

Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta:

- (1) Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
- (2) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
- (3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

ENGLISH MORPHOLOGY

Prof. Dr. Alek, S.S., M.Pd.

Publica Indonesia Utama
2025

Perpustakaan Nasional RI. Katalog dalam Terbitan (KDT)

xii + 155 Hlm; 15,5 X 23 cm

ISBN: 978-634-7120-21-2

Cetakan Pertama, Februari 2025

English Morphology

Penulis : Prof. Dr. Alek, S.S., M.Pd.

Penata halaman : M. Nur Alfian Halim

Desain cover : Adji Azizurrachman

copyrights © 2025

Hak cipta dilindungi oleh Undang-Undang

All rights reserved

Diterbitkan oleh:

Publica Indonesia Utama, Anggota IKAPI DKI Jakarta 611/DKI/2022
18 Office Park 10th A Floor Jl. TB Simatupang No. 18, Kel. Kebagusan,
Kec. Pasar Minggu Kota Adm. Jakarta Selatan, Prov. DKI Jakarta
publicaindonesiautama@gmail.com

PREFACE

In the contemporary, highly interdependent world, the English language has become a vital medium for communication, education, and cultural exchange. For English as a Foreign Language (EFL) readers or learners in Indonesia, mastering English is not just an academic pursuit; it is a key that unlocks doors to new opportunities in various spheres of life. This book, “English Morphology,” is specifically crafted for EFL readers or learners in Indonesia, offering a thorough examination of the structure and formation of words in English. Morphology, the study of the internal structure of words, is foundational to understanding how language operates. It encompasses the ways in which words are constructed and modified, including the use of prefixes, suffixes, roots, stems, bases, derivations, and inflections. By exploring English morphology, readers or learners can significantly enhance their vocabulary acquisition or learning, improve reading comprehension, and refine their writing skills. This book aims to clarify the complexities of word formation and provide practical insights that can be directly applied in language usage and everyday language use.

The primary objective of this book is to equip EFL readers or learners with the knowledge and skills necessary to navigate the intricacies of English morphology. Many readers or learners encounter challenges when faced with unfamiliar words or complex word-formation. By breaking down these elements into manageable parts, writer aims to foster a deeper understanding of how words are formed and classified within the English language. Structured to accommodate varying levels of proficiency, each chapter introduces key concepts and at the end part of this book is provided a glossary in a clear and engaging manner. Relevant examples contextualized within the Indonesian experience support these concepts. Write has included some comparative examples to encourage active participation and reinforce learning outcomes. His goal is not only to inform but also to

engage learners through practical applications that resonate with their own linguistic experiences.

Indonesia's rich linguistic diversity—boasting over 700 languages—means that EFL learners often approach English with unique linguistic backgrounds. These backgrounds can significantly influence how students perceive and process morphological structures in English. Understanding these influences is crucial for effective teaching and learning. In this book, writer makes a deliberate effort to connect morphological concepts with familiar features from Bahasa Indonesia. By highlighting similarities and differences between the two languages, he aims to create bridges that facilitate comprehension. This contextualization empowers readers and learners to draw connections that enhance their understanding of English morphology, making learning more relevant and meaningful.

The methodology employed in this book emphasizes a synthesis of theoretical insights and empirical analysis, fostering a comprehensive understanding of morphological concepts while encouraging learners to engage with the material in meaningful ways. Each chapter opens with an introduction to key morphological concepts, followed by in-depth explanations that are bolstered by illustrative examples. Rather than concluding with structured exercises, the text encourages learners to explore and apply the concepts independently, inviting them to seek out real-world instances of morphological phenomena. This self-directed exploration allows for a deeper engagement with the material, as learners can investigate word formation processes and vocabulary development in contexts that resonate with their own experiences. To enhance understanding and mastery of the materials of this book, readers are encouraged to conduct their own analyses and formulate questions for independent practice. This approach aims to build critical thinking skills while applying an autonomous learning methods to comprehend and improve their mastery of word formation and usage in the context of real life.

As readers embark on this journey through “English Morphology,” readers are encouraged to approach each chapter with curiosity and an open mind. Language is not merely a set of rules; it is a dynamic entity that evolves over time and reflects cultural nuances.

By understanding morphology, learners will unlock new dimensions of meaning within the English language.

