

Morphological Analysis of “Bahasa Inggris Think Globally Act Locally” Book 2018 Revised Edition For 9th Grades by Ministry of Education and Culture

Muhamad Zacky Raimizard¹, Badriyah Ulfah², Jaya Nur Iman³

^{1,2,3}Universitas Indo Global Mandiri

E-mail: mzackymzrd@gmail.com¹, badriyahulfah@uigm.ac.id², jaya@uigm.ac.id³

Article History:

Received: 17 Desember 2022

Revised: 30 Desember 2022

Accepted: 31 Desember 2022

Keywords: Morphology,
Morphemes, Affixes, Textbook

***Abstract:** Morphological analysis helped to infer the meaning of several words, and, at the same time, learn new words. This research aims to find out, to count and to explain the kind of morpheme in Morphological Analysis of “Bahasa Inggris Think Globally Act Locally” Book 2018 Revised Edition for 9th Grades by Ministry of Education and Culture. The research method used qualitative method. To find out the data and count the result, this research used descriptive qualitative by calculating the percentages. The data displayed that free morpheme is the most common type of morpheme because free morpheme is a basic word. The number of words found was 19163 words spread over 209 pages, where bound morphemes were found as many as 3056 items which consisted of 39 items derivational prefixes, 993 items derivational suffixes, and 2024 items inflectional suffixes. It means, the result showed the use of Prefixes was only 1%. Meanwhile, the use of Suffixes was 99. Although the use of prefixes and suffixes was unequal, this book can still help students to enrich the vocabulary mastery with 30 types suffixes provides.*

INTRODUCTION

Language can be said to be a special ability possessed by living things. Language is a sound symbol system generated by both the human and animal speaking apparatus that can be used to communicate. Language is the component of human life and power (Fromkin, Rodman, & Hysams, 2011, p. 13). Then, Fasold (2006) states that language is a limited set of features and concepts that enable speakers to compose sentences to perform specific communication tasks. This means that language is used to communicate with one another, and it is essential and cannot be separated from life, especially for education. The study of language is called linguistics, and morphology is a branch that is studied in linguistics. Haspelmath & Sims (2010) also state that morphology is the study of the internal structure of words. Aronoff & Fudeman (2011), in their book, described morphology refers to the part of the brain that is involved in word formation, or the discipline of linguistics that studies words, both their internal structure and how they are generated.

One of the things studied in morphology is the smallest part of language, namely morphemes. The smallest part of language is not a word but a morpheme. According to Fromkin

et al. (2011), the linguistic term for the most elemental unit of grammatical form is a morpheme. If sorted, the writing consists of several paragraphs, paragraphs consisting of several sentences, sentences consisting of several phrases and or words, then a word consisting of morpheme. Bound and free morphemes are the two main forms of morphemes. Lieber (2009) states that Bound morphemes are morphemes that can't stand on their own. Only when paired with independent morphemes does a unit consisting of a number of phonemes have meaning and value. As a result, the binding morpheme has no information. A bound morpheme can divide into two categories, namely derivational morpheme, and inflectional morpheme. Katamba (2005) states The term "Affixes" refers to any morphemes that are added to the root, an affix that follows the base (such as -ness and -ly) is known as an Suffix whereas an affix that comes before the base (such as im- does in im-polite) is known as a Prefix. Derivational and inflectional morphemes are two forms of affixes that come into the bound category. Thus, adding prefixes and suffixes helped bound morphemes to create a word that has meaning. Hence in English, affixes play a significant part in the formation of words. Only after this unit encounters other morphemes can its worth and contribution be assessed. A free morpheme, on the other hand, is a morpheme that may stand on its own in terms of grammar and meaning. According to Yule (2017) free morphemes are morphemes that can stand alone as single words. The free morphemes can be identified as a collection of different English word forms like nouns, verbs, adjectives, and adverbs. This form of morpheme is known as the original word, which is a term that has not changed since it was created.

According to Iman (2017) English becomes a method of communication among people around the world and plays a crucial and unique function in the period of globalization, especially in Indonesia's educational system. Hence, it is crucial for us to acquire both the language itself (Linguistics Competence) and effective oral and written communication techniques in English (Linguistics Performance). English is a compulsory subject that must be studied in Indonesian schools, from junior high school to university, according to the most recent 2013 education curriculum. As a developing country, Indonesian students require foreign language acquisition, and textbooks are still the most common instrument available to foreign language teacher. As mentioned by Brown (2003) textbooks are the most evident and widespread type of educational resource used for language learning. Textbook plays an essential part in Indonesia's teaching and learning process. Both teachers and students well regard the employment of English textbooks. It acts as a guide for teachers when imparting knowledge, delivering information and provides necessary input through various explanations and exercises. (Ayu & Indrawati, 2018) state that, on the learners' side, textbooks effects students' attitudes and performance with the content. It is true that if pupils enjoy their textbooks, they will participate enthusiastically in the classroom. As a result, the book can be considered the primary clutch of students at all levels.

