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## English Derivational and Inflectional Morphemes of the Authentic-Recount Text

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### Abstract

Some first-grade students of SMKN 1 Pemalang still have difficulties in arranging words when they produce texts. Vocational students generally focus more on their vocations such as computer network engineering, visual communication design, etc. This impacts their ability to string words in English related to applying derivational and inflectional morphemes because they are meaningful in composing sentences according to their meaning and function. So, this research aimed to discover the types and errors of derivational and inflectional morphemes found in the authentic-recount texts made by vocational students. Fromkin's theory was used to analyze data using descriptive qualitative method. It revealed 5 types of derivational and 3 types of inflectional morphemes were used by students when creating authentic-recount texts. Additionally, learners still make errors in applying those morphemes into sentences of the recount texts with a total of 38 errors, including 5 derivational morphemes and 33 inflectional morphemes. Thus, students are required to understand more about the function and meaning of words before constructing sentences because it plays a significant part in writing English texts. Further researchers are advised to conduct deeper research that focuses on reconstructing sentences, especially in implementing suffixes or other materials which are included in morphology subject.

**Keywords:** Authentic Text, Derivational Morphemes, Inflectional Morphemes, Recount Text



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## 1. Introduction

Language skills are divided into four, namely: speaking, writing, listening, and reading. One of the important skills among those is writing since it skills need to be learned by students for indicating ideas, feelings, experiences, thoughts, etc. (Rizki, 2021). Based on Raymond as cited in Shalihah (2022), writing is more than a tool for communication. It is a way of analyzing and remembering. Writing skills can help students to increase their vocabulary when they write an English text or other languages. In addition, according to Geraldine (2020), putting and arranging some words into sentences flow into a paragraph to provide a point in an item of writing might be hard to do. All those activities require skills, abilities, and more practice. In teaching teaching-learning process, students learn to make authentic texts.

Authentic text is an instance of a live language; it is a piece of speech composed in writing or orally for a real reader with the intention of conveying this or that information (K. Morrow) as cited in Ruzievna (2022). Additionally, Umirova (2020) declared that authentic texts include any written or spoken texts, typically not designed for language instruction. Besides, the use of non-pedagogical materials called “authentic texts” allowed students to develop both their communicative and cultural competence (Shakibaei et al., 2019). When learners study about English text, the text they received was completely taken from the text found in the book. Then, they were required to evaluate and understand the material itself. It means that aside to teaching material based on books, the teacher also presents material drawn from real-world situations. This type of teaching is known as authentic material (Jaelani et al., 2023). Those statements relate to the recount text which was used as the material that instructed the students because they write based on their feeling and action in real life.

Recount text is a piece of text that informs us about experiences in the past. The text is aimed to explain to the reader what has occurred in the past completed with a series of incidents that occurred in the right sequence (Matondang, 2020). Another definition is added by Aliah & Shabir (2020), recount text is a story that is written with the intention of amusing, entertaining, and informing readers based on the authors’ personal experiences. Therefore, to produce an understandable story or text, a point that students should know is how to

arrange some words correctly. Thus, the learner must understand more about the grammar before making a text. Otherwise, they can make errors in arranging the words.

*Table 1. Types of Derivational Morphemes*

No	Types of Derivational Morphemes	Examples
1.	Noun to adjective	Affection + (-ate), Alcohol + (-ic)
2.	Verb to noun	Sing + (-er), Predict + (-tion)
3.	Adjective to adverb	Exact + (-ly)
4.	Noun to adverb	(Side-) + ways
5.	Noun to verb	Vaccine + (-ate), (Im-) + prison, (En-) + joy
6.	Adjective to verb	(En-) + rich
7.	Adjective to noun	Specific + (-ity), Free + (-dom)
8.	Verb to adjective	Create + (-ive)
9.	Noun to noun	(Auto-) + biography, (Dis-) + advantage, Human + (-ity)
10.	Verb to verb	(Dis-) + believe, (Re-) + cover
11.	Adjective to adjective	(In-) + accurate, (Il-) + legal, (Un-) + happy