Writing this book has been a deeply personal endeavor for the writer, driven by a commitment to address the unique challenges faced by Indonesian learners of English. The insights gained from extensive research and reflection have significantly shaped the content and pedagogical approach of this work. The writer extends heartfelt gratitude to all those whose expertise and experiences have indirectly influenced this project. Special recognition is also given to the dedicated English teacher-educators and teachers across Indonesia who tirelessly inspire their learners and readers to master English. Their unwavering commitment to education empowers learners or readers and serves as a motivating force behind this publication, emphasizing the importance of making English accessible and engaging for all.

Jakarta, February 03rd, 2025

Writer,

Alek

TABLE OF CONTENTS

Preface	v
Table of Contents	viii
Chapter I	
Introductory.....	1
1.1 Understanding History of Morphology	1
1.2 Philosophers' and Linguists' Views on Morphology	3
1.3 Scope of Morphology Studies.....	5
1.4 The Basic Principle of Teaching Morphology	6
1.5 Integration of Technology in the Study of Morphology	10
Summary.....	12
Chapter II	
Introduction to Morphology	14
2.1 Defining Morphology	14
2.2 Importance of Morphology	16
2.3 Scope of Morphology Studies.....	17
2.4 Morphology-Phonology Interactions	18
2.5 Morphology-Syntax Interactions	19
2.6 Morphology-Semantics Interactions.....	21
Summary.....	22
Chapter III	
Understanding Word Structure	25
3.1 Defining Word	25
3.2 Word Forms	28
3.3 Lexeme as Lexical Units.....	29
3.4 Categories of Grammatical Words	30
Summary.....	32
Chapter IV	
Morphemes, Morphs, and Allomorphs.....	34
4.1 Defining Morpheme	34
4.2 Types of Morpheme	36

4.3	Lexical and Grammatical Morphemes	37
4.4	Defining Morphs	38
4.5	Defining Allomorph and Its Types	40
	Summary	42

Chapter V

Roots, Bases, Stems, and Affixation.....	44	
5.1	Defining Roots.....	44
5.2	Defining Base in Word Formation	45
5.3	Defining Base in Word Formation	46
5.4	Defining Stems dan Extender Stems	47
5.5	Affixation Process.....	52
5.6	Conversion in Word Formation	57
	Summary.....	59

Chapter VI

Word-Formation	61	
6.1	Defining Formation	61
6.2	Inflection in Word Formation	63
6.3	Derivation in Word Formation.....	65
6.4	Composition in Word Formation.....	67
	Summary.....	70

Chapter VII

Compounding	72	
7.1	Defining Compounding.....	72
7.2	Types of Compounding	74
7.3	Neo-classical Compounds.....	74
7.4	Multiple Affixation	76
7.5	Conversion (Zero Derivation).....	78
	Summary.....	79

Chapter VIII

Productivity in Word Formation.....	81	
8.1	The Concept of Productivity in Word Formation.....	81
8.2	Lexicon and Its Role in Word-Formation	83
8.3	Semi-Productivity in Morphology	84
8.4	Productivity and Creativity in Word Formation.....	85
8.5	Constraints in Word Formation Productivity.....	86
	Summary.....	87

Chapter IX

Lexicon and Word Formation Process	89
9.1 Definition and Functions of the Lexicon.....	89
9.2 Blocking Process in Word Formation	90
9.3 Back-Formation in Word Formation	91
9.4 Acronyms and Blends in Language	92
9.5 Word Potential in Language	94
Summary.....	95

Chapter X

Inflectional Morphology.....	97
10.1 Verbs Inflection in English.....	97
10.2 Nominal Inflection in English	98
10.3 Adjectives Inflection in English.....	99
10.4 Adverb Inflection in English.....	99
10.5 Influence of Irregularity in Inflection	100
Summary.....	100

Chapter XI

Derivational Morphology.....	102
11.1 Derivation for Word Class Changes	102
11.2 Derivation with Prefixes and Suffixes	103
11.3 Conversion (Zero Derivation)	104
11.4 Derivation and Inflection Occur Simultaneously.....	104
Summary.....	105

Chapter XII

Reduplicating and Clipping	107
12.1 Defining Reduplication	107
12.2 Types of Reduplication	108
12.3 Internal reduplication.....	111
12.4 Clipping Process in Language	113
12.5 Meaning and Context in the Use of Reduplication and Clipping.....	114
12.6 Prosodic Morphology	115
Summary.....	117

Chapter XIII

Morphology and Semantics	118
13.1 Relationship Between Morphological Processes and Meaning	118
13.2 Morphological Ambiguity in Word Formation	119
13.3 Homonymy, Homophone, Homograph, Polysemy, and Hyponymy in the Context of Morphology.....	119
Summary	121
References.....	123
Glossarium.....	133
Acknowledgement.....	152
Writer's Bio.....	154

