But even this simple definition runs into problems. Take a sentence like the following:

Ex: Harry coughs every time he steps outside.

Everyone would agree that *Harry*, *every*, and *outside* are words, and that *-s* is not. But at the same time, some people (though not all) would argue that *-s* is indeed a

unit of syntax and that it occupies a particular position in a syntactic tree. The following diagram illustrates how we might break *cough* off from *-s* syntactically: Calling words the minimal units of syntax raises the question, “What is syntax?” If we think of syntax as the component of the human grammar that governs the ordering of items, then *-s* should be a word. After all, it is subject to ordering principles. It must follow *cough*; we don’t say *s-cough*. If we respond by saying that syntax governs the ordering of not just any item, but only words, then we are back where we started. What is a word? Another characteristic of words is that they are the smallest unit of language that can stand alone:

Example: When are you going to the store? *Tomorrow*.

What did the emperor wear to the procession? *Nothing!*

We recognize the ability of words to stand alone by saying that they are **free forms**. Units that are incapable of standing alone, such as affixes, are correspondingly called **bound forms**. This characteristic of words also runs into problems. Certain forms that native speakers would identify as words are not capable of standing alone and therefore do not meet this definition:

Example: Whose book is this? **My*.

My is a word, as we would all agree. But it generally does not stand alone. The reasons why *my* cannot stand on its own have more to do with syntax than with morphology: it is a determiner, and it generally appears alongside a noun. Speakers would use *mine* in this context instead. Nevertheless, this example shows that a potential diagnostic for wordhood – can it stand alone? – is not

universally reliable. Once in a while we even get a supposedly bound form appearing on its

own. In the musical *Camelot*, Queen Guenevere sings the following lines:

Example: It's May, it's May, the month of "yes, you may"

The time for every frivolous whim, proper or *im-*

...

When all the world is brimming with fun, wholesome or *un-*

The prefix *im-* is used on its own to rhyme with *whim*, and *un-* is used to rhyme with *fun*. We are dealing with a creative word play here. Both *im-* and *un-* are stressed here, which means that in some sense, the songwriter has turned them into words. We are not proposing otherwise. We present this example to help demonstrate that words are difficult to define, and that traditional notions such as bound and free are not always reliable. (Aronoff, 2011:34)

2.2 Defining words phonologically

Words tend to be important units phonologically as well as syntactically. For example, the word is typically the domain of stress assignment. In French, stress always falls on the last syllable of a word. In Cairene Arabic, stress falls on one of the three final syllables, depending on syllable weight. In Polish, main stress falls on the penultimate (next-to-last) or antepenultimate (third-to-last) syllable (Hayes 1995: 67–8). Even this generalization is not absolute. Clitics (from Classical Greek *klinein* 'to lean') are grammatical words that are unable to stand on their own phonologically and must instead 'lean' on an adjacent word – be

incorporated into its prosodic structure. This means that clitics often have an effect on the position of word stress. In Modern Greek, for example, stress is always on one of the last three syllables of a word. When a genitive clitic such as *mas* ‘our’ follows or leans on a word that is stressed on the third-to-last syllable, stress readjustment occurs (Nespor and Vogel 1986 in Aronoff):

Example: a. ο άνθρωπος

‘the person’

b. ο άνθρωπος μας

‘our person’

We see in examples that *άνθρωπος* ‘person’ is stressed on the third-to-last syllable. When followed by *mas*, a secondary stress is inserted on its final syllable. This readjustment is understandable if we think of the sequence *άνθρωπος μας* as a single word for stress purposes. Imagine that no secondary stress were added to the sequence **άνθρωπος μας*, which we have just called a word. This hypothetical form bears stress only on its fourth-to-last syllable. Greek, however, requires that words be stressed no further back than the third-to-last syllable. The addition of a secondary stress on the syllable *-πος* (the second-to-last syllable, the most common position for word stress in Modern Greek) creates a well-formed phonological word. This example demonstrates that the word-plus-clitic sequence functions as a single word as far as stress assignment is concerned in Modern Greek. (Aronoff. 2011:37)

2.3 Grammatical words

Despite the elusiveness of a definition of word, speakers – literate and illiterate – have clear intuitions about what is and what isn't a word. Children readily learn to break utterances up into words when learning to write. Some written languages, such as Chinese, represent words

with symbols called logograms. For now, we are simply going to assume that we know a word when we see one. The term **grammatical word** or **morphosyntactic word** is virtually synonymous with word but is generally used to refer specifically to different forms of a single word that occur depending on the syntactic context. You would be justified in thinking, for example, that *rabbit* and *rabbits* are tokens of the same word. But they absolutely must be considered to be different grammatical words. The first occurs in contexts appropriate for a singular noun, and the second in contexts appropriate for a plural noun. Even though forms like *and*, *into*, and *lovely* have only one form, they are also considered grammatical words.

3. Lexeme

What is a lexeme? A lexeme is a theoretical construct that corresponds roughly to one of the common senses of the term word. Examples include BOOK, EAT, DARK, SECRETLY. It is a sign or set of signs that exists independently of any particular syntactic context. It has a particular meaning or grammatical function (e.g., 'a set of written or printed pages fastened along one side and encased between two covers'; 'consume, as with food'). Some linguists restrict

the class of lexemes to the major lexical categories of noun, verb, adjective/adverb. It is generally referred to by its citation form (e.g., BOOK, EAT), but its shape may vary systematically according to the syntactic context in which it is used (e.g., one book, two books; I am eating right now, I ate a big dinner yesterday). (Aronoff, 2011:47)

To summarize, a lexeme is an abstract object, not a single concrete word, but a set of grammatical words. Cross-linguistically, one of those words is generally privileged to be the lexical stem from which other words are formed, although some languages permit more than one lexical stem. However, in morphology it is often safer to talk of tendencies than absolutes. Many phenomena are not categorical, but graded. So it is with the creation of new words from lexemes. Occasionally, particularly in the case of phrasal items like *has-been*, a form of a lexeme other than the lexical stem is used for creating new words.

