THESIS

AN ANALYSIS OF MORPHOSYNTACTIC CONSTRUCTION OF ENGLISH WRITING TEXT PRODUCED BY THE POSTGRADUATE STUDENTS AT UNISMUH MAKASSAR

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ABSTRACT

Sumarni, 2024 *An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar* ***supervised by*** *Tenri Ampa and Radiah Hamid.*

This research aimed to find out the most frequent types of inflectional suffixes, derivational suffixes, noun phrases and verb phrases produced by the Postgraduate Students in writing argumentative text. This research used Descriptive Quantitative Research. The data were obtained by using writing test. The samples of this research were 16 Postgraduate Students of English Education Master Program in Academic Year 2023 selected by using Total Sampling Technique.

The results of data analysis from 16 samples showed that 1) The inflectional suffixes of plurality {-s} were 46,06%, 3rd person singular {s/es} were 8.33%, past tense/passive {-ed} were 14.58%, participle {-ing} were 17.59 %, possessive {-s} were 3,93%, and comparative/ superlative degree {er/est} were 3.47%. 2) The derivational suffixes of noun forming were 52.4%, verb forming were 3.2%, adjective forming were 23.92%, and adverb forming were 19.28%. 3) The constructions of simple noun phrases were 18.86%, rather complex noun phrases were 23.58 %, and very complex noun phrases were 56.83%. 4) The constructions of simple verb phrases were 82.5% and rather complex verb phrases were 16.87%. Thus, it can be concluded that the most frequent types of inflectional suffixes used by the students were plurality {-s}, the type of derivational suffixes was noun forming, the type of noun phrases was very complex noun phrases, and the most frequent type of verb phrases used by the students was simple verb phrases. This demonstrated that common constructions were used by the Postgraduate Students were in terms of inflection, derivation, English noun phrase, and English verb phrase.

Keywords: *Morphosyntactic, inflection, derivation, suffixes, noun phrase, verb phrase*

ABSTRAK

***Sumarni, 2024.**, Analisis Konstruksi Morfosintesis Teks Penulisan Bahasa Inggris yang dihasilkan oleh Mahasiswa Pascasarjana di Unismuh Makassar dibimbing oleh Tenri Ampa dan Radiah Hamid.*

Penelitian ini bertujuan untuk mencari tahu jenis yang paling umum dari sufiks infleksional, sufiks derivatif, frasa noun dan frasa verb yang dihasilkan oleh Mahasiswa Pascasarjana dalam menulis teks argumentasi. Penelitian ini menggunakan kuantitatif deskriptif. Data diperoleh dengan menggunakan tes tertulis. Sampel dari penelitian ini adalah 16 Mahasiswa Pascasarjana dari Program Master Pendidikan Bahasa Inggris Tahun Akademik 2023 yang dipilih dengan menggunakan Teknik Total Sampling.

Hasil analisis data dari 16 sampel ditemukan bahwa 1) Sufiks infeksi pluralitas {-s} adalah 46,06%, kata ganti orang ketiga tunggal{s/es} adalah 8,33%, kata kerja bentuk lampau dan passif {-ed} adalah 14,58%, partisipatif {-ing} adalah 17,59%, kepunyaan {- s} adalah 03,93%, dan tingkat komparatif / superlatif {er/est} adalah 3.47%. 2) Sufiks derivatif dari pembentukan kata benda adalah 52,4%, pembentukan kata kerja adalah 3,2%, pembuatan kata sifat adalah 23,92%, dan pembentukan keterangan adalah 19,28%. Konstruksi frasa kata benda sederhana adalah 18.86%, frasa kata benda yang cukup kompleks adalah 23,58%, dan frasa kata benda yang sangat kompleks adalah 56,83%. 4) Konstruksi frasa kata kerja sederhana adalah 82,5% dan frasa kata kerja yang lebih kompleks adalah 16,87%. Dengan demikian, dapat disimpulkan bahwa jenis yang paling sering digunakan oleh Mahasiswa adalah pluralitas {-s} untuk sufiksis infleksi, pembentukan kata benda untk sufiks derivatif, dan untuk jenis frasa kata benda yang paling sering digunakan adalah frase kata benda yang sangat kompleks, dan jenis frase kata kerja yang paling umum digunakan oleh Mahasiswa adalah frasa kata kerja sederhana. Ini menunjukkan bahwa Mahasiswa Pascasarjana menggunkan konstruksi umum dalam hal infleksi, derivasi, frasa kata benda dan frasa kata kerja.

Kata Kunci : *Morposintaksis, infleksi, derifasi, sufiks, frasa kata benda, frasa kata kerja*

LIST OF CONTENTS

HALAMAN JUDUL THESIS i
HALAMAN PENERIMAAN PENGUJI ii
ACKNOWLEDGMENT iii
ABSTRACT v
ABSTRAK vi
LIST OF CONTENTS vii
LIST OF FIGURES ix
LIST OF TABLES x
LIST OF APPENDICES xi
CHAPTER I .....
INTRODUCTION 1
A. Background 1
B. The Research Questions 6
C. The Objective of the Research 7
D. The Significance of the Research 7
E. The Scope of the Research 8
F. Operational Definitions 8
CHAPT ER II REVIEW AND RELATED LITERATURE 10
A. Related Qur'an Verses and Hadith 10
B. Concept of Research Variables 12
1. Basic Concept of Morphology 12
2. Basic Concept of Syntax 29
3. Basic Concept of Morphosyntax 43
4. Basic Concept of Writing 49
C. Conceptual Framework 57
CHAPTER III 58
RESEARCH METHOD 58
A. The Research Design 58
B. Population and Sample 59
1. Population 59
2. Sample 59
C. Research Variables and Indicators 60
D. Research Instrument 60

E. Data Collection **61**
F. Data Analysis **61**
CHAPTER IV .....
FINDINGS AND DISCUSSION **63**
A. Findings **63**
1. The Types of Inflectional Suffixes 63
2. The Types of Derivational Suffixes 66
3. The Types of Noun Phrases Construction 68
4. The Type of Verb Phrases Construction 74
B. Discussion **75**
CHAPTER V .....
CONCLUSION AND SUGGESTION **85**
A. Conclusion **85**
B. Suggestion **87**
REFERENCE **90**
APPENDICES **95**
CURRICULUM VITAE **116**

LIST OF FIGURES

Figure 2.1 A Basic Concept of Morphology ……13

Figure 2.2 A Basic Classification of English Morphemes……17

Figure 2.3 Conceptual Framework ……57

Figure 3.1 Design of Relationship between Research Variables……59

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

LIST OF TABLES

Table 4.1 The Types of Inflectional Suffixes…… 63

Table 4.2 The Examples of Inflectional Suffixes……...64

Table 4.3 The Types of Derivational Suffixes……66

Table 4.4 The Examples Types of Derivational Suffixes ……..68

Table 4.5 The Types of Noun Phrases ……...69

Table 4.6 The Examples Types of Noun Phrases ……..69

Table 4.7 The Types of Rather Complex Noun Phrases……70

Table 4.8 The Examples Types of Rather Complex Noun Phrases ……71

Table 4.9 The Types of Very Complex Noun Phrases……71

Table 4.10 The Examples Types of Very Complex Noun Phrases ……..72

Table 4.11 The Types of Verb Phrases……74

Table 4.12 The Examples Types of Noun Phrases……...74

LIST OF APPENDICES

Appendix 1 Research Instrument (Writing Test) ……96

Appendix 2 The Inflectional Suffixes…….97

Appendix 3 The Derivational Suffixes……98

Appendix 4 Simple Noun Phrase Constructions…….99

Appendix 5 Rather Complex Noun Phrase Constructions…….100

Appendix 6 Very Complex Noun Phrase Constructions……101

Appendix 7 Verb Phrase Constructions…….102

Appendix 8 Students' Writing Argumentative Texts……103

Appendix 9 Documentation……...112

Appendix 10 Surat Izin Penelitian……113

Appendix 11 Lembar Kontrol Penelitian……...114

CHAPTER I

INTRODUCTION

A. Background

One of the main pillar subjects for language instruction is linguistics. The Linguistic Society of America (2023) states that linguistics is the scientific study of language, involving the systematic investigation of the properties of particular languages and the characteristics of language in general (*Linguistic Society of America*, n.d.). Mukarromah et al (2019) found that many elements of the linguistic field, include phonology, morphology, syntax, and semantics that should be considered. Phonology is the study of a language's sound system, morphology is the study of a language's word structure, syntax is the study of a language's sentence structure, and semantics is the study of a language's meaning. Since this research focuses on analysing students' written English text, as a result, we can consider that knowledge of linguistic elements is necessary for students to write effectively, especially morphological, and syntactical knowledge.

In writing ability, Cheung (2016) concluded that writing means using language structures and arranging arguments. Thus, the students must know the word structure and the sentence structure so that they will be able to arrange sentences into good paragraphs. According to Ampa & Basri (2019), it is crucial to understand that grammar and morphology are the entry behaviours of syntax. It means that the students' proficiency with English syntax can help them when they compose essays. This kind of competence serves as a guide to place the words in

the right places, so it is possible to overcome difficulties organising ideas in writing or even speaking. Therefore, an understanding of morphology and syntax must be taken out to help the students in having good written English text.

According to Croft (2022) , morphology and syntax are combined to form morphosyntax. Morphosyntax studies how morphological and syntactic elements are combined to form language structure. As we know that syntax is the study of sentence structure, whereas morphology is the study of word formation. Moreover, for getting deeper understanding about writing ability related to the morphosyntax term, morphosyntactic analysis can be applied. According to MacWhinney (2018), morphosyntactic analysis is essential in comprehending the intricate composition and structure of a language. It is a technique in linguistics to look at how a language's morphology and syntax relate to one another to identify patterns, inconsistencies, and errors. Thus, it is crucial to underline and retain the differences between a morphological analysis and a syntactic analysis to get a deeper understanding of the words as well as the sentence structure in writing ability.

According to Booij (2015), morphological analysis as the process of analysing inflectional and derivational morphemes to create a word. Inflectional morphemes are added to words to indicate grammatical properties such as tense, number, and case, without changing the core meaning of the word. Derivational morphemes, on the other hand, are added to words to create new words. Therefore, both should be understood well in combining words to be phrases, clauses, and sentences in writing paragraphs.

On the other hand, Brown & Miller (2020) state that the process of identifying and describing the structural relationship between words and phrases in a sentence is known as syntactic analysis. One of the syntactic sections deal with English phrases. According to Jackson (1985) as cited in Dalle et al (2013) states that English phrases are group words that determined by its head. Noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases are the five main categories of English phrases. As we know that in writing sentences the students need to arrange words into phrases and clauses to be completed sentences. Thus, phrases understanding is important to be considered to construct sentences in writing essay.

Since this research focuses on the noun phrases and verb phrases, both had been discussed in this research. Knowing noun and verb phrases is crucial for writing well in English because they are the basic grammatical elements of construct sentences in writing paragraphs. According to Ampa & Basri (2019), English phrases contribute to the overall coherence and fluidity of written communication by giving it structure and meaning. It could be known that a proposal or another project requiring more extensive writing is usually required for English students. Therefore, to fulfil these academic standards, the students must possess strong writing abilities. Additionally, Azis (2021) and Ravichandran (2018) found that the grammatical correctness are characteristic of good writing. The grammatical correctness refers to the appropriate word order, verb tenses, and grammatical sentences. Thus, we can infer that the English students must

understand how to form the words and how to combine the words to formulate phrases, clauses, and sentences in writing English text.

In writing English text, the students at university are supposed to write rather complex or very complex phrases in constructing grammatical sentences. But unfortunately, most of the students are more capable only to write simple phrases than rather or very complex phrases in their written English text. Harmawan et al (2023), Mustafa et al (2022), and Purinanda & Sutrisno (2022) showed that beside the grammatical sentences, limited vocabulary understanding became the main difficulties of the students in academic writing. When the researcher was given a change to teach the Fifth Semester Students in Teaching Practicum Course on November 28th, 2023, the researcher had the students to write problem solution text as the task of Intensive Academic Writing Course. The researcher found that the students wrote some various types of word forming inflectional and derivational suffixes. She also found that the students used different types of noun phrases and verb phrases. Most of them were more likely to use the simple one than the rather complex and very complex types.

Therefore, the researcher is interested to analyze deeply the English writing text of the University Students to find out the most frequent types of inflectional and derivational suffixes as well as the types of noun phrases and verb phrases used by the students. There are some mostly related previous researches. Jamilah (2023) analyzed the morphosyntactic of inflectional affixes in some articles on BBC news. She found that the suffix -s and the suffix -ed were the mostly used inflectional morphemes. Additionally, Tri Widari et al (2018) also

analyzed the morphosyntactic of English inflectional affixes in particular reference to The Jakarta Post. She found that the suffixes that appear in nouns most frequently in the data were -s and -ed. Meanwhiles, Antari & Sedeng (2018) conducted morphosyntactic analysis of English derivational suffixes in the formation of adjectives in Twilight novel. She found that several word classes of noun and verb can be transformed into adjectives by derivational suffixes, and the changing of verbs into adjective were mostly used in the novel.

Based on the explanation above, we can infer that there are some significant differences between the present research and the previous researches that can be found. Firstly, two of them only focused on inflectional affixes of the words in sentences, and one of them only focussed on derivational suffixes. Unlike with the previous researches, the present research focused on analysing both of inflectional and derivational suffixes. Secondly, no one of the previous researchers conducted morphosyntactic analysis on the students' written English text, meanwhile, the present researcher analysed written English text produced by the students directly. In addition, the presents research did not only the morphological construction but also the syntactic construction to analyse the types of noun phrases and verb phrases used by the students. Thus, it could be concluded that the present research and the previous researches have similar title but different goals.

The researcher believes that this study is significant because it provided valuable insights into the ways that by analysing morphosyntactic construction, we can learn how words are formed and how they are combined to create phrases,

clauses, and sentences in having a good essay. The research had chosen the Postgraduate Students at Unismuh Makassar as the subject who were categorized advance in writing English essay, and the type of essay was argumentative text. According to Mazgutova & Kosmos (2015) as mentioned in Ampa & Basri (2020), found that the argumentative text written by the students demonstrate the intricacy of words in terms of syntactic constructions. Thus, the researcher was interested to analyse the types of the inflectional and derivational suffixes as well as the types of noun phrases and verb phrases of argumentative texts produced by the Postgraduate Students at Unismuh Makassar in the Academic Year 2021/2022. As a result, the researcher formulated the research on the titled *An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar.*

B. The Research Questions

The researcher develops the following problem statement in the form of questions based on the context described above.

1. What are the types of inflectional suffixes used by the Postgraduate Students in writing argumentative text?
2. What are the types of derivational suffixes used by the Postgraduate Students in writing argumentative text?
3. What construction of noun phrases are used by the Postgraduate Students in writing argumentative text?
4. What construction of verb phrases are used by the Postgraduate Students in writing argumentative text?

C. The Objective of the Research

The researcher establishes the following as the research's objective based on the research questions above:

1. To find out the types of inflectional suffixes are used by the Postgraduate Students in writing argumentative text.
2. To find out the types of derivational suffixes are used by Postgraduate Students in writing argumentative text.
3. To find out the construction of noun phrases are used by the Postgraduate Students in writing argumentative text.
4. To find out the construction of verb phrases are used by the Postgraduate Students in writing argumentative text.

D. The Significance of the Research

The result of the research is expected to provide both theoretical and practical contributions. Theoretically, it is expected to be more useful information for the English learners and the English teachers in analysing inflectional and derivational suffixes as well as constructing English noun phrases and verb phrases as important knowledge in morphology and syntax fields.

Practically, the research can be one of the fresh resources for the English teachers, students, and the future researchers to learn about morphosyntactic construction. They can learn more about how the English students construct new words by using inflectional and derivational suffixes as well as to construct English noun phrases and verb phrases.

E. The Scope of the Research

The research focused to analyse the inflectional and derivational suffixes as well as the construction of English noun phrases and verb phrases which found in the English writing text of the Postgraduate Students at Unismuh Makassar in Academic Year 2023/2024. In the inflectional suffixes, the researcher focused on six types of inflectional suffixes: Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree. Meanwhile, in analysing the derivational affixes, the researcher focused on class changing forming (noun, adjective, verb, and adverb forming). In syntactic analysis, the researcher focused on analysing the construction of noun phrases (simple noun phrases, rather complex noun phrases and very complex noun phrases) and the construction of verb phrases (simple verb phrases and rather complex verb phrases).

F. Operational Definitions

The researcher uses some prominent topics related to the research that will be explained as follows:

1. Morphology is the study of word forming.
2. Syntax is the study of constructing words into phrases, clauses, and sentences.
3. Morphosyntactic construction analysis is the combination of syntax, which examines sentence structure, and morphology, which examines word formation, to examine how words and phrases are put together to create meaningful expressions.

4. Suffixes are the morphemes attached to the end of a word stem to change its meaning (derivation) or grammatical function (inflection).
5. Morpheme is the smallest meaningful unit of language. Inflectional morphemes are used to change grammatical function of the words without changing the class and meaning of the words.
6. Inflectional suffixes are the process to change the grammatical function of a word (e.g., plural -s, past tense -ed) without altering its basic meaning.
7. Derivational suffixes are the process to create new words with different meanings from existing stems.
8. Noun phrase is a word groups with noun as its head.
9. Verb Phrase is a word groups with verb as its head.
10. Writing ability is the mastery of mechanics like grammar, punctuation, and spelling, as well as sentence structure and paragraph organization.

CHAPT ER II

REVIEW AND RELATED LITERATURE

A. Related Qur'an Verses and Hadith

Writing is the process of employing a script to make a note or information for readers. Typically, writing is done on paper with implements like pens or pencils. According to Nasihin (2020), writing requires the coordinated action of three different parts, namely the heart, the brain, and the muscles. In Islam, writing is an activity that is recommended. This can be proven by the existence of verses in the Qur'an that mention the word 'write' such as Allah says in Surah Al Alaq verses 4-5 as follows:

الَّذِىْ عَلَّمَ بِالْقَلَمِۙ ٤

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ ٥

Meaning: Allah who teaches with a pen (4). Allah teaches a man what he does not know (5).

In the fourth verse of the Qur'an, it is explained that Allah teaches mankind to write by means of a pen or other writing tool so that man could enjoy its function. The word "Qalam" (pen) symbolizes not just the physical writing implement, but also the broader concept of communication, transmission of knowledge, and education. Meanwhile, in the fifth verse of the Qur'an, it is stated that Allah is the one who teaches with a pen. Allah teaches the people what they do not know. This verse emphasizes the divine origin of knowledge and how it is gifted to humankind through various means, including writing.

In addition, related to the verses above, there is also a hadith that states the importance of writing as follows:

قَيِّدُوْا الْعِلْمَ بِالْكِتَابَة

Meaning: “Write for the sake of knowledge’’ (HR. At-thabrani dan Hakim)

The hadith “qayyidul ‘ilma bilkitabi’’, in English, it can be read as “write for the sake of knowledge’’. According to Abduh (2020), Qayyidul 'ilma refers to strengthening and memorising something while also being mindful not to lose it. It means that knowledge is contained and protected. If the heart forgets frequently, its knowledge will gradually disappear. Thus, it is crucial to take notes for the reason of this.

It could be concluded that the verses and hadith above explain the importance of writing to contain and protect the knowledge. It means that there are thematic and contextual connection between the verses, hadith, and the research topic. In thematic connection, the verses and hadith mention writing that can draw a relation to understand and interpret students’ writing. Meanwhile, in contextual connection, both verses and hadith emphasis on knowledge acquisition can be linked to the importance of writing, which connects to analysing and understanding students’ writing to assess their learning progress. Therefore, by analysing the morphosyntactic construction of the students’ English writing text, it can give us deeper understanding about the knowledge of morphology and syntax as the elements of linguistic which becoming one of the main pilar of learning languages.

B. Concept of Research Variables

1. Basic Concept of Morphology

a. Definition of Morphology

Morphology is one of the important disciplines for students who learn a language, especially English. Word formation and relationship to other words in the same language are all topics covered in this discipline. The term morphology has been defined by many linguists. According to Bauer (2019) and Lieber(2021) morphology is a part of a transformational generative word that discusses the internal structure of words, particularly the word compound. The words of a language can be divided into two main categories based on the letter relevant to morphology namely closed and open words. Lieber (2021) states that close category means that the words cannot be added such as the function words, pronouns, conjunctions, determiners, and a few others. Meanwhile, the open word category means that the words may be added to form new words.

In addition, Aronoff & Fudeman (2022) define that morphology as the study of word creation, which includes how new words are created in different languages and how word forms change based on how they are used in sentences. Hoffmann (2022) states that words are made up of smaller units called morphemes, morphology also examines the inner structure of words. They also state that morphology can be divided into two main branches namely Inflectional morphology and derivational morphology.

The inflectional morphology deals create new words without altering the word class or meaning of the base to which they are attached. Meanwhile, derivation morphemes can create new words by altering the meaning of the base to which they are attached or the word class to which a base belongs. The derivation can be divided into two terms namely class maintaining which the new word formation has the same class as the base from are they formed, and class changing which the new word formation has different classes from their bases.

Based on the description above, the concept of morphology can be represented in the form of a diagram as follows:

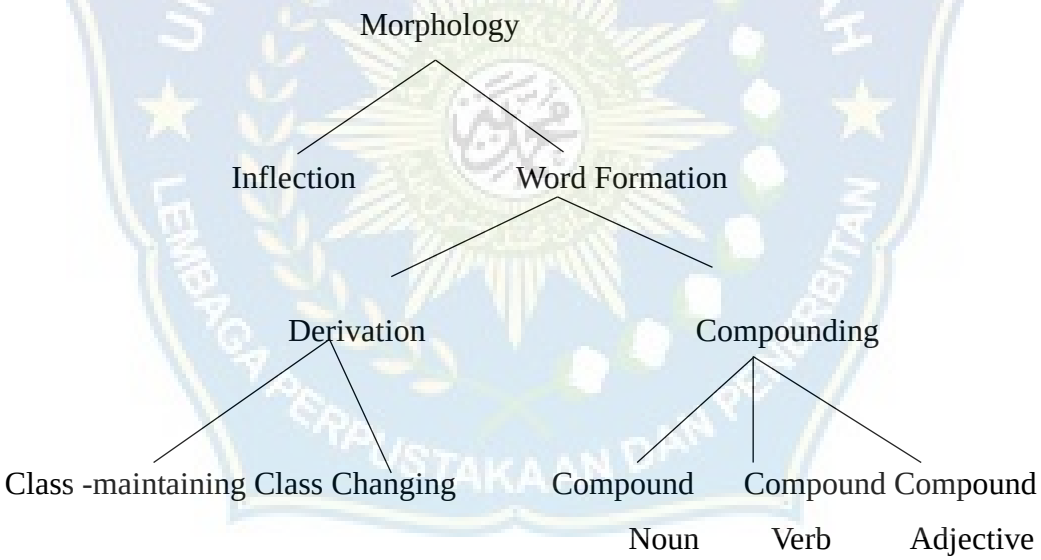

Figure 2.1 A Basic Concept of Morphology

Based on the description above, we can conclude that morphology is one of the linguistics branches which focuses on the study of words, their internal structure, and the mental processes involved in word production. By understanding the word forming, we can know the

types and the function of the words in sentences. Jamilah (2023) found that the students mostly used suffixes -s in noun to form plurality, and suffixes -ed to form past tense verb.

b. Word and Morpheme

According to Aronoff & Fudeman (2022) and Hoffmann (2022) a word is defined as "a minimal free form" that can stand alone in a phrase and has a meaning or function. Meanwhile, a morpheme is "the smallest unit of language that carries information about meaning or function" and cannot be further subdivided without becoming unrecognizable. For instance, in the word *lovely and unhappiness.* Both of them are categorized as words which consisted of one and two morphemes.

The word *lovely* consists of two morphemes: *love* and *-ly. "Love"* is a free morpheme that can stand alone as a word and denotes a strong like or profound attachment. The suffix *"-ly"* is adverbially formed when the word "love" is combined with it. The meaning of the root word is often changed to an adverb, denoting method, or quality. The word "love" is changed to the adjective "lovely," which denotes anything charming, delicious, or beautiful. In other words, the word "lovely" is made up of the root morpheme "love" and the suffix morpheme "-ly."

On other hand, the word *unhappiness* consists of three morphemes: un-. happy, and – ness. The morpheme un- is a prefix morpheme that means "not" or "opposite of. "Happy'', is a free morpheme with the

definition "feeling or showing pleasure. The "-ness" is a suffix morpheme creates abstract nouns expressing a condition or characteristic.

In the following, the terms word and morpheme will be further discussed separately.

1) Words

According to Aronoff & Fudeman (2022) and Hoffmann (2022) , the English words can be classified based on the form into two main divisions namely class words (open class words) and function words (closed class words). The class words ca be divided into four classes that generally known as the parts of speech: class 1 words (nouns) such as book, mam, girls, etc.; class 2 words (verbs) such as play, eat/ ate, feels, felt, and etc; class 3 words (adjectives) such as happy, sad. Interested, etc.: and class 4 words (adverbs) such as always, there, now, then, etc.

In other hand, they also state that the function words which also known as closed class words can be divided into six groups: 1) determiner, 2) auxiliaries, 3) intensifiers, 4) prepositions, 5) conjunction, 6) questions words. The function words known as determiners such as an, the, each, my, both, etc, are usually used before nouns to create noun phrases. The function words called auxiliaries (may, might, shall, will, etc.) usually appear to compose verb phrases. The function words called intensifiers (very, quiet, really, too, pretty, etc) always appear ton form adjective phrases and adverb phrases. Then, the function words called preposition (at, on, in, for, from, etc.) are always followed by nouns or noun phrases to for preposition phares or

relater- axis phrases. While the function words called conjunctions (and, but, or, rather than, nor etc.) to connect clauses, phrases, or words in a sentence.

2) Morphemes

According to Aronoff & Fudeman (2022) and Hoffmann (2022) define that morpheme is the smallest unit of language that can have meaning and grammatical function. Additionally, Katamba (2006) as cited in Susanto et al (2023) identifies that morphemes can be traditionally divided into free morphemes and bound morphemes according to their forms.

a) Free Morphemes

Free morphemes are the morpheme that can stand alone as word. Free morphemes can be divided into two types of namely lexical morphemes and functional morphemes. Lexical morphemes are categorized as the open class words, e.g., nouns, verbs, adjective, and adverb. Meanwhile, functional morphemes are categorized as closed class which also perform logical function, e.g., Articles, demonstratives, conjunction, pronouns, prepositions, etc.

b) Bound Morphemes

The bound morphemes are units that cannot function as words by themselves. To make sense, they must be connected to a root (free morpheme). Examples of bound morphemes include affixes, which are units or groups of letters added before (prefixes) or after (suffixes) a root word to alter its meaning. For instance, the term "unhappy" is made up of the prefix "un-" and the root word "happy".

In addition, some bound morphemes are referred to as affixes (such as -s), while others are known as bound base morphemes (such as cran-). Affixes are classified as suffixes when they are attached to the end of another morpheme (such as -ize in words like modernize, equalize, and centralize) and as prefixes when they are attached to the beginning of another morpheme (such as re- in phrases like redo, rewrite, and rethink). The base (or stem) morpheme is the one to which an affix is joined.

Akmajian et al (2001) classify all morphemes in the following diagrams:

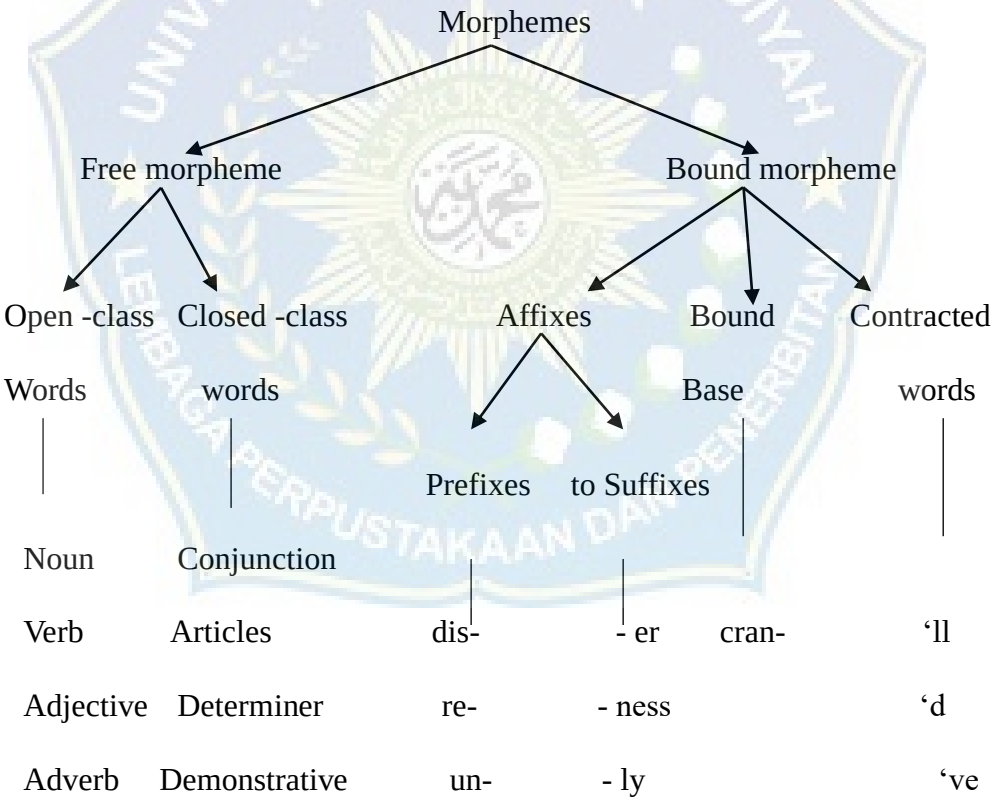

Figure 2.2 A Basic Classification of English morphemes

c. Inflection and Derivation

Language expert Hoffmann (2022) claims that inflection and derivation are two key processes in word construction that serve various linguistic purposes. Affixes with inflectional meanings do not change the word's core meaning or classification. Because it primarily expresses grammatical relationships inside a phrase as a "grammatical" process. Thus, to indicate grammatical qualities like tense, number, case, gender, or comparison, affixes are added to a base word. For instance, the English suffix "-s" turns the noun "dog" into the plural form "dogs." In this case, the inflectional suffix "-s" denotes plurality.

On the other hand, derivation entails adding affixes to a base word to produce a new word with a distinct meaning or category. Derivational affixes alter the root word's meaning or function, resulting in derived words that may share a lexical or conceptual connection with the original term. Example: The derived noun "singer" is created by prefixing the verb "sing" with the suffix {-er} In this case, the suffix {-er} transforms the verb into a noun designating the actor of the action.

Based on description above we can conclude that inflection is word formulation without changing the class words and the meaning of the words, whereas derivation is word formulation to driven word into new class words and meaning. The examples of inflectional and derivational suffixes are presented as follows:

Examples

- [book]$_N$ + - s [books] $_N$ → inflectional morphology
- [teach]$_V$ + - er [teacher]$_N$ → derivational morphology
- [honest]$_{Adj + dis}$- [dishonest] $_{Adj}$ → derivational morphology.

