A KEY CONCEPT OF ENGLISH MORPHOSYNTAX

Editor : Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum

Penulis :

Amelia Meidhiatiningsih I Putri Ana Nurani
Ratna Sari Dewi I Abdulloh I Cattleya Wahyu Pravitha
Indra Nugraha I Maulana Teguh Perdana I Aswir
Irma Wahyuni I Aditya Eko Adrianto

irregular
+ logos 'w
grammar
language's
relation

Book Chapter

A Key Concept of English Morphosyntax

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4
Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26
Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

i. Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
iv. Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

A Key Concept of English Morphosyntax

Author:

Amelia Meidhiatiningsih
Putri Ana Nurani
Ratna Sari Dewi
Abdulloh
Cattleya Wahyu Pravitha
Indra Nugraha
Maulana Teguh Perdana
Aswir
Irma Wahyuni
Aditya Eko Adrianto

Editor:

Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum.

FUTURE SCIENCE

A KEY CONCEPT OF ENGLISH MORPHOSYNTAX

PREFACE

First of all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to express my sincere gratitude to the authors for the idea and valuable knowledge throughout this book that entitled **A Key Concept of English Morphosyntax**.

Morphosyntax, a linguistic branch of study in which morphology and syntax make an intersection. This book consists of 10 chapters: (1) The meaning and concept of English morphosyntax, (2) classification of English morphosyntax (3) English morphemes, (4) affixation, (5) parts of speech, (6) Tree diagram in English syntax, (7) generative grammar, (8) functional grammar, (9) related theories of generative grammar and functional grammar, (10) case study.

I also wish to thank to the team of future science publisher of this book for the guidance and help to proceed the book. Again, thank you to all the authors for expressing the thoughts and sharing the idea of english tenses. Thank you all for your valuable contribution to this book.

Pematang Siantar, January 2025

Editor

TABLE OF CONTENTS

CHAPTER 1
THE MEANING AND CONCEPT OF ENGLISH MORPHOSYNTAX

Amelia Meidhiatiningsih
UIN Sunan Gunung Djati Bandung
E-mail: ameliameidhiatiningsih@gmail.com

1.1. INTRODUCTION

Morphosyntax, a linguistic branch of study in which morphology and syntax make an intersection, is very important to understand how languages work in the layer of words and sentences. In English, morphosyntax creates the basis for producing meaning in material both at a word level and a sentence level (Radford, 2004). Morphology is a branch of linguistics that deals with the internal structure of words and the analysis of the smallest meaning units called morphemes, and at the same time syntax is responsible for the way words are put together to create more complex structures like phrases, clauses, and sentences (Aronoff & Fudeman, 2022). It is in the context of English that morphosyntax has a special importance due to the fact that there are certain morphological forms that may influence the syntactic structure and vice versa (Huddleston & Pullum, 2005). Stemming from the study of morphosyntax linguists and educators can get a hold on the complexity in languages and they go further to the discovery of the complicated grammar in the course of communication (Fromkin et al., 2017). Therefore, this chapter deals with the issue of the concepts, theories, and practical applications of English morphosyntax are the most important ones that show its relevance for language understanding, usage, and teaching.

1.2. DEFINING MORPHOLOGY AND SYNTAX

Morphology: The Structure of Words

Morphology refers to the structure of words from within, as well as the rules that describe word formation (Lieber, 2021). In English, the morphemes which make up the words are the smallest units carrying meaning or grammatical function. They are sub-divided into two types: free morphemes and bound morphemes. Free morphemes can even be used all by themselves, including commonly used book, run, or fast. In the other case, bound morphemes do not make sense independently without a base word to which they can directly attach, and provide meaning or transform the base (Aronoff & Fudeman, 2022). Bound morphemes in English are, among others—those attached to the plural forms of nouns (thus cats), those preceded by past tense punctualization (-ed as in walked), as well as some prefixes and suffixes (-un as in unhappy)—like the inconsonancy of the prefix (un- as in unhappy) and the suffix (-ness as in kindness) (Fromkin et al., 2017).

English has two types of morphological processes, inflection, and derivation. The concept of inflectional morphology is related to the changes made in the form of a word to express the grammatical features like tense, number, and possession (Sag & Wasow, 2000). To illustrate, the verb walk can be reformulated into walks (present tense, third-person singular) or walked (past tense), and nouns, such as a dog, can be transformed into dogs, thus, the plural form. Nevertheless, derivational morphology modifies a word's category or meaning by the addition of affixes. An example is the suffix -er which when added to the verb teach forms the noun teacher. Thus, many morphological rules, although they are the most common ones, have their own peculiarities that make them more difficult

3. Functional Grammar

Functional Grammar highlights that morphosyntactic choices are often driven by context, speaker intent, and discourse considerations, underscoring language's adaptability to social interaction and communication (Bates & MacWhinney, 1982).

