

Modul 1

Introduction to English Morphology

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PENDAHULUAN

Pada Modul 1 ini Anda dapat mempelajari materi tentang Morfologi, yaitu tentang definisi morfologi dan morfem, tentang prinsip-prinsip morfem dan berbagai jenis morfem.

Untuk memperjelas keterangan dan pemerian (*description*) mengenai konsep-konsep morfologi tersebut, contoh-contoh disajikan. Berbagai jenis soal dapat Anda temukan juga dalam modul ini dan Anda diminta untuk mengerjakan butir-butir soal tersebut sendiri. Butir-butir soal yang paling pokok adalah membedakan antara morfem yang satu dengan yang lainnya dalam sebuah kata atau dengan kata lain mengidentifikasi morfem yang terdapat pada sebuah kata.

Kosakata yang digunakan dalam modul ini disesuaikan dengan tingkat belajar bahasa Inggris Anda. Walaupun demikian daftar kosakata (*glossary*) tertentu yang menerangkan arti kata serta konsep-konsep tertentu tetap disajikan pada bagian akhir modul untuk membantu Anda memahami isi modul ini benar-benar secara mandiri.

Pengetahuan tentang morfologi dan aspek-aspeknya tersebut sangat bermanfaat bagi Anda dalam berbahasa Inggris. Dengan bertambahnya kepekaan Anda terhadap tata kata dalam bahasa Inggris, meningkat pula kecermatan Anda dalam menggunakan kata-kata secara tulis dan juga kemampuan dalam mengeja (*spelling*) dan sekaligus dengan secara tidak langsung juga dapat menambah jumlah perbendaharaan bahasa Inggris Anda. Oleh sebab itu pengetahuan tentang morfologi ini tidak saja berguna untuk memahami pengetahuan tentang ilmu bahasa umum (*general linguistics*), karena morfologi adalah salah satu cabang atau subbidang ilmu bahasa, tetapi juga sangat menunjang kemampuan Anda dalam mata kuliah yang lain, misalnya *Writing*, *Dictation*, atau *Vocabulary*.

Setelah mempelajari Modul 1 ini Anda dapat:

1. memiliki pengetahuan tentang morfologi bahasa Inggris;
2. memahami prinsip-prinsip morfem;
3. memiliki pengetahuan tentang berbagai jenis morfem bahasa Inggris.

UNIT 1

Morphology

Setelah mempelajari Unit 1 Modul 1 ini Anda dapat:

1. mendefinisikan morfologi dengan benar;
2. membedakan antara isu-isu morfologi dengan isu-isu cabang atau subbidang ilmu bahasa yang lain;
3. menentukan benar/salah suatu pernyataan yang merupakan definisi cabang atau subbidang ilmu bahasa.

As stated in the introduction, the first topic that you can learn in this module is morphology, that is as to its definition and differences from other branches or sub fields of linguistics. It is suggested that you follow the presentation sequentially, so that you can obtain thorough, systematic and exhaustive comprehension.

Before you read the following part, stop here for a while and think of everything that you have understood about morphology.



Now you can start studying the concepts of morphology.

The term morphology is a Greek-based parallel to the German *Formenlehre* that literally means the study of forms. This term was originally employed in Biology but since the mid nineteenth century it has been utilized to describe language. To date, there have been a lot of definitions of morphology put forward by linguists, all of which relatively show a string of

similarities with minor variations. The variations are due to the different emphases the linguists place.

Godby et. Al. (1982, p. 2.1), for instance, state that morphology is the study of the way in which words are constructed out of smaller meaningful units; whereas, Nida (1957, p. 1) asserts that morphology is the study of morphemes and their arrangements in forming words. Another definition mentions that morphology is a sub field of linguistics that studies the internal structure of words and the interrelationships among words (Akmajian et. al: 1984, p. 55). Furthermore, Matthew (1974, p. 3) states that morphology is simply a term for that branch of linguistics that is concerned with the forms of words in different uses and constructions.

With the various definitions afore-mentioned it is obvious that morphology is concerned with: the forms of words or how words are constructed or arranged out of smaller meaningful units called morphemes.

Two of the definitions state that morphology is one of the branches of linguistics. Linguists generally state that there are five branches of linguistics. Besides morphology, the other branches are phonology, syntax, semantics, and pragmatics. As linguistics is related to other disciplines, several other branches (some linguists call them 'sub fields of linguistics') emerge, such as (a) anthropological linguistics (interrelationship between language and culture), (b) sociolinguistics (interrelationship of language and social structure, linguistic variation, and attitudes toward language), (c) psycholinguistics (interrelationship of language and cognitive structures, the acquisition of language), (d) neurolinguistics (how the production, perception, and acquisition of language is related to the function of the brain), (e) applied linguistics (the application of the methods and results of linguistics to such areas as language teaching, national language policies, translation, and language in politics, advertising and the like).

To be able to differentiate morphology from the other branches, carefully read the following definitions of the other four branches of linguistics. *Phonology* is a branch of linguistics that studies the structure and systematic patterning of sounds in human language. *Syntax* is a branch of linguistics that studies the internal structure of sentences and the interrelationships among the internal parts. *Semantics* is a branch of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences. *Pragmatics* is a branch of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse.

It can be inferred at this point that issues such as how speech sounds are articulated or produced using the speech organ and kinds of phonological processes are covered in phonology because they deal with the study of sounds (the structure and systematic patterning of sounds) while those such as characteristics of morphemes, kinds of morphemes, parts of speech, and word-formation processes are in morphology because they deal with the study of words (how words are constructed or arranged out of their smaller meaningful units called morphemes). Whereas issues such as sentence structures, structural ambiguity, phrase structural rules, and immediate constituent analysis are included in the study of syntax, those such as conceptual versus associative meaning, semantic feature analysis, and lexical relations are in the study of semantics because the former deal with the study of the internal structure of phrases and sentences and the interrelationships among the internal parts while the latter with the study of meaning. Furthermore, issues such as speech acts, deictic expressions, kinds of context, and presupposition are covered in pragmatics because they deal with the study of the use of words, phrases, and sentences in the actual context of discourse.

It can be further deduced at this point that studies of issues such as the high level of speech of the Javanese language used in Javanese wedding ceremonies and cultural implications of some Indian Navaho linguistic categories fall under anthropological linguistics because they deal with the study of the interrelationship between language and culture while those such as language varieties, social and regional dialects, bilingualism, and multilingualism fall under sociolinguistics because they deal with the study of the interrelationships of language and social structure, linguistic variation, and attitudes toward language. Whereas issues such as language development, language acquisition, language production and comprehension fall under psycholinguistics because they deal with the study of the interrelationship of language and cognitive structures and the acquisition of language, those such as parts of the brain and their language functions or language areas of the brain, tongue tips and slips, and aphasia fall under neurolinguistics because they deal with the study of the brain and how it functions in the production, perception and acquisition of language. Furthermore, issues such as language policy and planning, untranslatability of expressions, and adoption of linguistic theories for language teaching fall under applied linguistics because they deal with the application of methods

and results of linguistics to such areas as language teaching, translation, and national language policies.

You have learnt and understood what morphology is or what morphology studies and how it differs from the other branches or sub fields of linguistics. Now, to strengthen your comprehension, do the following exercises. Pay a careful attention to the instructions provided.