1) Inflectional Morphemes

According to Hoffmann (2022) states that a letter or combination of letters that gives a word additional grammatical information is called an inflectional morpheme. Although inflectional morphemes have meanings of their own, the base word's meaning is not materially changed by them, and inflectional morphemes combine to improve a word's meaning in some way. According to Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022),words can acquire suffixes called inflectional morphemes, which give them additional grammatical meaning. It can designate a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, past tense).

a) Plurality Suffixes

Noun inflectional suffixes are technical additions that alter a noun's form without altering its class or meaning. There are just two inflectional suffixes for nouns in English: {-s} for plural and {-s} for possessive. A singular noun that has the plural suffix "-s" is used to denote the presence of several instances of that noun. As an illustration, the words *cat, book, and house* are all changed *to cats, books, and houses* instead. When a word ends with a sibilant sound like /s/, or /z/, the plural suffix is occasionally written as

{-es}. As an illustration, the words *bus and quiz* are changed to *buses and quizzes* respectively.

Examples:

- *three goats*
- *two cows*
- *four books*
- *these/those cats*
- *three buses*
- *these waltzes*

b) Possessive Suffixes

To indicate ownership or a close relationship, a noun is given the possessive suffix "-s." The student's desk, for instance, refers to the desk that the students are using. Marny's wallet, similarly, refers to the wallet that belongs to Marny. As in Marny's, the possessive suffix is typically written with an apostrophe before the s, unless the noun is a plural that already ends in an s, in which case the apostrophe is placed after the s (as in students' books).

Examples:

- *student's book*
- *Andi's pen*
- *students' book*
- *Marny's*

c) The 3rd Person Singular Present Tense Suffixes

Inflectional suffixes can be inflected a verb to express its tense, aspect, mood, number, or person. The third person singular present tense in English bears the suffix {-s} and{-es}. Therefore, when a verb's subject is a **present-tense singular noun or pronoun, the suffix {-s}** is added to indicate

the third-person singular. *She eats, he plays, and it runs,* for instance. When the verb ends in a sibilant sound like /s/, /z/, //, //, /t/, or /d/, or verbs with the ending ch, -s, -sh, -x, or -z this suffix is frequently written as {-es}.

Examples:

- *he passes* - *he misses.*
- *she observes* - *she rushes.*
- *it buzzes* - *it mixes*.
- *she watches* - *etc.*

Meanwhile, if verbs that end in a consonant plus y, like "try," can be formed into the third-person singular by adding -es and changing the y to "i."

Examples:

- *carry - he carries* - *study - it studies.*
- *cry - she cries* - *try - he tries.*
- *deny - it denies* - *worry - she worries.*
- *fly - he flies* - *reply - she replies.*

d) Present Participle Suffixes

According to Hoffmann (2022), a verb is given the present participle suffix {-ing} to show that an action is ongoing or progressing. To create progressive or perfect progressive constructions, it is frequently combined with auxiliary verbs like be or have. In another word, Aronoff & Fudeman (2022) state that the -ing present participle suffix in English is used to create verbs that express concurrent actions or states with the main verb. These verbs can also serve as adjectives.

Examples:

- *She is walking.*
- *It is raining.*
- *They are playing.*
- *We are missing.*

e) Past Suffixes

According to Hoffmann (2022) a regular **verb, the past tense suffix {-ed}** to show that the action took place in the past. *She walked, they talked, and he climbed*, for instance. Then, a verb's **past participle suffix {-en} or {-ed}** indicates whether the action is finished or perfect. It is frequently used to create **perfect or passive** formulations by joining auxiliary verbs like have and be. For instance, *I have consumed, you have written, we have broken*; *she was picked, it was concealed.* Thus, as past participle suffixes, some verbs use {-en} and others use {-ed}. The formulation of inflectional structure of verbs consists of verb nucleus slot filled by a verb stem followed by a tense slot filled by a tense maker, and an optional aspect slot filled by an aspect maker.

Examples of past tense suffixes **{-ed}**

- *She walked.*
- *They talked.*
- *He climbed.*
- *We needed.*
- *She washed*

Examples of past participle suffix {-en} or {-ed}

- *I have consumed.*
- *you have written.*
- *we have broken.*
- *she was picked* **(passive)**
- *it was concealed (***passive)**

f) Comparative and Superlative Suffixes

i) Adjectives

There are just two inflectional suffixes that an adjective can accept to generate comparative and superlative degrees: {-er} and {-est}. The formulation of inflectional structure of the adjective consists of an adjective nucleus slot filled by an adjective stem followed by a comparative or superlative slot filled by {-er} or {-est}

Examples:

- smart + {-er} or {-est} → smarter or smartest
- strong + {- er) or {-est} → stronger or strongest
- tall + {- er) or {-est} → taller or tallest
- weak + {- er) or {-est} → weaker or weakest

ii) Adverbs

To generate the comparative and superlative degrees, adverbs also have two inflectional suffixes, like an adjective, called -er and -est. The formulation of inflectional structure of the adverbs consist of

consists of adverb nucleus slot filled by an adverb stem, followed by a comparative and superlative slot filled by { - er} or {- est}.

Examples:

- late + {-er} or {-est} → later or latest
- quickly + {-er} or {-est} → quicklier or quickliest
- fast + {-er} or {-est} → faster ot fastest

2) Derivational Suffixes

According to Aronoff & Fudeman (2022), Hoffmann (2022), there are two types of derivational suffixes, class- maintaining and class- changing. Class maintaining means that a word is derived to change meaning without changing the class of the word, while class- changing means that a word is derived to change the meaning and the class of the word.

a) Class- Maintaining

According to Susanto et al (2023),some examples of derivational affixes which is categorized as class-maintaining can be written by giving labelled brackets as follows:

- {un-} + {happy }$_{adj}$ = {unhappy}$_{adj}$
- {music }$_{N}$ + {– ian} = {musician }$_{N}$

In the following, only the class-changing will be further discussed.

b) Class- changing

According to Susanto et al (2023) class-changing derivational suffixes are affixes that, when added to a word, alter its form-class. They can change a word's function, including changing nouns, adjectives, verbs, and adverbs.

i) Noun- Forming

Many English nouns are formed by adding the derivational suffixes as follows:

(1) Verb to Noun

The structure of derivational suffixes of verb stems to form nouns consists of a core slot filled by a verb stem followed by a nominalizer slot filled by suffixes {- al, - ure, - y, - ment, - ity, - -ion, - er, - ant, - ing, - t, etc.} are added to form a new word of noun.

Examples:

- {arrive}v + {- al} = {arrival} $_{N}$
- {fail}v + {- ure} = {failure}$_{N}$
- {govern}v + {- ment} = {goverment}$_{N}$
- {teach}$_{V}$ + {- ing} = {teaching}$_{N}$

(2) Adjective to Noun

The structure of the derivational of adjective stems to form nouns consists of a core slot filled by an adjective stem followed by nominalizer slot filled by suffixes (-ness, -ity, -th, -ism, -ce, -dom, and etc) are added to create nouns.

Examples:

- {big} $_{adjs}$ + {- ness} = {bigness} $_{N}$
- {active}$_{adjs}$ + {- ity} = {activity}$_{N}$
- {important}$_{adjs}$ + {- ce} = {importance}$_{N}$
- {free}$_{adjs}$ + {- dom} = {freedom}

ii) Verb -Forming

(1) Nouns to Verbs

Some English verbs are created by prefixing nouns with the letters "be-" and "en-," as well as the suffixes "-ize," "-fy," and "-en." Examples *include "befriend," "bewitch," "enjoy," "enrage," "colonise," "idolise," "beautify," and "frighten*." The structure of the derivational affixes of verbs to noun stems consists of a core slot filled by a noun stem followed by a verbalizer slot filled by suffixes (- ize, -fy, be-, en-, etc)

Examples:

- {colon }$_{Ns}$ + {- ize }= { colonize }$_{V}$
- {-be} + {friend}$_{N}$ = {befriend} v
- {fright}$_{Ns}$ + {-en} = {frighten}v
- {beauty}$_{Ns}$ + {- fy} = {beautify}v

(2) Adjectives to Verbs

Some English verbs are formed by adding the suffixes – en , and -ize and the prefix en- , to adjective stems for examples: brighten, enable, enrich, deepen, cheapen, harden, etc. The structure of the derivational affixes of verbs consists of a core slot filled by an adjective stem, followed by a verbalizer slot filled by {-en, -ize, en-, -fy, and etc}

Examples:

- {bright}$_{adjs}$ + {-en} = {brighten}v
- {en-} + {able}$_{adjs}$ = {enable}v
- {equal }$_{adjs}$ + {- ize} = {equalize}v

- {deep }$_{adjs}$ + {- en} = {deepen}v

iii) Adjective Forming

(1) Many English adjectives are created by adding the suffixes -y, -ly, -ish, -al, -ous, -ic, -ar, -ary -ful, -less,-like,-ate,-en,-to noun stems such as cloudy, dirty, friendly, lovely, silly, childish, emotional, renowned, religious, spectacular, powerful, powerless, lifelike, fortunate, wooden. The structure of adjective forming consists of a core slot filled by a noun steam followed by a adjectivize slot filled by: {-y, -ly, -ish, -al, -ous, -ar, -ful - etc}.

Examples:

- {dirt}N + {-y} = {dirty}adj
- {friend}N + {-ly} = {friendly}adj
- {power}N +{-ful} = {powerful}

(2) The suffixes -ent, -ant, -ive, -able, -some, -ory, and -en are often added to verb stems to create adjectives like confident, excellent, observant, pleasant, creative, readable, winsome, swelled, etc. Thus, the structure adjectives that derive from verbs consists of a core slot filled by a verb stem followed by an adjectivized slot filled by: { -ent, -ant, -ive, -able, -some, -ory, and -en}

Examples:

- {read}vs + {-able} = {readable}adj
- {win}vs + {-some} = {winsome} adj
- {observe}vs +{-ant} = {observant}adj

iv) Adverbial Forming

(1) Adding the prefix, {a-} and the suffix {-ly} to adjective stems like cheerfully, nicely, hopefully, ordinarily, certainly, specially, abroad, along, aloud, around, etc. creates several English adverbs. Adverbs that get their affixes from adjectives consists of a core slot filled by an adjective stem followed by adverbializer slot filled by -ly or a-

Examples:

- {happy}a_{djs} + {-ly} = {happily} adv
- {a-} + {long}$_{adjs}$ = {along}adv
- {normal}$_{adjs}$ +{-ly} = {normally}adv

(2) Some English adverbs are created by adding the prefix "a-" and the suffixes "-ly" and "-ward" to noun stems such "abroad," "ahead," "apart," "daily, hourly, weekly, monthly," "seaward," "westward," etc. Its structure consists of a core slot filled by a noun stem followed by a adverbializer slot filled by suffixes {-ly} {-ward} and prefix {a-}

Examples:

- {a-}+ {part }$_{N}$s = {apart}adv
- {day}$_{Ns}$ + {-ly} = {daily}adv
- {week} + {- ly} = {weekly}adv
- {month} + {-ly} = monthly
- {second} + {-ly} = secondly

2. Basic Concept of Syntax

a. Definition of Syntax

One of the linguistic concepts that students must master when learning English is syntax. It is one of the key subjects for enabling them to write and speak clearly. Its sections deal with English clauses and phrases. The term of syntax has been defined by many linguists. Depraetere & Langford (2019) state that syntax is the study of sentence structure, which includes the guidelines and rules that determine how words combine to produce phrases and sentences in each language. To construct completed and understandable sentences, syntax investigates how words, phrases, and clauses are placed and related to one another. Word order, grammatical categories, phrase structure, agreement, and the hierarchy of constituents are just a few of the topics it investigates. The grammaticality and interpretation of sentences are heavily influenced by syntax, which also offers insights into how meaning is expressed through the linguistic structure.

According to Muin (2019), syntax is the study of how words are put together to form clauses, sentences, and other syntactical creations. Words are the smallest syntax units. When two or more words are put together in a specific order, syntactical construction is the result. In addition, Brown & Miller (2020) states that syntax as the study of sentence structure, or the way words are combined to form sentences. Thus, it could be inferred that syntax is the study of sentences forming to

examines the rules and guidelines that drive every language's sentence construction. Therefore, it could be inferred that syntax examines the relationships between word grouping and how to put the words together to form phrases, clauses, and sentences.

b. Syntactic Construction

According to Brown & Miller (2020), the arrangement and blending of words and phrases in a sentence or other larger linguistic unit to communicate grammatical relationships and convey meaning is known as syntactic construction. It entails examining how sentences are put together and constructed to produce well-formed and meaningful utterances. Additionally, Kim & Michaelis (2020) state that word order, phrase structure, sentence structure, and the rules and patterns determining how elements are arranged are all included in the category of syntactic constructions, which covers many areas of grammar. Thus, to understand how words and phrases work within a sentence and contribute to its overall meaning and interpretation, linguists examine the syntactic features and relationships between them.

In the following, only the English phrases will be further discussed.

c. English Phrases

According to Cook (1978), the level of a phrase is above the word level and below the level of a clause. The words that make up the sentence usually fit into clause-level slots. It is the sequence of words that has

morpheme sequence that served as typical unit at the clause level and has words as its constituents. Thus, phrases are groups of words that fit into the same slots at the clause level that single words do. In additional, Jackson (1982) as cited Dalle et al (2013) states that phrases can be classified by its head. If its head is a noun, it is called a noun phrase (NP); if its head is an adjective, it is called adjective phrase (AdjP; if its head is a verb, it is called verb phrase (VP); if its head is an adverb, it is called an adverb phrase (AdvP.).

The researcher realizes that discussing about the four types of English phrases will take plenty time, In the following, only English noun phrases and verb phrases will be further discussed.

d. Noun Phrase

According to Brown & Miller (2020) , there could be three distinct elements to the noun phrase. A noun phrase's head, which is its core component, must be present for it to be accurate. The other component is one that may be accrued. (Jackson, 1982) defines that the head may have some pre-modifications before it and some post-modifications after it. He states that only the head of a noun phrase is required, while the modification is optional.

1) Head

A noun is the most frequent type of head noun phrase. A personal pronoun, such as they are here, maybe the head in some sentences. Other pronouns that can serve as the head of a noun phrase are:

- Indefinite pronoun, e.g., someone in *someone called.*
- Possessive pronoun, e.g., your in your *are blue*
- Demonstrative pronoun, e.g., these in *these boats*

When a pronoun acts as the head of a noun phrase, it typically happens without any form of modification: pronouns hardly ever have pre-modifiers, though post-modifiers are occasionally present., e.g., *he who sends*

2) Pre- Modifier

According to Jackson (1982: 67), a noun phrase's pre-modifier is made up of various classes or subclasses in the following order:

a) Identifier (Determiner)

Articles, possessive, and demonstrative identifiers all fall under this category. They occur before any possible numerical or indeterminate quantifiers.

i) Articles

Indefinite and definite articles are the two types of articles most frequently used in English.

(1) Indefinite Article

The articles ***a*** and ***an*** are categorized as indefinite article. A word having a consonant sound or a vowel that makes a consonant sound is preceded by the form of ***a***. For examples, *a girl, a hat, a university, and act.* Meanwhile, the article ‘an’ is used before word beginning with a

vowel (a, e, i, o, u) or words beginning with a mute an. For examples, *an uncle, am onion, an egg, and an hour.*

(2) Definite Article

The article "the" is concerned with the definite article. All genders use the same version of "the" in both the single and plural forms. For examples, *the girl, the girls, the boy, the boys, the dog, and the dogs.* In addition, article ‘’the’’ can be used before a noun that mentioned a second time, e.g., *his car struck a tree, you can see the mark of the tree.* Then, article ‘’the’’ can be used before a noun made definite by the addition of a phrase or clause, e.g., *the girls in the blue, the man that you met, the boy whose red car.*

ii) Possessive

Possessive in English refers to the possessive and not the thing possessed. Everything that a man or boy possesses is *his* thing: everything that a woman or girl possesses or *her* thing. For examples. *Tom's father is his father and Mary's father is her father.* Then, everything that animal or thing possesses is *its* thing; *A tree drops its leaves in autumn; A happy dog wags its tail.* But if the sex of the animal is known, his/her would often be used. If there is more than one possessor, there is used: *The girls are with their brother: Trees drop their leaves in autumn.* In addition, we need to note that the possessive remains the same whether the thing possessed is singular or plural: *e.g., my glove, my gloves, his foot, his feet.*

iii) Demonstrative

In additionally, Thompson et al (2019) says that demonstrative can be subdivided into *this/these* and *that/those*. The demonstratives can be used as adjective and pronoun. If it is used as adjective, they agree with their nouns in number. This/these/ that/those + noun +of mine, yours/hers, etc, e.g., the car of yours, the wallet of mine. If it is used as pronoun, this/that can represent a mentioned noun, phrase, or clause, e.g., they did this last week, was not that a horrible thing to do. Thus, because articles, demonstrative pronouns, and possessive pronouns are mutually exclusive in English, we can infer from the definition given above that more than one identifier can appear in each noun phrase.

b) Numeral

According to Huddleston (1988) as cited in (Brown & Miller, 2020) a noun phrase may contain more than one numeral or qualifier, although the number of feasible combinations is limited. The category of number applies to NPs as well as to nouns. Normally the number of an NP derives from that of the noun head. Favourite sequence is cardinal numeral (first and last) + identifier, e.g., the first few houses; ordinal + cardinal, e.g., the second there days; identifier qualifier + cardinal number, e.g., many scores of ants, several thousand people.

c) Adjectives

According to Kim & Michaelis (2020), the head noun is amplified in some way by an adjective, which follows the identifier type of numeral

(quantifiers). Several adjectives, or none, may appear in a noun phrase, and when they do, there appears to be some sort of ordering process at play. For example. Native speakers regard the *big black rabbit as grammatical, but the black big rabbit as deviant.*

In the following presented some principle of ordering an adjective.

i) Form of Adjective

In English, there is only one form of an adjective that is used with both singular and plural nouns,

an old man	old men
a beautiful woman	beautiful women
an expensive car	expensive car

ii) Position of Adjective

An adjective can come before a noun such as a young man, beautiful girls, an old house, etc. In the other hand, a few adjectives such as asleep, well, a live. afraid can come after verbs but not before a noun, e.g., he is asleep, but not an asleep man. Those adjectives can be used before nouns in different form, e.g., sleeping instead of asleep. Living instead of a live, frightened instead of afraid, and healthy instead of well. For examples, *a sleeping woman, healthy body, a frightened movie.*

iii) Order of Adjective

The order of an adjective can be divided into two ways. We can see as follows:

(1) When we use two or more adjectives together, ‘’ opinion adjective (interesting, expensive) normally goes before fact adjective (new, green, small). For example. *A beautiful green dress, an expensive new car.*

(2) When two or more fact adjective come before a noun, they normally go in the following order.

Size + age + shape+ color+ origin + material + purpose + noun

Examples:

- a young Indonesian woman (age + origin +noun)
- red leather running shoes (color + material + purpose + noun)
- a big round red hat (size + shape +color + noun)

d) Noun

A noun may function not only as a head of noun phrases, but also as modifier in the noun phrases. For examples, a country garden, the travel agency, the table leg, etc.

3) Post – Modifier

According to Jackson (1982: 69),clauses or phrases, rather than particular word classes or subclasses, must frequently fill the post-modifier position in noun phrases. He states that in constructing English noun phrases, some components will be applied such as single word, relative clauses, non-finite clauses, and prepositional phrases are the four types of post-modifier appear.

a) A Singel Word Post-Modifier

The single word post modifier may be adjectives, adverb, a myself-type pronouns**.**

i) The adjective as modifier is found usually with indefinite pronouns, a head cannot be pre-modifier by adjective: *somebody brave, something stage*. In the other words, adjectives do not normally come after nouns, except in a few set phrases, e.g., *something useful, blood royal, nothing amusing.*

ii) Adverbs are rather more frequently found as post- modifier in a noun phrase, e.g., *the time before, the morning after, the bus behind, and etc*.

iii) Myself- type pronoun may be accurate as post-modifier in a noun phrase such as, e.g., *my mother herself, the old man himself, the students themselves.*

b) Relative Clause

A relative clause which one of the post- modifiers that usually found as a head noun of the noun phrase. For examples, in the noun phrase ‘’ *the man who came here yesterday.* The relative clause in the phrase is “who *came here yesterday”* with *who* as *relative* pronoun which refers to the head ‘’ *man*’’. The relative pronoun *who and whom* are used the stand for heads that refers to person.

Meanwhile the relative pronoun which is used for non-human, and that may be used for both. For examples, *I cannot find the book which he*

recommended. ***The book which he recommended*** is a NP, with ***the*** as determiner, ***book*** as head and ***which he recommended*** as post- modifier.

c) Non _Finite Clause

Non-finite clauses are those initiated by a verb with a non-finite form and typically do not have a subject. According to Aljovic (2017), non-finite clause can function as complement or modifier in NP structure. In m modifier function, we find to -infinitival and participial as complement that function as post-modifier. They can be seen as follows:

- Here is a scissor for you **to cut it with** To- infinitival.
- She was not among those **consulting the boss** Present Participial
- She was not among those **being consulted the boss** Present Participial
- She was not among those **consulted by the boss** Past Participial

Voice of aspect (active vs. passive) or aspect are the defining characteristics of the present and past participles, respectively. Although the past participial is passive, it lacks the passive catenative be with the finite relative, e.g., (He was not among those ***who were consulted by the boss***). Depending on whether passive is present or not, the present participial can be either active or passive. even though they lack the progressive catenative ***be***, the passive participial are believed to be progressive.

d) **Prepositional Phrase**

Prepositional phrase is the type of modifier that frequently occur in a noun phrase as a modifier. For example, in the noun phrase ‘*’the man in the car”,* in the car is PPs that functioning as post-modifier to ‘’**the man”.** Like the non-

finite clause, PPs may be related to a fuller relative clause very often with the verb be, e.g., *the girls who is after you, the man who is on the boat.*

As addition, according to Frank (1972) in Rahmanita et al (2020), defines the function, position, and the form of prepositional phrase

i) Function

(1) Adverbial – sit under a tree, leave at nine o'clock.

(2) Adverbial prepositional phrases that modify verbs and adjectives must come after the ones they modify. They indicate the degree, just like intensifiers. They are also able to explain how, why, and under what conditions, e.g., sit under a tree, leave at nine o'clock.

(3) Adjectival

Adjectives typically come before the nouns they modify, but in the case of adjective prepositional phrases, they come after the nouns they modify. Like adjectives, they specify which, what kind, quantity (how much), or number (how many), e.g., the subway under the tree, the meeting at nine o'clock.

ii) Position

(1) An adjective prepositional phrase after the noun. It modifies the noun, e.g., the students in the back row). A normal phrase appears after a verb, e.g., listen to your parents.

(2) An adverbial prepositional phrase has three possible positions:

- Initial – in spite of her handicaps, the blind girl did well in school.
- Meet – the blind girl, in spite of her handicap, did well in school.

- Final- the blind girl did well in school in spite of her handicaps.

iii) Form

Preposition that shows as prepositional phrase may consist of one, two, or three parts:

- One part – of, on, at, under, by, from, etc
- Two parts – because of, according to, apart from, etc.
- Three parts – by means of, with reference to, an account of, regarding to etc.

e. Noun Phrase Types

According to Cook (1978), there are three types of noun phrases namely simple noun phrase, rather complex noun phrase, and very complex noun phrases. They will be discussed as follows:

1) Simple Noun Phrases

A simple noun phrase consists of determiner slot filled by an article, a pronoun, a numeral, or demonstrative, and a head slot filled by a noun. For example, a man, their father, one book, these books. The formula of simple noun phrase can be formulated as follows:

N = ± Det: art/ Pos/ Num /demon + H: n

Examples:

- a man → determiner slot filled by article - *a*, head slot filled by a noun - *man.*
- one book → determiner slot filled by numeral – *one*, head slot filled by a noun – *book*

2) Rather Complex Noun Phrase

A rather complex noun phrases consists of optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun. The formula can be formulated as follows.

N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H:n

Examples:

- a smart cat → determiner slot filled by an article – a, followed by modifier slot filled by an adjective – smart, head slot filled by a noun – cat.
- my quite calm rabbit → determiner slot filled by a possessive – my, followed by modifier slot filled by an adjective phrase – quite calm, head slot filled by a noun – rabbit.

3) Very Complex Noun Phrase

A very complex noun phrase consists of an optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun and another an optional modifier slot filled by relater axis or a clause. The formula is formulated as follows:

N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n ± Mod: RA/CL

Examples:

- a black spot on his eyes → **determiner** slot filled by **article** – a, followed by **modifier** slot filled by **an adjective** – black, **head** slot filled by a noun **spot**, followed by **modifier** slot filled by **relater axis (prepositional Phrase) –** *on his eyes*

f. Verb Phrase

A verb phrase is a collection of words with a verb in the head. According to Biber (2009) in SAVIOUR (2021), a verb phrase is one that has a primary verb or lexical verb as the head or the primary verb, either by itself or in conjunction with one or more auxiliaries. There are two types of verb phrases namely simple verb phares and rather complex verb phares. A simple verb phrase has just one verb element (auxiliary), whereas a complex verb phrase has more than one of verb elements (auxiliaries).

g. The Types of Verb Phrases

According to Quirk (2005) as cited in Saviour (2021), there are two types of verb phrases based on the elements construction as follows:

1) Simple Verb Phrases

An auxiliary fills the modifier slot in a verb phrase, and the verb fills the head slot, it is called simple verb phrase. The formula is written as follows:

An auxiliary + Head: v

Examples:

- can sing → **an auxiliary**: can + Head: sing
- will go → **an auxiliary**: will + Head: go

- is eating → **an auxiliary**: is + **Head**: eating
- has developed → **an auxiliary**: has + **Head:** developed

2) Rather Complex Verb Phrases

A rather complex verb phrases consist of two or more modifier slots filled with auxiliaries to come before the head slot. The Formula is formulated as follows:

Auxiliary ^{1} + Auxiliary ^{2} ± Auxiliary^{3} Head: v

Examples:

- will be playing → **auxiliar^{1}:** will + **auxiliary^{2}** : be + **Head**: playing.
- can be used → **auxiliary^{1}** : can + **auxiliary^{2}**: be + Head : used
- must have been going → **auxiliary^{1}**: must+**Auxiliary^{2}**: have+ **auxilary^{3}**: been + Head : going
- should have been eating → **auxiliary^{1}** : should + **auxiliary^{2}** : have **auxiliary^{3}** : been **+ Head** : eating.

3. Basic Concept of Morphosyntax

a. Definition of Morphosyntax

According to Croft (2022), morphosyntax is an essential aspect of linguistics that plays a crucial role in understanding the complex structure and composition of the English language. It is the study of the interplay between morphology and syntax in the English language. Morphology is the study of words and their rules of formation, while syntax is the study of sentences and their rules of formation. Both of them play crucial role in constructing grammatical sentences.

According to Susanto et al (2023), morphology and syntax are essentially studies of the same thing, namely the rules that govern how a language is formed, but at different "levels." We draw attention to these distinctions by referring to it as morphosyntax. Words like nouns, verbs, adjectives, adverbs, pronoun determiners, and preposition conjunctions are used when discussing word formation, or morphology. In addition, Kim & Michaelis (2020) state that terms like subject, verb, object, complement, and adverbial as well as phrases and clauses are used when discussing sentence formation, or syntax.

b. Morphosyntactic Analysis

In linguistic field, understanding the formation of words as well as the construction of phrases, clauses, and sentences is very important to be done by analysing the process of words are combined. According to MacWhinney (2018) morphosyntactic analysis is a method of linguistic analysis that identifies the part of speech as well as the lexical and grammatical characteristics of each token in order to determine the morphological and syntactic characteristics of words, phrases, and sentences. For example, in the sentence'' ***the books are on the table''***. Inflectional morpheme (-s) is added to the word **"book"** to show that it is plural morpheme, and the to be **"are"** is suitable added to the plural morpheme. Then, the phrase " the book " and "the table" are indicated as a noun phrases.

In the other word, Mosel (2011) as cited in Jamilah (2023) states that the study of a language's word, phrase ,sentences structure, its function is

known as a morphosyntactic analysis. It entails investigating the creation of words, how they are put together to form longer sentences, and how they carry meaning and grammatical information. In addition, Ambalegin & Suryani (2018) define that morphosyntactic analysis is useful to be done in analysing the inconsistent construction of the words, phrases, and sentences. For examples, **"these girls sing a song".** The sentence is categorized inconsistent construction. The suitable determiner of the noun phrase **"these girl"** must be **"the instead these"** because the head of the noun is singular, there is not morpheme (-s), meanwhile, if the noun phrase as the subject is singular **(the girl)** the verb **sing** must be added **morpheme-s** to be **sings.**

Some of previous researches have conducted morphosyntactic analysis to analyse combination of morphological and syntactic elements in English writing text. Jamilah (2023), conducted her research on the title Morphosyntactic analysis of inflectional suffixes on Political News on BBC. By using qualitative research design, she found that there were six types of inflectional suffixes used in the articles. She found that the suffixes -s in noun to form plurality, and the suffixes -ed in verb of past tense were frequent used in the articles. In addition, Tri Widari et al (2018) conducted the research on the title Morphosyntactic Analysis on English Inflectional Affixes with Special Reference to the Jakarta Post. They found that -s and -ed of the inflectional suffixes were most used in special reference on Jakarta Post. Zainuddin (2016), found that Indonesian EFL students were unaware of proper usage of plural

marks, past and past participle forms of regular verbs, and English grammar, resulting in ineffective sentence construction.

In analysing the morphosyntactic of the English writing text, not only inflectional suffixes can be analysed, but also derivational suffixes. The previous researcher, Antari & Sedeng (2018) conducted their rese arch on the title Morphosyntactic study of derivational suffixes forming adjective on the Twilight Novel. They found that there are certain derivational suffixes to transform word classes from nouns and verbs into adjectives. The suffixes -ful, -able, -ish, -ous, -al, -ic, less, -y, -ive, and -ly are among the 10 that have been identified. Predicative and attributive as syntactic functions are the two categories that have been identified thus far.

Based on the description above, we can infer that morphosyntactic analysis still become trend nowadays. Due to the fact that not only the types of inflectional and derivational suffixes can be investigated, the error of morphosyntactic can be done also. According to Ulhaq et al (2022), eight of morphosyntactic errors were identified in their research include wrong word order, misplaced articles, misplaced verb groups, misplaced prepositions, misplaced relative clauses and relative pronouns, misplaced tenses, and misplaced adverbs. Thus, unlike the previous researches, the present research will not focus on the errors but focus on the patterns of both inflectional and derivational suffixes to find out the most frequent types of these inflected and derived words used by the students in their English writing text. Additionally, the present research will also analyse the syntactic construction of noun

phrases and verb phrases to find out the types of these phrases produced by the students.

In addition, MacWhinney (2018) states that to comprehend the morphosyntactic analysis of a sentence, it could be first be aware of the available various types. Put differently, there are two ways we can analyse a sentence: from a syntactic or morphological analysis. As a result, the following are their primary differences:

1) Morphological Analysis

In linguistics, morphological analysis is the study of word formation with an emphasis on the way words are constructed from smaller meaningful units known as morphemes. According to Booij (2015), linguists study the internal structure of words, identifying the morpheme s that they contain and comprehending how these morphemes are combined to form words, by performing morphological analysis. Free morphemes and bound morphemes are distinguished further into inflectional and derivational categories. While derivational morphemes directly affect a word's meaning, inflectional morphemes perform grammatical functions like indicating tense or plurality.

Based on description above, we can infer that morphological analysis is used to understand the structure and meaning of words, and it is an essential component of understanding language at both the word and sentence levels. According to MacWhinney (2018), this type of analysis is crucial for understanding word formation processes, such as the use of affixes, and for classifying morphemes into different categories based on their functions and

meanings. Thus, the technique to analyse the morphological construction is needed.