Applications and Implications of Morphosyntax in English Language Learning

Understanding morphosyntax proves essential in English language acquisition and aids learners in overcoming challenges related to sentence structure and inflectional forms (Spada & Lightbown, 2006). Common difficulties include mastering irregular verb forms, subject-verb agreement, and the correct use of pronouns, especially for learners from different linguistic backgrounds.

REFERENCES

Aronoff, M., & Fudeman, K. (2022). *What is morphology?*. John Wiley & Sons.

Bates, E., & MacWhinney, B. (1982). Functionalist approaches to grammar. *Language acquisition: The state of the art*, 173-218.

Carnie, A. (2021). *Syntax: A generative introduction*. John Wiley & Sons.

Chomsky, N. (2018). Syntactic structures: some retrospective comments. *Syntactic structures after*, *60*, 131-136..

Fromkin, V., Rodman, R., Hyams, N. M., Amberber, M., Cox, F., & Thornton, R. (2017). *An Introduction to Language with Online Study Tools 12 Months*. Cengage AU.

Huddleston, R., & Pullum, G. (2005). The Cambridge grammar of the English language. *Zeitschrift für Anglistik und Amerikanistik*, *53*(2), 193-194.

Lieber, R. (2021). *Introducing morphology*. Cambridge University Press.

Spada, N., & Lightbown, P. M. (2006). *How languages are learned*. Oxford University Press.

Radford, A. (2004). *English syntax: An introduction*. Cambridge University Press.

Sag, I. A., & Wasow, T. (2000). Syntactic theory: a formal introduction.

AUTHOR'S PROFILE

Amelia Meidhiatiningsih
is a dedicated educator and linguist from Indonesia with expertise in Language Education, linguistics, and Teaching English as a Foreign Language (TEFL). She holds a Master's degree in Linguistics from Padjadjaran University and a Bachelor's degree in English Education from Bale Bandung University. With over a decade of experience teaching English and Arabic at Persis Islamic High School, she is passionate about language education. Amelia has authored educational materials to enhance language learning in Indonesia. Her work reflects a deep commitment to advancing both teaching and linguistic studies.

CHAPTER 2
THE CLASSIFICATION OF
ENGLISH MORPHOSYNTACTIC

Putri Ana Nurani
Universitas Proklamasi 45, Yogyakarta
E-mail: putriana@up45.ac.id

2.1. INTRODUCTION

Linguistics is one of the main disciplines that significantly contributes to language teaching. Various aspects of linguistics, including micro and macro linguistics, are studied scientifically. Language serves as the object of study in linguistics, while in the language teaching profession, it becomes the subject of learning. The discipline of linguistics provides an endless source of theoretical and empirical information for language educators and other language practitioners to utilize for their professional purposes. The academic perspectives and insights on language generated by linguistics are published through various national and international platforms. Hence, it is not surprising that language teacher education curricula are rich with courses on linguistics or linguistics-related topics.

Systemic Functional Linguistics (SFL) extends the functions of linguistics to almost all fields of knowledge. The study of linguistics, both micro and macro, can transform human thought patterns by demonstrating that linguistics offers functional insights into language across nearly all domains of knowledge. Linguistics is semiotic in nature, meaning that language is not only used for speaking and writing but also for explaining signs, sounds, and images.

The micro-linguistics components include Phonetics, Phonology, Morphology, Syntax, and Semantics. These

components are typically designed to provide students with sufficient linguistic knowledge in these areas. Meanwhile, the macro-linguistics components include Sociolinguistics, Psycholinguistics, Ecolinguistics, Ethnolinguistics or Anthropological Linguistics, Semiotics, Discourse Analysis, Pragmatics, and others. In addition, students are also introduced to English grammar, aimed at presenting the inherent grammar concepts in language use, with a particular focus on grammatical aspects. Before taking such courses, students are usually required to complete prerequisite introductory courses. These courses are structured and presented in a way that sparks students' curiosity about linguistics and motivates them to delve deeper when they encounter linguistics courses in subsequent semesters.

