

THE APPLICATION OF WORD FORMATION IN STUDENTS' ESSAY WRITING: MORPHOLOGICAL ANALYSIS

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Abstract: Morphology is an essential part of language. Investigation of word development including the manners in which new words were made in the dialects of the world is important. The purpose of this study was to determine the most prevalent word formations used by students when writing essays. This study utilized descriptive qualitative method. Five second-year English department students enrolled in an Academic Writing class at Universitas Katolik Indonesia St. Paulus Ruteng participated in this study. The information was gathered from exposition composing task. According to the findings, the students used 128 processes that fall under five different kinds of word-formations. Affixation, acronyms, blending, compounding, and clipping are all possible subcategories. The understudies applied less mixing and cutting word-arrangement processes. The application of the word-formation procedure also encountered some difficulties. It was unclear to some students how to form blending and clipping. It is hoped that this study will make a significant contribution to our understanding of word formation. Teaching and learning word-based lexical studies in general and word-formations in particular will benefit from the findings of this study.

Keywords: *Morphology, Essay writing, Word Formation*

INTRODUCTION

Students studying English as a second language not only develop proficiency in the fundamental skills of speaking, listening,

writing, and reading but also acquire sub-basic skills such as pronunciation, grammar, and vocabulary. These skills are interconnected, contributing to comprehensive language acquisition. To grasp the contextual nuances of language, comprehend word origins, and understand their formation, students should delve into the realm of linguistics and its various branches. Morphology, a key component of linguistic studies, plays a crucial role in exploring the intricacies of language structure. Examining linguistic complexity as a whole can be associated with the concept of morphological complexity (De Clercq & Housen, 2019).

Morphology is an essential report type of language and the investigation of word development including the manners in which new words were made in the dialects of the world is crucial (Yule, 2010). The diversity in shaping words is closely tied to how they are used within sentences. In this regard, morphology plays a crucial role in the four fundamental English skills, particularly in writing. In the realm of writing, students are expected to demonstrate the ability to generate words and their structures, arranging them into coherent sentences. According to Haspelmath and Sims (2013), morphology is the study of word formation, encompassing the various ways in which new words are coined in languages worldwide. Morphology empowers students to comprehend the formation of words. The study of morphology provides students with a unique opportunity to delve into the intricate world of word development. Through an exploration of morphology, students can gain a comprehensive understanding of how words are constructed and the diverse components that contribute to their meaning. This linguistic field allows students to analyze the internal structure of words, encompassing prefixes, suffixes, roots, and other morphemes. Words consist of the smallest units known as morphemes, and there are various methods for creating a new word, including affixation, non-affixation, and the prevalent

method of compounding. Additionally, the morphological process through which new words are formed is based on the distinctions between word formation and intonation (Plag, 2002). This study not only enhances students' vocabulary but also cultivates a deeper appreciation for the intricacies and subtleties of language. Proficiency in morphology empowers students to decipher the meaning of unfamiliar words, discern patterns, and even create new words by applying learned morphological rules. According to Rajamalli & Prasad (2012), morphology illustrates the patterns of word formation through the combination of sounds into minimal units of meaning called morphemes. Furthermore, this knowledge contributes to language acquisition and overall communication skills, allowing students to become more proficient in reading, writing, and comprehension. Essentially, the study of morphology establishes a crucial foundation for language learning, enabling students to unlock the secrets of word formation and unravel the complexity of linguistic structure.

