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**A STYLISTIC ANALYSIS OF DERIVATIONAL MORPHEME
ON NARRATIVE TEXTS IN EFL TEXTBOOK
(Senior High School Textbook ‘Developing English
Competencies)**

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Abstract

The research reported in this paper centered on the issue of derivational morphemes analysis which uses narrative texts as the object of the study. Out of 15, 6 narrative texts were chosen from EFL Textbook of Senior High School ‘Developing English Competencies’. Afterwards, the writer set two research questions: to investigate the kinds and the dominant affixes of derivational morphemes which are mostly used on Narrative Texts in EFL Textbook. This study employed qualitative strategies by using content analysis as the instrument of gained data. The results for the first question asserted that among three kinds such as prefix, infix and prefix, there were only two kinds derivational morpheme founded on narrative texts in EFL Textbook, both of these derivational morphemes were prefix and suffix. Besides, the infix was not founded on the whole of the texts. Moreover, the results for the second research question revealed that the dominant affixes mostly used on narrative texts in EFL textbooks was the suffix. Finally, it is expected that on narrative texts, suffix was the important rule to compose the text intact. Moreover, the other affixes such prefix and infix were lower than suffix on the whole of the texts. For instance, ‘ly’ and ‘ed’ as affixes that was added and used on narrative text in EFL textbook that was analyzed. In the meantime, in every texts that have been analyzed, most of the affixes, both prefix and suffix changed the part of speech of the root when changed to the new word. It is suggested for further researchers to conduct the research on by using the other texts by covering derivational and inflectional morphemes.

Keywords: *stylistic, derivational morphemes, narrative text, EFL Textbook*

INTRODUCTION

Stylistics is a critical approach which utilizes the methods and findings of linguistic science. Verdonk (2002 p. 4) declares that stylistics is the analysis of different expression in language and the description of its purpose and effect. Bradford (1997 p. 1) says that stylistics is an exclusive topic every contribution to the vast multifaceted discipline of literary studies including a style engagement. This approach is an instrument to use language which is showed in his/her writings.

Language is made up of words; and the words are also made up of morpheme. Morpheme is defined as the smallest meaningful unit of a language (Lieber, 2009, p.32-33). There are several kinds of meaningful morphemes which can be independent called free morphemes while the morphemes such as –er and –s, which cannot be meaningfully independent which are called bound morphemes. Regarding the meaning, Haspelmath and Sims (2010, p. 68) said that derivational meanings are much more various than inflectional morphemes. Accordingly, Haspelmath and Sims (2010, p. 68) underlines that derivational meanings concerning much more affect to the categories change compared to the inflectional one. Derivational patterns generally change the word-class of the base lexeme, i.e., nouns can be derived from verbs, adjectives from nouns, and so on.

Derivational morphology, according to Sibarani (2002, p. 47), means the morphology which studies derivational morphemes and the principles governing the new words. Derivational affixes may lead to alter a category, but that inflectional ones never change because we need a detailed definition of category.

It is obvious that the concept of derivational affix and inflectional affix is related to changing the category. Katamba (1993, p. 48) sometimes says that the existence of a derivational affix makes a main grammatical change, engaging moving the base from one word-class into another as in the case of -ment (suffix), and word-class of input base govern (V) and word-class of output word is noun (N), for example: govern-ment. Meaning outcome or product of an action is showed by the verb. In this regard, the derivational affix on the use of the terms of input base (verb) out and word-class of output word becomes government. Bound morphemes must be combined to free morphemes. Bound morphemes are also called affixes which might be categorized into prefix, infix, and suffix. English only has two bound morphemes, namely prefixes and

suffixes. English doesn't have infixes. Bound morphemes are categorized into two namely derivational and inflectional morphemes.

The use of derivational morpheme in narrative text has important rule to construct the structure of sentences, changing the part of speech for match the sentences too. Rebecca (2003) defines, "a narrative text is a text related to a series of logically, and chronologically related events because of some factors." She, additionally, state that a clue to understand a narrative is a plot, theme, characters, and events, and how they connect at one another. Furthermore, she explains that a narrative is a text that tells a story as well as entertains the audience. It has character, setting, and action. It should describe an event and it would find the audience engaged. In short, narrative text is a story equipped with complication or problematic events and it attempts to find the problem resolutions. An important element of narrative text is the narrative mode, the set of methods used to communicate the narrative with a narration process. The examples of derivational morpheme are realized in a textbook which have important part to be considered as main tools to fulfill a learner's needs (Parrish, 2004).

Previously, several studies have been conducted on stylistic analysis such as Niazi (2013), Endang (2014), Suhadi & Baluqiah (2017), and Murana (2017). Unlike the present study, those previous studies aforementioned focuses on the spoken discourse. None of them research the stylistics analysis of written discourse. Therefore, the present study is aimed to investigate the kinds of derivational morphemes that are mostly used on narrative text in EFL Textbook of Senior High School and the dominant affixes of derivational morpheme on narrative texts in EFL Textbook of Senior High School.

METHOD

The study employed a qualitative analysis method of inquiry dealing dealt with the smallest language unit which is meaningful (Donyei, 2007; Creswell, 2003). The intended unit was focused on derivational morphemes containing in English Competencies' Textbook for Senior High School Grade XII "Natural and Social Science Programmers". It is a kind of narrative text on page 9 which was observed to find out derivational morphemes and affixes of derivational morphemes. Subsequently, their value of percentage were displayed in the tables.