2) Syntactic Analysis

According to Brown& Miller (2020), the process of comprehending the logical meaning and grammatical structure of English sentences or portions of sentences are called syntactic analysis, or parsing. It entails drawing the syntactic structure, identifying constituents, defining parts of speech, defining word boundaries, and figuring out syntactic categories for the components. In addition, Ampa & Dalle (2020) state that syntactic analysis also looks at the sentence's word order. Syntactic analysis is to comprehend the input text's structure and determine logical meaning from it. Therefore, in having deeper knowing of the students 'progress in writing English text, syntactic analysis must be done by the teachers or the students themselves.

According to Jackson (1985) as mentioned in Ampa & Dalle (2020) states that the English noun phrase (NP) can be built by a pre-modifier, a head, and a post-modifier. In the sentence "**Many people will build a school building in my country**", the sentence consists of two types of noun phrases function as a subject and an object. NP (many people) as the subject, whereas NP (a school building) is served as the object in the sentence. In syntactic analysis we can present: "Many people" (NP); "Many (quant)+ people (H), "a school building, "a (id) school (N-Mod) building (H) in my country (PrepP); in (prep) my country (NP); "my (id) country (H)".

4. Basic Concept of Writing

a. Definition of Writing

Writing is a task that necessitates comprehension of the recursive structure of the writing process and knowledge of what makes effective writing, claims Cheung (2016). The ability to frame and develop arguments is a component of writing proficiency as the addition to the linguistic tools for cohesiveness and coherence. Therefore, it could be used as communication tool to convey meanings.

Writing is one of the four fundamental abilities in learning English, according to Harmer (2011) as cited in Zainuddin (2016), it enables communication by allowing one to convey thoughts or opinions in writing. Writing is another productive skill that calls for knowledge of precise language usage, attention to the message, and reader awareness. Additionally, Azis (2021) and Ravichandran (2018) found that good writing is characterised by grammatical correctness. Sentences, verb tenses, and proper word order are all considered aspects of grammatical correctness.

b. The Elements of Effective Writing

According to Wilbers (2007) as cited in Dhuge & Rafael (2021) states that there are five elements of effective writing

1) Central Idea

This aspect of effective writing entails organising our content around a concise, digestible theme, argument, or thesis. It entails choosing supporting

and reinforcing ideas for our main idea. There are certain crucial things to remember:

a) The main point is conveyed in simple language, usually at the beginning.

b) Every subordinate concept has a clear relationship to the main idea.

2) Organization

This writing element deals with the organisation of information in a logical manner. It entails directing the reader towards the main and supporting concepts. A well-organized system follows a logical path. It directs the reader between the different sections of the content. There are certain crucial things to remember:

a) The introduction introduces the reader to the main concept and the argument.

b) Information is presented in a logical and cohesive order, with subordinate concepts clearly recognised.

c) The transitions are beneficial and evident.

d) A conclusion or closing provides the reader with a sense of closure while summarising the case and highlighting the main topic.

3) Supporting Materials

The reader finds the concepts and information offered to be interesting and remember when they are supported with explanations, examples, statistics, and quotations. Supporting evidence serves to elucidate in

explanation and to persuade in argument. There are certain crucial things to remember:

a) The examples are convincing, sufficient, explicit, detailed, and pertinent.

b) The argument is bolstered by quotations.

4) Expression, Words Choices, and Point of View

The audience, goal, and content are all appropriately addressed in language that is accurate, precise, and clear. Emphasis is created by using different phrase lengths and structures. It is crucial to remember the following:

a) The word choice is simple, exact, precise, unpretentious, and devoid of slang and phrases that are abused.

b) Sentences lack ambiguity and wordiness.

c. The Types of English Text

According to Wikipedia (2023) four categories of English texts namely exposition text, descriptive text, argumentative text, and narrative text.

1) Exposition text

An exposition text clarifies a topic or idea using facts, figures, illustrations, definitions, or statistics. It clearly states the major point or argument of the text in their thesis statement. It frequently classifies the information, organise it using transitions, comparisons, contrasts, and classifications, and make it simpler to understand. The two sorts of exposition texts are analytical and hortatory. While hortatory exposition

persuades the reader to do or not do something, analytical exposition gives an argument or point of view on a topic.

2) Descriptive text

An individual, location, thing, or experience is eloquently portrayed in description texts. They speak in concrete, specific terms to engage the reader's senses and emotions senses, they speak in concrete, specific terms. They frequently concentrate on the main idea or feeling that the writer intends to communicate. Both objective and subjective description texts fall under the category of description texts. Subjective description communicates the writer's choice or view, whereas objective description provides information about a subject or thing.

3) Narrative Text

Stories or descriptions of events are presented in narrative texts. Their beginning, middle, and end are typically distinct. In order to take the reader's interest, they frequently employ dialogue, sensory details, and introspective passages. Both fictional and factual narration fall within the category of narration texts. While fictional narration creates a story or an imagined event, factual narration recounts an experience or an event that occurred in the past.

4) Argumentative Text

Argumentative texts give several viewpoints or opinions on a subject. A problem statement, justifications for and against the issue, and a conclusion or suggestion are typically included. To compare various points

of view, they frequently use contrastive conjunctions, modal verbs, and evaluative language.

In the following, only argumentative text will be further discussed.

a) Definition of Argumentative Text

According to Caulfield (2020), an argumentative text is one that gives a viewpoint or perspective on a certain subject and backs it up with facts, arguments, and examples. An argumentative text's goal is to persuade the reader to accept the writer's viewpoint as true or at least to give it some thought. Additionally, He states that the great majority of essays and papers you produce for university will use some sort of argumentation. Making arguments regarding texts is common in both literary analysis essays and essays that analyse language.

Accordingly, it can be inferred from the description above that using accurate language, logical arguments, reliable information, and a range of rhetorical strategies should help argumentative texts become more convincing.

b) Generic Structure of Argumentative Text

According to Caulfield (2020), the generic structure of an argumentative text can be divided into three parts as follows:

(1) Introduction

The statement, which is the major assertion or argument of the text, is stated along with the topic's introduction.

(2) Body Paragraph

The essay statement is supported by several arguments and pieces of evidence that are discussed in each paragraph. The paragraphs should also cover any objections or counterarguments and address them, addressing them with additional justification or rationale.

(3) Conclusion

The thesis statement is restated in a new form while summarising the key ideas. Additionally, it might offer some recommendations or suggestions for additional study or research on the subject.

c) Language Features of Argumentative Text

According to Caulfield (2020), the language features that used in writing an argumentative text consists of the phrases and words. Several of the standard linguistic elements of an argumentative text include:

(1) Modal Verb

Verbs such as "should," "must," "might," "can," and "could" are examples of modal verbs. These verbs communicate possibility, necessity, obligation, permission, or ability. They are employed to convey the writer's level of certainty or uncertainty regarding their assertions or to make recommendations for the reader such as she can speak English.

(2) Modal Adverb

Modal adverbs, such as typically, probably, surely, seldom, etc., are adverbs that modify verbs and express the degree of certainty, probability, or frequency of an action or event. They serve to clarify the author's claims or indicate how plausible or improbable an event is. For instance: "It's likely that smoking causes lung cancer.

(3) Passive voice

This is a kind of sentence construction where the verb affects the subject rather than the subject conducting the action. It is employed to highlight the activity rather than the agent or to exclude naming the person who is accountable for the action.

(4) Tenses

Tenses that used in argumentative text will be depended on what topic that the writer is discussing about based on the context. It could be present, past, or future tense. When discussing general topics, the present simple is used. We use it to imply that something occurs often, repeatedly, or that it is true in general. When talking about something that happened in the past, past tense will be used, while talking about something in the future, future tense will be used.

d. Morphosyntax in English Writing

The aspect on basic writing skills is facilitated by the notion of morphosyntax, it is known as the interplay between morphology and syntax.

According to Fiona (2015) as obtained in Mukarromah et al (2019), states that Morphosyntax, which integrates the two components of a grammatical system, is preferable to the more common term grammar. Firstly, morphology pertains to the arrangement of a word's constituent elements, also known as word construction. Secondly, syntax, or the guidelines for arranging words to form sentences or clauses, also known as syntactic construction.

Moreover, morphological and syntactic construction, the vocabulary and the grammatical are interrelated because of the inflection and derivation that begins with the process of words, phrases, and clauses. This results in a link between the gaining of morphosyntactic knowledge and ability to write. According to Brown (2004) as cited in Mukarromah et al (2019) states that the way a word is formed and the process by which it forms makes words are utilized correctly, sentences are organized correctly to convey meaning

Based on the description above, it could be inferred that morphosyntax focus on word complexity and the impact of morphological changes that are directly tied to the structure of the phrases, clauses, and sentences. According to Booij (2015), the relationship between language learning and students' ability to write, particularly when they generate paragraphs, is that the complex structure of words and sentences impart fundamental knowledge in morphosyntax. Mukarromah et al (2019) found that students' writing abilities can be enhanced by using morphosyntax to produce effective texts. It aids students in improving their grammar, vocabulary, and sentence construction abilities.

C. Conceptual Framework

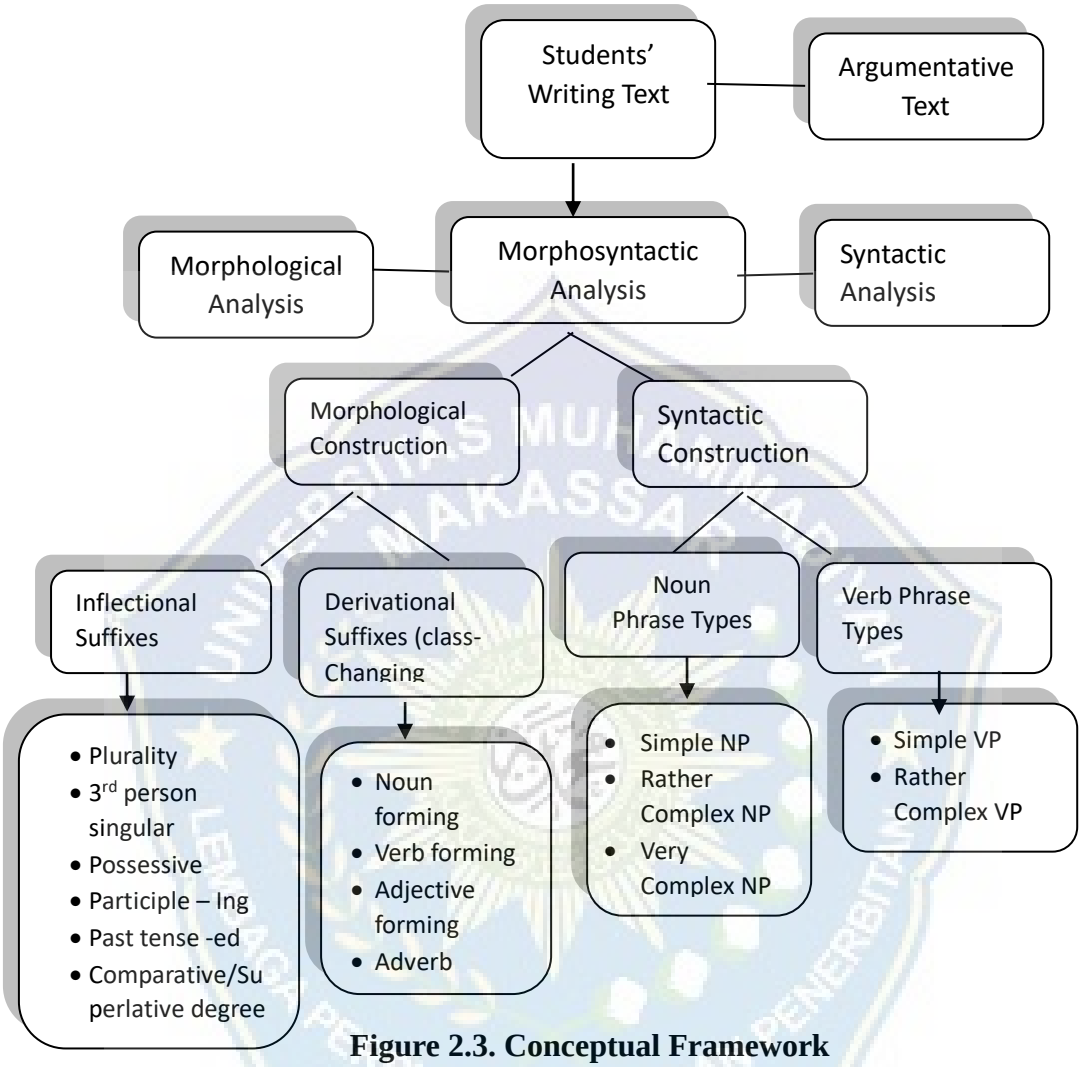

Figure 2.3. Conceptual Framework

The conceptual framework above describes that the students' writing English text particularly argumentative text would be analysed to indicate the morphological elements and syntactic elements. In analysing the morphosyntactic analysis, the researcher can identify the patterns that illustrated the morphological and syntactic construction which found in the students' writing text. The researcher will focus on the six types of inflectional suffixes, class changing of derivational suffixes, the construction of noun phrases and verb phrases.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research employed Descriptive Quantitative Research which aimed to describe the data analysis about morphosyntactic construction of English writing text produced by the Postgraduate Students of English Program at Unismuh Makassar. According to Creswell (2012), descriptive quantitative research as a type of quantitative research that aims to describe, analyse, and interpret numerical data without manipulating variables. It focuses on providing comprehensive summaries of existing populations, exploring relationships between variables, and revealing patterns within the data.

In this research, the researcher had analysed the morphosyntactic construction of the students' English writing text that consist of morphological construction and syntactic construction. In morphological construction, the researcher had analysed the inflectional suffixes (Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree) and derivational suffixes (noun, adjective, verb, and adverb forming). Meanwhile, in syntactic construction, the researcher had analysed the construction of noun phrases (simple, rather complex, and very complex NP) and verb phrases (simple verb phrases and rather complex verb phrases). Thus, the researcher designs the variables relations as follows:

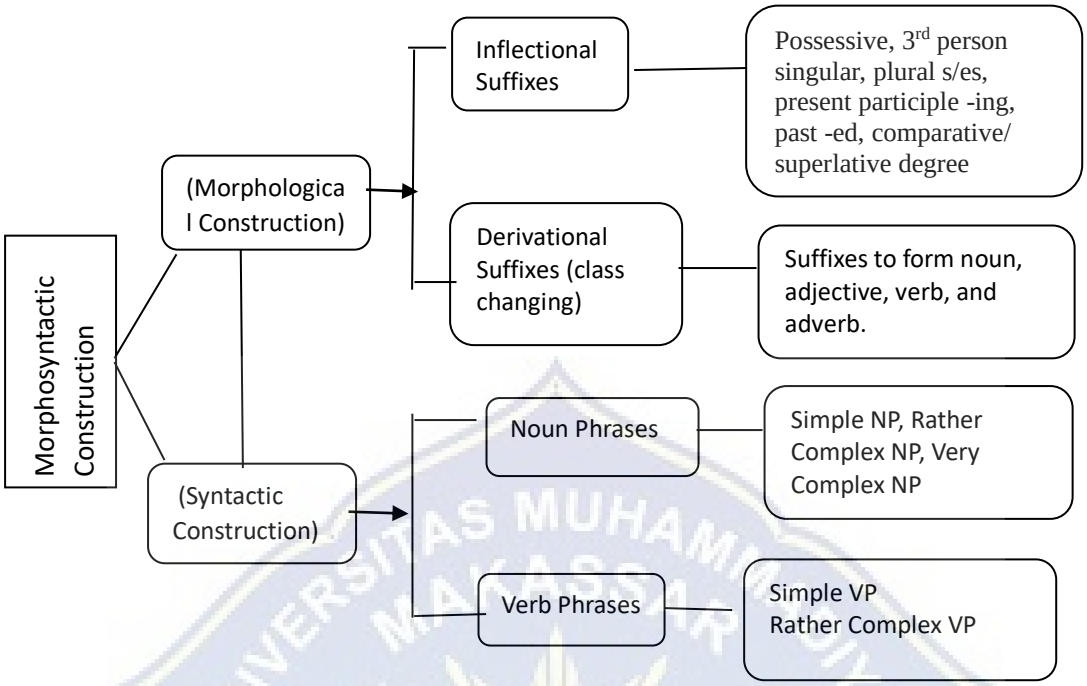

Figure 3.1. Design of Relationship between Research Variables

B. Population and Sample

1. Population

The population of this research were the Postgraduate Students of Master of English Educational Program in Academic Year 2023-2024 at Unismuh Makassar which consisted of 16 students.

2. Sample

The Total Sampling Technique had been used in this research. The Total Sampling Technique means that the total of the population becomes the samples of the research. Since the total population of Postgraduate Students of Master English Educational Program was 16 students, therefore, the total number of samples were 16 students.

C. Research Variables and Indicators

1. Variables

The research consisted some variables namely morphological construction, syntactic construction, and students' English writing.

2. Indicators

The three variables of this research are consisted of some indicators that presented as follows:

a. The indicators of morphological construction consist of six types of inflectional suffixes (Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree) and four types of class changing of derivational suffixes (noun, verb, adjective, and adverb word forming).

b. The indicators of syntactic construction consist of English noun phrase types (simple, rather complex, and very complex NP), and verb phrase types (simple and rather complex VP).

D. Research Instrument

A writing test was served as the writing instrument of this research. It was used to answer the research questions of this research related to the students' morphosyntactic construction. The researcher instructed the students to write an argumentative text at least 3 paragraphs by determining the topic *"The Effects of Smartphone'*. The allocation of time used for doing the test was 60 minutes. The students' written tests were used as data collection in analysing the morphosyntactic construction to find out the types of

inflectional suffixes, derivational suffixes, and to find the construction of noun phrases and verb phrases that students produced in their English writing text.

E. Data Collection

In collecting the data, the researcher applied the procedures as follows:

1. Before attending the class, the researcher made appointment with the students. The meeting appointment had been held on February 21, 2024.
2. After sharing a link of google meet, the researcher introduced her purpose to invite the students join the virtual meeting.
3. The researcher instructed the students to write an argumentative text on the topic *'The Effect of Smartphone.'* They were instructed to write at least 3-4 paragraphs, and at least 150 words.
4. The allocation of time used for doing the test was 60 minutes.

F. Data Analysis

In analysing the data, the researcher applied the Krippendorff's (2004) theory as cited in (Karlina, 2020). The stages were used as follows:

1. Identification

In identifying the data, the researcher implemented some steps as follows:

a. Identified the six types of inflectional suffixes and derivational suffixes by giving code 1.1,1.2.1.3..., for inflectional suffixes, and code 2.1,2.2.2.3…, for derivational suffixes.

b. Identified the construction of noun phrases and verb phares by giving code 3.1,3.2,3.3… for noun phrases, and code 4.1,4.2, for verb phrases.

2. Classification

Classification is a process of data analysis that involves assigning codes or categories to data points based on their features or attributes. Therefore, the researcher classified the inflectional and derivational suffixes as well as the construction of noun phrases and verb phrases by using table based on their patterns.

3. Percentage

The researcher calculated the data to find out the most frequent type of the inflectional suffixes, derivational suffixes as well as the construction of English noun phrases and verb phrases used by the students in their argumentative text. In calculating the percentage of the items, the formula will be used as follows:

P = (F/N) X 100 %

Notation:

P = Percentage of the items

F =Number of the Quantity items

N = Total Number of the items

(Gay et al., 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings and discussion of the research. The findings cover the result of data analysis of inflectional suffixes, derivational suffixes, noun phrases, and verb phrases construction that found in the students' argumentative text. Then, in the discussion section, the researcher explains the findings section based on the related literature review that provided in the chapter II.

A. Findings

The researcher presents the result of data analysis of inflectional suffixes, derivational suffixes, noun phrases, and verb phrases construction that found in the students' argumentative text of Postgraduate Students of Master English Program at Unismuh Makassar. The findings are presented as follows:

1. The Types of Inflectional Suffixes

The result of data analysis showed that there were six types of inflectional suffixes produced by the Postgraduate Students in writing English argumentative text. It can be seen as follows:

Table 4.1. The Frequency Types of Inflectional Suffixes

Coding	Inflectional Suffixes Types	F	Percentage
1.1	Plurality -s	199	46.06 %
1.2	Possessive -s'	17	03.93 %
1.3	3rd Person Singular -s/es	36	08.33 %
1.4	Past tense/ passive voice – ed	63	14.58%
1.5	Participle -ing	76	17.59 %
1.6	Comparative / Superlative Degree -er/est	15	03.47 %
Total		**406**	**93. 98 %**

N = 432

Table 4.1 indicates the six types of inflectional suffixes produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. They are plural suffixes -s, possessive -s, 3rd person singular s/es, past tense/passive voice-ed, present participle -ing, and comparative / superlative degree -er/est. Based on the types of inflectional suffixes, it can be seen that plural suffixes -s is the greatest one, that is **46.06 %.** Then, the greater of the inflectional suffixes is present participle -ing **17.59 %**. Meanwhile, past tense/passive voice -ed is **14.58%**. Then, the great percentage of inflectional suffixes is found in the examples of 3rd person singular, that is **08.33 %.**

The table above also contains the fewer and the fewest of inflectional suffixes that the students have made in their argumentative texts. It can be seen that possessive the fewer one, that is **03.93 %.** Then, the fewest one is comparative/ superlative degree er/est, that is **03.47 %**. The examples of inflectional suffixes are presented on the table as follows:

Table 4.2 The Examples of Inflectional Suffixes

Stem words	Suffixes	Inflected word	Types
Device, smartphone	-s	Device**s**, smartphone**s**	Plural maker
User mental, **it** use	- ‘s	User**’s** mental it**s** use	Possessive suffix
It **provide** , the trend **create**	- s	It provide**s**, the trend create**s**	3rd person singular suffix
It can be **use**.., it **develop**..	-ed	It can be **used**	Past tense/ passive voice -ed
for allow users to access… **interact** via text..	-ing	For a**llowing** users to access i**nteracting** via text….	Participle -ing
Making communication **easy ,** **the late** trend…	-er/est	Making communication **easier** the **latest** trend	Comparative/ superlative

Additionally, table 4.1 shows that percentage is not 100% but **93. 98 %**. It could be considered that there was ambiguous performance of the students applying inflectional suffixes. It was found that there were five students still made a wrong in using plural suffixes. For examples, student wrote "smartphones help people in **many thing**" (It should be many **things**), the other student wrote "It also has **negative impacts** namely consumer behaviour (It should be negative impact). Then, two students (students no 4 and student no 15) wrote **more easier and more easy** instead easier in inflectional suffixes of comparative degree.

And then, there were three students were ambiguous performance in inflecting suffixes of 3rd person singular. For examples, that technology that **human use**. The verb "use" must be inflected by suffix -s to form **uses** because the subject **human** is singular; the technology **develop**… these verb develop must be inflected by suffix -s because the subject technology is singular. Then, there were two students miss forming suffix -ed in writing passive voice sentence. For examples, technology easy **to use** by the human. It should be written technology is easy to be used by the human; the application can be **instal**l. The verb install must be inflected by suffix -ed to form passive voice sentence.

Based on the description above, it could be concluded that the inflectional suffixes analysis provides valuable insights into a student's grasp of English grammar. The use of suffixes such as "-s" in plurals, "-ed" in past tenses, and "-ing" in present continuous indicates students' comprehension of

word substitution according to their grammatical function in sentences. Suffix mistakes can draw attention to areas in which students' knowledge of verb tenses, plurals, and other grammatical concepts needs to be strengthened. In short, through analysing students' suffix usage over time, teachers can assess how well their students are grasping grammatical structures. This aids the teachers in customising their lessons and pinpointing the areas in which students want additional assistance

2. The Types of Derivational Suffixes

The calculation of data analysis showed the most frequent type of derivational suffixes produced by the Postgraduate Students in writing English argumentative text. It can be seen as follows:

Table 4.3. The Frequency Types of Derivational Suffixes

Coding	Types of Derivational Suffixes	F	Percentage
2.1	**Noun Forming**		
	Adjective to Noun	32	11.42 %
	Verb to Noun	115	41.07 %
2.2	**Verb Forming**		
	Noun to Verb	4	1.42 %
	Adjective to Verb	5	1.78 %
2.3	**Adjective Forming**		
	Noun to Adjective	35	12.5 %
	Verb to Adjective	32	11.42 %
2.4	**Adverb Forming**		
	Adjective to Adverb	41	14.64 %
	Noun to Adverb	13	4.64 %
Total		**277**	**98.92 %**

N = 280

Table 4.3 indicates the types of derivational suffixes produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. They are noun forming, verb forming, adjective forming and

adverb forming. It can be seen that in noun forming, the transformation of verb to noun is **41.07 %,** and the transformation of adjective to noun is **11.42 %**. Then, in verb forming, the transformation of noun to verb **is 01.42 %** and the transformation of adjective to verb is **1.78 %**. Meanwhile, the table above also shows that the adjective forming which change the word noun to adjective is **12.5 %.** It means that the transformation can be made by adding suffixes to the noun's stems to form adjectives), and the transformation of verb to adjective is **11.42 %**. Then, in the adverb forming, the students produced **14.64 %** in transforming adjective to adverb by adding suffixes to the adjective stems**.** It can be seen also that the transforming noun to adverb is **4.64 %**.

Based on description above, it could be inferred that the most frequent types of derivational suffixes used by the Postgraduate Students were noun forming that becomes the greatest one, with **52.49%,** followed by adjective forming with **23.92 %,** then, the fewer is adverb forming with **19.28 %** and the fewest is verb forming with **3,2 %.** Additionally, the table also shows that the percentage of the derivational suffixes found in the students' argumentative text is not 100 % but **98.92 %.** It means that there was ambiguous performance also made by the students. For examples, **quick** in the sentence "the technology develops **really quick** ". It must be transformed to be adverb **quickly** by adding suffix -ly to the adjective stem **quick;** Information that is very easily **accessible** to public. It would be better if the student writes "very easy to access or very easily accessible information". For further explanation about the findings of derivational suffixes, it will be presented in the discussion section.

For making clearly about the derivational suffixes, some examples of derivational suffixes produced by the Postgraduate Students in writing argumentative text are presented as follows:

Table 4.4. The Examples of Derivational Suffixes Types

Stem words	Suffixes	Derived Words	Types
			Noun Forming
Develop Communicate Concern	-ment -ion - ing	Development Communication Concerning	verb to noun
Happy Aware difficult	-ness -ty	Happiness Awareness difficulty	adjective to noun
			Verb Forming
Revolution Leverage	-ize -ing	Revolutionize Leveraging	noun to verb
Social Real	-ize	Socialize realize	adjective to verb
			Adjective Forming
Mind Prestige	-ful -ous	Mindful Prestigious	noun to adjective
Care Create sophisticate	-ful -ive -ed	Careful Creative Sophisticated	verb to adjective
			Adverb Forming
Significant typical	-ly	Significantly typically,	adjective to adverb
Friend, Name Day	-ly	Friendly, Namely Daily	noun to adverb

3. The Types of Noun Phrases Construction

a. The Construction of Simple Noun Phrases

The result of the data analysis showed that there were some constructions of simple noun phrase produced by the Postgraduate Students in writing English argumentative text. It can be seen on the table as follows:

Table 4.5. The Frequency Types of Simple Noun Phrase Construction

Coding	Pre-Modifier	Head	F	Percentage
3.1.1	Det (Article)	N	40	09. 43 %
3.1.2	Det (Possessive)	N	17	04.00 %
3.1.3	Numeral/Quantifier	N	12	02.83 %
3.1.4	Det (Demonstrative)	N	11	02.59 %
Total			**80**	**18.86%**

Table 4.5 indicates the constructions of simple noun phrase produced in argumentative text by the Postgraduate Students of English Mater Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an article, followed by head slot filled by a noun is the greatest one, that is **09. 43 %.** Then, the greater is pre modifier slot filled by possessive determiner followed by head slot filled by a noun, that is **04.00 %.**

The table above also contains of the fewer and the fewest constructions of simple noun phrase produced by the Postgraduate Students. It can be seen clearly that the fewer one is pre modifier slot filled by a numeral (quantifier) followed by head slot filled by a noun, that is **02.83 %.** Then, the fewest is pre modifier slot filled by demonstrative determiner followed by head slot filled by a noun, that is **02.59 %**. Some examples of the four constructions produced by the students presented as follows:

Table 4.6 The Examples of Simple Noun Phrase Constructions

Constructions	Examples
Det: article + H: n	**A smartphone** is a communication tool They just click **the research**
Det: Possessive + H: n	They want to follow **their friends** Smartphone can impact **our health**
Det: Numeral/quantifier + H: n	Some smartphones have **four cameras** Smartphone has **many functions**
Det: Demosntrative + H: n	The evidence suggests **these devices** **This device** makes the students cannot…

b. The Construction of Rather Complex Noun Phrases

The result of the data analysis showed that there were four constructions of rather complex noun phrases produced by the Postgraduate Students in writing argumentative texts. The data is presented as follows:

Table 4.7. The Frequency Types of Rather Noun Phrase Construction

Coding	Pre-Modifier	Head	F	Percentage
3.2.1	Adjective	N	52	12.26 %
3.2.2	Determiner + adjective	N	25	05.89 %
3.2.3	Determiner + Noun (M)	N	11	02. 59 %
3.2.4	Noun (M)	N	12	02.83 %
Total			**100**	**23.58 %**

Table 4.7 indicates the constructions of rather noun phrase produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an adjective, followed by head slot filled by a noun is the greatest one, that is **12.26 %.** Then, the greater is pre modifier slot filled by determiner followed by adjective modifier followed by head slot filled by a noun, that is **05.89** %. Meanwhile, the fewer is pre modifier slot filled by noun modifier followed by head slot filled by a noun, that is **02.83 %.** Then, the fewest is pre modifier slot filled by determiner followed by noun modifier, followed by head slot filled by a noun, that is **02.59 %.** Thus, the total construction of rather complex noun phrases produced by the postgraduate students is **23.58 %.**

Additionally, it was found that there was ambiguous performance of one student. For example, the student wrote **social media application accessible** instead **accessible social media application.** Thus, for making the constructions

of rather complex noun phrase to be understood clearly, some examples of the four constructions produced by the students presented as follows:

Table 4.8 The Examples of Rather Complex Noun Phrase Construction

Constructions	Examples
Adjective + H: n	**Parental supervision** is needed It has **clear boundaries**
Determiner + adjective + H: n	**The positive impact** is getting closer... Smartphone can **impact user's mental health**
Determiner + Noun (M) + H: n	**The smartphone concept** has been adapted **Many technology companies** have produced...
Noun (M) + H : n	We can touch friends by using **video calls** It is adopted by many **technology companies**

c. The Construction of Very Complex Noun Phrases

The result of the data analysis showed that there were some constructions of very complex noun phrases found in the Postgraduate Students' argumentative text. The researcher presents on the table as follows:

Table 4.9. The Types of Very Complex Noun Phrase Construction

Coding	Pre-Modifier	Head	Post- Modifier	F	Percentage
3.3.1	-	N	Prepositional Phrase	35	08.25 %
3.3.2	Adjective	N	Prepositional Phrase	20	04. 71 %
3.3.3	Determiner	N	Prepositional Phrase	73	17.21 %
3.3.4	Det + adjective	N	Prepositional Phrase	38	08.96 %
3.3.5	-	N	Relative Clause	13	03.06 %
3.3.6	Det + adjective	N	Relative Clause	31	07.31 %
3.3.7	Det+ Adjective	N	Single Word	5	01.17%
3.3.8	Det + Adjective	N	Non-Finite Clause	26	06.13 %
Total				**241**	**56.83%**

N = 424

The four greatest constructions of very complex noun phrases made in the students' argumentative text are presented in the table above. First, the pre modifier slot filled determiner followed by Head (Noun), followed by post modifier slot filled by a prepositional phrase, that is **17.21 %.** Second, pre

modifier slot filled by determiner followed by adjective modifier, followed by head (noun) followed by post modifier slot filled by prepositional phrase, that is **08.96 %.** Third, head slot itself filled by a noun, followed by post modifier slot filled by a prepositional phrase, that is **08.25 %.** Fourth, the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun), followed by post modifier slot filled by relative clause, that is **07.31 %.**

The table above also indicates the fewer and the fewest construction of very complex noun phrase made in argumentative texts by the Postgraduate Students. It can be seen that the fewer constructions are pre modifier slot filled by determine followed by head (noun) followed by post modifier slot filled by non-Finite Clause is **06.13 %,** and pre modifier slot filled by adjective modifier followed by head (noun) followed by post modifier slot filled by prepositional phrase is **03.06 %**. And then, the fewest construction is the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun) followed by post modifier slot filled by a single word, that is **01.17%.** Thus, for making the constructions of very complex noun phrase clearly to be understood, some examples of the nine constructions produced by the Postgraduate students in writing argumentative text are presented as follows:

Table 4.10 The Examples of Very Complex NP Constructions

Constructions	Examples
H: noun + Prepositional Phrase	**Technology in the 21th century** is fact Provide **number of books**
Adjective + H: n+ Prepositional Phrase	Smartphone impacts **many kinds of symptoms** It illustrates **negative effect of smartphone**

Determiner + H: n + Prepositional Phrase	**The convenience of constant connectivity** can be… The phenomenon undermines **the quality of our interactions**
Det + Adj+ H: n + Prepositional Phrase	To prevent **more negative impacts on children** It can have **a negative impact on children**
H: n + Relative Clause	Smartphones are **devices that only have negative effects** It impacts **children who tend to be continuous using smartphone**
Determiner +H: n + Relative Clause	Smartphone contains **a lot of information which are easily believed** We can take **the moment that are important to us**
Det + Adj + H: n + Single Word	We make our **daily life easier** It can be **something useful**
Det + Adj + H: n + Non-Finite Clause	One of them is reducing **the time using gadget** This can impact **inability to communicate**

Based on the description above, it could be concluded that the greatest type of noun phrase constructions produced by the Postgraduate Students in writing argumentative text was very complex noun phrase, that was **56. 83 %.** The most construction likely used by the students was **determiner + Head + Prepositional Phrase** as the Post-modifier**.** Then, the greater one was rather complex noun phrase, that was **23.58 %**. The most construction likely used by the students was **Adjective + Head**. And then, the fewest one was simple noun phrase, that was **18.86%.** The most construction likely used by the students was **articles (determiner) + Head.** Thus, it could be inferred that the Postgraduate Students were categorized advance in writing English text, due to the fact, they

were able to construct wider and longer English noun phrases in their English argumentative text.

