



Morphological Words Awareness in Reading Text Comprehension by Indonesian EFL Teachers

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Abstract:

Since English is a foreign language in Indonesia and its teaching and learning is a text-based approach, it is essential to address the role of morphological words in the text. This current research aimed to investigate the awareness of English teachers on morphological words, specifically derivational and inflectional words, during reading text comprehension. The data used for this research was primary and secondary. A survey to collect the data was administered to 71 teachers from 24 (of 34) provinces attending an online professional in-service training program. The tool was a closed-ended questionnaire, adapting a 5-Likert scale with ten statements concerning derivational and inflectional words. The options of the questionnaire respectively are strongly aware, aware, hardly aware, unaware, and strongly unaware. The data were analyzed using the relative frequency distribution formula. Although it contradicts observation during the online training, this research revealed that the quality of awareness covering derivational and inflectional words was situated between 60%-80%, and the category is aware. The mean score of awareness of derivational and inflectional words are 76.29 and 74.05. The implication of this research to participants in implementing derivational and inflectional word awareness in reading text comprehension is immediate for their real teaching routines in the classroom.

Keywords: morphological words, awareness, reading texts comprehension

1. INTRODUCTION

It was observed, as a curiosity and ground that arose the intention to conduct this research, that the teachers attending online professional training encountered difficulty regarding vocabulary in discussion sessions and teaching instrument set submissions. The difficulty, based on the training activities observation, was generally of morphological words. The vocabulary, that is, in fact, morphology, was uneasy for the training participants to distinguish for its parts of speech and

indication whether it is regular or irregular verbs. Besides, the submission of teaching set instruments elaborating vocabulary was also rare.

English is a foreign language in Indonesia, and its teaching and learning is a text-based approach. Hence, teaching and learning are based on reading. Through the reading text and its comprehension, speaking, writing, and listening are covered as an integration, not isolation. Briefly saying, English and its skills are in the text, that is, vocabulary and how it is used for reading, speaking, writing, and listening.

Previous researchers with a varied focus used to support this research have studied vocabulary and morphology awareness. The awareness may be called morpheme awareness, which is free and bound morpheme and lexeme or changes of lexeme's awareness. The first previous study is morphological awareness (De Freitas et al., 2018). This study revealed that transforming inflectional and derivational words are proven significant predictors of reading accuracy and fluency of reading text comprehension.

The second study is on morphological awareness, students' learning achievement, and reading text comprehension (Levesque et al., 2020; Metsala et al., 2019). They reported that the awareness of morphemes and phonemes is strongly related to reading-text comprehension achievement. Moreover, the third one is the frequency of morphemes in academic words (Lane et al., 2019). This study identified and emphasized that the awareness or knowledge of morphemes contributed to the skills of word reading, vocabulary, and reading text.

The fourth study is the dynamic assessment of students' morphological awareness in the EFL context (Hamavandi et al., 2017). The result of the study showed that the knowledge of morphology was reliable in improving the reading skill of EFL learners. Lastly, Carlisle et al. (2010) studied the effect of teaching on morphological awareness of literacy achievement. The result of the study confirmed that teaching morphological awareness has a positive impact on improving students' literacy achievement.

Those previous studies are reviewed as a foundation that the awareness of vocabulary and morphology is essential in reading text. The importance is not only for teachers but for students as well. Thus, awareness should first be possessed by the teacher. Then, through learning, awareness is generated and transformed into learners. In conclusion, the previous studies described that the better vocabulary and morphology awareness, the better word reading skills, and better comprehension and reading text literacy.

This current research is implemented by referring to previous research that is similar but different in terms of the background, participants or respondents, and research purpose. To be distinguished from the previous ones, the background of this research is the implementation of morphological words awareness in teaching reading text comprehension, and the participants are English language teachers attending online professional training. Furthermore, this research aims to classify the awareness frequency and category of morphological words in English language reading text comprehension.

The explicit description of the morphological words and the results of the previous research reviewed elucidate what English language teachers can do when they apply reading text comprehension in teaching. Nevertheless, the reading text might have been comprehended in such ways, but the vocabulary and morphology, or the morphological words as an entity in the text had not been fully paid attention to. The entity is an essential key in teaching language since

the grammar, that is, the grammar of words relies upon the entity. Therefore, this research is necessary to be conducted to obtain the participant teachers' perception and description of the awareness of morphological words in reading text comprehension.

