

A Morphological Analysis of Derivational and Inflectional Morphemes in the 'Life Today' English Textbook for Grade 12 Students

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Abstract. *This study aimed to analyze the types of bound morphemes, the processes and frequency of derivational and inflectional morphemes in the "Life Today" English textbook used by Grade 12 students in Indonesia to provide insights into morphological content presentation in EFL instructional materials. Morphological awareness is crucial for English as a Foreign Language learners' vocabulary development and reading comprehension. Despite extensive research on morphological analysis in authentic texts, limited attention has been given to examining morphological content in educational materials. Understanding how morphemes are presented in textbooks is essential for optimizing English language instruction, particularly in Indonesia where English proficiency remains challenging. This research employed a descriptive qualitative design with document analysis to examine 22 reading texts across four units of the "Life Today" textbook. Using Fromkin, Rodman, and Hymas's theoretical framework, the research systematically identified, categorized, and analyzed derivational and inflectional morphemes through a four-stage data collection process and Miles and Huberman's three-stage data analytical framework. The analysis identified 1,409 morphological processes, with inflectional morphemes (1,096 words) significantly outnumbering derivational morphemes (313 words). All types morphological categories were present, including ten derivational processes and eight inflectional processes. The most frequent morpheme was plural (521 words) followed by past tense (259 words) and progressive (231 words). The predominance of inflectional morphemes validates theoretical predictions about their fundamental grammatical functions in English discourse. These findings provide evidence for morphological content optimization in EFL materials and support the integration of systematic morphological categories to enhance Indonesian students' vocabulary development and communicative competence.*

Keywords: *Derivational Morphemes, English Textbook, Inflectional Morphemes, Morphological Analysis*

Abstrak

Penelitian ini bertujuan untuk menganalisis jenis morfem terikat, proses, serta frekuensi morfem derivatif dan infleksional dalam buku teks bahasa Inggris *Life Today* yang digunakan oleh siswa kelas XII di Indonesia guna memberikan gambaran mengenai penyajian materi morfologi dalam bahan ajar English as a Foreign Language (EFL).

Kesadaran morfologis memiliki peran penting dalam pengembangan kosakata dan pemahaman membaca pembelajar EFL. Meskipun penelitian mengenai analisis morfologi pada teks autentik telah banyak dilakukan, kajian yang secara khusus menelaah muatan morfologi dalam bahan ajar masih terbatas. Pemahaman mengenai bagaimana morfem disajikan dalam buku teks diperlukan untuk mengoptimalkan pembelajaran bahasa Inggris, khususnya di Indonesia yang masih menghadapi tantangan dalam penguasaan bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif dengan metode analisis dokumen terhadap 22 teks bacaan yang terdapat dalam empat unit buku teks *Life Today*. Dengan menggunakan kerangka teori Fromkin, Rodman, dan Hyams, penelitian ini secara sistematis mengidentifikasi, mengklasifikasikan, dan menganalisis morfem derivatif dan infleksional melalui empat tahap pengumpulan data serta kerangka analisis data tiga tahap Miles dan Huberman. Hasil analisis menemukan sebanyak 1.409 proses morfologis, dengan morfem infleksional sebanyak 1.096 kata yang jumlahnya jauh lebih tinggi dibandingkan morfem derivatif sebanyak 313 kata. Seluruh kategori morfologis yang dianalisis ditemukan dalam data, yang terdiri atas sepuluh proses derivatif dan delapan proses infleksional. Morfem yang paling dominan adalah bentuk jamak sebanyak 521 kata, diikuti bentuk lampau sebanyak 259 kata dan bentuk progresif sebanyak 231 kata. Dominasi morfem infleksional memperkuat prediksi teoretis mengenai fungsi fundamentalnya dalam membentuk struktur gramatikal wacana bahasa Inggris. Temuan ini memberikan bukti empiris bagi optimalisasi muatan morfologi dalam bahan ajar EFL serta mendukung integrasi kategori morfologis secara sistematis untuk meningkatkan pengembangan kosakata dan kompetensi komunikatif siswa Indonesia.

