

# CHAPTER I

## INTRODUCTION

### A. Background of Study

A fundamental knowledge of morphemes is an essential starting point for those studying linguistics. This skill can investigate the frequently intricate word structures and identify all of the semantic nuances that exist. One may trace the origins of words and comprehend how meaning elements interact to generate words' full meanings by having a firm grasp of morphemes. Thus, a thorough comprehension of morphemes enables students to more fully investigate a variety of linguistic ideas and expand their grasp of language structure. McCarthy stated that morphology is the branch of grammar that studies the links between words and their structures through morphemes, the smallest units of morphology.<sup>1</sup> We may conclude from McCarthy's idea that morphology is an essential tool for analyzing word structures and relationships in language studies. Morphology studies how changes in form reflect differences in meaning, with a focus on a language's word structure and formation patterns. It clarifies the integration, interpretation, and lexical structure of morphological

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<sup>1</sup> Andrew Carstairs, McCarthy. *An Introduction to English Morphology: Words and Their Structure*. (Edinburgh: Edinburgh University Press, 2002), 16.

phrases. Discovering the lexical richness of language through morphology facilitates both emotional and artistic expression.<sup>2</sup> Morphology is the study breaking down words into their smallest elements, known as morphemes. These morphemes are the fundamental components that give words their form and meaning; they are the building blocks of language. Linguists can learn more about how words are created, how they carry meaning, and how they relate to one another in sentences and speech by examining morphemes. Morphology is therefore a fundamental component of grammar that facilitates a deeper comprehension of the subtleties of language structure.

Andrew stated that the main word classes in English include nouns, verbs, adjectives, adverbs, and prepositions.<sup>3</sup> These word classes resemble the kinds of words that are usually found in dictionaries with straightforward definitions. But it's important to understand that not all words neatly come up into these common categories, which leads to a more comprehensive analysis of word classes in linguistic grammars. This remark acknowledges that there are words that do not always correspond directly with meanings that are commonly understood, which has led to an extension of the recognized word classes to include the wide range of linguistic expressions that are encountered in

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<sup>2</sup> Zeki Hamawand. *Morphology in English: Word Formation in Cognitive Grammar*. (Britania Raya: Continuum International Publishing, 2011), 2.

<sup>3</sup>Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spencer. *Linguistics An Introduction*. (Cambridge: Cambridge University Press, 2009), 143-144.

language. How a teacher teaches language is primarily determined by how well they understand the elements of language. For instance, a teacher may include emphasis on nonverbal systems and cues in the curriculum if they think that effective second language acquisition is mostly dependent on nonverbal communication.

Teachers will give special attention to students' comprehension of fragmentary forms of language if they see language as a phenomenon that can be broken down into thousands of individual elements, such as grammar points, and teach those parts systematically, one at a time. This is in line with the study from Brown, which stated that, teachers who believe that language is fundamentally cultural and participatory will incorporate communicative tasks and sociolinguistic tactics into their lesson plans.<sup>4</sup> Teachers who incorporate communicative tasks and sociolinguistic tactics into their teaching approaches are those who see language as intrinsically cultural and participative. As an example when students find *-ness* in the word "togetherness", what does the *-ness* that accompanies the word together actually mean? Is *-ness* a word that can be found in the dictionary? What is the function of adding *-ness* to the word 'together'? The word 'together' is an adjective and *-ness* is a suffix. The suffix *-ness* describes a trait, which means that the meaning of the word 'togetherness' is the trait of being together. This perspective of language as a dynamic social

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<sup>4</sup> H. Douglas Brown. *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*. (New York: Pearson Education, 2014), 7-8.

phenomena emphasizes how crucial it is to have meaningful conversations with students and help them comprehend language in the context of their culture.

