

Investigating English as Foreign Language learners on Learning Morphology in English Language Curriculum

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ABSTRACT

This research in title “Investigating English as Foreign Language learners on Learning Morphology in English Language Curriculum”. linguistics provides a system that convey construction of language that used by learner appropriate to the categories. The learners required to know the basic language information which is needed in process of using. Morphology exposes the learners to fresh morphemes, which broadens your vocabulary and teaches you fresh words. This research aims to uncover EFL learner on learning morphology and explore the morphology subject classes on students’ belief. The researcher used descriptive qualitative approach. Thus, conducting morphology classes by using case or project-based method assisted the learner to analyzed and figured out the process of language in use.

Keywords; *investigating ,EFL learner, morphology*

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INTRODUCTION

English as second language is set of language that employed by the learner as target language. The process of employing English establishes on mastering vocabulary by morphology subject. The learner requires to acquire the set of English language. The four linguistic skills in English Listening, speaking, writing, and reading are all significant aspects of the language that must be mastered (Kashinathan and Abdul Aziz 2021). Studying the L2 learning processes and outcomes of a family would complement studies that look into certain aspect(s) (Zhang and Widyastuti 2010).

Linguistics work on how language

was operated and ruled that attach to the language. Terminology on linguistics classify by the system used to arrange elements in a language constructing characteristics or properties. Regardless the categories on linguistics are to simplify the process of learner based on the focus on linguistics. Branch of linguistics assist the learner to recognize the usage of the language. Moreover, linguistics provides a system that convey construction of language that used by learner appropriate to the categories. As well as, the learner acquires essential knowledge of phoneme or phonetic which is employed. The learners required to know the basic language information which is needed in process of using. One way that morphology

might help the learner read more effectively is by illuminating the meanings of unfamiliar words. Inconvenient questions like why some words are spelled strangely or why irregular words defy the rules can also be resolved by morphology. Additionally, learning about morphology exposes the learners to fresh morphemes, which broadens your vocabulary and teaches you fresh words. Languages differ in their reliance on morphological structure, which is the component of linguistics concerned with the internal organization of words. Therefore, it is unclear whether morphology is a fundamental part of linguistic structure or if it results from systematic patterns between word form and meaning. Understanding how words are formed is potentially a key component in developing a sizeable second language (L2) lexicon. Additionally, as vocabulary knowledge increases L2 learners should gain insights into morphological processing of the target language (Masrai 2016).

Morphology is a sub discipline of computational linguistics that studies the internal structure of words (Amin 2023). Science that conveys information in word and its structure is an essential for enlarging various natural language processing applications for a given language. Morphology and phonology interact to bring about the dependencies, and the

interaction has implications for syntax. For example, in Tagalog, a verb is not available to surface syntax unless it is inflected for voice or marked for recent past. The phonological shape of the voice morpheme depends on the verb class, to be realized as prefix, infix, or suffix. Learners also require pragmatic knowledge, grammar, vocabulary, and phonology; thus, the requirement does not end there. Learners can easily become hesitant when faced with such a vast list of requirements (Kashinathan and Abdul Aziz 2021).

Engaging in extensive, repeated, meaningful practice is an essential component of learning, facilitating the transition from initial reliance on declarative knowledge (e.g., explicit knowledge of a grammatical rule) to procedure-realized and eventually automatized knowledge that can be accessed more efficiently under time pressured contexts such as spoken interaction (Kasprowicz, Marsden, and Sephton 2015). Evidence suggests that practice draws attention to linguistic features can be particularly useful for learning forms that have low salience, low communicative value, or complex relationships between first (L1) and second (L2) language. Although morphological knowledge has been proposed to enhance second language (L2) vocabulary acquisition, little is known about which

morphological process has the greatest impact on lexical acquisition (Masrai 2016).

RESEARCH METHOD

A descriptive qualitative technique was utilized in research design. This research was conducted to uncover students' perception of learning morphology in English language curriculum. As the goal of qualitative research with descriptive approach is extensive and draws from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audiovisual materials (Leal Filho and Kovaleva 2015). The subject of this research was English Education Department student in one of private university. The students have been passed the morphology subjects therefore they had information toward morphology classes conducting.