It is limited that the English language reading text components studied for this research are vocabulary and its morphological words. It is vocabulary with forms and meanings consisting of derivational and inflectional words. Finally, the question for this research is divided into:

1. What was the participant teachers' awareness of the derivational words?
2. What was the participant teachers' awareness of the inflectional words?

2. LITERATURE REVIEW

2.1 Vocabulary and Morphology

Vocabulary in reading text is the total quantity of words used to support language skills, to communicate and express the idea and the meaning of the idea expressed. In addition, vocabulary is the collection of words that have meanings, both as a single word and a phrase (Reynolds & Teng, 2020). The standpoint of vocabulary includes some issues. For instance, vocabulary as lexical and functional words, vocabulary and its frequency usages in discourses, vocabulary as common and technical words, and vocabulary as academic words (Nation et al., 2018). Moreover, vocabulary is lexical and functional words. Concerning vocabulary as lexical words, it is a word class consisting of verbs, nouns, adjectives, and adverbs (Rijkhoff, 2009). Meanwhile, in terms of function words, the vocabulary, for example, is prepositions, determiners, pronouns, conjunction, and interjection (Denham & Lobeck, 2010).

Morphology studies how a word, especially a complex word, is formed from a root or base and another element as a combination. The combination is root or base and the bound morpheme to form a derivational and inflectional word; base and base, or base and the bound morpheme to form reduplication and compound. Moreover, complex words like reduplication, compound, derivation, and inflection are words that deal with words in terms of type or lexicon, grammar, and meaning. In brief, the complex word is the content word that is lexical and grammatical and is related to form and semantic and pragmatic meanings. Meanwhile, the function word, just to differentiate it from the grammatical word, is the attributive word used to support grammatical function.

In the reading text, the form and meaning are one as a single unit (Dawson et al., 2021). Moreover, the form and meaning are determined by the morpheme as a constituent in a word (Coch et al., 2020; Manova et al., 2020) or by an element and the changes caused by the process of morphology in word formation. The morphemes and changes elements then result in word class or category based on its morphological processes, that is, derivational and inflectional words (Dronyakina & Starykh, 2020; Goodwin Davies & Embick, 2020).

Morphology in the reading text is the relation between form and meaning. The word form can be phonological and orthographical, while the meaning is lexical and grammatical (Finley, 2018). Since the reading is arranged in written form, then the morphology in terms of form, in this case, is orthographical. Hence, the orthographical morphology in the reading text is lexical morphology and syntactic model morphology (Don, 2014). It is word morphology and morphological word in the sentence. Based on the literature review on morphology, the research is about vocabulary and morphology that deal with derivational and affixes (Reichelt, 2020) and inflectional words with lexeme and the inflection process (Goodwin Davies & Embick, 2020).

Besides dealing with form and meaning, the vocabulary and morphology in reading text comprehension are also related to the function of derivational morpheme that is class-maintaining and class-changing, and the process of inflectional morphology that functions to maintain word class from the same lexeme (Khamis & Musa, 2020).

The morphology is the content words or morphological words, that is, derivation and inflection. The derivation word is commonly known as the lexical word that is base and derivational. The lexical word is the word with part of speech (Makharoblidze, 2021). In other sayings, the lexical word is the word with its open class or category. Thus, the lexical word is the word that is verbs, nouns, adjectives, and adverbs. When an element is added to this lexical word, it changes or maintains the word class. The word class changed or maintained due to an element attachment in morphology is called a derivational word.

The examples of the derivational words are /teacher/ and /impolite/. The word /teacher/ is derived from /teach/, a verb, and the element /-er/, a bound morpheme. In this case, the bound morpheme is a suffix. Furthermore, the word /impolite/ is derived from /polite/, an adjective, and the element /im-/, a bound morpheme. This bound morpheme /im-/ is a prefix. It is evident that the suffix /-er/ changes the word /teach/, which is a verb, into /teacher/, which is a noun (Denham et al., 2018b). Moreover, it is clear that the attachment of the prefix /im-/ to /polite/, an adjective, maintains the word class of /impolite/, which is also an adjective. In the derivational word, the bound morpheme that is an affix is class-changing and class-maintaining.

