AN EASY MORPHOLOGY FOR BEGINNER LEARNERS TO ACQUIRE THE ENGLISH LANGUAGE

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Abstract

The acquisition of beginner students of the English Language at Bondowoso Islamic Institute is quite difficult. It has happened because their mother tongues are Indonesian and Madurese language. Besides, in senior high school, they did not pay attention or understand English. Some students also have a background knowledge in Islamic boarding school which is only learning the Arabic Language without knowing the English. So, when they are studying at Bondowoso Islamic Institute, they find difficulties in determining the parts of speech such as nouns, adjectives, verbs, and adverbs. Especially, when a base word has additional suffixes, it will change the part of speech and the word's meaning. For example, the word manage as a verb becomes the noun manager when added by the suffix *-er*; and then becomes the adjective managerial when added by suffix *-ial*. These processes confuse some students in determining the part of speech correctly to use in a sentence. Therefore, the researcher has a solution for this case which can make the students in Bondowoso Islamic Institute easier in understanding the changeable process happening in part of speech. This analysis used Bauer's theory with Bracelet structure to acquire the English language easly. The method used in this analysis is a documentary study and questionnaire. The result from this analysis is the student felt helped by the bracelet structure and some categories of suffixes that form another part of speech when added to the base word.

Keywords: *Beginner Learner Acquisition, Derivational Words*

Introduction

Acquisition is the process of learning a language through real communication without formal teaching. It is a natural process that usually begins in early childhood. Language acquisition is the process which humans acquire the capacity to perceive and to comprehend the <u>language</u>. In other words, it is a step of human beings to gain the ability to be aware of language, understand it, produce and use words and sentences in communication. However, the acquiring language received by childhood with their first language (L1). While, second language acquisition (SLA) is sometimes perceived in early childhood or when beginner to adult.

Language acquisition describes language acquisition as the process of naturally or unconsciously internalizing language abilities. Krashen (1988) also distinguishes between

language acquisition and language learning, noting that language acquisition is more about mastering communication skills, while language learning is more about mastering rules. Based on the theory, L1 can be acquired naturally, while acquiring the L2 need learning that easier than L1 because the learner has the background knowledge of L1 such as morphological and syntactical processes. However, the first thing that is learned for the beginner learner in mastering the language is by knowing the vocabulary. Vocabulary or a word is established in long-term memory when the link between a form and its meaning is made. Learning L2 vocabulary during reading and writing are an incidental type of learning that is possible in the L2 as well as in the L1. Vocabulary knowledge strength concerns the relative ability to use a given known word productively or to recognize it passively.

When we think about our native language, the existence of words seems obvious. However, when we hear others speaking our native language, we hear them uttering words. We can recognize individual words without effort when we have mastered a language. This ability would not be possible if we do not know and do not understand many properties associated with words. Therefore, every word we have learned, intuitively know something about its internal structure. For example, our intuitions tell us that the word *manage* seems to be made up of three parts: the word manage as a verb when additional with suffix *-ment* become *management,* when added by suffix *-er* become *manager* (known as 'noun'); when the verb *manage* is added by suffix *-able* become *managable,* when add by suffix *-ial* become *managerial* (know as 'adjective). All of these processes in forming words are called as morphology which have so many meaning by adding a suffix. Knowing the process of forming a word into new word and new meaning by additional affixes will make the English learning easier for beginners learners. Besides, the students know the part of speech in a sentence while reading and writing. Several studies shown that morphological awareness contributes to the improvement of the comprehension of student reading and vocabulary learning, interest in the importance of language acquisition.

The process of acquiring vocabulary for beginner learners in english is not natural. They effort to memorize the vocabularies, understand the meaning, and understand the part of speech in a sentence, reading and writing. Most of the beginner learner are easy in memorizing the vocabularies based on what they heard. Different from beginner learners who study english, they need more effort in learning english because not just memorize the word but also understanding the concept of structuring the sentence. Because beginner

learners have background knowledge from their L1, so they have a concept for structuring a sentence. Therefore, they need to understand the process of forming a new word, understand the meaning, and structuring a sentence in english. Whether, it has differentiation or similarity in forming new word and structuring a sentence.