LATIHAN

Untuk memperdalam pemahaman Anda mengenai materi di atas, kerjakanlah latihan berikut!

- A. Kerjakan butir-butir soal berikut ini sendiri. Butir-butir soal tersebut berkisar pada masalah definisi morfologi dan perbedaan morfologi dengan cabang atau subbidang ilmu bahasa yang lain. Anda diminta untuk melengkapi bagian titik-titik pada setiap pernyataan yang diberikan. Bila sudah selesai, Anda dapat mencocokkan jawaban Anda dengan kunci jawaban pada bagian akhir modul ini. Tulislah kembali setiap butir soal tersebut dengan jawabannya.
- 1) The branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language is
 - 2) The branch or sub field of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences is
 - 3) The branch or sub field of linguistics that studies the interrelationship between language and culture is
 - 4) The branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units is
 - 5) The branch or sub field of linguistics that studies the interrelationships of language and social structure, linguistic variation, and attitudes toward language is
 - 6) The branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts is

- 7) The branch or sub field of linguistics that studies the interrelationships of language and cognitive structures; the acquisition of language, is
- 8) The branch or sub field of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse is
- 9) The branch or sub field of linguistics that studies the brain and how it functions in the production and acquisition of language is
- 10) The branch or sub field of linguistics that studies the application of the methods and results of linguistics to such areas as language teaching, translation, language in advertising and politics, and language planning and policies is

B. Tulislah definisi kelima cabang atau subbidang ilmu bahasa berikut.

- 1) *phonology*
- 2) *morphology*
- 3) *syntax*
- 4) *semantics*
- 5) *pragmatics*

C. Bacalah setiap butir pertanyaan atau pernyataan berikut ini dengan teliti. Tentukan cabang atau subbidang ilmu bahasa yang terkait dengan setiap butir pertanyaan atau pernyataan yang diberikan.

- 1) What are the usual names given to the three areas of the brain generally considered to relate to language function?
- 2) What are the inflectional morphemes in the following phrases: (a) the teacher's books and (b) the newest models?
- 3) Which of the following words end with voiceless sounds and which end with voiced sounds: (a) pig, (b) cap, and (c) dock?
- 4) What is one obvious presupposition of a speaker who says: "Where did you buy the jacket?"?
- 5) In a normal English (as a foreign language) learner acquisition schedule, what would be the order of regular appearance of the following inflections: -ed, -ing, -'s, and -s (plural)?
- 6) How would you describe the constructions used in these two examples from one English dialect: (a) We ain't got none, and (b) He going now.

- 7) In what ways are these expressions ‘structurally ambiguous’: (a) An American history teacher, and (b) Flying planes can be dangerous.
- 8) This article is about the language policy in the United States of America.
- 9) What is the lexical relation between the following pairs of words: (a) shallow-deep, (b) suite-sweet, and (c) mature-ripe?
- 10) A college student is interested in conducting a study on the Tengerese language expressions used in prayers during funeral ceremonies.

Jangan melanjutkan pelajaran Anda sebelum Anda menyelesaikan latihan dan mencocokkan hasil pekerjaan Anda dengan kunci yang ada pada akhir modul ini.

Nah, Anda telah mempelajari dengan saksama dan telah pula mengerjakan soal-soal tentang cabang atau subbidang ilmu bahasa, yaitu morfologi dan perbedaannya dengan cabang atau subbidang ilmu bahasa yang lain. Pada tahap berikut ini ke hadapan Anda disajikan soal-soal formatif mengenai materi yang sama tetapi dalam bentuk dan gaya pertanyaan yang berbeda. Sebelum Anda mengerjakan soal-soal tersebut, sebaiknya Anda pelajari dengan baik rangkuman (*summary*) penjelasan materi di muka. Dengan mempelajari rangkuman tersebut, pengetahuan dan pemahaman Anda mengenai morfologi dan perbedaannya dengan cabang atau subbidang ilmu bahasa yang lain semakin mantap.



Branch or sub field of linguistics	Definition
Phonology	The branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language.
Morphology	The branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units.
Syntax	The branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts.
Semantics	The branch or sub field of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences.
Pragmatics	The branch or sub field of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse.
Anthropological linguistics	The branch or sub field of linguistics that studies the interrelationship between language and culture.
Sociolinguistics	The branch or sub field of linguistics that studies the interrelationships of language and social structure, linguistic variation, and attitudes toward language.
Psycholinguistics	The branch or sub field of linguistics that studies the interrelationships of language and cognitive structures; the acquisition of language.
Neurolinguistics	The branch or sub field of linguistics that studies the brain and how it functions in the production and acquisition of language.
Applied Linguistics	The branch or sub field of linguistics that studies the application of the methods and results of linguistics to such areas as language teaching, translation, language in advertising and politics, and language planning and policies.



TES FORMATIF 1 _____

Soal-soal tes formatif berikut ini merupakan tes tentang konsep morfologi dan perbedaannya dengan cabang atau subbidang ilmu bahasa yang lain. Pada tes A, tuliskan huruf F jika pernyataan yang diberikan salah (*False*) dan tuliskan pembetulannya dan huruf T jika pernyataan benar (*True*), sedangkan pada tes B, tuliskan perbedaan-perbedaan cabang atau subbidang ilmu bahasa yang diberikan pada kolom titik-titik yang tersedia. Kerjakan latihan ini sendiri. Bila sudah selesai, Anda dapat mencocokkan jawaban Anda dengan kunci jawaban yang tersedia pada bagian akhir modul ini.

A

- 1) Morphology is the branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units.
- 2) Sociolinguistics is the branch or sub field of linguistics that studies the interrelationships between language and culture.
- 3) Pragmatics is the branch or sub field of linguistics that studies how the meaning conveyed by a word or a phrase or a sentence depends on aspects of the context in which it is used such as time, place, social relationship between speaker and hearer, and speaker's assumption about the hearer's beliefs.
- 4) Psycholinguistics is the branch or sub field of linguistics that studies the sound system of language.
- 5) Syntax is the branch or sub field of linguistics that studies the way in which words, phrases, and sentences are constructed and how they are related to each other.
- 6) Semantics is the branch or sub field of linguistics that studies meaning of individual words and words grouped into phrases and sentences.
- 7) Applied linguistics is the branch or sub field of linguistics that studies the application of the methods and results of linguistics to such areas as language teaching, translation, language for advertising and politics, and language planning and policies.
- 8) Neurolinguistics is the branch or sub field of linguistics that studies the brain and how it functions in the production, perception, and acquisition of language.
- 9) Phonology is the branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language.
- 10) Anthropological linguistics is the branch or sub field of linguistics that studies the interrelationship between language and culture.

B

- 1) Morphology vs Phonology
- 2) Morphology vs Syntax
- 3) Morphology vs Semantics
- 4) Morphology vs Pragmatics
- 5) Morphology vs Psycholinguistics

Cocokkanlah jawaban Anda dengan Kunci Jawaban Tes Formatif 1 yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 1.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan Kegiatan Belajar 2. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Kegiatan Belajar 1, terutama bagian yang belum dikuasai.