An inflection word is a morphological word whose word class or category does not change when an element is attached. The inflection word deals with indicator and indication. The indicator is the changes of form or morphs involving the affixation process, that is, suffixation and internal modification and replacement order. The changes of form, from base to complex word, is an indication to signify meaning or to indicate signification. The indication, for instance, is tense, number or plurality, and comparison. The form is an indicator or signifier (Kracht, 2008), while the meaning it inflects is an indication or the form signified.

The instances of the inflection word are /mixes/, /bushes/, /developments/, /bored/, /boring/, /larger/, and /caught/. The elements of /-es/, /-s/, /-d/, /-ing/, and /-er/ added to the base word are indicators or signifiers, which are suffixes. In morphology, the indicator or signifier is the form or the morph. They maintain word class or category. As an indication, they signify present tense, plurality, participle adjective, and comparative comparison. The morphology process for the examples is suffixation and replacement order for the word /developments/. Moreover, the word /caught/ is the change of form of the lexeme CATCH as an indication of irregular verbs for past, present, and perfect tense sentences.

2.2 Reading Comprehension

Reading text, in languages, is the entity of vocabulary and morphology in sentences arranged as paragraphs. The paragraphs are united to assemble a text. In English reading, vocabulary and morphology become a particular issue because they deal with function and content words. Moreover, the vocabulary itself linguistically consists of function and morphological words. The quantity or number of words arranged as sentences in the reading text, referring to Bernstein et al. (2020), is both function and content words. The function word is attribution and is used to support grammar in a sentence. In English, this function word, for example, is conjunction and article.

Comprehension is the ability to understand something or action, grasp the meaning, and understand an idea or knowledge. Meanwhile, reading comprehension is the ability to process and understand the text and to integrate what the reader knows. Thus, for this research context, reading text comprehension is the ability to grasp, process, understand, and integrate the knowledge of vocabulary and morphology in reading text. Comprehension, to add more, is the ability of a person to fully understand something based on the situation, concept, and facts (Nengsih, 2018). It is the ability of research participants to understand situations, concepts, and facts of vocabulary and morphology. Comprehension is literal and inferential (Kamagi, 2020); therefore, in terms of vocabulary and morphology, the literal is the form of the explicit words, while the inferential is the meaning or what words signify.

Reading text comprehension in the English language covers the main idea and supporting sentence, reference, vocabulary, detail, and inference (Chesla, 2000). Additional fictional reading comprehension components include setting, plot, character, and moral value. Furthermore, the comprehension of morphological words, as the focus of this research, is derivational and inflectional words containing form and meaning. In other words, it is the signifier or indicator and the signified or indication of form.

There are some components of reading text comprehension. The first is a paragraph's main idea and supporting idea (Chesla, 2000, pp. 57 & 67). The main idea can be positioned at a paragraph's initial, middle, and final. The ideas that are not the main idea are supporting ideas. The supporting ideas are explanation sentences completed with examples or data. The supporting ideas must first be identified to know which one is the main idea. An idea that is not characterized by an explanation sentence completed with examples or data should be the main idea.

The second component is the reference (Chesla, 2000). Reference is explicit enlightenment or allusion used to connect or restate previous mentions differently. The reference is the replacement or other mentions for subject, object, and possession in a sentence of a paragraph. Therefore, the reference according to word class is a noun, that is, the pronoun. The long phrasal subject with its explanation and position before the predicate in a sentence is adequately replaced with reference when reading text is comprehended.

The third component, according to Chesla (2000), is vocabulary. This component has breakdowns like decoding for a phoneme in words, spelling, pronunciation, synonym, antonym, definition, form, meaning, part of speech, and translation or glossing. Based on this component, it is evident that the coverage of this vocabulary is linguistically morphology. Meaning, especially, is determined by the context (Chesla, 2000, p. 41).

The next component is detail and inference. The detail can be a subcomponent of supporting ideas and vocabulary. However, the detail is a particular supporting idea and vocabulary. In terms of part of speech, the detail is noun, that is proper noun. Examples are numbers, statistics, coefficients, equations, titles, and proper names. Moreover, the inference is implicit or hidden messages, not explicit or written ones (Chesla, 2000, p. 183). The inference cannot be found in the text. Only by reading the text then the inference can be identified or guessed.