2.2. MORPHOSYNTAX

Grammatical Teaching for Writing

Carole (2015) in The Effect of Grammatical Teaching (Syntax) in English on 5 to 16-year-olds' Accuracy and Quality in Written Composition highlights the relevance of this work as a reference source, particularly in the system of syntactic teaching and learning models. The concept of grammatical refers to the development of instructional materials for grammar courses through a morphosyntactic perspective to improve basic writing skills. In this concept, grammatical includes both morphology and syntax, which are the stages toward writing. This aligns with Hyland's (2003) statement, "Grammar instruction often takes the form of error correction at the editing stage rather than being provided to learners prior to writing." The concept of grammatical consists of morphology and syntax. Crystal (1987) emphasized the integration of both, which is necessary to improve basic writing skills.

6. Challenges in Morphosyntax

Studying morphosyntax involves addressing questions like: How do languages with rich morphological systems manage syntax? How do morphosyntactic rules vary in languages with flexible word orders? What happens when morphosyntactic rules are violated?

7. Applications

Morphosyntax is applied in: Language Teaching: Helps explain grammatical rules to learners.

Natural Language Processing (NLP): Guides the development of algorithms for tasks like machine translation. Linguistic Research: Explores cross-linguistic patterns and universals.

REFERENCES

7esl.com. (n.d.). Suffixes list, meanings, and examples. Retrieved from https://7esl.com/suffixes/

Akmajian, A. (2010). Linguistics: An introduction to language and communication. MIT Press.

Allaboutlearningpress.com. (n.d.). Suffixes. Retrieved from https://blog.allaboutlearningpress.com/suffixes/

Aronof, M., & Fudeman, K. (2008). What is morphology? Blackwell Publishing.

Aronoff, M., & Fudeman, K. (2011). What is Morphology? Wiley-Blackwell.

Autodidactm.blogspot.com. (2017, February). Pengertian content dan functional word.

Bauer, L. (2003). Introducing linguistic morphology. Edinburgh University Press.

Biber, D., & Leech, G. (2002). Longman student grammar of spoken and written English.

Booij, G. (2000). Handbook of linguistics and communication science. Walter de Gruyter.

Booij, G. (2005). The grammar of words: An introduction to linguistic morphology. Oxford University Press.

Booij, G. (2007). The grammar of words. Oxford University Press.

Butte.edu. (n.d.). Grammar tipsheets. Retrieved from http://butte.edu/departements/cas/tipsheets/grammar/articles

Cambridge.org. (n.d.). Cambridge Dictionary. Retrieved from http://www.cambridge.org

Carnie, A. (1969). Syntax: A generative introduction. Blackwell Publishing.

Carnie, A. (2013). Syntax: A Generative Introduction (3rd ed.). Wiley-Blackwell.

Comrie, B. (1989). Language Universals and Linguistic Typology. University of Chicago Press.

Collins. (2019). Collins dictionary. Harper Collins Publishers.

Crystal, D. (2005). How language works: Overlooks.

Crystal, D. (2007). How language works. Avery.

Deul, A. C. (2010). Exercises in parsing for beginners. Saxon & Brand.

Education.vic.gov.au. (n.d.). Literacy focus: Word morphology. Retrieved from https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuswordmorph.aspx

Ellis, D. G. (1999). From language to communication. Lawrence Erlbaum.

Englishstudyhere.com. (n.d.). Suffixes list, meanings, and examples. Retrieved from https://englishstudyhere.com/grammar/suffixes/suffix-list-meaningsand-examples

Fiona. (2015). Why do linguistics? Bloomsbury Publishing Plc.

Guzzeti, B. J. (2007). Literacy for the new millennium. Greenwood Publishing Group.

H. P. Mattew. (1974). Morphology: An introduction to the theory of word structure. Cambridge University Press.

Halliday, M. A. K. (1994). An introduction to functional grammar. Edward Arnold.

Hamawan, Z. (2011). Morpheme in English: Word formation in cognitive grammar. Continuum International Publishing Group.

Hermas. (2014). L1 morphosyntax in L3 English. International Journal of Université du Québec à Montréal language studies,

Jordan, M. (2019). 35 mistakes to avoid in your writing. Writingexplained.org. Retrieved from https://www.writingexplained.org

Karnowski, L. (2000). Great grammar lessons that work: Using poems, picturebooks, games, and writing activities to teach grammar and help students become better writers. Scholastic.

Kopertis12.or.id. (2012, September 22). Retrieved from http://www.kopertis12.or.id

Lieber, R. (2010). Mental lexicon: Inflection. Cambridge University Press.

Merriam-webster.com. (n.d.). Merriam-Webster Dictionary. Retrieved from http://www.merriam-webster.com

Metalanguage.weebly.com. (n.d.). Bound morphemes. Retrieved from https://metalanguage.weebly.com/bound-morphemes.html

Michael, J. (1983). A comparative manual of affixes for the Inuit dialects of Greenland, Canada, and Alaska.

