

L1 Derivational Morphology: Patterns And Implications for English Language Teaching

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Abstract

Derivational morphological process is one of the teaching materials in Morphology course in English Department of IAIN Kerinci. Then, based on the English Department curriculum, it is required to integrate local wisdom in teaching English areas,. Thus, Bahasa Kerinci derivational morphological process is an essential part of research since the data obtained will provide the derivational morphological process, its patterns, and the implications for English language teaching as well. This research is descriptive qualitative research. The lists of vocabularies in Bahasa Kerinci were the data of this research. Then, the lecturers of English department of IAIN Kerinci were interviewed in term of the implications of the patterns of words which are formed based on derivational morphological process. Based on data collected, it was found that the derivational word formation processes in Bahasa Kerinci were found in some categories, the patterns of derivational word formation processes in Bahasa Kerinci were found by adding prefixes, for example, prefix *ng-* + *base* becomes *ngendoh* which has meaning *make become shorter* and prefix *ba-* + *penyap* becomes *bapenyap* which has meaning *sweep floor*. Additionally, the implications of Bahasa Kerinci derivational word formation process to English language teaching in English Department of IAIN Kerinci were found in the case of reading course and linguistics courses. In this case, by having good understanding of derivational morphological process, they can enrich their vocabulariesthat can give good impacts for them to comprehend reading texts easily and they can also have good understanding of word – formation process. Therefore, it is suggested to English Education department students to have good awareness and understanding of their L1 derivational morphological process because it provides good impacts to their English language skills and learning.

Keywords

Derivational Morphological, English Language Teaching, L1

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INTRODUCTION

In learning English, the learners, of course, are required to master in four English skills and others linguistics branches (Motani Daeli et al., 2024; Sri Andayani, 2022). As one of the linguistics branches which is learnt by university students, morphology will be provided with deep and large analysis of how words are formed by a certain morphological process such as through inflectional or derivational process. In this case, the changing of words because of the grammatical functions belongs to inflectional process, while the word – formation which changes the word class and meaning includes in derivational process (Manning & Schutze, 1999).

Providing English foreign language learners with the course of word formation process in the academic curricula is important. In his research findings, it is showed that guiding and teaching learners with the rules of how words are formed gives good contributions for their independent and successful learning contexts, specifically for their vocabulary usage and reading comprehension (Shoeib, 2015). In line with this research finding, how much vocabulary language learners will provide significant effects to their language competency. It is also found that understanding the process of word formation has bright sides to enrich students' vocabulary mastery. Then, mastering vocabulary is as one of the fundamental linguistics elements which has effect to language learning (Zimmerman, 2005). Besides that, learners' competence on the complexity of word formation has positive relationship with their morphological knowledge. In short, it can be stated that the students are required to be able to identify and understand word – formation process to improve their linguistics competence and it has good impacts to their language skills and language elements as well (Rabadi, 2019).

The good sides of studying morphology, that is, morphology can improve students' vocabulary which has impacts to students' ability in writing. Then, having good understanding how the formation of words in terms of their parts of speech and grammatical context is very useful for students to understand and produce correct grammatically sentences (Pérez et al., 2008). Meanwhile, Choi (2015) explored that the learners should be taught to apply their knowledge and understanding of L1 morphological word formation process as a bridge in learning the function of L2 morpheme. Thus, the teachers are not suggested to go directly with to match L1 morpheme to L2 words (Fumero & Tibi, 2020; Liu, 2008).

Furthermore, in Curriculum of English department of IAIN Kerinci, it is stated that this department has goal to create education and teaching process which has good quality, integrated to global concept, custom ordinary based, and Islamic character. Then, one of the language competences which has to be achieved by the students is to be able to understand and analyze the theories of English grammar in spoken and oral language. Morphology is one of the courses which cover that language competence. This course has to be taken by the students in the fourth semester. In this course, the students are presented with English word formation process. In fact, they will deal with similarities and differences of morphological process between their mother and English word formation process (Apel, 2014; Elian et al., 2023; Wu & Juffs, 2022). Morphological process is

known word – formation process which can be found in all languages in the world (Abrar, 2014).

In English word – formation, for example, the word teacher is derived from the word teach and suffix –er. Teacher belongs to noun word class and it has meaning someone who does the action; “teaching”, while teach is noun and it has meant the action itself; “teaching”(Putri et al., 2021). In contrast, in Bahasa Kerinci to form noun word class to show someone who does the action, it is added affix, not suffix. For example, main (play) belongs to verb word class and it has meaning do the action. To form noun which expresses meaning someone who does the action, affix pa- is added. It becomes pamain (player). Thus, noun derived from has different pattern of word formation between English and Bahasa Kerinci.