Regarding this research, the third component of reading comprehension, which is vocabulary in terms of form and meaning, was selected as a focus to survey. It is morphology comprising derivational and inflectional words.

3. RESEARCH METHODOLOGY

This current research site was in Indonesia. The research participants were 71 consisting of 27 male and 44 female English language teachers aged 28-49 years at senior high school from 24 (of 34) provinces. They were from Gorontalo, North, West, South, and Southeast Sulawesi, West, South, Central, East and North Kalimantan, Aceh, Lampung, Riau, Riau Archipelago, Maluku, and North Maluku, West, Central, and East Java, Yogyakarta, West Nusa Tenggara, Bali, Papua and West Papua, the participants of In-service Teacher Professional Training Program of Batch 2021 and 2022. The professional training program was hosted by Tanjungpura University. The selection criteria for the research participants were conditional in terms of (1) reachability and (2) time availability to answer and return the questionnaire. The English language teachers at junior high schools and senior vocational high schools and other teachers of different subjects attending the two batches in-service training were not included as participants.

As additional information, the participants of the professional training had to pass the test and the minimum requirement to join the test was at least three years in teaching service consecutively. The training was implemented online, and the platform used was Learning Management System (LMS). The activity in the LMS was set synchronous for video conference activities and asynchronous for submissions. The submissions consisted of teaching instruments (Lesson plan, Teaching material, Teaching media, Students' worksheet, and Assessment), full and edited teaching practice videos, and further action plan. All submissions required discussions, collaborations and reflections among the participants and certified tutors who were certified English subject lecturers and teachers. Moreover, all submissions were reviewed and marked by the tutors.

The data collected for this research are perception that is interval. The data collection was intended to classify the quality of awareness of morphological words particularly comprising derivational and inflectional words in reading text comprehension. The data were on the participants' awareness of derivational and inflectional words during the teaching routines and teaching practice in the professional in-service training.

For this research, the data are primary and secondary. The primary is the first-hand sources from the research participants (Glen, 2022), who were the English language teachers. Since the data are interval, therefore it is descriptive (Winter, 2019). Meanwhile, the secondary data is English vocabulary that is derivational and inflectional, and its correctness in terms of spelling is checkable from the dictionary. Moreover, the self-made questionnaire was created using a google form, circulated electronically via WhatsApp Group, WhatsApp private number, and Facebook Messenger.

Furthermore, this research was conducted by implementing a survey method, which was a cross-sectional survey (Creswell, 2012). The data collection tool was closed-ended questionnaires (Iwaniec, 2020) containing options to choose. The options were adapted based on a 5 Likert Scale (Lowie & Seton, 2013; Müssig et al., 2021) with the interval of 20. The options chosen to categorize were consecutively decreased scale from Strongly Aware (SA) or (80.01 %-100 %), Aware (A) or (60.01 %-80 %), Hardly Aware (HA) or (40.01 %-60 %), Unaware (U) or (20.01 %-40 %), and Strongly Unaware (SU) or (0 %-20 %). The total item for the questionnaire was ten, classified into five items on derivational words and another five on inflectional words. For items validity and reliability, the SA is scored 5, A is 4, HA is 3, U is 2 and SU is scored 1. Based on the computation using MS Office Excel 6, the questionnaire items were valid, and therefore,

it was reliable. The items test validity with $n=71$ and the degree of freedom 5% is in the following table 1:

Table 1: Questionnaire Items Validity Test

| items no | r-count | r-table | interpretation (valid for r-count \geq r-table) |
|----------|-------------|----------|---|
| 1 | 0,95345666 | 0,677961 | valid |
| 2 | 0,860086675 | 0,677961 | valid |
| 3 | 0,951951552 | 0,677961 | valid |
| 4 | 0,950755258 | 0,677961 | valid |
| 5 | 0,910157707 | 0,677961 | valid |
| 6 | 0,876890863 | 0,677961 | valid |
| 7 | 0,959484588 | 0,677961 | valid |
| 8 | 0,954249154 | 0,677961 | valid |
| 9 | 0,920874526 | 0,677961 | valid |
| 10 | 0,890380668 | 0,677961 | valid |

The collected data was analyzed using the relative frequency distribution formula (Glen, 2022), that is option frequency divided by the multiplication of participant number and option frequency, and multiplied by 100%.