The primary tool for teaching English to students and teachers alike is the textbook.<sup>5</sup> These thorough tutorials are incredibly informative, covering a wide range of topics related to the English language, including writing techniques, reading comprehension, grammar, and vocabulary. Textbooks offer instructors organized lesson plans, activities, and instructional techniques to support efficient teaching in the classroom. In the meanwhile, textbooks serve as vital resources for independent learning, providing students with clarifications, illustrations, and drills to strengthen their understanding. In conclusion, textbooks are essential tools for both teachers and students in the English language learning process because of their well-organized content and pedagogical support.

Being the primary source of instructional resources, textbook play a crucial function in the classroom by providing teachers with the guidance that need to execute instruction more efficiently. Textbooks are essential teaching and learning resources, serving as the primary means of delivering knowledge to students at different learning levels. Textbook give teachers the tools to accomplish learning objectives more effectively to offer lessons in a more

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<sup>5</sup> Mutiara Ayu, "Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia", *Journal of English Teaching*, Vol.6, No.3 (October, 2020), 183.

organized and thorough way. The textbook also serves as a useful tool for students' reading and learning, because textbook includes a wide range of topics, including text, exercises, graphics, and activities meant to improve students' comprehension of the material they will and have already learned. This is in line with Ayu who stated that the themes in the student's textbook relate to everyday topics, they also provide engaging reading, writing, and discussion topics for every assignment, encouraging students to read, discuss, and write.<sup>6</sup> Alternatively, textbook can help teachers and students work together to carry out productive learning activities both inside and outside of the classroom. The 'Life Today' textbook is known as independent curriculum book published in 2022 by the Minister of Education, Culture, Research and Technology designed for final grade high school students. There are 4 reading texts in the 'Life Today' Grade XII student textbook which contains legends, technology, slice of life and science. Students in their final year of high school who plan to continue their education at a higher level need to have a more comprehensive vocabulary and understanding, therefore it's important to offer them with enough resources to make the transition easier.

A wide range of words is covered in the English textbook, which is particularly apparent in the reading text portion. Students encounter a wide range

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<sup>6</sup> Mutiara Ayu and Rita Inderawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook", *Teknostatik: Jurnal Bahasa dan Sastra*, Vol.16 No. 1 (Januari, 2018), 23.

of terms in this part that fall into several linguistic categories and have varying degrees of complexity. Morphology, the study of word production and structure in language, is the field that deals with understanding the structure of these words. Morphology examines the complex processes involved in the construction of words, focusing on the way morphemes, or separate units, come together to form meaningful linguistic units. The purpose of this study is to look into how terms that are specifically found in the English textbook's reading text portion are formed. The researcher hopes to identify the fundamental ideas and patterns guiding the morphological composition of these words. This investigation will clarify the construction of words within the framework of language learning resources, offering important insights into the complexities of learning and understanding English vocabulary. The researcher hopes to advance knowledge of morphology and its applications to language learning and teaching through this investigation.

## **B. Identification of the Problem**

- a) Students' English textbook "Life Today" contains a variety word formation process.
- b) The function of word formation process contained in the students' English textbooks "Life Today".

### **C. Focus of the Study**

The focus of this study is analyzing and identifying the morphological process of word formation contained in the students' English textbook 'Life Today'. This study focuses on the reading material in the English textbook used by students. The restriction of this study is that the researcher will only examine the morphological process of word formation in the reading text of the students' English textbook.

### **D. Formulation of Problem**

Based on the description above, the research problems that can be formulated as follows:

1. What are the types of word formation processes in the English students' textbook "Life Today"?
2. What are the most common types of word formation in the reading text of student textbooks "Life Today"?
3. How are the word formation in the students' English textbook "Life Today" formed?

### **E. Objective of Study**

Based on the problem mentioned, the objectives that wants to be achieved by the researcher in this study are:

1. To find out the morphological process of word formation in reading texts in students' English textbooks "Life Today".

2. To determine the type of word formation that frequently appears in student textbook “Life Today” reading texts
3. To analyze how the word formation process is found in the reading text in the students' English textbooks “Life Today”.