Unit 2

Morphemes

Setelah mempelajari Unit 2 Modul 1 ini Anda dapat:

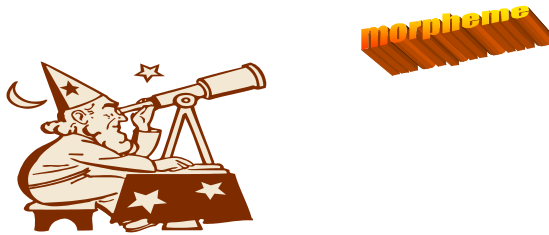
1. menjelaskan morfem dengan memberikan contoh yang benar;
2. membedakan morfem dengan alomorf;
3. menyebutkan prinsip-prinsip morfem dengan contohnya;
4. menjelaskan prinsip morfem tertentu dengan memberikan contoh yang benar;
5. membedakan 2 prinsip morfem yang diberikan;
6. menyebutkan berbagai jenis morfem dengan benar;
7. membedakan *bound* dan *free morphemes*, *roots* dan *stems*, *nuclei* dan *non-nuclei*, *roots* dan *non-roots*, *nuclear* dan *peripheral structures*;
8. menerangkan apa yang dimaksud dengan *derivational* dan *inflectional morphemes* dengan memberikan contoh yang benar.

So far you have learnt about what morphology is and how it differs from the other branches or sub fields of linguistics, under the subtitle Morphology in Unit 1. In this unit (Unit 2), you can learn about what a morpheme is and the principles that can be employed for identifying morphemes, under the subtitle Morphemes.

Like in the first presentation, in this part you can also find the sequential order of presentation that covers the definition of morphemes, the six principles that can be employed for morpheme identification, the exercises, the formative test and the answer keys of the exercises and the formative tests of Unit 1 and Unit 2. You are supposed to follow the order in order that you are able to achieve comprehensive knowledge of the concept of morphemes and to correctly apply the principles for identifying morphemes.

1. Definition of the Morpheme

Before you read the following part, stop here for a moment and think of anything that you have understood about morphemes.



Now you can start studying the concepts of morphemes.

A morpheme is not identical with a syllable. The morpheme/streynj/ *strange*, for instance, happens to be a syllable, and so are many other English words consisting a single morpheme, such as *wall*, *girl*, *floor*, and *bill*. /kanetikit/*Connecticut* is a single morpheme though it contains four syllables while /iluwd/*elude* is a single morpheme and consists of two syllables. A morpheme may even consist of only a single phoneme. The /z/ in *goes* and /s/ in *caps* are the examples.

As what you have learnt in Unit 1 about the various kinds of the definition of morphology, linguists have also presented various definitions of morpheme. Yule (1985, p. 60), for instance, defines a morpheme as a minimal unit of meaning or grammatical function while Gleason (1961, p. 53) states that morphemes are the smallest meaningful units in the structure of the language. Furthermore, Akmajian (1984, p. 58) asserts that morphemes are the minimal units of word-building in a language that can not be broken down any further into recognizable or meaningful parts.

With the definitions afore-mentioned, it can be inferred that a morpheme must be a *smallest* part and it must possess meaning or is *meaningful*. The definition of morpheme that is most widely accepted and mostly practical in application, though it employs terms that are quite technical, is the one stated by Bloomfield. He says that a morpheme is a linguistic form that bears no partial phonetic-semantic resemblance to any other form (Bloomfield, 1933 p. 161).

2. Principles to Identify Morphemes

There are six principles that can be employed for isolating and identifying morphemes. Your knowledge of each branch or sub field of linguistics (presented in Unit 1) can assist you to comprehend the principles more easily.

Principle 1

Forms that have a common semantic distinctiveness and an identical phonemic form in all their occurrences constitute a single morpheme.

The principle means that such a form as –er that is added to verbs in such combinations as *worker*, *dancer*, *runner*, *walker*, *teacher*, *performer* and *flier* is a morpheme. It always has the same phonetic form (identical phonemic form) and always has essentially the same meaning (a common semantic distinctiveness) that is “the doer of the action” (also called agentive). Common semantic distinctiveness is a way of indicating that the meaning that is in common to all the occurrences of the suffix –er contrasts with the meaning of all other similar forms, such as –er in comparative adjectives, e.g. *wider*, *broader*, *smaller*, *younger*, *cleaner*, *smarter*, and *lower*. Therefore, we can distinguish two morphemes on the basis of meaning.

In the series of the words *boyish*, *girlish*, *bookish*, *dampish*, *yellowish*, *bearish*, and *brownish*, the morpheme –ish may be said to denote “a quality of”. The suffix qualitativizes the stems, i.e. *boy*, *girl*, *book*, *damp*, *yellow*, *bear*, and *brown*. Though many times you will also learn that this suffix generally adds an unfavorable connotation to the word.

The suffix –ly, such as in the words *manly*, *motherly*, *friendly*, *cowardly*, *worldly*, *earthly*, *heavenly*, *lively*, and *lovely* also identifies a quality, without necessarily bringing unpleasant situation associated with the words.

Principle 2

Forms that have a common semantic distinctiveness but differ in phonemic form (i.e. the phonemes or order of the phonemes) may constitute a morpheme as long as the distribution of formal differences is phonologically definable.

The principle means that when you can discover forms with some common semantic distinctiveness but with different phonemes or arrangements of phonemes, you can still put these various forms together as a single morpheme as long as you can discover phonological conditions that govern the occurrences of such phonologically different forms. For example, one negative prefix has more than a single form, such as the words *intolerable*, *intransitive* and *impossible*, *improper*. The forms *in-* and *im-* bear a partial phonetic semantic resemblance and the positions in which they occur are determined by the type of consonant or phoneme that follows. Before alveolar sounds, i.e. sounds that are produced with the front part of

the tongue on the alveolar ridge (the rough, bony ridge immediately behind the upper teeth), such as *t* and *d*, the alveolar nasal *n* occurs, e.g. *intangible*, *intemperate*, *intolerant*, *indecent*, *indefensible*, *independent*, and *indirect*. Before bilabial sounds, i.e. sounds produced using both lips, such as *p* and *b*, bilabial nasal *m* occurs, e.g. *impractical*, *impersonal*, *improbable*, and *imbalance*. So it can be said that the distribution (i.e. positions of occurrence) of *in-* and *im-* can be defined by the phonological characteristics of the forms with which they occur.

In the series of the words *illegal*, *illogical*, *illiquid*, *illiterate*, and *illegible*, the morpheme *il-* is said to denote the meaning of “not” or it makes a contrary meaning of the word to which it is attached. *Illegal* means “not legal” and *illogical* means “not logical”. Before an alveolar sound such as *l*, the lateral liquid, i.e. sounds that are produced by letting the air-stream flow around the sides of the tongue as it makes contact with the alveolar ridge, occurs. Furthermore, the prefix *ir-* in the words *irrelevant*, *irrational*, *irrecoverable*, *irreconcilable*, *irreducible*, and *irreplaceable* also identifies an opposite meaning of the word to which it is attached.

Principle 3

Forms that have a common semantic distinctiveness but differ in phonemic forms in such a way that their distribution cannot be phonologically defined constitute a single morpheme if the forms are in complementary distribution in accordance with the following restrictions:

- a. Occurrence in the same structural series has precedence over occurrence in different structural series in the determination of morphemic status.
- b. Complementary distribution in different structural series constitutes a basis for combining possible allomorphs into one morpheme that belongs to the same distribution class as the allomorphic series in question and that itself has only one allomorph, i.e. member or variant of the same morpheme, or phonologically defined allomorphs.
- c. Immediate tactical environments have precedence over non immediate tactical environments in determining morphemic status.
- d. Contrast in identical distributional environments may be treated as sub morphemic if the difference in meaning of the allomorphs reflects the distribution of this forms.