Kata kunci: Morfem Derivatif, Buku Teks Bahasa Inggris, Morfem Infleksional, Analisis Morfologi

1. Introduction

Language serves as a fundamental communication tool that enables individuals to exchange knowledge and express thoughts across various contexts. In English as a Foreign Language (EFL) learning environments, morphological awareness becomes crucial as words are formed through the systematic combination of morphemes—the smallest meaningful units in language (Aronoff & Fudeman, 2022; Guna et al., 2024; Yule, 2023). Through morphological processes, learners can decode unfamiliar words, expand their vocabulary systematically, and develop comprehensive language skills essential for academic and communicative success.

Morphemes are categorized into two primary types: derivational morphemes, which create new words or alter grammatical categories, and inflectional morphemes, which modify existing words to fit different grammatical contexts without changing their core meaning (Afri & Maulina, 2021; Fromkin et al., 2017; Lieber, 2021; Plag, 2018; Yule, 2023). This morphological awareness directly impacts students' ability to comprehend texts, construct meaningful sentences, and engage with complex academic materials (Mahmood & Ahmed, 2023). In Indonesian education, where English proficiency remains challenging, morphological understanding is particularly vital. The Education First (EF) English Proficiency Index 2023 ranks Indonesia 13th out of 23 Asian countries, indicating substantial room for improvement in English language instruction.

Despite the recognized importance of morphological awareness, students often struggle with vocabulary mastery due to insufficient understanding of word formation processes. When learners cannot identify base words or comprehend how morphemes transform meaning and grammatical function, they face significant barriers in vocabulary expansion and reading comprehension development (Musdalifah & Qamariah, 2024). This morphological awareness deficit, potentially compounded by inadequate presentation in instructional materials, ultimately affects overall English language proficiency.

Previous morphological research has explored various contexts including political speeches (Aryanika et al., 2021), academic writing (Guna et al., 2024), journal articles (Pradana & Putra, 2024), narrative texts (Ramadhanty & Santoso, 2024), and news articles (Nuraini et al., 2024). However, these studies consistently focused on authentic texts rather than examining the instructional materials that directly influence student learning, creating a significant research gap in understanding how morphological elements are systematically presented in English textbooks.

This study addresses this gap by analyzing derivational and inflectional morphemes in the “Life Today” textbook, widely used by twelfth-grade students in Indonesia and developed by the Ministry of Education, Culture, Research and Technology (*Kemendikbudristek*). The theoretical foundation draws upon Fromkin, Rodman, and Hyman’s morphological theory, which provides a comprehensive framework for analyzing word formation processes by classifying derivational morphemes into categories that either alter or preserve grammatical classes, while identifying eight distinct inflectional morpheme forms.

The research aims to: (1) identify types of bound morphemes present, (2) examine morphological processes, and (3) determine frequency patterns of morpheme occurrence. The findings have practical implications for multiple stakeholders: educators gain insights for developing morphology-focused instruction, textbook developers can create more morphologically balanced materials, and curriculum designers benefit from empirical evidence regarding morphological content distribution. By examining how morphological elements are presented in instructional materials, this research contributes to improving English language instruction quality and supporting students’ morphological awareness development, ultimately enhancing overall language proficiency in the Indonesian educational context.

2. Methods

This research employed a descriptive qualitative design with document analysis as the primary data collection method to examine derivational and inflectional morphemes in the English textbook “Life Today” for Grade 12 senior high school students. The study was conducted over two months (May-June 2025), focusing on comprehensive analysis of 22 reading texts across four units: Unit 1 (Narrative Text: The Story of a Friendly Future), Unit 2 (Argumentative Text: E-Money), Unit 3 (Hortatory Exposition: Netiquette), and Unit 4 (Discussion Text: Carbon Footprints).