4. Morpheme

Booij (2005:8) states that morpheme, the morphological building blocks of words, are defined as the minimal linguistic units with a lexical or a grammatical meaning. For instance, the noun *buyer* consists of two morphemes, *buy* and *-er*.

Masaitiene (2009:18) states that *Morpheme* is the basic unit in morphology. It is defined as a minimal unit of meaning or grammatical function. Thus, the word *unlocked* in the sentence “He unlocked the door” has three morphemes (*un-* is used to show an opposite; *lock* – means to fasten with a key, and *-ed* indicates past tense). There are morphemes that can be used as single words (e.g. *book*, *run*,

nice, one). They are called *free* morphemes. Others cannot stand alone and have to be attached to another morpheme (e. g. un-, -ment, -ed, -s). They are *bound* morphemes.

Carstairs (2002:16) states that As we have seen, words that are not lexical items must be complex, in the sense that they are composed of two or more morphemes. But those are not the only words that are complex; lexical-item words can be complex too. To put it another way: words that are lexical items do not have to be *monomorphemic* (consisting of just one morpheme). This is hardly surprising, when one considers that we have already encountered lexical items that are so complex as to extend over more than one word, namely idioms. But recognising the existence of lexical items that are *polymorphemic* (consisting of more than one morpheme) has an important bearing on the relationship between morphemes and meaning, as we shall see. Let us look in more detail at two characteristics of morphemes, in the light of how the notion has been introduced. To allow the meanings of some complex words to be predictable, morphemes must (1) be identifiable from one word to another and (2) contribute in some way to the meaning of the whole word.

a. Bound Morpheme

Bound morphemes are the morphemes can not stand alone as its own words. Booij (2005:9) states that the verbal morpheme *buy* is called a free or lexical morpheme because it can occur as a word by itself, whereas *-er* is an affis (hence a bound morpheme that cannot function as a word on its own). This is

indicated by the hyphen preceding this morpheme: it requires another morpheme to appear before it in a word. An example of the latter is the formation of the verb *tranquillize*, itself derived from *tranquil* through the addition of *-ize*. The formation of *tranquillizer* is not a matter of concatenating three morphemes. Instead, it is a two-steps operation. First, the bound morpheme *-ize* has been added to the simplex adjective *tranquil*, resulting in the verb *tranquillize*.

Lieber (2009:33) states that bound morphemes come in different varieties. Those in (a) are prefixes and suffixes; the former are bound morphemes that come before the base of the word, and the latter bound morphemes that come after the base. Together, prefixes and suffixes can be grouped together as affixes.

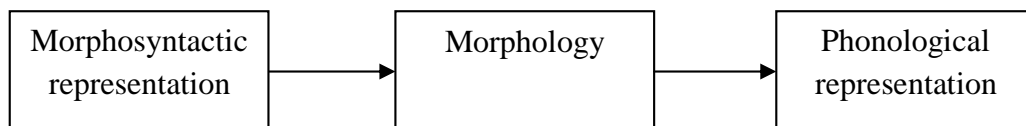
a. Derivational morphemes

New lexemes that are formed with prefixes and suffixes on a base are often referred to as derived words, and the process by which they are formed as derivation. The base is the semantic core of the word to which the prefixes and suffixes attach. For example, *wipe* is the base of *unwipe*, and *McDonald* is the base of *McDonaldization*. Frequently, the base is a free morpheme, as it is in these two cases (Lieber, 2009:33).

However, derivational morpheme has two kinds : (a) change the speech class, *write* to be *writer* (b) change the meaning of the words, *happy* to be *unhappy*.

b. Inflectional morphemes

Aronoff (2011:160) states that Inflection is the realization of morphosyntactic features through morphological means. In order to fully understand inflection, we must situate it in the grammar. Since we are claiming that the syntax provides the morphology with morphosyntactic features, the job of the morphology must be to get from there to the actual phonological realization:



This diagram portrays the relationship between the syntax, morphology, and phonology as derivational, but it is equally possible to model a non-derivational, parallel relationship. Either way, a diagram like is bound to be deceptively simple. We are still left asking precisely how words become inflected. We now turn to an exploration of the answers to that question.

c. Derivational vs Inflectional

One generalization is that inflectional morphology does not change the core lexical meaning or the lexical category of the word to which it applies. A noun with a plural suffix attached to it is still a noun; *slurp* means ‘eat or drink noisily’ whether it is past or present; and so on. Derivational morphology may or may not affect the lexical category of a word it applies to, and it typically changes its meaning. *Glory* is a noun, and *glorious* is an adjective. While their meanings are related, they cannot be said to mean the same thing in the way that *slurp* and *slurps* do. A second generalization is

that inflection, but not derivation, is determined by syntax. Which form of a lexeme surfaces in a given position depends on its relationship with the words around it. A third generalization we can make is that inflectional morphology tends to be more productive than derivational morphology. Inflectional morphology can apply to words of a given category with relative freedom. Virtually any noun in English can be made plural with the addition of [z] or one of its two phonologically conditioned allomorphs. The only exceptions are nouns with irregular plurals, such as *children* or *phenomena*, and those that logically do not allow a plural form: mass nouns like *rice* and abstract nouns like *intelligence* generally fall into this category. On the other hand, not every adjective can take the derivational affix *-ly* that forms adverbs. We can say *quickly*, but not *friendlily*. Another generalization that has been made is that derivational affixes tend to occur closer to the root or stem than inflectional affixes. For example, it shows that the English third person singular present inflectional suffix *-s* occurs outside of derivational suffixes like the deadjectival *-ize*, and the plural ending *-s* follows derivational affixes, including the deverbal *-al*:

