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Morphology for English Language Teaching

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Abstract

Morphology is one of linguistics branches that must be learnt by the English Department since it plays an important part in teaching and learning English language. It supports the language elements (vocabulary and grammar) as well as language skills (reading, speaking, and writing). Morphology with its rules application is appropriate to improve the students' linguistic competence. However, there is an opinion that Morphology has nothing to do with teaching English, so that there are students ignoring Morphology. Morphology is the study of word and its internal structure (affixes) as well as word formation. Morphological awareness is one of linguistic awareness that enable human being to comprehend the word structure and imitate as well as manipulate that word structure. It is important to develop the morphological awareness of the learners. Morphological awareness is helpful to increase the learners' vocabulary and to recognize the meaning easily by viewing affixes attaching in words. Good vocabulary mastery is helpful to increase learners' reading and writing ability. There are some alternatives way to teach English morphology like: using lecturing video about English Morphology from You Tube instead of books, using games for English Morphology, and giving real examples of English morphology application in the environment.

Keywords: Morphology, Morphology Awareness, EFL, Teaching Morphology

1. INTRODUCTION

English Morphology is one of the subjects given to the students of English Department since it is one of linguistics branches. Morphology is one of the linguistics branches studying about words. However, several students in the writer's class seem uninterested and have less enthusiasm in studying English Morphology. They have an opinion that English Morphology is difficult because there are many theories they have to memorize. Unluckily, several students think that English Morphology plays insignificant roles when they have to teach English in school such as Kindergarten, Elementary School, or High School. They only think that they will teach about four language skills that have nothing to do with English Morphology. So they think that English Morphology is not that significant for them at all. In short, they study English Morphology just because of a curriculum compulsory. It seems that they do not have any idea that English Morphology actually plays an important role in teaching English as a second language in the class.

Broadly speaking, morphology is usually defined as the study of the internal structure of words and the rules governing the formulation of words in a language. Words are important parts in our linguistic knowledge. People use and need words every day to communicate with others. It is difficult for human being to speak without words in the process of communication. Words are creative and dynamic. New words are born every day. The need of new words nowadays is unavoidable. New technology triggers the appearing of new words. It is obviously known that words as a part of language is very significant in the society.

Word is a small unit of linguistic form limited by spaces. No matter how complex sentences in the paragraphs are, those sentences need a word to start with. In this case, a word can be said as the ingredient of sentences. Words are numerous and various. They can be simple, complex, and even compound words. Complex and compound words are closely related with morphology. We can create complex and compound words by applying some theories of

word formation in Morphology such as affixation and compounding. This is absolutely good way to improve the vocabulary. Then we can speak or write with those words as well.

In other case, we can guess the meaning of words especially those of belong to complex and compound words. It still is done by applying some theories from Morphology. We can recognize the meaning of the words by viewing the prefixes and affixes attached to them. This method is helpful in reading comprehension.

Those are several obvious role of Morphology in learning a language especially English. There are still some other roles of Morphology for instance in spelling, grammar. Some affixation process can result on changing on spelling such as explain+ -ation become explanation, reveal+ -ation becomes revelation. It can be helpful especially for the adult learners to memorize the spelling of certain words. Morphology is also known as grammar of words while syntax is grammar of sentences. Morphology studies about affixation by which we can recognize the word class of certain words on the affixes that attach to them. Even, we can study how to pluralize a noun in English grammar by studying English Morphology, especially in English inflection.

To sum up, studying English morphology for an English teacher to be is as important as studying how to teach English. By having a better understanding on English morphological concepts, hopefully the English teacher to be will be able to apply it when they are teaching English to their students in the class. The English teachers also can help their students to develop their morphological awareness while they are learning foreign language. Morphological awareness is one of linguistic awareness ability belongs to human being. Carlisle in Tong et.al (2011,4) state that morphological awareness is an individual attentive knowledge of the morphemic structure of certain words and the ability to reproduce and employ that structure. It includes the understanding of small unit of meaning, the understanding of affixes and the understanding of how affixes combined to roots. Apel (2014) suggests that morphological awareness is an important linguistic awareness ability that deserves of much attention in learning language because it plays important role in reading and spelling development. From the description above we can recognize that English Morphology plays an important role in learning and teaching English as a second and foreign language.

This paper explains about English Morphology, Morphological Awareness, Morphology in ESL/EFL, and some alternatives way for teaching Morphology in the class especially for English Department.