*Table 2. Types of Inflectional Morphemes*

No	English	Types of Inflectional Morphemes	Examples
1.	-s	Third-person singular present	She wait- <i>s</i> at home.
2.	-ed	Past tense	She wait- <i>ed</i> at home.
3.	-ing	Present Progressive	She is eat- <i>ing</i> the donut.
4.	-en	Past participle	Mary has eat- <i>en</i> the donuts.
5.	-s	Plural	She ate the donuts.
6.	- 's	Possessive	Disa 's hair is short.
7.	-er	Comparative	Disa has short- <i>er</i> hair than Karin.
8.	-est	Superlative	Disa has the short- <i>est</i> hair.

From the point of view of Fitria (2020) tenses are required for English texts, therefore utilizing them incorrectly in paragraphs or compositions is possible. When composing a sentence, tenses are frequently confusing for students. In methods such as generative grammar, which concentrates on formal rules of grammar, language learning is viewed as the acquisition of rules (DeCarrico, 2019). Grammar has some varieties and majors; depends on what the kind is. Related with the statement, morphology is part of them. Bauer (2019) stated that morphology is the correlation between a word's form and meaning. Meanwhile, the smallest meaningful grammatical unit is a morpheme (Purwanti, 2020). Morphemes are divided into free morphemes and bound morphemes. Bound morphemes turn into derivational morphemes and inflectional morphemes. In this case, Farkhan (2022) stated that derivational morphemes are created due to the insertion of bound morphemes in the form of affixes in free morphemes that are called by the base or root. Meanwhile, inflectional morphemes are the construction of a word without modifying its function and meaning (Manihuruk, 2022). This study applied the theory from Fromkin et al (2018) which opined that the English derivational and inflectional morphemes have some types, those are in Table 1 and Table 2.

In addition, studies on derivational and inflectional morphemes were conducted, analyzing its occurrence in novels (Panduyoga et al., 2022), short stories (Ifadloh et al., 2022), YouTube videos (Richa, 2022), song lyrics (Adhi, 2022), speeches (Ratih, 2021), and novels (Andini & Pratiwi, 2013). There has been no derivational and inflectional morphemes analysis found concerning its occurrence in students' written texts, especially in recount texts. Thus, the novelty of this research is to analyze the use of English derivational and inflectional morphemes including with the errors of applying those morphemes in authentic recount texts written by vocational students.

Hopefully, this research can contribute to teachers at SMKN 1 Pematang or other vocational schools, in order to teach their students how to correctly distinguish the use of words with the different grammatical classes and meanings, which are related to English derivational morphemes. Also, learn how to distinguish between plural and singular, or about the correct use of words based on the tenses when they create texts, which is related to the application of inflectional morphemes. Teachers who are aware of their students' inadequacies in producing English texts, they provide interactive lessons that take into consideration the needs of their students. As a result, students acquire the language and get the skills they need to succeed in both their social and professional lives (Öztürk, 2015). This indicates that learning English language is important for vocational students.

## **2. Method**

The current research employed a descriptive qualitative method. Based on Leavy (2022), qualitative research highlighted in-depth meaning, as well as people's personal experiences

and meaning-making processes. This method enables us to gain a deep grasp of a topic by exploring the meanings people attribute to their actions, circumstances, people, and objects. This research was conducted in SMKN 1 Pematang, Indonesia, which has a total population 245 of first-grade students. Random sampling technique was applied to collect the data, which means every person has an equal opportunity to be chosen, and the sample can be extended to the whole population (Creswell, 2009). The sample of this research is 35 students of first grade majoring in vocational computer network and telecommunication engineering. The instrument was an essay test that instructed the students to produce recount text based on the suggested themes, such as: competition experience, last holiday event, visiting exhibition, and or tourist attraction. The text is created by following the generic structure. In this case, students were not allowed to open the dictionary and the test was done in 90 minutes. Then, those authentic texts were collected to be analyzed using Fromkin et al (2018) theory. The researchers analyzed the data by finding out the types and the processes as well as explaining the errors of English derivational and inflectional morphemes found in the authentic-recount texts produced by the students. The process of the analysis including reading and understanding all texts completely, identifying the use of English derivational and inflectional morphemes, categorizing into each type by showing some processes of word formation, identifying the errors in applying those morphemes, and writing the conclusion.

