

Implementation of Teaching Derivational and Inflectional Morphemes to SMP Al Islah Surabaya

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KEYWORDS	ABSTRACT
Morphology Inflection; Teaching Language Acquisition	Awareness; Derivation; Morphology;
	This study investigates the integration of instructing derivational and inflectional morphemes at SMP Al Islah Surabaya to improve students' comprehension and its application to the English language. It aims to enhance students' vocabulary acquisition, reading comprehension, and writing skills by employing an effective curriculum and specific instructional methodologies. The present study employs a mixed-methods methodology, integrating quantitative language proficiency evaluations with qualitative observations of classroom interactions and student remarks. Initial results suggest that providing direct guidance on derivational and inflectional morphemes substantially impacts students' linguistic proficiency and apply grammatical principles with greater effectiveness. It emphasizes the significance of including morphology education in the language learning curriculum. It offers practical suggestions for teachers to cultivate a more profound morphology awareness among SMP Al Islah students and improve English language competency.

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Introduction

Language is a comprehensive and constantly evolving system, and its proficiency is crucial for efficient communication and academic achievement. When learning English, it is essential for students to understand the morphological features of words, which involves knowing how words are created and changed (Al Farsi, 2008). This knowledge is essential for strengthening students' language skills. Derivational and inflectional morphemes are essential elements of morphology that play a crucial role in word construction and change (Rabadi, 2019). They have the potential to greatly improve students' vocabulary, reading comprehension, and writing abilities.

SMP Al Islah Surabaya, a middle school dedicated to delivering excellent education, acknowledges the significance of incorporating morphology training into its English language curriculum. By emphasizing derivational morphemes, which generate novel words and alter parts of speech, and inflectional morphemes, which modify words to convey grammatical relationships, educators can provide children with the necessary skills to decipher and construct intricate words (Carlisle & Stone, 2005; Novak, 2011).

This study aims to examine the implementation of teaching derivational and inflectional morphemes at SMP Al Islah Surabaya, analyzing its impact on students' language acquisition and overall linguistic competence. The purpose of implementing this targeted morphological instruction is to achieve several educational goals, including strengthening vocabulary acquisition, improving reading comprehension, and enhancing writing skills. Through a deep understanding of word construction and transformation, students can significantly improve their vocabulary by recognizing patterns and relationships between words (Tabatabaei & Yakhabi, 2011). Morphological awareness is beneficial for students when it comes to understanding and analyzing texts, as it helps them figure out unknown words. In addition, improving writing proficiency with a strong command of derivational and inflectional morphemes enables students to use a wider range of vocabulary and apply grammatical rules accurately in their writing (Asaad & Shabdin, 2020; Varatharajoo et al., 2014; Zhang & Koda, 2013).

While previous studies have examined the role of morphological awareness in language acquisition, many have primarily focused on either derivational or inflectional morphemes in isolation, or have explored their impact only on specific aspects of language skills, such as vocabulary or reading comprehension (Ebbers, 2008). This study differs from existing research by integrating both derivational and inflectional morphemes into a comprehensive teaching approach and analyzing their combined effects on vocabulary acquisition, reading comprehension, and writing skills. Furthermore, unlike many studies that rely solely on quantitative methods, this research employs a mixed-methods approach, incorporating qualitative observations to capture student engagement and attitudes toward morphology instruction. The new insights provided by this study emphasize the importance of interactive and collaborative learning strategies in the effective teaching of morphemes, offering a holistic approach to language instruction that can be adapted to diverse educational contexts. This research contributes not only to the theoretical understanding of morphology's role in language acquisition but also offers practical guidance for educators seeking to enhance language proficiency through targeted morphological instruction.