The teaching and learning process plays a vital role in students' understanding and knowledge. Gak (2011) asserts that textbooks give a great contribution in the teaching-learning process both to the teachers and to learners. They offer a framework of guidance and orientation. By reading textbooks will help students understand the learning objectives because textbooks have arranged material based on what students have to learn. A good textbook will help students to understand what the teacher is teaching. However, based on the results of Programme of International Student Assessment (PISA) 2015 released by Organisation for Economic Co-operation and Development (OECD), Indonesia was ranked 67th out of the 73 participating

countries in terms of the reading proficiency of 15-year-old children. This means that students' interest in reading in Indonesia is still low. In reading, students will find it challenging to understand the text if they ignore words, word forms, meanings, and others. In fact, reading should be a necessary way to enrich vocabulary mastery. Nation (2015) states in general, the amount of time spent with each word and the level of focus during each encounter determine vocabulary learning. Learning is more likely to take place when meetings are of higher quality. The few studies contrasting the impacts of the quantity of meetings (repetition) with the quality of the meetings imply that the latter has the greater impact.

Students will learn to get as much vocabulary as possible when learning a foreign language. According to Laufer & Goldstein (2004), the size of one's vocabulary was a significant predictor of reading and writing success in general language competency and academic achievement. Nation (2006) also states that according to current estimations, a learner must know between 6000 and 9000 words to communicate effectively. Then, Tarigan (2011) also states that language teachers should view vocabulary growth as conceptual development. In English, one way to increase the vocabulary is to study affixes. By knowing affixes, students will know the change in word class for each unknown vocabulary and will increase the number of students' vocabulary. Nation (2001) assert that knowing a word entails understanding its member of the word family, and as one gains expertise, the number of members of this word family will grow as well. Because it enables readers to read texts with unfamiliar terms and expands their vocabulary, especially their understanding of derivatives, knowledge of affixes itself is regarded as a crucial component of vocabulary knowledge. In short, with much vocabulary, it will be easier for students to learn the language. As we know that without the concept of a word, humans cannot use language. Hence this research would analyze the morphemes in an English textbook entitled "Morphological Analysis of "Bahasa Inggris Think Globally Act Locally" Book 2018 Revised Edition for 9th Grades by Ministry of Education and Culture." This book was published by the Ministry of Education and Culture of the Republic of Indonesia for the 2013 Curriculum, the second printing in 2018. The revised edition from the first printing in 2015 with a thickness of 218 pages, written by Siti Wachidah, Ph.D., AsepGunawan, S.Pd . and Diyantri, M.App. Ling. Therefore, this research was conducted to answer the question "What were the morphemes found in the book "Bahasa Inggris Think Globally Act Locally" 2018 Revised Edition for 9th Grades by Ministry of Education and Culture?.

LITERATURE REVIEW

The term "morphology" had been adopted from biology, which refers to studying plant and animal shapes. In 1796, the German poet and writer Goethe used it for the first time in his writings. The discipline of morphology is the study of the underlying structure of words and the systematic form-meaning correspondences between words in modern linguistics (Booij, 2021). Morphology is the study of how words can be produced and formed and how the meaning of the word changes. According to Lieber (2009., p.2), morphology is the study of word formation, which includes how new words are coined in the world's languages and how word forms vary based on how they are employed in sentences. As quoted by Aronoff & Fudeman (2011), the field of linguistics that deals with words, their internal structure, and how they are formed is called morphology.

Then, Aprianti & Parmawati (2020) argues that words are the fundamental units of

language because, without them, no sentence can be constructed. Words may be learned about the complexities of word forms and the influence of changes in word forms on word groupings and meaning in linguistics, which is known as morphology. In accordance with Booij (2005), morphology is the science of linguistics that studies the grammatical construction of a word, which emphasizes word structure to produce the meaning grammatically. The conclusion is that morphology is a branch of linguistics that studies how changes in word form can create a new word and create new meanings as well.

Definition of Morpheme

Scientists have discovered that the atom is the smallest unit for measuring an element as they have investigated the universe's composition. Atoms are what make up elements like hydrogen, oxygen, aluminum, gold, mercury, and many more, according to the periodic table of elements (Blekeley, 2021). Scientists use this classification system to ensure that they all use the same terms in their research. Linguists, or people who study language, have created morphemes as a category for the lowest grammar unit. Morphemes are the essential components of language and grammar. According to Katamba (2005), the term morpheme refers to the smallest unit of a language that contains meaning or fulfills a grammatical purpose. The arranging of words and phrases to generate meaning is known as syntax. Also, Hippius & Stump (2017) declared morphemes as minimal contentful elements.

Types of Morphemes

Morphemes can be categorized into two classes. The first is free morpheme and bound morpheme. Katamba (2005) explains that when we look at how morphemes are classified in terms of where they can appear, we can see that they are divided into two categories. Some morphemes can be used alone, while others can only be used in conjunction with other morphemes and cannot be used as separate words. A free morpheme is a morpheme that can appear in a sentence as a word alone, while a bound morpheme is a morpheme that must be combined with other morphemes. For example, re- (prefix) new (adj) -ed (past tense), we can concluded that -re (prefix) and -ed (past tense) is a bound morphemes while new is a free morpheme.