### 3. Findings and Discussion

The objectives of the research are finding out the types of English derivational morphemes and inflectional morphemes with the errors found in the authentic-recount texts. By using authentic-recount texts as the data sources, it is considered as the novelty of this research.

#### 3.1. *The types of Derivational and Inflectional Morphemes Found in the Authentic-Recount Texts*

The first finding was displaying the types of derivational morphemes found in the authentic-recount texts as shown in Table 1 as following.

*Table 3. Types of Derivational Morphemes found in the Authentic-Recount Texts*

<b>Types of Derivational Morphemes</b>	<b>Words</b>	<b>f</b>
Noun to Adjective	Lucky, sunny, beautiful, tasty	4
Verb to Noun	Location, teacher, conversation, competition, editor, winner	6
Adjective to Adverb	Really, actually, recently	3

Types of Derivational Morphemes	Words	f
Verb to Adjective	Broken, excited, satisfied, located	4
Noun to Noun	Subdistrict, television, village, midnight, admission	5
Total		22

Interconnected with Table 1, it also shows the processes of the word formation where the meanings were taken from Oxford and Merriam-Webster Dictionary.

Types of derivational morphemes in verb to adjective, the researchers found a sentence “I felt so excited to spend time with my family”, the word excited is created by adding the suffix (-ed) to the basic word excite which stays as a verb. “Excite” means the quality of making someone feel strongly, especially positively. When “excite” and (-ed) are combined, it would be “excited” which has the grammatical class as an adjective. “excited” refers to a state of intense happiness. Then, another sentence is “I felt satisfied”, it is created using the verb “satisfy” as the base and the suffix (-ed) as the final component. “satisfy” means give someone what they want or need. In contrast, “satisfied” stays as an adjective, which means content or pleased with an experience or a gift.

The next type found is derivational in noun to adjective. The word “tasty” is made of the root word taste as a noun, and then the suffix (-y) is appended. “Taste” is the characteristic that allows you to distinguish between various meals and beverages when you put them in your mouth. Combining these morphemes and altering the grammatical class creates a new meaning. On the reverse, “tasty” as an adjective means having a pleasing flavor. Meanwhile in other texts, the researchers found the word “beautiful”. It starts with the noun “beauty” and the suffix (-ful) completes the word. “Beauty” is a characteristic or a condition of being beautiful; it might be a person or an object. Combining these terms creates a new meaning with a new grammatical class. “Beautiful” (adjective) denotes something that is exceptionally appealing or pretty.

Besides, derivational in verb to noun also found in the authentic texts like the word “location”, it is created from the verbal root “locate” with the suffix (-ion). “Locate” means find out the exact position of someone or something. “Location” itself, is created by combining “locate” and (-ion). Thus, “location” refers to a position, anything that is open for habitation or that is identified by a unique characteristic. The grammatical category becomes a noun. Other than that, the word “teacher” is considered as a derivational in verb to noun. It is made by taking the verb form of the basic word “teach” and adding the suffix (-er). The word “teach” means sharing or giving knowledge, lessons, skills, etc. to someone. If these derived words are combined, a new word with a different grammatical class would be

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produced. Then, “teacher” as a noun, denotes a person who teaches, particularly in schools. Another word, “winner” is also part of this type. It is derived from the suffix (-er) and the root word “win” which stays as a verb. “Win” denotes having the greatest degree of success in a game, contest, etc. therefore, when these morphemes are merged, “winner” becomes a noun. “Winner” itself, refers to someone who has achieved success.