Teaching morphemes has multiple benefits, including enhancing vocabulary, improving reading comprehension, and increasing skill in writing and grammar. Enhancing one's vocabulary in this context involves identifying recurring patterns in the evolution of words by comprehending morphemes. To improve reading comprehension, acquiring knowledge of morphemes can aid in understanding difficult words. However, acquiring expertise in morphemes enables pupils to use a wide range of precise language in their writing. In addition, it might be argued that developing expertise in grammar requires a thorough understanding of inflectional and derivational morphemes, as they play a vital role in comprehending grammatical structures and syntax. Furthermore, the objective of this current study is for students to be capable of recognizing derivational morphemes and understanding their capacity to modify the meaning or grammatical category of words, and then using this information in a practical manner.

Materials and Methods

This study employs a mixed-methods approach, combining quantitative and qualitative data to evaluate the effectiveness of teaching derivational and inflectional morphemes (Fraenkel & Wallen, 2009). The participants of the study consist of approximately 30 seventh-grade students from SMP Al Islah Surabaya, representing a range of English proficiency levels from beginner to intermediate. Two experienced English teachers at the school facilitated the implementation of the instructional program.

The quantitative component of the study involved pre- and post-tests, which were analyzed using descriptive and inferential statistics to assess the improvement in students' understanding and application of morphological concepts. This provided measurable data on students' linguistic progress. In parallel, the qualitative component involved observations of classroom interactions,

student surveys, and interviews with teachers. These qualitative methods were employed to gain insights into students' engagement, attitudes towards the instructional approach, and perceived benefits of the morphology lessons. This combination of methods allowed for a comprehensive evaluation of both the cognitive outcomes and the affective responses of the students to the instructional program.

During the pre-test, students were initially divided based on gender in order to gather data on each student's proficiency in comprehending the idea of English morphology. From the results of the pre-test analysis that have been stated in the article entitled *Morphological and Syntactical Errors of Junior High School Students with Different Sex in Speech Production* by Zaniar et al. (2024), it can be concluded that female students have improved grammatical proficiency in English, both in written and spoken form, in comparison to male students. In addition, female students employ a wider variety of vocabulary in comparison to those who are men. As well been said, the wide range of speech, language, and communication abilities across individuals in the general population is primarily caused by the engagement of several regions in the brain, intricate cognitive and motor functions, the lengthy duration needed to develop these skills, and major impacts from the environment. Although there are variations among individuals, there is a persistent pattern of gender disparities (Sá-Leite & Lago, 2024). Epidemiological studies indicate that boys are more susceptible to communication, language, and speech deficits compared to girls, who demonstrate faster and more efficient development of these skills. Neurological research indicates that the male brain is more vulnerable to conditions that impact communication networks. Studies suggest that sex hormones and variations in brain structure and activity play a role in these variances, granting women a biological edge in developing communication and language abilities. Nevertheless, the precise mechanisms responsible for this benefit are still not well understood.

Accordingly, following the pre-test, we promptly implemented various instructional approaches in two subsequent sessions (meetings), which encompassed interactive activities and collaborative learning. During interactive activities, several exercises such as morpheme matching games, word-building exercises, and sentence construction assignments will be employed to enhance the learning process. On the other hand, the Collaborative Learning Group teamed up with the English teacher of SMP Al Falah, who instructs grade 7 students, to conduct a peer teaching session (Sulistiyawati et al., 2021). Moreover, the first meeting agenda are pre-test and giving an overview of morphemes, introducing the inflectional morphemes and comparing it into the derivational morphemes. Then, in the second meeting, it focuses on the practical application, playing games, review of the material, post-test and giving evaluation and provision of feedback. The objective of this session was to stimulate student discussions and application of morphological rules, thereby promoting a more profound comprehension through this collaborative effort.

Results and Discussions

The results and discussion section provides a comprehensive analysis of the data collected during this present study, highlighting key findings and their implications. the section is categorized into pre-test analysis, quantitative findings, qualitative findings, instructional approaches, post-test results and discussion.

Results

The pre-test examination was conducted to assess the initial aptitude of the students in comprehending and applying morphological ideas. The data was examined using descriptive and inferential statistics, uncovering significant findings regarding the students' skills. The preliminary examination revealed disparities in grammatical aptitude and vocabulary utilization based on gender, which aligns with the discoveries made by Zaniar et al. (2024). Female students had superior aptitude in both written and spoken English, as well as a more extensive lexicon in comparison to male students (Talerico, 2007).