Mifflin. (2014). Dictionary of the English language: Fifth edition. Harcourt Publishing.

Mukarromah, I. (2015). Smart English grammar solution. STAIN Press.

Mttielio, E. (2013). Extra-grammatical morphology in English: Abbreviation, blends, reduplicatives, and related phenomena (Vol. 82). Walter de Gruyter.

McGregor, W. (2009). Linguistics: An introduction. Continuum.

O'Dwyer, B. T. (2006). Modern English structure: Second edition: Form, function, and position. Canadian Cataloguing in Publication Data.

OED online. (n.d.). First use of back-formation. Retrieved from http://www.oed.com

Ottenheimer, H. J. (2011). The anthropology of language: An introduction to linguistic anthropology. Kansas State University.

Pawcett, R. P. (2000). Theory of syntax: Systemic functional linguistics. John Benjamins Publishing Company.

Pinterest.com. (n.d.). Pin 365143482268152383. Retrieved from https://www.pinterest.com/pin/365143482268152383/

Radford, A. (1988). Transformational grammar. Cambridge University Press.

Rasinski, T., et al. (2013). Starting with prefixes and suffixes. Shell Education.

Retrieved from http://autodidactm.blogspot.com/2017/02/pengertian-content-dan-functional- word.html

Scalise, S. (2010). Cross-disciplinary issues in compounding. John Benjamins Publishing.

Slideshare.net. (n.d.). Morphology, morpheme, allomorph. Retrieved from https://www.slideshare.net/Andriyanieka12/6-morphology-morphemeallomorph-18509326

Stekaurer, P. (2000). English word formation: A history of research 1960-1995. Gunter Narr Verlag.

Study.com. (n.d.). Morphemes examples, definition, types. Retrieved from https://study.com/academy/lesson/morphemes-examples-definition-types.html

Sudipa. (2014). Micro linguistics: A workbook with English exercises. Swasta Nulus.

Tutorialbahasainggris.com. (n.d.). Pengertian dan contoh affixes dalam bahasa Inggris. Retrieved from https://www.tutorialbahasainggris.com/pengertian-dan-contoh-affixesdalam-bahasa-inggris.html

Veselinova, L. N. (2006). Suppletion in verb paradigms. John Benjamins Publishing Company.

YouTube. (n.d.). Video: [Insert title]. Retrieved from https://www.youtube.com/watch?v=B9UP8P-TAXc

AUTHOR'S PROFILE

Putri Ana Nurani

The author is a lecturer in the Management Study Program at the Faculty of Economics, with the competency of Strategic Management. And also, she teaches basic general English courses at the University of Proklamasi 45 (UP45). For almost 15 years has experienced in the broadcasting media industry, and in the last time handled the field of Research and Development PT Rakosa. Experienced as Director of the UP45 International Office Affairs, UP45 University Secretary. As Coordinator of the BIPA (Indonesian Language for Foreign Speakers) Program at the Language Center of UP45. Currently she is the Associate Editor of the UP45 Maksipreneur Journal and also speakers for various seminars/workshops/radio/etc. As a supervisor of the academic student activity unit (UKM Galaksi 45), supervisor of the management department student association (HMJM UP45), supervisor of the student activity unit (UKM KOPMA UP45), Coach of International Buddies KUI UP45. Has socio entrepreneurship experience as the head of the SPS Sokapalupi institution, Kopi Sukma Pinilih. Member

of the RENSTRA Team & UP45 Past Learning Recognition Team (RPL), UP45 Quality Control Group (GKM). As secretary of the Unit Zakat Collection Unit (UPZ) UP45 under Baznas. Apart from being a Reporter, Journalist, Broadcaster, the author has had the opportunity to take part in Environmental Journalism Training in 2014, Sustainable Consumption & Production Indonesia, Delegation of European Union to Indonesia, Brunei Darussalam and ASEAN & AJI, Switchasia Policy Support, in addition to taking part in Terrorism Journalism Training Press Council & BNPT and Journalism Workshop for Editors", by the Press Council and Press Institute Dr. Soetomo. Apart from holding the BNSP entrepreneurship certification, public speaking certification, Trainer of Trainer Level 4, and the author also holds a non-judge mediator certification to play a role in helping the community in resolving problems. Has organizational experience as public relations coordinator of HIMPAUDI and PAUD Forum, etc.