Then, types of derivational in adjective to adverb has 3 words that found in authentic texts made by students, like “really”, “actually”, and “recently”. “Really” is made by taking the base word “real” as an adjective and adding the suffix (-ly). “Real” refers to something that is true, real, or actual. Thus, it would be “really” if these morphemes are merged. “Really” as an adverb, means genuinely, in fact. “Actually”, is created by adding the suffix (-ly) to the basic word “actual” which stay as an adjective. “Actual” refers to something that is true or actual; it is not untrue or fictitious. It has a different connotation and grammatical class. “Actually”, as an adverb, means in point of fact. Then, “recently” derives from the word “recent” as an adjective, which is followed by the suffix (-ly). “Recent” refers to something that just happened, started, etc. meanwhile, the adverb “recently” denotes a recent span of time.

The last type that was found in the authentic texts is derivational in noun to noun. The word “television” is created from the prefix (tele-) and “vision” which stay as a noun. “Vision” is the capacity to perceive; it refers to an area that is visible from a given viewing point. In the meantime, “television” which is also noun, is an electrical device with a screen that allows you to see moving images and noises. Also, the word “admission” was found in the texts. It is produced by adding the base word “mission” into the prefix (ad-). “Mission” as a noun, is a significant official task assigned to an individual or group of persons. On the contrary, “admission” refers to the fee required to enter a public area. In more detail, the percentage of the total data was provided in the following figure.

Based on Figure 1, it was found 5 out of 11 types which belong to derivational morphemes. Those are derivational in verb to adjective (18%), noun to adjective (18%), verb to noun (27%), adjective to adverb (14%), and noun to noun (23%). Meanwhile, the types that were not found in the authentic-recount text were adjective to verb, adjective to noun, verb to verb, noun to adverb, adjective to adjective, and noun to verb.

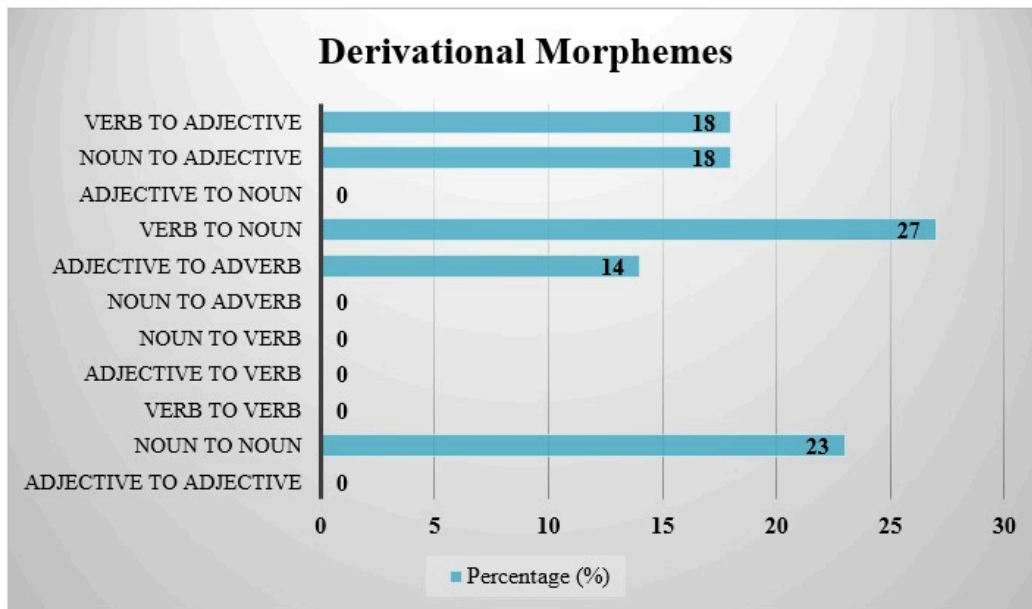


Figure 1. Types of English Derivational Morphemes found in Authentic-Recount Texts

The next sub-finding was displaying the types of inflectional morphemes found in the authentic-recount texts as shown in Table 2 below.