Word development, also known as word derivation or word creation, refers to the process through which new words are coined or existing words undergo alterations in a language. The primary focus of this article is to identify the types of word development predominantly employed by students when composing essays. According to Zuhri, Suwandi, & Fitriati (2022), word development occurs when a word transforms into another word, and this can happen in various ways. Some significant word development processes include compounding, abbreviations, truncation, blending, borrowing, clipping, coinage, derivation, and back-formation. The English word-formation processes encompass abbreviation, blending, clipping, compounding, phrasing, and inference (Ratih & Gusdia, 2018). These include abbreviation, clipping, blending, compounding, phrasing, and determination. These word formations are consistently used in writing as they are regarded as integral parts of grammar. However, many students

still make errors in using them, such as placing infinitives when they should use a past tense verb or using singular when they should use plural, and making mistakes in placing certain elements of determination buttons. Several assumptions need to be considered. Firstly, it may stem from students who face challenges in comprehending the material and lack knowledge. Secondly, they may have the capability but make errors while practicing to form a sentence. Lastly, teachers may lack knowledge, making teaching and experience development less effective. Through this research, it is hoped that it will assist students in improving their writing skills and becoming proficient writers. Given its significance, the study, as per Yule (2010), effectively explores word development in students' writing, revealing theoretical insights. Anderson (1986) asserts that lexical and inflectional morphology form a scaled continuum regarding grammaticalization.

Paper writing involves the process of creating a piece of written work that presents a thoughtful and organized argument or analysis on a specific topic. According to Aminovna (2022), the roles of cohesion and coherence are crucial in essay writing. An essay is a form of academic or literary writing that typically consists of an introduction, body paragraphs, and a conclusion. When students undertake essay writing, they are usually guided by three major components: introduction, body, and conclusion (Anita, 2016). The purpose of essay writing can vary depending on the context. In academic settings, essays are often assigned to assess a student's understanding of a topic, their critical thinking skills, their ability to analyze and synthesize information, and their proficiency in written communication. Essays can also serve as a means for individuals to express their viewpoints, share ideas, or provide insights on a specific topic.

The connection between essay writing and word formation processes lies in the use of language and vocabulary to convey ideas

and arguments effectively within an essay. Word formation processes play a crucial role in essay writing as they enable writers to expand their vocabulary, express complex concepts, and convey their thoughts in a precise and nuanced manner. When writing an essay, word formation processes are employed to create new words, modify existing words, or combine words to convey specific meanings or emphasize particular ideas. Packard (2011) stated that morphological formation or derivation manifests word formation properties that significantly contribute to how we interpret semantic morphology. Essay writers should have a good understanding of word formation processes and their application to effectively communicate their ideas and arguments. By using these processes in a thoughtful manner, writers can enhance the quality and impact of their essays.

There were some previous researches investigated about the similar case. The first, Luthfiyati et.al (2017), which found that the word formation mostly used in the Jakarta Post Website “the most well-known induction words utilized are thing inferences.

Second, the research was led by Zuhri, et.al (2022), which found that Jokowi’s speech applied 100 cycles which fall under five kinds of word-arrangements. They could be ordered into mixing, compounding, cutting, deduction, and emphasis.

Third, Ratih, et.al (2018) in their writing found that "Word Development Cycles in English New Expressions of Oxford English Word reference (OED) Online there are a few cycles in making English new words, for example, a) appendage, b) people historical underpinnings, c) compounding, d) truncation, e) abbreviations, f) getting, g) mixing, h) cutting, I) back-development. Furthermore, there are additionally found the twofold word arrangement processes, like j) people historical background + compounding, k) compounding + attachment, m) mixing + appendage, n) cutting + mixing.

The different between the previous research and the current is in the object of the exploration. The previous researches were mostly about the online text and speech, while in this research the object is in students' essay writing. This research is important to carry out in order that the researcher can see how students use word formations in their writing and what types of formations often appear in that writing.

METHOD

This research employed a qualitative descriptive approach to gain insight and a comprehensive understanding of students' utilization of word formation in essay writing. This methodology facilitated a meticulous examination of student writing, yielding rich, descriptive data. According to Seliger et al. (1989), descriptive qualitative research involves investigating existing data. The data for this study were extracted from students' worksheets in the essay writing course and categorized as documentation.

The subjects of this investigation comprised second-year students in the English Department at Universitas Katolik Indonesia St. Paulus Ruteng. The sample included five students randomly selected from three classes, chosen specifically for their enrollment in essay writing courses during the current semester.