Free Morpheme

In accordance with Yule (2010) there are morphemes known as free morphemes, which are morphemes that can stand alone as complete words. Then, Lieber (2009) argues some morphemes that can be read as words on their own suchwipe, head, bracelet, and McDonald. We refer to these as free morphemes. Also, Cartairs-McCarthy (2002) state that morphemes that can stand on their own are referred to as free morpheme. In Conclusion, the discipline of morphology is the study of a free morpheme is a word that does not have to be added to another word to have meaning. Free morphemes are considered to be base words in linguistics. Functional morphemes are another sort of free morpheme. Articles (a and the), conjunctions (and, because), prepositions (on, near), and pronouns are all examples (it, me). They are classified as a "closed" class of words since we nearly never add new functional morphemes to the language.

Content Words

Yule (2017) states that we have discussed two types of free morphemes. The first is the group of common nouns (girl, house), verbs (break, sit), adjectives (long, sad), and adverbs (never, fast) that we think of as the "content" of the communications we send. Then, Diaz & McCarthy (2009) assert Nouns, verbs, and adjectives that communicate semantic information are referred to as content words. They have meaning independent of context, are frequently but not always related with a physical item (e.g., house, table), and have many associations with other words (e.g., dog, cat). As new items or concepts are developed or discovered, the number of content terms in a lexicon can constantly be enhanced. Consequently, content words are sometimes known as open-class words.

Function Words

In Accordance with Diaz & McCarthy (2009) when used outside of a phrase, function words have little natural relationships with other words. In contrast, they serve connecting and grammatical roles in context. Function words are sometimes known as closed-class words since they typically have a set number within a lexicon. Also, Yule (2010) functional morphemes are several categories of free morphemes. The words and, but, when, because, on, close to, above, in, the, that, it, and them are examples. The majority of the words in this category are the language's functional terms, including conjunctions, prepositions, articles, and pronouns. The term "closed" class of words refers to functional morphemes because we hardly ever introduce new ones to the language.

Bound Morpheme

Morpheme types that can stand on their own are referred to as free, whereas those that cannot are referred to as bound (Cartairs-McCarthy, 2002). A bound morpheme is a morpheme that cannot stand alone as a freely pronounceable word in a language but requires the presence of some morphemes (Fatmawaty&Anggraini, 2019). The bound morpheme is the smallest element or most fundamental unit in grammar that cannot be subdivided into a grammar that cannot be subdivided into even the tiniest sense that cannot stand alone (Siswanto et al., 2017). In accordance with Yule (2017), there are also bound morphemes, which are forms that cannot ordinarily stand alone and must be connected to another form, such as re-, -ist, -ed, and -s. It can be concluded that the bound morpheme is a morpheme that cannot stand alone without a free morpheme and cannot be reduced further, and if it occurs, then the morpheme will have no meaning. Bound morpheme has two categories, namely Derivational Morpheme and Inflectional Morpheme (Yule, 2010).

Derivational Morpheme

The derivational morpheme is a morpheme that modifies the meaning of a word. Yule (2010) states that the morpheme derivational is used to create new words or words of a different grammatical category from the stem. In the English language, bound morphemes are also called Affixes that only consist of Prefix and Suffix. Siregar & Siregar (2021)state that derivational affixes can change the word class of an item if they are added and establish words as members of several word classes. Ford. et. al. (2010) for instance :

govern (verb) + ment (suffix)	government (noun)
apart (adverb) + ment (suffix)	apartment (noun)
cold (adj) + ness (suffix)	coldness (noun)
warm (adj) + th (suffix)	warmth (noun)

Inflectional Morpheme

Inflectional morphemes are the opposite of Derivational Morpheme, which do not change the meaning but only the grammatical function. Yule (2017) asserts these are not used to create new words in the language but to indicate a word's grammatical function. Inflectional morphemes indicate whether a word is plural or singular, whether it is in the past tense or not, and if it is a comparative or possessive form. There are just eight inflectional morphemes in English, all of which are suffixes. Then, Inflectional morphemes change the tense, aspect, mood, person, or the number of a verb, or the number, gender, or case of a noun, pronoun, or adjective, without changing the meaning or class of the word (Siswanto et al., 2017). The position of the inflectional affix is always a suffix. Zargar & Witzel (2016), example :

warm (adj) + -est (suffix)	warmest (superlative)
accept (verb) + -ing (suffix)	accepting (adj)
focus (verb) + -ed (suffix)	focused (verb)

Textbook

Textbooks play a vital function in the classroom system since they contain a variety of components as well as specific information that provides students with further knowledge. Lappalainen (2011) asserts any book that is authored and published for educational reasons or that is utilized in the classroom as a teaching tool would be considered a textbook. An English textbook (Harbi, 2017) explains that it is a guide that forms the idea of the English language and culture. According to Tarigan & Tarigan (2009) textbook is a classic book in a specific field of study that specialists create in that subject for instructional purposes and objectives, that is equipped with appropriate teaching capabilities, and its users in schools and colleges easily understand that. Such that a teaching program can be supported. It can be concluded that a textbook is a tool that can help teachers and students were able to comprehend the subject matter more quickly and readily without needing to select sources for their educational resources.