4. The Type of Verb Phrases Construction

The result of the data analysis showed that there were two types of verb phrases that found in the in the Postgraduate Students' argumentative text. The researcher presents in the table as follows:

Table 4.11. The Frequency Types of Verb Phrase Construction

Coding	Constructions		Head	F	Percentage
4.1	**Simple Verb Phrases**				
	Auxiliary 1	-	V	132	82,5 %
4.2	**Rather Complex Verb Phrases**				
	Auxiliary 1	Auxiliary 2	V	27	16,87%
	Total			159	99.37 %

N = 160

Table 4.11 indicates that there are two types of verb phrase constructions found in the argumentative texts of the Postgraduate Students. It can be seen that the simple verb phrase is greater than rather complex verb phrase. The simple verb phrase is 82.5 %, meanwhile, the rather complex verb phrase is **16,87%.** The examples of the two verb phrase constructions produced by the students presented as follows:

Table 4.12 The Examples of Verb Phrase Constructions

Constructions	Examples
Auxiliary + H: verb	Smartphone **has become** an integral part of modern life The relation **is getting** away We **should use** this device well They **can read** all of the books
Auxiliary ^{1} + Auxiliary ^{2} + H: verb	Smartphone **can be used** by children The smartphone concept **has been adopted** The effect of smartphone **can be divided**

into two parts

Additionally, the researcher found that there was ambiguous performance made by one student. It could be seen the result findings was not 100 % but **99.37 %**. It means that the researcher found inaccurate construction of verb phrase produced by the student. For example, the student wrote ‘’ it *can be* ***install*** “instead “***it should be installed***. The student did not add suffix -ed to the stem install to indicate that the form of the sentence is passive voice. The student also wrote “the smartphone **have become”** instead the smartphone **has become**. The student must use “has” because the subject “smartphone is singular”. Meanwhile, the student number 13 wrote “people can whatever they want”. The student should write simple verb phrase by adding verb “do” after auxiliary “can “because do is the main verb.

Based on the description above, it could be determined that verb phrases are essential for expressing the meaning of a sentence. Students can better understand the acts, states of being, or continuous processes expressed in a sentence by having a greater comprehension of sentence structure. As a result, verb phrase analysis teaches students how to express various grammatical functions (such as the past tense, negation, and perfect tenses) as well as various formality levels. This enables them to select the suitable verb construction for the given situation, resulting in more natural and complex communication.

B. Discussion

In this section, the researcher discusses the research’s findings based on the related literature review that provided in the chapter II. The researcher presents the facts that found in the result’ findings as follows:

1. The Types of Inflectional Suffixes

According to Hoffmann (2022) a letter or combination of letters that gives a word additional grammatical information is called an inflectional morpheme (suffixes). Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) states that there are six types of inflectional suffixes included a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, past tense). As had been presented in findings that there were six types of inflectional suffixes in the Postgraduate Students' argumentative text namely plurality -s, possessive -s', 3rd person singular -e/es, past tense/ passive voice -ed, present participle -ing, and comparative/ superlative degree – er/est

The result of the data analysis of this research showed that the most frequent types of inflectional suffixes produced by the Postgraduate Students in writing argumentative text were plurality -s (plural maker) and the present participle -ing. Unlike the present research, both previous researchers Tri Widari et al (2018) and Jamilah (2023) who had investigated morphosyntactic analysis of some articles showed that the most frequent types of inflectional suffixes found in the articles were plural suffixes -*s* and past tense -*ed*. It means that the inflectional suffixes produced by the students could be different based on the function of the words. If the students explain something in progress, they will use verb -ing. *For examples: they are* ***holding*** *smartphone*; *they are* ***browsing***; *they are* ***using*** *smartphone*. According to Hoffmann (2022), the verb is given the present participle suffixes -ing to show that the action is progressing, and the

verb is inflected suffixes -ed to show that the action is happened in the past, passive voice and past participle. And then, if the students show action that take place in the past, passive, the past tense suffixes -ed will be used such as *"Smartphone can be **used** to get information", smartphone is **needed** in this era; Everything can be **accessed** through smartphone*

Additionally, Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) indicate that words with a sibilant sound like /s/, or /z/, the plural suffix is occasionally written as {-es} such as bus and quiz are changed into *buses* and *quizzes*. As had been presented in the findings of the research, the researcher did not find the inflected plural suffixes *-es* of the words used by the Postgraduate Students' argumentative texts. The students most likely used suffix -s to indicate plural nouns. For examples, smartphone has positive and negative **effects**; the cell **phones** are called s**martphones**; the children can read all the **books**

Additionally, by having the result in the findings, there were some ambiguous performances in using plural suffix. For examples;1) The smartphone can give positive and negative **effect**. The word **effect** should be inflected suffix-s to indicate that there are two effects namely positive and negative effects; 2) The smartphone has **some application** to find information and **many things**. The word application and thing should be inflected by suffixes-s to indicate plurality, because there are numeral determiners namely **some** and **many.** Ulhaq et al (2022) informed that two of the morphosyntactic error made by the students in writing English text were dismission and disordering. Even though, there were ambiguous performance of the students in the suffix's usage, but the data

analysis showed that the students could apply inflectional suffixes classically. The result showed the different between this present research and the previous research conducted by Zainuddin (2016) who found that Indonesian EFL students were unaware of proper usage of plural marks, past and past participle forms of regular verbs, resulting in ineffective sentence construction.

2. The Types of Derivational Suffixes

There are two types of derivational suffixes namely class maintaining and class changing. According to Aronoff & Fudeman (2022) class maintaining means that the word is derived to change the meaning without changing the class of the word, whereas, the class changing means that the derived word is given to change the meaning and the class of the word. When the researcher analysed the data, the researcher found some words of class maintaining produced by the students such as *friendship* and *unhappy,* even though, in the result findings, the researcher did not present the derived words of class maintaining because the research only focused on the derived word of class changing.

According to Susanto et al (2023), the derivational suffixes of class changing is the process to add affixes (prefixes and suffixes) to alter the word' form-class. They can change the function of the words including noun forming, verb forming, adjective forming and adverb forming. The noun forming can be done by giving derivational suffixes *(-ness, -ity, -th, -ism, -ce, -dom,-cy and etc)* to adjective stems and suffixes *{- al, - ure, - y, - ment, - ity, - -ion, - er, - ant, - ing, - etc.}*to verb stems. The verb forming can be formed by adding suffixes (-

ize, -fy, be-, en-, etc) to the noun stems, and suffixes {-en, -ize, en-, -fy, and etc}to the adjective stems. The adjective forming can be formed by adding suffixes {-y, -ly, -ish, -al, -ous, -ar, -ful - etc} to the noun stems, and suffixes { -ent, -ant, -ive, -able, -some, -ory, and -en} to the verb stems. Meanwhile, in forming adverb, the suffixes {-ly} is added to the adjective and noun stems.

As had been presented in the result findings, the most frequent types of derivational suffixes used by the students was noun forming, whereas, the students commonly used suffixes (-ness, -ity, -ce, and -cy) to adjective stems in forming noun **e.g.,** the word *(convenient)}, (occurrent) adj + suffix(- ce)* changed into *convenience (n), occurrence (n) , active + suffix - ity to be activity* , meanwhile, suffixes (- ment, - ity, - -ion, - er,) to the verb stems to form nouns, e.g.,(*relate, communicate, globalize, connect)* +(-*ion*) change to be *relation , communication, globalization, connection;(entertain, improve)v + (- ment)* become *entertainment, improvement; use +er* becomes *user.*

In the derivational suffixes to form verbs, students transformed noun to verb by adding suffixes **-ing and -ate** such as referencing and sophisticate. The students used suffixes (-ize) to the adjective stem to form verbs such as *social +-ize* becomes *socialize.* Unlike the verb forming, the adjective forming was formulated massively in the data analysis. The use of suffixes *(ful, al, ant, ed, ive and able)* were added to verb stems to form adjective, e.g., *successful, useful, harmful, careful, helpful, practical, accessible comfortable, significant, isolated, and excessive.* Then, the suffixes (*able, al, ing, ly, less, ful and ed)* were added to noun stems to form adjective e.g., *behavioural, proportional, personal,*

psychological, essential, responsible, influencing, manufacturing, friendly, meaningless, mindful, and limited. Antari & Sedeng (2018) as the previous research conducted morphosyntactic analysis of derivational suffixes to change word class from noun and verb into adjective. They found that the suffixes -ful, -able, -ish, -ous, -al, -ic, less, -y, -ive, and -ly have been identified on the Twilight Novel. Thus, it could be considered that the derivational suffixes to form adjectives that produced by the students might be different and variative.

And then, in adverb forming, the use of suffixes -ly mostly found in transforming adjectives to adverbs and nouns to adverbs. The example of deriving adjectives to adverbs were **nearly, clearly, and wisely**. Then, the examples of transforming nouns to adverbs were, **daily, firstly, secondly**. The use of "-ly" is the most common and accepted way to create adverbs from adjectives and some nouns**.** Susanto et al (2023) states that the suffix- ly is used to form adverb by adding it to adjective and noun stems. Thus, it could be inferred the reason why the suffix -ly was mostly used by the students in forming adverb, because, it could be meant that the students possess a basic understanding of adverb formation.

3. The Types of English Noun Phrases

The research focused on the types of English noun phrase produced by the Postgraduate students in writing argumentative texts. According to Jackson (1982), English noun phrases can be classified by its head slot filled by a noun. the construction of English noun phrase consists of pre modifier before its head and post-modifier after its head. Additionally, Cook (1978) classifies three types

of noun phrases namely simple noun phrase, rather complex noun phrase, and very complex noun phrases. As had been presented in the findings, the researcher identified that the very complex noun phrase became the greatest one used by the students. The most frequent construction of the very complex noun phrase was premodifier slot filled by determiner followed by Head slot (noun) followed by post modifier slot filled by prepositional phrase. For examples, people use **their phone for life**; setting **an alarm for smartphone use**. Prepositional phrase is the type of modifier that frequently occur in a noun phrase as a modifier (Cook ,1978)

Additionally, very complex noun phrase can be more completed. A very complex noun phrase not only consist of prepositional phrase as post modifier, but it could be consisted also of a relative clause and non -finite clause. Ampa & Dalle (2020) inform that the very complex noun phrase construction can be understood as the outcome of breaking down the entire sentence and even the text in an attributive phrase. The students who can produce multicomponent patterns of noun phrase can be categorized as capable students in producing wider phrase utilising the fewest possible words. For examples, one of the technologies **that human uses are a smartphone**. The underlined words are a relative clause which functioned as post modifier in a very complex noun phrase. Another examples, they spend a lot of time **a day using smartphone.** The underlined verb indicates present participle which functioning as post modifier in a very complex noun phrase. According to Aljovic (2017),non-finite clause can be used as complement or modifier in NP structure. In m modifier function,

we find to -infinitival and participial as complement that function as post-modifier

As had been presented in the result findings, in producing rather complex noun phrases, mostly student used pre modifier slot filled by adjective followed by its head slot filled by a noun. According to Cook (1978), rather complex noun phrase consists of optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun. Although, it could be used, but hopefully the students can add determiners before the adjective modifier to form longer or wider noun phrases such as ***positive effect*** can be written ***the positive effect***, ***social media*** can be written ***a social media or the social media***.

Additionally, mis ordering of adjective modifier could be constructed in student's rather complex noun phrase such as the phrase **"social media application accessible".** The example "social media application accessible" demonstrates a misplaced modifier. The adjective "accessible" is meant to describe the social media applications, but its placement makes it seem like "social media" is the thing being accessed. The student must write **accessible social media application**. Correct adjective placement ensures clarity in arguments. In this case, "accessible social media applications" clearly conveys what the student is discussing. Misplaced modifiers can confuse readers and weaken the impact of the argument. According to Kim & Michaelis (2020, when use two or more adjectives together, '' opinion adjective (interesting, expensive)

normally goes before fact adjective (new, green, small). For examples, the beautiful green dress, an expensive new car.

4. The Types of English Verb Phrases

A verb phrase is a collection of words with a verb in the head. In the result findings, the researcher found that the two types of English verb phrase used by the Postgraduate Students namely simple verb phrase and rather complex verb phrases. In considering the types of the verb phrases, the researcher classified the construction of the verb phrases. According to Biber (2009) in Saviour (2021), there are two types of verb phrases namely simple verb phares and rather complex verb phares. A simple verb phrase has just one verb element (auxiliary), whereas a rather complex verb phrase has more than one of verb elements (auxiliaries).

As had been presented in the findings, the two types of verb phrases used in the students' argumentative text namely simple verb phrase and rather complex verb phrase. The examples of simple verb phrase such as in the sentences "*It* ***can disturb*** *sleep"; "It* ***can expand*** *access";* and "*Smartphone* ***has become*** *an integral part of modern life"*. Then, the example of rather complex verb phrase such as in the sentences; It ***can be divided*** into two effects; It ***can be used*** to brows some information. According to Caulfield (2020) some language features that used in writing an argumentative text consists of the phrases and words. They could be modal verbs, modal adverbs, and passive voice.

Based on the description above, it could be more understood that the morphosyntactic analysis of the students' English text can help the English

teacher to assess the students' progress in writing English text. Meanwhile, the students themselves can analyse their writing text to find out their strength and weakness in writing. The students who understand about the inflectional and derivational suffixes are able to understand about the functions and classes of the words. If the students know them very well so that they will be able to arrange sentences grammatically. Thus, understanding about inflectional and derivational suffixes is morphology term, and understanding about how to construct words to be phrase, clause an sentence is syntax term. Dalle B et al., (2013) state that it is crucial to understand that grammar and morphology are the entry behaviours of syntax. If students lack the requisite basic competence in the behaviours listed, they will struggle to meet the performance expectations for this topic. Therefore, in order to have a strong command of English sentences, it is essential that they have a fundamental understanding of English phrases, as the creation of clauses requires specific categories of phrases to be filled.

CHAPTER V

CONCLUSION AND SUGGESTION

Drawing from the results of the data analysis and the preceding chapter's discussion, the researcher would like to provide the following conclusions and suggestions.

A. Conclusion

The result of data analysis that obtained from 16 students of Postgraduate English Program at Muhammadiyah University of Makassar, show several important conclusions as follows:

1. There were six types of inflectional suffixes produced by the Postgraduate Students of English Master Education at Unismuh Makassar in writing argumentative text. They were plurality {-s}, 3rd person singular{-s/es}, possessive suffixes {-s}, past tense/ passive voice {-ed}, present participle {-ing}, and comparative / superlative degree {-er/est}. The inflectional suffixes of plural-s were the greatest one, that was **46.06%,** followed by suffix -ing, with **17.59%** and suffix -ed **14.58%** to form past tense/ passive voice were the greater. Then, the great one was suffix of 3rd person singular, that was **08.33 %,** followed by possessive suffixes with **03.93%** as the fewer, and the fewest one was comparative suffixes, that was **03.47%.** The dominance of the plural {-s} suffix showed the strong emphasis on forming basic grammatical structures like subjects and predicates within arguments. This is

likely because argumentative writing relies on clear and concise sentences to effectively convey claims and evidence.

2. There were four types of derivational suffixes class changing namely noun forming, verb forming, adjective forming, and adverb forming. The derivational suffixes of noun forming was the greatest one used by the Postgraduate Students, that was **52.4%**. The great one was adjective forming, that was **23.92 %.** Then, the fewer was adverb forming, that was **19.28 %.** And then, the fewest one was adjective forming, that was **03.2 %.** It could be meant that the Postgraduate Students primarily rely on derivational suffixes to create nouns within their writing, followed by adjectives, adverbs, and verbs. This trend showed a preference for enriching their vocabulary with new nouns rather than focusing on actions, descriptions, or modifications.
3. There were three types of noun phrases used by the Postgraduate Students namely simple noun phrases, rather complex noun phrases, and very complex noun phrases. The greatest one was the very complex noun phrase, that is **56. 83%,** the greater was rather complex noun phrase, that was **23.58 %,** and the fewest one was simple noun phrases, that was **18.86%.** It could be meant that the Postgraduate Students tended to use very complex noun phrases more frequently than simple ones in their writing. Using complex noun phrases might be a sign that they were becoming more comfortable with academic language and were able to express themselves more precisely.
4. There were two types of verb phrase construction produced by the students, namely simple verb phrases and rather complex verb phrases. The simple

verb phrases were 82.5%, and the rather complex verb phrases were **16.87%.** It could be meant that the Postgraduate Students in this research primarily rely on simple verb phrases in their writing. Using simple verb phrases, consisting of a main verb and possibly an object, directly convey actions and states, making the argument easier to understand.

Thus, it could be seen that higher education's teaching and learning will benefit from the research's findings. The lectures can gather data regarding the students' proficiency with inflectional, derivational, noun phrase, and verb phrase constructions. This information serves the foundation for creating teaching materials that are tailored to the requirements and challenges of the students. Furthermore, the findings of this research may serve a manual guide for students in studying English syntax and morphology

B. Suggestion

Based on the findings at chapter IV, the researcher presents some suggestion as follows:

1. For the English Lectures
   a. It is suggested to the lectures can dedicate time to exercises that reinforce the use of inflectional suffixes for plurals, present participles, and past tense to ensure students construct grammatically sentences for their arguments.
   b. It is suggested to the lectures can introduce students to various methods for expanding vocabulary across all p arts of speech. This could include

exploring noun forming, verb forming, adjective forming, and adverb forming.

c. While complex noun phrases can demonstrate academic language proficiency, it is suggested to the lectures can guide students through a structured approach to ensure students understand the purpose and appropriate use of each type.

d. Simple verb phrases ensure clarity, but it is suggested to the lectures can encourage students to incorporate some complex verb phrases into their writing for variation and to express nuanced ideas.

2. For the English Students

a. It is suggested to pay close attention to forming grammatically correct sentences using inflectional suffixes for plurals, verb tenses (past, present participle), and comparative/superlative degree.

b. It is suggested to start with simple noun phrases, then gradually add modifiers (prepositional phrases and relative clause) to create more complex structures.

c. While simple verb phrases are effective, it is suggested to try incorporating some complex verb phrases with helping verbs or infinitive phrases to add nuance and variety to your writing.

3. For the Future Researchers

a. This thesis will be able to be used as an additional reference in investigating the morphosyntactic constructions of the students' English writing text.

b. It is suggested to conduct research by using qualitative or mix method research. This will reveal deeper understanding about suffix usage, noun phrase, and verb phrase complexity which interplay in students' English writing text.

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APPENDICES

Appendix 1

Writing Test

Instructions:

1. Write down an argumentative English text on the topic "*The Effects of Smartphone*" at least 3-4 paragraphs, and at least 150 words!

2. Develop your essay statement by formulating a clear and concise statement that expresses your central argument about the chosen angle of smartphone effects. Ensure it is debatable and takes a clear stance.

3. Structure your argument: Organize your text into a logical flow!

   a. Introduction: Briefly introduce the topic points.

   b. Body paragraphs: Each paragraph should address a specific sub-argument supporting your essay.

      - Use transition words and phrases to connect ideas smoothly.
      - Integrate evidence (data, quotes, examples) to illustrate your points.
      - Anticipate counterarguments and address them respectfully.

   c. Conclusion: Summarize your main points

4. Use language features of argumentative text: modal verb, modal adverb, passive voice, and tense!

Adapted from Caulfield (2020)

Appendix 2

The Inflectional Suffixes Quantity of the Students' English Writing Text

No	Students	Plural -s	Possessive s'	3rd person Singular	Past tense-ed	Participle -ing	Comparative / superlative Degree
1.	Student 1	5	1	2	0	4	0
2.	Student 2	16	1	2	4	4	2
3	Student 3	23	0	2	6	6	1
4	Student 4	14	0	0	1	5	0
5	Student 5	6	0	3	2	1	0
6	Student 6	11	0	1	3	3	1
7	Student 7	23	0	5	7	12	0
8	Student 8	8	1	1	2	1	1
9	Student 9	11	1	0	1	2	0
10	Student 10	12	1	4	1	6	0
11	Student 11	20	0	2	12	10	2
12	Student 12	14	2	1	7	6	2
13	Student 13	3	1	0	1	3	1
14	Student 14	14	5	8	8	9	3
15	Student 15	5	1	2	5	0	2
16	Student 16	14	3	2	3	4	0
Total		199	17	35	63	76	15
Total		17		5	2		3
		216	17	40	65	76	18

N = 432

Appendix 3

The Derivational Suffixes Quantity of the Stud ents' English Writing Text

Students	Noun Forming		Verb Forming		Adjective Forming		Adverb Forming	
	Adjective to Noun	Verb to Noun	Noun to Verb	Adjective to Verb	Noun to Adjective	Verb to Adjective	Adjective to Adverb	Noun to Adverb
Student 1	1	5	0	0	0	1	1	0
Student 2	1	4	0	1	1	0	0	0
Student 3	0	7	0	1	1	1	2	2
Student 4	1	11	0	0	0	1	1	1
Student 5	0	8	0	0	1	1	3	0
Student 6	1	3	0	0	0	0	2	0
Student 7	4	16	2	0	6	4	4	4
Student 8	4	1	0	0	1	4	4	0
Student 9	4	6	0	0	5	3	3	0
Student 10	1	5	0	0	2	2	0	0
Student 11	1	13	2	0	7	6	5	1
Student 12	5	8	0	1	4	3	5	1
Student 13	5	5	0	2	2	1	2	0
Student 14	0	6	0	0	2	2	5	2
Student 15	0	5	0	0	1	0	1	1
Student 16	4	12	0	0	2	3	3	1
Total	32	115	4	5	35	32	41	13
						1	2	
	32	115	4	5	35	33	43	13

N = 280

Appendix 4

The Quantity of the Students' Simple Noun Phrases Construction

(NP = ± Det: art/ Pos/ Num /demon + H: n)

Students	Det: Article + H (n)	Det: Pos + H: n	Det : Num + H: n	Det: demo + H:n
Student 1	0	0	0	0
Student 2	6	0	0	0
Student 3	3	0	4	0
Student 4	6	1	1	0
Student 5	1	0	0	0
Student 6	3	0	0	1
Student 7	3	1	0	3
Student 8	1	2	1	0
Student 9	0	1	0	2
Student 10	0	3	2	0
Student 11	1	0	0	2
Student 12	3	1	4	0
Student 13	3	4	0	0
Student 14	4	1	0	2
Student 15	2	1	0	0
Student 16	4	2	0	0
	40	17	12	11
				1

N = 80

Appendix 5

The Quantity of the Students' Rather Complex Noun Phrases Construction

(N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n)

Students	Adj + H: n	Det + Adj H: n	Det +n (M) +H: n	n (M) + H: n
Student 1	1	0	0	0
Student 2	3	3	0	0
Student 3	7	4	2	1
Student 4	5	1	2	2
Student 5	2	0	1	0
Student 6	4	0	1	2
Student 7	5	3	0	1
Student 8	1	2	0	0
Student 9	2	1	0	0
Student 10	5	3	2	0
Student 11	8	1	0	2
Student 12	2	2	1	1
Student 13	2	1	0	0
Student 14	2	2	0	1
Student 15	3	0	0	1
Student 16	0	2	2	1
	52	**25**	**11**	**12**
	1			
	53	**25**	**11**	**12**

N = 101

Appendix 6

The Quantity of the Students' Very Complex Noun Phrases Construction
(N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n ± Mod: RA/CL)

Students	H + PPs	Modifier+ Head: n+ (PPs)	Det (art) + Head: n+ (PPs)	Det + Mod+ H: n+ PPs)	Head + Relative Clause	Det + H:n + Relative Clause	Det + Mod+ H:n + Single word post modifier	Det + Mod+ H: n+ no-finite Clause
Student 1	2	0	3	2	0	2	0	0
Student 2	1	0	5	0	0	2	0	3
Student 3	1	1	1	1	2	1	2	2
Student 4	2	3	1	2	0	4	0	1
Student 5	3	0	3	0	2	2	0	0
Student 6	4	2	3	2	0	0	1	1
Student 7	0	1	13	5	0	0	0	2
Student 8	1	0	2	1	1	2	0	0
Student 9	2	3	2	3	0	1	0	1
Student 10	1	0	4	3	0	3	0	3
Student 11	3	2	8	3	0	1	0	8
Student 12	2	4	4	3	2	1	1	1
Student 13	2	0	3	1	1	0	1	1
Student 14	2	1	10	4	2	8	0	2
Student 15	2	0	1	2	2	4	0	1
Student 16	7	3	10	6	1	1	0	0
Total	35	20	73	38	13	31	5	26
						1	1	
	35	20	73	38	13	32	6	26

N =243

Appendix 7

The Quantity of the Students' Verb Phrases Construction

Students	Simple Verb Phrases (VP)	Rather Complex Verb Phrases (VP)
Student 1	4	1
Student 2	5	2
Student 3	9	3
Student 4	10	2
Student 5	5	3
Student 6	10	2
Student 7	6	2
Student 8	3	1
Student 9	3	1
Student 10	5	0
Student 11	12	0
Student 12	15	1
Student 13	6	0
Student 14	12	5
Student 15	12	2
Student 16	15	2
	132	27
		1
	132	28

N= 160

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CURRICULUM VITAE

The researcher, Sumarni was born in Bontomaka, Takalar, 05th May 1985. She is the Second daughter of 3 sisters, from lovely couple of her parents M. Idris and Dg. Rela. She began her study at SDN Cakura in 1991-1996. Then she joined in Junior High School at SMP Negeri 3 Takalar in 1997-1999. In the same year, she continued her-study at SMU Negeri 2 Takalar, and graduated in 2002. She finished her study as Undergraduate Student at Muhamadiyah University of Makassar in 2006 by the thesis title *"The Students' Ability to Construct English Noun Phrase*". Then, in 2022, continued her study as Postgraduate Students in the same University and presented the thesis title "*An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar"*

The Effects of Smartphone

The use of Smartphone has become an integral part of modern life. Of course, in the current era of globalization, which provides convenience but effects on social interaction and healt.

Although the use of ~~smartphone~~ Smartphones can expand access to information and communication, it certainly has excessive effects in it's use, which can disrupt sleep, increase stress and interfere with health such as visual impairment.

To reduce the negative effects of ~~smartphone~~ smartphone use, it must be done with ~~healthy~~ healthy habits in it's use, for example limiting ~~smartphone~~ smartphone use by limiting screen time or setting an alarm for smartphone use, and being aware of digital health. With these steps, we can benefit from technology while improving our smartphone usage.

The Effects of Smartphone

Smartphones are one of the communication tools that can be used by children, teenagers, adults, and the elderly to exchange information, seek information, and get information.

Smartphones have positive and negative impact. The positive impact is that the far is getting closer, which means that the far is able to greet each other only by using a smartphone, and another positive value is that we are able to access all information in any part of the world, just click the research then everything will appear according to what is sought. And with smartphones being able to go out in the heat and rain.

Then the negative impact is in the use for minors able to influence the way of behavior with what is seen from smartphones, for example the rampant robbery, sexual abuse, violence with peers. In the use of smartphones is also able to have an effect on the eyes. There have been many cases of mims eyes caused by the use of smartphones. and another impact is the clos is getting further away, which means that when gathering with family, friends, or partners sometimes smartphones become a barrier or become a distance for us to socialize because they are too busy fooling with smartphone so they dont care about the people around them and what happens is that the relationship is getting tenuous and open to each other.

So in its use for children and adolecents can be supervised and limited to reduce the accurence of negative things and for adults it is better to see the situation and conditions so the relationship is not interrupted.

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The Effect of Smartphone

In this era of globalization, surely we all know what a smartphone is. Smartphones are cellphones that have functions or features like computers. This cellphones is said to be very sophisticated because it has a touch screen and has many functions, like a future gadget. Apart from making calls, smartphone also has many other fuctions such as surfing the Internet, opening social media, playing videos and music, playing games, etc. Since then, the smartphone concept has been adopted by many technology companies and developed until now where almost everyone has a smartphone. Nau smatphones come in many forms, some use ios and android operating system, some have large and small screens, some have 4 cameras, and so on. This happens because technology in the 21st century is fast and will continue to develop.

This is positive thing because with the development of technology, we can make our daily lives easier. However, it turns out that this also has negative impacts, namely consumer behavior. Because techology continues to develop, of course there are lots of new products launched by smartphone manufacturers. According to Wikipedia in 2019, 1,5 billion smartphones were sold. Many people buy new smartphone just because they want to follow trends or look prestigious in front of their friends, even though they don't need a new smartphone. Apart from that, excessive use of smartphone is also a problem. Many people use their smartphone without knowing the time. Even so, smartphones are not devices that only have a negative impact. Smartphone also have a positive impact. For example, we can access information through news, social media and the internet to find out many things. We can also keep in touch with relatives or friends by using video calls, smartphones are also equipped with cameras if we want to capture the moments that are important to us.