To better understand the meaning of this principle, you should go on reading the following explanation.

- a. For the meaning of “common semantic distinctiveness”, see Principle 1 and Principle 2.
- b. The clause “but that differ in phonemic forms in such a way that their distribution cannot be phonologically defined” means that the differences of form cannot be treated under Principle 2, whereby you can reconcile such formal contrasts by determining the phonological distribution.
- c. The phrase “complementary distribution” means that differences of forms are paralleled by differences of distribution.
- d. Certain “restrictions” are necessary to the general principle of complementary distribution. Otherwise, many contradictory types of analysis will emerge.
- e. The phrase “same structural series” in restriction (a) identifies a series of forms that are structurally related, both by contrast with other series and by virtue of their having certain common features. The forms *roses*, *boys*, *lips*, *oxen*, *children*, and *sheep* belong to the same structural series. The formational elements of the plural are not identical, but this series contrasts with all other series in English and exhibits the common feature of having singular.
- f. The meaning of restriction (b) can be illustrated as follows: for example, a morpheme has three allomorphs 1, 2, 3, and then these allomorphs occur with stems A through J in such a way that not more than one allomorph ever occurs with a single stem, e.g. A1, B1, C3, B2, E1, F3, G2, H1, I3, J2. In accordance with this type of distribution, we may say that the allomorphs 1, 2, and 3 are in complementary distribution with stems A through J.
- g. The phrase “immediate tactical environments” in restriction (c) identifies the immediate constructions in which any morpheme occurs. For example, in the sentence *The boys died*, the immediate tactical environment of *-s* is *boy-*. Any combination of *boys*, such as *the boys* or *the boys died* is the non immediate tactical environment of *-s*.
- h. The phrase “contrast in identical distributional environment” in restriction (d) means that more than one form may occur in a particular situation, e.g. the verb *show* occurs with two “past participle” formations: *shown* and *showed*. The distributions of *-n* and *-ed* are not

complementary at this point, i.e. they contrast. According to restriction (d) this contrast is not sufficient to force us to regard *-n* and *-ed* as separate morphemes (note that for the most part they are in complementary distribution), since whatever difference of meaning there is between *-n* and *-ed* is a reflection of their differences of distribution.

Principle 4

An overt formal difference in a structural series constitutes a morpheme if in any member of such a series, the overt formal difference and a zero structural difference are the only significant features for distinguishing a minimal unit of phonetic-semantic distinctiveness.

“An overt formal difference” means a contrast that is indicated by differences in phonemes or in the order of phonemes. For example, the distinction between *foot* /fut/ and *feet* /fiyt/ or *goose* /guws/ and *geese* /giys/ is an overt difference since it contains a difference of phonemes. The contrast between the singular *sheep* /siyp/ and the plural *sheep* /siyp/ or the singular *deer* /dier/ and the plural *deer* /dier/ contains a zero morpheme and it is covert.

A member of a structural series may occur with a zero structural difference and an overt formal difference. For instance, *feet* /fiyt/ as the plural of *foot* /fut/ or *geese* /giys/ as the plural of *goose* /guws/ has a structural zero that is similar to the zero occurring with *sheep* /siyp/ as the plural of *sheep* /siyp/ or *deer* /dier/ as the plural of *deer* /dier/. This zero contains a significant absence of the suffix {-iz} that occurs in the cast majority of plural formation. This principle does not necessarily mean that there is no zero occurring in the word *feet* /fiyt/, but only that the replacement constitutes a morpheme. For the purpose of this concept, it can be said that the word *feet* consists of *three* morphemes: (a) the stem, (2) the replacement of /u/ by /iy/ and (3) the zero suffix. But if the structural zero is disregarded and the other overt differences are considered as “do not exist”, the word *feet* consists of two morphemes: the stem and the replacement. The replacement constitutes an allomorph in the {-iz} series.

Principle 5

Homophonous forms are identifiable as the same or different morphemes on the basis of the following conditions:

- a. Homophonous forms with distinctly different meanings constitute different morphemes.
- b. Homophonous forms with related meanings constitute a single morpheme if the meaning classes are paralleled by distributional differences, but they constitute multiple morphemes if the meaning classes are not paralleled by distributional differences.

Principle 5 is simple and easy to understand; thus, it does not need further explanation, instead below are a number of possible semantic (meaning) relationships between homophonous forms.

- a. Form and function: *horn* of animal and *horn* as an instrument for providing sounds.
- b. Process and result: *to run* and *a run* in her stocking.
- c. Process and characteristically associated object: *to fish* and *the fish*.
- d. State of being and causative of a state: *foul* (adjective) and *to foul up* the job (verb).
- e. Agent and process: *the man* and *to man* the ship.
- f. Instrument and process: *a spear* and *to spear*.
- g. Object and associated characteristic: it is *a pill* and he is *a pill*.
- h. Form and process: *a cross* and *to cross*.

Principle 6

A morpheme is isolatable if it occurs under the following conditions:

- a. In isolation. *Boy, cow, girl, jump, up, he, this, and ouch* are forms identified as morphemes since it is possible to utter all these forms in isolation.
- b. In multiple combinations in at least one of which the unit with which it is combined occurs in isolation or in other combinations.

Certain morphemes never occur in isolation, e.g. the morpheme *-er* in such words as *dancer, worker, jumper, and provider*. Nevertheless, *-er* can be identified as a morpheme since the elements with which it occurs may be found in isolation, namely *dance, work, jump, and provide*.

The second condition of isolatability does not require that all combining elements have independent occurrences, but only that at least one form in any such structural series have the capacity of occurrence in isolation or in other combinations. The prefix *con-* occurs only in combinations, such as *conceive*, *consume*, *contain*, *condense*, but the form *dense* occurs in isolation. This provides justification for considering *con-* as a morpheme. Added evidence is available in the fact that the stem forms occur in other combinations, such as *perceive*, *resume*, and *detain*.

Setelah Anda cukup yakin bahwa Anda telah memahami keterangan mengenai prinsip-prinsip untuk mengidentifikasi sebuah morfem, Anda dapat melanjutkan dengan mengerjakan soal-soal berikut ini.

Bacalah perintahnya dengan baik.

Kerjakan butir-butir soal berikut ini sendiri. Butir-butir soal tersebut berkisar pada masalah menjelaskan konsep morfem, prinsip-prinsip dalam mengidentifikasi morfem atau menjelaskan prinsip morfem tertentu dengan memberikan contoh, membedakan antara prinsip satu dengan yang lainnya dan mengidentifikasi morfem. Bila telah selesai, Anda dapat mencocokkan jawaban Anda dengan kunci jawaban yang telah tersedia pada akhir modul ini.

A

- 1) What is a morpheme?
- 2) What is the difference between a morpheme and an allomorph?
- 3) To identify whether or not a certain form is a morpheme, one needs to comprehend 6 principles for morpheme identification. Principle 1 states “forms that have a common semantic distinctiveness and an identical phonemic form in all their occurrences constitute a single morpheme”. Explain the principle and provide 3 examples to clarify your explanation.
- 4) What is the difference between Principle 1 and Principle 2? Provide examples to clarify your answer.
- 5) Mention Principle 4 and provide 3 examples to clarify your answer.
- 6) With Principle 4, identify the morphemes in the following list of forms. Provide explanation for each of your answers for justification.