CHAPTER I

INTRODUCTORY

Morphology constitutes a pivotal subfield of linguistics, elucidating the internal structure of words and their systematic formation across languages. The diachronic progression of morphological studies has been profoundly influenced by philosophical and linguistic paradigms, each contributing distinct theoretical insights and analytical methodologies. The scope of morphology extends beyond the mere classification of morphemes, encompassing its interfaces with syntax, phonology, semantics, and cognitive linguistics, thereby reinforcing its interdisciplinary significance. The pedagogical principles underlying the instruction of morphology necessitate a methodologically sound approach that integrates theoretical rigor with empirical applicability, ensuring a comprehensive understanding of morphological processes. Despite its intellectual richness, the study of morphology presents both epistemological and methodological challenges, including the intricate nature of morphological typology, language variation, and the implications of morphological theory for language acquisition and computational modelling. Nonetheless, these challenges concurrently offer fertile ground for advancing linguistic inquiry and fostering deeper insights into the structural complexities of human language.

1.1 Understanding History of Morphology

Morphology, as a branch of linguistics that studies the internal structure of words and the processes of their formation, has a very rich and complex history of development, reflecting the evolution of linguistic thought from an observational approach to more abstract and systematic theories. The term “morphology” was first introduced by Johann Wolfgang von Goethe in 1749–1832 in his classic work ‘The Metamorphosis of Plants,’ in which he put forward the idea of the existence of an orderly basic organization in the diversity of flowering plants (Kelley, 1919). Goethe argued that this basic structure allowed

for the prediction of undiscovered plant forms and suggested that flowers were modifications of leaves (Goethe, 1790). Although his research was more focused on botany, these structural ideas made an important contribution to the development of morphological concepts in linguistics, particularly in terms of understanding the changes in form that underlie meaning (Igor Mel'c'uk, 2016; Katamba, 1993a).

In the 19th century, Wilhelm von Humboldt (1767–1835) made a major contribution to the study of morphology by emphasizing the importance of understanding the grammatical structure of language in the context of human culture and thought. Humboldt argued that the structure of language reflects not only the objects of the external world, but also the way humans think and perceive the world (Humboldt, 1836). In his view, language is not only a means of communication, but also a window that opens up insights into how humans understand and conceptualize the world. Thus, Humboldt introduced the view that language is an interconnected system, with morphology as one of the vital components in shaping meaning and connecting form with understanding.

Entering the 20th century, the emergence of the structural linguistic school pioneered by Ferdinand de Saussure (1857–1913) had a great impact on the study of morphology. Saussure, in his famous work *Course in General Linguistics* (1916), proposed that language is a system of signs consisting of two main elements: signifier and signified. This approach emphasizes the importance of systematic analysis of linguistic elements, including morphemes, as the smallest unit that has meaning. In the structuralist view, morphology is not only the study of individual words, but also how the relationships between elements in a language form the overall structure. Therefore, morphology is seen as an integral part of the language system, which serves to explain the relationship between form and meaning as well as the interaction between language components (Saussure, 1916).

Furthermore, the theory of generative morphology developed by Noam Chomsky (1965) brought about a revolution in the way we understand word formation. Chomsky argued that the formation of words and the structure of language are based on the universal rules that exist in the human mind. In his view, morphology is not only in

charge of describing the form of words, but also to identify the internal rules that govern how words are formed. Generative morphology considers word formation to be an automatic and structured mental process, which is closely related to syntax and phonology. Chomsky suggests that an understanding of morphology should include not only the form of words, but also the rules and principles underlying the formation of those words in a larger language system (Chomsky, 1965).

As these theories developed, thinking in the field of morphology became increasingly complex, encompassing not only the analysis of word forms, but also their relation to other aspects of linguistics, such as syntax, phonology, and semantics. Thus, the history of morphology shows how this study has evolved from a descriptive analysis of word form changes to a deeper understanding of the internal structure of language and how language functions as a coherent communication system. The ideas of figures such as Goethe, Humboldt, Saussure, and Chomsky provide a strong theoretical foundation for studying how words are formed and understood in the context of language as interconnected systems. Through this research, we can deepen our understanding of how language develops, how meaning is formed through morphology, and how elements of language play a role in effective human communication.