In my opinion, a smartphone is a very important device in this modern era. We should use this device well and wisely. If the smartphone is not damaged and can still be used, just use it and don't buy new one. Apart from that, we also have to be able to regulate the use of smartphones, use it wisely, because there are many benefits we can get if we use techonology wisely.

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The effects of Smartphone

The effect of smartphone on human life is multipaceted, with both positive and negative effects. Smartphone is the one of tool of communication that can help human to communicate each other even though long distance. A smartphone is a mobile device that have function with advance computing capabilities. Typically has a touchscreen interface, allowing users to access applications and services, such as browsing, email and social media. Smartphone also support voice call, text messaging, and etc.

The effect of smartphone can be devided into two parts, those are positive and negative. The first is about positive effect. If the people use in the right way there can be many positive effects. For the student, the are many educational applications that can be install to help in their process of learning. The student can access the application as long as they have a smartphone. There are also many online platforms provide number of books for reading or downloading for free. They can read all of the books wherever they want by using smartphone. Next, by using smartphone it can help our life more easy. For instance, ~~so~~ the ~~people~~ people can download application ~~about~~ like shoppe. From the application the user just looking for what they want. Next is about negative effect of smartphone. With the development of the current era, all of the people can use smartphone and access the applications. Increased smart phone use is bringing much our lives online, interacting via texts and social media instead of face to face human contact. Smartphone can also disturb our sleeping pattern and reduce physical activity.

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Smartphone can make humanlife more easier than before. The smartphone have become integral to daily life to their convenience, accessibility, and constant improvements in technology. Whether seeking information, entertainment, or connection, people rely on their smartphones as versatile companions.

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NIRMA

According to david Wood, Smartphone are smart cellphones that advantages over other telecommunication devis. The advantages can be seen from the manufacturing process and the usage proces. A Smartphone is a tool that can be carried anywhere and is a means of communication and obtaining information.

Apart from being a communication tool, Smartphone also ~~the~~ have positive and negative effects. or what usually callects affects on Smartphone. for example positive effects are can provide information, communicate, gain a lot of knowledge and so on. Well, Some of the negative effects that I have ~~encountered~~ encountered are that it mates someone lazy because they are too comfortable with their Smartphone, there are those who reduce their effectiveness because they think that everything can be found via Smartphone, So someone doesn't want to think more creatively. However, some of the effects above all come back to individual policy on ~~it~~ how Someone can manage the use of the Smartphone.

Based on some of the arguments that I have put forward above. I can conclude that the effects of Smartphones depend on how a person uses, responds to the use of Smartphone.

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Makassar, May 22nd, 2024

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Sumarni

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Sumarni

ABSTRACT

Sumarni, 2024 *An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar* ***supervised by*** *Tenri Ampa and Radiah Hamid.*

This research aimed to find out the most frequent types of inflectional suffixes, derivational suffixes, noun phrases and verb phrases produced by the Postgraduate Students in writing argumentative text. This research used Descriptive Quantitative Research. The data were obtained by using writing test. The samples of this research were 16 Postgraduate Students of English Education Master Program in Academic Year 2023 selected by using Total Sampling Technique.

The results of data analysis from 16 samples showed that 1) The inflectional suffixes of plurality {-s} were 46,06%, 3rd person singular {s/es} were 8.33%, past tense/passive {-ed} were 14.58%, participle {-ing} were 17.59 %, possessive {-s} were 3,93%, and comparative/ superlative degree {er/est} were 3.47%. 2) The derivational suffixes of noun forming were 52.4%, verb forming were 3.2%, adjective forming were 23.92%, and adverb forming were 19.28%. 3) The constructions of simple noun phrases were 18.86%, rather complex noun phrases were 23.58 %, and very complex noun phrases were 56.83%. 4) The constructions of simple verb phrases were 82.5% and rather complex verb phrases were 16.87%. Thus, it can be concluded that the most frequent types of inflectional suffixes used by the students were plurality {-s}, the type of derivational suffixes was noun forming, the type of noun phrases was very complex noun phrases, and the most frequent type of verb phrases used by the students was simple verb phrases. This demonstrated that common constructions were used by the Postgraduate Students were in terms of inflection, derivation, English noun phrase, and English verb phrase.

Keywords: *Morphosyntactic, inflection, derivation, suffixes, noun phrase, verb phrase*

ABSTRAK

***Sumarni, 2024.**, Analisis Konstruksi Morfosintesis Teks Penulisan Bahasa Inggris yang dihasilkan oleh Mahasiswa Pascasarjana di Unismuh Makassar dibimbing oleh Tenri Ampa dan Radiah Hamid.*

Penelitian ini bertujuan untuk mencari tahu jenis yang paling umum dari sufiks infleksional, sufiks derivatif, frasa noun dan frasa verb yang dihasilkan oleh Mahasiswa Pascasarjana dalam menulis teks argumentasi. Penelitian ini menggunakan kuantitatif deskriptif. Data diperoleh dengan menggunakan tes tertulis. Sampel dari penelitian ini adalah 16 Mahasiswa Pascasarjana dari Program Master Pendidikan Bahasa Inggris Tahun Akademik 2023 yang dipilih dengan menggunakan Teknik Total Sampling.

Hasil analisis data dari 16 sampel ditemukan bahwa 1) Sufiks infeksi pluralitas {-s} adalah 46,06%, kata ganti orang ketiga tunggal{s/es} adalah 8,33%, kata kerja bentuk lampau dan passif {-ed} adalah 14,58%, partisipatif {-ing} adalah 17,59%, kepunyaan {- s} adalah 03,93%, dan tingkat komparatif / superlatif {er/est} adalah 3.47%. 2) Sufiks derivatif dari pembentukan kata benda adalah 52,4%, pembentukan kata kerja adalah 3,2%, pembuatan kata sifat adalah 23,92%, dan pembentukan keterangan adalah 19,28%. Konstruksi frasa kata benda sederhana adalah 18.86%, frasa kata benda yang cukup kompleks adalah 23,58%, dan frasa kata benda yang sangat kompleks adalah 56,83%. 4) Konstruksi frasa kata kerja sederhana adalah 82,5% dan frasa kata kerja yang lebih kompleks adalah 16,87%. Dengan demikian, dapat disimpulkan bahwa jenis yang paling sering digunakan oleh Mahasiswa adalah pluralitas {-s} untuk sufiksis infleksi, pembentukan kata benda untk sufiks derivatif, dan untuk jenis frasa kata benda yang paling sering digunakan adalah frase kata benda yang sangat kompleks, dan jenis frase kata kerja yang paling umum digunakan oleh Mahasiswa adalah frasa kata kerja sederhana. Ini menunjukkan bahwa Mahasiswa Pascasarjana menggunkan konstruksi umum dalam hal infleksi, derivasi, frasa kata benda dan frasa kata kerja.

Kata Kunci : *Morposintaksis, infleksi, derifasi, sufiks, frasa kata benda, frasa kata kerja*

LIST OF CONTENTS

HALAMAN JUDUL THESIS i
HALAMAN PENERIMAAN PENGUJI ii
ACKNOWLEDGMENT iii
ABSTRACT v
ABSTRAK vi
LIST OF CONTENTS vii
LIST OF FIGURES ix
LIST OF TABLES x
LIST OF APPENDICES xi
CHAPTER I .....
INTRODUCTION 1
A. Background 1
B. The Research Questions 6
C. The Objective of the Research 7
D. The Significance of the Research 7
E. The Scope of the Research 8
F. Operational Definitions 8
CHAPT ER II REVIEW AND RELATED LITERATURE 10
A. Related Qur'an Verses and Hadith 10
B. Concept of Research Variables 12
1. Basic Concept of Morphology 12
2. Basic Concept of Syntax 29
3. Basic Concept of Morphosyntax 43
4. Basic Concept of Writing 49
C. Conceptual Framework 57
CHAPTER III 58
RESEARCH METHOD 58
A. The Research Design 58
B. Population and Sample 59
1. Population 59
2. Sample 59
C. Research Variables and Indicators 60
D. Research Instrument 60

E. Data Collection **61**
F. Data Analysis **61**
CHAPTER IV .....
FINDINGS AND DISCUSSION **63**
A. Findings **63**
1. The Types of Inflectional Suffixes 63
2. The Types of Derivational Suffixes 66
3. The Types of Noun Phrases Construction 68
4. The Type of Verb Phrases Construction 74
B. Discussion **75**
CHAPTER V .....
CONCLUSION AND SUGGESTION **85**
A. Conclusion **85**
B. Suggestion **87**
REFERENCE **90**
APPENDICES **95**
CURRICULUM VITAE **116**

LIST OF FIGURES

Figure 2.1 A Basic Concept of Morphology ……13

Figure 2.2 A Basic Classification of English Morphemes……17

Figure 2.3 Conceptual Framework ……57

Figure 3.1 Design of Relationship between Research Variables……59

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

LIST OF TABLES

Table 4.1 The Types of Inflectional Suffixes…… 63

Table 4.2 The Examples of Inflectional Suffixes……...64

Table 4.3 The Types of Derivational Suffixes……66

Table 4.4 The Examples Types of Derivational Suffixes ……..68

Table 4.5 The Types of Noun Phrases ……...69

Table 4.6 The Examples Types of Noun Phrases ……..69

Table 4.7 The Types of Rather Complex Noun Phrases……70

Table 4.8 The Examples Types of Rather Complex Noun Phrases ……71

Table 4.9 The Types of Very Complex Noun Phrases……71

Table 4.10 The Examples Types of Very Complex Noun Phrases ……..72

Table 4.11 The Types of Verb Phrases……74

Table 4.12 The Examples Types of Noun Phrases……...74

LIST OF APPENDICES

Appendix 1 Research Instrument (Writing Test) ……96

Appendix 2 The Inflectional Suffixes…….97

Appendix 3 The Derivational Suffixes……98

Appendix 4 Simple Noun Phrase Constructions…….99

Appendix 5 Rather Complex Noun Phrase Constructions…….100

Appendix 6 Very Complex Noun Phrase Constructions……101

Appendix 7 Verb Phrase Constructions…….102

Appendix 8 Students' Writing Argumentative Texts……103

Appendix 9 Documentation……...112

Appendix 10 Surat Izin Penelitian……113

Appendix 11 Lembar Kontrol Penelitian……...114

CHAPTER I

INTRODUCTION

A. Background

One of the main pillar subjects for language instruction is linguistics. The Linguistic Society of America (2023) states that linguistics is the scientific study of language, involving the systematic investigation of the properties of particular languages and the characteristics of language in general (*Linguistic Society of America*, n.d.). Mukarromah et al (2019) found that many elements of the linguistic field, include phonology, morphology, syntax, and semantics that should be considered. Phonology is the study of a language's sound system, morphology is the study of a language's word structure, syntax is the study of a language's sentence structure, and semantics is the study of a language's meaning. Since this research focuses on analysing students' written English text, as a result, we can consider that knowledge of linguistic elements is necessary for students to write effectively, especially morphological, and syntactical knowledge.

In writing ability, Cheung (2016) concluded that writing means using language structures and arranging arguments. Thus, the students must know the word structure and the sentence structure so that they will be able to arrange sentences into good paragraphs. According to Ampa & Basri (2019), it is crucial to understand that grammar and morphology are the entry behaviours of syntax. It means that the students' proficiency with English syntax can help them when they compose essays. This kind of competence serves as a guide to place the words in

the right places, so it is possible to overcome difficulties organising ideas in writing or even speaking. Therefore, an understanding of morphology and syntax must be taken out to help the students in having good written English text.

According to Croft (2022) , morphology and syntax are combined to form morphosyntax. Morphosyntax studies how morphological and syntactic elements are combined to form language structure. As we know that syntax is the study of sentence structure, whereas morphology is the study of word formation. Moreover, for getting deeper understanding about writing ability related to the morphosyntax term, morphosyntactic analysis can be applied. According to MacWhinney (2018), morphosyntactic analysis is essential in comprehending the intricate composition and structure of a language. It is a technique in linguistics to look at how a language's morphology and syntax relate to one another to identify patterns, inconsistencies, and errors. Thus, it is crucial to underline and retain the differences between a morphological analysis and a syntactic analysis to get a deeper understanding of the words as well as the sentence structure in writing ability.

According to Booij (2015), morphological analysis as the process of analysing inflectional and derivational morphemes to create a word. Inflectional morphemes are added to words to indicate grammatical properties such as tense, number, and case, without changing the core meaning of the word. Derivational morphemes, on the other hand, are added to words to create new words. Therefore, both should be understood well in combining words to be phrases, clauses, and sentences in writing paragraphs.

On the other hand, Brown & Miller (2020) state that the process of identifying and describing the structural relationship between words and phrases in a sentence is known as syntactic analysis. One of the syntactic sections deal with English phrases. According to Jackson (1985) as cited in Dalle et al (2013) states that English phrases are group words that determined by its head. Noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases are the five main categories of English phrases. As we know that in writing sentences the students need to arrange words into phrases and clauses to be completed sentences. Thus, phrases understanding is important to be considered to construct sentences in writing essay.

Since this research focuses on the noun phrases and verb phrases, both had been discussed in this research. Knowing noun and verb phrases is crucial for writing well in English because they are the basic grammatical elements of construct sentences in writing paragraphs. According to Ampa & Basri (2019), English phrases contribute to the overall coherence and fluidity of written communication by giving it structure and meaning. It could be known that a proposal or another project requiring more extensive writing is usually required for English students. Therefore, to fulfil these academic standards, the students must possess strong writing abilities. Additionally, Azis (2021) and Ravichandran (2018) found that the grammatical correctness are characteristic of good writing. The grammatical correctness refers to the appropriate word order, verb tenses, and grammatical sentences. Thus, we can infer that the English students must

understand how to form the words and how to combine the words to formulate phrases, clauses, and sentences in writing English text.

In writing English text, the students at university are supposed to write rather complex or very complex phrases in constructing grammatical sentences. But unfortunately, most of the students are more capable only to write simple phrases than rather or very complex phrases in their written English text. Harmawan et al (2023), Mustafa et al (2022), and Purinanda & Sutrisno (2022) showed that beside the grammatical sentences, limited vocabulary understanding became the main difficulties of the students in academic writing. When the researcher was given a change to teach the Fifth Semester Students in Teaching Practicum Course on November 28th, 2023, the researcher had the students to write problem solution text as the task of Intensive Academic Writing Course. The researcher found that the students wrote some various types of word forming inflectional and derivational suffixes. She also found that the students used different types of noun phrases and verb phrases. Most of them were more likely to use the simple one than the rather complex and very complex types.

Therefore, the researcher is interested to analyze deeply the English writing text of the University Students to find out the most frequent types of inflectional and derivational suffixes as well as the types of noun phrases and verb phrases used by the students. There are some mostly related previous researches. Jamilah (2023) analyzed the morphosyntactic of inflectional affixes in some articles on BBC news. She found that the suffix -s and the suffix -ed were the mostly used inflectional morphemes. Additionally, Tri Widari et al (2018) also

analyzed the morphosyntactic of English inflectional affixes in particular reference to The Jakarta Post. She found that the suffixes that appear in nouns most frequently in the data were -s and -ed. Meanwhiles, Antari & Sedeng (2018) conducted morphosyntactic analysis of English derivational suffixes in the formation of adjectives in Twilight novel. She found that several word classes of noun and verb can be transformed into adjectives by derivational suffixes, and the changing of verbs into adjective were mostly used in the novel.

Based on the explanation above, we can infer that there are some significant differences between the present research and the previous researches that can be found. Firstly, two of them only focused on inflectional affixes of the words in sentences, and one of them only focussed on derivational suffixes. Unlike with the previous researches, the present research focused on analysing both of inflectional and derivational suffixes. Secondly, no one of the previous researchers conducted morphosyntactic analysis on the students' written English text, meanwhile, the present researcher analysed written English text produced by the students directly. In addition, the presents research did not only the morphological construction but also the syntactic construction to analyse the types of noun phrases and verb phrases used by the students. Thus, it could be concluded that the present research and the previous researches have similar title but different goals.

The researcher believes that this study is significant because it provided valuable insights into the ways that by analysing morphosyntactic construction, we can learn how words are formed and how they are combined to create phrases,

clauses, and sentences in having a good essay. The research had chosen the Postgraduate Students at Unismuh Makassar as the subject who were categorized advance in writing English essay, and the type of essay was argumentative text. According to Mazgutova & Kosmos (2015) as mentioned in Ampa & Basri (2020), found that the argumentative text written by the students demonstrate the intricacy of words in terms of syntactic constructions. Thus, the researcher was interested to analyse the types of the inflectional and derivational suffixes as well as the types of noun phrases and verb phrases of argumentative texts produced by the Postgraduate Students at Unismuh Makassar in the Academic Year 2021/2022. As a result, the researcher formulated the research on the titled *An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar.*

B. The Research Questions

The researcher develops the following problem statement in the form of questions based on the context described above.

1. What are the types of inflectional suffixes used by the Postgraduate Students in writing argumentative text?
2. What are the types of derivational suffixes used by the Postgraduate Students in writing argumentative text?
3. What construction of noun phrases are used by the Postgraduate Students in writing argumentative text?
4. What construction of verb phrases are used by the Postgraduate Students in writing argumentative text?

C. The Objective of the Research

The researcher establishes the following as the research's objective based on the research questions above:

1. To find out the types of inflectional suffixes are used by the Postgraduate Students in writing argumentative text.
2. To find out the types of derivational suffixes are used by Postgraduate Students in writing argumentative text.
3. To find out the construction of noun phrases are used by the Postgraduate Students in writing argumentative text.
4. To find out the construction of verb phrases are used by the Postgraduate Students in writing argumentative text.

D. The Significance of the Research

The result of the research is expected to provide both theoretical and practical contributions. Theoretically, it is expected to be more useful information for the English learners and the English teachers in analysing inflectional and derivational suffixes as well as constructing English noun phrases and verb phrases as important knowledge in morphology and syntax fields.

Practically, the research can be one of the fresh resources for the English teachers, students, and the future researchers to learn about morphosyntactic construction. They can learn more about how the English students construct new words by using inflectional and derivational suffixes as well as to construct English noun phrases and verb phrases.

E. The Scope of the Research

The research focused to analyse the inflectional and derivational suffixes as well as the construction of English noun phrases and verb phrases which found in the English writing text of the Postgraduate Students at Unismuh Makassar in Academic Year 2023/2024. In the inflectional suffixes, the researcher focused on six types of inflectional suffixes: Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree. Meanwhile, in analysing the derivational affixes, the researcher focused on class changing forming (noun, adjective, verb, and adverb forming). In syntactic analysis, the researcher focused on analysing the construction of noun phrases (simple noun phrases, rather complex noun phrases and very complex noun phrases) and the construction of verb phrases (simple verb phrases and rather complex verb phrases).

F. Operational Definitions

The researcher uses some prominent topics related to the research that will be explained as follows:

1. Morphology is the study of word forming.
2. Syntax is the study of constructing words into phrases, clauses, and sentences.
3. Morphosyntactic construction analysis is the combination of syntax, which examines sentence structure, and morphology, which examines word formation, to examine how words and phrases are put together to create meaningful expressions.

4. Suffixes are the morphemes attached to the end of a word stem to change its meaning (derivation) or grammatical function (inflection).
5. Morpheme is the smallest meaningful unit of language. Inflectional morphemes are used to change grammatical function of the words without changing the class and meaning of the words.
6. Inflectional suffixes are the process to change the grammatical function of a word (e.g., plural -s, past tense -ed) without altering its basic meaning.
7. Derivational suffixes are the process to create new words with different meanings from existing stems.
8. Noun phrase is a word groups with noun as its head.
9. Verb Phrase is a word groups with verb as its head.
10. Writing ability is the mastery of mechanics like grammar, punctuation, and spelling, as well as sentence structure and paragraph organization.

CHAPT ER II

REVIEW AND RELATED LITERATURE

A. Related Qur'an Verses and Hadith

Writing is the process of employing a script to make a note or information for readers. Typically, writing is done on paper with implements like pens or pencils. According to Nasihin (2020), writing requires the coordinated action of three different parts, namely the heart, the brain, and the muscles. In Islam, writing is an activity that is recommended. This can be proven by the existence of verses in the Qur'an that mention the word 'write' such as Allah says in Surah Al Alaq verses 4-5 as follows:

الَّذِىْ عَلَّمَ بِالْقَلَمِۙ ٤

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ ٥

Meaning: Allah who teaches with a pen (4). Allah teaches a man what he does not know (5).

In the fourth verse of the Qur'an, it is explained that Allah teaches mankind to write by means of a pen or other writing tool so that man could enjoy its function. The word "Qalam" (pen) symbolizes not just the physical writing implement, but also the broader concept of communication, transmission of knowledge, and education. Meanwhile, in the fifth verse of the Qur'an, it is stated that Allah is the one who teaches with a pen. Allah teaches the people what they do not know. This verse emphasizes the divine origin of knowledge and how it is gifted to humankind through various means, including writing.

In addition, related to the verses above, there is also a hadith that states the importance of writing as follows:

قَيِّدُوْا الْعِلْمَ بِالْكِتَابَة

Meaning: “Write for the sake of knowledge’’ (HR. At-thabrani dan Hakim)

The hadith “qayyidul ‘ilma bilkitabi’’, in English, it can be read as “write for the sake of knowledge’’. According to Abduh (2020), Qayyidul 'ilma refers to strengthening and memorising something while also being mindful not to lose it. It means that knowledge is contained and protected. If the heart forgets frequently, its knowledge will gradually disappear. Thus, it is crucial to take notes for the reason of this.

It could be concluded that the verses and hadith above explain the importance of writing to contain and protect the knowledge. It means that there are thematic and contextual connection between the verses, hadith, and the research topic. In thematic connection, the verses and hadith mention writing that can draw a relation to understand and interpret students’ writing. Meanwhile, in contextual connection, both verses and hadith emphasis on knowledge acquisition can be linked to the importance of writing, which connects to analysing and understanding students’ writing to assess their learning progress. Therefore, by analysing the morphosyntactic construction of the students’ English writing text, it can give us deeper understanding about the knowledge of morphology and syntax as the elements of linguistic which becoming one of the main pilar of learning languages.

B. Concept of Research Variables

1. Basic Concept of Morphology

a. Definition of Morphology

Morphology is one of the important disciplines for students who learn a language, especially English. Word formation and relationship to other words in the same language are all topics covered in this discipline. The term morphology has been defined by many linguists. According to Bauer (2019) and Lieber(2021) morphology is a part of a transformational generative word that discusses the internal structure of words, particularly the word compound. The words of a language can be divided into two main categories based on the letter relevant to morphology namely closed and open words. Lieber (2021) states that close category means that the words cannot be added such as the function words, pronouns, conjunctions, determiners, and a few others. Meanwhile, the open word category means that the words may be added to form new words.

In addition, Aronoff & Fudeman (2022) define that morphology as the study of word creation, which includes how new words are created in different languages and how word forms change based on how they are used in sentences. Hoffmann (2022) states that words are made up of smaller units called morphemes, morphology also examines the inner structure of words. They also state that morphology can be divided into two main branches namely Inflectional morphology and derivational morphology.

The inflectional morphology deals create new words without altering the word class or meaning of the base to which they are attached. Meanwhile, derivation morphemes can create new words by altering the meaning of the base to which they are attached or the word class to which a base belongs. The derivation can be divided into two terms namely class maintaining which the new word formation has the same class as the base from are they formed, and class changing which the new word formation has different classes from their bases.

Based on the description above, the concept of morphology can be represented in the form of a diagram as follows:

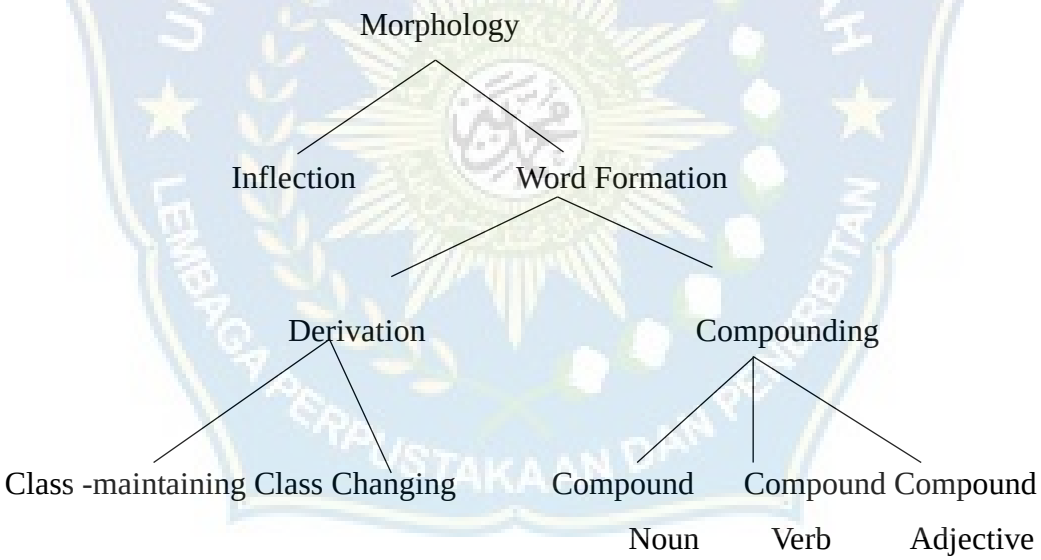

Figure 2.1 A Basic Concept of Morphology

Based on the description above, we can conclude that morphology is one of the linguistics branches which focuses on the study of words, their internal structure, and the mental processes involved in word production. By understanding the word forming, we can know the

types and the function of the words in sentences. Jamilah (2023) found that the students mostly used suffixes -s in noun to form plurality, and suffixes -ed to form past tense verb.

b. Word and Morpheme

According to Aronoff & Fudeman (2022) and Hoffmann (2022) a word is defined as "a minimal free form" that can stand alone in a phrase and has a meaning or function. Meanwhile, a morpheme is "the smallest unit of language that carries information about meaning or function" and cannot be further subdivided without becoming unrecognizable. For instance, in the word *lovely and unhappiness.* Both of them are categorized as words which consisted of one and two morphemes.

The word *lovely* consists of two morphemes: *love* and *-ly. "Love"* is a free morpheme that can stand alone as a word and denotes a strong like or profound attachment. The suffix *"-ly"* is adverbially formed when the word "love" is combined with it. The meaning of the root word is often changed to an adverb, denoting method, or quality. The word "love" is changed to the adjective "lovely," which denotes anything charming, delicious, or beautiful. In other words, the word "lovely" is made up of the root morpheme "love" and the suffix morpheme "-ly."

On other hand, the word *unhappiness* consists of three morphemes: un-. happy, and – ness. The morpheme un- is a prefix morpheme that means "not" or "opposite of. "Happy'', is a free morpheme with the

definition "feeling or showing pleasure. The "-ness" is a suffix morpheme creates abstract nouns expressing a condition or characteristic.

In the following, the terms word and morpheme will be further discussed separately.

1) Words

According to Aronoff & Fudeman (2022) and Hoffmann (2022) , the English words can be classified based on the form into two main divisions namely class words (open class words) and function words (closed class words). The class words ca be divided into four classes that generally known as the parts of speech: class 1 words (nouns) such as book, mam, girls, etc.; class 2 words (verbs) such as play, eat/ ate, feels, felt, and etc; class 3 words (adjectives) such as happy, sad. Interested, etc.: and class 4 words (adverbs) such as always, there, now, then, etc.

In other hand, they also state that the function words which also known as closed class words can be divided into six groups: 1) determiner, 2) auxiliaries, 3) intensifiers, 4) prepositions, 5) conjunction, 6) questions words. The function words known as determiners such as an, the, each, my, both, etc, are usually used before nouns to create noun phrases. The function words called auxiliaries (may, might, shall, will, etc.) usually appear to compose verb phrases. The function words called intensifiers (very, quiet, really, too, pretty, etc) always appear ton form adjective phrases and adverb phrases. Then, the function words called preposition (at, on, in, for, from, etc.) are always followed by nouns or noun phrases to for preposition phares or

relater- axis phrases. While the function words called conjunctions (and, but, or, rather than, nor etc.) to connect clauses, phrases, or words in a sentence.

2) Morphemes

According to Aronoff & Fudeman (2022) and Hoffmann (2022) define that morpheme is the smallest unit of language that can have meaning and grammatical function. Additionally, Katamba (2006) as cited in Susanto et al (2023) identifies that morphemes can be traditionally divided into free morphemes and bound morphemes according to their forms.

a) Free Morphemes

Free morphemes are the morpheme that can stand alone as word. Free morphemes can be divided into two types of namely lexical morphemes and functional morphemes. Lexical morphemes are categorized as the open class words, e.g., nouns, verbs, adjective, and adverb. Meanwhile, functional morphemes are categorized as closed class which also perform logical function, e.g., Articles, demonstratives, conjunction, pronouns, prepositions, etc.

b) Bound Morphemes

The bound morphemes are units that cannot function as words by themselves. To make sense, they must be connected to a root (free morpheme). Examples of bound morphemes include affixes, which are units or groups of letters added before (prefixes) or after (suffixes) a root word to alter its meaning. For instance, the term "unhappy" is made up of the prefix "un-" and the root word "happy".

In addition, some bound morphemes are referred to as affixes (such as -s), while others are known as bound base morphemes (such as cran-). Affixes are classified as suffixes when they are attached to the end of another morpheme (such as -ize in words like modernize, equalize, and centralize) and as prefixes when they are attached to the beginning of another morpheme (such as re- in phrases like redo, rewrite, and rethink). The base (or stem) morpheme is the one to which an affix is joined.

Akmajian et al (2001) classify all morphemes in the following diagrams:

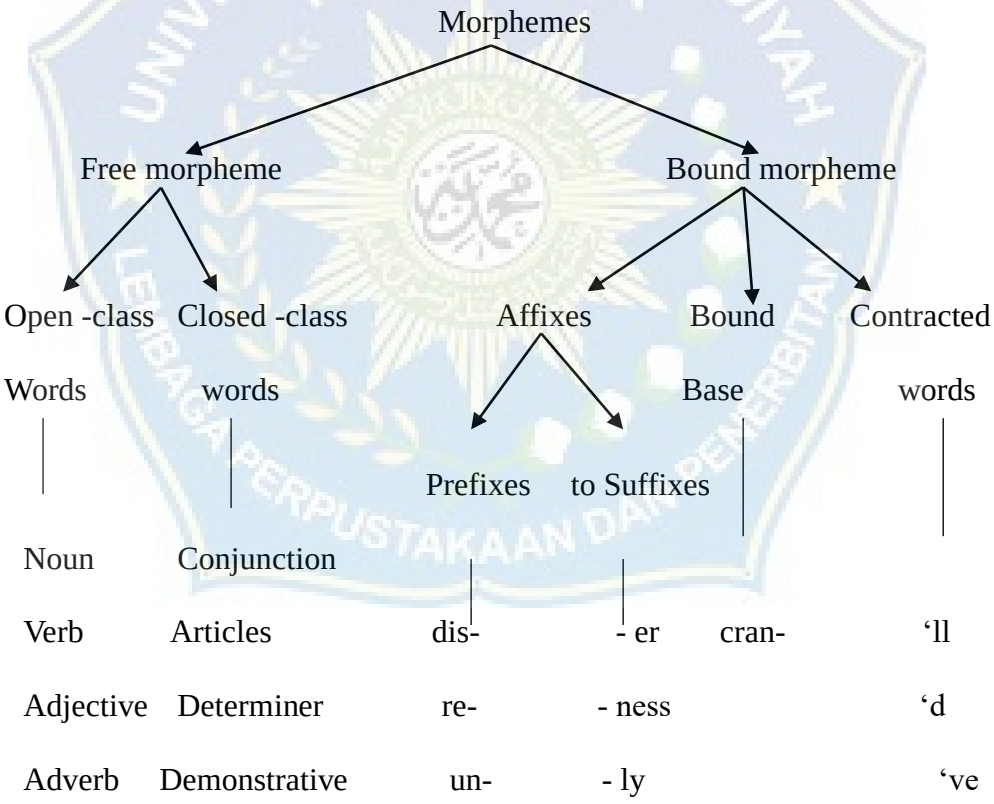

Figure 2.2 A Basic Classification of English morphemes

c. Inflection and Derivation

Language expert Hoffmann (2022) claims that inflection and derivation are two key processes in word construction that serve various linguistic purposes. Affixes with inflectional meanings do not change the word's core meaning or classification. Because it primarily expresses grammatical relationships inside a phrase as a "grammatical" process. Thus, to indicate grammatical qualities like tense, number, case, gender, or comparison, affixes are added to a base word. For instance, the English suffix "-s" turns the noun "dog" into the plural form "dogs." In this case, the inflectional suffix "-s" denotes plurality.

