# DERIVATIONAL AND INFLECTIONAL MORPHEME IN ENGLISH LANGUAGE

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**Abstract**

This paper talks about the morphology which study or words how they are formed and their relationship to other words in the same language. However, we focus on the derivational and inflectional morpheme, which has some aspects (suffixes and prefixes) and how they are categorized. In the context of Natural Language Processing, the question of how the boundaries of merging, derivation, and inflection with each other and with areas outside morphology can be determined and gained new relevance. This work develops a framework that can provide background for answers at the same time and is interesting, both theoretically and practically. On the basis of a thorough discussion of the literature, language-independent definitions are given for compounding, derivation, and inflection. We are as the writers, we look for the references using the internet.research method

The descriptive  method is one of the methods we made to collect data, because our research formed a theoretical explanation different reference sources. Some of the data that we have obtained is the result of many references on the internet that we have filtered and selected according to the chapters or material we have examined and to using the descriptive method the researcher also uses the content analysis method, the discussion of a study using this method, is in-depth which will study a theory that has existed in the past and present by comparing which is more relevant to be used for the general public.

There are some differences between inflectional and derivational morphemes.
First, inflectional morphemes never change the grammatical category (part of speech) of a word. derivational morphemes often change the part of speech of a word. Thus, the verb read becomes the noun reader when we add the derivational morpheme -er. It is simply that read is a verb, but reader is a noun. However, some derivational morphemes do not change the grammatical category of a word.

**Keywords:** Morpheme, derivation, inflectional.

**INTRODUCTION**

Morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech intonation, and stress and the context of the way can change a word's pronunciation and meaning. Morphology differs from morphological typology, which is the classification of languages based on their use of words, and lexicology, which is the study of words and how they make up a language's vocabulary. While words, along with clitics, are generally accepted as being the smallest units of syntax, in most languages, if not all, many words can be related to other words by rules that collectively describe the grammar for that language. Morpheme.

As scientists have studied the composition of the universe, they've determined that the smallest unit for measuring an element is the atom. If you think of the periodic table of elements, atoms are what comprise elements, such as hydrogen, carbon, silver, gold, calcium, and so on. Scientists utilize this classification system for uniformity, so that they're on the same page in the terminology of their studies.

Similarly, **linguists**, or those who study language, have devised a category for the smallest unit of grammar: **morphemes**. Morphemes function as the foundation of language and syntax. **Syntax** is the arrangement of words and sentences to create meaning. We shouldn't confuse morphemes as only a given word, number of syllables, or only as a prefix or suffix. The term morpheme can apply to a variety of different situations.

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the

derivational prefix *in-* in *inefficient*, *un-* in *undo*, *re-* in *rewrite*, *dis-* in *dislike* and *a-* in *amoral* modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; *efficient* is an adjective and the derived word *inefficient* is also an adjective; *do* is a verb and the derived word *undo* is also a verb; *write* is a verb and the derived word *rewrite* is also a verb; *moral* is an adjective and the derived word *amoral* is also an adjective. All the derivational prefixes explained above have the meaning '*not*'. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category. The derivational suffixes which change the syntactic category can be noun-forming suffixes, verb-forming suffixes, adjective-forming suffixes, and adverb-forming suffixes.

## A. RESEARCH METHOD

The research method is a method used by a researcher to find or gather some material or things related to what a researcher is looking for. here are several ways to gather this material, including description, qualitative, and content analysis.

The descriptive method is one of the methods we made to collect data, because our research formed a theoretical explanation different reference sources. So0me of the data that we have obtained is the result of many references on the internet that we have filtered and selected according to the chapters or material we have examined. The data we write is the result of previous research from the researcers for example: Richard Nordquist, Alac Marantz, Payal Khullar, etc.

In addition to using the descriptive method the researcher also uses the content analysis method, the discussion of a study using this method, is in-depth which will study a theory that has existed in the past and present by comparing which is more relevant to be used for the general public.