- a. popular-ize-s
commercial-ize-s
- b. upheav-al-s
arriv-al-s

b. Free Morpheme

In self-explanatory fashion, morphemes that can stand on their own are called *free*, and ones that cannot are *bound*.

a. read-able	b. leg-ible
hear-ing	audi-ence
en-large	magn-ify
perform-ance	rend-ition
white-ness	clar-ity
dark-en	obfusc-ate
seek-er	applic-ant

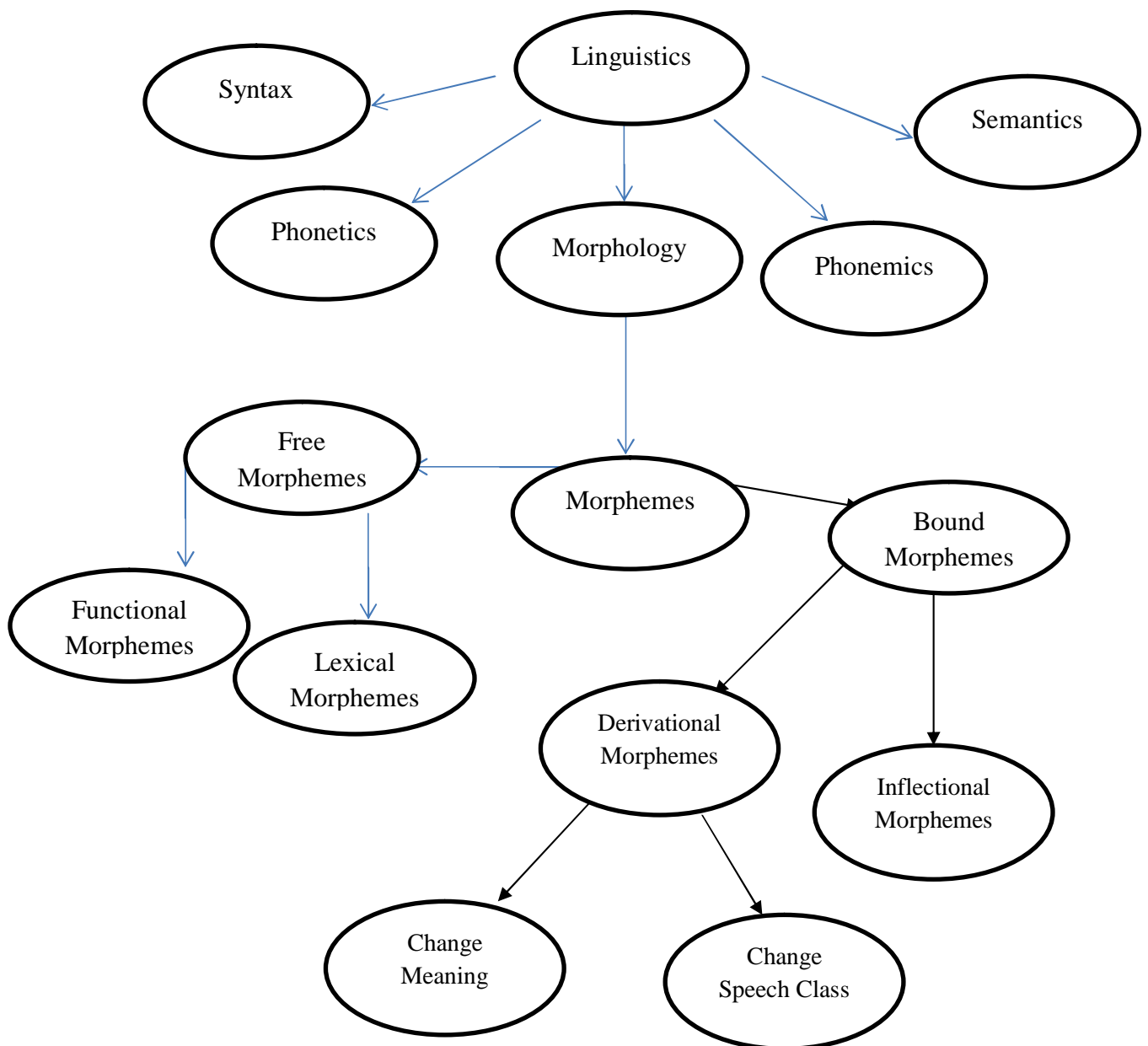
If you know something about the history of the English language, or if you know some French, Spanish or Latin, you may know already that most of the free morphemes in (a) belong to that part of the vocabulary of English that has been inherited directly through the Germanic branch of the Indo-European language family to which English belongs, whereas all the morphemes in (b) have been introduced, or borrowed, from Latin, either directly or via French. Even without such historical knowledge, it may strike you that the words in (b) are on the whole somewhat less common, or more bookish, than those in (a). This reflects the fact that, among the most widely used words, the Germanic element still predominates. It is thus fair to say that, in English, there is still a strong tendency for complex words to contain a free morpheme at their core (Carstairs, 2002:18)

5. Conceptual Framework

The source of this research is Linguistics. However, linguistics is as the big fondation in shoring its subs, they are : syntax, phonetics, morphology, phonemics, and semantics (Chaer, 2012:13). Between the whole subs the researcher choose morphology as her research to study. The researcher realizes that in morphology field has also the wide discussion. However, morphology has two morphemes that can tell about, they are free morphemes and bound morphemes. Free morphemes have the functional morphemes and lexical morphemes, whereas bound morphemes have derivational morphemes and inflectional morphemes. So, for making this research more cone and detail the researcher decides to choose to study bound morphemes especially discuss about derivational morphemes where derivational morphemes can be identified by their modification or change as morphemes. Derivational morphemes is the bound morphemes that can change meaning and speech class itself.