On the other hand, derivation entails adding affixes to a base word to produce a new word with a distinct meaning or category. Derivational affixes alter the root word's meaning or function, resulting in derived words that may share a lexical or conceptual connection with the original term. Example: The derived noun "singer" is created by prefixing the verb "sing" with the suffix {-er} In this case, the suffix {-er} transforms the verb into a noun designating the actor of the action.

Based on description above we can conclude that inflection is word formulation without changing the class words and the meaning of the words, whereas derivation is word formulation to driven word into new class words and meaning. The examples of inflectional and derivational suffixes are presented as follows:

Examples

- [book]$_N$ + - s [books] $_N$ → inflectional morphology
- [teach]$_V$ + - er [teacher]$_N$ → derivational morphology
- [honest]$_{Adj + dis}$- [dishonest] $_{Adj}$ → derivational morphology.

1) Inflectional Morphemes

According to Hoffmann (2022) states that a letter or combination of letters that gives a word additional grammatical information is called an inflectional morpheme. Although inflectional morphemes have meanings of their own, the base word's meaning is not materially changed by them, and inflectional morphemes combine to improve a word's meaning in some way. According to Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022),words can acquire suffixes called inflectional morphemes, which give them additional grammatical meaning. It can designate a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, past tense).

a) Plurality Suffixes

Noun inflectional suffixes are technical additions that alter a noun's form without altering its class or meaning. There are just two inflectional suffixes for nouns in English: {-s} for plural and {-s} for possessive. A singular noun that has the plural suffix "-s" is used to denote the presence of several instances of that noun. As an illustration, the words *cat, book, and house* are all changed *to cats, books, and houses* instead. When a word ends with a sibilant sound like /s/, or /z/, the plural suffix is occasionally written as

{-es}. As an illustration, the words *bus and quiz* are changed to *buses and quizzes* respectively.

Examples:

- *three goats*
- *two cows*
- *four books*
- *these/those cats*
- *three buses*
- *these waltzes*

b) Possessive Suffixes

To indicate ownership or a close relationship, a noun is given the possessive suffix "-s." The student's desk, for instance, refers to the desk that the students are using. Marny's wallet, similarly, refers to the wallet that belongs to Marny. As in Marny's, the possessive suffix is typically written with an apostrophe before the s, unless the noun is a plural that already ends in an s, in which case the apostrophe is placed after the s (as in students' books).

Examples:

- *student's book*
- *Andi's pen*
- *students' book*
- *Marny's*

c) The 3rd Person Singular Present Tense Suffixes

Inflectional suffixes can be inflected a verb to express its tense, aspect, mood, number, or person. The third person singular present tense in English bears the suffix {-s} and{-es}. Therefore, when a verb's subject is a **present-tense singular noun or pronoun, the suffix {-s}** is added to indicate

the third-person singular. *She eats, he plays, and it runs,* for instance. When the verb ends in a sibilant sound like /s/, /z/, //, //, /t/, or /d/, or verbs with the ending ch, -s, -sh, -x, or -z this suffix is frequently written as {-es}.

Examples:

- *he passes* - *he misses.*
- *she observes* - *she rushes.*
- *it buzzes* - *it mixes*.
- *she watches* - *etc.*

Meanwhile, if verbs that end in a consonant plus y, like "try," can be formed into the third-person singular by adding -es and changing the y to "i."

Examples:

- *carry - he carries* - *study - it studies.*
- *cry - she cries* - *try - he tries.*
- *deny - it denies* - *worry - she worries.*
- *fly - he flies* - *reply - she replies.*

d) Present Participle Suffixes

According to Hoffmann (2022), a verb is given the present participle suffix {-ing} to show that an action is ongoing or progressing. To create progressive or perfect progressive constructions, it is frequently combined with auxiliary verbs like be or have. In another word, Aronoff & Fudeman (2022) state that the -ing present participle suffix in English is used to create verbs that express concurrent actions or states with the main verb. These verbs can also serve as adjectives.

Examples:

- *She is walking.*
- *It is raining.*
- *They are playing.*
- *We are missing.*

e) Past Suffixes

According to Hoffmann (2022) a regular **verb, the past tense suffix {-ed}** to show that the action took place in the past. *She walked, they talked, and he climbed*, for instance. Then, a verb's **past participle suffix {-en} or {-ed}** indicates whether the action is finished or perfect. It is frequently used to create **perfect or passive** formulations by joining auxiliary verbs like have and be. For instance, *I have consumed, you have written, we have broken*; *she was picked, it was concealed.* Thus, as past participle suffixes, some verbs use {-en} and others use {-ed}. The formulation of inflectional structure of verbs consists of verb nucleus slot filled by a verb stem followed by a tense slot filled by a tense maker, and an optional aspect slot filled by an aspect maker.

Examples of past tense suffixes **{-ed}**

- *She walked.*
- *They talked.*
- *He climbed.*
- *We needed.*
- *She washed*

Examples of past participle suffix {-en} or {-ed}

- *I have consumed.*
- *you have written.*
- *we have broken.*
- *she was picked* **(passive)**
- *it was concealed (***passive)**

f) Comparative and Superlative Suffixes

i) Adjectives

There are just two inflectional suffixes that an adjective can accept to generate comparative and superlative degrees: {-er} and {-est}. The formulation of inflectional structure of the adjective consists of an adjective nucleus slot filled by an adjective stem followed by a comparative or superlative slot filled by {-er} or {-est}

Examples:

- smart + {-er} or {-est} → smarter or smartest
- strong + {- er) or {-est} → stronger or strongest
- tall + {- er) or {-est} → taller or tallest
- weak + {- er) or {-est} → weaker or weakest

ii) Adverbs

To generate the comparative and superlative degrees, adverbs also have two inflectional suffixes, like an adjective, called -er and -est. The formulation of inflectional structure of the adverbs consist of

consists of adverb nucleus slot filled by an adverb stem, followed by a comparative and superlative slot filled by { - er} or {- est}.

Examples:

- late + {-er} or {-est} → later or latest
- quickly + {-er} or {-est} → quicklier or quickliest
- fast + {-er} or {-est} → faster ot fastest

2) Derivational Suffixes

According to Aronoff & Fudeman (2022), Hoffmann (2022), there are two types of derivational suffixes, class- maintaining and class- changing. Class maintaining means that a word is derived to change meaning without changing the class of the word, while class- changing means that a word is derived to change the meaning and the class of the word.

a) Class- Maintaining

According to Susanto et al (2023),some examples of derivational affixes which is categorized as class-maintaining can be written by giving labelled brackets as follows:

- {un-} + {happy }$_{adj}$ = {unhappy}$_{adj}$
- {music }$_{N}$ + {– ian} = {musician }$_{N}$

In the following, only the class-changing will be further discussed.

b) Class- changing

According to Susanto et al (2023) class-changing derivational suffixes are affixes that, when added to a word, alter its form-class. They can change a word's function, including changing nouns, adjectives, verbs, and adverbs.

i) Noun- Forming

Many English nouns are formed by adding the derivational suffixes as follows:

(1) Verb to Noun

The structure of derivational suffixes of verb stems to form nouns consists of a core slot filled by a verb stem followed by a nominalizer slot filled by suffixes {- al, - ure, - y, - ment, - ity, - -ion, - er, - ant, - ing, - t, etc.} are added to form a new word of noun.

Examples:

- {arrive}v + {- al} = {arrival} $_{N}$
- {fail}v + {- ure} = {failure}$_{N}$
- {govern}v + {- ment} = {goverment}$_{N}$
- {teach}$_{V}$ + {- ing} = {teaching}$_{N}$

(2) Adjective to Noun

The structure of the derivational of adjective stems to form nouns consists of a core slot filled by an adjective stem followed by nominalizer slot filled by suffixes (-ness, -ity, -th, -ism, -ce, -dom, and etc) are added to create nouns.

Examples:

- {big} $_{adjs}$ + {- ness} = {bigness} $_{N}$
- {active}$_{adjs}$ + {- ity} = {activity}$_{N}$
- {important}$_{adjs}$ + {- ce} = {importance}$_{N}$
- {free}$_{adjs}$ + {- dom} = {freedom}

ii) Verb -Forming

(1) Nouns to Verbs

Some English verbs are created by prefixing nouns with the letters "be-" and "en-," as well as the suffixes "-ize," "-fy," and "-en." Examples *include "befriend," "bewitch," "enjoy," "enrage," "colonise," "idolise," "beautify," and "frighten*." The structure of the derivational affixes of verbs to noun stems consists of a core slot filled by a noun stem followed by a verbalizer slot filled by suffixes (- ize, -fy, be-, en-, etc)

Examples:

- {colon }$_{Ns}$ + {- ize }= { colonize }$_{V}$
- {-be} + {friend}$_{N}$ = {befriend} v
- {fright}$_{Ns}$ + {-en} = {frighten}v
- {beauty}$_{Ns}$ + {- fy} = {beautify}v

(2) Adjectives to Verbs

Some English verbs are formed by adding the suffixes – en , and -ize and the prefix en- , to adjective stems for examples: brighten, enable, enrich, deepen, cheapen, harden, etc. The structure of the derivational affixes of verbs consists of a core slot filled by an adjective stem, followed by a verbalizer slot filled by {-en, -ize, en-, -fy, and etc}

Examples:

- {bright}$_{adjs}$ + {-en} = {brighten}v
- {en-} + {able}$_{adjs}$ = {enable}v
- {equal }$_{adjs}$ + {- ize} = {equalize}v

- {deep }$_{adjs}$ + {- en} = {deepen}v

iii) Adjective Forming

(1) Many English adjectives are created by adding the suffixes -y, -ly, -ish, -al, -ous, -ic, -ar, -ary -ful, -less,-like,-ate,-en,-to noun stems such as cloudy, dirty, friendly, lovely, silly, childish, emotional, renowned, religious, spectacular, powerful, powerless, lifelike, fortunate, wooden. The structure of adjective forming consists of a core slot filled by a noun steam followed by a adjectivize slot filled by: {-y, -ly, -ish, -al, -ous, -ar, -ful - etc}.

Examples:

- {dirt}N + {-y} = {dirty}adj
- {friend}N + {-ly} = {friendly}adj
- {power}N +{-ful} = {powerful}

(2) The suffixes -ent, -ant, -ive, -able, -some, -ory, and -en are often added to verb stems to create adjectives like confident, excellent, observant, pleasant, creative, readable, winsome, swelled, etc. Thus, the structure adjectives that derive from verbs consists of a core slot filled by a verb stem followed by an adjectivized slot filled by: { -ent, -ant, -ive, -able, -some, -ory, and -en}

Examples:

- {read}vs + {-able} = {readable}adj
- {win}vs + {-some} = {winsome} adj
- {observe}vs +{-ant} = {observant}adj

iv) Adverbial Forming

(1) Adding the prefix, {a-} and the suffix {-ly} to adjective stems like cheerfully, nicely, hopefully, ordinarily, certainly, specially, abroad, along, aloud, around, etc. creates several English adverbs. Adverbs that get their affixes from adjectives consists of a core slot filled by an adjective stem followed by adverbializer slot filled by -ly or a-

Examples:

- {happy}a_{djs} + {-ly} = {happily} adv
- {a-} + {long}$_{adjs}$ = {along}adv
- {normal}$_{adjs}$ +{-ly} = {normally}adv

(2) Some English adverbs are created by adding the prefix "a-" and the suffixes "-ly" and "-ward" to noun stems such "abroad," "ahead," "apart," "daily, hourly, weekly, monthly," "seaward," "westward," etc. Its structure consists of a core slot filled by a noun stem followed by a adverbializer slot filled by suffixes {-ly} {-ward} and prefix {a-}

Examples:

- {a-}+ {part }$_{N}$s = {apart}adv
- {day}$_{Ns}$ + {-ly} = {daily}adv
- {week} + {- ly} = {weekly}adv
- {month} + {-ly} = monthly
- {second} + {-ly} = secondly

2. Basic Concept of Syntax

a. Definition of Syntax

One of the linguistic concepts that students must master when learning English is syntax. It is one of the key subjects for enabling them to write and speak clearly. Its sections deal with English clauses and phrases. The term of syntax has been defined by many linguists. Depraetere & Langford (2019) state that syntax is the study of sentence structure, which includes the guidelines and rules that determine how words combine to produce phrases and sentences in each language. To construct completed and understandable sentences, syntax investigates how words, phrases, and clauses are placed and related to one another. Word order, grammatical categories, phrase structure, agreement, and the hierarchy of constituents are just a few of the topics it investigates. The grammaticality and interpretation of sentences are heavily influenced by syntax, which also offers insights into how meaning is expressed through the linguistic structure.

According to Muin (2019), syntax is the study of how words are put together to form clauses, sentences, and other syntactical creations. Words are the smallest syntax units. When two or more words are put together in a specific order, syntactical construction is the result. In addition, Brown & Miller (2020) states that syntax as the study of sentence structure, or the way words are combined to form sentences. Thus, it could be inferred that syntax is the study of sentences forming to

examines the rules and guidelines that drive every language's sentence construction. Therefore, it could be inferred that syntax examines the relationships between word grouping and how to put the words together to form phrases, clauses, and sentences.

b. Syntactic Construction

According to Brown & Miller (2020), the arrangement and blending of words and phrases in a sentence or other larger linguistic unit to communicate grammatical relationships and convey meaning is known as syntactic construction. It entails examining how sentences are put together and constructed to produce well-formed and meaningful utterances. Additionally, Kim & Michaelis (2020) state that word order, phrase structure, sentence structure, and the rules and patterns determining how elements are arranged are all included in the category of syntactic constructions, which covers many areas of grammar. Thus, to understand how words and phrases work within a sentence and contribute to its overall meaning and interpretation, linguists examine the syntactic features and relationships between them.

In the following, only the English phrases will be further discussed.

c. English Phrases

According to Cook (1978), the level of a phrase is above the word level and below the level of a clause. The words that make up the sentence usually fit into clause-level slots. It is the sequence of words that has

morpheme sequence that served as typical unit at the clause level and has words as its constituents. Thus, phrases are groups of words that fit into the same slots at the clause level that single words do. In additional, Jackson (1982) as cited Dalle et al (2013) states that phrases can be classified by its head. If its head is a noun, it is called a noun phrase (NP); if its head is an adjective, it is called adjective phrase (AdjP; if its head is a verb, it is called verb phrase (VP); if its head is an adverb, it is called an adverb phrase (AdvP.).

The researcher realizes that discussing about the four types of English phrases will take plenty time, In the following, only English noun phrases and verb phrases will be further discussed.

d. Noun Phrase

According to Brown & Miller (2020) , there could be three distinct elements to the noun phrase. A noun phrase's head, which is its core component, must be present for it to be accurate. The other component is one that may be accrued. (Jackson, 1982) defines that the head may have some pre-modifications before it and some post-modifications after it. He states that only the head of a noun phrase is required, while the modification is optional.

1) Head

A noun is the most frequent type of head noun phrase. A personal pronoun, such as they are here, maybe the head in some sentences. Other pronouns that can serve as the head of a noun phrase are:

- Indefinite pronoun, e.g., someone in *someone called.*
- Possessive pronoun, e.g., your in your *are blue*
- Demonstrative pronoun, e.g., these in *these boats*

When a pronoun acts as the head of a noun phrase, it typically happens without any form of modification: pronouns hardly ever have pre-modifiers, though post-modifiers are occasionally present., e.g., *he who sends*

2) Pre- Modifier

According to Jackson (1982: 67), a noun phrase's pre-modifier is made up of various classes or subclasses in the following order:

a) Identifier (Determiner)

Articles, possessive, and demonstrative identifiers all fall under this category. They occur before any possible numerical or indeterminate quantifiers.

i) Articles

Indefinite and definite articles are the two types of articles most frequently used in English.

(1) Indefinite Article

The articles ***a*** and ***an*** are categorized as indefinite article. A word having a consonant sound or a vowel that makes a consonant sound is preceded by the form of ***a***. For examples, *a girl, a hat, a university, and act.* Meanwhile, the article ‘an’ is used before word beginning with a

vowel (a, e, i, o, u) or words beginning with a mute an. For examples, *an uncle, am onion, an egg, and an hour.*

(2) Definite Article

The article "the" is concerned with the definite article. All genders use the same version of "the" in both the single and plural forms. For examples, *the girl, the girls, the boy, the boys, the dog, and the dogs.* In addition, article ‘’the’’ can be used before a noun that mentioned a second time, e.g., *his car struck a tree, you can see the mark of the tree.* Then, article ‘’the’’ can be used before a noun made definite by the addition of a phrase or clause, e.g., *the girls in the blue, the man that you met, the boy whose red car.*

ii) Possessive

Possessive in English refers to the possessive and not the thing possessed. Everything that a man or boy possesses is *his* thing: everything that a woman or girl possesses or *her* thing. For examples. *Tom's father is his father and Mary's father is her father.* Then, everything that animal or thing possesses is *its* thing; *A tree drops its leaves in autumn; A happy dog wags its tail.* But if the sex of the animal is known, his/her would often be used. If there is more than one possessor, there is used: *The girls are with their brother: Trees drop their leaves in autumn.* In addition, we need to note that the possessive remains the same whether the thing possessed is singular or plural: *e.g., my glove, my gloves, his foot, his feet.*

iii) Demonstrative

In additionally, Thompson et al (2019) says that demonstrative can be subdivided into *this/these* and *that/those*. The demonstratives can be used as adjective and pronoun. If it is used as adjective, they agree with their nouns in number. This/these/ that/those + noun +of mine, yours/hers, etc, e.g., the car of yours, the wallet of mine. If it is used as pronoun, this/that can represent a mentioned noun, phrase, or clause, e.g., they did this last week, was not that a horrible thing to do. Thus, because articles, demonstrative pronouns, and possessive pronouns are mutually exclusive in English, we can infer from the definition given above that more than one identifier can appear in each noun phrase.

b) Numeral

According to Huddleston (1988) as cited in (Brown & Miller, 2020) a noun phrase may contain more than one numeral or qualifier, although the number of feasible combinations is limited. The category of number applies to NPs as well as to nouns. Normally the number of an NP derives from that of the noun head. Favourite sequence is cardinal numeral (first and last) + identifier, e.g., the first few houses; ordinal + cardinal, e.g., the second there days; identifier qualifier + cardinal number, e.g., many scores of ants, several thousand people.

c) Adjectives

According to Kim & Michaelis (2020), the head noun is amplified in some way by an adjective, which follows the identifier type of numeral

(quantifiers). Several adjectives, or none, may appear in a noun phrase, and when they do, there appears to be some sort of ordering process at play. For example. Native speakers regard the *big black rabbit as grammatical, but the black big rabbit as deviant.*

In the following presented some principle of ordering an adjective.

i) Form of Adjective

In English, there is only one form of an adjective that is used with both singular and plural nouns,

an old man	old men
a beautiful woman	beautiful women
an expensive car	expensive car

ii) Position of Adjective

An adjective can come before a noun such as a young man, beautiful girls, an old house, etc. In the other hand, a few adjectives such as asleep, well, a live. afraid can come after verbs but not before a noun, e.g., he is asleep, but not an asleep man. Those adjectives can be used before nouns in different form, e.g., sleeping instead of asleep. Living instead of a live, frightened instead of afraid, and healthy instead of well. For examples, *a sleeping woman, healthy body, a frightened movie.*

iii) Order of Adjective

The order of an adjective can be divided into two ways. We can see as follows:

(1) When we use two or more adjectives together, ‘’ opinion adjective (interesting, expensive) normally goes before fact adjective (new, green, small). For example. *A beautiful green dress, an expensive new car.*

(2) When two or more fact adjective come before a noun, they normally go in the following order.

Size + age + shape+ color+ origin + material + purpose + noun

Examples:

- a young Indonesian woman (age + origin +noun)
- red leather running shoes (color + material + purpose + noun)
- a big round red hat (size + shape +color + noun)

d) Noun

A noun may function not only as a head of noun phrases, but also as modifier in the noun phrases. For examples, a country garden, the travel agency, the table leg, etc.

3) Post – Modifier

According to Jackson (1982: 69),clauses or phrases, rather than particular word classes or subclasses, must frequently fill the post-modifier position in noun phrases. He states that in constructing English noun phrases, some components will be applied such as single word, relative clauses, non-finite clauses, and prepositional phrases are the four types of post-modifier appear.

a) A Singel Word Post-Modifier

The single word post modifier may be adjectives, adverb, a myself-type pronouns**.**

i) The adjective as modifier is found usually with indefinite pronouns, a head cannot be pre-modifier by adjective: *somebody brave, something stage*. In the other words, adjectives do not normally come after nouns, except in a few set phrases, e.g., *something useful, blood royal, nothing amusing.*

ii) Adverbs are rather more frequently found as post- modifier in a noun phrase, e.g., *the time before, the morning after, the bus behind, and etc*.

iii) Myself- type pronoun may be accurate as post-modifier in a noun phrase such as, e.g., *my mother herself, the old man himself, the students themselves.*

b) Relative Clause

A relative clause which one of the post- modifiers that usually found as a head noun of the noun phrase. For examples, in the noun phrase ‘’ *the man who came here yesterday.* The relative clause in the phrase is “who *came here yesterday”* with *who* as *relative* pronoun which refers to the head ‘’ *man*’’. The relative pronoun *who and whom* are used the stand for heads that refers to person.

Meanwhile the relative pronoun which is used for non-human, and that may be used for both. For examples, *I cannot find the book which he*

recommended. ***The book which he recommended*** is a NP, with ***the*** as determiner, ***book*** as head and ***which he recommended*** as post- modifier.

c) Non _Finite Clause

Non-finite clauses are those initiated by a verb with a non-finite form and typically do not have a subject. According to Aljovic (2017), non-finite clause can function as complement or modifier in NP structure. In m modifier function, we find to -infinitival and participial as complement that function as post-modifier. They can be seen as follows:

- Here is a scissor for you **to cut it with** To- infinitival.
- She was not among those **consulting the boss** Present Participial
- She was not among those **being consulted the boss** Present Participial
- She was not among those **consulted by the boss** Past Participial

Voice of aspect (active vs. passive) or aspect are the defining characteristics of the present and past participles, respectively. Although the past participial is passive, it lacks the passive catenative be with the finite relative, e.g., (He was not among those ***who were consulted by the boss***). Depending on whether passive is present or not, the present participial can be either active or passive. even though they lack the progressive catenative ***be***, the passive participial are believed to be progressive.

d) **Prepositional Phrase**

Prepositional phrase is the type of modifier that frequently occur in a noun phrase as a modifier. For example, in the noun phrase ‘*’the man in the car”,* in the car is PPs that functioning as post-modifier to ‘’**the man”.** Like the non-

finite clause, PPs may be related to a fuller relative clause very often with the verb be, e.g., *the girls who is after you, the man who is on the boat.*

As addition, according to Frank (1972) in Rahmanita et al (2020), defines the function, position, and the form of prepositional phrase

i) Function

(1) Adverbial – sit under a tree, leave at nine o'clock.

(2) Adverbial prepositional phrases that modify verbs and adjectives must come after the ones they modify. They indicate the degree, just like intensifiers. They are also able to explain how, why, and under what conditions, e.g., sit under a tree, leave at nine o'clock.

(3) Adjectival

Adjectives typically come before the nouns they modify, but in the case of adjective prepositional phrases, they come after the nouns they modify. Like adjectives, they specify which, what kind, quantity (how much), or number (how many), e.g., the subway under the tree, the meeting at nine o'clock.

ii) Position

(1) An adjective prepositional phrase after the noun. It modifies the noun, e.g., the students in the back row). A normal phrase appears after a verb, e.g., listen to your parents.

(2) An adverbial prepositional phrase has three possible positions:

- Initial – in spite of her handicaps, the blind girl did well in school.
- Meet – the blind girl, in spite of her handicap, did well in school.

- Final- the blind girl did well in school in spite of her handicaps.

iii) Form

Preposition that shows as prepositional phrase may consist of one, two, or three parts:

- One part – of, on, at, under, by, from, etc
- Two parts – because of, according to, apart from, etc.
- Three parts – by means of, with reference to, an account of, regarding to etc.

e. Noun Phrase Types

According to Cook (1978), there are three types of noun phrases namely simple noun phrase, rather complex noun phrase, and very complex noun phrases. They will be discussed as follows:

1) Simple Noun Phrases

A simple noun phrase consists of determiner slot filled by an article, a pronoun, a numeral, or demonstrative, and a head slot filled by a noun. For example, a man, their father, one book, these books. The formula of simple noun phrase can be formulated as follows:

N = ± Det: art/ Pos/ Num /demon + H: n

Examples:

- a man → determiner slot filled by article - *a*, head slot filled by a noun - *man.*
- one book → determiner slot filled by numeral – *one*, head slot filled by a noun – *book*

2) Rather Complex Noun Phrase

A rather complex noun phrases consists of optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun. The formula can be formulated as follows.

N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H:n

Examples:

- a smart cat → determiner slot filled by an article – a, followed by modifier slot filled by an adjective – smart, head slot filled by a noun – cat.
- my quite calm rabbit → determiner slot filled by a possessive – my, followed by modifier slot filled by an adjective phrase – quite calm, head slot filled by a noun – rabbit.

3) Very Complex Noun Phrase

A very complex noun phrase consists of an optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun and another an optional modifier slot filled by relater axis or a clause. The formula is formulated as follows:

N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n ± Mod: RA/CL

Examples:

- a black spot on his eyes → **determiner** slot filled by **article** – a, followed by **modifier** slot filled by **an adjective** – black, **head** slot filled by a noun **spot**, followed by **modifier** slot filled by **relater axis (prepositional Phrase) –** *on his eyes*

f. Verb Phrase

A verb phrase is a collection of words with a verb in the head. According to Biber (2009) in SAVIOUR (2021), a verb phrase is one that has a primary verb or lexical verb as the head or the primary verb, either by itself or in conjunction with one or more auxiliaries. There are two types of verb phrases namely simple verb phares and rather complex verb phares. A simple verb phrase has just one verb element (auxiliary), whereas a complex verb phrase has more than one of verb elements (auxiliaries).

g. The Types of Verb Phrases

According to Quirk (2005) as cited in Saviour (2021), there are two types of verb phrases based on the elements construction as follows:

1) Simple Verb Phrases

An auxiliary fills the modifier slot in a verb phrase, and the verb fills the head slot, it is called simple verb phrase. The formula is written as follows:

An auxiliary + Head: v

Examples:

- can sing → **an auxiliary**: can + Head: sing
- will go → **an auxiliary**: will + Head: go

- is eating → **an auxiliary**: is + **Head**: eating
- has developed → **an auxiliary**: has + **Head:** developed

2) Rather Complex Verb Phrases

A rather complex verb phrases consist of two or more modifier slots filled with auxiliaries to come before the head slot. The Formula is formulated as follows:

Auxiliary ^{1} + Auxiliary ^{2} ± Auxiliary^{3} Head: v

Examples:

- will be playing → **auxiliar^{1}:** will + **auxiliary^{2}** : be + **Head**: playing.
- can be used → **auxiliary^{1}** : can + **auxiliary^{2}**: be + Head : used
- must have been going → **auxiliary^{1}**: must+**Auxiliary^{2}**: have+ **auxilary^{3}**: been + Head : going
- should have been eating → **auxiliary^{1}** : should + **auxiliary^{2}** : have **auxiliary^{3}** : been **+ Head** : eating.

3. Basic Concept of Morphosyntax

a. Definition of Morphosyntax

According to Croft (2022), morphosyntax is an essential aspect of linguistics that plays a crucial role in understanding the complex structure and composition of the English language. It is the study of the interplay between morphology and syntax in the English language. Morphology is the study of words and their rules of formation, while syntax is the study of sentences and their rules of formation. Both of them play crucial role in constructing grammatical sentences.

According to Susanto et al (2023), morphology and syntax are essentially studies of the same thing, namely the rules that govern how a language is formed, but at different "levels." We draw attention to these distinctions by referring to it as morphosyntax. Words like nouns, verbs, adjectives, adverbs, pronoun determiners, and preposition conjunctions are used when discussing word formation, or morphology. In addition, Kim & Michaelis (2020) state that terms like subject, verb, object, complement, and adverbial as well as phrases and clauses are used when discussing sentence formation, or syntax.

b. Morphosyntactic Analysis

In linguistic field, understanding the formation of words as well as the construction of phrases, clauses, and sentences is very important to be done by analysing the process of words are combined. According to MacWhinney (2018) morphosyntactic analysis is a method of linguistic analysis that identifies the part of speech as well as the lexical and grammatical characteristics of each token in order to determine the morphological and syntactic characteristics of words, phrases, and sentences. For example, in the sentence'' ***the books are on the table''***. Inflectional morpheme (-s) is added to the word **"book"** to show that it is plural morpheme, and the to be **"are"** is suitable added to the plural morpheme. Then, the phrase " the book " and "the table" are indicated as a noun phrases.

In the other word, Mosel (2011) as cited in Jamilah (2023) states that the study of a language's word, phrase ,sentences structure, its function is

known as a morphosyntactic analysis. It entails investigating the creation of words, how they are put together to form longer sentences, and how they carry meaning and grammatical information. In addition, Ambalegin & Suryani (2018) define that morphosyntactic analysis is useful to be done in analysing the inconsistent construction of the words, phrases, and sentences. For examples, **"these girls sing a song".** The sentence is categorized inconsistent construction. The suitable determiner of the noun phrase **"these girl"** must be **"the instead these"** because the head of the noun is singular, there is not morpheme (-s), meanwhile, if the noun phrase as the subject is singular **(the girl)** the verb **sing** must be added **morpheme-s** to be **sings.**

Some of previous researches have conducted morphosyntactic analysis to analyse combination of morphological and syntactic elements in English writing text. Jamilah (2023), conducted her research on the title Morphosyntactic analysis of inflectional suffixes on Political News on BBC. By using qualitative research design, she found that there were six types of inflectional suffixes used in the articles. She found that the suffixes -s in noun to form plurality, and the suffixes -ed in verb of past tense were frequent used in the articles. In addition, Tri Widari et al (2018) conducted the research on the title Morphosyntactic Analysis on English Inflectional Affixes with Special Reference to the Jakarta Post. They found that -s and -ed of the inflectional suffixes were most used in special reference on Jakarta Post. Zainuddin (2016), found that Indonesian EFL students were unaware of proper usage of plural

marks, past and past participle forms of regular verbs, and English grammar, resulting in ineffective sentence construction.