Table 1 Results of Zaniar et al. (2024)

Level of Linguistics	Kind of Error	Error	
Morpheme	Inflection	We washed their hands several minutes ago. (writing and spelling) Banana is a monkey's favourite fruit. (writing and spelling)	
	Derivation	She is really helpful . (writing) Their friendship is long-lasting . (writing and spelling)	
	Preposition	Several cars in near the river. (writing and spelling) It is located in behind you. (writing and spelling)	
	Article	There are the big elephants which lives on Earth. (writing and spelling) There is an hour before we start this meeting. (writing and spelling)	
	Copula be	He becomes a good doctor. (writing and spelling)	
	Personal	My dog will never let another dog eats its . (writing and spelling)	
	Pronoun	I would like to say thank you because you give I a chance to show up my talent in this show. (writing and spelling)	

According to pre-test examination, there is a significant result of quantitative findings that have been concluded such as female students demonstrated a commendable understanding of morphological concepts, as evidenced by their average pre-test score of 70%, meanwhile, male students exhibited a somewhat lower level of comprehension compared to their female counterparts, as seen by their average pre-test score of 60%. The observed disparities are consistent with general patterns in language learning, wherein female students tend to excel over male students in linguistic activities as a result of neurological (Misbah et al., 2017), cognitive, and environmental influences. However, the results obtained through qualitative analysis are notable observations, such as students' engagement, student attitudes, and perceived benefits after the first meeting. In student engagements, both male and female students exhibited significant levels of involvement and active participation during interactive activities and collaborative learning sessions. It also relates to student attitudes. The majority of students had favorable attitudes towards the new teaching methods, valuing the interactive and hands-on aspects of the exercises. In addition, in perceived benefits, there are significant enhancements in students' comprehension of morphological ideas, leading to increased confidence in their ability to apply these concepts in writing and speaking assignments. In the first meeting, students were comprehending morphemes by the fundamental notion of morphemes, encompassing the distinction between free and bound morphemes. For instance, in the word "unhappiness," the morphemes are "un-" (meaning "not"), "happy," and "-ness" (meaning "state of"). Another example is the word "cats," where the morphemes are "cat" and "-s" (indicating plural). Understanding morphemes is crucial for comprehending the structure by providing examples of free morphemes, such as "book" and "run", and bound morphemes, such as "un-" and "-ed", using straightforward language. Afterward, the authors present a compilation of root words and instruct students to generate additional words by using commonly used derivational morphemes (for example, transforming "happy" into "happiness" or "teach" into "teacher") and give the word sort: develop a word sorting exercise in which students classify words according to their derivational morphemes.

Furthermore, in the second meeting, qualitative findings were obtained through notable observations, such as students' engagement, student attitudes, peer teaching and perceived benefits. From engaging and participatory exercises, the authors collected the observations by implementing interactive activities, such as morpheme Matching games and word-building exercises. From morpheme matching games, students engaged in the activity of pairing roots, prefixes, and suffixes to create novel words, so augmenting their comprehension of the process of word formation. Meanwhile in word-building exercises, it prompted students to construct words by utilizing various morphemes, so strengthening their understanding of derivational and inflectional morphemes. From those activities, it can be said that for sentence construction assignments, students utilized recently acquired vocabulary to create sentences, which helped them practically apply morphological concepts.

In the second meeting, the authors from UNUSA and English teacher in SMP Al Islah also executes cooperative learning by implementing peer teaching sessions and student group discussions. These sessions were conducted in partnership with the English teacher from SMP Al Falah to enable peer debates and the hands-on implementation of morphological ideas and enhanced comprehension through active student engagement and collaborative resolution of challenges. Somehow, this present study emphasizes the efficacy of a holistic approach to instructing derivational and inflectional morphemes. The integration of interactive lectures, practical exercises, technology tools, and collaborative learning has a substantial impact on enhancing students' morphological proficiency. From the sexual disparities, the gender disparities reported in pre-test outcomes are consistent with prior studies on language acquisition. The superior performance of female students can be ascribed to neurological and cognitive elements, together with contextual variables. Nevertheless, the educational approaches proved advantageous for both male and female students, as they exhibited significant enhancement in their capability.