- a) walked
 - b) ran
 - c) needed
 - d) fought
 - e) bled
- 7) What is the difference between Principle 5 and Principle 6? Provide examples to clarify your answer.
- 8) Identify the morphemes of the following forms.
- a) impossible
 - b) manly
 - c) stillness
 - d) dishonesty
 - e) irrelevant
 - f) bookishness
 - g) impracticable
 - h) oxen
 - i) encouragement
 - j) curiosities
- 9) In Principle 3, you find phrases: (a) same structural series and (b) immediate tactical environments. Explain and provide examples to clarify your explanation.

3. Types of Morphemes

Morphemes may be composed of (1) segmental phonemes, (2) supra-segmental phonemes, and (3) combination of segmental and supra-segmental phonemes.

Morphemes consisting of segmental phonemes are the most numerous in occurrence, e.g. the word *ship* consists of 3 segmental phonemes, i.e. /*ʃIp*/. One type of morpheme consisting solely of supra-segmental phonemes is very common. For example, in English the sentence-final glides that follow the last intonationally stressed syllable constitute morphemes, whether the glide goes up or goes down from any one of the four intonational levels to another or is sustained on any one of these levels is meaningful. In English, morphemes that consist wholly of supra-segmental phonemes are relatively rare. Morphemes consisting of segmental and supra-segmental phonemes also exist in English, e.g. the words *boy*, *girl*, *goulash*, and *purchase* consist

not only of certain segmental phonemes, but also have a phoneme of stress (one of the supra-segmental phonemes).

Theoretically, there is no restriction on shape and size of morphemes. For example, there are morphemes, such as *goulash* and *Talmud* and ones, such as *-s* in *lips*. Between these extremes there are morphemes that consist of the following patterns of segmental phonemes (V means vowel and C means consonant): V → *along*; VC → *impossible*; CV → *deceive*; CVC → *fish*; CVCV → *lava*; CVCVC → *hammer*; etc. This inventory could be extended greatly since there are still a number of morphemes that involve various types of consonant clusters, such as in *tasks* /tasks/ and *texts* /teksts/.

The paragraphs afore-presented explain the types of phonemes that compose morphemes and the different shapes and sizes of morphemes. The following is the presentation of the types of morphemes as they are determined by their distribution. The distribution of morphemes differentiates a great many classes of morphemes and combinations of morphemes: (1) *Bound vs Free*, (2) *Roots vs Non-Roots*, (3) *Roots vs Stems*, (4) *Nuclei vs Non-Nuclei*, (5) *Nuclear vs Peripheral*, (6) *Closing vs Non-Closing*, and (7) *Inflectional vs Derivational*.

a. *Bound vs Free Morphemes*

Bound morphemes are morphemes that cannot normally stand alone, but that are typically attached to another form. For instance, *re-*, *-ist*, *-ed*, *-s*, *-ly* in words such as *return*, *typist*, *wanted*, *books*, and *manly* are bound morphemes. Certain bound morphemes are known as affixes. They include prefixes and suffixes (further discussion is presented in Module 2). The set of affixes that fall into the bound category can also be divided into two types, namely derivational and inflectional morphemes (further discussion is presented at the last part of this module).

Free morphemes are morphemes that can stand by themselves as single words, e.g. *open*, *tour*, *tree*, *teach*, *tough*, *and*, and so forth. Free morphemes also fall into two categories. The first category is that set of ordinary nouns, adjectives, and verbs that carry the “content” of messages a speaker conveys. These free morphemes are called *lexical morphemes*, e.g. *boy*, *man*, *house*, *tiger*, *sand*, *sincere*. The second category of free morphemes are called *functional morphemes*, e.g. *and*, *but*, *when*, *because*, *on*, *near*, *in the*.

With the explanation afore-presented, you can learn that the word *man* consists of one free morpheme and *manly* consists of two morphemes – one free and one bound morphemes, while *dishonesty* consists of three morphemes – one free and two bound morphemes.

b. *Roots vs Non-Roots*

Roots constitute the nuclei (or the core or the central parts) of all words, e.g. *friend-*, *agree-*, *-honest-* and *act-* of the words *friendly*, *agreement*, *dishonesty*, and *active*. There may be more than one root in a single word, e.g. *blackbird*, *overtake*, and *breakwater* in the words *blackbirds*, *overtaking*, and *breakwaters*. Some roots may have unique occurrences. For example, the unique element *cran-* in the word *cranberry* does not constitute the nucleus of any other words, but it occurs in the position occupied by roots such as in *redberry*, *blueberry*, *blackberry*, and *strawberry*.

Sometimes it is difficult to distinguish between roots and non-roots. This is because some roots become non-roots and vice versa. The non-root *-ism* in the words *pragmatism*, *communism*, *fascism*, for instance, has become a full root in a sentence such as *I'm disgusted with all these isms*. This *-ism* fills the position of both a root and a non-root – as a suffix it is a non-root and as a noun it is a root. On the other hand, the root *like* became the non-root *-ly*, for instance, *man-like* became *manly*.

c. *Roots vs Stems*

A *stem* is composed of (a) the nucleus consisting of one or more roots, or (b) the nucleus plus any other non-root (bound morphemes). For instance, the form *man-* in the word *manly* is at the same time a root and a stem while the form *breakwater* is the stem of the word *breakwaters*, but it is not a single root. There are two root morphemes of the form *breakwater*, i.e. *break* and *water*.

d. *Nuclei vs Non-Nuclei*

The nucleus of a morphological construction consists of (a) a root, or (b) a combination of root. The non-nucleus is made up of non-roots. For instance, in *boyishness*, the element *boy* is the nucleus and *-ishness* constitutes the non-nucleus. In *breakwaters*, the nucleus is *breakwater* consisting of two roots, i.e. *break* and *water* and the non-nucleus *-s*.

e. *Nuclear vs Peripheral Structures*

A *nuclear structure* consists of or contains the nucleus or constitutes the head. A *peripheral structure (morpheme)* usually consists of a non-root and is always “outside” of the nucleus constituent. For example, in the word *formal*, the nuclear element is *form-* and the peripheral element is *-al*. Whereas in the

word *formalize*, the nuclear structure is *formal-* and the peripheral element is *-ize*, in the word *formalizer*, *formalize-* is the nuclear and *-er* is the peripheral.

f. Closing vs Non-Closing Morphemes

Certain morphemes “close” the construction to further formation. There are two distinct degrees of closure in English. For instance, a morpheme such as *-ize* in the words *formalize*, *legalize*, and *familiarize* does not close the form to further word formation because other words can still be formed, such as *formalizer* or *formalization*. But the addition of the plural *-s* closes any form to further derivation by such suffixes as *-ment*, *-ity*, *-ence*, *-ion*, *-ian*, *-ize*, *-er*. The discussion about inflections and derivations is presented in the next part.

g. Inflectional vs Derivational Morphemes

Some morphemes derive or create new words by either changing the meaning (e.g. *happy* → *happiness* = feeling pleasure or containment → the state of feeling pleasure or containment) or the part of speech (e.g. *agree* → *agreement* = a verb → a noun). These are called *derivational morphemes*. Other morphemes change neither meaning nor part of speech, but only refine and give extra grammatical information about the already existing meaning of a word. Thus, *cat* and *cats* are both nouns and have the same meaning (referring to the same thing), but *cats* with the plural morpheme *-s* contains the additional information that there is more than one of these things. These morphemes are called *inflectional morphemes*.