In analysing the morphosyntactic of the English writing text, not only inflectional suffixes can be analysed, but also derivational suffixes. The previous researcher, Antari & Sedeng (2018) conducted their rese arch on the title Morphosyntactic study of derivational suffixes forming adjective on the Twilight Novel. They found that there are certain derivational suffixes to transform word classes from nouns and verbs into adjectives. The suffixes -ful, -able, -ish, -ous, -al, -ic, less, -y, -ive, and -ly are among the 10 that have been identified. Predicative and attributive as syntactic functions are the two categories that have been identified thus far.

Based on the description above, we can infer that morphosyntactic analysis still become trend nowadays. Due to the fact that not only the types of inflectional and derivational suffixes can be investigated, the error of morphosyntactic can be done also. According to Ulhaq et al (2022), eight of morphosyntactic errors were identified in their research include wrong word order, misplaced articles, misplaced verb groups, misplaced prepositions, misplaced relative clauses and relative pronouns, misplaced tenses, and misplaced adverbs. Thus, unlike the previous researches, the present research will not focus on the errors but focus on the patterns of both inflectional and derivational suffixes to find out the most frequent types of these inflected and derived words used by the students in their English writing text. Additionally, the present research will also analyse the syntactic construction of noun

phrases and verb phrases to find out the types of these phrases produced by the students.

In addition, MacWhinney (2018) states that to comprehend the morphosyntactic analysis of a sentence, it could be first be aware of the available various types. Put differently, there are two ways we can analyse a sentence: from a syntactic or morphological analysis. As a result, the following are their primary differences:

1) Morphological Analysis

In linguistics, morphological analysis is the study of word formation with an emphasis on the way words are constructed from smaller meaningful units known as morphemes. According to Booij (2015), linguists study the internal structure of words, identifying the morpheme s that they contain and comprehending how these morphemes are combined to form words, by performing morphological analysis. Free morphemes and bound morphemes are distinguished further into inflectional and derivational categories. While derivational morphemes directly affect a word's meaning, inflectional morphemes perform grammatical functions like indicating tense or plurality.

Based on description above, we can infer that morphological analysis is used to understand the structure and meaning of words, and it is an essential component of understanding language at both the word and sentence levels. According to MacWhinney (2018), this type of analysis is crucial for understanding word formation processes, such as the use of affixes, and for classifying morphemes into different categories based on their functions and

meanings. Thus, the technique to analyse the morphological construction is needed.

2) Syntactic Analysis

According to Brown& Miller (2020), the process of comprehending the logical meaning and grammatical structure of English sentences or portions of sentences are called syntactic analysis, or parsing. It entails drawing the syntactic structure, identifying constituents, defining parts of speech, defining word boundaries, and figuring out syntactic categories for the components. In addition, Ampa & Dalle (2020) state that syntactic analysis also looks at the sentence's word order. Syntactic analysis is to comprehend the input text's structure and determine logical meaning from it. Therefore, in having deeper knowing of the students 'progress in writing English text, syntactic analysis must be done by the teachers or the students themselves.

According to Jackson (1985) as mentioned in Ampa & Dalle (2020) states that the English noun phrase (NP) can be built by a pre-modifier, a head, and a post-modifier. In the sentence "**Many people will build a school building in my country**", the sentence consists of two types of noun phrases function as a subject and an object. NP (many people) as the subject, whereas NP (a school building) is served as the object in the sentence. In syntactic analysis we can present: "Many people" (NP); "Many (quant)+ people (H), "a school building, "a (id) school (N-Mod) building (H) in my country (PrepP); in (prep) my country (NP); "my (id) country (H)".

4. Basic Concept of Writing

a. Definition of Writing

Writing is a task that necessitates comprehension of the recursive structure of the writing process and knowledge of what makes effective writing, claims Cheung (2016). The ability to frame and develop arguments is a component of writing proficiency as the addition to the linguistic tools for cohesiveness and coherence. Therefore, it could be used as communication tool to convey meanings.

Writing is one of the four fundamental abilities in learning English, according to Harmer (2011) as cited in Zainuddin (2016), it enables communication by allowing one to convey thoughts or opinions in writing. Writing is another productive skill that calls for knowledge of precise language usage, attention to the message, and reader awareness. Additionally, Azis (2021) and Ravichandran (2018) found that good writing is characterised by grammatical correctness. Sentences, verb tenses, and proper word order are all considered aspects of grammatical correctness.

b. The Elements of Effective Writing

According to Wilbers (2007) as cited in Dhuge & Rafael (2021) states that there are five elements of effective writing

1) Central Idea

This aspect of effective writing entails organising our content around a concise, digestible theme, argument, or thesis. It entails choosing supporting

and reinforcing ideas for our main idea. There are certain crucial things to remember:

a) The main point is conveyed in simple language, usually at the beginning.

b) Every subordinate concept has a clear relationship to the main idea.

2) Organization

This writing element deals with the organisation of information in a logical manner. It entails directing the reader towards the main and supporting concepts. A well-organized system follows a logical path. It directs the reader between the different sections of the content. There are certain crucial things to remember:

a) The introduction introduces the reader to the main concept and the argument.

b) Information is presented in a logical and cohesive order, with subordinate concepts clearly recognised.

c) The transitions are beneficial and evident.

d) A conclusion or closing provides the reader with a sense of closure while summarising the case and highlighting the main topic.

3) Supporting Materials

The reader finds the concepts and information offered to be interesting and remember when they are supported with explanations, examples, statistics, and quotations. Supporting evidence serves to elucidate in

explanation and to persuade in argument. There are certain crucial things to remember:

a) The examples are convincing, sufficient, explicit, detailed, and pertinent.

b) The argument is bolstered by quotations.

4) Expression, Words Choices, and Point of View

The audience, goal, and content are all appropriately addressed in language that is accurate, precise, and clear. Emphasis is created by using different phrase lengths and structures. It is crucial to remember the following:

a) The word choice is simple, exact, precise, unpretentious, and devoid of slang and phrases that are abused.

b) Sentences lack ambiguity and wordiness.

c. The Types of English Text

According to Wikipedia (2023) four categories of English texts namely exposition text, descriptive text, argumentative text, and narrative text.

1) Exposition text

An exposition text clarifies a topic or idea using facts, figures, illustrations, definitions, or statistics. It clearly states the major point or argument of the text in their thesis statement. It frequently classifies the information, organise it using transitions, comparisons, contrasts, and classifications, and make it simpler to understand. The two sorts of exposition texts are analytical and hortatory. While hortatory exposition

persuades the reader to do or not do something, analytical exposition gives an argument or point of view on a topic.

2) Descriptive text

An individual, location, thing, or experience is eloquently portrayed in description texts. They speak in concrete, specific terms to engage the reader's senses and emotions senses, they speak in concrete, specific terms. They frequently concentrate on the main idea or feeling that the writer intends to communicate. Both objective and subjective description texts fall under the category of description texts. Subjective description communicates the writer's choice or view, whereas objective description provides information about a subject or thing.

3) Narrative Text

Stories or descriptions of events are presented in narrative texts. Their beginning, middle, and end are typically distinct. In order to take the reader's interest, they frequently employ dialogue, sensory details, and introspective passages. Both fictional and factual narration fall within the category of narration texts. While fictional narration creates a story or an imagined event, factual narration recounts an experience or an event that occurred in the past.

4) Argumentative Text

Argumentative texts give several viewpoints or opinions on a subject. A problem statement, justifications for and against the issue, and a conclusion or suggestion are typically included. To compare various points

of view, they frequently use contrastive conjunctions, modal verbs, and evaluative language.

In the following, only argumentative text will be further discussed.

a) Definition of Argumentative Text

According to Caulfield (2020), an argumentative text is one that gives a viewpoint or perspective on a certain subject and backs it up with facts, arguments, and examples. An argumentative text's goal is to persuade the reader to accept the writer's viewpoint as true or at least to give it some thought. Additionally, He states that the great majority of essays and papers you produce for university will use some sort of argumentation. Making arguments regarding texts is common in both literary analysis essays and essays that analyse language.

Accordingly, it can be inferred from the description above that using accurate language, logical arguments, reliable information, and a range of rhetorical strategies should help argumentative texts become more convincing.

b) Generic Structure of Argumentative Text

According to Caulfield (2020), the generic structure of an argumentative text can be divided into three parts as follows:

(1) Introduction

The statement, which is the major assertion or argument of the text, is stated along with the topic's introduction.

(2) Body Paragraph

The essay statement is supported by several arguments and pieces of evidence that are discussed in each paragraph. The paragraphs should also cover any objections or counterarguments and address them, addressing them with additional justification or rationale.

(3) Conclusion

The thesis statement is restated in a new form while summarising the key ideas. Additionally, it might offer some recommendations or suggestions for additional study or research on the subject.

c) Language Features of Argumentative Text

According to Caulfield (2020), the language features that used in writing an argumentative text consists of the phrases and words. Several of the standard linguistic elements of an argumentative text include:

(1) Modal Verb

Verbs such as "should," "must," "might," "can," and "could" are examples of modal verbs. These verbs communicate possibility, necessity, obligation, permission, or ability. They are employed to convey the writer's level of certainty or uncertainty regarding their assertions or to make recommendations for the reader such as she can speak English.

(2) Modal Adverb

Modal adverbs, such as typically, probably, surely, seldom, etc., are adverbs that modify verbs and express the degree of certainty, probability, or frequency of an action or event. They serve to clarify the author's claims or indicate how plausible or improbable an event is. For instance: "It's likely that smoking causes lung cancer.

(3) Passive voice

This is a kind of sentence construction where the verb affects the subject rather than the subject conducting the action. It is employed to highlight the activity rather than the agent or to exclude naming the person who is accountable for the action.

(4) Tenses

Tenses that used in argumentative text will be depended on what topic that the writer is discussing about based on the context. It could be present, past, or future tense. When discussing general topics, the present simple is used. We use it to imply that something occurs often, repeatedly, or that it is true in general. When talking about something that happened in the past, past tense will be used, while talking about something in the future, future tense will be used.

d. Morphosyntax in English Writing

The aspect on basic writing skills is facilitated by the notion of morphosyntax, it is known as the interplay between morphology and syntax.

According to Fiona (2015) as obtained in Mukarromah et al (2019), states that Morphosyntax, which integrates the two components of a grammatical system, is preferable to the more common term grammar. Firstly, morphology pertains to the arrangement of a word's constituent elements, also known as word construction. Secondly, syntax, or the guidelines for arranging words to form sentences or clauses, also known as syntactic construction.

Moreover, morphological and syntactic construction, the vocabulary and the grammatical are interrelated because of the inflection and derivation that begins with the process of words, phrases, and clauses. This results in a link between the gaining of morphosyntactic knowledge and ability to write. According to Brown (2004) as cited in Mukarromah et al (2019) states that the way a word is formed and the process by which it forms makes words are utilized correctly, sentences are organized correctly to convey meaning

Based on the description above, it could be inferred that morphosyntax focus on word complexity and the impact of morphological changes that are directly tied to the structure of the phrases, clauses, and sentences. According to Booij (2015), the relationship between language learning and students' ability to write, particularly when they generate paragraphs, is that the complex structure of words and sentences impart fundamental knowledge in morphosyntax. Mukarromah et al (2019) found that students' writing abilities can be enhanced by using morphosyntax to produce effective texts. It aids students in improving their grammar, vocabulary, and sentence construction abilities.

C. Conceptual Framework

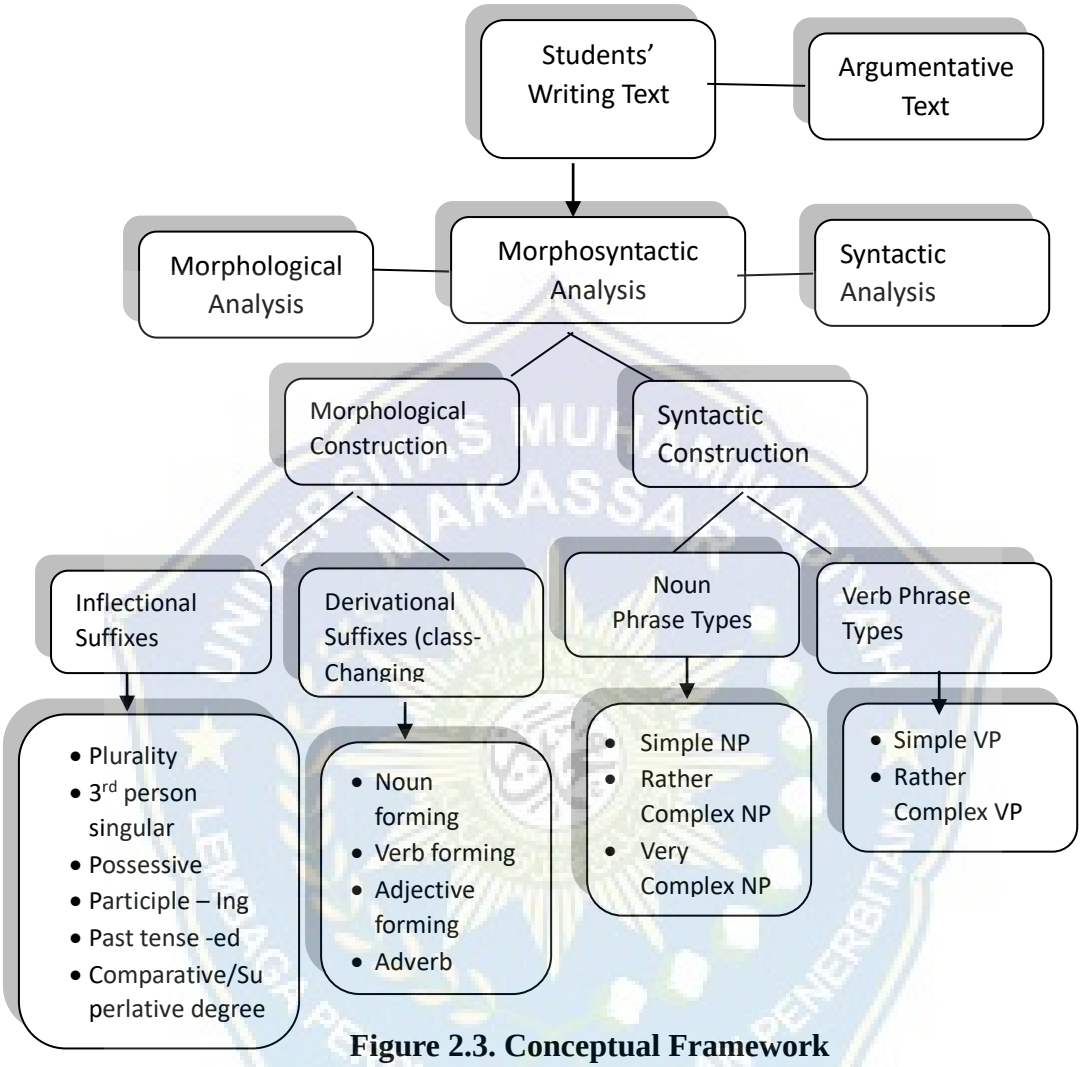

Figure 2.3. Conceptual Framework

The conceptual framework above describes that the students' writing English text particularly argumentative text would be analysed to indicate the morphological elements and syntactic elements. In analysing the morphosyntactic analysis, the researcher can identify the patterns that illustrated the morphological and syntactic construction which found in the students' writing text. The researcher will focus on the six types of inflectional suffixes, class changing of derivational suffixes, the construction of noun phrases and verb phrases.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research employed Descriptive Quantitative Research which aimed to describe the data analysis about morphosyntactic construction of English writing text produced by the Postgraduate Students of English Program at Unismuh Makassar. According to Creswell (2012), descriptive quantitative research as a type of quantitative research that aims to describe, analyse, and interpret numerical data without manipulating variables. It focuses on providing comprehensive summaries of existing populations, exploring relationships between variables, and revealing patterns within the data.

In this research, the researcher had analysed the morphosyntactic construction of the students' English writing text that consist of morphological construction and syntactic construction. In morphological construction, the researcher had analysed the inflectional suffixes (Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree) and derivational suffixes (noun, adjective, verb, and adverb forming). Meanwhile, in syntactic construction, the researcher had analysed the construction of noun phrases (simple, rather complex, and very complex NP) and verb phrases (simple verb phrases and rather complex verb phrases). Thus, the researcher designs the variables relations as follows:

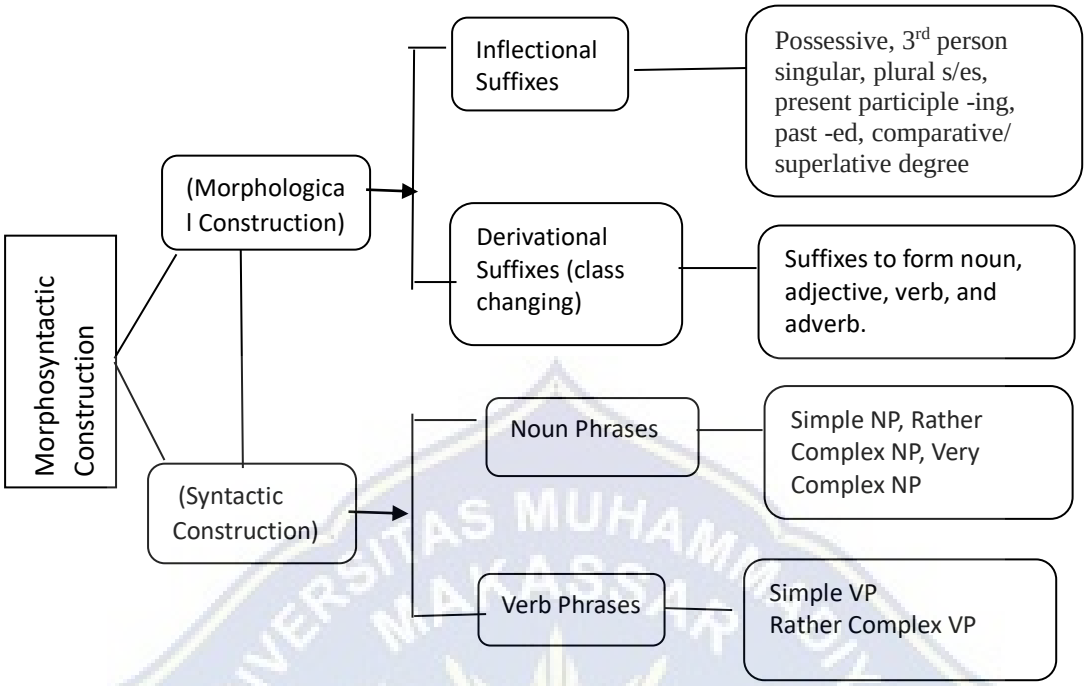

Figure 3.1. Design of Relationship between Research Variables

B. Population and Sample

1. Population

The population of this research were the Postgraduate Students of Master of English Educational Program in Academic Year 2023-2024 at Unismuh Makassar which consisted of 16 students.

2. Sample

The Total Sampling Technique had been used in this research. The Total Sampling Technique means that the total of the population becomes the samples of the research. Since the total population of Postgraduate Students of Master English Educational Program was 16 students, therefore, the total number of samples were 16 students.

C. Research Variables and Indicators

1. Variables

The research consisted some variables namely morphological construction, syntactic construction, and students' English writing.

2. Indicators

The three variables of this research are consisted of some indicators that presented as follows:

a. The indicators of morphological construction consist of six types of inflectional suffixes (Possessive, 3rd person singular, plural s/es, present participle -ing, past -ed, comparative, and superlative degree) and four types of class changing of derivational suffixes (noun, verb, adjective, and adverb word forming).

b. The indicators of syntactic construction consist of English noun phrase types (simple, rather complex, and very complex NP), and verb phrase types (simple and rather complex VP).

D. Research Instrument

A writing test was served as the writing instrument of this research. It was used to answer the research questions of this research related to the students' morphosyntactic construction. The researcher instructed the students to write an argumentative text at least 3 paragraphs by determining the topic *"The Effects of Smartphone'*. The allocation of time used for doing the test was 60 minutes. The students' written tests were used as data collection in analysing the morphosyntactic construction to find out the types of

inflectional suffixes, derivational suffixes, and to find the construction of noun phrases and verb phrases that students produced in their English writing text.

E. Data Collection

In collecting the data, the researcher applied the procedures as follows:

1. Before attending the class, the researcher made appointment with the students. The meeting appointment had been held on February 21, 2024.
2. After sharing a link of google meet, the researcher introduced her purpose to invite the students join the virtual meeting.
3. The researcher instructed the students to write an argumentative text on the topic *'The Effect of Smartphone.'* They were instructed to write at least 3-4 paragraphs, and at least 150 words.
4. The allocation of time used for doing the test was 60 minutes.

F. Data Analysis

In analysing the data, the researcher applied the Krippendorff's (2004) theory as cited in (Karlina, 2020). The stages were used as follows:

1. Identification

In identifying the data, the researcher implemented some steps as follows:

a. Identified the six types of inflectional suffixes and derivational suffixes by giving code 1.1,1.2.1.3..., for inflectional suffixes, and code 2.1,2.2.2.3…, for derivational suffixes.

b. Identified the construction of noun phrases and verb phares by giving code 3.1,3.2,3.3… for noun phrases, and code 4.1,4.2, for verb phrases.

2. Classification

Classification is a process of data analysis that involves assigning codes or categories to data points based on their features or attributes. Therefore, the researcher classified the inflectional and derivational suffixes as well as the construction of noun phrases and verb phrases by using table based on their patterns.

3. Percentage

The researcher calculated the data to find out the most frequent type of the inflectional suffixes, derivational suffixes as well as the construction of English noun phrases and verb phrases used by the students in their argumentative text. In calculating the percentage of the items, the formula will be used as follows:

P = (F/N) X 100 %

Notation:

P = Percentage of the items

F =Number of the Quantity items

N = Total Number of the items

(Gay et al., 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings and discussion of the research. The findings cover the result of data analysis of inflectional suffixes, derivational suffixes, noun phrases, and verb phrases construction that found in the students' argumentative text. Then, in the discussion section, the researcher explains the findings section based on the related literature review that provided in the chapter II.

A. Findings

The researcher presents the result of data analysis of inflectional suffixes, derivational suffixes, noun phrases, and verb phrases construction that found in the students' argumentative text of Postgraduate Students of Master English Program at Unismuh Makassar. The findings are presented as follows:

1. The Types of Inflectional Suffixes

The result of data analysis showed that there were six types of inflectional suffixes produced by the Postgraduate Students in writing English argumentative text. It can be seen as follows:

Table 4.1. The Frequency Types of Inflectional Suffixes

Coding	Inflectional Suffixes Types	F	Percentage
1.1	Plurality -s	199	46.06 %
1.2	Possessive -s'	17	03.93 %
1.3	3rd Person Singular -s/es	36	08.33 %
1.4	Past tense/ passive voice – ed	63	14.58%
1.5	Participle -ing	76	17.59 %
1.6	Comparative / Superlative Degree -er/est	15	03.47 %
Total		**406**	**93. 98 %**

N = 432

Table 4.1 indicates the six types of inflectional suffixes produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. They are plural suffixes -s, possessive -s, 3rd person singular s/es, past tense/passive voice-ed, present participle -ing, and comparative / superlative degree -er/est. Based on the types of inflectional suffixes, it can be seen that plural suffixes -s is the greatest one, that is **46.06 %.** Then, the greater of the inflectional suffixes is present participle -ing **17.59 %**. Meanwhile, past tense/passive voice -ed is **14.58%**. Then, the great percentage of inflectional suffixes is found in the examples of 3rd person singular, that is **08.33 %.**

The table above also contains the fewer and the fewest of inflectional suffixes that the students have made in their argumentative texts. It can be seen that possessive the fewer one, that is **03.93 %.** Then, the fewest one is comparative/ superlative degree er/est, that is **03.47 %**. The examples of inflectional suffixes are presented on the table as follows:

Table 4.2 The Examples of Inflectional Suffixes

Stem words	Suffixes	Inflected word	Types
Device, smartphone	-s	Device**s**, smartphone**s**	Plural maker
User mental, **it** use	- ‘s	User**’s** mental it**s** use	Possessive suffix
It **provide** , the trend **create**	- s	It provide**s**, the trend create**s**	3rd person singular suffix
It can be **use**.., it **develop**..	-ed	It can be **used**	Past tense/ passive voice -ed
for allow users to access… **interact** via text..	-ing	For a**llowing** users to access i**nteracting** via text….	Participle -ing
Making communication **easy ,** **the late** trend…	-er/est	Making communication **easier** the **latest** trend	Comparative/ superlative

Additionally, table 4.1 shows that percentage is not 100% but **93. 98 %**. It could be considered that there was ambiguous performance of the students applying inflectional suffixes. It was found that there were five students still made a wrong in using plural suffixes. For examples, student wrote "smartphones help people in **many thing**" (It should be many **things**), the other student wrote "It also has **negative impacts** namely consumer behaviour (It should be negative impact). Then, two students (students no 4 and student no 15) wrote **more easier and more easy** instead easier in inflectional suffixes of comparative degree.

And then, there were three students were ambiguous performance in inflecting suffixes of 3rd person singular. For examples, that technology that **human use**. The verb "use" must be inflected by suffix -s to form **uses** because the subject **human** is singular; the technology **develop**… these verb develop must be inflected by suffix -s because the subject technology is singular. Then, there were two students miss forming suffix -ed in writing passive voice sentence. For examples, technology easy **to use** by the human. It should be written technology is easy to be used by the human; the application can be **instal**l. The verb install must be inflected by suffix -ed to form passive voice sentence.

Based on the description above, it could be concluded that the inflectional suffixes analysis provides valuable insights into a student's grasp of English grammar. The use of suffixes such as "-s" in plurals, "-ed" in past tenses, and "-ing" in present continuous indicates students' comprehension of

word substitution according to their grammatical function in sentences. Suffix mistakes can draw attention to areas in which students' knowledge of verb tenses, plurals, and other grammatical concepts needs to be strengthened. In short, through analysing students' suffix usage over time, teachers can assess how well their students are grasping grammatical structures. This aids the teachers in customising their lessons and pinpointing the areas in which students want additional assistance

2. The Types of Derivational Suffixes

The calculation of data analysis showed the most frequent type of derivational suffixes produced by the Postgraduate Students in writing English argumentative text. It can be seen as follows:

Table 4.3. The Frequency Types of Derivational Suffixes

Coding	Types of Derivational Suffixes	F	Percentage
2.1	**Noun Forming**		
	Adjective to Noun	32	11.42 %
	Verb to Noun	115	41.07 %
2.2	**Verb Forming**		
	Noun to Verb	4	1.42 %
	Adjective to Verb	5	1.78 %
2.3	**Adjective Forming**		
	Noun to Adjective	35	12.5 %
	Verb to Adjective	32	11.42 %
2.4	**Adverb Forming**		
	Adjective to Adverb	41	14.64 %
	Noun to Adverb	13	4.64 %
Total		**277**	**98.92 %**

N = 280

Table 4.3 indicates the types of derivational suffixes produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. They are noun forming, verb forming, adjective forming and

adverb forming. It can be seen that in noun forming, the transformation of verb to noun is **41.07 %,** and the transformation of adjective to noun is **11.42 %**. Then, in verb forming, the transformation of noun to verb **is 01.42 %** and the transformation of adjective to verb is **1.78 %**. Meanwhile, the table above also shows that the adjective forming which change the word noun to adjective is **12.5 %.** It means that the transformation can be made by adding suffixes to the noun's stems to form adjectives), and the transformation of verb to adjective is **11.42 %**. Then, in the adverb forming, the students produced **14.64 %** in transforming adjective to adverb by adding suffixes to the adjective stems**.** It can be seen also that the transforming noun to adverb is **4.64 %**.

Based on description above, it could be inferred that the most frequent types of derivational suffixes used by the Postgraduate Students were noun forming that becomes the greatest one, with **52.49%,** followed by adjective forming with **23.92 %,** then, the fewer is adverb forming with **19.28 %** and the fewest is verb forming with **3,2 %.** Additionally, the table also shows that the percentage of the derivational suffixes found in the students' argumentative text is not 100 % but **98.92 %.** It means that there was ambiguous performance also made by the students. For examples, **quick** in the sentence "the technology develops **really quick** ". It must be transformed to be adverb **quickly** by adding suffix -ly to the adjective stem **quick;** Information that is very easily **accessible** to public. It would be better if the student writes "very easy to access or very easily accessible information". For further explanation about the findings of derivational suffixes, it will be presented in the discussion section.