CHAPTER 3
ENGLISH MORPHEMES

Ratna Sari Dewi
Universitas Muhammadiyah Sumatera Utara, Sumatera Utara
E-mail: ratnasari@umsu.ac.id

3.1. INTRODUCTION

The study of morphemes is essential for understanding how words are formed and how their meanings can change with the addition of different morphemes. This has implications not only for morphology but also for semantics (the study of meaning) and syntax (the study of sentence structure). In the context of generative grammar, as proposed by Noam Chomsky, morphemes are integral to understanding the rules of language and the relationship between form and meaning. Chomsky's theories highlighted that while syntax governs the arrangement of words and phrases, morphemes play a crucial role in providing the necessary semantic content. Furthermore, the analysis of morphemes contributes to various linguistic applications, including language acquisition, psycholinguistics, and sociolinguistics. Understanding how morphemes function can help researchers and educators develop better methods for teaching language, analyzing language disorders, and exploring language variation across different social groups. Finally, the study of morphemes is foundational to the field of linguistics, bridging morphology, syntax, and semantics while providing insights into the complexity and diversity of human language.

Studying morphemes is important in English (and any language) for several reasons:

1. Understanding Word Formation: Morphemes are the smallest units of meaning in a language. By studying them,

learners can understand how words are formed and how new words can be created through processes like affixation (adding prefixes and suffixes) and compounding.

2. Enhancing Vocabulary: A strong grasp of morphemes allows learners to decode unfamiliar words. For example, knowing that "un-" means "not" and "-able" means "able" helps in understanding the word "unavailable."

3. Improving Spelling: Many spelling rules in English are based on morphemes. Understanding how morphemes function can help learners spell words correctly, especially when adding prefixes or suffixes.

4. Facilitating Word Analysis: Recognizing morphemes can aid in analyzing words within texts, which is particularly useful in academic and literary contexts. This can enhance comprehension and interpretation.

5. Supporting Language Learning: For language learners, a focus on morphemes aids in mastering grammar rules (e.g., verb conjugations, plurals) and can help them avoid common errors that arise from misunderstanding word structures.

6. Exploring Morphological Patterns: Understanding the patterns of morphemes in English can reveal historical language development and influence, helping learners connect with etymology and the evolution of the language.

7. Assisting in Language Acquisition: Knowledge of morphemes supports cognitive processes in language acquisition, enabling learners to create and manipulate language more efficiently.

8. Improving Reading and Writing: Awareness of morphemes assists both reading comprehension and writing skills by allowing individuals to parse complex words, understand nuanced meanings, and develop more sophisticated vocabulary.

exactly one of these categories since they are mutually exclusive. Free morphemes are capable of acting as words on their own. Only as components of words, bound morphemes are always found with a root, albeit occasionally they are not. The act of creating new words by appending affixes to existing ones without altering the word's class is known as inflectional inflection. Stated differently, adding a syllable to a word that changes its class is called derivation. For instance, affixing "dance" to "dancer" changes the word's class. But the meanings of "satisfied" and "unsatisfied" are very different from one another. Thus, even if the word class changes—that is, adjectives into adjectives—the process moves into the derivation phase rather than the inflection phase.

REFERENCES

Halawa, A. (2024). AN ANALYSIS OF DERIVATIONAL AND INFLECTIONAL ENGLISH MORPHEME. *Jurnal Ilmiah Langue and Parol, 1*(1), 132-144. Retrieved from https://e-journal.sastra-unes.com/index.php/JILP

Katamba, F. (1994). *English Words.* New York: Routledge. Retrieved from https://books.google.co.id/books/about/English_Words.html?id=iKRDLwEACAAJ&redir_esc=y

Mahmood, A. A. (2023). Formalism: Noam Chomsky. *Journal of Tikrit University for Humanities, 30*(1), 1-17. doi:DOI: http://dx.doi.org/10.25130/jtuh.30.1.1.2023.22

Matthews, P. H. (1993). *https://www.cambridge.org/core/books/grammatical-theory-in-the-united-states/62CEA0FDD77DF5A33D8F63091D14A3D0.* New York: Cambridge University Press. doi:https://doi.org/10.1017/CBO9780511620560.004

SilviNuril M, A. G. (2017, March). MORPHEME ANALYSIS OF ENGLISH LANGUAGE. *JOSAR, 2*(1), 37-47. Retrieved from http:josar.unisbablitar.ejournal.web.id

