

The Application of Word Formation in Students' Essay Writing: Morphology

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Abstract

The purpose of this study was to determine the most prevalent word formations used by students when writing essays. This study utilized a descriptive qualitative method. Five second-year English department students enrolled in an Academic Writing class at UNIKA St. Paulus Ruteng participated in this study. The information was gathered from the exposition composing task. To analyze the data, the researchers used Miles and Huberman's model, following several stages, namely data reduction, data presentation, and conclusion drawing. According to the findings, the students used 128 processes that fall under five different kinds of word-formations. Affixation, acronyms, blending, compounding, and clipping are all possible subcategories. The understudies applied less mixing and cutting word-arrangement processes. The application of the word-formation procedure also encountered some difficulties. It was unclear to some students how to form blending and clipping. It is hoped that this study will make a significant contribution to our understanding of word formation. Teaching and learning word-based lexical studies in general and word-formations in particular will benefit from the findings of this study.

Keywords: *Essay writing, Morphology, Word Formation process*

1. Introduction

Students who study English as a second language not only acquire the four fundamental skills of speaking, listening, writing, and reading, but they also acquire sub-basic skills like pronunciation, grammar, and vocabulary. This is because they are all connected to one another. However, in order for students to understand the context of language, the origin of words, and how they are formed, they must

also learn about linguistics and its branches. Morphology is one of the studies of language. The study of linguistic complexity as a whole can be linked to the idea of morphological complexity (De Clercq & Housen, 2019).

Morphology is an essential report type of language and the investigation of word development including the manners in which new words were made in the dialects of the world (Zuhri et al., 2022). The variety of shaping of words really relies on how they are utilized in sentences. To that end, morphology has a relationship with the four Fundamental English abilities particularly recorded as a hard copy, in light of the fact that recorded as a hard copy the understudies are expected to have the option to make words and its structures, and orchestrate them into the sentences. Haspelmath & Sims (2013) express that, Morphology is the investigation of word development, including the manners in which new words are begat in the dialects of the world. With morphology, understudies can figure out how the words are shaped. The investigation of morphology offers understudies a special chance to dig into the complicated universe of word development. By investigating morphology, understudies can acquire a far-reaching comprehension of how words are developed and the different parts that add to their importance. This field of etymology permits understudies to dissect the inside construction of words, including prefixes, postfixes, roots, and different morphemes. Words are made of littlest units called morphemes, and there are numerous ways of making another word with the assistance of appendage and non-attachment and the most common way of compounding, and furthermore the more morphological cycle through which new words are made is on the foundations of distinction between word-arrangement and intonation (Plag, 2002). Through this investigation, understudies grow their jargon as well as foster a more profound appreciation for the nuances and subtleties of language. Understanding morphology engages understudies to unravel the significance of new words, recognize examples, and even make new words through the utilization of learned morphological guidelines. Morphology portrays the examples of development of words by the mix of sounds into negligible particular of importance called morphemes. Besides, this information helps with language securing and upgrades in general relational abilities, empowering understudies to turn out to be more capable in their perusing, composing, and cognizance capacities. Fundamentally, the investigation of morphology gives an indispensable establishment to language picking up, enabling understudies to open the privileged insights of word development and disentangle the intricacy of phonetic construction (Rajamalli & Prasad, 2012).

Word development, otherwise called word deduction or word creation, alludes to the cycle by which new words are made or existing words are changed in a language. The examination issue of this article is to figure out what sorts of word development that for the most part involved by the understudies recorded as a hard copy paper. As indicated by Zuhri et al., (2022) word development happens when the word processes into another word. It can occur in more ways than one. A portion of these significant word development processes are compounding, abbreviations, truncation, mixing, getting, cutting, society, derivation and back-development. The English word arrangement included are abbreviation, mixing, cutting, compounding, expression, and inference (Ratih and Gusdian 2018). They are abbreviation, cutting, mixing, compounding, expression and determination. These word arrangements are constantly utilized and recorded as a hard copy since they are considered as the pieces of syntax. Be that as it may, numerous understudies actually make blunders in utilizing them, for example, understudies setting infinitives when they ought to utilize a previous action word.