FINDINGS AND DISCUSSION

1. Findings

This research revealed morphology subject that was regarded students' framework. the subject of this research has been completed the survey and the result has been enlightened subsequently.

a. Students Perception of Morphology Subject

The subjects of this research

admitted that morphology subject contribute to students English understanding. Subject A stated that "...getting better on terminology of morphology". Terminology of morphology assist to master to next subject. As well as, subject B asserted that "In my opinion, studying morphology helps me master other subjects, namely grammar. Because syntax morphology learns about sentence formation, so I unconsciously learned grammar too". Audring stated that construction Grammar was, in principle, meant to include morphology (Audring 2022). It uncovered that learning morphology unconsciousness assist in acquire English. The level of processing resources (procedures) the informants possess is related to the morphological forms they acquire (Zhang and Widyastuti 2010).

Moreover, this research uncovered toward students' morphology terminology mastery that reinforce students' English mastery. By acquiring morphology, students unintentionally learn to constructing word. Subject C asserted that "After taking the morphology course, my language skills improved, because by mastering morphology, I can improve my language skills, including reading, writing, speaking, and listening, because I become more sensitive to word formation and

sentence structure”. This statement authorized that Knowledge of the information that each word conveys inside its structure is a prerequisite for developing various natural language processing applications for a given language (Amin 2023).in addition Subject E”...in my opinion studying morphology helps me in mastering other material to understand and differentiate and put words into a sentence. Or better known as word formation units”. The subsequent data revealed that morphology subject provide essential information toward process of using the language.

b. Students’ perception of Teaching Learning Morphology

Morphology subject classes significantly affected students in learning language. The subject of this research acquiesced that the process of the class managing was effective. Subject A disclosed that “Usually the lecturer tells his students to look for references first and then the lecturer will explain again. This method makes students understand more because they get explanations from 2 sources.” That statement uncovered the process of morphology classes delivered the material by explaining and employing examples. Furthermore, subject F “From the explanation of morphology material, then the lecturer gives examples. Then the lecturer gives questions/cases for students

to answer. So that students are able to understand about morphology courses.” This statement revealed that various method of learning provides impact of learning outcomes. as many researchers testify, one of the problems of linguistic methodology is disorder of the basic concept used (M.M. Kurbanova and G.B. Ataeva 2020). Methodology of conducting classes by using project based is one of specs that significantly affected. In addition, subject G stated “Studying morphology, namely the study of word structure and formation, can provide great benefits in mastering other material, especially in language and related fields, such as increasing vocabulary, learning word structure and analyzing words and meanings.” It uncovered that the learner obtain essential information employed in language process. It means distributional meaning in terms of neural vector representations that help to learn some underlying form of a sentence (Can et al. 2022).

2. Discussion

This research conducted through questionnaire and in-depth interview to acquire students’ perception on morphology classes. It revealed that student perception on morphology subject unconsciousness assist in acquire English. Moreover, it uncovered Knowledge of the information that each word conveys

inside its structure is a prerequisite for developing various natural language processing applications for a given language (Amin 2023).

Furthermore, this research revealed that morphology subject classes significantly affected students in learning language. The subject of this research acquiesced that the process of the class managing was effective. Morphology classes' that conducted in various method by giving case or project based are significantly resembling the learners. As many researchers testify, one of the problems of linguistic methodology is disorder of the basic concept used (M.M. Kurbanova and G.B. Ataeva 2020)

CONCLUSION AND IMPLICATION

1. Conclusion

Thus, essential information of morphology that acquired by the learners employed as basic knowledge of

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language. The learner unconsciously absorbed English by learning morphology. Additionally, as vocabulary information was developed which gained insight into morphological process of English. Moreover, conducting morphology classes by using case or project-based method assisted the learner to analyzed and figured out the process of language in use.

2. Implication

Morphology subject assisted the learner in mastering English in altered approach. The learner overcome the language by word break down analyzing. Morphology subject is denoted process of vocabulary mastery that involved the learner language acquisition. Moreover, this research practically assisted the learner to capture language rule by identifying morphology learning method.

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