A first-draft states of conceptual framework analyzed as follows:

Conceptual Framework of Derivational Morphemes



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research design of this study was descriptive qualitative method since it provided a systematic, factual, and accurate description of a situation are. Sugiono (2016:7) believes that qualitative studies are named as the new method caused of no longer popularity, it named as positivistics method because landed on positivism philosophy. It also named as artistic method because the research process is more artistically, and it called as the interpretive method because the data of research result more referred to the interpretation for the data that found in the field.

The research will be conducted by qualitative approach because the result of the data analyzed was in descriptive phenomenon such a words, sentence, and utterance. In this study, the researcher will be described the derivational morpheme used by the news article of “The Jakarta Post” newspaper that informed about Christchurch Muslim struggle shock, fear, New Zealand.

B. Source of Data

The data in this study was the news article from The Jakarta Post containing the derivational morpheme. There were any categories of news such as ; sport, business, entertainment, international, and etc. Since it will be too large to have all the categories of news as the data, so the researcher took an international

news that was about ‘*What’s next?*’:*Christchurch Muslim struggle shock, fear, New Zealand. Sat, March 16,2019/04:48 pm*

C. The Technique of Data Collection

It is interview method by Donald Ary (2010:438) stated that interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. However, the interview method is used for english department students of UMSU in 8th semester. It will be done as follows :

1. Distribute the article

The researcher gave the participants the news article as the media of interview to ease the interview run well.

2. Recording

In saving the data of interview, the researcher used the recording way while interview was running. This path will be the source of researcher’s in analysing the data.

3. Interview

In this step the researcher will be asked the questions to the participants about the derivational morpheme concerned to their awareness. Then the participants will be answered the questions.

D. The Technique of Data Analysis

The method that used in analyzing the data and systemic procedures according to Miles and Huberman (2014) and also in Sugiyono (2016) will be done as follows :

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.

2. Data display

In the course of our work, we have become convinced that good displays are a major avenue to robust qualitative analysis. The displays discussed and illustrated in this book include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful.

3. Conclusion drawing

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among

colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Analysis

Based on the observation which had been done by the researcher during interview process for collecting the data. This research needed in order to achieved the objective of the researcher wanted. This research would focus on found out the awareness of UMSU students especially in the 8th semester of derivational morphemes in Morphology field.

The interview has been running on Agustus 2019. The respondents were coming from 8A Afternoon, 8C Afternoon, 8A Morning and 8E Morning. However the researcher has collected the 20 data from 20 respondents. They are : Annisa Apriyani Wala, Daniah Muslim, Dea Dwi Lestari, Endah Fazriani, Endang Pratiwi, Halizah Hafaz, Helvyana Khairiasita Srg, Irma Isroyani, Jamiyarti, Jihan Jifanisah, Lusi Handayani Putri, M. Joko Mahendra, Nana Nurfauziah L, Nurhasanah, Rizky Maylani, Suda Sahiba (8A Afternoon) then Mudrika Fitri (8C Afternoon) Maulia Hasana, Ravika Pratiwi (8A Morning) Rahmat Dermawan (8E Morning). The researcher has chosen the informants randomly from each classes.

From the data that has been obtained, the researcher has conducted an analysis to achieve the objective of this study. The data that has been analyzed was : The result of interview of UMSU students in the 8th semester who have completed Morphology class.

B. Findings

When the researcher conducted the interview process, the researcher delivered a few questions about derivational morphemes and the interviewer also delivered the article from The Jakarta Post about Christchurch Muslims in New Zealand that entitled "*what's next?: Christchurch Muslims struggle with shock, fear*" then interviewer asked the informants to identified and broke down derivational morphemes into any parts related interview has been running.

From the answers and responses that have obtained, the researcher assert the whole informants had the different answers. These following are the questions points the researcher asked for UMSU students in the 8th semester.

The answers from the respondents are various. They had different way and amount of derivational morphemes that they identified from the news article. Well, the data was the amount of derivational morphemes that the informants have identified. Sometimes, there were the respondents who have mentioned the words did not include as the derivational morphemes at once. In the column "number" is the whole words that mentioned by the informants that they guessed as derivational morphemes then in the column "correct" is the words that included as the true derivational morphemes. (table 1.1 in appendix 1)

The respondents who had the highest percentage recently were Daniah Muslim and Rizky Maylani by 50% the correct score. (From the table 1.1) We can see that Daniah Muslim had 40 words that she guessed as the derivational

morphemes. She also mentioned the words such as ; *killed, boxes, making, rushed, wider* and the rest as the derivational morphemes. Rizky Maylani told that she had 11 words as the derivational morphemes but actually the correct ones are 9 derivational morphemes only.

Then Dea Dwi Lestari reached 6 derivational morphemes from 36 words she has told to the interviewer. There are so many words that she has mentioned did not related to derivational morphemes. Mostly the words that she made sure as derivational morphemes are the plural words, added by *s, es*.

Annisa Apriyani Wala and Nurhasanah got 5 words of derivational morphemes. Annisa Apriyani Wala has also mentioned 5 words only then the whole words she has told were true but Nurhasanah said that she has 6 words as derivational morphemes but correct ones only 5 words.