There are a few presumptions to think. To start with, it might come from understudies who have issues in grasping the material and need information. Second, they really can do that, however, they commit errors while rehearsing to make a sentence. Lastly, instructors could absence of information which makes educating and growing experience less compelling. By this exploration, it ideally assists the understudies with working on their expertise recorded as a hard copy and become great journalists. Taking into account its significance, the review effectively takes word development uncovering

hypothesis in understudies composing. Anderson (1986) claims that lexical and inflectional morphology from a scaled continuum regarding grammaticalization.

Paper composing alludes to the method involved with making a piece out of composed work that presents an intelligent and coordinated contention or investigation on a specific point. As Aminovna, (2022) states that the job of union and lucidness is vital in exposition composing. An exposition is a type of scholarly or abstract composing that regularly comprises of a presentation, body passages, and an end. At the point when the understudies reach out to compose an article, they will be given three significant parts like presentation, body, and end (Anita, 2016). The reason for paper composing can shift contingent upon the specific circumstance. In scholarly settings, papers are usually relegated to survey a's comprehension understudy might interpret a subject, their decisive reasoning abilities, their capacity to examine and combine data, and their capability in composed correspondence. Essays can likewise act as a method for people to offer their viewpoints, share thoughts, or give bits of knowledge on a particular point. The connection between article composing and word arrangement processes lies in the utilization of language and jargon to convey thoughts and contentions inside an exposition successfully. Word development processes assume an essential part in exposition composing as they empower journalists to extend their dictionary, express complex ideas, and impart their contemplations in an exact and nuanced way. While composing an article, word development processes are utilized to make new words, alter existing words, or join words to convey explicit implications or underline specific thoughts. Packard (2011) expressed that, morphological arrangement or disease, in any case, manifests word development properties that contribute a fair setup to how we might interpret semantic morphology exposition scholars should have a decent comprehension of word arrangement processes and their use to communicate their thoughts and contentions really. By utilizing these cycles in an intelligent way, journalists can upgrade the quality and effect of their papers.

There were some previous research investigated the similar case. The first, research done by Luthfiyati et al., (2017) under the title "The Analysis of Word Formation Processes in the Jakarta Post Website ". They talked about how word arrangement processes on the Jakarta Post site. This study plans to distinguish the most widely recognized sort of deduction words utilized in the title of ten training articles in "Jakarta Post Site". The outcome shows that the most well-known induction words utilized are thing inferences.

Second, the research was led by Zuhri et al., (2022) entitled "Morphological process of morphemes through word-formation process in 'Jokowi's speech ". They examined how word-development processes in existed and how the word-arrangement process was applied in understudies' composition. Zeroed in on the number of word arrangements that existed and how the word-development process was applied in understudies' composition. The discoveries show that Jokowi's speech applied 100 cycles which fall under five kinds of word arrangements. They could be ordered into mixing, compounding, cutting, deduction, and emphasis.

Third, the research done by Ratih & Gusdian, (2018) about Word Development Cycles in English New Expressions of Oxford English Word reference (OED) Online." The research object was the arrangement of English new words from the year 2012-2016. Archive examination was utilized as the instrument to gather the information. The discoveries of this study showed that there are a few cycles in making English new words, for example, a) appendage, b) people historical underpinnings, c) compounding, d) truncation, e) abbreviations, f) getting, g) mixing, h) cutting, I) back-development. Furthermore, there are additionally found the twofold word arrangement processes, like j) people historical background + compounding, k) compounding + attachment, m) mixing + appendage, n) cutting + mixing.

The difference between the previous research and the current is in the object of the exploration. The previous researches were mostly about online text and speech while in this examination the object of the review is in Universitas students' paper composing. However, this current research focused on the students writing text. This study is deemed significant since the researcher aims to determine the

students' writing proficiency and assess the quality of their vocabulary development. With this underlying reason, the researcher posed the guiding question,; How do students use word formation in essay writing?