METHOD

This research applied qualitative research to examine the morphemes used in the book "Bahasa Inggris Think Globally Act Locally" Book 2018 Revised Edition for 9th Grades by Ministry of Education and Culture. According to Merriam & Tisdell (2015), the use of qualitative design in research will lead to philosophical assumptions, which means that this research will lead to the researcher's perspective, therefore everyone will see the research's findings differently when it comes to explaining and interpreting them. Flick (2014) also states that Qualitative research collects non-standardized data and analyzes texts and images rather than numbers and statistics to examine subjective meaning or the social production of topics, events, or practices. Furthermore, Hamilton & Finley (2020) state that in implementation research, qualitative approaches are helpful because they help to answer complicated questions, including how and why efforts to apply best practices succeed or fail, and how patients and clinicians

perceive and make decisions in care. "Qualitative research is a method of examining and comprehending the meaning that individuals or groups attach to a social or human issue." (Creswell & Creswell, 2018). This study was kind of a linguistics study that applied descriptive qualitative research. The aim was to describe morpheme in the book "Bahasa Inggris Think Globally Act Locally" Book 2018 Revised Edition for 9th Grades by Ministry of Education and Culture.

Research site and participants

The researcher applied purposive sampling to obtain data. Researcher used purposeful sampling to pick individuals and sites to learn or understand the central phenomenon (Creswell, 2021). Then in Black (2010), The components chosen for the sample are chosen based on the researcher's judgment in the non-probability sampling approach known as purposeful sampling." Researcher frequently feel that by applying sound judgment, they can produce a representative sample and save time and money. This means that the researcher used purposful sampling techniques where the researcher determined sampling by determining participants or sites that were suitable for the research to be carried out. The researcher considered to used the book because the researcher has owned and easy access to it. And also the book "English Think Globally Act Locally" Ministry of Education and Culture Revised 2018 Edition for Grade 9 is a necessary teaching resource for grade 9 English class in the 2013 curriculum in Indonesia. As a result, this book was chosen as a suitable research sample.

Data collection and analysis

According to Creswell (2014), setting the study's boundaries, gathering information through unstructured or semistructured observations and interviews, documents, and visual materials, and defining the technique for capturing information are all steps in the data collection process. The information will be collected using the documentation method. The documentation approach involves searching for information in books, newspapers, periodicals, and inscriptions. In this research, the researcher used the student textbook published by the Ministry of Education and Culture. The data would be taken from chapter 1, page 1 to chapter 11, page 209.

Obtaining access to a website operated by the Ministry of Education and Culture was the first step in the data collection. The website offers e-books for all levels and subjects at no cost for download. The e-book was downloaded quickly because no registration was required. The researcher found the book on the intended website, but the researcher also borrowed the book from one of the 9th-grade students of SMPN 1 Tanjung Agung, who used the book. ccording to Creswell (2012), there are a few phases involved in collecting qualitative data, including preparing and organizing the data, coding the data, coding to develop themes, reporting findings, and interpreting findings. In Merriam's (2015) opinion, data analysis is the process of deciphering data or analyzing research findings to derive meaning from the findings. In this research, the researcher analyzed a whole textbook, chapter by chapter, page by page, to find what kind of morpheme was used in the textbook.

First, the researcher transferred all the words from page 1 to page 209 in the book into the computer through the Microsoft Excel application with the specified table format. Each word found would be grouped into classes and their morphemes manually, one by one. Then, sum up how many words and morpheme categories were found on one page. After totalizing a page, the researcher added up how many categories of morphemes were found in one chapter. At this step,

the researcher also analyzed the morpheme category of each word.

The next step was to represent what had been analyzed. The researcher again made a table to show the number of Function words, Content words, derivational prefixes, derivational suffixes, and inflectional suffixes found in a page and chapter. After making a table regarding the number of words and affixes, the researcher made a diagram to represent the use of words and affixes in one chapter. The researcher read and reduced the number of words and affixes found by making a diagram and calculate the percentage of the each item analyzed. To calculate the percentage of each item; function words, content words, derivational prefixes, derivational suffixes and inflectional suffixes, the researcher divides the number of function words by the number of all words in the chapter and then multiplies by 100%. According to Gay (2012), to calculate the percentage, you can use the following formula :

$$P = F/N \times 100$$

In Which :

P = Percentage, F = The total number of words and affixes found in a chapter, N = The total number words and affixes in a whole book.

FINDINGS AND DISCUSSION

Finding

Based on data analysis that had been carried out in a book entitled "Bahasa Inggris Think Globally Act Locally" 2018 revised edition for 9th grades by the Ministry of Education and Culture, it showed that the use of affixes in each chapter and the percentage. The findings are shown in the following table :

Table 1. Total Number of Analysis

Total number of Analysis					
Chp.	F	C	DP	DS	IS
1	879	799	2	89	171
2	821	790	4	94	129
3	801	1101	0	149	193
4	1316	1535	12	172	312
5	1566	1339	8	90	267
6	1111	946	3	113	186
7	847	706	6	64	113
8	648	685	0	68	199
9	1077	1218	2	85	340
10	252	310	2	50	78
11	227	189	0	19	36
Total	9545	9618	39	993	2024

In which :

Chp. = Chapter, F = Function words, C = Content words, DP = Derivational Prefixes, DS = Derivational Suffixes, IS = Inflectional Suffixes