Next participants, Endah Fazriani, Endang Pratiwi, Nana Nurfauziah L, and Maulia Hasanah have gotten 4 correct words as derivational morphemes. But the words that they have identified much more than the correct ones. For example Endang Pratiwi had 42 words that she thought those were derivational morphemes and the rest words were mostly plural words and inflectional morphemes (*ex stained, happening etc*)

The other participants like Helvyana Khairiasita Srg, Irma Isroyani Srg, M.Joko Mahendra, Rafika Pratiwi had the same score that were 3 correct words, 16,6% in percentage.

Then Jamiyarti and Jihan Jifanisah also had the same percentage that was 11,1% they only got 2 derivational morphemes from the Jakarta Post article.

Halizah Hafaz, Mudrika Fitri and Rahmat Dermawan have gotten 1 word from the words that included as derivational morpheme in the news article. And lastly, Lusi Handayani Putri.

From both (tables 1.1 and 1.2) we could see that, the highest percentage of the respondents could identify the derivational morphemes from The Jakarta Post article was 50% from 20 respondents even the lowest percentage was up to 0% from 20 respondents.

Well, after identifying the derivational morphemes from the news article of The Jakarta Post the respondents asked for breaking down or segmentating the words that included as the derivational morphemes into any parts. We could see from table 1.2 highest score was still Daniah Muslim and Rizky Maylani by 9 derivational morphemes that could them segmented.

The next were Annisa Apriyani Wala and Nurhasanah they could semented 5 the derivational morphemes. Then Endah Fazriani and Maulia Hasanah were able broke down 4 derivational morphemes. Also Helvyana Khairiasita Srg, Irma Isroyani and Rafika Pratiwi were only segmented 3 words of derivational morphemes.

Dea Dwi Lestari, Endang Pratiwi, Jamiyarti, Jihan Jifanisah, M.Joko Mahendra and Nana Nurfauziah L had the same score that was 2 words or 11,1% in percentage. In this case, Dea Dwi Lestari had the error in segementating the derivational morphemes whereas when she identified the derivational morphemes she got 6 correct ones but she failed when segmented process. It was also occured to Endang Pratiwi that before she got 4

derivational morphemes but she was only able segmented 2 derivational morphemes and made error.

For the respondents who only had 1 correct word were Halizah hafaz, Mudrika Fitri and Rahmat Dermawan. However Rahmat Dermawan said that to the interviewer that *whorshipper* and *gunman* are derivational morphemes but actually in this case, *gunman* is not included as derivational morphemes. Even Suda Sahiba and Lusi Handayani Putri did not get anything words for breaking down.

From the both table we could see that there was no the respondents who have reached 70% or same with they were not aware and could not identify at least 13 words of derivational morphemes then made the segmentation correctly.

The data was showed that the answers of the whole respondents. All respondents had different answers. They had their own reasons why they have chosen those words as derivational morphemes. 11 informants reached 'satisfying' of their reasons then the rest, 9 informants had 'unsatisfying' level for their responses. In this case, Nana Nurfauziah L, Rizky Maylani and the rest have gotten 'satisfying' level because they told that the reasons why they have chosen those words as derivational morphemes were derivational morphemes can change the speech class and meaning, but sometimes they did not explain in the example to strong their arguments.

Whereas Dea Dwi Lestari, Mudrika Fitri and the 7 respondents others, their reasons included in 'unsatisfying' level. For example Dea Dwi Lestari said

that why has she chosen her words as derivational morphemes was derivational morphemes had the affixation *s*, *es* or plural ones, but actually what she said it was inflectional morphemes. Then Mudrika Fitri has said that because derivational morphemes were having benefit for our speaking.

Respondent 1:

Annisa Apriyani Wala

1502050222/8A Afternoon ED

For the first answers Annisa said: *“The example like proudly;proud+ly, wordless;word+less, originally;original+ly and friendly;friend+ly”*

And for the second question Annisa said: *“I think like the word friendly has different meaning with friend. Friendly is ramah and friend is teman. Friend is noun and friendly is adjective.”*

Respondent 2:

Daniah Muslim

1502050166/8A Afternoon ED

Daniah’s answer for the first question: *“The first is proudly;proud+ly, then stained;stain+ed, stormed;storm+ed, spraying;spray+ing, wider;wide+er, struggling;struggle+ing, working;woerk+ing, died;die+ed, donating;donate+ing, fundraising;fundraise+ing, survived;survive+ed, zealander;zealand+er, regularly;regular+ly, boxes;box+es, killed;kill+ed, meeting;meet+ing, survivor;survive+or, showed;show+ed, exchanged;exchange+ed, loved;love+ed, making;make+ing, raised;raise+ed, prayer;pray+er, received:receive+ed, rushed:rush+ed, originally:original+ly, missing:miss+ing, occured:occur+ed, trumbled:trumble+ed, added:add+ed, trailing:trail+ing, scared:scare+ed, rolling:roll+ing, friendly;friend+ly, added:add+ed, thinking:think+ing, going:go+ing, targetting:target+ing, showed:show+ed, happening:happen+ing”*

For the second question she said as well: *“because as we know that derivational is a word that can be change the words and meaning. So the original words added by some morphemes and can be change the meaning.*

Respondent 3:

Dea Dwi Lestari

1502050179/8A Afternoon ED

Dea’s answered the first question: *“Okay the first is holes:hole+s, then carpets:carpet+s, maybe stained also stain+ed, stormed also storm+ed, bullets:bullet+s, worshippers:worshiper+s, and then terms:term+s, contributors:contributor+s, efforts:effort+s, survived:survive+ed also, regularly:regular+ly, boxes:box+es, drives:drive+s, killed:kill+ed, and survivors also survivor+s, victims:victim+s, famalies:family+ies, workings:working+s, backgrounds:background+s, showed:show+ed, wordless I mean it is a combine word between word+less, huges:huge+s, tears:tear:s, exchanged it is also combine word ex, change+ed, loved:love+ed, ones:one+s, Muslims also muslim+s, members:member+s, raised:raise+ed, mosques:mosque+s, shootings:shooting+s, received:receive+ed, friends:friend+s, rushed:rush+ed, knows:know+s, occured:occur+ed”*