2. Literature Review

adds that the study of morphology in word forms is usually viewed as segmenting words into morphemes and determining the entire syntactic class of word forms. This means that all words can be segmented into smaller meaningful units. For example, the word *il-logic-al-ly* consists of three morphemes, namely the prefix *-il*, which marks the negative meaning of the adjective as logical, and the morpheme *-ly* of the adverb. This word formation thus changes the semantic category of the original word. However, *cats* are composed of two morphemes: *cat* as the root word and the suffix *-s* as the plural marker. The second process is called inflection, which only determines grammatical categories. So, the core theory of morphology is morphemic (Wardana, 2023). Learning vocabulary is a basic skill needed to be mastered to speak and write well in a language. The same is true, that learning English also concerns reading comprehension. However, students' vocabulary mastery and reading comprehension cannot be developed without some morphological teaching strategies (Priskinanda et al., 2021). Morphology is the investigation of word development, including the manners in which new words are begat in the dialects of the world. Words are made of littlest units called morphemes, and there are numerous ways of making another word with the assistance of attachment and non-appendage and the most common way of compounding, and furthermore the more morphological interaction through which new words are made is on the foundations of contrast between word-arrangement and intonation (Zuhri et al., 2022). Word development happens when the word processes into another word. It can occur in more ways than one. English word development included are abbreviation, mixing, cutting, compounding, intonation, and inference (Ratih & Gusdian, 2018). Anderson (1986) claims that lexical and inflectional morphology structure a scaled continuum concerning grammaticalization. Le (2023) expressed that, Morphological arrangement or disease, in any case, manifests word development properties that contribute a fair setup to how we might interpret semantic morphology exposition scholars should have a decent comprehension of word arrangement processes and their use to communicate their thoughts and contentions really.

A portion of these significant word development processes are compounding, abbreviations, shortening, mixing, getting, cutting, society, historical underpinnings and back-development (Ratih and Gusdian 2018). At the point when the understudies reach out to compose an article, they will be given three significant parts like presentation, body and end. Students and teachers have their awareness of learning a language called linguistics awareness. The term linguistics awareness denotes the personal practical capability to understand specific linguistics activities such as speaking and listening (Alim & Febrianingrum, 2020). Out of this large number of cycles, few are utilized more than different cycles requesting their prior learning of right use. Different word-development processes are utilized in discussion via virtual entertainment prompting them is translation and disarray among the clients who don't know about the cycles of determining new jargon, spelling alterations, images, and emojis. Paper composing alludes to the most common way of making a piece out of composed work that presents a reasonable and coordinated contention or investigation on a specific subject. As per Aminovna (2022) the job of union and rationality is vital in paper composing. It means that the role of cohesion and coherence is very important in writing. Cohesion links together the elements that are structurally unrelated through the dependence of one on the other for its interpretation. Moreover, cohesion distinguishes texts from non-texts and enables readers or listeners to establish relevance between what was said, is being said, and will be said, through the appropriate use of the necessary lexical and grammatical cohesive devices.

3. Research Methods

3.1 Research Design

This research used a qualitative descriptive approach. Qualitative research methods was used to gather insight and in-depth understanding of students' understanding of using word formation in essay writing. This approach allows the writer to carry out a detailed examination of student writing and provides rich, descriptive data. According to Seliger, Shohamy, and Shohamy (1989), descriptive qualitative research is a type of research that refers to investigation, which utilizes already existing data or experimental research."

3.2 Participants

The subjects of this research were the second-year English Department students of Universitas Katolik St. Paulus Ruteng, and the sample consisted of 5 students

3.3 Instruments

The instrument used for this study was documentation. The documents that researchers use are the results of student assignments in the form of essay writing. These writings researchers use to answer the needs of the research.

3.4 Data Analysis

When analyzing data, the researcher goes through three steps. They are listed below: First, identification. During this process, the researcher looked into whether the writing produced by the students contained word formation-related information. The second step is called "classification," when the researcher arranges words in the text according to how they are formed. Third, draw conclusions. The researcher draws conclusions about the kinds of word formation that arise in student writing at this point.