4. RESULTS

4.1. Derivational Words Awareness

In the following table 2 is the result of survey and its relative frequency for each questionnaire items of the derivational words awareness collected from the participants' perceptions.

Table 2: Participants' Awareness on Derivational Words

| Questionnaire items | Options | | | | |
|---|---------------|---------------|---------------|-------------|-----------|
| | SA | A | HA | U | SU |
| 1. I am aware that in English text, words are formed from free and bound morpheme. The example is /builder/, in which /build/ is free morpheme, and suffix /-er/ is bound morpheme. | 23 (32.4%) | 40 (56.3%) | 7 (9.9%) | 1 (1.4%) | 0 (0%) |
| 2. I am aware that based on word class, /build/ is verb. The affixation of suffix /-er/ to /build/ becomes /builder/ functions to change word class, from verb to noun. Thus, the morpheme /-er/ is class-changing. | 38 (53.5%) | 30 (42.3%) | 3 (4.2%) | 0 (0%) | 0 (0%) |
| 3. I am aware that beside changing word class, the morpheme is also maintaining word class as in /friendship/. The morpheme /-ship/ maintains /friend/ that is noun becomes /friendship/ that is also noun | 22 (31%) | 36 (50.7%) | 12 (16.9%) | 1 (1.4%) | 0 (0%) |
| 4. I am aware that words in reading text is briefly formed from the process of morphology. One of the processes is affixation that involves free morpheme that is base or root, and bound morpheme that is affix. The affix is a prefix as in /impolite/, suffix as in /brotherhood/, and circumfix as in /unemployment/. | 22 (31.4%) | 39 (55.7%) | 8 (11.4%) | 1 (1.4%) | 0 (0%) |
| 5. I am aware that beside dealing with form or morph that is free and bound morpheme, the morphology also deals with meaning or signification. The bound morpheme or suffix /-er/, as in phrase <football player> and <music player> signify the meaning 'one who' or 'instrument'. | 33 (47.1%) | 32 (45.7%) | 5 (7.1%) | 0 (0%) | 0 (0%) |

Table 2 above shows that the frequency of the questionnaire option on the derivational words' awareness was relatively distributed between the interval of 60%-80%. It indicated that option distribution is categorized aware. The average mean of questionnaire option on the derivational words, as computed using the relative frequency distribution formula, is 76.29.

4.2. Inflectional Words Awareness

The result of survey and its relative frequency for each questionnaire items of the inflectional words awareness collected from the participants' perceptions is as in the following table 3:

Table 3: Participants' Awareness on Inflectional Words

| Questionnaire items | Options | | | | |
|---|---------------|---------------|---------------|-------------|-----------|
| | SA | A | HA | U | SU |
| 6. I am aware that the verb /moved/ in sentence <she had moved> signifies regular verb for past perfect tense and the process is suffixation. Meanwhile the verb /caught/ in sentence <she caught crab when fishing> signifies irregular verb for simple past tense, and the process is called internal modification of lexeme CATCH. | 15 (21.4%) | 38 (54.3%) | 16 (22.9%) | 1 (1.4%) | 0 (0%) |
| 7. Verb in sentence <she had moved> and <she caught crab when fishing>, is called inflectional morphology. Beside internal modification, there is also a process called replacement order or multiple affixations, as in /readings/, /paintings/ and /drawings/ formed by affixing /-ing/ and /-s/. This /-s/ affixation signifies number or plurality. I am aware that without /-s/ suffixation, suffix /-ing/ indicates 'on-going' for continuous/progressive tense. | 23 (32.4%) | 34 (47.9%) | 11 (15.5%) | 3 (4.2%) | 0 (0%) |
| 8. I am aware that beside signifying tense, suffix /-ed/ or /-d/, and suffix /-ing/ in verbs as in sentence in <She is interested in studying morphology> and <The morphology is interesting> also signifies participle adjective. | 25 (35.2%) | 38 (53.5%) | 7 (9.9%) | 1 (1.4%) | 0 (0%) |
| 9. In sentence <she takes three pills a day>, suffix /-s/ in verb /take/ signifies simple present tense for subject that is third-singular personal pronoun. Briefly, inflectional morphology indicates tense for verbs and number or plurality for nouns. I am aware that the process is by suffixing /-s/ or /-es/ as in /houses/ and /dresses/ for regular nouns and internal modification as in /mice/ from lexeme MOUSE and /feet/ from lexeme FOOT for irregular nouns. | 32 (45.1%) | 33 (46.5%) | 6 (8.5%) | 0 (0%) | 0 (0%) |
| 10. I am aware that inflectional morphology also signifies possession and comparison. The process is by suffixing apostrophe /-'s/ or /-s'/ as in phrase <Billy's money> or <Saras' car>; and for comparison, the process is by affixing suffix /-er/ for comparative and /-est/ for superlative as in /faster/ and /fastest/. | 29 (40.8%) | 40 (56.3%) | 2 (2.8%) | 0 (0%) | 0 (0%) |