In the data analysis process, the researcher first identified the types of word formation in the five student texts. Subsequently, the data were classified based on the types of word formations under examination. Thirdly, the researcher explained and described the prevalent word formations in students' writing. The compositions were collected to discern the typical patterns of word arrangements without external intervention. Next, the word-formation process was delineated, and finally, compositions were categorized according to the identified word-formation processes.

RESULT

The review focused on the utilization of various types of word arrangements throughout the students' essay writing. After scrutinizing the data, the researchers noted that various word formations were present in writing, but not all of them were frequently employed. The word formations commonly used by the students were "determination" and "abbreviations." In contrast, "cut-out" and "compounding" were infrequently incorporated into their compositions. Additionally, "mixing" was rarely observed in their writing.

Table.1 Affixation

No	Students	Types of Word Formation	Extracts from Students Essay Writing	Total
1	C. K	Affixation	Features(s), codes(s), using(ing), warning(ing), allowing(ing) early(ly), lacking(ing), rapidly(ly), benefits(s), advantages(es), states(es), emphasizing(ing), acknowledging(ing), particularly(ly), possibilities(es), opened(ed), balanced(ed), connected(ed), communication(ion), telephones(es), boosting(ing), friends(s), expression(ion).	23
2.	E. J		businesses(es), multifaceted(ed), including(ing), families(es), transformation(ion), supply(ly), resulted(ed), severely(ly), localized(ed), transportation(ion), reevaluating(ing), highlighted(ed), affected(ed),	23

	diversification(ion), spending(ing), supporting(ing), transformation(ion), cries(es), measures(es), experiences(es), evolving(ing), individuals(s), communities(es).	
3. F. B	causes(es), demonstrated(ed), reduced(ed), processed(ed), aspects(s), eating(ing), evidenced(ed), prevention(ion), balanced(ed), vegetables(es), fruits(s), underlying(ing), leading(ing), according(ing), recommended(ed), activities(es), only(ly), depression(ion) diseases(es), economically(ly), advocating(ing), making(ing), contributing(ing).	23
4. A. G	Being(ing), using(ing), crashes (es), quoted(ed), distances (es), considered(ed), hijacking(ing), included(ed), annually(ly), coupled(ed), choices (es). Associated(ed), remotely(ly), societies (es), including(ing), designated(ed), guaranteed(ed), additionally(ly), connecting(ing), consequently(ly), learning(ing).	21
5. N.K	highly(ly), bodily(ly), implementing(ing), carried(ed), purposes(es), performed(ed), based(ed), restricting(ing), putting(ing), considering(ing), continues(es), carried(ed), following(ing), specifically(ly), contained(ed), having(ing), countries(es), cured(ed), giving(ing), occurred(ed).	20

Total	110
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Ordinarily, the words have their own arrangements like thing, action word, modifier, and qualifier. In some cases, they can be changed on account of certain elements. One of them is the expansion of fastens. Fastens are partitioned into a few parts like prefix, infix, postfix, and so forth. The expansion of appends can impact the words to change their arrangement for instance, thing to action word or action word to thing and numerous others. It is known as attachment. This process typically occurs in writing. Yule (2010) also stated that the most common word-formation process by far is found in the creation of new English words.

The attachment is the development of another word or comes from another word or stem. It normally happens by the expansion of an append and prefix. The inferred word is frequently of an alternate a word class from the first. It might in this manner take the inflectional appends of the new word class. In understudies' composition, the authors found that the appendage cycle is the subsequent normal interaction utilized by the understudies. It tends to be demonstrated that the authors found 110 appendage processes. For instance, "remedy", happens from a derivational cycle where the stem "right" is added by the postfix "- particle". Here, the stem "right" can inductions. Stand without anyone else and has its significance, in the mean time, the postfix "- particle" can't remain without help from anyone else. Hence, the mix of the stem "right" and postfix "- ment" makes "right" as another word. It very well may be demonstrated that "rectification" has an alternate significance from the stem "right". This interaction additionally changes the word class. It tends to be seen from the "right". It is initially an action word, yet when it is consolidated by the postfix "- particle" it turns into a thing (revision). The most common type of affixation used is

noun derivation. Similarly, Luthfiyati & Kholiq (2017) found a similar pattern, revealing that the most prevalent affixation used in the titles of the "Jakarta Post Site" was also noun derivation.