2. DISCUSSION

2.1 What is Morphology?

In the English language the word Morphology has been used since 1828. This word firstly refers to the branch of biology that deals with the form of living organism and their parts, and their relationship between their structure (Tokar, pp. 1). However, in this paper, we will discuss morphology from the linguistics perspective. The term of Morphology did not emerge as a branch of linguistics until the nineteenth century (Katamba,1993, pp.3).

Morphology comes from Greek word; Morph means form or shape and –ology means the study of something. Bauer (1988, pp. 248) mentions that morphology is the study of the forms of words. In other words, Morphology is the study on how words are created from smaller elements, and the changes made to those smaller elements in the process of building lexemes and word-forms. In linguistics point of view, many experts define morphology as the study of the internal structure of words. McCharty (2002, pp.16) states that the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology. Katamba (1993, pp. 19) morphology is the study of word structure.

Morphology also deals with the study of word formation. It includes the way the new words are created in the languages. Meanwhile, Aronoff (2011, pp. 2) mentions that morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. In addition, Lieber (2009, pp. 2), says that morphology is the study of word formation, including the ways new words are coined in the language of the world, and the way forms of words are varied depending on how they're used in sentences.

From the definition, there is an important point that we can take. Morpheme (the smallest meaningful units in language) and words become the central points in studying Morphology. Morphology studies both their internal structure and their word formation. Many words are morphologically simple since they are indivisible units of meaning. It means that the words cannot be segmented into smaller units with their own meaning such as the, fierce, desk, eat, boot, etc. Meanwhile, other words are morphologically complex. It means those words can be broken down into smaller parts with their own meaning. For example, the word waithood (the stage in a young age college graduate's life when activities such as marrying and finding a place to live are postponed until a job is found or enough money is saved). Waithood is like neighborhood so it can be segmented into its smaller components (wait + -hood). Wait is verb and –hood is noun indicator. The existence of such patterns proves that word may have internal constituent structure. Meanwhile, the process of adding suffix –hood into wait (waithood) deals with how the word are formed.

2.2 What is inside Morphology?

As mentioned previously that morpheme and words are important in studying morphology so those two things are much discussing in it. Morphemes generally refers to the smallest meaningful unit in language. Morphemes are the minimal linguistic units with lexical or grammatical meaning (Booij, 2005, pp. 8). In addition, Katamba (1993, pp. 20) defines that morphemes refer to the smallest, inseparable unit of sematic content or grammatical function which words are made up by. Furthermore, Spenser (1997, pp. 5) explains that unites that seem share some sort of meaning or function to the word that they belong to and unites that cannot be decomposed into smaller parts are called morphemes. To sum up, a morpheme cannot be divided into smaller parts, in addition, a morpheme carries meaning and grammatical information such as plurality and tense marker. For examples; the word *books* is composed of *book + -s* . *Book* is a noun and –s is a suffix for plurality. Both *book* and –s cannot be broken down any further and both of them carry their own meaning, so *book* and –s are morphemes.

Morphemes are classified into three; free morphemes (a morpheme that can stand alone), bound morpheme (a morpheme that cannot stand alone), and zero morpheme (a morpheme consisting no phonetic form). Content words (Noun, Verb, Adjective, Adverb) and Function words (Preposition, Articles, Conjunction, Pronoun, etc.) belong to free morphemes, while bound morphemes consist of affixes. Based on their position, affixes can be classified into prefixes (affixes in the front position, such as re-, dis-, il-, im-, de-, etc.) and suffixes (affixes in the back position such as –able, -ion, -ment, -ian,etc.) Meanwhile, based on their function, affixes can be derivational and inflectional affixes. Derivational affixes are those that can change the part of speech of the word that they attach to. For example, is happy (Adj) + -ness (suffix) becomes happiness (Noun). On the other hand, inflectional affixes are those that cannot change the part of speech of the words that they attach to, for example, is book (Noun) + -s (suffix) becomes books (Noun).

Besides those things above, morphology also concerns about the word formation. Morphology deals with how the words are built up. There are several ways of word formation such as affixation, compounding, blending, clipping, coinage, acronym, abbreviation, borrowing, etc. To sum up, morphology consists of morphemes, affixes (prefix, suffix, infix),

inflectional, derivation, and word formation (affixation, compounding, blending, clipping, coinage, acronym, abbreviation, etc.

