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## Research Article

### Implementation of Bound Morpheme Through A Text to The Students of HKBP Nommensen Pematangsiantar University

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#### ABSTRACT

Words are composed of morphemes. The notion that morphemes are words is not necessarily true. While some single morphemes can function as words, some words have two or more morphemes. Furthermore, it is wrong to consider morphemes to be syllables. In contrast, many words only have one syllable and two morphemes; examples are "cats," "runs," and "barked." Morpheme can be classified as either Free or Bound Morpheme. It applies the Bound Morpheme's restriction, which included eight inflectional affixes. The goal is to determine how pupils use bound morphemes. This study's research tool was acquired through testing. Knowing the sort of error and where it happens helps with testing. The procedures for data analysis were applied by the data analysis methodologies. Counted the Bound Morpheme first. Second, they were divided into groups. Thirdly, the number of frequently occurring terms was counted. Fourthly, determined which word should be chosen and which should not be. Then, based on the total number of words with the ratings Excellent, Good, Fair, and Poor, percentages were calculated. Meanwhile, based on the results of the The student's ability in implementing the Inflectional Affixes is 38% as a very good category, 25% as a good category, 25% as a fair category, and 12% as a low category in implementing the Inflectional Affixes of Bound Morpheme on the text.

**Keywords:** *Bound, Morpheme, Text*

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#### Introduction

The necessity for education is among the most critical. Thus, education is generally necessary for practically all facets of life. Education can also be said to be a program that involves a

number of components that work together in a process to achieve programmed goals. Purwanto (in Révész et al., 2021) states that education is a conscious and deliberate activity directed to achieve a goal. One of the goals in

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educational programs is to produce graduates who have high learning outcomes (Freeman et al., 2019). An worldwide language is English. Many nations utilize English in worldwide forums, including those for politics, the economics, diplomacy, technology, and education. Efendi (in Alareefi et al., 2021) explains that English is taught as a second language using the users' native tongues in order to fit each person's background. This is similar to how English is frequently used in America. However, English is spoken by people all over the world. English is spoken by more than a quarter of people around the world as a first language, another quarter as a second language, and the remaining third as a foreign language.

Students should be proficient in four aspects of English as they study about various languages, particularly English. These are crucial for learning a language. Grammar is required for composing sentences in English, for example (Imran et al., 2023). If students wish to succeed in studying English, especially writing, they must acquire a variety of skills. One of them is using English part of speech in sentences. The ability to use the part of speech in writing should be taught to the students. The capacity to perform an action is referred to as ability. The students' capacity to use parts of speech indicates that they can put the knowledge of parts of speech that they have learned from their lecturer to use. When composing English sentences, students should pay close attention to the parts of speech they are learning.

"A language to discourse about language" is grammar. It is difficult to study the function of words and the role they play in generating meaningful language without a naming technique, just as it is impossible to explain how a motor engine runs (or is failing to function) without identifying words for its parts and their distinct behaviors (Munthe, 2022). Both Aristotle and Socrates understood the value of grammar in all language expression, but particularly in argument and public speaking (rhetoric). Frank Palmer, the study of word form and function is not the only aspect of grammar. It is more broadly concerned with categories like tense, number, and gender as well as syntactic features like subject and object. Grammar is

sometimes described as "the way words are put together to produce correct sentences," according to Penny Ur. As we'll see in a moment, this is oversimplified, but it's an excellent place to start (Ramadhan et al., 2022).

Morphology deals with the semantics of the lexical meanings of complex words and portions of words, often known as morphemes. Humans can quickly identify distinct words and their meanings in dialogue by understanding how words are created and what semantic features they convey through their forms. The focus of morphological analysis is on morphemes, which are structural components of meaning. The smallest meaningful and syntactical linguistic unit, known as a morpheme, contains a word or a fragment of a word, like the use of the suffix "-s," and is not further subdivided into smaller syntactical components. For example, in the phrase, "It was the best of times; it was the worst of times" All the words in (Charles Dickens' "A Tale of Two Cities") that have been underlined are morphemes since they cannot be further broken down into smaller components. The smallest language unit with meaning is a morpheme. It can't be broken down into smaller pieces. Unreadable, for instance, consists of the morphemes un, read, and able. Words are composed of morphemes. The notion that morphemes are words is not necessarily true. While some single morphemes can function as words, some words have two or more morphemes. Furthermore, it is wrong to consider morphemes to be syllables. Many words only include one morpheme yet contain two or more syllables. Just a few examples include "nanny," "apple," "banana," and "papaya." In contrast, many words only have one syllable and two morphemes; examples are "cats," "runs," and "barked." Pin and the plural suffix "-s" are the two morphemes that make up the word "pins." Each word in so-called isolating languages, such as Vietnamese, comprises a single morpheme, whereas words in languages like English frequently contain many morphemes (Hapsari et al., 2022).