AUTHOR'S PROFILE

Ratna Sari Dewi
The writer named Ratna Sari Dewi, was born in Medan, North Sumatra. The author is the eldest of four children. The level of education that has been taken starts from elementary school at Mulia Darma Private Elementary School then continues to the level of SMP Negeri 22 Medan and high school at SMA Negeri 3 Medan majoring in science. After that, the author took undergraduate studies at the Islamic University of North Sumatra at the Faculty of English Letters in 2001 and continued her Master's Degree at Delhi University, India in 2006 at the Art Faculty majoring in Linguistics (ICCR scholarship from the Indian Consulate in Medan). The professions that the author has worked including: as an English teacher at MTs Al Mahrus; as an elementary school teacher at Mulia Darma School, Mickey and Mini Course Teacher, Lecturer at Muhammadiyah University, North Sumatra, etc. Becoming a lecturer requires the author to carry out the tri dharma of higher education, namely teaching, publication of scientific works, community service and attending various seminars and conferences. For the publication of scientific works, the author has published several scientific works in national and international journals. The author has also written several books with ISBNs, including those entitled: Psycholinguistics, English for Agriculture, Drama, etc.

CHAPTER 4
AFFIXES

Abdulloh
Politeknik Kelapa Sawit Citra Widya Edukasi, Bekasi
E-mail: abdulloh@cwe.ac.id

4.1. INTRODUCTION

The four primary language skills—speaking, listening, reading, and writing—are well-known to us from language acquisition activities. Grammar, pronunciation, vocabulary, and other elements that are not included in the core language sills are referred to as sublanguage skills. Grammar and vocabulary are frequently covered equally and jointly. We refer to the consideration of them as *lexicogrammar*.(Larsen-Freeman & Celce-Murcia, 2016). Vocabulary as one of sub skills plays an important role for language learner to master the language skill.

Many researchers already proved that there is close relationship between mastering vocabulary and mastering the language skill.(Syarifudin et al., 2014),(Ummah, 2019). The other study in the paper aims to create a list of academic English derivational suffixes to help EFL teachers decide which derivational suffixes to be taught first and help their learners, especially those of higher education, expand their vocabulary size.(Suhandoko & Ningrum, 2020). This chapter discusses the importance of metalinguistic awareness in mastering vocabulary to English language learners and educators. The author employs a methical discussion to explain and make the topic easier to understand more about learning vocabulary especially affixes. The following is the order of the systematic discussions:

4.2. WORD & VOCABULARY

A word is a single unit of language that has meaning and can be spoken or written.(Larsen-Freeman & Celce-Murcia, 2016). A word is A meaningful unit of speech which is normally uninterruptable, and which when written or printed has spaces on either side (the orthographic word). Native speakers intuitively recognize the word as a distinct meaningful grammatical unit of language.(Taylor et al., 1950). The terms "words" and "vocabulary" are often used interchangeably, but they actually have slightly different meanings such as the following explanations:

1. Individual language units with meaning are called words. Adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, and verbs can all be among them.
2. A person's vocabulary is their collection of words. It contains terms that an individual can comprehend and utilise while speaking or writing for themselves.

Several aspects that we have to be considered related with learning vocabulary according to Lado as follows: meaning, spelling, pronunciation, and word class.

4.6. CONCLUSION

Talking about affixes is the same as talking about *words and vocabulary*. The subject of *morphology and morphemes* inevitably leads to the discussion of words. The author attempted to follow the classification of morphemes into *bound and free morphemes*, which has already been established by numerous linguists, prior to studying the affixes. The linguists then divide the affixes into four categories, *including quantitative, locative, temporal, and negation prefixes*. The linguists then proceed to categorise the suffixes into *nominal, adjectival, verbal, and adverbial suffixes.* The author has limited the number of pages in this chapter, thus the list of prefixes and suffixes indicated above is not entered in full in the table. After giving the link to each prefix and suffix, the author proceeds to enter the list of words. Additionally, the author does not enter every link. English has no infix; it only has *prefixes and suffixes*, according to a comparative study of affixes between English and Indonesian and other European languages. *Meaning, spelling, pronunciation, word class, word formation, word use, and word grammar* are some of the crucial aspects that need to be taken into account when learning affixes. Since those points have an impact on how the affixes are formed, we cannot ignore them. The opinions of linguists and several scientific journals writers are used to round up the affix research and discussion. Finally, a single chapter discussing affixes is insufficient; even famous scholar of Linguistics, Ingo Plag also discusses word formation in a 245-page book titled Word Formation in English.

REFERENCES

Anto, P., & Anita, T. (2023). The Effect of Vocabulary Mastery on Student's Writing Skill. *Candradimuka: Journal of Education*, *1*(2), 94–102. https://doi.org/10.60012/cje.v1i2.49

Larsen-Freeman, D., & Celce-Murcia, M. (2016). The Grammar Book: Form, Meaning and Use for English Language Teachers. In *National Geographic Learning* (p. 900). http://www.grammarbook.com/english_rules.asp

Plag, Ingo,2018. " Word-Formation in English, Cambridge Textbooks in Linguistics, 2018. ISBN: 978-1-316-62329-9, Price: £30.99, 245 pages.