In fact, English Department students of IAIN Kerinci are from some areas in Kerinci and Sungai Penuh City which have their own dialect. Thus, how the word formation process in each dialect of Bahasa Kerinci is an essential part of research contents. The first, the research can be conducted to find out how words are formed through derivational process and whether the patterns of derivational process in each dialect are the same or not. The next part of research content is to formulate the patterns of derivational process. Finally, it will go to research of its implications, that is, in what parts and how the courses in English Department students can implement those research findings.

This current research, of course, brings different gaps from previous research. This research is clearly focus on Bahasa Kerinci which provides how the patterns of derivational morphological process in Bahasa Kerinci. Moreover, this research also discusses the implications of how derivational morphological process gives effects to students’ understanding in English Language Teaching. In other words, it can be said that this research will contributes to linguistics and pedagogical aspects by providing analysis on how words in Bahasa Kerinci are formed and how the meanings of those words are constructed based derivational morphological process. Then, in pedagogy, it relates to students’ understanding of derivational morphological process provides good contributions to enlarge students’ vocabularies and improve their reading skills.

Moreover, relates to contractive analysis, comparing derivational morphological process between Bahasa Kerinci and English, of course, can highlight the differences of derivational morphological process of Bahasa Kerinci and English. Then, it also gives good impacts to expand vocabularies which can be done by designing to decode how the differences of derivational word formation in Bahasa Kerinci and English and to improve reading skill by applying their knowledge of decoding unfamiliar words in term of derivational word-formation process and infer the meaning of those words.

LITERATURE REVIEW

1. Derivational Morphological Process

The other part of morphological process is derivation. Derivation process is different from inflectional process. Derivational morphology is the process of forming a new word through affixation, that is, how the additional affixation forms the relationship among lexemes (Lieber, 2017).

Besides, (Abrar, 2014) also proposed some types of derivational word formation. They involve adverbs derived from adjective, nouns derived from nouns, nouns derived from members of other word classes, adjective derived from adjective, verbs derived from verbs. Specifically, Haspelmath et.al provide common derivational meaning of adjective. The first one is “deverbal adjective” (adjective derived from verb). The second one is “denominal adjective” (adjective derived from noun), the other word formation is “deadjectival adjective” (adjective derived from adjective). Furthermore, its derivational word formation expresses its own meaning. In this case, new word is formed through affixation which has each own patterns of affixation added and expresses each own meaning (Haspelmath et al., 2012). For more detailed, it can be seen in the following table:

Table 1. Classifications of Derivational Morphological Process

Classifications	Meaning
Nouns derived from nouns	Small X
	Female X
	Inhabitant of X
	State of being an X
	Devotee of or expert on X
Adjective derived from verb	Facilitative
	Agentive
Adjective derived from noun	Relational (related to X)
	Proprietary (having X)
	Privative (lacking X)
	Material
Adjective derived from adjective	Attenuative
	Intensive
	Negative
Verb derived from verb	Do X Back or again
Adverb derived from adjective	In a X manner

Based on the explanation above, it can be seen that derivational morphology is one of the morphology areas which focuses on how a new word is formed through affixation. That change may create a new word which has same or different word class. The new word form, of course, produces the new meaning.

2. The Differences of Properties between Inflectional and Derivational Process

Haspelmath and Andrea propose a list of properties of inflection and derivation as provided in the following table:

Table 2. Properties of Inflectional and Derivational Process

Inflection	Derivation
Relevant to the syntax	Not relevant to the syntax
Obligatory expression of feature	Not obligatory expression
Unlimited applicability	Possibly limited applicability
Same concept as base	New concept
Relatively abstract meaning	Relatively concrete meaning
Compositional meaning	Possibly non – compositional meaning
Expression at word periphery	Expression close to the base
Less base allomorphy	More base allomorphy
No change of word – class	Sometimes changes word – class
Cumulative expression possible	No cumulative expression
Not iterable	Possibly iterable

(Haspelmath et al., 2012)

In short, it can be noted that inflectional and derivational have different properties which represent two different morphological systems. In this case, it can be seen that the scope of the differences involve in aspect of syntax, meaning, concept, word class, base allomorph, and expression.