Repose to the findings, the researcher found that free morpheme is the most common

type of morpheme because free morpheme is a basic word. The number of words found was 19163 words spread over 209 pages. Where bound morphemes or affixes were found as many as 3056 items bound to several free morphemes this is because bound morpheme is a morpheme that cannot stand alone as a word, therefore it must follow to a free morpheme in order to have meaning. Also, proposed by Lieber (2016) a bound morpheme must follow a free morpheme in order to have meaning because it cannot function as a word on its own. The use of Prefixes and Suffixes in the book "Bahasa Inggris Think Globally Act Locally" 2018 revised edition for 9th grades by the Ministry of Education and Culture was not equal. According to Hudson (2007) having a strong vocabulary is vital for achieving reading comprehension. In each chapter, the researcher noted the most appeared Prefixes and Suffixes. As stated by Rizka & Kusumanisa (2021) look closer to the vocabulary, the textbook does not provide a list for each chapter or section of discussion. Only a few words are used in a dialogue and activity in this textbook. Therefore, the textbook cannot focus on helping students improve their vocabulary. However, the researcher thinks that with the affixes that are learned by students, this can also help improve students' vocabulary mastery. Additionally, for students to comprehend what they read, they must possess adequate word knowledge. Students can only comprehend a writer's message if they are familiar with the meanings of the majority of the terms used in the book.

Discussion

Prefixes

Affixes are morphemes that follow the root word so as to create a word with a new meaning and or change the grammar. According to Katamba (2005, p.42), it is obvious that so many words are complex. they are constructed from a root and additional morphemes, any morphemes that are added to the root called Affixes. Yule (2010, p.58) states at the preceding group of words more attentively, we can see that some affixes need to be inserted before the word (e.g. *un, mis.*) They are referred to as Prefixes. In this research, the use of Prefixes that fall into the Derivational Prefixes category was 10 items only. At the beginning of the chapter, Prefix *Re-* was found 1 item only. In this research, the use of Prefixes that fall into the Derivational Prefixes category was 10 items only, which were "*Re-*," "*Dis-*," "*De-*," "*Un-*," "*An-*," "*Ful-*," "*In-*," "*Co-*," "*En-*," and "*E-*." At the beginning of the chapter, "*Re-*"Prefix was found 1 item only, while in the two next chapters, there was no "*Re-*"Prefix found. In the same line as the first chapter, the use of "*Re-*"Prefix in chapter 4 was found 1 item only. Nevertheless, "*Re-*"Prefix rise to 4 items found in chapter 5. Then, in chapter 6, "*Re-*"Prefix occurred 1 item. Chapter 7 contained 3 items of "*Re-*"Prefix. Whilst, In chapter 8 found no "*Re-*"Prefix. Chapter 9 is the last chapter that contains "*Re-*"Prefix with 2 items found. Whereas chapters 10 and 11 found no item. For "*Dis-*"Prefix in "Bahasa Inggris Think Globally Act Locally" book was less than the previous kind of Prefix. In total, the use of "*Dis-*" Prefix in this book was found 7 items only, and it occurred in chapter 2 with 4 items, chapter 4 with 2 items, and last in chapter 10 with 1 item only. Other than that chapter, the "*Dis-*" Prefix has not been found. Next up is the use of "*De-*" Prefix. Different from the previous kind of Prefix. The "*De-*" Prefix was only found in chapter 5 with 5 items. Subsequently, the "*Un-*" was found 4 items in 3 chapters in a row. Chapter 5 was found 1 item, chapter 6 was also found 1 item, while chapter 7 was found 2 items. The same occurrence with "*De-*" Prefix, "*An-*" Prefix was also found in chapter 4 only with 3 items, outside that the "*An-*" Prefix was found none item. The similarities between "*Ful-*," "*In-*," "*Co-*," "*En-*," and "*E-*" Prefixes are only found 1 item in a different chapter. For the "*Ful-*" Prefix

was found at the beginning of the chapter and not found in other chapters. Similarly, the "In-" Prefix was only found 1 item in chapter 6. Likewise, the "Co-" Prefix was found in chapter 7 with 1 item only. Also, the "En-" Prefix was found in chapter 9. Whereas, the "E-" Prefix was found in chapter 10. In short, the total of all prefixes in the "Bahasa Inggris Think Globally Act Locally" book was 36 items that all the Prefixes acted as Derivational Prefixes.

Suffixes

The use of Suffixes was distinctly contrasting to the use of Prefixes. Suffix is a morpheme that is placed at the end of the root word. In accordance with Yule (2010) suffixes are other affixes that must be inserted after a word, such as -less or -ish. After conducting the analysis, the researcher obtained 38 types of Suffixes that reached 2567 items. 1140 items "-s" Suffix was found as the most used.