The study applied Fromkin et al. (2017) theoretical framework to categorize derivational morphemes into two main types, those that change a word’s grammatical class and those that preserve it, while identifying eight distinct forms of inflectional morphemes.

The researcher followed a systematic four-stage procedure adapted from Nuraini et al. (2024): (1) comprehensive reading of all 22 texts, (2) systematic identification and categorization of words containing derivational and inflectional affixes, (3) organization of identified morphemes into structured tables according to Fromkin’s framework, and (4) analysis of morphological patterns and frequencies.

Data analysis employed Miles & Huberman (2014) three-stage framework: data reduction, data display, and conclusion drawing/verification. During data reduction, all words containing prefixes or suffixes were identified and documented with frequency calculations. The data display stage organized findings into tables recording identified words, base forms, affix types, frequency counts, and morphological classifications. The conclusion drawing stage involved comprehensive analysis to address three research questions: identifying types of bound morphemes in the textbook, examining derivational and inflectional morpheme processes, and determining the most frequently occurring bound morphemes.

3. Results

Based on the research’s findings, the researcher identifies a few derivational and inflectional morphemes that appear in the 22 reading texts in the English textbook “Life

Today” and knows about various types of bound morphemes, their processes, and most frequently used of morphemes. These are the descriptions:

Derivational Morphemes

The analysis identified both class-changing and non-class-changing derivational processes. Class-changing derivations significantly dominated with 279 words, while non-class-changing derivations accounted for 34 words.

Table 1. The Types of Derivational Morphemes

NO	Derivational Type	Affixes	Frequency	Examples
Change Word Class				
1.	Adjective to Adverb	-ly	115	quickly, finally, manually
2.	Verb to Noun	-ion, -er, -al, - ance, -ation	76	installation, teacher, arrival
3.	Adjective to Noun	-ity, -ness	31	electricity, darkness
4.	Verb to Adjective	-ive, -y, -ory, -able	20	productive, available
5.	Noun to Adjective	-ful, -ic, -ous	18	beautiful, enthusiastic
6.	Noun to Verb	in-, -en, im-, be- -ize	17	lighten, become
7.	Adjective to Verb	en-	2	ensure
Not Change Word Class				
8.	Adjective to Adjective	un-, in-, il-	13	uneasy, inside
9.	Verb to Verb	re-, dis-	11	research, disappear
10.	Noun to Noun	ex-, -n, -age, -ity, -ite	10	European, favorite
Total			313	

The types of derivation processes identified in this study are listed below.

1) Noun to Adjective

In the “Life Today” textbook, a total of 18 instances of the transformation from noun into adjective were identified. An example of this process is illustrated in the following excerpt:

Data 2 (Classmates Conversation)

*That’s a relief. From the news I watched this morning, (2) _____ can be **disastrous** in places like hospitals.*

In this sentence, the word “*disastrous*” consists of two morphemes: the root word “*disaster*” and the suffix “*-ous*.” The suffix “*-ous*” is used to create an adjective that describes the quality of the noun. In this case, the transformation occurs by adding the suffix “*-ous*” to the root “*disaster*” (a noun), resulting in the adjective “*disastrous*.”

2) Verb to Noun

A total of 76 instances of the transformation from verb into noun were identified. An example of this process is illustrated in the following excerpt:

Data 3 (The Breakers of Limitations from Gurung Mali)

*This would make people be able to do more activities at night without any **limitation**.*

In this sentence, the word “*limitation*” consists of two morphemes: the root word “*limit*” and the suffix “*-ation*.” The suffix “*-ation*” is used to create a noun that describes an action of the verb. In this case, the transformation occurs by adding the suffix “*-ation*” to the root “*limit*” (a verb), resulting in the noun “*limitation*.”