Plag Ingo, 2002, "The role of selectional restrictions, phonotactics and parsing in constraining
suffix ordering in English", *in* Booij Geert E. & van Marle Jaap (Eds.), Yearbook of
Morphology 2001, Dordrecht, Boston & London, Kluwer Academic Publishers: 285-314.

Mena, Vera Veti & Saputri, K. (2018). Prefixes and Suffixes in the Descriptive Texts of Student ' S. *English Community Journal*, *2*(1), 175–182. http://jurnal.um-palembang.ac.id/englishcommunity/index

Richards, J. C., & Schmidt, R. W. (2013). Longman Dictionary of Language Teaching and Applied Linguistics. Longman Dictionary of Language Teaching and Applied Linguistics. https://doi.org/10.4324/9781315833835

Suhandoko, & Ningrum, D. R. (2020). A corpus-based list of academic English derivational suffixes. *Indonesian Journal of Applied Linguistics*, *10*(2), 481–490. https://doi.org/10.17509/ijal.v10i2.28589

Syarifudin, A., Marbun, R., & Novita, D. (2014). Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, *3*(9), 1–10.

Taylor, A., Smith, W. G., & Harvey, P. (1950). The Oxford Dictionary of English Proverbs. *The Journal of American Folklore*, *63*(247), 113. https://doi.org/10.2307/537362

Veti, V., et al. : A Contrastive Analysis Between English And
 Indonesian

Prefixes And Suffixes In The Descriptive Texts Of Student's
 Textbooks. *English*

Community Journal (2018), 2 (1): 175–182.: *http://jurnal.um-*
palembang.ac.id/englishcommunity/index ISSN 2549–9009
 (print), ISSN 2579–7378

https://dictionary.cambridge.org/dictionary/english/word

https://affixes.org/alpha/a/index.html

https://dictionary.cambridge.org/grammar/british-
 grammar/suffixes

https://www.thoughtco.com/common-suffixes-in-english-
 1692725

https://www.corpusdata.org/formats.asp

https://www.corpusdata.org/

https://www.english-corpora.org//

https://www.eapfoundation.com/vocab/affixes/suffixes/

https://stthomascollegeranni.com/assets/association/00000/85dc
 ea0b97.pdf

https://medium.com/@danialdas_17646/what-is-the-difference-
 between-words-and- vocabulary-99ee7286c353.

https://membean.com/roots/uni-one/

https://www.vocabulary.com/lists/191899

https://www.wordexample.com/list/words-prefix-uni

https://affixes.org/alpha/a/index.html

AUTHOR'S PROFILE

Drs. Abdulloh, M.Pd

Author's Profile Drs. Abdulloh, M.Pd He was born in Tegal, Central Java in September 1967. He completed S1 IKIP Jakarta, now UNJ in 1986, then he continued his Post Graduate Program in Universitas PGRI Indra Prasta Jakarta , and graduated in 2016. He has been active as Lecturer since 2008 till now. His previous homebase was Sekolah Tinggi Bahasa Asing (STIBA) IEC Bekasi. His last home base campus is Politeknik Kelapa Sawit, Citra Widya Edukasi, Bekasi. He has been active with Intensive English Course (IEC) branches as Junior Teacher, Senior Teacher, Branch Manager since 1990. Now, he owns the franchise of English Course IEC Bekasi and he manages that English school.

CHAPTER 5
PARTS OF SPEECH

Cattleya Wahyu Pravitha
Universitas Merdeka Malang
E-mail: pravitha.cattleya@unmer.ac.id

5.1. INTRODUCTION

Understanding the parts of speech is fundamental to grasping the morphosyntax of English. Morphosyntax refers to the study of how words are structured and combined to form sentences. This chapter will delve into the theory behind the parts of speech, provide illustrative examples, and offer exercises to reinforce understanding. The parts of speech are categories into which words are grouped based on their grammatical functions and properties. The parts of speech in English are nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

5.2 NOUN

Nouns are fundamental elements in language, serving as the building blocks for communication. They are words that denote people, places, things, and ideas. Understanding the different types of nouns is crucial for effective and clear expression. This subchapter will delve into the four main categories of nouns: common nouns, proper nouns, collective nouns, and abstract nouns, providing detailed explanations and exercises to reinforce learning.

a. Common Nouns

Common nouns are generic terms used to refer to people, places, or things without specifying particular individuals or entities.