Her answer for the second question: *“because all the words that I mentioned before have prefix and suffix so that’s way the example like ideas:idea+s so it means that words have suffix so I mentioned those words as derivational morphemes”*

Respondent 4:

Endah Fazriani

1502050116/8A Afternoon ED

Endah's answer for the first question: *"comes from building:build+ing, worshippers:worship+er, spraying:spray+ing, and population:poopulate+ion, the last is wordless:word+less"*

Her answer for the second question: *"yes derivational is affix that added to a word to create a new word or a new form of a word"*

Respondent 5:

Endang Pratiwi

1502050199/8A Afternoon ED

Endang's answer for the first question: *"Ok, for the first is carpets:carpet+s, holes:hole+s, carpets again carpet+s, stormed:storm, stained:stain+ed, worshippers:worshipper+s, terms:term+s, waits:wait+s and then survived;suvive+ed, boxes:box+es, killed;Killed+ed, and the victims:victim+s, families:family+ies, shared:share+ed, wordless maybe, tears, exchanged it is a combine word ex,change+ed, [news:new+s](#), loved:love+d, muslims:muslim+s, members:member+s, raised:raised+ed, mosques:mosque+s, shootings:shooting+s, received:receive+ed, friends:friend+s, rushed:rush+ed, fails:fails, trumped:trump, kids:kid+s, loved:love+ed, added:add+ed, scared:scare+ed, kills:kill+s, mountains:mountain+s, friendly:friend+ly,*

added:add+ed, shared:shared+ed, attacks:attack+s, showed:show+ed, happened:haapen+ed, ideas:idea+s, I think that's all.

Her answer for the second question: *“Yes from all the words that I already said to you because those are part of affixation there are suffix and prefix, for the example prefix like exchange and for suffix victims.”*

Respondent 6:

Halizah Hafaz Hutasuhut

1502050156/8A Afternoon ED

Halizah's answers for the first questions: *“Yes as I know from the text from the text derivational morphemes below is, proudly because it comes from proud added by ly, then spraying from spray then added by ing as affix, the stained stain+ed, then struggling from struggle+ing as affix, and then about friends it comes from friend+s, and then rushed rush+ed, and also loved:love+ed, and added it comes from add+ed”*

Halizah's answer for the second questions: *“As I know from the word that I have decided as derivational morphemes is the word added by affix to a new words and new forms of the words itself”*

Respondent 7:

Helvyana Khairiasita Srg

1502050151/8A Afternoon ED

Helvyana answered: *“The words that I found from the text are wordless:word+less, prayer:pray+er, and the last one originally:original+ly.*

Her answer for the second question is *“the first one wordless word is noun the meaning is **kata** become wordless become adjective the meaning is **tak berkata**, pray is verb the meaning is **berdoa** become prayer as noun the meaning is **orang yang berdoa**, and the last is originally original as adjective the meaning is **asli** become originally as adverb the meaning is **keaslian**.*

Respondent 8:

Irma Isroyani Siregar

1502050172/8A Afternoon ED

Irma’s answer for the first *“I think derivational morphemes are, proudly:proud+ly, and then regularly:regular+ly, movement:move+ment, and extrinism:extrin+ism, and happened:happen+ed”*

For the second answer she said : *”because in my opinion derivational morphemes is the word that can stand alone so it potentially to make the new words”*

Respondent 9:

Jamiyarti

1502050329/8A Afternoon ED

Jamiyarti answered for the first question *“I think the answer of the derivational morpheme here is, proudly is proud+ly, and then donation from donate+ion, and then community;communi+ity, then extrimism;extrim+ism”*

And for the second question *“Emm why I decide because I think the derivational morpheme is an affix that added to word to create the new words”*

Respondent 10:

Jihan Jifanisah

1502050180/8A Afternoon ED

Jihan answered *“the first I found is proudly:proud+ly and friendly:friend+ly”*

For the second *“I choose friendly because friend the meaning is teman and friendly is **ramah** then proudly is dengan **bangga** then proud bangga”*

Respondent 11:

Lusi handayani Putri

1502050075/8A Afternoon ED

Lusi said *“Im so sorry actually I don't really understand about derivational so I can't identify the paragraph”*

Her answer for the second question *“Sorry I can't”*

Respondent 12:

M Joko Mahendra

1502050049/8A Afternoon ED

Joko answered *“I found some words in this text, the first is anthusiastic is come from anthusias+is and then worshippers; worshipp+ers, and then new zealander new zeland+er, regularly and the last one is classmates from class+mate*

For the second question *“because for the words that I found can change the first meaning become the new meaning. It can change the meaning itself. For example, new zealan is a country, New Zealander is the people that live in new zealand”*

Respondent 13:

Nana Nurfauziah L

1502050123/8A Afternoon ED

Nana answered *“the derivational morpheme from this article there are proudly;proud+ly, population, contributor;contribute+or, friendly, “because the words itself adding by affixation, suffix and prefix so the new words are from”*

Respondent 14:

Rahmat Dermawan

150215282/8E Morning ED

Rahmat said *“after I read this article I found the derivational morphemes the firs is gunman:gun+man, then the second is worshipper:worship+er. Ok that’s it”*

Second answer *“The first is gun and man has different meaning with gunman, and then worshipper, worship is verb become worshipper is noun”*

Respondent 15:

Mudrika Fitri

1502050168/8C Morning ED

Mudrika said *“the first word is movement:move+ment, helping, smallness, shortness:short+ness, working:work+ing*