3) Adjective to Adverb

A total of 115 instances of the transformation from adjective into adverb were identified. An example of this process is illustrated in the following excerpt:

Data 3 (The Breakers of Limitations from Gurung Mali)

*There was a **faintly** heard conversation among a group of men and women.*

In this sentence, the word “*faintly*” consists of two morphemes: the root word “*faint*” and the suffix “*-ly*.” The suffix “*-ly*” is used to create an adverb that describes the manner or degree the adjective. In this case, the transformation

occurs by adding the suffix “-ly” to the root “faint” (an adjective), resulting in the adverb “faintly.”

4) Noun to Verb

A total of 17 instances of the transformation from noun into verb were identified. An example of this process is illustrated in the following excerpt:

Data 4 (Kilion and His Bright Amdui Village)

“Your village has electricity now, I’ve seen lamps lighten the street on my way to your house.” Kilion said.

In this sentence, the word “lighten” consists of two morphemes: the root word “light” and the suffix “-en.” The suffix “-en” is used to create a verb that describes an action or process related to the noun. In this case, the transformation occurs by adding the suffix “-en” to the root “light” (a noun), resulting in the verb “lighten.”

5) Adjective to Noun

A total of 31 instances of the transformation from adjective into noun were identified. An example of this process is illustrated in the following excerpt:

Data 5 (The Boy Who Harnessed the Wind)

But for William, the darkness is the best way for dreaming.

In this sentence, the word “darkness” consists of two morphemes: the root word “dark” and the suffix “-ness.” The suffix “-ness” is used to create a noun that describes a state, condition, or status of the adjective. In this case, the transformation occurs by adding the suffix “-ness” to the root “dark” (an adjective), resulting in the noun “darkness.”

6) Verb to Adjective

A total of 20 instances of the transformation from verb into adjective were identified. An example of this process is illustrated in the following excerpt:

Data 8 (Cashless Society: What do we gain and lose when cash is no longer king?)

Furthermore, going cashless is thought to be more than just handy.

In this sentence, the word “*handy*” consists of two morphemes: the root word “*hand*” and the suffix “-y.” The transformation occurs by adding the suffix “-y” to the root “*hand*” (a verb), resulting in the adjective “*handy*.”

7) Adjective to Verb

A total of 2 instances of the transformation from adjective into verb were identified. An example of this process is illustrated in the following excerpt:

Data 4 (Kilion and His Bright Amdui Village)

...he saw one of them doing inspection of the solar module to ensure the performance efficiency at optimal levels.

In this sentence, the word “*ensure*” consists of two morphemes: the root word “*sure*” and the prefix “*en-*.” The transformation occurs by adding the prefix “*en-*” to the root “*sure*” (an adjective), resulting in the verb “*ensure*.” This process illustrates how prefixes can modify the meaning of root words, transforming adjectives into verbs.

8) Noun to Noun

A total of 10 instances of the transformation from noun into noun were identified. An example of this process is illustrated in the following excerpt:

Data 19 (The Carbon Footprint)

From the energy needed to extract the oil from underground, the pollution caused by transportation and refinement.

In this sentence, the word “*extract*” consists of two morphemes: the root word “*tract*” and the prefix “*ex-*.” The prefix “*ex-*” is used to form a noun that indicates a group of individuals, a particular status, or a specific condition. In this case, the transformation occurs by adding the prefix “*ex-*” to the root “*tract*” (a noun), resulting in the noun “*extract*.”

9) Verb to Verb

A total of 11 instances of the transformation from verb into verb were identified. An example of this process is illustrated in the following excerpt:

Data 21 (Environmental Impact of Online Shopping)

The carbon footprint also goes up if the customer chooses to return the item.

In this sentence, the word “*return*” consists of two morphemes: the root word “*turn*” and the prefix “*re-*.” The prefix “*re-*” is used to form a verb that conveys negation or indicates the reversal of an action. In this case, the transformation occurs by adding the prefix “*re-*” to the root “*turn*” (a verb), resulting in the verb “*return*.”