## **F. Significance of Study**

From the research of this study, the researcher hopes that this study will be useful for the teaching and learning process, especially in learning morphology, and also this research is expected to be useful theoretically and practically:

### 1. Theoretically

Theoretically, the present study could be useful as a reference to increase knowledge about the word formation in students' English textbook.

### 2. Practically

Practically, the findings of this study should have implications for the researcher, the teacher, and the students:

#### a. For the students

It is expected that students will use this study to gain more information about the study of morphology. Additionally, the researcher hopes that this study may encourage students with an understanding of the characteristics of English morphology and the rules that control its functioning,



b. For the teachers

Teachers are able to recognize the important role of word formation in students English textbook. Furthermore, the researcher hopes that teachers would use this study to provide their students a new point of view, attracting their interest in morphology as a subject of study.

c. For the researchers

The intention of the present study is to be useful as a resource for new researchers who might be interested in the same topic. In addition, this study may provide other researchers with insights for future research.

## **G. Previous of The Study**

A number of studies on word formation have been conducted to examine words in student reading texts in English textbooks. The study "*Word Formation of New Terms in Adobe Photoshop Program: Implication for the Teaching English Vocabulary*" was published in 2021 by Takhfif, Indah, and Rohmah.<sup>7</sup> The aim of this research is to make Adobe Photoshop a means to teach new words, improve the morphological process and provide a comprehensive tool to improve English vocabulary. For collecting the data, this study uses a

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<sup>7</sup> Ahmad Takhfif, Rohmani Nur Indah and Galuh Nur Rohmah. "Word Formation of New Terms In Adobe Photoshop Program: Implication for the Teaching English Vocabulary." *Loquen: English Studies Journal*. Vol. 14 No. 2, (July, 2021), 102-108.

descriptive qualitative design. The final result reveals that derivative and compound words can be grouped as new words in Adobe Photoshop CS4. The results suggest that using word creation features in the Adobe Photoshop program to expose students to new vocabulary may have an impact on their vocabulary development when it comes to vocabulary instruction.

The next study, written by Herlambang and Nurmala in 2022, entitled “*English Word Formation in The Jakarta Post’s Politics Articles*”.<sup>8</sup> The intent of this study is to categorize the word formation kinds that are found in articles on politics and then determine which type is more prevalent in the data. The qualitative research method is used in this study. Ten pieces of data were used to create political stories in The Jakarta Post's 2021 edition. Based on Yule's hypothesis, the study's findings indicate that there are ten different ways that words are formed. The data does not contain information on coinage, borrowing, or conversion. The researcher came to the conclusion that affixation is the most common word construction in political articles published in The Jakarta Post based on calculations.

The next study by Kalukar et al, entitled “*A Morphological Analysis of Word Formation Processes in English Posters on Instagram*” was published in

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<sup>8</sup> Defitri Herlambang and Dewi Nurmala. “English Word Formation In The Jakarta Post’s Politics Articles.” *Philology: Journal of English Language and Literature*. Vol. 2 No. 2, (August, 2022), 53-62.

2023.<sup>9</sup> The purpose of this study was to identify the kinds and most popular word formations on twenty Instagram posters from @infolomba between October 2019 and February 2020. By dissecting the morpheme components, the researchers employed distributional analysis to examine the structure of newly created words. This study demonstrates the many word-formation forms that were used to create new words on posters, including derivation, inflection, conversion, compounding, abbreviation, acronym, blending, clipping, borrowing, and reduplication. In conclusion, the most frequent word construction type on English posters was abbreviations.

The current study and multiple previous ones that examined the morphological process of word formation present in different types of texts are correlated. In this gap, the researcher focus on what are the morphological processes used and how are the words formed contained in the English students' textbook. And in this current study, the researcher tend to use the descriptive qualitative method to describe in more detail the result of the data that has been analyzed.

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<sup>9</sup> Ventje Jany Kalukar, Nur Erliza and Masrur Yahya. "A Morphological Analysis of Word Formation Processes in English Posters on Instagram". *Journal of Language Teaching and Research*. Vol. 14, No. 6, (November, 2023), 1551-1558.