Table 4. Types of Inflectional Morphemes Found in the Authentic-Recount Texts

Types of Inflectional Morphemes	Words	f
Inflectional in past tense	Arrived, cooked, continued, cleaned, prayed, started, enjoyed, prepared, rented, accompanied, invited, asked, decided, visited, played, walked, helped, wanted, called.	19
Inflectional in plural	Snacks, siblings, souvenirs, pictures, friends, things, times, styles, games, places, parents, hours, years, drinks.	15
Inflectional in possessive	Grandma's	1
Total		35

It can be inferred from Table 2 that the researchers found some types of inflectional morphemes that were produced by students in writing authentic-recount texts. Those all are inflectional in past tense, plural, and inflectional in possessive. From the data presented

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above, the researchers took some samples to make a clear understanding of each type in inflectional morphemes.

In the types of inflectional morphemes in past tense, it is marked by the word (-ed) is added after the words without changing the meaning. It describes how the action verb is connected to and has already happened in the past. Some sentences that are indicated as past tense were found by the researchers, like “My cousin and I played around the beach.” The past tense of the verb “play” is “played”. The meaning and grammatical class of the basic word are not changed. The past tense form indicates that the action has already happened. Other than that sentence, “My friend invited me...” is also part of past tense. The word “invited” is the past tense of the verb “invite”. The meaning and the grammatical category stay the same. “Invited” means that the event has occurred in the past. In addition, “My parents called me.” The sentence was found in the authentic-recount text. It is considered in this type because the past tense of the verb “call” is “called”. The grammatical class and meaning stay consistent.

Another type was found, that is inflectional in plural. Plural refers to a grammatical category of number which has amount more than one. Like the sentence “My father bought me shoes.” The word “shoes” refers to the plural of the word “shoe”. “Shoe” describes as a pair and is countable. The word “shoe” then changes to “shoes”, indicating that there are two (a pair) of shoes. Another sentence, “After two hours there, my family and I went home.” Thus, the contains the word two, which denotes more than one, so the term “hours” is considered as a plural. The next sentence is “I went to the beach with two my friends.” Is a part of inflectional in plural because the words “two friends” indicate an amount of friend (more than one). Meanwhile, the sentence “3 years ago, I won a story telling competition.” That, “years” is a plural word since it denotes number of a year (more than one). So, it is classified as a plural.

The next type found by researchers is inflectional in possessive, which refers to a grammar phrase that emphasizes ownership. An example found in this type, “As long as in grandma’s house, we had dinner together.” The phrase “grandma’s house” is characterized as possessive since it stated that the house belongs to grandma.

Additionally, Figure 2 was made for the further information related to the findings of the types in inflectional morphemes found in the authentic-recount texts.

Based on Figure 2 above, the researchers found 3 out of 8 types of inflectional morphemes. Those all were inflectional in past tense (54%), inflectional in plural (43%), and inflectional in possessive has (3%). Then, the types that were not found in the authentic-recount text were

the use of inflectional in third person singular, present progressive, past participle, comparative, and inflectional in superlative.