FINDINGS AND DISCUSSION

As previously mentioned, the present study is intended to find out the kinds of derivational morphemes that are mostly used and the dominant affixes of derivational morpheme on narrative texts in EFL Textbook of Senior High School. The result of the research is to be elaborated in the following organization:

The Kinds of Derivational Morphemes Mostly Used on Narrative Text in EFL Textbook of Senior High School

To answer the first research question, the writer used content analysis as a tool to analyse the kinds of derivational morphemes on narrative text in EFL textbook. Katamba (1993, p. 48) says that the existence of a derivational affix sometimes makes a major grammatical change including moving the base from one word-class into another. It was proved on the texts that there are the kinds of derivational morphemes mostly used on narrative text in EFL Textbook of Senior High School as given in Table 1.

Table 1 The kinds of Derivational Morpheme on Narrative Texts in EFL Textbook

No.	Code of Text	Kinds of Affixes			Derivative Word
		Prefix	Infix	Suffix	
1.	01	5	-	24	29
2.	02	11	-	38	49
3.	03	6	-	50	56
4.	04	6	-	42	48
5.	05	6	-	27	33
6.	06	5	-	19	24

Based on the Table 1, the selected texts were six texts at which the highest use of affixes was suffix in the second and third text. Moreover, the other affixes such prefixes and infixes were lower than suffix on the whole of the texts. For instance, 'ly' and 'ed' as affixes that was added and used on narrative text in EFL textbook that was analyzed. In the meantime, every text has been analyzed revealing that most of the affixes both prefix and suffix change the part of speech of the root when changed to the new word.

In the first text, the writer found 29 derivational morphemes. Suffix was the mostly derivational morphemes written in the first text. Thus, in the second text the writer found 49 data of derivational morphemes.

In the third text, it was found that 56 data of derivational morphemes consist of 6 prefixes and 0 data of infix. Suffix was the mostly derivational morphemes used in the third text. Furthermore, in the fourth text, the writer found 48 derivational morphemes.

Suffix was the mostly derivational morphemes used in the fourth text. Then, in the fifth text, the writer found 33 derivational morpheme suffixes which was still the significant use of derivational affix. Finally, in the last text the writer, found only 24 data of derivational morpheme till the end of the analyzed text. The writer cannot find the infix overall, but suffix always the significant affix.

To summarize, the focus of this present study has similar result with the previous study conducted by Endang (2014) with the topic of The Analysis of Derivational and Inflectional Morphemes in Lyric of Songs Adele Albums. This previous study analyzed the derivational morpheme and elaborated the word into its elements root and affixes. Meanwhile, the suffix was the dominant that were founded, such as -ly, -ed, -ing, -less, -ness etc. However, this study has different in the way the data were collected, such as; the field of collecting the data and calculating the data to show the value of percentage. The previous study analyzed the data through song lyric while the present study was analyzed through narrative texts.

The Dominant Affixes of Derivational Morpheme on Narrative Texts in EFL Textbook of Senior High School

In responding the second question, the analysis revealed the dominant affixes by counting the realization of each affixes and displaying it in value of percentage as described in Table 2.

Table 2 The Dominant Affixes of Derivational Morpheme on Narrative Texts in EFL Textbook

No	Code of Text	Kinds of Affixes	Number	Value of Percentage	Total Value of Percentage
1.	01	Prefix	5	17%	100%
		Infix	-	-	
		Suffix	24	83%	
2.	02	Prefix	11	22%	100%
		Infix	-	-	
		Suffix	38	78%	
3.	03	Prefix	6	11%	100%
		Infix	-	-	
		Suffix	50	89%	
4.	04	Prefix	6	12%	100%
		Infix	-	-	
		Suffix	42	88%	
5.	05	Prefix	6	18%	100%
		Infix	-	-	
		Suffix	27	82%	
6.	06	Prefix	5	21%	100%

Infix	-	-
Suffix	19	79%

Based on the first and the second analyzed text, it showed that suffix was the dominant affixes in both of the texts. It could be seen from the use of suffix by 83% and 78% value of percentage. For instance, ‘ed’ and ‘ly’ as one suffix of derivational morpheme was the dominant item realized in the first text. Equally important, the analyzed second text, it was revealed that the use of prefix was exist but the dominant affix was suffix.

After all, the other value revealed the dominant affixed used from the third text. It could be seen that the use of prefix showed 11% value of percentage and 89% value of percentage of the suffix. Furthermore, the fourth text revealed that prefix was not always followed by infix. It could be seen from the Table 2 above, that sometimes in text, prefix was extent 12% value of percentage then suffix which was always become the necessary of this text with 88% value of percentage. For instance, the use of ‘ly’ was the secondary after ‘ed’ as the dominant item realized in the text. The fifth text was also dominated by suffix (82%) and followed by prefix (18%). Generally, it is expected that on narrative texts, in this case derivational morphemes, suffix was the important rule to compose the text intact. The six selected texts showed that the use of suffix (79%) was the most dominant affix and the second dominant affix was prefix (21%). Unfortunately, the writer could not tell the infix which was the third dominant affix. In contrary, none of infix founded on the whole of the analyzed text. It can be conclude that the infix on narrative text in EFL textbook was not important role in the formation of the text that were needed. It can be seen by the result of the analysis.

CONCLUSIONS

Dealing with results and discussion aforementioned, it can be concluded that prefix and suffix were the kinds of derivational morpheme that founded on narrative texts in EFL Textbook. A stylistic that was used in the whole of the texts were so simple and easy to understand by the readers who read the texts without ambiguity. However, the present study does not find the infix on the texts.

It is recommended for the forthcoming researchers on related rea of research to be more expert in exploring and updating the research. In particular, the object of the analysis in

the forthcoming researchers focus on the student's narrative text or other types of the text such as descriptive or argumentative text to gain the data and the development of English education area.

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