10) Adjective to Adjective

A total of 13 instances of the transformation from adjective into adjective were identified. An example of this process is illustrated in the following excerpt:

Data 21 (Environmental Impact of Online Shopping)

Unlike in a walk-in store, the online shopper can't try things on before buying.

In this sentence, the word “*unlike*” consists of two morphemes: the root word “*like*” and the prefix “*un-*.” The prefix “*un-*” is used to form an adjective that indicates negation or the opposite of a quality. In this case, the transformation occurs by adding the prefix “*un-*” to the root “*like*” (an adjective), resulting in the adjective “*unlike*.”

Inflectional Morphemes

The examined texts contained every one of the eight categories of inflectional morphemes listed in Fromkin's framework.

It displays a total of 1096 words that are inflectional types.

Table 2. The Types of Inflectional Morphemes

NO	Inflectional Type	Affixes	Frequency	Examples
1.	Plural	-s/-es	521	books, activities, technologies
2.	Past Tense	-ed	259	discovered, initiated, completed
3.	Progressive	-ing	231	focusing, enhancing, building
4.	Comparative	-er	33	older, brighter, stronger
5.	Possessive	-’s	22	teacher's, government's
6.	Past Participle	-en’	11	taken, given, seen

NO	Inflectional Type	Affixes	Frequency	Examples
7.	Third-person Singular	-s	10	moves, wants, makes
8.	Superlative	-est	9	brightest, youngest, strongest
Total			1096	

The types of inflectional processes identified in this study are listed below.

1) Third-Person Singular

In total, 10 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 1 (Ricky Elson)

It moves in various essential industrial sectors based around technology and community development.

In this sentence, the word “moves” consists of two morphemes: the root word “move” and the suffix “-s.” The suffix “-s” is used to form the third-person singular present tense of the verb. This transformation occurs by adding the suffix “-s” to the base form of the verb “move,” indicating that the subject performing the action is in the third person singular form (he, she, or it).

2) Past Tense

In total, 259 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 3 (The Breakers of Limitations from Gurung Mali)

People couldn't do anything other than go to bed, including a man named Nayau.

In this sentence, the word “named” consists of two morphemes: the root word “name” and the suffix “-ed.” The suffix “-ed” is used to form the past tense of regular verbs. This transformation occurs by adding the suffix “-ed” to the base form of the verb “name,” indicating that the action took place in the past.

3) Progressive

In total, 231 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 4 (Kilion and His Bright Amdui Village)

*Amdui village had always relied on generators and outboard lamps for **lightning** at night.*

In this sentence, the word “*lightning*” consists of two morphemes: the root word “*light*” and the suffix “*-ing*.” The suffix “*-ing*” is used to form the present participle of verbs, indicating an ongoing action or state. This transformation occurs by adding the suffix “*-ing*” to the base form of the verb “*light*,” suggesting that the action of illuminating is continuous or in progress.

4) Past Participle

In total, 11 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 6 (Laszlo Hanyecz)

*...the use case for the currency has **taken** off...*

In this sentence, the word “*taken*” consists of two morphemes: the root word “*take*” and the suffix “*-en*.” The suffix “*-en*” is used to form the past participle of irregular verbs, indicating a completed action that is connected to the present. This transformation modifies the base form “*take*” (verb) to create “*taken*” (past participle), showing that the action is complete but still relevant.

5) Plural

In total, 521 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 7 (La-Ode’s Podcast)

*“Yeahhh. I used to place **coins** in it.”*

In this sentence, the word “*coins*” consists of two morphemes: the root word “*coin*” and the suffix “*-s*.” The suffix “*-s*” serves as an inflectional marker that indicates plurality, transforming the singular noun “*coin*” into its plural form “*coins*” to denote more than one instance. Other examples of this inflectional process include words like designers, dozens, sectors, needs, hours, activities, devices, and places, where the addition of “*-s/-es*” creates the plural form.