For making clearly about the derivational suffixes, some examples of derivational suffixes produced by the Postgraduate Students in writing argumentative text are presented as follows:

Table 4.4. The Examples of Derivational Suffixes Types

Stem words	Suffixes	Derived Words	Types
			Noun Forming
Develop Communicate Concern	-ment -ion - ing	Development Communication Concerning	verb to noun
Happy Aware difficult	-ness -ty	Happiness Awareness difficulty	adjective to noun
			Verb Forming
Revolution Leverage	-ize -ing	Revolutionize Leveraging	noun to verb
Social Real	-ize	Socialize realize	adjective to verb
			Adjective Forming
Mind Prestige	-ful -ous	Mindful Prestigious	noun to adjective
Care Create sophisticate	-ful -ive -ed	Careful Creative Sophisticated	verb to adjective
			Adverb Forming
Significant typical	-ly	Significantly typically,	adjective to adverb
Friend, Name Day	-ly	Friendly, Namely Daily	noun to adverb

3. The Types of Noun Phrases Construction

a. The Construction of Simple Noun Phrases

The result of the data analysis showed that there were some constructions of simple noun phrase produced by the Postgraduate Students in writing English argumentative text. It can be seen on the table as follows:

Table 4.5. The Frequency Types of Simple Noun Phrase Construction

Coding	Pre-Modifier	Head	F	Percentage
3.1.1	Det (Article)	N	40	09. 43 %
3.1.2	Det (Possessive)	N	17	04.00 %
3.1.3	Numeral/Quantifier	N	12	02.83 %
3.1.4	Det (Demonstrative)	N	11	02.59 %
Total			**80**	**18.86%**

Table 4.5 indicates the constructions of simple noun phrase produced in argumentative text by the Postgraduate Students of English Mater Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an article, followed by head slot filled by a noun is the greatest one, that is **09. 43 %.** Then, the greater is pre modifier slot filled by possessive determiner followed by head slot filled by a noun, that is **04.00 %.**

The table above also contains of the fewer and the fewest constructions of simple noun phrase produced by the Postgraduate Students. It can be seen clearly that the fewer one is pre modifier slot filled by a numeral (quantifier) followed by head slot filled by a noun, that is **02.83 %.** Then, the fewest is pre modifier slot filled by demonstrative determiner followed by head slot filled by a noun, that is **02.59 %**. Some examples of the four constructions produced by the students presented as follows:

Table 4.6 The Examples of Simple Noun Phrase Constructions

Constructions	Examples
Det: article + H: n	**A smartphone** is a communication tool They just click **the research**
Det: Possessive + H: n	They want to follow **their friends** Smartphone can impact **our health**
Det: Numeral/quantifier + H: n	Some smartphones have **four cameras** Smartphone has **many functions**
Det: Demosntrative + H: n	The evidence suggests **these devices** **This device** makes the students cannot…

b. The Construction of Rather Complex Noun Phrases

The result of the data analysis showed that there were four constructions of rather complex noun phrases produced by the Postgraduate Students in writing argumentative texts. The data is presented as follows:

Table 4.7. The Frequency Types of Rather Noun Phrase Construction

Coding	Pre-Modifier	Head	F	Percentage
3.2.1	Adjective	N	52	12.26 %
3.2.2	Determiner + adjective	N	25	05.89 %
3.2.3	Determiner + Noun (M)	N	11	02. 59 %
3.2.4	Noun (M)	N	12	02.83 %
Total			**100**	**23.58 %**

Table 4.7 indicates the constructions of rather noun phrase produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an adjective, followed by head slot filled by a noun is the greatest one, that is **12.26 %.** Then, the greater is pre modifier slot filled by determiner followed by adjective modifier followed by head slot filled by a noun, that is **05.89** %. Meanwhile, the fewer is pre modifier slot filled by noun modifier followed by head slot filled by a noun, that is **02.83 %.** Then, the fewest is pre modifier slot filled by determiner followed by noun modifier, followed by head slot filled by a noun, that is **02.59 %.** Thus, the total construction of rather complex noun phrases produced by the postgraduate students is **23.58 %.**

Additionally, it was found that there was ambiguous performance of one student. For example, the student wrote **social media application accessible** instead **accessible social media application.** Thus, for making the constructions

of rather complex noun phrase to be understood clearly, some examples of the four constructions produced by the students presented as follows:

Table 4.8 The Examples of Rather Complex Noun Phrase Construction

Constructions	Examples
Adjective + H: n	**Parental supervision** is needed It has **clear boundaries**
Determiner + adjective + H: n	**The positive impact** is getting closer... Smartphone can **impact user's mental health**
Determiner + Noun (M) + H: n	**The smartphone concept** has been adapted **Many technology companies** have produced...
Noun (M) + H : n	We can touch friends by using **video calls** It is adopted by many **technology companies**

c. The Construction of Very Complex Noun Phrases

The result of the data analysis showed that there were some constructions of very complex noun phrases found in the Postgraduate Students' argumentative text. The researcher presents on the table as follows:

Table 4.9. The Types of Very Complex Noun Phrase Construction

Coding	Pre-Modifier	Head	Post- Modifier	F	Percentage
3.3.1	-	N	Prepositional Phrase	35	08.25 %
3.3.2	Adjective	N	Prepositional Phrase	20	04. 71 %
3.3.3	Determiner	N	Prepositional Phrase	73	17.21 %
3.3.4	Det + adjective	N	Prepositional Phrase	38	08.96 %
3.3.5	-	N	Relative Clause	13	03.06 %
3.3.6	Det + adjective	N	Relative Clause	31	07.31 %
3.3.7	Det+ Adjective	N	Single Word	5	01.17%
3.3.8	Det + Adjective	N	Non-Finite Clause	26	06.13 %
Total				**241**	**56.83%**

N = 424

The four greatest constructions of very complex noun phrases made in the students' argumentative text are presented in the table above. First, the pre modifier slot filled determiner followed by Head (Noun), followed by post modifier slot filled by a prepositional phrase, that is **17.21 %.** Second, pre

modifier slot filled by determiner followed by adjective modifier, followed by head (noun) followed by post modifier slot filled by prepositional phrase, that is **08.96 %.** Third, head slot itself filled by a noun, followed by post modifier slot filled by a prepositional phrase, that is **08.25 %.** Fourth, the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun), followed by post modifier slot filled by relative clause, that is **07.31 %.**

The table above also indicates the fewer and the fewest construction of very complex noun phrase made in argumentative texts by the Postgraduate Students. It can be seen that the fewer constructions are pre modifier slot filled by determine followed by head (noun) followed by post modifier slot filled by non-Finite Clause is **06.13 %,** and pre modifier slot filled by adjective modifier followed by head (noun) followed by post modifier slot filled by prepositional phrase is **03.06 %**. And then, the fewest construction is the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun) followed by post modifier slot filled by a single word, that is **01.17%.** Thus, for making the constructions of very complex noun phrase clearly to be understood, some examples of the nine constructions produced by the Postgraduate students in writing argumentative text are presented as follows:

Table 4.10 The Examples of Very Complex NP Constructions

Constructions	Examples
H: noun + Prepositional Phrase	**Technology in the 21th century** is fact Provide **number of books**
Adjective + H: n+ Prepositional Phrase	Smartphone impacts **many kinds of symptoms** It illustrates **negative effect of smartphone**

Determiner + H: n + Prepositional Phrase	**The convenience of constant connectivity** can be… The phenomenon undermines **the quality of our interactions**
Det + Adj+ H: n + Prepositional Phrase	To prevent **more negative impacts on children** It can have **a negative impact on children**
H: n + Relative Clause	Smartphones are **devices that only have negative effects** It impacts **children who tend to be continuous using smartphone**
Determiner +H: n + Relative Clause	Smartphone contains **a lot of information which are easily believed** We can take **the moment that are important to us**
Det + Adj + H: n + Single Word	We make our **daily life easier** It can be **something useful**
Det + Adj + H: n + Non-Finite Clause	One of them is reducing **the time using gadget** This can impact **inability to communicate**

Based on the description above, it could be concluded that the greatest type of noun phrase constructions produced by the Postgraduate Students in writing argumentative text was very complex noun phrase, that was **56. 83 %.** The most construction likely used by the students was **determiner + Head + Prepositional Phrase** as the Post-modifier**.** Then, the greater one was rather complex noun phrase, that was **23.58 %**. The most construction likely used by the students was **Adjective + Head**. And then, the fewest one was simple noun phrase, that was **18.86%.** The most construction likely used by the students was **articles (determiner) + Head.** Thus, it could be inferred that the Postgraduate Students were categorized advance in writing English text, due to the fact, they

were able to construct wider and longer English noun phrases in their English argumentative text.

4. The Type of Verb Phrases Construction

The result of the data analysis showed that there were two types of verb phrases that found in the in the Postgraduate Students' argumentative text. The researcher presents in the table as follows:

Table 4.11. The Frequency Types of Verb Phrase Construction

Coding	Constructions		Head	F	Percentage
4.1	**Simple Verb Phrases**				
	Auxiliary 1	-	V	132	82,5 %
4.2	**Rather Complex Verb Phrases**				
	Auxiliary 1	Auxiliary 2	V	27	16,87%
	Total			159	99.37 %

N = 160

Table 4.11 indicates that there are two types of verb phrase constructions found in the argumentative texts of the Postgraduate Students. It can be seen that the simple verb phrase is greater than rather complex verb phrase. The simple verb phrase is 82.5 %, meanwhile, the rather complex verb phrase is **16,87%.** The examples of the two verb phrase constructions produced by the students presented as follows:

Table 4.12 The Examples of Verb Phrase Constructions

Constructions	Examples
Auxiliary + H: verb	Smartphone **has become** an integral part of modern life The relation **is getting** away We **should use** this device well They **can read** all of the books
Auxiliary ^{1} + Auxiliary ^{2} + H: verb	Smartphone **can be used** by children The smartphone concept **has been adopted** The effect of smartphone **can be divided**

into two parts

Additionally, the researcher found that there was ambiguous performance made by one student. It could be seen the result findings was not 100 % but **99.37 %**. It means that the researcher found inaccurate construction of verb phrase produced by the student. For example, the student wrote ‘’ it *can be* ***install*** “instead “***it should be installed***. The student did not add suffix -ed to the stem install to indicate that the form of the sentence is passive voice. The student also wrote “the smartphone **have become”** instead the smartphone **has become**. The student must use “has” because the subject “smartphone is singular”. Meanwhile, the student number 13 wrote “people can whatever they want”. The student should write simple verb phrase by adding verb “do” after auxiliary “can “because do is the main verb.

Based on the description above, it could be determined that verb phrases are essential for expressing the meaning of a sentence. Students can better understand the acts, states of being, or continuous processes expressed in a sentence by having a greater comprehension of sentence structure. As a result, verb phrase analysis teaches students how to express various grammatical functions (such as the past tense, negation, and perfect tenses) as well as various formality levels. This enables them to select the suitable verb construction for the given situation, resulting in more natural and complex communication.

B. Discussion

In this section, the researcher discusses the research’s findings based on the related literature review that provided in the chapter II. The researcher presents the facts that found in the result’ findings as follows:

1. The Types of Inflectional Suffixes

According to Hoffmann (2022) a letter or combination of letters that gives a word additional grammatical information is called an inflectional morpheme (suffixes). Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) states that there are six types of inflectional suffixes included a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, past tense). As had been presented in findings that there were six types of inflectional suffixes in the Postgraduate Students' argumentative text namely plurality -s, possessive -s', 3rd person singular -e/es, past tense/ passive voice -ed, present participle -ing, and comparative/ superlative degree – er/est

The result of the data analysis of this research showed that the most frequent types of inflectional suffixes produced by the Postgraduate Students in writing argumentative text were plurality -s (plural maker) and the present participle -ing. Unlike the present research, both previous researchers Tri Widari et al (2018) and Jamilah (2023) who had investigated morphosyntactic analysis of some articles showed that the most frequent types of inflectional suffixes found in the articles were plural suffixes -*s* and past tense -*ed*. It means that the inflectional suffixes produced by the students could be different based on the function of the words. If the students explain something in progress, they will use verb -ing. *For examples: they are* ***holding*** *smartphone*; *they are* ***browsing***; *they are* ***using*** *smartphone*. According to Hoffmann (2022), the verb is given the present participle suffixes -ing to show that the action is progressing, and the

verb is inflected suffixes -ed to show that the action is happened in the past, passive voice and past participle. And then, if the students show action that take place in the past, passive, the past tense suffixes -ed will be used such as *"Smartphone can be **used** to get information", smartphone is **needed** in this era; Everything can be **accessed** through smartphone*

Additionally, Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) indicate that words with a sibilant sound like /s/, or /z/, the plural suffix is occasionally written as {-es} such as bus and quiz are changed into *buses* and *quizzes*. As had been presented in the findings of the research, the researcher did not find the inflected plural suffixes *-es* of the words used by the Postgraduate Students' argumentative texts. The students most likely used suffix -s to indicate plural nouns. For examples, smartphone has positive and negative **effects**; the cell **phones** are called s**martphones**; the children can read all the **books**

Additionally, by having the result in the findings, there were some ambiguous performances in using plural suffix. For examples;1) The smartphone can give positive and negative **effect**. The word **effect** should be inflected suffix-s to indicate that there are two effects namely positive and negative effects; 2) The smartphone has **some application** to find information and **many things**. The word application and thing should be inflected by suffixes-s to indicate plurality, because there are numeral determiners namely **some** and **many.** Ulhaq et al (2022) informed that two of the morphosyntactic error made by the students in writing English text were dismission and disordering. Even though, there were ambiguous performance of the students in the suffix's usage, but the data

analysis showed that the students could apply inflectional suffixes classically. The result showed the different between this present research and the previous research conducted by Zainuddin (2016) who found that Indonesian EFL students were unaware of proper usage of plural marks, past and past participle forms of regular verbs, resulting in ineffective sentence construction.

2. The Types of Derivational Suffixes

There are two types of derivational suffixes namely class maintaining and class changing. According to Aronoff & Fudeman (2022) class maintaining means that the word is derived to change the meaning without changing the class of the word, whereas, the class changing means that the derived word is given to change the meaning and the class of the word. When the researcher analysed the data, the researcher found some words of class maintaining produced by the students such as *friendship* and *unhappy,* even though, in the result findings, the researcher did not present the derived words of class maintaining because the research only focused on the derived word of class changing.

According to Susanto et al (2023), the derivational suffixes of class changing is the process to add affixes (prefixes and suffixes) to alter the word' form-class. They can change the function of the words including noun forming, verb forming, adjective forming and adverb forming. The noun forming can be done by giving derivational suffixes *(-ness, -ity, -th, -ism, -ce, -dom,-cy and etc)* to adjective stems and suffixes *{- al, - ure, - y, - ment, - ity, - -ion, - er, - ant, - ing, - etc.}*to verb stems. The verb forming can be formed by adding suffixes (-

ize, -fy, be-, en-, etc) to the noun stems, and suffixes {-en, -ize, en-, -fy, and etc}to the adjective stems. The adjective forming can be formed by adding suffixes {-y, -ly, -ish, -al, -ous, -ar, -ful - etc} to the noun stems, and suffixes { -ent, -ant, -ive, -able, -some, -ory, and -en} to the verb stems. Meanwhile, in forming adverb, the suffixes {-ly} is added to the adjective and noun stems.

As had been presented in the result findings, the most frequent types of derivational suffixes used by the students was noun forming, whereas, the students commonly used suffixes (-ness, -ity, -ce, and -cy) to adjective stems in forming noun **e.g.,** the word *(convenient)}, (occurrent) adj + suffix(- ce)* changed into *convenience (n), occurrence (n) , active + suffix - ity to be activity* , meanwhile, suffixes (- ment, - ity, - -ion, - er,) to the verb stems to form nouns, e.g.,(*relate, communicate, globalize, connect)* +(-*ion*) change to be *relation , communication, globalization, connection;(entertain, improve)v + (- ment)* become *entertainment, improvement; use +er* becomes *user.*

In the derivational suffixes to form verbs, students transformed noun to verb by adding suffixes **-ing and -ate** such as referencing and sophisticate. The students used suffixes (-ize) to the adjective stem to form verbs such as *social +-ize* becomes *socialize.* Unlike the verb forming, the adjective forming was formulated massively in the data analysis. The use of suffixes *(ful, al, ant, ed, ive and able)* were added to verb stems to form adjective, e.g., *successful, useful, harmful, careful, helpful, practical, accessible comfortable, significant, isolated, and excessive.* Then, the suffixes (*able, al, ing, ly, less, ful and ed)* were added to noun stems to form adjective e.g., *behavioural, proportional, personal,*

psychological, essential, responsible, influencing, manufacturing, friendly, meaningless, mindful, and limited. Antari & Sedeng (2018) as the previous research conducted morphosyntactic analysis of derivational suffixes to change word class from noun and verb into adjective. They found that the suffixes -ful, -able, -ish, -ous, -al, -ic, less, -y, -ive, and -ly have been identified on the Twilight Novel. Thus, it could be considered that the derivational suffixes to form adjectives that produced by the students might be different and variative.

And then, in adverb forming, the use of suffixes -ly mostly found in transforming adjectives to adverbs and nouns to adverbs. The example of deriving adjectives to adverbs were **nearly, clearly, and wisely**. Then, the examples of transforming nouns to adverbs were, **daily, firstly, secondly**. The use of "-ly" is the most common and accepted way to create adverbs from adjectives and some nouns**.** Susanto et al (2023) states that the suffix- ly is used to form adverb by adding it to adjective and noun stems. Thus, it could be inferred the reason why the suffix -ly was mostly used by the students in forming adverb, because, it could be meant that the students possess a basic understanding of adverb formation.

3. The Types of English Noun Phrases

The research focused on the types of English noun phrase produced by the Postgraduate students in writing argumentative texts. According to Jackson (1982), English noun phrases can be classified by its head slot filled by a noun. the construction of English noun phrase consists of pre modifier before its head and post-modifier after its head. Additionally, Cook (1978) classifies three types

of noun phrases namely simple noun phrase, rather complex noun phrase, and very complex noun phrases. As had been presented in the findings, the researcher identified that the very complex noun phrase became the greatest one used by the students. The most frequent construction of the very complex noun phrase was premodifier slot filled by determiner followed by Head slot (noun) followed by post modifier slot filled by prepositional phrase. For examples, people use **their phone for life**; setting **an alarm for smartphone use**. Prepositional phrase is the type of modifier that frequently occur in a noun phrase as a modifier (Cook ,1978)

Additionally, very complex noun phrase can be more completed. A very complex noun phrase not only consist of prepositional phrase as post modifier, but it could be consisted also of a relative clause and non -finite clause. Ampa & Dalle (2020) inform that the very complex noun phrase construction can be understood as the outcome of breaking down the entire sentence and even the text in an attributive phrase. The students who can produce multicomponent patterns of noun phrase can be categorized as capable students in producing wider phrase utilising the fewest possible words. For examples, one of the technologies **that human uses are a smartphone**. The underlined words are a relative clause which functioned as post modifier in a very complex noun phrase. Another examples, they spend a lot of time **a day using smartphone.** The underlined verb indicates present participle which functioning as post modifier in a very complex noun phrase. According to Aljovic (2017),non-finite clause can be used as complement or modifier in NP structure. In m modifier function,

we find to -infinitival and participial as complement that function as post-modifier

As had been presented in the result findings, in producing rather complex noun phrases, mostly student used pre modifier slot filled by adjective followed by its head slot filled by a noun. According to Cook (1978), rather complex noun phrase consists of optional determiner slot filled by an article, a possessive, a numeral, or demonstrative, followed by optional an adjective, adjective phrase, or a noun, a head slot filled by a noun. Although, it could be used, but hopefully the students can add determiners before the adjective modifier to form longer or wider noun phrases such as ***positive effect*** can be written ***the positive effect***, ***social media*** can be written ***a social media or the social media***.

Additionally, mis ordering of adjective modifier could be constructed in student's rather complex noun phrase such as the phrase **"social media application accessible".** The example "social media application accessible" demonstrates a misplaced modifier. The adjective "accessible" is meant to describe the social media applications, but its placement makes it seem like "social media" is the thing being accessed. The student must write **accessible social media application**. Correct adjective placement ensures clarity in arguments. In this case, "accessible social media applications" clearly conveys what the student is discussing. Misplaced modifiers can confuse readers and weaken the impact of the argument. According to Kim & Michaelis (2020, when use two or more adjectives together, '' opinion adjective (interesting, expensive)

normally goes before fact adjective (new, green, small). For examples, the beautiful green dress, an expensive new car.

4. The Types of English Verb Phrases

A verb phrase is a collection of words with a verb in the head. In the result findings, the researcher found that the two types of English verb phrase used by the Postgraduate Students namely simple verb phrase and rather complex verb phrases. In considering the types of the verb phrases, the researcher classified the construction of the verb phrases. According to Biber (2009) in Saviour (2021), there are two types of verb phrases namely simple verb phares and rather complex verb phares. A simple verb phrase has just one verb element (auxiliary), whereas a rather complex verb phrase has more than one of verb elements (auxiliaries).

As had been presented in the findings, the two types of verb phrases used in the students' argumentative text namely simple verb phrase and rather complex verb phrase. The examples of simple verb phrase such as in the sentences "*It* ***can disturb*** *sleep"; "It* ***can expand*** *access";* and "*Smartphone* ***has become*** *an integral part of modern life"*. Then, the example of rather complex verb phrase such as in the sentences; It ***can be divided*** into two effects; It ***can be used*** to brows some information. According to Caulfield (2020) some language features that used in writing an argumentative text consists of the phrases and words. They could be modal verbs, modal adverbs, and passive voice.

Based on the description above, it could be more understood that the morphosyntactic analysis of the students' English text can help the English

teacher to assess the students' progress in writing English text. Meanwhile, the students themselves can analyse their writing text to find out their strength and weakness in writing. The students who understand about the inflectional and derivational suffixes are able to understand about the functions and classes of the words. If the students know them very well so that they will be able to arrange sentences grammatically. Thus, understanding about inflectional and derivational suffixes is morphology term, and understanding about how to construct words to be phrase, clause an sentence is syntax term. Dalle B et al., (2013) state that it is crucial to understand that grammar and morphology are the entry behaviours of syntax. If students lack the requisite basic competence in the behaviours listed, they will struggle to meet the performance expectations for this topic. Therefore, in order to have a strong command of English sentences, it is essential that they have a fundamental understanding of English phrases, as the creation of clauses requires specific categories of phrases to be filled.

CHAPTER V

CONCLUSION AND SUGGESTION

Drawing from the results of the data analysis and the preceding chapter's discussion, the researcher would like to provide the following conclusions and suggestions.

A. Conclusion

The result of data analysis that obtained from 16 students of Postgraduate English Program at Muhammadiyah University of Makassar, show several important conclusions as follows:

1. There were six types of inflectional suffixes produced by the Postgraduate Students of English Master Education at Unismuh Makassar in writing argumentative text. They were plurality {-s}, 3rd person singular{-s/es}, possessive suffixes {-s}, past tense/ passive voice {-ed}, present participle {-ing}, and comparative / superlative degree {-er/est}. The inflectional suffixes of plural-s were the greatest one, that was **46.06%,** followed by suffix -ing, with **17.59%** and suffix -ed **14.58%** to form past tense/ passive voice were the greater. Then, the great one was suffix of 3rd person singular, that was **08.33 %,** followed by possessive suffixes with **03.93%** as the fewer, and the fewest one was comparative suffixes, that was **03.47%.** The dominance of the plural {-s} suffix showed the strong emphasis on forming basic grammatical structures like subjects and predicates within arguments. This is

likely because argumentative writing relies on clear and concise sentences to effectively convey claims and evidence.

2. There were four types of derivational suffixes class changing namely noun forming, verb forming, adjective forming, and adverb forming. The derivational suffixes of noun forming was the greatest one used by the Postgraduate Students, that was **52.4%**. The great one was adjective forming, that was **23.92 %.** Then, the fewer was adverb forming, that was **19.28 %.** And then, the fewest one was adjective forming, that was **03.2 %.** It could be meant that the Postgraduate Students primarily rely on derivational suffixes to create nouns within their writing, followed by adjectives, adverbs, and verbs. This trend showed a preference for enriching their vocabulary with new nouns rather than focusing on actions, descriptions, or modifications.
3. There were three types of noun phrases used by the Postgraduate Students namely simple noun phrases, rather complex noun phrases, and very complex noun phrases. The greatest one was the very complex noun phrase, that is **56. 83%,** the greater was rather complex noun phrase, that was **23.58 %,** and the fewest one was simple noun phrases, that was **18.86%.** It could be meant that the Postgraduate Students tended to use very complex noun phrases more frequently than simple ones in their writing. Using complex noun phrases might be a sign that they were becoming more comfortable with academic language and were able to express themselves more precisely.
4. There were two types of verb phrase construction produced by the students, namely simple verb phrases and rather complex verb phrases. The simple

verb phrases were 82.5%, and the rather complex verb phrases were **16.87%.** It could be meant that the Postgraduate Students in this research primarily rely on simple verb phrases in their writing. Using simple verb phrases, consisting of a main verb and possibly an object, directly convey actions and states, making the argument easier to understand.

Thus, it could be seen that higher education's teaching and learning will benefit from the research's findings. The lectures can gather data regarding the students' proficiency with inflectional, derivational, noun phrase, and verb phrase constructions. This information serves the foundation for creating teaching materials that are tailored to the requirements and challenges of the students. Furthermore, the findings of this research may serve a manual guide for students in studying English syntax and morphology

B. Suggestion

Based on the findings at chapter IV, the researcher presents some suggestion as follows:

1. For the English Lectures
   a. It is suggested to the lectures can dedicate time to exercises that reinforce the use of inflectional suffixes for plurals, present participles, and past tense to ensure students construct grammatically sentences for their arguments.
   b. It is suggested to the lectures can introduce students to various methods for expanding vocabulary across all p arts of speech. This could include

exploring noun forming, verb forming, adjective forming, and adverb forming.

c. While complex noun phrases can demonstrate academic language proficiency, it is suggested to the lectures can guide students through a structured approach to ensure students understand the purpose and appropriate use of each type.

d. Simple verb phrases ensure clarity, but it is suggested to the lectures can encourage students to incorporate some complex verb phrases into their writing for variation and to express nuanced ideas.

2. For the English Students

a. It is suggested to pay close attention to forming grammatically correct sentences using inflectional suffixes for plurals, verb tenses (past, present participle), and comparative/superlative degree.

b. It is suggested to start with simple noun phrases, then gradually add modifiers (prepositional phrases and relative clause) to create more complex structures.

c. While simple verb phrases are effective, it is suggested to try incorporating some complex verb phrases with helping verbs or infinitive phrases to add nuance and variety to your writing.

3. For the Future Researchers

a. This thesis will be able to be used as an additional reference in investigating the morphosyntactic constructions of the students' English writing text.

b. It is suggested to conduct research by using qualitative or mix method research. This will reveal deeper understanding about suffix usage, noun phrase, and verb phrase complexity which interplay in students' English writing text.

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APPENDICES

Appendix 1

Writing Test

Instructions:

1. Write down an argumentative English text on the topic "*The Effects of Smartphone*" at least 3-4 paragraphs, and at least 150 words!

2. Develop your essay statement by formulating a clear and concise statement that expresses your central argument about the chosen angle of smartphone effects. Ensure it is debatable and takes a clear stance.

3. Structure your argument: Organize your text into a logical flow!

   a. Introduction: Briefly introduce the topic points.

   b. Body paragraphs: Each paragraph should address a specific sub-argument supporting your essay.

      - Use transition words and phrases to connect ideas smoothly.
      - Integrate evidence (data, quotes, examples) to illustrate your points.
      - Anticipate counterarguments and address them respectfully.

   c. Conclusion: Summarize your main points

4. Use language features of argumentative text: modal verb, modal adverb, passive voice, and tense!

Adapted from Caulfield (2020)

Appendix 2

The Inflectional Suffixes Quantity of the Students' English Writing Text

No	Students	Plural -s	Possessive s'	3rd person Singular	Past tense-ed	Participle -ing	Comparative / superlative Degree
1.	Student 1	5	1	2	0	4	0
2.	Student 2	16	1	2	4	4	2
3	Student 3	23	0	2	6	6	1
4	Student 4	14	0	0	1	5	0
5	Student 5	6	0	3	2	1	0
6	Student 6	11	0	1	3	3	1
7	Student 7	23	0	5	7	12	0
8	Student 8	8	1	1	2	1	1
9	Student 9	11	1	0	1	2	0
10	Student 10	12	1	4	1	6	0
11	Student 11	20	0	2	12	10	2
12	Student 12	14	2	1	7	6	2
13	Student 13	3	1	0	1	3	1
14	Student 14	14	5	8	8	9	3
15	Student 15	5	1	2	5	0	2
16	Student 16	14	3	2	3	4	0
Total		199	17	35	63	76	15
Total		17		5	2		3
		216	17	40	65	76	18

N = 432

Appendix 3

The Derivational Suffixes Quantity of the Stud ents' English Writing Text

Students	Noun Forming		Verb Forming		Adjective Forming		Adverb Forming	
	Adjective to Noun	Verb to Noun	Noun to Verb	Adjective to Verb	Noun to Adjective	Verb to Adjective	Adjective to Adverb	Noun to Adverb
Student 1	1	5	0	0	0	1	1	0
Student 2	1	4	0	1	1	0	0	0
Student 3	0	7	0	1	1	1	2	2
Student 4	1	11	0	0	0	1	1	1
Student 5	0	8	0	0	1	1	3	0
Student 6	1	3	0	0	0	0	2	0
Student 7	4	16	2	0	6	4	4	4
Student 8	4	1	0	0	1	4	4	0
Student 9	4	6	0	0	5	3	3	0
Student 10	1	5	0	0	2	2	0	0
Student 11	1	13	2	0	7	6	5	1
Student 12	5	8	0	1	4	3	5	1
Student 13	5	5	0	2	2	1	2	0
Student 14	0	6	0	0	2	2	5	2
Student 15	0	5	0	0	1	0	1	1
Student 16	4	12	0	0	2	3	3	1
Total	32	115	4	5	35	32	41	13
						1	2	
	32	115	4	5	35	33	43	13

N = 280

Appendix 4

The Quantity of the Students' Simple Noun Phrases Construction

(NP = ± Det: art/ Pos/ Num /demon + H: n)

Students	Det: Article + H (n)	Det: Pos + H: n	Det : Num + H: n	Det: demo + H:n
Student 1	0	0	0	0
Student 2	6	0	0	0
Student 3	3	0	4	0
Student 4	6	1	1	0
Student 5	1	0	0	0
Student 6	3	0	0	1
Student 7	3	1	0	3
Student 8	1	2	1	0
Student 9	0	1	0	2
Student 10	0	3	2	0
Student 11	1	0	0	2
Student 12	3	1	4	0
Student 13	3	4	0	0
Student 14	4	1	0	2
Student 15	2	1	0	0
Student 16	4	2	0	0
	40	17	12	11
				1

N = 80

Appendix 5

The Quantity of the Students' Rather Complex Noun Phrases Construction

(N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n)

Students	Adj + H: n	Det + Adj H: n	Det +n (M) +H: n	n (M) + H: n
Student 1	1	0	0	0
Student 2	3	3	0	0
Student 3	7	4	2	1
Student 4	5	1	2	2
Student 5	2	0	1	0
Student 6	4	0	1	2
Student 7	5	3	0	1
Student 8	1	2	0	0
Student 9	2	1	0	0
Student 10	5	3	2	0
Student 11	8	1	0	2
Student 12	2	2	1	1
Student 13	2	1	0	0
Student 14	2	2	0	1
Student 15	3	0	0	1
Student 16	0	2	2	1
	52	**25**	**11**	**12**
	1			
	53	**25**	**11**	**12**

N = 101

Appendix 6

The Quantity of the Students' Very Complex Noun Phrases Construction
(N = ± Det: art/ Pos/ Num /demon ± Mod: adj/ AdjP/n + H: n ± Mod: RA/CL)

Students	H + PPs	Modifier+ Head: n+ (PPs)	Det (art) + Head: n+ (PPs)	Det + Mod+ H: n+ PPs)	Head + Relative Clause	Det + H:n + Relative Clause	Det + Mod+ H:n + Single word post modifier	Det + Mod+ H: n+ no-finite Clause
Student 1	2	0	3	2	0	2	0	0
Student 2	1	0	5	0	0	2	0	3
Student 3	1	1	1	1	2	1	2	2
Student 4	2	3	1	2	0	4	0	1
Student 5	3	0	3	0	2	2	0	0
Student 6	4	2	3	2	0	0	1	1
Student 7	0	1	13	5	0	0	0	2
Student 8	1	0	2	1	1	2	0	0
Student 9	2	3	2	3	0	1	0	1
Student 10	1	0	4	3	0	3	0	3
Student 11	3	2	8	3	0	1	0	8
Student 12	2	4	4	3	2	1	1	1
Student 13	2	0	3	1	1	0	1	1
Student 14	2	1	10	4	2	8	0	2
Student 15	2	0	1	2	2	4	0	1
Student 16	7	3	10	6	1	1	0	0
Total	35	20	73	38	13	31	5	26
						1	1	
	35	20	73	38	13	32	6	26

N =243

Appendix 7

The Quantity of the Students' Verb Phrases Construction

Students	Simple Verb Phrases (VP)	Rather Complex Verb Phrases (VP)
Student 1	4	1
Student 2	5	2
Student 3	9	3
Student 4	10	2
Student 5	5	3
Student 6	10	2
Student 7	6	2
Student 8	3	1
Student 9	3	1
Student 10	5	0
Student 11	12	0
Student 12	15	1
Student 13	6	0
Student 14	12	5
Student 15	12	2
Student 16	15	2
	132	27
		1
	132	28

N= 160

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CURRICULUM VITAE

The researcher, Sumarni was born in Bontomaka, Takalar, 05th May 1985. She is the Second daughter of 3 sisters, from lovely couple of her parents M. Idris and Dg. Rela. She began her study at SDN Cakura in 1991-1996. Then she joined in Junior High School at SMP Negeri 3 Takalar in 1997-1999. In the same year, she continued her-study at SMU Negeri 2 Takalar, and graduated in 2002. She finished her study as Undergraduate Student at Muhamadiyah University of Makassar in 2006 by the thesis title *"The Students' Ability to Construct English Noun Phrase*". Then, in 2022, continued her study as Postgraduate Students in the same University and presented the thesis title "*An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar"*