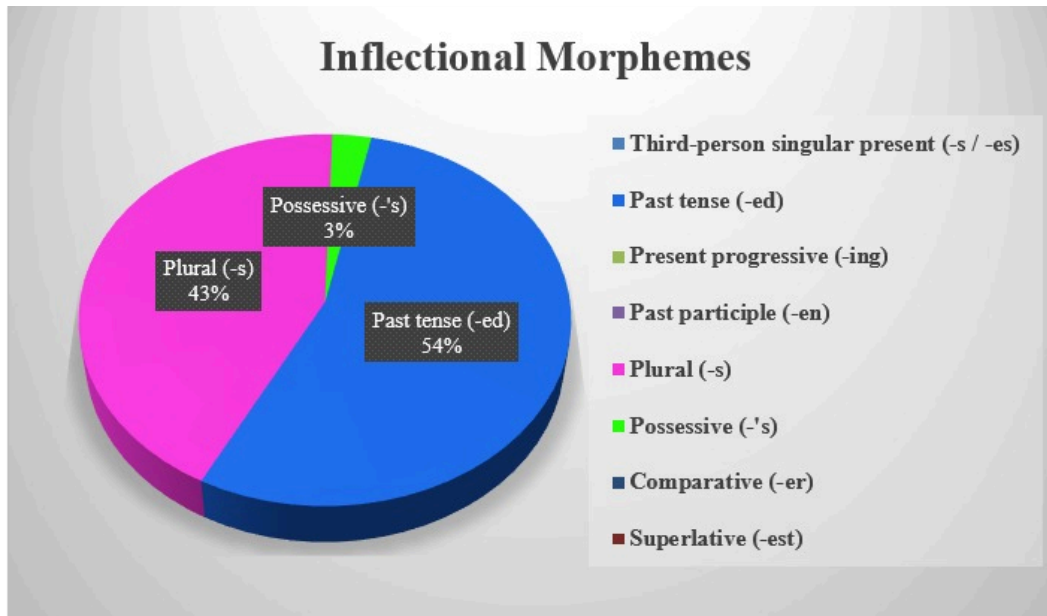


Figure 2. Types of Inflectional Morphemes found in the Authentic-Recount Texts

### 3.2. Errors of Derivational and Inflectional Morphemes Found in the Authentic-Recount Texts

The second finding was displaying the errors found in applying English derivational and inflectional morphemes in the authentic-recount texts.

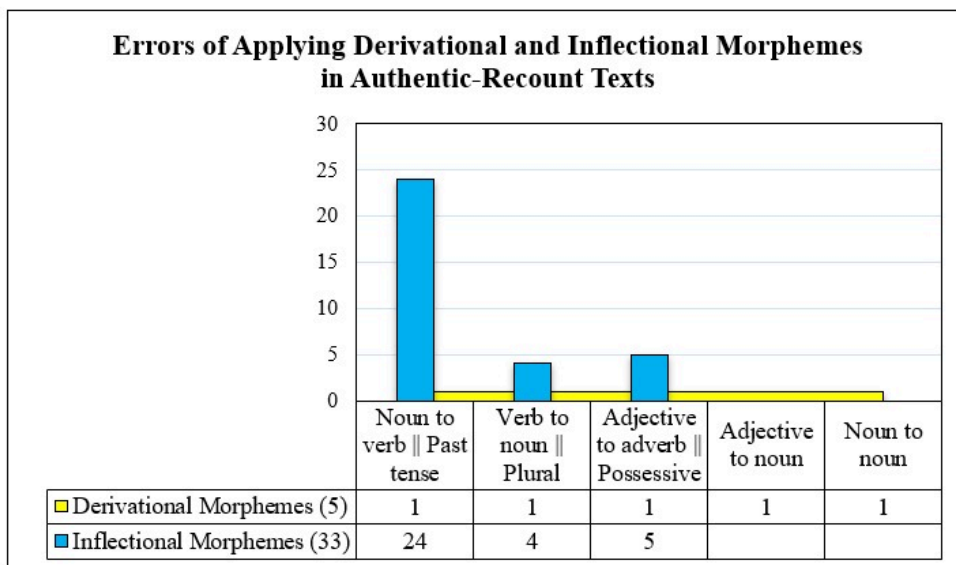


Figure 3. Errors of Derivational and Inflectional Morphemes in Authentic-Recount Texts

Interconnected with Figure 3 above, the researchers found 5 errors that were made by the students, such as derivational in changing noun to verb, verb to noun, adjective to adverb, adjective to noun, and noun to noun. Furthermore, 33 errors found in applying inflectional morphemes, those types are inflectional in past tense, plural, and possessive. Thus, the total number of errors found was 38 and Table 3 was made for the clear explanation.

*Table 5 Errors of Applying Derivational and Inflectional Morphemes*

No	Bound Morphemes	Types of each bound Morphemes	Actual sentences made by students	Corrections by expert
1.	Derivational Morphemes	Noun to verb	I and my friend, name Agnesia..	I and my friend, named Agnesia..
2.		Noun to noun	..to spend timer my holiday	..to spend my holiday's time
3.		Adjective to adverb	Luckyly,..	Luckily..
4.		Verb to noun	..applause after the perform	..applause after the performance
5.		Adjective to noun	..to visit married event	..to visit marriage event
6.	Inflectional Morphemes	Past tense	We stay in villa	We stayed in villa
7.			..i clean up myself..	..i cleaned up myself..
8.			We sit and talk..	We sat and talked..
9.			Last holiday...I join the extracurricular.	Last holiday... I joined the extracurricular.
10.			My friend decide to help me..	My friend decided to help me..
11.			Deyvan try to catch..	Deyvan tried to catch..
12..			Rangga and Helmi help me	Rangga and Helmi helped me
13.			We searching a place..	We searched for a place..