For the second question :”*because derivational morphemes are very benefir for us for speak to another people and then make our statement become well”*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research above, the researcher can conclude several points related to the Morphological awareness in using derivational morphemes belong to UMSU students from Morphology field :

1. The morphological awareness in using derivational morphemes belong to UMSU students in the 8th semester was still low from the data that researcher has analyzed however the respondents were still confused what and how derivational morphemes are. Even there were the respondents who could not identify the derivational morphemes moreover to made the segmentation. We could see the data where there were 0% percentage or same with no words they were not able to identified as derivational morphemes. The researcher did the research and interview of UMSU students in the 8th semester and researcher could counclude that sometimes the respondentss could not distinguish between derivational morphemes, inflectional morphemes, compound words, plural words and the verbs added by s, es. They mostly have made the mistakes in this case. However between derivational morphemes, inflectional morphemes coumpound word, plural words and the verbs added by s, es are totally different.

2. In segmentating the derivational morphemes into any parts, the researcher could see that UMSU students in the 8th semester who have been the respondents they have confused how to segmented derivational morphemes into any parts correctly. For example, one of the respondents said that *contributors* to be *contributor + s*, but actually the correct one is *contribute + or (s)*. She could identified *contributors* as derivational morphemes but she could not made segmentation correctly, moreover she thought that all the words that added by affixation are derivational morphemes, included the plural ones. From the table (1.1, 1.2 and 2.1) we could see that there was no the respondents who have reached 70% or same with they were not aware and could not identify at least 13 words of derivational morphemes then made the segmentation correctly.

B. Suggestions

In the relation of the conclusions above, some suggestions can be staged as the following.

1. Researcher hope that UMSU students especially for English department students should be more concern about Morphology in order to have the morphological awareness. At least they understand what and how derivational morphemes are. By learning morphology we can understand the structure of words and the process the words are formed, then it can make us more active to produce the new words in daily life. UMSU English department student are the benchmark what

the english department is proper or not. So, we can make it raises up in concerning morphology as one of our effort.

2. For the next researchers, It will be so useful as if the next researchers should do the research about morphological awareness but in the different field and object.

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Table 1.1

No	Total	Informants	Number	Correct	Percentage
1	18	Annisa Apriyani Wala	5	5	27,7%
2		Daniah Muslim	40	9	50%
3		Dea Dwi Lestari	36	6	33,3%
4		Endah Fazriani	5	4	22,2%
5		Endang Pratiwi	42	4	22,2%
6		Halizah Hafaz Hutasuhut	8	1	5,5%
7		Helvyana Khairiasita Srg	3	3	16,6%
8		Irma Isroyani Srg	5	3	16,6%
9		Jamiyarti	4	2	11,1%
10		Jihan Jifanisah	2	2	11,1%
11		Lusi Handayani Putri	0	0	0%
12		M. Joko Mahendra	5	3	16,6%
13		Nana Nurfauziah L	4	4	22,2%
14		Nurhasanah	6	5	27,7%
15		Rizky Maylani	11	9	50%
16		Suda Sahiba	0	0	0%
17		Mudrika Fitri	3	1	5,5%
18		Maulia Hasana	6	4	22,2%
19		Rafika Pratiwi	4	3	16,6%
20		Rahmat Dermawan	2	1	5,5%

Table 1.2

No	Total	Informants	Correct	Percentage
1	18	Annisa Apriyani Wala	5	27,7%
2		Daniah Muslim	9	50%
3		Dea Dwi Lestari	2	11,1%
4		Endah Fazriani	4	22,2%
5		Endang Pratiwi	2	11,1%
6		Halizah Hafaz Hutasuhut	1	5,5%
7		Helvyana Khairiasita Srg	3	16,6%
8		Irma Isroyani Srg	3	16,6%
9		Jamiyarti	2	11,1%
10		Jihan Jifanisah	2	11,1%
11		Lusi Handayani Putri	0	0%
12		M. Joko Mahendra	2	11,1%
13		Nana Nurfauziah L	2	11,1%
14		Nurhasanah	5	27,7%
15		Rizky Maylani	9	50%
16		Suda Sahiba	0	0%
17		Mudrika Fitri	1	5,5%
18		Maulia Hasana	4	22,2%
19		Rafika Pratiwi	3	16,6%
20		Rahmat Dermawan	1	5,5%

Table 2.1

No	Informants	Unsatisfying	Satisfying	Very satisfying
1	Annisa Apriyani Wala		√	
2	Daniah Muslim		√	
3	Dea Dwi Lestari	√		
4	Endah Fazriani		√	
5	Endang Pratiwi	√		
6	Halizah Hafaz Hutasuhut		√	
7	Helvyana Khairiasita Srg		√	
8	Irma Isroyani Srg	√		
9	Jamiyarti	√		
10	Jihan Jifanisah	√		
11	Lusi Handayani Putri	√		
12	M. Joko Mahendra		√	
13	Nana Nurfauziah L		√	
14	Nurhasanah		√	
15	Rizky Maylani		√	
16	Suda Sahiba	√		
17	Mudrika Fitri	√		
18	Maulia Hasana	√		
19	Rafika Pratiwi		√	
20	Rahmat Dermawan		√	







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Interviewer: *“Good afternoon. I am Siti Sukma Melati and now I am doing a research about morphology in the collegian field. So I point you as one of my informants. Could you? Please introduce yourself in advance!*

Well, before we do the interview I am giving you the news article of The Jakarta Post. Now we go to the first question. Please identify and break down into any parts the derivational morphemes from the text below!”

The Jakarta Post

'What's next?': Christchurch Muslims struggle with shock, fear

Glenda Kwek

Agence France-Presse

A few months ago, Christchurch's Linwood Mosque proudly laid down new carpets in its halls.