B. Acronyms

Abbreviations are contractions formed by using the initial letters of the words constituting a phrase or sentence. Acronyms represent one of the most prevalent forms of word formations in morphology. Abbreviations can be created from words associated with each other, such as the name of an institution, organization, or company, or from words describing a particular concept or topic. In other words, an abbreviation is a type of word formation process where a new word is generated from the initial letters or syllables of a group of words, and this abbreviation is pronounced as a word. Acronyms are commonly employed to refer to organizations, concepts, or lengthy phrases in a manner that is both convenient and easy to remember. It is important to distinguish abbreviations, which are shortened forms of words or phrases that may not form new words, from initialisms, in which the letters are pronounced individually.

Table 2. Acronyms

No	Students	Types of Word Formation	Extracts from Students Essay Writing	Total
1.)	CK	Acronyms	-EPG (Electronic Program Guide), EWS (Early Warning System) TV (Television) VHF (Very High Frequency)	4
2.)	EJ		-COVID (Corona Virus Disease)	1
3.)	EB		-VR (Virtual Reality), AR (Argument Reality), HER (Electronic Health Record)	3
4.)	NK		-TER (Technology enabled Resources), ALT (Active Listening Techniques)	2

5.)	AG	-RTC (Right to Choose), WHO (World Health Organization)	2
Total			12

Abbreviations are new words shaped from the underlying letters of a bunch of different words. After analyzing the data, the author discovered 12 words that were formed by students writing using acronyms, like "EPG," which stands for "Electronic Program Guide." Taking control of the word, the students shortened those phrases. As should be visible from Table 2. This is consistent with what Yule (2010) mentioned. Table 2 provides additional examples of the acronym process forming morphemes. Table 2 demonstrates that the students successfully completed the acronym process by initiating the words. The use of the word "EWS" in their writing reveals this. The acronym "EWS" is shortened from "Early Warning System." The first letter "E" stands for "early," which means that it is the first signal. The first letter "W" stands for "warning," which means that it can mean that something will happen, and the first letter "S" stands for "system," which means that it is a tool designed to help people work.

After the authors discovered and examined the acronym process in the writing of the students, the acronym process occasionally initiates the use of words like EWS, which stands for Early Warning System Band. Because the term "EWS" appears in the dictionary on its own, most readers are familiar with its meaning. This process automatically shortens words to make a new word, which occurs frequently in everyday communication. In this manner, we can expect that the abbreviation cycle is accessible to use recorded as a hard copy whether in free composition or scholarly composing since it can assist the understudies with shortening words and backing them to have more styles to compose.

According to a study that was carried out by Astuti (2014), the reasons people use acronyms are that they want to simplify words by breaking the basic rule and because it makes them feel more modern and cool.

C. Clipping

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

Table. 3 Clipping

No	Students	Types of Word Formation	Extracts from Students Essay Writing	Total
1.)	AG	Clipping	-Telephone (Phone)	2
			-Laboratory (Lab)	
2.)	CK		-Photography (Photo)	1
3.)	NK		-Professor (Prof)	1
Total				4

The process of dropping one or more syllables from a polysyllabic word, such as "cell phone," to create a new word is

known as "clipping." In other words, "clipping" is the part of a word that serves as the whole, like "ad" from "advertising" and "phone" from "telephone." In this instance, the students had never used the clipping procedure before. Instead of dropping one or more syllables, they prefer complete sentences. Some people were still confused about clipping because not all words can be reduced using this method, which reduces words with more than one syllable. Yule (2010) backs this up. Clipping is when a word with more than one syllable (facsimile) is changed to a shorter form (fax), usually in casual speech. The clipping process was also found in students' writing for approximately four words, including "Lab," "Photo," "Phone," and "Prof." Due to their multiple syllables, those words can be reduced.