Both derivational and inflectional morphemes are bound forms and are called *affixes*. In English, the derivational morphemes are either prefixes or suffixes, but the inflectional morphemes are all suffixes. There are 8 inflectional suffixes in English.

Inflectional Suffix	Function	Example
-s	3 rd person singular	She waits there at noon present
-ed	Past Tense	She waited here yesterday.
-en	Past Participle	She has eaten the apples.
-ing	Progressive	She is waiting inside now.
-s	Plural marker	The chairs are not cheap.
-'s	Possessive	John's car is new.
-er	Comparative adjective or adverb	Jean is smarter than her sister. Jim runs faster than Bob.
-est	Superlative adjective or adverb	Bill is the fastest runner of all.

The following is a list of four characteristics that separate inflectional from derivational morphemes.

<i>Inflectional Morphemes</i>	<i>Derivational Morphemes</i>
a. Do not change meaning or part of speech, e.g. big → <i>bigger</i> (both are adjectives; of more than average size, weight, or importance).	a. Change meaning or part of speech, e.g. <i>judge</i> → <i>judgment</i> (verb → noun = give a decision about → an official decision by judge).
b. Typically indicate syntactic or semantic Relations between different words in a sentence, e.g. the present tense morpheme –s in the word <i>waits</i> shows agreement with the subject of the verb, e.g. He, John, or Mary (both are third person singular)	b. Typically indicate semantic relations with the word, e.g. the morpheme – <i>ful</i> in the word <i>painful</i> has no particular connection with any other morpheme beyond the word <i>painful</i> .
c. Typically occur with all members of some large class of morphemes, e.g. the plural morpheme –s occurs with most noun.	c. Typically occur with only some members of class of morphemes, e.g. the suffix – <i>hood</i> occurs with just a few nouns, such as brother, knight, and neighbor, but not with most others, e.g. friend, daughter, candle, etc.

<i>Inflectional Morphemes</i>	<i>Derivational Morphemes</i>
Typically occur at the margin of words, e.g. the plural morpheme –s always come last in a word, as in the words <i>babysitters</i> or <i>rationalizations</i> .	d. Typically occur before inflectional suffixes or morphemes, e.g. in the word <i>chillier</i> , the derivational suffix –y comes before the inflectional –er (See non-closing morphemes).

Setelah Anda cukup yakin bahwa Anda telah memahami keterangan mengenai jenis-jenis morfem, Anda dapat melanjutkan dengan mengerjakan soal-soal berikut ini.

Bacalah perintahnya dengan baik.

Kerjakan butir-butir soal berikut ini sendiri. Butir-butir soal tersebut berkisar pada masalah jenis-jenis morfem. Anda diminta untuk memberikan definisi dan mengidentifikasi morfem yang ada pada kata-kata yang diberikan dengan tepat dan benar. Bila sudah selesai, Anda dapat mencocokkan jawaban Anda dengan kunci jawaban yang tersedia pada bagian akhir modul ini.

B

- 1) What is the difference between bound and free morphemes? Provide 3 examples for each to clarify your answer.
- 2) What is the difference between roots and non-roots and stems? Provide 2 examples for each to clarify your answer.
- 3) What is the difference between nuclei and non-nuclei? Provide 3 examples for each to clarify your answer.
- 4) Indicate under each morpheme the following distinctions: B “bound”, F “free”, R “root”, NR “non-root”, N “nuclei”, and NN “non-nuclei”.
 - a) football
 - b) postman
 - c) friends
 - d) foolish
 - e) leaderless
 - f) disappoint
 - g) greenhouse
 - h) truly

- i) angelic
 - j) boyishness
- 5) Explain the difference between inflectional and derivational morphemes? Provide 3 examples for each to clarify your answer.
- 6) Indicate whether the bound morphemes in the following list of words are inflections or derivations.
- a) untruly
 - b) ungentlemanly
 - c) loneliness
 - d) watering (verb)
 - e) watering (noun)
 - f) breathlessness
 - g) cowardly
 - h) driven
 - i) cheerful
 - j) yellower

Jangan melanjutkan pelajaran Anda sebelum Anda selesai mengerjakan soal-soal di atas dan mencocokkan hasil pekerjaan Anda dengan kunci jawaban yang tersedia pada akhir modul ini.

Nah, Anda telah mempelajari dengan seksama dan telah pula mengerjakan soal-soal tentang jenis-jenis morfem. Pada tahap berikut ini ke hadapan Anda disajikan soal-soal yang lain mengenai materi teori yang telah disajikan pada Unit 2, yaitu definisi, prinsip-prinsip, dan jenis-jenis morfem.

Namun sebelum Anda mengerjakan soal-soal tersebut, sebaiknya Anda pelajari dengan baik rangkuman materi berikut ini, yang merupakan penjelasan ketiga subpokok bahasan di muka. Dengan mempelajari rangkuman ini pengetahuan dan pemahaman Anda mengenai apa itu morfem, prinsip-prinsip untuk mengidentifikasikannya, dan jenis-jenis morfem semakin mantap.

Pelajarilah dengan lebih sungguh-sungguh.



A. Morpheme

1. is the smallest meaningful units in the structure of language.
2. may consist of a phoneme, a syllable or more.

B. Principles to identify morphemes

1. Forms that have a common semantic distinctiveness and an identical phonemic form in all their occurrences constitute a single morpheme.
2. Forms that have a common semantic distinctiveness but differ in phonemic form (i.e. the phonemes or order of the phonemes) may constitute a morpheme as long as the distribution of formal differences is phonologically definable.
3. Forms that have a common semantic distinctiveness but differ in phonemic forms in such a way that their distribution cannot be phonologically defined constitute a single morpheme if the forms are in complementary distribution in accordance with certain restrictions.
4. An overt formal difference in a structural series constitutes a morpheme if in any member of such a series, the overt formal difference and a zero structural difference are the only significant features for distinguishing a minimal unit of phonetic-semantic distinctiveness.
5. Homophonous forms are identifiable as the same or different morphemes on the basis of certain conditions.
6. A morpheme is isolatable if it occurs under certain conditions:

C. Types of morphemes

1. bound : cannot stand alone
free : can stand alone
2. roots : constitute the nuclei of all words
non-roots : are identical to bound morphemes
3. stems : constitute the nucleus of word structure
consisting of one or more roots, or the
nucleus plus any other non-root morphemes
4. nuclei : consists of a root or a combination of roots
non-nuclei : is made up of non-roots
5. nucleus : contains the nucleus

peripheral	:	contains a non-root and always “outside” of the nuclear constituent
closing	:	closes the construction to further word formation (inflection)
non-closing	:	does not close the form to further word formation (derivational)
inflectional	:	does not change meaning or part of speech typically indicates syntactic or semantic relations between different words in a sentence typically occurs with all members of some large class of morphemes typically occurs at the margin of words
derivational	:	changes meaning or part of speech typically indicates semantic relations with a word typically occurs with only some members of class of morphemes typically occurs before inflectional suffixes



TES FORMATIF 2

Soal-soal berikut ini merupakan soal-soal tentang definisi, prinsip-prinsip, dan jenis-jenis morfem. Kerjakan soal-soal ini sendiri. Bila telah selesai, Anda dapat mencocokkan jawaban Anda dengan kunci jawaban yang tersedia pada bagian akhir modul ini.