2.3 Morphological Awareness

Human being has an awareness on learning a language called a linguistic awareness. It deals with is conscious knowledge and sensitivity of individual in language learning, language teaching and language use. The term linguistic awareness refers to the individual sensible ability to grasp on particular linguistic activities like speaking and listening (Petrovska, 2011, pp. 1). Petrovska (2011, pp. 2) mentions that phonological awareness, phonemic awareness, and morphological awareness belongs to linguistic awareness. Meanwhile, Apel et.al in file:///D:/My%20Internet/Morphology/journal%20on%20morphology/Apel-Otaiba-Kim-Brimo.pdf explain that linguistic awareness skills consist of phonemic awareness, orthographic pattern awareness, morphological awareness, and syntactic awareness.

Here, the writer focuses on morphological awareness only. Carlisle in Tong, Kirby, Deacon, Caln (2011, pp. 4) defines that morphological awareness is the individuals' conscious comprehension of the particular word morphemic structure and their ability to imitate and manipulate that structure. Morphological awareness refers to the ability to recognize the existence of morphemes in words (Petrovska, 2011, pp. 3). In addition, Apel et al in file:///D:/My%20Internet/Morphology/journal%20on%20morphology/Apel-Otaiba-Kim-Brimo.pdf defines morphological awareness as the ability to focus on morphological structure of words, the relations between base words, and their inflectional and derivational forms. So, when an individual can recognize the appearance of morphological structure of words such as affix attached on words (prefix and suffix) and then modify and manipulate that structure, he or she are engaging in morphological awareness. Morphological awareness allows the individuals to add or reduce prefix and suffix in a certain word so that the meaning of that word changes, for examples act, action, active, activity, etc.

Morphological awareness provides a powerful tool for improving many areas of literacy such as vocabulary comprehension, reading aloud, spelling, phonological awareness, reading comprehension (Zeh, pp. 4). Morphological awareness enables the language learners to clarify the pronunciation of certain sound. For example, the boundary between the prefix "mis-" and the root "hear", it is more likely that they would correctly pronounce the /s/ and /h/ separately, rather than incorrectly as a combination like "sh" as in "ship" (Zeh, pp. 4). In spelling, morphological awareness helps the students to spell the complex words and to remember its spelling easily. Morphological awareness influences the other linguistic awareness, phonological awareness. Morphological awareness helps the students to comprehend reading text easily. It happens due to the students' vocabulary knowledge to identify words and recognize their meanings while they engage with the reading text.

Morphological awareness is not only applicable for vocabulary improvement but also helpful for improving reading skill (reading ability and reading comprehension), writing development, and understanding speech production (Akbulut, 2017, pp. 20). Kieffer and Lesaux and Karimi in (Oz,2014, pp. 101) adds that the ability to decompose words into their small meaningful part not only promote their vocabulary mastery but also promote a greater reading comprehension as well as building up their skill in writing skill. Oz (2014, pp. 101) writes that inflectional morphology consciousness elaborates the students' grammatical competency on the other hand, derivational morphology consciousness enlarges the students' vocabulary knowledge. Significant grammatical competency and big vocabulary size are very helpful for the students' writing activities.

Morphological awareness plays a crucial role in vocabulary knowledge. Morphological awareness deals with individual ability to identify the words structure, derivational forms, inflectional forms, and their meaning. Furthermore, vocabulary concerns with words and the

meaning. Carlisle in Alsaeedi (2017, pp. 9) finds that having received instruction in morphological analysis, the students are able to deduce the meaning of unknown words. It can help the students to learn new vocabularies and even increase their vocabulary mastery. Farzi (2018, pp. 1) states that vocabulary size plays a significance role in determining how well the performance of the second language learners in learning language skills such as reading, listening, and writing. Morphological awareness's role in vocabulary comprehension occurs when language learners are able to break down certain complex word into its root and affix (prefix or suffix) to guess its meaning.

Meanwhile, in reading skill, morphological awareness has a crucial part as well. Tong et al (2011, pp. 5) writes that morphological has been closely related to word reading as well as reading comprehension. Nagy et all, Kieffer and Lesaux in Tong et.al (2011, pp. 5) show that knowledge of both inflectional and derivational has a unique beneficence in reading comprehension. Morphological awareness exposes the students on identifying words structure (affixes), derivation, inflection forms and identifying their meaning based on the morphological analysis. These activities are very helpful for the students when they are engaging with reading text.