From the word "Laboratory," the students created the word "Lab." When a word has more than one syllable, it can be reduced by "Lab" to achieve this. This can be gotten back to cutting since they lessen the words, back syllable of the word. In addition, there is fore-clipping, in which the students shorten the word's front syllable. The clipping form reduced the word telephone. This time, however, the students shortened "Tele"'s front syllable. As a result, it's called "fore-clipping." It is also supported by Yule (2010), who stated that blending is the process of combining two distinct forms to produce a single new term. It can be deduced that the students' writing's process of blending is appropriate. From the results found from five respondents' writings, two of them did not find the use of clipping in their writing

D. Compounding

Complex ideas can be conveyed more concisely with the help of compound words. In addition, over time, they may acquire specialized meanings or become idiomatic expressions. However, it is essential to keep in mind that not all word combinations produce

compound words. The rules and patterns of compounding vary from language to language, and the acceptability of compounds may be determined by linguistic constraints. The development of one's vocabulary, comprehension of one's reading, and the ability to communicate effectively in written and spoken language are all aided by comprehending and recognizing compound words.

Table.4 Compounding

No	Students	Types of Word Formation	Extracts from Students Essay Writing	Total
1	CK	Compounding	-Verb-Noun: Breakdown (Break +Noun)	1
2	AG		-Adjective-noun: High school (High+ School)	1
			Total	2

Compounding is a process in which two words are combined to create a new word with meaning. There are several types of compound. Verb, adjective, and word that are all compound. Intensifying words are shaped when at least two lexemes join into a solitary new word. One word or two words joined together with a hyphen are two ways to write compound words. Workroom, for instance. Table 4 provides an illustration of how students' writing compounded. The authors of found 2 were able to observe the compounding procedures in Table 4, which serve as an illustration, after analyzing the data. The word "breakdown" is the first one. breakdown is thought to contain multiple morphemes. Because they are made up of two morphemes, it is obvious. Break and breakdown

are the two. They are the parts that are capable of functioning independently as a word. Furthermore, they cannot be broken up into meaningfully smaller pieces. As a result, the words "break" and "down" are morphemes of the word. It tends to be reasoned that "breakdown" comprises of two morphemes.

The word "high school," as we can see, is made up of two words. The independent words for the two are "high" and "school that can stand on its own." The term for this is compounding. Compounding can be defined as the process of combining two words to form a new word. In this section it was also found that only 2 respondents used compounding word formations in their writing.

E. Blending

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

DISCUSSION

The results showed those 5 of students in the second year of the English department had a basic understanding of how words are formed. They demonstrated a reasonable level of accuracy when using common affixes and acronyms to create new words in their essays. This suggests that the students have a solid understanding of the rules governing word formation.

Nonetheless, it is critical to take note of that while most understudies had the option to utilize attachment and abbreviations, their use of more uncommon morphological cycles, for example, blinding, transformation or compounding was restricted. This highlights the need for additional instruction and practice in these areas and suggests a potential knowledge gap.

The result if this research supported by the result of the research led by Zuhri, et.al (2022), which found that Jokowi's speech applied 100 cycles which fall under five kinds of word-arrangements. They could be ordered into mixing, compounding, cutting, deduction, and emphasis.

Teachers should think about including explicit instruction on less common morphological processes in order to close this gap. Students' vocabulary can be expanded and their ability to express ideas with precision enhanced by introducing them to a wider range of word formation strategies, such as compounding (e.g., word combination) and conversion (e.g., noun to verb).