The study of the type and quantity of errors that occur, particularly in the domains of applied linguistics, is known as error analysis. These errors can be broken down into three subcategories: overgeneralization, incomplete

rule application, and the hypothesizing of erroneous concepts. These errors varied from learner to learner because they were a reflection of their competency at a particular time (Junaidi & Zaim, 2022). Dulay (IN Shouran, 2021) state that "Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage." From the aforementioned remark, it can be inferred that mistake analysis is a theory created by scholars to explore and recognise the difficulties that second-language learners face. In the 1960s, Stephen Pit Corder and colleagues invented error analysis. Contrastive analysis was replaced by error analysis. Even while contrastive analysis has more useful components that have been incorporated into the research of language transfer, it was demonstrated that it was unable to predict the vast majority of errors. One important finding of error analysis is that many mistakes are made by learners drawing incorrect conclusions from the grammar of the target language.

Dulay, Burt and Krashen (in Meinawati et al., 2020) Make a list of the four categories of errors: (1) linguistic; (2) surface; (3) comparative; and (4) communicative. These taxonomies are discussed with two main goals in mind: to present error categories that are exclusively defined by observable qualities (rather than inferred characteristics), and to report the results of research that has been done so far with regard to mistake types seen (Badawi, 2019). This group emphasizes how surface structures are changed. For academics, analyzing errors from this taxonomy has a lot of potential because it aims to pinpoint the cognitive mechanisms underlying how language learners recreate a new language. This also leads us to believe that mistakes made by pupils are not due to indifference or careless reasoning, but rather are grounded in certain logics as a result of the learners' application of temporary principles to create a new language (Nguyen Le & Miller, 2020). Those types of errors which belong to

surface strategy taxonomy are (1) omission, (2) addition, (3) misformation, and (4) misordering (Brimo & Henbest, 2020).

A comparative taxonomy classifies errors based on comparisons between the structure of constructions that are errors in second language acquisition and other constructions (Lomashvili, 2022). The two main error categories in this taxonomy that resulted from these comparisons are developmental errors and interlingual errors (Sulistiyawati et al., 2021). The next two categories are derived from the preceding two and have been used in comparative analysis taxonomies: Errors that are unclear and other errors (Tarigan & Stevani, 2020). The communicative effect categorization looks at faults from the reader's or listener's point of view. This taxonomy focuses on separating errors that appear to lead to misunderstandings (global error) from those that do not (local error) (Budiharto, 2019), while Burt and Kiparsky (in Manihuruk, 2022) additionally distinguish between local and global mistake. The researcher attempts to perform a study titled "Implementation of Bound Morpheme through a Text to the Students of HKBP Nommensen Pematangsiantar University" in accordance with the specifications given above.

## Methods

This section addressed the research's problem by discussing the research's design, object, method of data collection, and method of data analysis. The purpose of this study is to determine how well students can recognize the Bound Morpheme as a qualitative research by using it on a text. The overall research study's schema or strategy is referred to as the research design. The researcher employed descriptive qualitative research to carry out this study. Qualitative research used language to describe phenomena. This study falls in the qualitative category because Bogdan (in Crosson et al., 2021) Research that produces descriptive information in the form of written or spoken words as a result of observing people and their behavior is referred to as qualitative research. The fifth semester students of the teachers training college, totaling 16, were chosen by the researcher as the study's topic. The

goal of this study is to determine how UHN students at UHN integrate bound morphemes in texts (Gao et al., 2022).

A test, specifically a written test that the researcher created for the participants, serves as the data collection tool. Arikunto (in Kearns & Hiebert, 2022), identifies five techniques for gathering data: an interview, an observation, a test, a questionnaire, and documentation. This study's research tool was acquired through testing. Knowing the location and type of the problem before doing the test.

The researcher centered the data collection on the students' proficiency in recognizing inflectional in bound morphemes. The researcher started by reading the material that includes Morpheme. Second, the researcher put them to the test by providing them a written document with 391 words in it. Thirdly, the researcher provided instructions for data analysis. Fourthly, the researcher read the text for 30 minutes. The researcher most recently provided them 90 minutes to analyze the inflectional based on the bound morpheme (Al-Haydan, 2020). The processes for data analysis were taken once the data were collected by the researcher. First, the researcher counted the number of bound morphemes the text contained. The researcher then divided them into

their respective groups. Thirdly, the researcher counted the number of frequently occurring words. Fourthly, the researcher examined the word that should have been chosen and wasn't. The percentages were then calculated based on the total number of words that were classified as Excellent, Good, Fair, and Poor.