B. **RESULT AND DISCUSSION**

a. **The Branches of Morpheme "Allomorphs and Zero Allomorphs"**

i. **Allomorphs**

An allomorph is 'any of the different forms of a morpheme'. (Richards, Platt & Weber) that is, when a unit of meaning varies in sound without changing meaning. The term allomorph explains the comprehension of phonological variations for specific morphemes. They occur in all types of morphemes : in lexical morphemes such as official from office, in roots as in reception from receive, in derivational morphemes as in impossible vs. incorrect and in grammatical endings, such as voiced /d/ in loved vs. unvoiced /t/ in walked.

Phonological conditioning - morphological conditioning - grammatical conditioning

If these allomorphs are determined by a preceding phoneme, they are called phonologically conditioned allomorphs. If there is no phonemic conditioning, they are called morphologically conditioned allomorphs, i.e. a certain lexical morpheme constitutes the realisation of a certain affix.

Another conditioning is the so-called grammatical conditioning, which changes the bases and not the affixes. This is the case in plural or past tense forms knives, thieves, houses and wept, slept, where the ending conditions voiced word final consonant viz. shortening of the basis. This can be demonstrated in the English plurals and past tense morphemes :

|  | phonologically conditioned | morphologically conditioned |
|---|---|---|
| Plural | [z] after voiced consonants and vowels : beds, knees [s] after voiceless consonants: tulips, parents [Iz] after sibilants (Zischlaute): horses, bushes | Umlaut: feet, geese, teeth, mice -en: oxen, childrenzero-allomorph: fish, deer Latin/Greek loans: fungi,antennae,phenomena, theses |
| past tense | [d] after voiced consonants and vowels: rubbed, judged, entered [t] after voiceless consonants: stopped, kicked, laughed [Id] after [t, d]: wanted, decided | portmanteau morpheme:took, gavezero-allomorph: put, cut |

ii. **Portmanteau**

For cases like took or mice linguists suggested the term portmanteau morphs, i.e. one morph realises more than one morpheme or function. In these cases took contains the meaning of ´take + the meaning of past tense´ and mice contains both the morpheme ´mouse + the plural morpheme´. This is also the case in your (cars), which has three morphemes (2nd person, plural, possession) or in Latin amo (first person, singular, present, active).

### iii. Zero-Allomorph

A further abstraction is the concept of the zero-realisation (no visible affix, but a specific meaning) in plurals such as fish a0nd deer and past tense forms such as cut and put.

Consisting of no phonetic form, is an allomorph of a morpheme that is otherwise realized in speech. In the phrase two sheep-$\emptyset$, the plural marker is a zero morph, which is an allomorph of -s as in two cows.

A morpheme is the smallest meaningful unit in a language. A morphemeis not identical to a word, and the principal difference between the two is that a morpheme may or may notstand alone, whereas a word, by definition, is freestanding. The linguistics field of study dedicated to morphemes is called morphology. When a morpheme stands by itself, it is considered as a root because it has a meaning of its own (e.g. the morpheme cat) and when it depends on another morpheme to express an idea, it is an affix because it has a grammatical function (e.g. the –s in cats to indicate that it is plural). Every word comprises one or more morphemes.

### b. The differences between Derivational and Inflectional Morphemes

There are some differences between inflectional and derivational morphemes.

First, *inflectional morphemes never change the grammatical category* (part of speech) of a word. For example, tall and taller are both adjectives. The inflectional morpheme -er (comparative marker) simply produces a  different version of the adjective                                                                                    tall.

For example, such derivational prefixes as re- and un- in English However, *derivational morphemes often change the part of speech* of a word. Thus, the verb read becomes the noun reader when we add the derivational morpheme -er. It is simply that read is a verb, but reader is a noun. However, some derivational morphemes do not change the grammatical category of a word.generally do not change the category of the word to which they are attached.