Based on the beginner learner's English language, some students in Bondowoso Islamic Institute are confused in pronouncing words and in differentiating the parts of speech (noun, adjective, verb, and adverb). The students are quite difficult to understand English. It has happened because their mother tongues are Indonesian and Madurese language. While, English language is their second language. Besides, in senior high school, they did not pay attention or understand English. Some students also have a background knowledge in Islamic boarding school which is only learning the Arabic Language without knowing the English. The students found difficulties in pronouncing english language because the written and the pronunciation is different. Besides, the part of speechs in english have some derivational processes that make them confused to determine which one is the verb, noun, adjective, or adverb. Derivation is a part of word formation in morphological process. Moreover, morphology involves the study of the internal structure of words and how new words are created from existing words through the use of various morphological processes, namely: affixing, compounding, word formation, word conversion, word truncation, word repetition, and others (Anita et al., 2014). Therefore, it can be concluded that morphology is the study of the form and meaning of words, especially the formation and decomposition of words in a language.

Part of speech which is familiar used in a sentence is noun, adjective, verb, and adverb which have some additional affixes, such inflection and derivation processes. So, in this case, the researcher will focus on part of speech with derivational processes. It is chosen because derivational process can change the meaning of word when adding by suffixes. Therefore, the researcher will focus on the acquiring english learning in part of speech with derivational process. Besides, solving the problem of beginner learners in acquiring English language with correctly determining the part of speech, the researcher used bracelet paradox to branch the process of forming a word up to a new word in English together with knowing the word meaning. By using this theory, the beginner learners easier in acquiring the english language and understanding to determine the right part of speech.

To make the students easier in acquiring English language, it is needed a theory to solve their difficulties. Besides, to promote students' knowledge of vocabulary and the

process of forming a word, they must contribute to the important aspect, namely, morphological awareness. This morphological awareness can be applied by students in their second language learning process to establish their level of vocabulary knowledge directly or indirectly through the mediation of students' lexical interpretation ability (Zhang & Koda, 2012). Based on Zhang and Koda's statement who said that establishing level of vocabulary in English is needed, especially for the beginner learners which their second language (L2) is English. The morphological process and morphological awareness is needed for the beginner leaners in acquiring and understanding English word or vocabulary knowledge.

Having good morphological knowledge, students are expected to get the results obtained in determining the part of speech, determining the meaning of words and can see the process of analysis and synthesis in the preparation of English words. This is expected to help students to communicate well and smoothly with attention to fluency and accuracy (Badawi, 2019; Wolter & Gibson, 2015). Therefore, the researcher explains the theory of morphological process such as derivation and bracelet paradox theory to branch the process of forming word into a new word. Derivational process is created to develop old words with new meanings like, *surf, bug,* and *web*, the meanings have broadened in function and tool since the new technological inventions (Booij, 2005). The derivation process is forming a word with additional affixes (prefix and suffix). However, the ways to determine the root and the additional affixes in words are called free and bound morpheme. Free morphemes are morphemes that can stand by themselves as single words, *e.g. open, house, book, happy, etc*, while bound morphemes are morphemes that cannot normally stand alone, but that are typically attached to another form (Yule, 1996:75). Somehow, derivation forms are a unique and a simple knowledge in processing a new word.

There are several hundred derivational suffixes in English that can form a new word and a new meaning when attached to a root word. According to Bauer (1983:220-225), he mentions 59 suffixes that can build a noun, an adjective, a verb, and an adverb, while Plag (2002:109-123) mentions 31 suffixes that can build a noun, an adjective, a verb, and an adverb. According to Plag (2002:109-123), there are only four categories in suffixes: (1) Verb suffixes *(-ify, -ize, -ate,* and *-en)*, (2) Adjective suffixes (*-able, -al/-ial, -ful, -less, -ing, -ly, -ous, -ive, -ish, -ic, ed, -ary,* and *-esque*), (3) Suffixes of concrete noun (*-ant/-ent, -er, -ing, -ee, -al, -ful, -ship, -ness, -ment, -ity, -ist, -ism, -ion, -an, -hood, -ess, -(e)ry, -eer, -dom, -cy/-ce, -ance,* and *-age*), (4) Adverb suffixes (*-ly* and *-wise*).

The affixes above need branching when it is applied in a word. Therefore, Paradox bracketing theory (Lieber, 2009) is needed to describe a word that are formed from basic forms attached to the four categories part of speech suffixes, as categorized by Bauer (1983) and Plag (2002). The purpose of using this theory is to understand and analyze the process of forming four part of speech that are affixed with derivational suffixes. Apart from that, this theory also explains the systematic form of word formation based on meaning. *"Bracketing paradoxes are cases in which either the semantic interpretation or the phonological organization of a word seems to conflict with its internal structure"* (Lieber, 2009:190).