## Result and Discussion

The researcher displayed the research's findings and its analysis in this chapter. Here, the content is a discussion of research findings.

### Description of the Data

The research focuses on 16 students, or roughly 10% of the overall enrollment in the fifth semester from 153 students, or three classes, at the teachers training college of HKBP Nommensen Pematangsiantar University. The researcher spent a day collecting data at HKBP Nommensen Pematangsiantar University. The findings came from a 90-minute analysis of the paragraph with the "Housekeeping" title. A script that contains the words from the bound morpheme was used as the instrument for supporting the data (Rezeki & Sagala, 2019). Based on classified by using Arikunto's standard degree of mastery as stated below.

Table 1. Standard degree of mastery

Range	Category	Criteria of ability stage
80-100	A	Very good
66-79	B	Good
56-65	C	Fair
40-55	D	Low
0-39	E	Very Low

The fifth semester teachers educating college students at HKBP Nommensen Pematangsiantar University take a descriptive test to

determine their proficiency in detecting bound morphemes in the text "Housekeeping." The image below serves as the test's text:

Table 2. Text of the Test

<b>HOUSEKEEPING</b>
<p>Winter proved challenging as well. Finally, the snow reached its peak well above our heads. On one side of the house, it drifted up the eaves. My great-aunts, who were used to living underground and in brick buildings, were gravely and perpetually concerned about some of the houses in finger bone that just collapsed over from the weight of the snow on their roofs. The fir trees would shrug and the snow would fall with startlingly loud and earthy thuds, which</p>

would frighten my great-aunts. Other times, the sun would be warm enough to send a thick layer of snow sliding down the roof. For whatever reason, Finger bone particularly enjoyed the water that year. It had been frozen for a long time. People brought brooms to tend to and spread the cleared ice until it covered a large portion of the lake, which required sweeping several acres of it. Snow from the shore was piled up by sliders into a ferocious chute that launched them far out onto the ice. People brought boxes to sit on, planks to stand on, and burlap bags to stand around the barrels. They also brought frankfurters to roast, and clothespins to clip frozen mittens to the mouths of the barrels. There were barrels on the coast where fires could be lit.

Several canines started to spend the most of their time at the ice. They were young, lanky dogs that were friendly and possessive. They were also delighted by the weather. They enjoyed playing with recovering ice chunks that raced across the lake at incredible speeds. The canines showed a complete disregard for the safety of their limbs while making a brave and youthful joke about their own strength and speed. In order to skate to the lake right away and stay there until dusk, Lucille and I brought our skates to school. Typically, we would sit on the snow and gaze back at Finger bone as we skated down the edge of the swept ice, following its contours until we reached the farthest edge. Although the lake was so solid that winter that it could have borne the weight of the entire population of Finger bone, past, present, and future, we felt exhilaratedly far from the shore. Nevertheless, only the ice sweepers and ourselves ventured out thus far, and only we remained.

The amount of the every single words based on the passage is 391 words which contained of the Bound Morpheme.

**Data Analysis**

Based on the passage, the researcher found 389 words correct in implementing the on Bound Morpheme. There are precisely eight inflectional affixes in English which contained of the Bound Morpheme. She found the content of Inflectional Affixes into three parts, namely: a. Verb Inflectional Suffixes (-s as the third person, -ing as the progressive, -ed as the past tense, and -en as the past participle), b. Noun Inflectional Suffixes (-s as the plural and -’s as the possessive), and c. Adjective Inflectional Suffixes (-er as the comparative and -est as the

superlative). These are the list of inflectional affixes in this research:

1. - s as the 3<sup>rd</sup> person = - (None)
2. - ing as the progressive = retrieving
3. - ed as the past tense = Drifted, swept, cleared, fell, brought, heaped, sent, brought, began, supported, went and stayed.
4. - en as the past participle = - (None)
5. - s as the plural = Heads, eaves, houses, roofs, aunts, trees, thuds, aunts, brooms, sliders, barrels, fires, boxes, planks, bags, barrels, frankfurters, clothes, pins, mittens, lips, barrels, dogs, dogs, bits, dogs, limbs, skates, and sweepers.
6. -’s as the possessive = - (None)
7. -er as the comparative = - (None)
8. -est as the superlative = farthest

Table 3. Students’ mastery

No	Score	Frequency	Total
1	Very good	6	38
2	Good	4	25
3	Fair	4	25
4	Low	2	12
5	Very low	0	0
Total		16	100%

As it is stated in the previous chapter, this research goal was to know the student ability in implementing the inflectional affixes on the

bound morpheme on the text “housekeeping” at the fifth semester students of teachers

training college of NHU Pematangsiantar. After counting the data, It can be found frequency of the totality of very good, good, fair and low as written above.