RESEARCH METHOD

This research is descriptive qualitative research. Specifically, the purpose of this research is to describe a situation or phenomena which runs and implements based on the empirical facts (Tisdell, E, et al., 2025). This research dealt with the patterns of derivational morphological process and its implications for English language teaching in English department of IAIN Kerinci. The lists of vocabularies in Bahasa Kerinci were the data of this research. In this case, the fifth English department students of IAIN Kerinci were assigned to make list of the vocabularies in their own dialect which belong to derivational word formation. The fifth semester students of English Department students were chosen as the participants of this reserach due to they took Morphology course in the previous semester, so they have known derivational morphological process and they could make list of vocabularies in their dialect in line with derivational morphological process. Then, the lecturers of English department of IAIN Kerinci were interviewed in term of the implications of the patterns of words which are formed based on derivational morphological process. In this case two of English Department students who ever taught morphology course were interviewed relates to implication of derivational moprhological prosess. Semi – structured interviwed was done based on some questions of what they would do in teaching others courses based on data of students' vocabularies lists of derivational morphological process in students' own dialect. In what case of students good undertsanding of derivational morphological process of their won dialect would give good impacts to their English learning was also asked the the lecturers.

Furthermore, the data of this research were collected in systematic steps. Firstly, the list of vocabularies of some dialects in Bahasa Kerinci were read and identified based on derivational word formation categories. Based on the derivational word formation categories, it were formulated the patterns how those words were formed. the second step was interview. The lecturers of English department of IAIN Kerinci were presented list of words in terms of derivational word formation categories and its patterns. Then, they were interviewed what are the implications of derivational morphological process in some dialects of Bahasa Kerinci in English language teaching, especially for the courses which were taught by them. In this case two of English Department students who ever taught morphology course were interviewed relates to implication of derivational morphological proses. Semi – structured interviewed was done based on some questions of what they would do in teaching others courses based on data of students' vocabularies lists of derivational morphological process in students' own dialect. In what case of students good undersanding of derivational morphological process of their won dialect would give good impacts to their English learning was also asked the the lecturers.

FINDINGS AND DISCUSSION

Finding

1. The Derivational Word Formation Processes in Bahasa Kerinci

Based on data collection, it was found some classifications of derivational word formation processes in Bahasa Kerinci. Then, the data description was classified based on those classifications. The classifications of derivational words in Bahasa Kerinci involve, verbs derived from adjective, verbs derived from noun, verbs derived from verb, adjective derived from verb, adverbs derived from nouns

Table 3. Derivational Morphological Process in Bahasa Kerinci

Verbs derived from adjective				
No.	Adjective		Verb	
	Base	Derivational Words	Meaning	
1.	Tinggai	<i>Tall</i>	Ninggi	<i>Make or became taller</i>
2.	Ndah	<i>Short</i>	Ngendoh	<i>Make or become shorter</i>
3.	Hitam	<i>Black</i>	Ngitam	<i>Make or become black</i>
4.	Naek	<i>Small</i>	Ngenek	<i>Make or become smaller</i>
5.	Halauh	<i>Soft</i>	Ngaluh	<i>Make or become softer</i>
Verbs derived from nouns				
No.	Noun		Verb	
	Base	Derivational Words	Meaning	
1.	Unda	<i>Motorcycle</i>	Baunda	<i>Ride motorcycle</i>
2.	Uto	<i>Car</i>	Bauto	<i>Drive car</i>
3.	Penyap	<i>Broom</i>	Bapenyap	<i>Sweep floor</i>

4.	Cemin	Mirror	Bacemin	See ourselves in the mirror
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Verb derived from verb

No	Verb		Verb	
	Root	Derivational Words	Meaning	
1	Jelean	Walk	Bajelean	Walk
2	Lehoi	Run	Balehoi	Run
3	Katao	Say	Ngatao	Say
4	Meseak	Cook	Mamesaek	Cook

Adjective derived from verb

No	Verb		Adjectives	
	Base	Derivational Words	Meaning	
1.	Nangaih	Cry	Panangaih	Tending to cry
2.	Melai	Buy	Pamelai	Tending to buy
3.	Tideo	Sleep	Panideo	Tending to sleep
4.	Malin	Robe	Pamalin	Tending to robe
5.	Makan	Eat	Pamakan	Tending to eat
6.	Gawe	Work	Pagawe	Tending to work
7.	Maaf	Forgive	Pamaaf	Tending to forgive
8.	Nguta	Lie	Panguta	Tending to lie
9.	Lupao	Forget	Palupao	Tending to forget
10.	Nonton	Watch	Panonton	Tending to watch

Adverbs Derived from Nouns

No.	Base		Derivational Words	Meaning
1.	Pasa	Market	Kapasa	to market
2.	Kelas	Class	Kakelas	to class
3.	Kota	City	Kakota	to city
4.	Desa	Village	Kadesa	to village