Like awareness of the derivational words, the frequency of the questionnaire option on the inflectional words' awareness, as seen in table 3 above, was also relatively distributed between the interval of 60%-80%. It meant that option distribution is similar to derivational words category,

that is, aware. Moreover, based on the calculation using the relative frequency distribution formula, the average mean of questionnaire option on the inflectional words is 74.05.

5. DISCUSSION

This current research was on the awareness, like what Wijayanti & Budi (2021) have conducted. This research was the awareness on the association of form and meaning in the morphological words in reading text covering inflectional and derivational. Similar to Akalie et al. (2021), who explored the perception and practice of teaching reading skills, this research surveyed the perception regarding the frequency of morphological word comprehension in reading text. The perception in this research context is awareness frequency.

Furthermore, this research measured participants' awareness of morphological word comprehension by investigating the frequency of its implementation in reading text. The method was in line with Supasiraprapa (2022), who measured research participants' EFL proficiency, that was by survey. The result of this survey was also associated with Yuying (2022) on what frequency can tell. Hence, this research dealt with what the frequency of morphological word comprehension in the reading text can inform. It informed that the participants of the research were aware of morphological words when the comprehension was administered during their instruction. In line with the textual lexical difficulty as highlighted by Sahiruddin (2021), the morphological words reading text according to the result of this research were not the matter. It was implicitly understood that the lexical word is the word with part of speech or derivational word that maintains or changes word class.

In the English language reading text comprehension, the vocabulary, particularly the lexical word, is the establishment of the free and bound morpheme. For instance, is /builder/, in which /build/ is a free morpheme, and the suffix /-er/ is a bound morpheme (Haspelmath, 2021). Hence, the complex word is the composition of free form or morph that is lexical root or base word and form or morph that is bound morpheme. For the morphological process, the word becomes a complex word with lexical and grammatical categories.

Based on its lexical category, /build/ is a verb. The affixation of morpheme /-er/ to /build/ to become /builder/ functioned to change word class or category, from a verb to a noun. Thus, the morpheme /-er/, for example, is class-changing (Dumanović, 2019). Moreover, besides class-changing, some morphemes are class-maintaining (Makharoblidze, 2021). The instance is /friendship/. The suffixation of the free morpheme /-ship/ to word /friend/, a noun, is to maintain the word class of /friendship/, which is still a noun. Morphologically, the word is formed through some processes. One of them is affixation. In the reading text, words processed from this affixation are the formation of free morpheme that is root or base and affixes (Carstairs-McCarthy, 2014). The affix is the prefix as in the word /impolite/, suffix as in the word /brotherhood/, and circumfix as in the word /unemployment/.

The morphology is based on two criteria: form or morph and meaning. When it is based on the form or morph, it deals with free and bound morphemes. When it is based on the meaning, it deals with the signification or indication of the form or the morph. For instance, the form or morph /-er/ is a bound morpheme that is a suffix. Its meaning or what it signifies is 'one who' and 'instrument' as found in phrases <football player> and <music player> (Denham et al., 2018a).

Based on the two phrases, it is noticeable that the meaning is determined by the form or the morph and the word usage context in a phrase or sentence.