6) Possessive

In total, 22 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 12 (Classmates Talking)

I have posted the same thing to someone's status but luckily, no one sued me.

In this sentence, the word “*someone's*” consists of two morphemes: the root word “*someone*” and the suffix “-’s.” The suffix “-’s” is used to form the possessive case, indicating ownership or association. This transformation occurs by adding the suffix “-’s” to the noun “*someone*,” which signifies that the status belongs to or is associated with that person.

7) Comparative

In total, 33 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 13 (Are Social Media Platforms Safe?)

...they were the real users, selling fraud items at a lower price than the market price...

In this sentence, the word “*lower*” consists of two morphemes: the root word “*low*” and the suffix “-er.” The suffix “-er” is used to form the comparative degree of adjectives, indicating a comparison between two entities. This transformation occurs by adding the suffix “-er” to the base form of the adjective “*low*,” suggesting that the price being referred to is less than another price.

8) Superlative

In total, 9 instances of the processes were identified. An example of this process is illustrated in the following excerpt:

Data 20 (Can Healthy Food Save The Planet?)

Our food can be the key to solving the biggest challenges we face: food really can fix it.

In this sentence, the word “*biggest*” consists of two morphemes: the root word “*big*” and the suffix “-est.” The suffix “-est” is used to form the superlative degree of adjectives, indicating the highest degree of a quality among three or more entities. This transformation occurs by adding the suffix “-est” to the base

form of the adjective “*big*,” suggesting that the challenges being referred to are the largest in comparison to others.

The Frequency of Derivational and Inflectional Morphemes

Table 3. The Frequency of Derivational and Inflectional Morphemes

No	“Life Today” Textbook	Derivational Morpheme	Inflectional Morpheme
1.	Ricky Elson	1	16
2.	Classmates Conversation	8	15
3.	The Breakers of Limitations from Gurung Mali	28	65
4.	Kilion and His Bright Amdui Village	22	81
5.	The Boy Who Harnessed the Wind	9	125
6.	Laszlo Hanyecz	5	10
7.	La-Ode’s Podcast	17	78
8.	Cashless Society: What do we gain and lose when cash is no longer king?	24	78
9.	E-Payments – Why, when and how to use them	7	30
10.	Does Spending Without Using Physical Cash Make People Spend More?	16	45
11.	Safer Internet Day	7	28
12.	Classmates Talking	10	33
13.	Are Social Media Platforms Safe?	17	57
14.	The World of an Infographic	10	35
15.	Why You Shouldn’t Overshare Personal Information on Social Media Sites	22	31
16.	Internet	14	44
17.	Carbon Footprint	4	16
18.	Do We Need to Stop Eating Meat?	17	87
19.	The Carbon Footprint	8	30
20.	Can Healthy Food Save The Planet?	12	34
21.	Environmental Impact of Online Shopping	24	85
22.	Arguments Text	31	73

No	“Life Today” Textbook	Derivational Morpheme	Inflectional Morpheme
	Total	313	1096

The morpheme density varied significantly across the 22 reading texts, ranging from 17 words in “Ricky Elson” (1 derivational, 16 inflectional) to 134 words in “The Boy Who Harnessed the Wind” (9 derivational, 125 inflectional). This variation correlates directly with text length and complexity.

4. Discussion

The findings of this study revealed that inflectional morphemes significantly outnumbered derivational morphemes in the “Life Today” textbook, with 1,096 inflectional words compared to 313 derivational words out of 1,409 total morphological processes identified. These results strongly support Fromkin et al. (2017) theoretical framework, demonstrating that all morphological categories in their classification system are present within contemporary English language learning materials.