From pedagogical efficiency, the interactive activities and collaborative learning were highly helpful in engaging students and improving their comprehension of morphological concepts. The interactive aspect of these exercises enabled students to apply theoretical information in real-world situations, resulting in improved retention and understanding. Further, the feedback received from both teachers & authors and also students was overwhelmingly favorable, with both groups acknowledging the significant benefit of the new teaching approaches. Teachers & authors observed an enhancement in student self-assurance and engagement, while students valued the interactive and cooperative aspects of the lessons.

Discussion

Moving further to the discussion, it indicates that explicit instruction in derivational and inflectional morphemes can significantly enhance students' understanding and application of these morphological concepts. The increase in post-test scores suggests that students were able to internalize the rules and apply them to both familiar and unfamiliar words. Impact on vocabulary acquisition, the structured approach to inflectional and derivational morphemes allowed students to expand their vocabulary by recognizing patterns in word formation. This led to an increased ability to infer the meanings of new words, as evidenced by the higher post-test scores. It also proved the improvement in reading comprehension as well, that understanding inflectional and derivational morphemes helped students parse sentences more accurately, improving their overall reading

comprehension. The ability to identify tense, number, and case within texts allowed for more precise interpretations of reading materials. In addition, there is also an enhancement in writing skills. The focus on both types of morphemes contributed to better writing skills. Students were able to use a wider range of vocabulary and apply grammatical rules more accurately in their written assignments. This was supported by teacher observations and qualitative feedback from students (Khodadoust et al., 2013).

Still in a discussion session, from the engagement and motivation, the interactive and collaborative instructional strategies played a crucial role in maintaining high levels of student engagement. Activities such as morpheme matching games and group projects not only reinforced learning but also made the process enjoyable, leading to increased motivation and participation. From pedagogical implications, the success of this implementation highlights the importance of integrating morphology instruction into the English language curriculum. It demonstrates that a focus on derivational and inflectional morphemes can lead to significant improvements in various language skills. For educators, the findings suggest that explicit, interactive, and collaborative teaching methods are effective in conveying complex morphological concepts to middle school students.

The study illustrates that employing a comprehensive teaching method, which includes interactive activities and collaborative learning, can significantly improve students' comprehension and utilization of derivational and inflectional morphemes. This strategy not only tackles gender-based disparities in skill levels but also promotes a more interactive and effective learning atmosphere. Subsequent investigations could delve into the enduring consequences of these techniques and their suitability for different linguistic domains.

Conclusion

The study conducted at SMP Al Islah Surabaya underscores the value of teaching derivational and inflectional morphemes as part of English language education. By enhancing vocabulary acquisition, reading comprehension, and writing skills, this approach contributes to a more comprehensive linguistic education. The positive outcomes observed in this implementation provide a model for other educational contexts aiming to improve students' morphological awareness and overall language proficiency. It is recommended that educators integrate explicit instruction in morphology, particularly focusing on derivational and inflectional morphemes, into the English language curriculum. Employing interactive and collaborative teaching methods, such as games, group discussions, and peer teaching, can enhance student engagement and deepen understanding. Additionally, continuous assessment through formative feedback and post-tests can help monitor student progress and adjust instructional strategies as needed. Future research could explore the long-term effects of teaching derivational and inflectional morphemes on students' overall language proficiency, particularly in writing and critical reading skills. Comparative studies across different educational levels and cultural contexts may provide deeper insights into the effectiveness of morphological instruction. Moreover, further investigations into the impact of gender differences on morphological awareness and language acquisition would enrich the existing body of knowledge.

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