4. Results

The review zeroed in on how the kinds of word arrangement are utilized all through their article composing. In the wake of examining the information, the analysts observed that word development was entirely accessible to use recorded as a hard copy yet not all were development were regularly used recorded as a hard copy, the familiar word development utilized by the understudies were determination and abbreviations. Next to that cut-out and compounding were seldom involved by the understudies in their composition. Additionally, mixing was only from time to time utilized by them. It tends to be seen from the quantity of word arrangement processes that happened in their paper composing. From the total of word formation process found, derivation and inflection were frequently use by the students with 90 and 150 words and the third was acronyms with 51 words, the fourth was compounding with 35 words and the fifth was clipping with 20 words, and the last was blending with 5 words.

4.1 Affixation

It is a word development process wherein a join is connected to a root (likewise called stem; base) to shape another word. A root is a free morpheme (likewise called an unbound morpheme) that can show up alone. Then again, a Join is a bound morpheme that never happens without anyone else, yet is constantly connected to some free morpheme and can be either inflectional or derivational. An Inflectional fasten changes the structure/syntactic class of a word, ie, tense, individual, number, orientation, case, and so on. Attachment is a typical word development process where joins are added to a base word to make another word or change the significance or linguistic capability of a current word.

Table 1: Frequency of affixation

No	Student' Initial	Types of Word Formation	Extracts from Students' Essay Writing	Total
1	C.K	Affixation	Features(s), codes(s), using(ing), warning(ing), allowing(ing) early(ly), lacking(ing), rapidly(ly), benefits(s), advantages(es), states(es), emphasizing(ing), acknowledging(ing), particularly(ly), possibilities(es), opened(ed), balanced(ed), connected(ed), communication(ion), telephones(es), boosting(ing), friends(s), expression(ion).	23
2	E.J		-businesses(es), multifaceted(ed), including(ing), families(es), transformation(ion), supply(ly), resulted(ed), severely(ly), localized(ed), transportation(ion), reevaluating(ing), highlighted(ed), affected(ed), diversification(ion), spending(ing), supporting(ing), transformation(ion), cries(es), measures(es), experiences(es), evolving(ing), individuals(s), communities(es).	23
3	F.B		causes(es), demonstrated(ed), reduced(ed), processed(ed), aspects(s), eating(ing), evidenced(ed), prevention(ion), balanced(ed), vegetables(es), fruits(s), underlying(ing), leading(ing), according(ing), recommended(ed), activities(es), only(ly), depression(ion) diseases(es), economically(ly), advocating(ing), making(ing), contributing(ing).	23
4	A.G		Being(ing), using(ing), crashes (es), quoted(ed), distances (es), considered(ed), hijacking(ing), included(ed), annually(ly), coupled(ed), choices (es). Associated(ed), remotely(ly), societies (es), including(ing), designated(ed). Guaranteed(ed), additionally(ly), connecting(ing), consequently(ly), learning(ing).	21
5	N.K		highly(ly), bodily(ly), implementing(ing), carried(ed), purposes(es), performed(ed), based(ed), restricting(ing), putting(ing), considering(ing), continues(es), carried(ed), following(ing), specifically(ly), contained(ed), having(ing), countries(es), cured(ed), giving(ing), occurred(ed).	20
			Total	110

B. Acronyms

Abbreviations will be contractions comprised of the underlying letters of the words that make up an expression or sentence. Acronyms are one of the most prevalent word formations in morphology. Abbreviations can be framed from words that are connected with each other, like the name of a foundation, association, or organization, or from words that are utilized to depict a specific idea or subject. at the end of the day, An abbreviation is a sort of word development process where another word is made from the underlying letters or syllables of a gathering of words. At the end of the day, a condensing is articulated as a word. Acronyms are frequently used to refer to organizations, ideas, or lengthy phrases in a way that is both convenient and easy to remember. It is important to note that abbreviations, which are shortened forms of words or phrases that may not form new words, and initializes, in which the letters are pronounced individually, are distinct from acronyms.