1.2 Philosophers' and Linguists' Views on Morphology

Morphology, as one of the branches of linguistics that studies the internal structure of words and the process of their formation, has been the object of in-depth study by various prominent philosophers and linguists. Their thinking has shaped the way we understand how words are formed, interpreted, and used in human communication. Since the time of Ancient Greece, philosophers such as Plato and Aristotle have begun to study language in philosophical and semantic contexts, although their main focus does not lie on morphology. Plato, in *Cratylus* (c. 380–360 BC), proposed the idea that names have a natural relationship with the object they represent, leading to the first idea of the relationship between linguistic form and meaning (Lloyd, 1996). Aristotle in *Organon* (350 BC) also provided an early foundation for linguistic theory by discussing categories and structures in

language, although they focused more on semantics and logic than on morphology per se.

Significant developments in the study of morphology occurred in the 19th century, especially with the emergence of structural linguistics pioneered by Ferdinand de Saussure. In *Course in General Linguistics* (1916), Saussure introduced the concept of linguistic signs consisting of two main elements: “signifier” and “signified.” He emphasized that the relationship between signifiers and signified is conventional and can only be understood in the context of the language system as a whole. Saussure emphasized that language is a system made up of interrelated elements, including morphemes, which are the smallest units that carry meaning in a word. In this perspective, morphology is seen as an integral part of language analysis, where morphemes can be either free morphemes that can stand alone, or bound morphemes that must be combined with other morphemes to form words (Saussure, 1916).

In the 20th century, the generative grammar theory pioneered by Noam Chomsky had a profound impact on our understanding of morphology. In *Syntactic Structures* (1957), Chomsky argued that word formation and sentence structure are based on universal principles that exist in human mental structures. Morphology, according to Chomsky, is the part of the grammatical rules that govern word formation, and its interaction with syntax and phonology provides deep insights into how words are processed in the human brain. The generative approach allows linguists to analyze the internal structure of words and understand how cognitive processes play a role in the formation of morphology in human language (Chomsky, 1957).

In addition to Chomsky, Ludwig Wittgenstein also made an important contribution to the development of language theory, whose relevance is felt in the study of morphology. In *Philosophical Investigations* (1953), Wittgenstein developed the concept of “familial resemblance” to explain how words can have interrelated meanings in the absence of a single essence that binds them. This thinking shows flexibility and diversity in the use of words in social and cognitive contexts. In the context of morphology, Wittgenstein’s idea highlights that the understanding of words is not always limited to their standard

form, but can be influenced by their use and interpretation in various social contexts (Wittgenstein, 1953).

Further developments in the study of morphology also came from contemporary linguists who developed cognitive and distributive approaches. William Croft, in *Typology and Universals* (2001), emphasizes that morphological categories arise as a result of the use of language in social and cognitive contexts, rather than simply as static entities governed by universal rules. This approach introduces a new understanding of how morphology interacts with other aspects of language, such as syntax and semantics, in a dynamic system.

As a synthesis, the study of morphology, both in the context of philosophy of language and linguistics, has evolved from a descriptive and analytical approach to a more abstract and cognitive theory. The ideas of Saussure, Chomsky, Wittgenstein, and Croft, as well as the contributions of other scholars, have provided a broader and deeper perspective on how words are formed, interpreted, and used in human communication. From understanding the relationship between form and meaning in language, to theories linking morphology to cognitive and social processes, developments in the study of morphology remain a rich and growing center of linguistic research.

1.3 Scope of Morphology Studies

Morphology, the systematic study of word structure and formation, examines the combinatorial properties of morphemes—the smallest meaningful units (bound or free)—and their role in constructing complex lexical items (Aronoff, 2018). Central to this discipline are word-formation processes, including derivation (affixation or root modification to generate new lexemes), compounding (syntagmatic merging of morphemes, e.g., Indonesian *rumah sakit* [hospital]), and inflection (morphophonemic adjustments encoding grammatical features like tense or number) (Matthews, 2014; Spencer, 1991). Such mechanisms underpin cross-linguistic typological analyses (e.g., agglutinative vs. fusional systems) and inform computational models for natural language processing (Booij, 2012). By dissecting these processes, morphology bridges theoretical linguistics with applied domains, elucidating universal

principles of lexical productivity, cognitive representation, and language acquisition (Shaw, 1991).

Morphological typology and language classification based on morphological complexity are also a major concern for linguists. Haspelmath (2009) classifies languages into three types, namely isolating, fusional, and agglutinative languages, depending on the extent to which morphemes are connected to their word roots. Isolation languages, such as Chinese, have a relatively simple word structure without much shape change. Fusional languages, such as Spanish, combine multiple grammatical information in a single word form. Meanwhile, agglutinative languages, such as Turkish, use clear affixes to add meaning or grammatical information to the base word. An understanding of the morphological structure of these languages is important in comparative studies and to identify universal and language-specific features in word formation.