Adjective Derived from Adjective

No.	Base		Derivational Words	Meaning
1.	Mengaih	Angry	Pamengaih	Tending to be angry
2.	Malaeh	Lazy	Pamalaeh	Tending to be lazy
	Sabear	Patient	Panyabear	Tending to be patient
	Malau	Shy	Malau	Tending to be shy

Based on data collection, it was found that in Bahasa Kerinci derivational process, prefix *pa-* is more widely used than other prefixes. Prefix *pa-* is attached to verb to form adjective which has meaning “tend to be X”. Prefix *pa-* which is dominated used in

Bahasa Kerinci because the case of using words which are added by prefix *pa-* is formally general and regular to most verbs. Theoretically, McCarthy (2002:86) noted that in English derivational morphological process, suffix *-ness* is formally general because it is most attached to adjectives. Then, suffix *-ness* is also formally regular since whatever adjective which are attached by suffix *-ness* results the possible noun and the meaning of those derivational words certainly are able to be understood. It is the same as prefix *pa-* in Bahasa Kerinci. Most adjective can be derived from nouns by adding prefix *pa-* and their meaning of those derivational words can be predicted and understood.

2. The Patterns of Derivational Word Formation Process Found in Bahasa Kerinci

Based on data collected, it was found that all of the derivational words in Bahasa Kerinci were formed by adding prefixes. In verbs derived from adjectives category, to form verbs which were derived from adjectives, prefixes *ng-* was added to the bases. Then, that prefix *ng-* has meaning “make X become more”. Then, in verb derived from nouns, prefixes predominate. Prefix *ba-* was added to the base and it has meaning “do actions of X”. In verbs derived from verb, prefix *ba-* was also added to base which belong to verb word class and it formed derivational words which also belong to verb word class. Besides, adjectives derived from verbs category was found that prefix *pa-* meaning “tending to do X” was added to the bases which belong to verb to form derivational words which belong to adjective word class. Finally, adverbs derived from nouns it was found prefix *-ka* which expressed adverb of place and it was added to the base which belong to noun word class. For further detail, it can be seen in the following table

Table 4. The Patterns of Derivational Word Formation Process in Bahasa Kerinci

Category	Patterns	Meaning	Examples
Verbs derived from adjectives	<i>ng-</i> + base	Make X becomes more	<i>Ngendoh</i> (make become shorter) <i>Ngitam</i> (make become black)
Verbs derived from nouns	<i>ba-</i> + base	do action X	<i>Bapenyap</i> (sweep floor) <i>Baunda</i> (ride motor cycle)
Verbs derived from verbs	<i>ba-</i> + base	do action X	<i>Bajelean</i> (walk) <i>Balehoi</i> (run)
Adjective derived from verbs	<i>pa-</i> + base	tending to be	<i>Panangaih</i> (someone who tends to cry more) <i>Panideo</i> (someone who likes sleeping more)

Adverbs derived from nouns	<i>ka-</i> + base	express places (adverbs of place)	<i>Kapasa</i> (to the market) <i>Kakelas</i> (to the class)
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Futhermore, based on the examples of affixes used in derivational morphological process in English and Bahasa Kerinci, it can be highlighted that derivational morphological process in English through affixation, that is, it can be done by adding prefix and suffix. For examples, prefix *in-* can be attached to base *complete* and become *incomplete* and suffix *-ness* as commonly suffix used to be added to most adjectives such as suffix *-ness* is added to base *happy* and becomes *happiness*. In contrast, in Bahasa Kerinci, derivational morphological process is found by adding prefixes to the bases. For example, prefix *pa-* as dominated prefix used is attached to base *nonton* and become *panonton* and prefix *ba-* is added to base *unda* and becomes *baunda*. Thus, by understanding the patterns of derivational morphological process in Bahasa Kerinci, it can be contrasted that there is clear distinction between derivational morphological process in Bahasa Kerinci and English. In Bahasa Kerinci, derivational words are formed by adding prefixes, while the process of affixation are found in English derivational morphological process.

3. The Implications of Bahasa Kerinci Derivational Word Formation Process to English Language Teaching in English Department of IAIN Kerinci

Having good understanding of L1 derivational morphological process has good implication to English language teaching, specifically in English Education Department of IAIN Kerinci. In this case, understanding derivational morphological process can enrich students' vocabularies which impacted to students' language skills. Besides, high students' morphological awareness provides students more chances and supports to understanding spoken and written text easier.