Bracketing paradox is a case of interpreting the semantics or phonological organization of a word as having problems or contradicting its internal structure.
In the word unhappier we can see two different meanings depending on which word fragment is formed first and the suffix is attached to it.

$$_A[[un\ [happy]]_A\ er]_A$$

(Lieber, 2009:192).

The adjective '*unhappier*' means more unhappy if the word formation begins with a prefix. The adjective '*happy*' is attached to the prefix *un-* to become the adjective '*unhappy*'. Then, an adjective word '*unhappy*' is attached with the suffix *-er*, which means comparative, so the meaning is 'more unhappy'. Thus, the word has a different meaning if the word form is broken down by attaching the additional suffix first.

$$_A[un\ [[happy]_A\ er]]_A$$

(Lieber, 2009:192).

From the example above, it is known that the word '*unhappier*' is formed from the root word of the adjective '*happy*' which is added with suffix *-er* to form the adjective '*happier*' as an adjective. Then, the prefix *un-* is attached to '*happier*' which forms the adjective '*unhappier*' the meaning is not happier. From the explanation of the example above, the word comes from what base form when forming the adjective. This process also can be applied in other part of speech to analyze the process of forming word.

Method

In this article, field research used to describe the language acquisition method and the process of forming word was applied. The first step done in collecting data is by giving

a questionnaire to the beginner learners. The questionnaire and interview are applied to know the way they acquire vocabulary, the way understand to determine a correct part of speech, and their background knowledge. The data were collected in two months from September to October 2024. It is realized that the process in requiring English vocabulary was not instant and need time observation together with understanding forming new word. Considering that, the object of research is beginner learner who study in Islamic Institute of Bondowoso with Islamic major. The analyzing data used the data based on collecting data taken from the result of the questionnaire and interview were analyzed qualitatively and descriptively to fulfill the purposes of this research.

Result and Discussion

The process of acquiring language especially English is not easy for beginner learner which their mother tongues and their first language (L1) is not English. It has happened to the students in Islamic Institute of Bondowoso that have took lesson of English language in their first and second semester of study. Most of the students find difficulties in understand English because of their background knowledges are variative. The students' difficulties in acquiring and understanding English are caused namely: first, they do not like English because it is difficult to understand; second, the written and the way pronouncing English is different; and third, their background knowledge where study in Islamic boarding school without learning English language only Arabic language. Based on these data of interview, the researcher initiates to change their minds that acquiring and understanding English language is easier and fun if know the trick. Therefore, this article describes the steps in acquiring English language and explain the morphological process, derivation, by using bracelet paradox.

Language Acquisition

This article shall bring to fore what accomplished beginner learners be able acquire and understand English. So, the programs that need to plan in acquiring the L2, namely: (1) Set clear goals of learning English, (2) Starting with the basic topic, (3) Building and enrich the vocabulary, (4) Mastering the basic grammar, (5) Practice listening to music and movie, (6) Speak as much as possible, (7) Reading a book, novel, etc. regularly, (8) Review and reinforce the topic and skill that have been learned, (9) Immerse yourself in English, and (10) Stay consistent and patient.

Derivational Word

In this point explain the process of derivational word. It is the process of forming a new word that is formed from the root word adding by suffixes. Additional suffixes to the root word have a big impact in a word, because the word not only change the part of speech but also change the meaning. Therefore, the students can understand the process of forming word up to the changing of the meaning to rich their vocabularies. So based on Bauer (1983) and Plag (2002), they categorized four parts of speech that can build a new word by adding affixes on base word, namely: (1) Noun Suffixes is the forming a new word applied when the root word is added by suffixes *-ant/-ent, -er, -ing, -ee, -al, -ful, -ship, -ness, -ment, -ity, -ist, -ism, -ion, -an, -hood, -ess, -(e)ry, -eer, -dom, -cy/-ce, -ance,* and *-age* will create noun word, (2) Adjective Suffixes are applied when the root word is added by suffixes *-able, -al/-ial, -ful, -less, -ing, -ly, -ous, -ive, -ish, -ic, ed, -ary,* and *-esque* will create adjective word, (3) Verb Suffixes are applied when the root word is added by suffixes *(-ify, -ize, -ate,* and *-en)* will create verb word, and (4) Adverb Suffixes are applied when the root word is added by suffixes **(-*ly* and *-wise*)** will create adverb word.