Advances in computational technology have revolutionized morphological research by enabling the development of software for automated word analysis and generation, significantly advancing fields like natural language processing and machine translation through large-scale dataset analysis (Creissels et al., 2018). Morphology also underpins language acquisition, as children's first-language development and adults' second-language learning depend on mastering morphological relationships, offering critical insights into cognitive processing (Valian, 2015). By integrating typology, word formation, and computational models, morphology bridges interdisciplinary domains—from cognitive psychology to language pedagogy—enhancing our understanding of linguistic structure, cognitive function, and their societal applications.

1.4 The Basic Principle of Teaching Morphology

Morphology, the study of word-internal structure and formation, necessitates pedagogical frameworks grounded in foundational principles, notably the analysis of morphemes—the minimal meaning-bearing units (free or bound) that constitute words (Katamba, 1993; Aronoff & Fudeman, 2005). Central to instruction is distinguishing free morphemes (e.g., English *run*; Indonesian *lari* [to run]), which exhibit lexical autonomy, from bound morphemes (e.g.,

English *-ing*; Indonesian *ber-*), which depend on attachment to roots to convey grammatical or derivational meaning (Aronoff, 1976). For instance, the English present participle *running* combines the free morpheme *run* with the bound inflectional *-ing*, while Indonesian *berlari* merges *lari* with the derivational prefix *ber-* to denote action. Such contrasts underscore the interplay of morphological typology (agglutination vs. fusion) and linguistic cognition, critical for both first- and second-language acquisition (Booij, 2012). Effective pedagogy thus emphasizes these principles to decode universal and language-specific word-formation rules, bridging theoretical constructs with empirical applications in syntax, semantics, and psycholinguistics (Haspelmath & Sims, 2010).

a. Word Structure Analysis

After understanding morphemes, the next step is to analyze how they combine to form words. Aronoff & Fudeman (2005) highlight the importance of understanding morphological processes such as affixation, reduplication, and composition. Affixation involves adding affixes (such as prefixes, suffixes, infixes, or confixes) to the base morphemes. For example, adding the suffix “-kan” to the word “read” results in “read.” Reduplication is the repetition of all or part of a basic morpheme, such as “children.” Composition involves combining two free morphemes to form a new word, such as “hospital.” (Audring, 2022) By analyzing word structure, students can understand how grammatical meanings and functions are expressed in language.

b. Introduction to Grammatical Categories

It is important for students to understand that morphemes and words can be categorized based on their grammatical functions. Katamba (1993) elucidated that the identification of grammatical categories—such as nouns, verbs, adjectives, and adverbs—is fundamental for conducting morphological analysis. Understanding these categories enables learners to discern patterns in word formation and their corresponding meanings (Eviyuliwati et al., 2019). For instance, the addition of the prefix “un-” can be added to the adjective “happy” to form “unhappy,” indicating a negation of the original meaning.

Similarly, the “*pe-*” to the verb “*lari*” (meaning “to run”) in Indonesian transforms it into the noun “*pelari*,” which denotes “runner.” By comprehending grammatical categories, students can effectively analyze morphological structures, facilitating a deeper understanding of how words are constructed and how their meanings evolve through morphological processes. This knowledge is crucial for enhancing linguistic competence and fostering analytical skills in language studies.

c. Synchronous and Diachronic Approaches

Aronoff & Fudeman (2005) emphasized the importance of a synchronous (study of language at a single point in time) and diachronic (study of the evolution of language over time) approaches in the teaching of morphology. The synchronous approach allows students to understand morphological structures in the current context, while the diachronic approach provides insight into how word forms and morphological structures have evolved (Vivian de Klerk, 2003). For example, the word “*saudara*” in modern Indonesian, which means “brother” or “sibling,” is derived from the Sanskrit term “*sodara*,” which also signifies a sibling or relative. This understanding aids students in appreciating the dynamics of language and the morphological changes that occur over time (Echols & Shadily, 1996).

d. Integration with Other Linguistic Components

Morphology does not stand alone; It interacts with other linguistic components such as phonology, syntax, and semantics. Katamba (1993) highlights the importance of understanding these interactions in the teaching of morphology. For example, morphological changes can affect the phonological structure of a word, as in the case of allomorphs (morphemic form variations). In addition, morphological structure can affect syntax, such as in determining the role of words in sentences. By understanding these interactions, students can have a more holistic understanding of the language.

e. Application in Real Context

To ensure deep understanding, it is important for students to apply morphological concepts in the analysis of real language