The researcher sorted the most appeared Suffixes to the least appeared. For "-s," Suffix reached 1140 items found in the "Bahasa Inggris Think Globally Act Locally" book. 231 items of "-s" Suffix found in chapter 9 as the highest chapter that used Suffixes, while the lowest number of the use Suffixes found in chapter 11 that reached 15 items only. "-s" mostly occurred as Inflectional Suffixes than Derivational Suffixes. In the second place, "-ly" Suffix appeared with 343 items in a whole book. Where in chapter 4, the number of use Suffixes reached 89, the highest among chapters. But, in chapter 11, the use of Suffixes found 5 items as the lowest. These types of suffixes acted as Derivational Suffixes. The third position was followed by "-ing" Suffix with 297 items in total, of which 83 items were found in chapter 5 as the highest among chapters. The similarity is found in chapters 3 and 6, where the use of Suffixes was 16 items. Also, chapters 10 and 11 found 5 items as the lowest. The "-ing" also mostly occurred as Inflectional Suffixes. For "-ed," Suffix occurred 170 items in total, which is the highest number found in chapter 8 with 35 items. In contrast, in chapter 2, the use of Suffix was found 1 item only. Then, the lowest number was in chapter 11, when no item was found. In this case, "-ed" Suffix was an Inflectional Suffix. Then, the use of the "-er" Suffix is still on between the numbers 100 to 150. 149 items of "-er" Suffix, with 27 items found as the highest number in chapter 4. In chapters 1 and 3, the use of Suffix was 15 items. Also, in chapters 5 and 6, the use of Suffix was 14 items. Meanwhile, chapter 10 was the least use of the Suffix, with 4 items found. This Suffix was a Derivational Suffix. Then again, "-d" Suffix was slightly different from "-ed" Suffix. "-d" Suffix was used for words that ended with the vocal letter, such word "bored" from "bore" or "stated" from "state." the use of "-d" Suffix was found 145 items in total, 33 items found in chapter 4 as the highest number. Meanwhile, the lowest was in chapter 11, in which no item was found. In chapters 2 and 10, the "-d" Suffix was found 3 items. These types of Suffix are usually used as Inflectional Suffixes.

Enter into the use of Suffixes under the number 100, "-ion" Suffix reached 59 items found in total, with 10 items in the first chapter as the highest and 1 item in the last chapter. 4 items of "-ion" occurred in chapters 2, 3, 4, 7, and 10. Whilst, in chapter 5 found 8 items, chapter 6 found 6 items, chapter 9 found 5 items, and chapter 10 found 9 items. The "-ion" acted as Derivational Suffixes. Next up, "-es" Suffix was found 49 in total, with 20 items as the highest in chapter 9. But, the lowest was 0 items found both in chapters 7 and 11. In the same line with previous Suffixes, there were also similarities that had occurred. Both chapters 2 and 8 found three items of the "-es." Also, chapters 3 and 10 found 2 items. Then, chapters 5 and 6 found 4 items. The existence of "-es" Suffix was as Inflectional Suffixes. Subsequently, the use of

Suffixes falls into 28 items in total which was the use of "-en." In chapter 6 was found 9 items of the use "-en" Suffix as the highest number. Besides, chapters 1, 3, 10, and 11 found no items of the use "-en" Suffix. Meanwhile, both chapters 2 and 8 found 1 item only. Besides, in chapter 4 was found 3 items, chapter 5 was, found 2 items were found, chapter 7 was, found 7 items, and chapter 9 found 5 items. The "-en" Suffix appeared as Derivational Suffixes. Whereas, the "-y" acted as Derivational Suffixes was found 26 items in total. The Suffix was only found in 5 chapters. Firstly, the "-y" Suffix was found in chapter 2, with 12 items found as the highest number and then 10 items found in chapter 3. In addition, chapter 4 and chapter 7 found 1 item only, while chapter 5 found 2 items. Outside that, there was no item of the use "-y" found. Here, the "-al" Suffix was found 23 items in total. Both in chapters 3 and 6 found 6 items as the highest number. Similarly, in chapter 4 and 7 was found 3 items. Meanwhile, in chapter 5, the "-al" Suffix found 4 items. However, there was no item found in chapters 2, 8, 9, 10, and 11. All of the "-al" Suffix found in a whole chapter acted as Derivational Suffixes. After that, the use of "-n" Suffix was 1 item decreased than the use of "-al" Suffix. 22 "-n" Suffix found in a whole book which in chapter 4 was found 12 items as the highest number. Nevertheless, in chapters 3, 7, 9, and 10 was found none item the use of "-n" Suffix. Meanwhile, in chapters 1, 2, 8, and 11 was occurred 1 item the use of "-n." In chapter 5 was, found 2 items, and in chapter 6 were found 4 items. All of the "-n" that was found acted as Inflectional Suffixes. Subsequently, the "-ity" Suffix was found 21 items. The highest number of the use "-ity" was found in chapter 5 with 12 items, and for the lowest number was found in chapters 7 to 11 with no item. There were similarities that occurred in chapters 1, 3, and 4, with 1 item found, also in chapters 2 and 6 that reached 3 items only. Next up, the "-ren" Suffix was found 20 items in total, with the most used in chapter 6 that reached 9 items, and the least used was found in chapters 1, 2, 4, 7, 8, and 11 with none item. But slightly fall to 8 items found in chapter 3. Meanwhile, in chapters 4, 9, and 10 was found 1 item as the use of "-ren" Suffix.

In the use of Prefixes, the researcher found "Ful-" Prefix. However, the researcher also found "-ful" as Suffix. The use of "-ful" was found 17 items in total. There were similarities in the use of "-ful" Suffix, which occurred in chapters 2, 3, and 8 that reached 3 items found. Also, in chapters 1, 5, 7, 8, 10, and 11, 0 item as the lowest number of the use "-ful" Suffix. Whereas, in chapter 4 found 1 item, and in chapter 9 found 2 items. This "-ful" Suffix acted as Derivational Suffixes. Whilst, both the use of "-tion" and "-age" Suffixes were found 13 items in total. However, between the two Suffixes, the distribution was different. The "-tion" Suffix was found in chapter 3 as the highest with 8 items, while the "-age" Suffix was found in chapter 6 with 12 items as the highest and 1 item in chapter 3 as the lowest number. The "-tion" Suffix occurred in chapter 1 with 2 items and chapter 4 with 3 items found. Not poles apart from the two previous types of Suffixes, both the "-ty" Suffix and "-ge" Suffix were found 10 items with different distributions. the "-ty" occurred in 3 chapters. 6 items in chapter 3, 3 items in chapter 4, and 1 item only in chapter 9. Whilst, the "-ge" Suffix has only occurred in chapter 2. These Suffixes acted as Derivational Suffixes.