Table 2. Acronyms

No	Initial Name of Students	Types of Word Formation	Extracts from Students' Essay Writing	Total
1	C.K	Acronyms	-EPG (Electronic Program Guide), EWS (Early Warning System) TV(Television) VHF(Very High Frequency)	4
2	E.J		-COVID (Corona Virus Disease)	1
3	E.B		-VR (Virtual Reality), AR (Argument Reality), HER(Electronic Health Record)	3
4	N.K		-TER(Technology enabled Resources), ALT (Active Listening Techniques)	2
5	A.G		-RTC(Right to Choose), WHO(Word Health Organization)	2
Total				12

C. Clipping

The process of shortening a word by removing one or more syllables is known as clipping in the context of word formation. To produce a shorter, more concise form of a longer word, this linguistic phenomenon involves truncating it. In many languages, including English, clipping is a common procedure for word formation. It is common for clipped words to keep their original meaning, but they may also acquire new meanings or become specialized in particular situations. In everyday speech, slang, and informal writing, clipping is frequently used to create informal or colloquial vocabulary. Due to their shortness, the resulting clipped words are typically simpler to pronounce and remember.

Table 3. Clipping

No	Student' initial	Types of Word Formation	Extracts from Students' Essay Writing	Total
1	A.G	Clipping	-Telephone (Phone) -Laboratory (Lab)	2
2	C.K		-Photography (Photo)	1
3	N.K		-Professor (Prof)	1
Total				4

D. Compounding

Complex ideas can be conveyed more concisely with the help of compound words. In addition, over time, they may acquire specialized meanings or become idiomatic expressions. However, it is essential to keep in mind that not all word combinations produce compound words. The rules and patterns of compounding vary from language to language, and the acceptability of compounds may be determined by linguistic constraints. The development of one's vocabulary, comprehension of one's reading, and the ability to communicate effectively in written and spoken language are all aided by comprehending and recognizing compound words.

Table.4 Compounding

No	Student' Initial	Types of Word Formation	Extracts from Students' Essay Writing	Total
1	C.K	Compounding	-Verb-Noun : Breakdown (Break +Noun)	1
2	A.G		-Adjective-noun: High school (High+ School)	1
Total				2

E. Blending

Blending is the process of combining parts of two or more words to create a new word with a fused meaning in the context of word formation. It involves combining parts of various words, typically the beginnings or ends, to create a new term. Blending is a creative way to form words that is used to express new ideas, inventions, or concepts in a clear way. Blending makes it possible to be creative with words and come up with words that are short, catchy, and easy to remember. These blended terms frequently become part of everyday speech and help expand vocabulary. However, it is essential to keep in mind that not all word combinations produce successful blends because the final word must be phonetically and semantically acceptable to native speakers. Blending is a useful tool for language expansion and communication because it provides a means of succinctly expressing new ideas, products, or phenomena. The researchers were unable to identify the Clipping types of the students' essays based on the data they gathered from their essays. This indicates that students rarely employ clipping in writing.

5. Discussion

The results showed those 5 of students in the second year of the English department had a basic understanding of how words are formed. They demonstrated a reasonable level of accuracy when using common affixes and acronyms to create new words in their essays. This suggests that the students have a solid understanding of the rules governing word formation. Nonetheless, it is critical to take note of that while most understudies had the option to utilize attachment and abbreviations, their use of more uncommon morphological cycles, for example, blinding, transformation or compounding was restricted. This highlights the need for additional instruction and practice in these areas and suggests a potential knowledge gap. Teachers should think about including explicit instruction on less common morphological processes in order to close this gap. Students' vocabulary can be expanded and their ability to express ideas with precision enhanced by introducing them to a wider range of word formation strategies, such as compounding (e.g., word combination) and conversion (e.g., noun to verb). The result of this research links with results of research done by Priskinanda et al., (2021) which showed that morphological awareness significantly improved students' vocabulary skills and their reading comprehension. To help them attain the highest accomplishment, students can have a great way to improve their analog skills. The contribution of this approach to a better learning environment is also advocated for pupils. Students can enrich their vocabulary and get a deeper knowledge of reading since this approach allows them the chance to use their talents and techniques for reading.