14.		Last holiday... we order some food and drink.	Last holiday.... we ordered some foods and drinks.
15.		I stop for praying..	I stopped for praying..
16.		We arrive in the home	We arrived in the home
17.		I learning many styles of swimming	I learned many styles of swimming
18.		I rent a tire	I rented a tire
19.		We work together	We worked together
20.		I went to mosque and praying together	I went to mosque and prayed together
21.		I pick up by my nephew	I was picked up by my nephew
22.		I check in the hotel	I checked in the hotel
23.		I prepare because I should back home	I prepared because I should back home
24.		I want to try catch the fish	I wanted to try catching the fish
25.		The extracurricular start on Thursday	The extracurricular started on Thursday
26.		My friend and I watching Indiana Jones V.	My friend and I watched Indiana Jones V.
27.		I visit Malioboro	I visited Malioboro
28.		I end swimming at 12.00 a.m.	I ended swimming at 12.00 a.m.
29.		We are surprised my dad with birthday cake.	We surprised my dad with birthday cake
30.	Plural	We ordered some food and drink	We ordered some foods and drinks
31.		One years ago..	One year ago..
32.		...with four my friend	..with four my friends
33.		..some experience..	..some experiences..

34.	Possessive	..to fisit the grandmast neighbor	..to visit grandma's neighbor
35.		My friend and I went to house friend	My friend and I went to a friend's house
36.		I spent time to visit my sister home	I spent time to visit my sister's home
37.		..visit to aunty house	..visit to aunt's house
38.		..because my dad birthday	..because my dad's birthday
<b>Total</b>		<b>38</b>	

On this section, it was found that there were 5 types of derivational morphemes and 3 types of inflectional morphemes in the authentic-recount texts.

The first type comes from derivational in noun to verb. In the table presented above, the word name should be a verb rather than a noun because it comes after the word "my friend". When someone mentions the name of another person, it should be included.

Next, derivational in noun to noun shows the term "timer" is incorrect because "spend" remains as a verb, meanwhile "timer" as a noun, that is a tool used to determine how long something will take. Therefore, the appropriate word is time (noun), which denotes what can be measured in minutes, hours, and days.

Then, the use of derivational in adjective to adverb has an error in the word "luckly" since the word "lucky" as an adjective has the last "y" which functions as "i", so, the correct one is luckily.

The other type is verb to noun, the researchers found an error in the word "perform". "Perform" stays as a verb and the word "after" is considered as a preposition. Meanwhile, time, location, or an object (noun) are frequently placed after preposition. So, the statement in this case requires a noun, that's "performance".

The last errors found in using derivational morphemes, it is a derivational in adjective to noun. In this finding, the term "married" is an adjective. It is wrong since the word "event" needs another noun to define what the event was occurred. Therefore, "married" should be changed into "marriage" which classified as a noun, too.

Not only errors in derivational morphemes, but also in inflectional morphemes the researchers found 33 errors. These consists of inflectional in past tense form, plural, and possessive. Following are some examples of errors completed with the explanations:

After analyzing all the texts, the most errors were found in inflectional morphemes in past tense. For example, the sentence “Last week, with my family... we stay in villa”. It shows that the word “stay” is wrong since the activity occurred in last week (past). Thus, it ought to be in the past tense. Then, the correct phrase would be “Last week, with my family...we stayed in villa”. Another sentence, “Last holiday, my friends and I went to school... I join the extracurricular”. Since the sentence consists of the words “last holiday” which stays as an adverb of time, so the phrase “join” is wrong. Then, it should refer to the circumstance and action from the past. In this case “joined” is the past tense form of “join” and the correct sentence becomes “Last holiday, my friends and I went to school... I joined the extracurricular”. Then, a sentence like “One years ago, I join the competition to make a short film... we work together for the film”. The sentence shows that the event happened in the past, hence the word “work” is wrong. Therefore, “work” should be changed to be “worked” as the past tense. So, the correct sentence in this situation is “One year ago, I joined the competition to make a short film... we worked together for the film”.