The following elaboration discussed the use of Suffixes that reached below the number 10. 8 items, the use of the "-ne" Suffix in total was found. In the four first and last chapters, there was no item found. However, in chapter 6 was found 5 items of the "-ne" Suffix as the highest, then in chapter 7, with 2 items found, and in chapter 5, with 1 item only. the "-ne" Suffix occurred as Derivational Suffixes. Afterward, the "-ure" Suffix was found 7 items in a whole

book. The Suffixes occurred in chapters 1 and 4 only, with 1 and 6 items for each chapter. These types of Suffixes acted as Derivational Suffixes. 6 items were found, and the "-ment" Suffix occurred in 3 chapters. 4 items were found in chapter 2 while both in chapters 1 and 3 found 1 item only. These types of Suffixes also acted as Derivational Suffixes. Now, the "-ness" Suffix came up with 4 items found in total. 3 items occurred in chapter 9, and 1 item occurred in chapter 7. Thereupon, the "-able," "-or," and "-r" Suffixes emerged with the same number in total as 3 items but in a different distribution. The "-able" Suffix occurred in 2 chapters, firstly in chapter 3 with 1 item only and in chapter 8 with 2 items found. Meanwhile, "-or" Suffix occurred 3 items at once in chapter 9, where the "-r" Suffix occurred in 3 chapters with 1 item found in each chapter 1, 3, and 9. All the Suffixes mentioned above acted as Derivational Suffixes. Then, Suffixes that occurred 2 times in the whole book were "-ent" and "-est The." "-ent" Suffix was found 2 items at once in chapter 9, and the "-est" Suffix was found 1 item in chapters 5 and 9. These types of the two Suffixes above acted as Derivational Suffixes.

In the "Bahasa Inggris Think Globally Act Locally" book, the researcher found 10 item of the types Suffixes that occurred 1 time only. Namely, "-ship", "-ive", "-ize", "-med", "-ous", "-le", "-ary", "-ation", "-cant", and "-ible". These Suffixes occurred once in a whole book in a different distribution. In chapter 1, the "-ship" Suffix occurred. In chapter 2, the "-ous" Suffix occurred. In Chapter 3, the "-ary" Suffix occurred. In chapter 4, the "-le" Suffix occurs. The "-med" and "-ation" Suffixes were found in chapter 6. Meanwhile, the "-ive," "-ize," and "-ible" occurred in the same chapter, which was chapter 9. And for the "-cant" was found in chapter 10. All of the Suffixes mentioned previously acted as the Derivational Suffixes except the "-med" Suffix that acted as Inflectional Suffixes. It could be concluded from the explanation above that the use of Derivational Suffixes in this book was more than the use of Inflectional Suffixes.

In accordance with the finding and discussion of the research that had been carried out. the researcher found the use of Prefixes and Suffixes in "Bahasa Inggris Think Globally Act locally" book was not equal. The number of Prefixes was less than the number of Suffixes that were used. After conducting an analysis of the use of Affixes in the "Bahasa Inggris Think Globally Act Locally" book. The researcher found types of Affixes which were Prefixes and Suffixes. The use of Prefixes in this book was 10 items found that is "Re-" "Dis-" "De-" "Un-" "An-" "Ful-" "In-" "Co-" "En-" "E-" with 36 items in total which "Re-" Suffix as the most frequently found Suffixes. Then, the use of Suffixes was found 2567 items with 38 variations which consisted of 2 categories that are Derivational Suffixes and Inflectional Suffixes. The use of Derivational Suffixes was found 30 types that is "-ly", "-er", "-ion", "-en", "-y", "-al", "-ity", "-ren", "-ful", "-ion", "-age", "-ty", "-ge", "-ure", "-ment", "-ness", "-able", "-or", "-r", "-ent", "-est", "-ship", "-ive", "-ous", "-le", "-ary", "-ation", "-cant", "-and" "-ible". Based on the data that had been conducted, the "-ly" was the most frequently found, with 343 items. Meanwhile, the use of Inflectional Suffixes was found 8 types that is "-s", "-ing", "-ed", "-d", "-es", "-n", "-ne" and "-med". In addition, the use of "-s" reached 1104 items as the most frequently used Suffixes and the highest number of all Suffixes used in a whole book.

CONCLUSION

In this part, the researcher proposed some suggestions after conducting the analysis in the "Bahasa Inggris Think Globally Act Locally" book. By done the analysis, the researcher thought the Morphological process is an interesting topic to discuss because it forms a new word

productively. Then, the researcher also suggested that the lack of the use of Affixes found in this book can be a reference for the teacher to apply another type of Affixes while teaching English to the students. So that it can increase the students' vocabulary mastery, hence, the students should learn the Affixes since it can produce a new word with new meaning, students may understand the content of the textbook easily and improve their knowledge in building good sentences by forming a new word. In pursuance of Bauer & Nation (2020) learning the derived forms of the bases we already know expands our vocabulary. Also, it is surely possible for students in Junior High School will learn English at the Senior High School level. Thus, the student will easy to understand the material. For future researchers, this research will be a good reference and well description related to the morphological process.