It is obvious that morphological awareness plays significant roles and implication in English language teaching and learning. So that's why language teachers should pay attention on it since at the early level. Language teachers can expose their students on morphological awareness in the class as a part of definite language instruction based on age group (Oz, 2014, pp. 103)

2.4 Morphology in ESL/EFL

Perhaps, first of all, we have to define what English as Second Language (ESL) and English as Foreign Language (EFL) are. ESL is English taught to people whose main language is not English and they live in a country where English is an official or main language such as English in Singapore and India. On the other hand, EFL is English taught to people whose main language is not English and they live in a country where English is not the official or main language such as English in Indonesia. English is the main foreign language taught in Indonesia. The objectives of teaching learning English in Indonesia are developing communicative competence and language skills mastery (listening, speaking, reading, and writing).
In the case of the students of English Department in Indonesia, they can be classified into EFL learners. They are mostly prepared to teach English for the students of elementary school, high school (junior and senior) students which are also EFL learners. The English Department students learn both linguistics knowledge (phonology, morphology, syntax, semantics pragmatics, etc.) and teaching knowledge (Teaching English as Foreign Language, teaching English for young learners, curriculum material development, etc.) because they need all to teach their students when they become teachers.

As mentioned previously morphology includes one of linguistics given to the English Department students. For any language learners, it is a must for studying morphology because it needs to fulfil sufficient skills of target language and to be able to communicate well (Perez, 2014). Morphology is one of linguistics branches studying about word structure and word formation. Morphology with its rules application is appropriate to improve the students' linguistic competence. In addition, teachers hope that morphology can be an appropriate way to find more strategies to increase the students' lexical capacity (Domingez, 1991, pp. 39). Students of English Department are necessary to substantiate a sound knowledge base in understanding the word structure and word formation process with the help of language teachers through developing English Morphological awareness (Oz, 2014, pp. 83)

Perez (2014) clarifies several purposes and benefits of studying morphology. As quoted from Fasold (2006), one of the purposes of studying morphology is the innovation of words and

the remaking of the existing ones. Obviously, the knowledge of morphology can be applied to improve their vocabulary. They can derive the new word from the existing ones by using affixes (prefixes and suffixes). Besides, they can apply some word formations such as compounding, blending, clipping to coin the new words. Learning morphology can help the learners to identify and predict the meaning of the words when they have recognizable parts such as prefixes or affixes. Suffixes can lead the learners to comprehend the meaning of words, such as un- in unhappy, uncomfortable, undo means the opposite of the root. Numerous vocabulary size and ability of predicting meaning give significant contribution in English language skill such as reading, speaking, and writing. Biemiller and Slonim in Akbulut (2017, pp. 10) emphasize that learners' solid vocabulary knowledge affects their ability in reading comprehension.

Morphology also helps the learners on better writing skill especially dealing with vocabulary. Good vocabulary mastery can help the learners to write easily dealing with the dictions. Besides, morphology is also useful for the learners when they deal with sentence structures or grammar. Inflectional and derivational morphology introduces the learners with the parts of speech. Inflectional morphology deals with affixes that do not change the part of speech they are attached to. It is shown in English plurality (-s/-es, -(r)en, vowel changes for plurality), tense makers (-s/-es for simple present tense maker, -d/-ed for simple past tense maker, -ing for continuous tense maker), comparative degree (-er, -est). Meanwhile, derivational morphology deals with affixes that changes part of speech such as –ment is used to derive verb into noun, -able is used to derive verb into adjective.

Morphological competence becomes one of important parts in determining a higher level of proficiency in ESL or EFL so that's why derivational and inflectional morphology are very used in advanced level in English international tests such as FCE, CAE, and Cambridge ESOL's TOEFL (Perez, 2014). The study of English morphology can help us notify the connection between English and other languages such as the relation of English and Greek.

2.5 Alternative Ways for teaching Morphology

It is undeniable that English morphology plays significant roles in language teaching. As English teachers to be, students of English department have to learn English Morphology well so that they can improve their students' morphological awareness when they are teaching.

Some of the students in the writer's class feel uninterested when they study English Morphology. They feel bored since they have to read several books and memorize several theories. The writer as the teacher usually uses presentation and discussion method while teaching. The writer explains the material using power point presentation then discuss it the students or the writer give topic to the students to be present in front of the class then discuss it together. However, it seems does not work well. This stimulate the writers to find interesting ways to teach English Morphology in the class. There are some alternatives ways that has been applied in the class:

2.5.1 Using video from You Tube instead of text book

Books seems no longer interesting for students lately. They feel eager when they learn from video. This encourages the writer to try to use English morphology lecturing videos from You Tube. The writer downloads some videos dealing with English Morphology lecturing then gives them to the students a week before discussing the materials in the class. The students must be able to comprehend what the video about in a group of three or four. In the class, the writer gives questions dealing with the material in the video. In the end, the writer and the students discuss about the material in the video together.