The study also looked at how word formation skills affect writing essays. They were able to convey their ideas more precisely and express a wider range of concepts thanks to their efficient use of word formation. Students, for instance, demonstrated a greater capacity to modify words and convey nuanced meanings when they used appropriate acronyms and affixes. As a result, essays became more coherent and well-structured. Students with strong word formation skills also had a wider range of words in their vocabulary, allowing them to choose words that were precise and appropriate for the situation. Their essays exhibited a higher level of sophistication as a result. On the other hand, students who lacked a solid understanding of word order struggled to effectively communicate their thoughts, resulting in essays that were less cohesive and repetitive. Their limited range of expression was hampered by their lack of word formation skills and their inability to select appropriate vocabulary. As a result, their essays lacked substance and demonstrated poor language skills.

As a result, it stands to reason that students' essays' quality is significantly influenced by their word formation abilities. Educators have the ability to encourage the growth of stronger written communication skills by providing students with a solid understanding of word formation processes and encouraging them to apply these understandings to the writing of essays. Furthermore, educators ought to urge understudies to foster a wide jargon base that incorporates information on word families and

joins. This can be accomplished through broad perusing, taking part in jargon-building exercises, and integrating word arrangement practices into composing tasks. Students can improve their ability to form words by doing this, which will also help them write better essays.

This study zeroed in explicitly on second-year English division understudies and their comprehension of word development in exposition composing. By including students from other departments and academic levels, future research may expand its scope. Looking at the word arrangement abilities of understudies with various language foundations or levels of capability could yield significant bits of knowledge into the elements that impact word development skills. Additionally, it would be beneficial to investigate the effectiveness of specific instructional strategies and resources in improving word formation skills. This could include contrasting customary showing strategies and innovation-improved approaches or assessing the effect of designated mediations on understudies' promise arrangement capacities.

In addition, gaining a deeper comprehension of how students adapt their word formation abilities to a variety of writing contexts may be possible by investigating the role that cultural and contextual factors play in word formation. The similarities and differences in word formation strategies between languages and cultural backgrounds could be revealed through cross-cultural studies. According to Dyuli Adha & Dania, (2021) In learning English language, English foreign language (EFL) students do not only learn about the four basic skills like speaking, listening, writing, and reading, but they also learn the sub-skills of them like pronunciation, grammar, vocabulary, and so on. Words are an element that contributes to language fluency, Sentences are unable to be formed without words. The result of this research is supported by the research of Siboro & Bram, (2020), which shares that considering the role of English morphological awareness in the development of EFL students' vocabulary proficiency, two findings were uncovered. The evidence elucidates that "with" or "without" a morphological instruction affects the size of English word entries and this study underlines that morphological awareness significantly influences the number of lexical entries of EFL learners. Consistent with the characteristics of the learners in terms of morphological awareness and vocabulary, female and male students face the same difficulties in understanding English morphology and developing vocabulary. However, morphological awareness and vocabulary enrichment differ according to the length of study and academic courses.

6. Conclusion

This study looks at how students in the second year of the English Department at UNIKA St. Paulus Ruteng use word formation techniques like affixation, acronym, blending, clipping, and compounding in their writing. Given the discoveries of the information examination from the last part, it very well may be summed up as follows: In the study, all kinds of word-formation processes were found. However, clipping and blending were among the few processes that were rarely used in each form. In their writing, a few of them were present. It is appropriate to use the acronym process in academic writing as well as in informal contexts. Students' writing also revealed processes of clipping and blending to create new words in addition to acronyms. Nonetheless, only a couple of them existed in scholarly composition. It can be deduced that the process of blending and clipping that the students used in their writing can still be used in an academic setting. The procedure that is frequently used in writing is known as affixation. It can be demonstrated that the processes dominate the writing of students. In conclusion, the processes of word formation were utilized in writing. Clipping and blending, on the other hand, were rarely used in writing. Because of this, students need more understanding of how to use these two-word formations because they are related to using grammar. As a result, the teacher should pay more attention to the student's weaknesses in using the correct word formation when learning morphology. Therefore, other aspects of linguistics are required for further study. For this reason, this study suggests that future researchers investigate more about the role of linguistics and the appropriate method in order to enhance the student's language soft skills. Finally, this study states that

linguistic pedagogy instruction in English word formation rules in classroom activities has a much more positive effect on language competence than a purely non-linguistic approach.

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