Practically, in comprehending reading text, the students may bring their own language of derivational morphological process to get clear distinction between English morphological process and its process in their own language and the meaning of its bases and derivational words as well. In addition, in linguistics course, it was also found the implication of L1 derivational morphological process provided clear distinction meaning of a new word formed through derivational process.

Discussion

Based on research result, it was found that derivational morphological process in Bahasa Kerinci was formed by adding prefixes. It was different from English derivational morphological process in which was formed by adding affixes to the bases and it changes the word class. Derivation formation changes the word-class of the base (Bauer, 2023; Haspelmath et al., 2012). In clear distinction, it was known that in English derivational morphological process, nouns may be derived from verb which has meaning someone who "do the action of X", for example, *teach* (verb) is added suffix *-er* "teacher" (noun) to express meaning someone who teaches. In contrast, in Bahasa Kerinci, it was found *main/play* (verb) is added prefix *pa-* "pamain"/"player" (noun) and has meaning someone

who play. That is in line with Liber noted that derivational morphological process of forming the words by adding prefixes and suffixes to the bases. In another study, the results showed that both L1 speakers and learners with higher vocabulary levels (3000–5000) generated a similar number of derivatives in the decontextualized recall test (Lieber, 2017). This suggests that the learners' vocabulary levels may reflect their L2 productive derivational knowledge to some extent. Finally, the findings are analyzed to offer pedagogical insights for teaching and evaluating L2 productive derivational knowledge (Iwaizumi & Webb, 2022).

Besides, in other categories, it was also found that the derivational morphological processes in Bahasa Kerinci were dominated by adding prefixes to the bases. It is different from English morphological process which are added suffixes to the bases. O'Grady stated that as affixation process, derivational suffixes transform a word and its meaning and word class of its root. In another study, Factors such as age, gender, and attitudes toward language mixing played a selective role in how some speakers followed the system (Li, 2008; O'Grady & Archibald, 2016). For instance, older speakers were less likely to adhere to the conditions regarding the affix source language, length, and position, while male speakers tended to disregard only the first condition. Based on these findings, the derivational affixation system has become conventionalized, arising from identity negotiation practices driven by younger and female speakers. Additionally, positive and conscious attitudes toward mixing contribute to the stable development of multilingual practices (Gonzales, 2024).

Moreover, in another case, it was known that by having good understanding of LI derivational morphological process provide good impacts to English language teaching. It can enrich students' vocabularies and English language skills. It is in line with research findings which stated that understanding derivational morphological process early has good impacts to students to improve their vocabularies (Putri et al., 2021) and (Sardi et al., 2017). Based on research findings, it can also be discussed in line contrastive analysis theories and it can be noted that derivational morphological process in English and Bahasa Kerinci has clear distinction in which the process of affixation to form derivational words. In this case, English derivational morphological process goes through to affixation process, that is, by adding prefix and suffix to the bases, while in Bahasa Kerinci prefixes are attached to the bases to form derivational words.

Furthermore, the clear differences of derivational process in English and Bahasa Kerinci provide impacts to English language teaching in English Department of IAIN Kerinci. Specifically, development of language teaching materials for Morphology course should be better by providing comparison teaching materials of derivational morphological process in English and Bahasa Kerinci. Then, how classroom teaching activities should be built to enrich students' understanding of derivational morphological process in English which also give good contributions to increase students' awareness of derivational morphological process in Bahasa Kerinci. In this case, in Morphology course, in the parts of derivational morphology, the students can be assigned to find out the words in their own dialect which are attached by affixation and find out the differences

from English derivational morphological process. Then, the students may also assign to make booklet which contains the list of words in Bahasa Kerinci which are produced through derivational morphological process. Those kinds of teaching activities can give contributions to enlarge students' vocabularies and awareness to word – formation process, especially derivational morphological process.

CONCLUSION

The derivational word formation processes in Bahasa Kerinci were found in some categories. They are verbs derived from adjective, verbs derived from noun, verbs derived from verb, adjective derived from verb, and adverbs derived from nouns. The patterns of derivational word formation process found in Bahasa Kerinci were found by adding prefixes. Prefix ng- meaning make X become more, prefix ba- meaning “do action of X”, prefix pa- has meaning “tending to do X”, prefix ka- has meaning “to show adverb of place”. The implications of Bahasa Kerinci derivational word formation process to English language teaching in English Department of IAIN Kerinci were found in the case of reading course and linguistics courses and it also give impacts to enrich students' vocabularies and improve their language skills as well as increase students' awariness of local dialect word – formation process, especially derivational morphological process of Bahasa Kerinci. Besides, it is also in line with English department curriculum requirements.

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