The use of the video is much better than using book. However, the writer still uses presentation and discussion in the class once a while. Using video gives them a new challenge for them. They have to struggle to listen to the material from the video. It is good for training

their listening ability too. Here are some links of videos that have can be used in the English Morphology class; An Introduction to Morphology (https://www.youtube.com/watch?v=syjbhT45J14), Free and Bound Morphemes, Affixes (https://www.youtube.com/watch?v=jMfS4jLyTnE), Derivational and Inflectional Morphemes, and Morphological Changes (https://www.youtube.com/watch?v=UiYPVP9Hb7M)

2.5.2 Games for Morphology

Games have an important role in EFL class. Games refer to a particular activity having rules, goal as well as entertainment. Games can reduce the students to become bored. Apparently, game can be used to teach English Morphology. There are several games that can be applied in English Morphology such as;
a. Identifying Affixes
This game aims at identifying root and affixes. This game can be played individually or in group. To play this game we have to prepare several package of 10 cards with complex words on it such as playful, revelation, nationality, reaction, establishment, unbelievable, etc. The students or the group have to identify the affixes and root of the complex words on their cards by breaking them down into the smaller parts with scissors.
b. Affix Card
This game can be applied individually or in group. To play this game the teacher has to prepare two boxes. The first box is called root box containing some cards of root words and the second one is affix box containing some cards of prefixes and suffixes. Each group takes five root word cards and five affixes cards. They have to create complex words as many as possible by using the root words and affixes.
c. Affix Board Game
This game can be applied individually or in group. The teacher prepares a board game containing of affixes (prefixes or affixes) in each square in the boards. Besides, the teacher prepares dice and game pieces. To play this game, the students have to roll the dice then move the game pieces to the square number in the board game then read the affix written in square number, the identify the affix ass prefix or suffix, then give example of word with the affix, and the last step is the students have to make a sentence using the a. For example, the student gets four and there is a **(–less).** The student should read the affix first, then say it as suffix, then give examples word with affix (–less) such as **careless**, and the last is the sentence: **He is a bit careless when driving his motorbike**.

2.5.3 Real examples of Morphology cases in the environment.

The teacher brings real examples of cases in the environment using English Morphology rules. The teacher ever bring some examples of brand names of several Indonesian products such as food (richeese, blueband, bismart, beng beng, etc), beverage (yogice, frestea, mountea, etc), medicine (fatigone, stop cold,etc), body treatment (sunsilk), health care (fatigone, stefit,etc), house care (porstex, windex, sunlight, etc). Those brand name can be used to teach English word formation. The examples of the brand names are made by applying some English word formation found in English morphology.
Besides, the teacher also brings some words which still apply English word formation from other sources such as internet and social media such as netizen, tweetheart, insta story, propic, twipic, folback, delcont, etc. Those words mostly are blends.

Furthermore, the teacher can show some classified advertisement from English newspaper. There are many clipped form in the classified advertisement such as airco (air condition), w/AC (with AC), Condo (condominium), Pls (please), 15 yrs exp (15 years' experience), Ind Area (Industrial Area), bdr (bedroom), s'pool (swimming pool).

The students, hopefully, will have more concern to English Morphology after they know about the real examples of morphology application in the society. They will open their mind that

3. CONCLUSION

Learning English morphology is essential for the students of English Department because English morphology supports the language teaching. English morphology also supports language elements (grammar, vocabulary) and language skills (reading, writing, speaking). As an English teacher to be they are supposed to teach their students language elements as well as language skill in the class and thus material from English morphology can be applied in teaching process.

Every person has linguistic awareness, and one of them is morphological awareness. It is a conscious awareness belongs to individual to comprehend word structure and to reflect and manipulate that structure. Morphological awareness enables the individual to recognize the affixes attached in the words. It is necessary to develop the language learners' morphological awareness of the learners because it plays important roles and implication in English language teaching and learning. It can increase the learners' vocabulary mastery and their ability to guess meaning of the words. Those are very useful in reading and writing skill of the learners.

The students of English Department who are prepared to be English teachers in the future must have better understanding on English morphology. However, some students of English Department are not aware of the importance of studying English Morphology, so that they sometimes just ignore morphology. It happens due to the boring class, many theories of English morphology to remember, and many teaching materials to read. So, an English morphology lecturer must find ways to teach English Morphology interestingly such as using lecturing video about English Morphology from You Tube instead of text book, using games for English Morphology, and giving real examples of English morphology in the environment.

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