On Friday, the light brown carpets were stained red after an gunman stormed the building, spraying bullets at worshippers.

"There was blood everywhere. Everything was out of control," Ibrahim AbdelHalim, imam of Linwood Mosque, told AFP.

Like the wider Muslim community in Christchurch, Egypt-born AbdelHalim is struggling to come to terms with the violence wrought upon worshippers this week as he waits to bury the dead.

Working together with the local Islamic community, AbdelHalim had sought to refresh the mosque after a trust bought it over in early 2018.

Some of the seven worshippers who died at Linwood were among the most enthusiastic contributors, donating their personal time to help in fundraising efforts.

One woman, a local Kiwi, fell down beside his wife when she was shot dead, AbdelHalim said. His wife, Falwa El-Shazly, was shot in the arm but survived the attack.

Another man, a Fijian-Indian New Zealander who would regularly bring boxes of food from his restaurant during mosque donation drives, was also killed.

"They are dear to me, these are people who offer to us work for free," AbdelHalim said.

"It was a very bad day, not just all of us, all of New Zealand."

At Hedley College, the main meeting centre for the survivors and victims' families, local Muslims from various ethnic and cultural backgrounds shared wordless hugs and fought back tears as they exchanged news about their loved ones.

With Muslims making up just one percent of New Zealand's population, some members of the close-knit community raced to the mosques when they heard about the shootings.

"I did not go to the prayer yesterday due to work... but received a call from my friends and rushed to the spot," Mohammad Kamruzzaman, originally from Bangladesh, told AFP.

"Five of (our Bangladeshi friends) are still missing, only Allah knows where they are. We have lost... a guardian lady for our community, who taught children the Koran for free. It feels like we have lost a parent."

Fiji-born Azan Ali, 43, who was in the Linwood Mosque with his Auckland-based father when the attack occurred, trembled when he thought back to crack of the gun shots on Friday.

"Will I see my parents, my kids, my loved ones again or not? All the people you pray with, you see beside you..." he added, his voice trailing off.

"My kids are scared, you know. You just have to work through it as a community."

His father, Sheik Aeshad, who saw a worshipper shot in the neck, said he could not understand how such violence could take part in New Zealand, a small nation better known for its rolling, green hills and snow-capped mountains.

"We never thought in New Zealand, this could happen. New Zealand's so friendly a place, you can leave your door open and go. But not now," he added.

"I'm thinking what's going to happen the next time... it could be more people targeting somewhere else."

It was a sentiment shared by Sahra Ahmed, a New Zealander of Somali origin and a nurse active in her local community.

Sahra said the attacks showed the South Pacific island nation could not escape the global wave of right-wing extremism.

"This is a global movement, for better or worst, it's happened in all parts of the world. And some people like to import ideas from everyone else. So we're not immune from what's happening," she told AFP.

"It doesn't matter where you go, the world is very small."

Interviewer: *"Now we continue the second question, **Please give your explanation why have you decided the words that you identified as derivational morphemes!**"*

Respondent 1:

Annisa Apriyani Wala

1502050222/8A Afternoon ED

0819-9300-2576

Jalan Marelan Raya Psr II Barat

Respondent 2:

Daniah Muslim

1502050166/8A Afternoon ED

0813-7700-9194

Jalan Alfalah Raya

Respondent 3:

Dea Dwi Lestari

1502050179/8A Afternoon ED

0822-7552-2721

Ampera VIII Muchtar Basri

Respondent 4:

Endah Fazriani

1502050116/8A Afternoon ED

0853-5899-1237

Jalan Krakatau, Kel Brayan

Respondent 5:

Endang Pratiwi

1502050199/8A Afternoon ED

0822-7668-9352

Tanjung Morawa

Respondent 6:

Halizah Hafaz Hutasuhut

1502050156/8A Afternoon ED

0878-6922-2209

Bromo, Medan

Respondent 7:

Helvyana Khairiasita Srg

1502050151/8A Afternoon ED

0853-6171-7482

Jalan Krakatau, Kel Brayan

Respondent 8:

Irma Isroyani Siregar

1502050172/8A Afternoon ED

0831-9757-0809

Jalan Alfalah Raya

Respondent 9:

Jamiyarti

1502050329/8A Afternoon ED

0813-6276-3215

Rengas Pulau, Kel Martubung

Respondent 10:

Jihan Jifanisah

1502050180/8A Afternoon ED

0823-7081-6730

Ayahanda, Sekip

Respondent 11:

Lusi handayani Putri

1502050075/8A Afternoon ED

0819-2851-0078

Ampera VIII, Gg Bunga

Respondent 12:

M Joko Mahendra

1502050049/8A Afternoon ED

0823-8111-1947

Medan Amplas

Respondent 14:

Rahmat Dermawan

150215282/8E Morning ED

0819-2851-0078

Jalan Ampera VII, Muchtar Basri

Respondent 15:

Mudrika Fitri

1502050168/8C Morning ED

0813-9338-4030

Curriculum Vitae

Name : Siti Sukma Melati

Address : Rawe II street, Martubung

Telephone : 081393384030

Place and Date of Birth : Belawan, October, 23rd 1997

Name of Parents : Dahlian Yusra and Zaharah

Gender : Female

Nationally : Indonesian

Religion : Islam

Marital Status : Single

Email : soekma.melati@gmail.com

Hobbies : Foods hunter, Movie marathons, Photography

Education :

The year of 2009 : Elementary School of SDN 067264, Young Panah Hijau, Medan Marelan

The year of 2012 : Junior High School of MTS Proyek Kandepag Martubung

The year of 2015 : Senior High School of MAN 4 Medan, Martubung

The year of 2019 : University of Muhammadiyah Sumatera Utara