Thus, both happy and unhappy are adjectives, and both fill and refill are verbs, for example. The derivational suffixes -hood and -dom, as in neighborhood and kingdom, are also the typical examples of derivational morphemes that do not change the grammatical category of a word to which they are attached.

Second, when a derivational suffix and an inflectional suffix are added to the same word, they always appear in a certain relative order within the word. That is, inflectional suffixes follow derivational suffixes. Thus, the derivational (-er) is added to read, then the inflectional (-s) is attached to produce readers.

Similarly, in organize– organizes the inflectional -s comes after the derivational -ize. When an inflectional suffix is added to a verb, as with organizes, then we cannot add any further derivational suffixes. It is impossible to have a form like organizesable, with inflectional -s after derivational -able because inflectional morphemes occur outside derivational morphemes and attach to the base or stem.

For these reasons, Akmajian et al. (2010, p. 46) state that derivational morphemes show the "inner" layer of words, whilst inflectional suffixes mark the "outer" layer of words.

A third point worth emphasizing is that certain derivational morphemes serve to create new base forms or new stems to which we can attach other derivational or inflectional affixes. For example, we use the derivational -atic to

create adjectives from nouns, as in words like systematic and problematic.

Then, we can further add -al to these two words to create systematical and problematical. Similarly, the derivational suffix -ize is often added to create verbs from adjectives, as in modernize, and we can add the inflectional suffix -s (modernizes) to such -ize verbs. To sum up, we can state that certain derivational affixes produce new members for a given class of words, but inflectional affixes are always added to available members of a given class of words.

Example of Inflectional

| Inflectional Morpheme | Added to | Example |
|---|---|---|
| -s (Plural) | Noun | Guitar - Guitar**s** |
| -er (Comparative) | Adjectives | Long - Long**er** |
| -est (Superlative) | Adjectives | Long – The Long**est** |
| -s (3$^{rd}$ person singular present tense) | Verbs | Play - Play**s** |
| -ed (Past tense) | Verbs | Play - Play**ed** |
| -ing (Progressive) | Verbs | Play – Playing |
| -en (Past Participle) | Verbs | Take – Taken |

Example of Derivational

Prefixes

- in + correct = incorrect (correct = benar become incorrect = salah)

- ir + regular = irregular (regular = beraturan become irregular = tak beraturan)

- mis + understand = misunderstand (understand = mengerti, become misunderstand = salah mengerti)

- un + happy = unhappy (happy = bahagia, become unhappy = tak bahagia)

Suffixes

- happy + ness = happiness (happy = adjective, become happiness = noun)
- happy + ly = happily (happy = adjective, become happily = adverb)
- person + al = personal (person = noun, become personal = adjective)
- govern + ment = government (govern = verb, become government = noun)
- beauty + ful = beautiful (beauty = noun, become beautiful = adjective)
- teach + er = teacher (teach = verb, become teacher = noun)
- study + ent = student (study = verb, become student = noun)
- friend + ship = friendship (friend = teman, become friendship = persahabatan)

## C. Conclusion

There are two kinds of Morphology in this material. There are Derivational Morpheme and Inflectional Morpheme. Derivational morpheme is one part of from bound morpheme which has a meaning that is derivational morpheme can form new words, while the meaning and form of words can change or not. Derivational morpheme has two ways to help form a new word in prefix and suffix. noun to adjective, from adjective to noun, from verb to noun, from verb to adjective, etc.

This is the explanation of derivational morpheme and its example, may be useful. Sorry if it's still incomplete. we hope this journal can be useful for all of us and can help the development of English language education for all students in the world.

## D. SUGGESTION

This research is one of the results of our collaboration as a researcher in finding material and data that requires time and effort. Full of enthusiasm and ended with prayer, thank God this research can be completed well. We as researchers are aware of the shortcomings in this journal, the shortcomings in writing and content related to explanations that may not yet be understood by some readers and the general public. Therefore we as researchers really need advice and advice so that this journal can be better in the future and can be useful for all .

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