- A. Read each of the following statements. Write down T (True) if the statement given is true and F (False) if it is false. Make necessary corrections for the false statements.
- 1) A morpheme must be in the form of a syllable or a phoneme.
 - 2) The word *Pennsylvania* consists of only a single morpheme.
 - 3) The word *displays* consists of three morphemes.
 - 4) A morpheme is sometimes not meaningful.
 - 5) Forms that have a common meaning and are identical constitute a single morpheme.
 - 6) The examples of item number 5 are the forms, such as the morpheme *-er* in the words *driver*, *teacher*, *dancer*, and *younger*.
 - 7) The prefix *ir-* in the words *irresponsible* and *irrational* and the prefix *im-* in the words *improbable* and *improper* originate from a single morpheme.

- 8) The word *improbabilities* consists of four morphemes.
- 9) Homophonous forms with distinctly different meaning constitute similar morphemes.
- 10) *Horn* (of an animal) and *horn* (as an instrument for providing sounds) constitute a single morpheme.
- 11) *Boy, girl, wall, jump, and dismiss* are all free morphemes.
- 12) The word *disappointment* consists of one free and two bound morphemes.
- 13) The word *Massachusetts* consists of more than one morpheme.
- 14) An allomorph is a variant or member of the same morpheme.
- 15) The example of item number 14 is the {-s}, {-iz}, and {-z} occurrences of the plural -s in English.
- 16) The word *blackbirds* consists of one nucleus of two roots and one non-root.
- 17) The word *blackbirds* consists of three morphemes: two free and one bound.
- 18) The nuclear structure of the word *formalizer* is *form*.
- 19) The peripheral structure of the word *formalize* is *formal*.
- 20) The -ize in the word *formalize* is a closing morpheme.

B. Do the following items correctly using short and direct answers.

- 1) List the bound morphemes to be found in these words: *misleads, previewed, shortened, unhappier, fearlessly*.
- 2) In which of the following examples should the *a* be treated as a bound morpheme: *a boy, apple, atypical, amoral*?
- 3) What are the functional morphemes in the following sentence:
- 4) *The old man sat on a chair and told them "The Fall of the House of Usher"*.
- 5) What are the inflectional morphemes in the following phrase or sentence.
 - a) the student's cassettes
 - b) it's snowing
 - c) she admired the newest model
 - d) younger sisters
 - e) the cows jump over the hedge
- 6) How to check that a certain suffixal morpheme (bound) is an inflectional or derivation?

Cocokkanlah jawaban Anda dengan Kunci Jawaban Tes Formatif 2 yang terdapat di bagian akhir modul ini. Hitunglah jawaban yang benar. Kemudian, gunakan rumus berikut untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 2.

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah Soal}} \times 100\%$$

Arti tingkat penguasaan: 90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan dengan modul selanjutnya. **Bagus!** Jika masih di bawah 80%, Anda harus mengulangi materi Kegiatan Belajar 2, terutama bagian yang belum dikuasai.

Kunci Jawaban Latihan

UNIT 1

Soal A

- 1) The branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language is *phonology*.
- 2) The branch or sub field of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences is *semantics*.
- 3) The branch or sub field of linguistics that studies the interrelationship between language and culture is *anthropological linguistics*.
- 4) The branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units is *morphology*.
- 5) The branch or sub field of linguistics that studies the interrelationships of language and social structure, linguistic variation, and attitudes toward language is *sociolinguistics*.
- 6) The branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts is *syntax*.
- 7) The branch or sub field of linguistics that studies the interrelationships of language and cognitive structures; the acquisition of language, is *psycholinguistics*.
- 8) The branch or sub field of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse is *pragmatics*.
- 9) The branch or sub field of linguistics that studies the brain and how it functions in the production and acquisition of language is *neurolinguistics*.
- 10) The branch or sub field of linguistics that studies the application of the methods and results of linguistics to such areas as language teaching, translation, language in advertising and politics, and language planning and policies is *applied linguistics*.

Soal B

- 1) *Phonology* is a branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language.
- 2) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units.
- 3) *Syntax* is a branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts.
- 4) *Semantics* is a branch or sub field of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences.
- 5) *Pragmatics* is a branch or sub field of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse.

Soal C

- 1) neurolinguistics
- 2) morphology
- 3) phonology
- 4) pragmatics
- 5) psycholinguistics
- 6) sociolinguistics
- 7) syntax
- 8) applied linguistics
- 9) semantics
- 10) anthropological linguistics

UNIT 2**Soal A**

- 1) A morpheme is the smallest meaningful units in the structure of the language.
- 2) A morpheme is the smallest meaningful units in the structure of the language; whereas, an allomorph is a member or variant of the same morpheme.
- 3) It means that a form such as *-er* that is added to verbs in such combinations as *teacher*, *dancer*, *player* is a morpheme since it has an identical phonemic form, i.e. *-er*, and a common semantic distinctiveness or similar meaning, i.e. the doer of the action.

- 4) It means that although the forms are different phonemically, e.g. *in-*, *im-*, *ir-* or *il-*, but as long as they have a common semantic distinctiveness (similar meaning), they constitute a morpheme, for instance, the words *indecent*, *impractical*, *irrelevant*, and *illogical*. The distribution of these formal differences is phonologically definable (*in-* + alveolar; *im-* + bilabial; *ir-* + alveolar-retroflex; *il-* + alveolar-lateral).
- 5) Principle 4 states that an overt formal difference in a structural series constitutes a morpheme if in any member of such a series, the overt formal difference and a zero structural difference are the only significant features for distinguishing a minimal unit of phonetic-semantic distinctiveness, e.g. foot /*fʊt*/ - feet /*fiyt*/; tooth /*tuθ*/ - teeth /*tiyθ*/; and goose /*gʊs*/ - geese /*giys*/. The overt formal difference is between /*u*/ and /*iy*/ phonemes and the zero structural difference is the absence of the suffix {-Iz}.
- 6) a) 2 morphemes: the stem /*w k*/ + /*t*/
 b) 2 morphemes: the stem /*r n*/
 the replacement of / / by / /
 c) 2 morphemes: the stem /*niyd*/ + /*Id*/
 d) 2 morphemes: the stem /*fayd*/
 the replacement of /*ay*/ by / /
 e) 2 morphemes: the stem /*bliyd*/
 the replacement of /*iy*/ by /*e*/
- 7) Principle 5 states that homophonous forms are identifiable as the same or different morphemes on the basis of certain conditions; whereas, Principle 6 states that a morpheme is isolatable if it occurs under certain conditions. Examples of Principle 5: *horn* (of animal) and *horn* (as an instrument to produce sounds) or *can* (a tin) and *can* (showing ability); or *sweet* (candy) and *suite* (of furniture) constitute different morphemes. Examples of Principle 6: *boy* or *girl* or *cow* is a morpheme (it appears in isolation); *-er* in *player*, *dancer*, *worker* is a morpheme (at least one form in any structural series has the capacity of occurrence in isolation or in other combination).
- 8) a. *im-* + possible
 c. *man* + *-ly*
 d. *still* + *-ness*
 e. *dis-* + *honest* + *-y*
 f. *ir-* + *relevant*

- g. book + -ish- + -ness
 - h. im- + practice + -able
 - i. ox + -en
 - j. en- +courage + -ment
 - k) curious + -ity- + -s
- 9) a) “Same structural series” means a series of forms that are structurally related.
For example, *roses, boys, lips, oxen* and *sheep* belong to the same structural series. The formational elements of the plural are not identical, but this series contrasts with all other series in English and exhibits the common feature of having singular.
- b) “Immediate tactical environment” identifies the immediate constructions in which any morpheme occurs, e.g. in the sentence *The girls worked*, the immediate tactical environment of *-s* is *girl-*; any combination of *girls*, such as *the girls worked* is the non-immediate tactical environment of *-s*.