Next, the errors in using inflectional in plural. The researches took some sentences like “One years ago..”, it is incorrect since the word “one” should not be followed by (-s) which showed as a plural. It should be “One year ago...”. Another sentence, “I went out with four my friend”. That word “four” indicates as a plural, so it should be changed to be “I went out with four my friends”.

The last type is inflectional in possessive, as in the sentence “I spent time to visit my sister home”. In the sentence explains that the home belongs to the writer’s sister. Thus, it should be added an apostrophe (-‘s) to show inflectional in possessive. Then, the correct sentence becomes “I spent time to visit my sister’s home”. Other than that, the sentence “...because my dad birthday” is wrong because the possessive form is marked by (-‘s) to explain that something belongs to someone. In this case, the sentence mentioned before explains that the writer’s father has a birthday. So, the right sentence would be “...because my dad’s birthday”.

According to the data presented above, it has been found that there are 5 types of derivational morphemes either can change the grammatical class or not and 3 types of inflectional morphemes that have been used by students when creating recount texts. The result is in line with another study finding’s which was found by Adhi (2022) in analyzing bound morphemes in the song lyrics, he stated that in the process of word formation in derivational morphemes to create a new meaning, it occasionally modifies the word class. Meanwhile, based on Ratih (2021), showed that the result of findings inflectional morphemes in Joko Widodo’s speech were found 7 types of derivational morphemes and 5 types of inflectional morphemes. It means, the result of this study with belongs to Ratih (2021) has the same highlight, which is the finding of inflectional morphemes occupied a small amount than derivational morphemes.

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Additionally, learners still make errors in using those both morphemes in a sentence of the recount texts which has a total is 38 errors, including 5 errors for derivational morphemes and 33 errors inflectional morphemes. It can be concluded that first grade students of SMKN 1 Pematang are required to learn more in composing words with the exact grammatical class and the right tenses. This condition is supported by Rizki (2021), which mentioned that one source of errors is the environment in which English is taught and learned; students must be able to understand language structure and system in order for them to understand that errors can occur when learning a language.

In contrast with the previous studies above, this research analyzed the authentic-recount text that was made by students. When students write a text, it produces more vocabulary. To apply an exact vocabulary, students should master how to arrange words correctly. Thus, the advantages of this research are not only finding the use of both morphemes, but also showing the process in each word formation completing with the errors made by students which is an important thing to be researched because it relates to the ability of creating texts using English language. An opinion comes from Fitria (2020), she declared that language deficiencies, such as the learner's inability to follow the correct rules of the target language, can cause errors. Another advantage is the source of data in the current research gained from the authentic-recount text made by students in vocational school levels, which so far this research focus has never been found yet. This research also provides benefit to be a reference for future researchers related to students' writing skills in applying the precise and concise words so it can be a good text. Learning linguistics expresses distinct perspectives while applying word, phrase, and sentence construction techniques to convey concepts. Students can learn more about the world they live in by comparing vocabulary and structures of different languages. Learning English language for students at vocational school can make them to be excellent in mastering foreign languages, which can be useful for them when they are in the world of work.

#### **4. Conclusion**

The just-mentioned explanation highlights how important derivational and inflectional is in creating a text, it is not only about the function but also the processes of the word formation. Interconnected with the result, students require to study more about the function and meaning of words before constructing sentences because it takes a significant part in writing English texts.

Therefore, this research is important to be conducted because to construct the sentences correctly, the step of understanding derivational morphemes and inflectional morphemes takes the main role for students. Then, further researchers are advised to conduct deeper research which consider students' ability in reconstructing sentences especially in

implementing suffixes and another types of morphemes which is included in morphology subject.

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