The conception of derivational words is basically perceptible: affixation, free and bound morphemes, class-changing and class-maintaining, and what form, or morph signifies to indicate meaning. In brief, affixation is a process of complex word formation involving prefixes, suffixes, and circumfixes. The affix is the attachment to a free morpheme that is root or base and its lexical class or category. The affix changes or maintains word class after the morphology process, that is, affixation.

Morphologically, the concept of the inflectional word is grammatical, or words in the syntactic model, the word resulting from the processes are all class-maintaining, and the process is suffixation, an internal modification, and replacement order. In language feature comprehension, as it is usually found in teaching-learning activities, there are forms like <She has/had moved>, and <She caught crab when fishing>. The word /moved/ is a regular verb, while the word /caught/ is an irregular verb. These two verbs are used for simple past, present, and past perfect tense. In the word /moved/, the word formation is affixation, that is, suffixation, while in the word /caught/, the process is called internal modification of lexeme CATCH (Andreou, 2019). The verbs in sentences <She has/had moved> and <She caught crab when fishing> are called inflectional morphology.

Besides suffixation and internal modification, there is a process called replacement order in inflectional word formation. The example is in words /readings/, /paintings/ and /drawings/ that are processed from suffixation of /-ing/ and additional suffix /-s/. This additional suffix /-s/ signifies the meaning of a number or plurality of nouns. Without attachment of the suffix /-s/, the suffix /-ing/ signifies or indicates 'on going' for continuous or progressive tense (Kostić et al., 2011). Therefore, the replacement order is an additional suffix attached to words resulting from the affixation process.

Moreover, the affixation of the suffix /-ed/ or /-d/ and /-ing/ indicates tense and participle adjectives. In free morpheme of /interest/, that becomes /interested/ and /interesting/, as found in sentence <She is interested in studying morphology> and <The morphology is interesting>, are two indications of the participle adjective (Mel'cuk, 2016). Again, the participle adjective function deals with the criteria of meaning by the context in a sentence.

In the sentence <She takes three pills a day>, the suffix /-s/ in verb /take/ signifies tense that is present tense for the third person subject. Therefore, inflectional morphology signifies tense for verbs and number or plurality for nouns. For the nouns, the process of morphology is the suffixation of /-es/ or /-s/, and its function is to pluralize regular nouns, as in the word /houses/ and /dresses/. To add more, the process of inflectional morphology that implies plurality is an internal modification for irregular nouns, as in the word /mice/ and /feet/ that are internally modified from lexeme MOUSE and FOOT (Le Corre et al., 2016).

Furthermore, the inflectional morphology also indicates the possession of nouns and the comparison of adjectives (Kracht, 2008). The process of morphology to signify possession is the suffixation of apostrophe /-'s/ or /-s'/ as found in the phrase <Billy's money> and <Saras' car>. Meanwhile, the morphological process for comparison is also suffixation, that is, the suffix /-er/ for comparative and the suffix /-est/ for superlative. The instance is as in adjective /faster/ and /fastest/. Like derivational words, the conception of inflectional words is also perceptible, that is,

class-maintaining, signifying tense for verbs, number or plurality for nouns, comparison for adjectives, and possession. The process of this inflection is suffixation, internal modification of the lexeme, and replacement order after affixation.

6. CONCLUSION

The result of survey to answer the research questions covering derivational and inflectional words was categorized aware with the frequency that was relatively distributed between 60%-80%. It implied that the English language reading text regarding vocabulary, especially derivational and inflectional words in terms of perception, was comprehensible. Moreover, this research infers that the awareness is urgent to succeed the reading text comprehension for the dimension of vocabulary in the text is broader, that is, function words (Mazhitayeva et al., 2016), and lexical and grammatical words (Hiebert, 2020). The implication of this research is the aware the teacher with derivational and inflectional words, the prompt the English linguistics aspects introduced to students in teaching and learning process. In connection with the conclusion drawn, it is suggested to the teachers and learners to keep promoting the understanding of vocabulary and morphology in reading text comprehension. Promoting awareness is crucial since the EFL in Indonesia is taught and learned as text-based approach. As limitation, this current research result is not generalizable to all Indonesian EFL teachers since the discussion only covers morphological words and teachers attending an online professional training context. Finally, the recommendation for future research is morphologically on the implementation of the derivational and inflectional words awareness in teaching and comprehending English reading text.

7. REFERENCES

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