The inflectional analysis showed comprehensive coverage across all processes: plural formation (521 words), past tense (259 words), progressive (231 words), comparative (33 words), possessive (22 words), past participle (11 words), third-person singular (10 words), and superlative (9 words). The dominance of plural formation reflects the fundamental role of nouns as subjects and objects in English sentences.

Derivational morphemes encompassed both class-changing and class-preserving processes. Class-changing derivations included adjective to adverb (115 words), verb to noun (76 words), adjective to noun (31 words), verb to adjective (20 words), noun to adjective (18 words), noun to verb (17 words), and adjective to verb (2 words). Class-preserving derivations comprised adjective to adjective (13 words), verb to verb (11 words), and noun to noun (10 words). The transformation of adjectives into adverbs emerged as the most frequent derivational process.

The predominance of inflectional morphemes aligns with morphological theory, demonstrating their fundamental grammatical functions in English discourse. This pattern is consistent with previous research by Guna et al. (2024), Pradana & Putra (2024), Ramadhanty & Santoso (2024), and Nuraini et al. (2024), who found similar

inflectional dominance across academic writing, journal articles, narrative texts, and news articles respectively. These morphemes preserve core meaning while fulfilling essential grammatical roles such as tense marking, plural formation, and progressive aspects.

This research was limited to a single textbook from one publisher, potentially affecting generalizability across Indonesia's diverse educational materials. Nevertheless, the study provides crucial baseline data revealing that textbooks contain substantially richer morphological content than previously recognized, with over 1,400 morphological examples that could enhance vocabulary development and reading comprehension for Indonesian EFL learners.

This morphological analysis provides valuable empirical evidence for optimizing morphological content distribution in educational resources, supporting Indonesia's efforts to improve English proficiency through evidence-based curriculum development. The high frequency of inflectional morphemes, particularly plural formations, past tense markers, and progressive aspects, demonstrates their essential role in helping students master grammatical structures and temporal relationships. These findings underscore the importance of incorporating systematic morphological instruction in English language curricula to develop comprehensive understanding of word formation processes and enhance communication skills (Musdalifah & Qamariah, 2024; Zaniar et al., 2024). Future research should examine morphological patterns across different publishers, grade levels, and educational systems to establish more comprehensive frameworks for EFL materials.

5. Conclusion

This research successfully analyzed derivational and inflectional morphemes in the "Life Today" English textbook for Grade 12 students, providing comprehensive insights into morphological distribution within Indonesian EFL instructional materials. The study identified 1,409 morphological processes across 22 reading texts, with inflectional morphemes significantly outnumbering derivational morphemes at a ratio of 1,096 to 313 words respectively. The research successfully achieved its objectives of identifying types of bound morphemes, clarifying the derivational and inflectional morphemes processes, and determining the most frequently occurring bound morphemes in the textbook.

The research findings validate Fromkin, Rodman, and Hyman's theoretical framework, demonstrating that all morphological categories (bound morpheme) are present in English textbook "Life Today." The analysis revealed that all seven types of derivational morphemes that modify grammatical class and three types that do not were identified, along with all eight types of inflectional morphemes, were found. Inflectional morphemes dominated across all eight categories, with plural formation (521 words), past tense (259 words), and progressive (231 words) showing the highest frequencies. Among derivational morphemes, class-changing processes significantly outnumbered class-preserving processes, with adjective-to-adverb transformation (115 words) emerging as the most frequent derivational pattern.

The study concluded that the most frequently occurring bound morpheme in the textbook was the plural suffix -s, an inflectional morpheme found in 521 words, while the most frequent derivational process was adjective to adverb formation using the suffix -ly. These results indicate that the textbook "Life Today" predominantly employs inflectional morphemes rather than derivational morphemes, aligning with previous research across various text types and highlighting their fundamental role in English grammar for conveying grammatical relationships while preserving core word meaning. The findings underscore the importance of systematic morphological instruction in English language curricula to enhance vocabulary development, reading comprehension, and overall communicative competence among Indonesian EFL learners.

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