Table 4. These information belows were result of the research

No	Code	Correct Answer	Total Words	Score
1	P 01	360	391	92
2	P 02	355	391	90
3	P 03	368	391	94
4	P 04	269	391	68
5	P 05	190	391	48
6	P 06	244	391	62
7	P 07	350	391	89
8	P 08	276	391	70
9	P 09	166	391	42
10	P 10	389	391	99
11	P 11	275	391	70
12	P 12	299	391	76
13	P 13	374	391	95
14	P 14	241	391	61
15	P 15	221	391	56
16	P 16	241	391	61

From the table above the researcher can be seen that most of the students in very good category, their mastery in implementing the inflectional affixes of bound morpheme is 38%. The good category has percentaged as same as in the fair category namely 25%. The percentages of students who belongs to low category is 12%.

The researcher found that the students faced problem when they classified words into the correct inflectional affixes. The students made some errors when they involved this research. The kinds of errors categories that they got in this research namely referred to the Communicative Effect Specifically, the Local Error is a taxon. Local errors are mistakes that only impact one constituent (element) of a sentence and typically do not severely impede communication. These include mistakes with articles, auxiliaries, quantifier formation, and

noun and verb inflections. The following point below will expound on the research's findings.

### Findings and Discussion

In this research, the researcher found some students couldn't catch the word itself based on the passage. Sometimes, they felt difficult how to differentiate them if it was a Verb, Noun, or Adjective in the Inflectional Affixes of Bound Morpheme. After analyzing its text, she/he found there was no -s in the 3rd person of the inflectional based on those words because its text contained of the preterit form at all while the usage of -s in 3rd person is implemented for the present form (Purinanda & Sutrisno, 2022).

In fact, they have mistaken in stating if it's a Noun or Adjective and Verb or Adjective. It can be seen clearly in the following figure below.

Table 5. The Local Error V(-ing) as the progressive

Number	Category of Local Error	Correct Word	Category
1	Progressive V(-ing)	Housekeeping	Noun
2	Progressive V(-ing)	Building	Noun
3	Progressive V(-ing)	Living	Adjective
4	Progressive V(-ing)	Sliding	Noun

Number	Category of Local Error	Correct Word	Category
5	Progressive V(-ing)	Sailing	Noun
6	Progressive V(-ing)	Coming	Adjective

The students made some difficult in stating those words if it was an Adjective or A noun. Most of them thought it was a progressive

because it has the inflectional V-ing in the end of a word.

Table 6. The Local Error V(-ed) as the Past Tense

Number	Category of Local Error	Correct Word	Category
1	Progressive V(-ed)	Crested	Adjective
2	Progressive V(-ed)	Accustomed	Adjective
3	Progressive V(-ed)	Built	Adjective

Based on the list above, it can be seen that some of the students difficult in stating if it

was the Adjective of Verb word as the Past Tense on the Inflectional Affixe.

Table 7. The Local Error (-er) as the Comparative

Number	Category of Local Error	Correct Word	Category
1	Comparative (-er)	Winter	Adjective
2	Comparative (-er)	Finger	Noun

Based on this research, it found two students in low categories which answered the word of winter as the Adjective and the word of finger as the Nouns became the Comparative in Inflectional Affixes of the Bound Morpheme (Meaux et al., 2020).

## Conclusion

Based on the data and discussion in the previous chapter, the research's conclusion addresses the solution to the problem statement. This section draws conclusions that are addressed one by one;

1. The student's ability in implementing the Inflectional Affixes of Bound Morpheme on the text entitled "Housekeeping" applied at the fifth semester students of teachers training college of HKBP Nommensen Pematangsiantar University is 38% as a very good category, 25% as a good category, 25% as a fair category, and 12% as a low category in implementing the Inflectional Affixes of Bound Morpheme on the text.
2. The students' errors on the Local Errors based on the Errors Categories are found as follows; 1. The Local Error V(-ing) as the

progressive found 6 mistaken in implementing the words of the Inflectional Affixes. They are: 1. Housekeeping (N)., 2. Building (N)., 3. Living (Adj)., 4. Sliding (N)., 5. Sailing (N)., and 6. Coming (Adj). Most of the students found mistaken in implementing them as the V(-ing). 2. The Local Error V(-ed) as the Past Tense found 3 words as their mistaken in implementing the Inflectional Affixes. Such as: 1. Crested (Adj)., 2. Accustomed (Adj)., and 3. Built (Adj). Some of them analyzed them as the Verb in the Past form. And 3. The Local Error (-er) as the Comparative found 2 mistaken of analyzing those words. Namely: 1. Winter (Adj) and 2. Finger (N) as the Comparative in Inflectional Affix.

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