REFERENCES

- Aprianti, I. N., & Parmawati, A. (2020). Derivational and Inflectional Morpheme Analysis on The Song of Lady Gaga "A star is born" Album. *Professional Journal of English Education*, 1.
- Aronoff, M., & Fudeman, K. (2011). *What is Morphology? Second Edition*. West Sussex: Blackwell Publishing Ltd.
- Ayu, M., & Indrawati, R. (2018). EFL Textbook Evaluation : The Analysis of Tasks Presented in English Textbook. *Jurnal Bahasa dan Sastra*, 1.
- Bauer, L., & Nation, I. (2020). *English Morphology for The Language Teaching Profession*. New York: Routledge.
- Black, K. (2010). *Business Statistics : for Contemporary Decision Making, Sixth Edition*. United States of America: John Wiley & Sons, Inc.
- Blekeley, S. (2021, 8 26). *Study.com*. Retrieved from Study.com: <https://study.com/academy/lesson/morphemes-examples-definition-types.html>
- Booij, G. (2021). *The Grammar of Words : An Introduction to Linguistic Morhology Third Edition*. Oxford: Oxford University Press.
- Brown, H. D. (2003). *Teaching by Principles : An Interactive Approaches to Language Pedagogy*. England: Longman.
- Cartairs-McCarthy, A. (2002). *An Introduction to English Morphology*. Edinburgh: Edinburgh University Press Ltd.
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage Publication, Inc.
- Creswell, J. W. (2021). *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed)*. Boston: Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Method Approaches*. Los Angeles: Sage Publication.
- Diaz, M. T., & McCarthy, G. (2009). A Comparison of Brain Activity Evoked by Single Content and Function Words: An fMRI Investigation of Implicit Word Processing. *Brain Research*, 38-49.
- Fasold, R. W. (2006). *An Introduction to Language and Linguistics*. New York: Cambridge Univerity Press.
- Fatmawaty, R., & Anggraini, P. A. (2019). An Analysis of English Word Formation Processes in Beats Apart Novel by Alanda Kariza and Kevin Aditya. *E-Link Journal Fakultas*

- Keguruan dan Ilmu Pendidikan Universitas Lamongan*, 164-182.
- Flick, U. (2014). *An Introduction to Qualitative Research*. California: SAGE Publication.
- Fromkin, V., Rodman, R., & Hysams, N. (2011). *An Introduction to Language 9e*. Wadsworth: Cengage Learning.
- Gak, D. M. (2011). Textbook - An Important Element In The Teaching Process. *Hatchaba*, 78-82.
- Gay, L. R. (2012). *Educational Research: Competencies for Analysis and Application (10th Ed)*. New York: Pearson Merrill Prentice Hall.
- Hamilton, B. A., & Finley, E. P. (2020). Reprint of : Qualitative Methods in Implementation Research : An Introduction. *ELSEVIER : Psychiatry Research*.
- Harbi, M. A. (2017). Evaluation Stdy for Secondary Stages EFL Textbook : EFL Teachers' Perspective. *English Language Teaching*, 26-39.
- Haspelmath, M., & Sims, A. D. (2010). *Understanding Morphology Second Edition*. London: Hodder Education.
- Hippisley, A., & Stump, G. (2017). *The Cambridge Handbook of Morphology*. Cambridge University Press.
- Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: Oxford University Press.
- Iman, J. N. (2017). Debate Instructiona in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill
- Katamba, F. (2005). *English Word*. Routledge.
- Lappalainen, T. (2011). *Presentation of The American Culture in EFL Textbooks: An Analysis of The Cultural Content of FInnish EFL Textbook for Secondary and Upper Secondary Education*. Department of Languages: University of Jyväskylä.
- Lieber, R. (2009). *Introducing Morphology*. New York: Cambridge University Press.
- Lieber, R. (2016). *Introducing Morphology, Second Edition*. New York: Cambridge University Press.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research : A guide to design and implementation*. John Wiley & Sons, Inc.
- Nation, P. (2006). How large a vocabulary is needed for reading and listening? *The Canadian Modern Language Review*, 59-82.
- Nation, P. (2015). Principles Guiding Vocabulary Learning Through Extensive Reading. *ERIC*, 136-145.
- Rizka, A., & Kusumanisa. (2021). An Evaluaiton of The 9th Grades English Coursebook "Think Globally, Act Locally" in Term of 2013 Curriculum and Aspect of Vocabulary. In Mustapa, *Coursebook Evaluation (Listening to Students' Voices)* (pp. 105-115). Yogyakarta: K-Media.
- Tarigan, H. G. (2011). *Pengajaran Kosakata*. Bandung: Angkasa.
- Tarigan, H. G., & Tarigan, D. (2009). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Yule, G. (2010). *The Study of Linguistics Fourth Edition*. New York: Cambridge University Press.
- Yule, G. (2017). *The Study of Language Sixth Edition*. Cambridge: Cambridge University Press.