Soal B

- 1) A bound morpheme is a morpheme that cannot stand by itself, e.g. *-er, -ish, dis-* in the words *reader, childish, dishonest*.
A free morpheme is a morpheme that can stand by itself, e.g. *boy, black, and*.
- 2) Roots constitute the core or central parts of words, e.g. in the words *yellower* and *blackbirds*, the roots are *yellow* and *blackbird* respectively.
Non-roots constitute the bound forms, e.g. in the words *yellower* and *clackbirds*, the non-roots are *-er* and *-s* respectively.
Stems are composed of (a) the nucleus consisting of one or more roots, and (b) the nucleus plus any other non-root, e.g. *true* in *truly* is the same time a root and a stem. The stem of the word *breakwaters* is *breakwater* (2 roots).
- 3) Nucleus consists of a root and a combination of roots, e.g. the word *agree* is a root while the word *postman* is a combination of roots.
A non-nucleus consists of non-root(s), e.g. in the word *bookishness, -ishness* constitutes the non-nucleus while in *loneliness, -liness* constitutes the non-nucleus.
- 4) a) F+F; R; N
b) F+F; R; N

- c) F+B; R+NR; N+NN
 - d) F+B; R+NR; N+NN
 - e) F+B (+B); R+NR (+NR); N+NN (+NN)
 - f) F; R; N
 - g) F+F; R; N
 - h) F+B; R+NR; N+NN
 - i) F+B; R+NR; N+NN
 - j) F+B (+B); R+NR (+NR); N+NN (+NN)
- 5) Inflectional morphemes do not change meaning or part of speech; they indicate syntactic or semantic relations between different words in a sentence; they occur with all members of some large class of morphemes and at the margin of words, e.g. *-s* plural, *-en* past participle, *-er* comparative, such as in the words *books*, *written*, and *greener*.
 Derivational morphemes change meaning or part of speech; they indicate semantic relations with the words; they occur with only some members of a class of morphemes; they occur before inflectional suffixes, e.g. *-ment*, *-ly*, *-ity*, such as in the words *judgment*, *heavenly*, and *activity*.
- 6)
- | | |
|-----------|--------------|
| a) un- | derivational |
| -ly | derivational |
| b) un- | derivational |
| -le- | derivational |
| -ly | derivational |
| c) -li- | derivational |
| -ness | derivational |
| d) -ing | inflectional |
| e) -ing | derivational |
| f) -less- | derivational |
| -ness | derivational |
| g) -ly | derivational |
| h) -en | inflectional |
| i) -ful | derivational |
| j) -er | inflectional |

Kunci Jawaban Tes Formatif

Tes Formatif 1

A

- 1) T
- 2) F *Correction:* The branch or sub field of linguistics that studies the interrelationship between language and culture is *anthropological linguistics*. *Sociolinguistics* is a branch or sub field of linguistics that studies the interrelationships of language and social structure, linguistic variation, and attitudes toward language is
- 3) T
- 4) F *Correction:* The branch or sub field of linguistics that studies the structure and systematic patterning of sounds (sound system) in human language is *phonology*. *Psycholinguistics* is a branch or sub field of linguistics that studies the interrelationships of language and cognitive structures; the acquisition of language.
- 5) F *Correction:* *Syntax* is a branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts.
- 6) T
- 7) T
- 8) T
- 9) T
- 10) T

B

- 1) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units; whereas, *phonology* is a branch or sub field of linguistics that studies the structure and systematic patterning of sounds in human language.
- 2) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units; whereas, *Syntax* is a branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts.

- 3) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units; whereas, *Semantics* is a branch or sub field of linguistics that studies the nature of the meaning of individual words, and the meaning of words grouped into phrases and sentences.
- 4) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units; whereas, *Pragmatics* is a branch or sub field of linguistics that studies the use of words (and phrases and sentences) in the actual context of discourse.
- 5) *Morphology* is a branch or sub field of linguistics that studies the way in which words are constructed or arranged out of smaller meaningful units; whereas, *psycholinguistics* is a branch or sub field of linguistics that studies the interrelationships of language and cognitive structures; the acquisition of language.

Tes Formatif 2

A

- 1) F
A morpheme can be in the form of a single phoneme (e.g. *-s* in the word *books*) or a syllable or more (e.g. the word *boy* or *boyish*).
- 2) T
- 3) F
2 morphemes: *display* + *-s*
- 4) F
A morpheme must be meaningful.
- 5) T
- 6) F
-er in *younger* has an identical form but differs in meaning.
- 7) T
- 8) T
- 9) F
Homophonous forms with distinctly different meaning constitute different morphemes.
- 10) F
Constituting different morphemes

11) T

12) F

One free (*disappoint*) + one bound (*-ment*)

13) F

A single morpheme

14) T

15) T

16) T

17) T

18) F

The nuclear structure is *formalize*.

19) F

The peripheral structure is *-ize*.

20) F

-ize is not a closing morpheme because the suffix (another bound morpheme) *-er*, for instance, can still be added to the word *formalize* to become *formalizer*.

B

1) misleads : mis-; -s

previewer : pre-; -er

shortened : -en-; -ed

unhappier : un-; -er

fearlessly : -less-; -ly

2) a- in the word *atypical* → showing the opposite meaning of the word *typical*a- in the word *amoral* → showing the opposite meaning of the word *moral*.3) The functional morphemes are: *the, on, a, and, the, of, the* and *of*.

4) The inflectional morphemes are:

a. -'s possessive

-s plural

b. -ing progressive

c. -ed past tense

-est superlative

d. -er comparative

-s plural

e. -s plural

- 5) a. Whether or not it changes the meaning.
b. Whether or not it changes the part of speech.
c. Whether or not it typically occurs with some members of a class of morphemes or all members of some large class of morphemes.
d. Whether or not it closes any further addition.
- If the answers of (a) and (b) are *Yes*, the answer of (d) is *No*, and the answer of (c) is “it occurs with some members of a class of morphemes”, the suffixal morpheme is a *derivation*.

Glossary

allomorph	: member or variant of the same morpheme; /-s/ plural in English has 3 allomorphs, i.e. /-s/, /-z/, and /-Iz/.
constitute	: merupakan
distinctiveness	: kekhususan
distinguish	: membedakan
isolatability	: pemisahan
occurrence	: pemunculan
part of speech	: class of words (noun, verb, adverb, adjective, article, preposition, conjunction, pronoun, intensifier, quantifier, interjection)
qualitivate	: to denote a quality of
restriction	: pembatasan (limitation)
suprasegmental phonemes	: stresses, intonations, pitches, tones, junctures

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