The study also looked at how word formation skills affect writing essays. They were able to convey their ideas more precisely and express a wider range of concepts thanks to their efficient use of word formation. Students, for instance, demonstrated a greater capacity to modify words and convey nuanced meanings when they used appropriate acronyms and affixes. As a result, essays became more coherent and well-structured.

Students with strong word formation skills also had a wider range of words in their vocabulary, allowing them to choose words that were precise and appropriate for the situation. Their essays exhibited a higher level of sophistication as a result. On the other hand, students who lacked a solid understanding of word order struggled to effectively communicate their thoughts, resulting in essays that were less cohesive and repetitive. Their limited range of expression was hampered by their lack of word formation skills and their inability to select appropriate vocabulary. As a result, their essays lacked substance and demonstrated poor language skills.

As a result, it stands to reason that students' essays' quality is significantly influenced by their word formation abilities. Educators have the ability to encourage the growth of stronger written communication skills by providing students with a solid understanding of word formation processes and encouraging them to apply these understandings to the writing of essays. Furthermore, educators ought to urge understudies to foster a wide jargon base that incorporates information on word families and joins. This can be accomplished through broad perusing, taking part in jargon building exercises, and integrating word arrangement practices into composing tasks. Students can improve their ability to form words by doing this, which will also help them write better essays.

This study specifically focused on second-year English division students and their grasp of word formation in essay writing. To broaden its scope, future research could include students from other departments and academic levels. Examining the word formation abilities of students with diverse language backgrounds or proficiency levels might provide valuable insights into the factors influencing word formation skills. Additionally, it would be worthwhile to investigate the effectiveness of specific instructional strategies and resources in enhancing word formation skills. This might involve comparing traditional teaching methods with

technology-enhanced approaches or assessing the impact of targeted interventions on students' word formation capabilities.

In addition, gaining a deeper comprehension of how students adapt their word formation abilities to a variety of writing contexts may be possible by investigating the role that cultural and contextual factors play in word formation. The similarities and differences in word formation strategies between languages and cultural backgrounds could be revealed through cross-cultural studies. According to Dyuli & Dania (2021) In learning English language, English foreign language (EFL) students do not only learn about the four basic skills like speaking, listening, writing, and reading, but they also learn the sub-skills of them like pronunciation, grammar, vocabulary, and so on. Words are an element that contributes to language fluency, Sentences are unable to be formed without words (Kadek & Nandito 2454). According to Siboro & Bram (2020) This study focuses on the analysis of derivational affixes of sentences that include prefix and suffix. According to Alhasibunur (2018) affixation is a morphological process in which new words are made by attaching affixes to the bases. According to Alhasibunur (2018) because affixation can alter a word's meaning, it plays a crucial role in word formation. The suffix -ness, for instance, transforms "kind" from an adjective into the noun "kindness."

CONCLUSION

This study looks at the types of word formation used by students in the second year of the English Department at Universitas Katolik Indonesia St. Paulus Ruteng and how they used word formation like affixation, acronym, blending, clipping, and compounding in their writing. Given the discoveries of the information examination from the last part, it very well may be summed up as follows: In the study, all kinds of word-formation processes were found. However, clipping and blending were among the few processes that were

rarely used in each form. In their writing, a few of them were present. It is appropriate to use the acronym process in academic writing as well as in informal contexts. Students' writing also revealed processes of clipping and blending to create new words in addition to acronyms. Nonetheless, only a couple of them existed in scholarly composition. It can be deduced that the process of blending and clipping that the students used in their writing can still be used in an academic setting. The procedure that is frequently used in writing is known as affixation. It can be demonstrated that the processes dominate the writing of students. In conclusion, the processes of word formation were utilized in writing. Clipping and blending, on the other hand, were rarely used in writing. Because of this, students need more understanding of how to use these two-word formations because they are related to using grammar. As a result, the instructor should pay more attention to the student's weaknesses in using the correct word formation when learning morphology.

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