The following table below is some words that create new word based on the root word with additional suffixes.

Table 1: Suffixes That Create New Word

No.	Root Word	Suffix	Creating New Word
1.	(V) Reproduct	*-ive*	(A) Reproductive
2.	(N) Mother	*-ly*	(A) Motherly
3.	(A) Present	*-ly*	(ADV) Presently
4.	(A) Robust	*-ly*	(ADV) Robustly
5.	(A) Fertile	*-ize,*	(V) Fertilize
6.	(A) Active	*-ate*	(V) Activate
7.	(V) Migrate	*-ion*	(N) Migration
8.	(V) froce	*-ment*	(N) enforcement

Based on tha table above, it can be shown that the words create into other words depend on the suffixes that attached to the root word. According to Bauer and Plag's theory that suffixes *-ive* attached to root word verb, it builds a new part of speech which is an adjective. And then, suffix *-ly* when attached to noun *mother*, it builds an adjective. Another suffix *-ly* also can create a new part of speech when attached to adjective will build an adverb such as adjective *present* is added by *-ly* becomes an adverb *presently*. Besides, creating verb is formed from adjective because attached by suffixes *-ize* and –

ate such the words *fertilize* and *activate*. It also happens to word that creating noun is formed from the same root word with different suffix. It is the root word of verb when attached by suffix *-ion* becomes *migration*, and suffix *-ment* when attached to root word verb becomes noun *inforccement*.

The table above explain about the process of forming new word by adding the suffixes. The following below will explain and describe about the way of process forming word by using bracelet paradox by Plag's theory, include: (a) Reproductive - v[[re[product]]v *ive*]A, (b) Motherly - [[mother]N ly]A, (c) Presently - [[present]A ly]ADV, (d) Robust - [[robust]A ly]ADV, (e) Fertilize - [[fertile]A ize]v, (f) Activate - [[active]A ate]v, (g) Migration - [[migrate]v ion]N, and (h) Enforcement - v[[en[force]]v ment]N.

Based on the bracelet paradox above, it is shown that the process of forming words by additional suffixes that build another part of speech. For poin (a) *reproductive* has different forming word because it is added by affixes, prefix *-re* and suffix *-ive*. It explains that in the bracelet show additional prefix *-re* does not have influence in changing the part of speech. It is shown by word [[re[product]]v still builds a verb. While the verb word *reproduce* is added by suffix *-ive* has created new word that is an adjective *reproductive* [[re[product]]v *ive*]A.

Another poin (b) up to (h) have the same process in forming word because all these words are only added by suffixes different from poin (a). For example, the poin (b) *motherly* is built from the root word noun *mother* which is added by suffix *-ly* build an adjective *motherly,* such the bracelet paradox of [[mother]N ly]A. Bracelet paradox is not only explain the process of forming word, but also describe the meaning of word because of additional suffixes change the part of speech. So, it changes the meaning of word. The noun word *mother* has a meaning of a female parent of a child. While, it added by suffix *-ly* becomes an adjective *motherly* with different meaning from *mother*. The meaning of adjective word *motherly* is having the qualities of a good mother; typical of a mother.

While poin (b) and (c) have the same additional suffix *-ly* but attached to different root word. Poin (c) the root word an adjective *present* becomes an adverb *presently* because added by suffix *-ly,* such the bracelet paradox of [[present]A ly]ADV . In this bracelet theory describes the exchange meaning of the adjective *present* as existing or happening now. When the word *present* is added by suffix *-ly* has different part of speech and has changing the meaning that becomes an adverb *presently* with the meaning used to show that something happened after a short time.

The process above shows how the process of forming new word from the root. According to the theory above, beginner learners be able understand the vocabulary and knowing how to decide part of speech correctly. Besides, the learners must apply the steps of acquiring the English language as their second language for students in Islamic Institute of Bondowoso.

Conclusion

The conclusion of this article showed that the beginner learners in Islamic Institute Bondowoso easier in acquiring the English language because they have known the trick of learning L2. Besides, the students are also able to understand the process of forming word, determining the part of speech, and enrich the vocabulary. Hopefully, this article can be the reference for the beginner learner and beginner learner who study English language. Understanding the trick and learning the knowledge will make learning any languages easier.

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