They are not capitalized unless they appear at the beginning of a sentence or in a title. Examples:
1. Animal (dog, cat, bird)
2. Place (city, park, library)
3. Thing (book, chair, car)
4. Idea (happiness, sadness, joy)

b. Proper Nouns

Proper nouns are names of specific people, places, or organizations. They are always capitalized to distinguish them from common nouns. Examples:
1. People (John, Emily, Michael)
2. Places (London, New York, Tokyo)
3. Organizations (Google, NASA, UNESCO)

c. Collective Nouns

Collective nouns refer to groups of people, animals, or things. They can be treated as singular or plural, depending on the context. Examples:
1. People (family, team, committee)
2. Animals (herd, flock, pack)
3. Things (collection, set, series)

d. Abstract Nouns

Abstract nouns represent concepts or feelings that cannot be physically touched or seen. Examples:
1. Emotions (love, anger, fear)
2. Concepts (freedom, justice, peace)
3. States (happiness, sadness, joy)

Prepositions are words that indicate the relationship between a noun or pronoun and the other words in a sentence. They can represent place, direction, time, and other relationships and are essential in the construction of phrases and clauses. Conjunctions are words that join sentences, phrases, or clauses. They are divided into three types: coordinating conjunctions, subordinating conjunctions, and correlative conjunctions, each of which connects ideas and forms complicated sentences. The final one is interjections. Interjections are words that convey emotions or feelings. They can be used to express powerful emotions like delight, surprise, rage, or sadness, which adds depth to communication.

REFERENCES

Azar, B. S. (2002). *Understanding and Using English Grammar* (Third Edition). New York: Pearson Education, Longman.

Harmer, J. (2001). *The Practice of English Language Teaching* (Third Edition). Cambridge, UK: Longman.

Harmer, J. (2004). *How to Teach Writing*. Cambridge, UK: Longman.

Watkins, K. and Watkins, M. (2005). *Genre, Text, Grammar*. Australia: University of New South Wales Press.

Murphy, R. (1989). *Grammar in Use: Reference and Practice for Intermediate Students of English*. United Kingdom: Cambridge University Press.

Rijkhoff, J. (2007). *Word Classes*. Language and Linguistics Compass 1(6), 709–726. (doi:10.1111/j.1749-818X.2007.00030.x)

AUTHOR'S PROFILE

Cattleya Wahyu Pravitha

The author is a scholar in the field of linguistics, completed her Master's degree in Linguistics at the University of Indonesia in 2014. Her academic journey has been marked by a deep-seated passion for the intricacies of language and its applications. Since 2015, she has served as a lecturer at Merdeka University of Malang, where she imparts her extensive knowledge and expertise to students in the domain of linguistics. In addition to her academic role, Pravitha is also a professional translator. Her professional translation work complements her academic pursuits, showcasing her versatility and commitment to the field of language. Throughout her career, Cattleya Wahyu Pravitha has dedicated herself to the teaching of English, especially grammar, an area she has passionately engaged with for her entire professional life. Her contributions to both education and translation have established her as a respected figure in her field, committed to advancing the understanding and application of linguistic principles.

CHAPTER 6
TREE DIAGRAM IN ENGLISH SYNTAX

Indra Nugraha
Universitas Wiralodra, Indramayu
E-mail: nugrahaindra06@gmail.com indra.nugraha@unwir.ac.id

6.1. INTRODUCTION

Before discussing tree diagrams, we must know and be familiar with the fundamental concepts of morphology and syntax. Morphologically, a morpheme is the smallest unit or the essential element of a grammatical construction that has meaning (Deterding & Poedjosoedarmo, 2001; Fromkin et al., 2014; Mithun & Malmkjaer, 1995; O'Grady & Dobrovolsky.,1996). A word may be composed of a morpheme or more. From the morphology perspective, we must also be familiar with the concept of root and stem. In addition to root and stem, understanding phrasal structures, syntactic categories, and sentences is necessary. A tree diagram is beneficial in analyzing the structures of words, phrases, and sentences (Burton-Roberts, 2011; Fromkin et al., 2014). When we understand more about these structures, we better perceive English. Those comprehending sentence components through a tree diagram may result in a better ability to write descriptive texts (Tuti et al., 2023).

6.2. ROOT AND STEM

Morpheme and root are two different things; while morpheme refers to the smallest unit of language with meaning, root can be analyzed from complex words. A root refers to a word's primary or main morpheme, which can be found in words with affixes, and when a root is combined with affixes, it is

called a stem (Fromkin et al. (2014). To differentiate a root and stem, see the following table:

Table 6.1. Words, Root, and Stem

Words	Root	Stem
Books	Book	Book+s
Environmentally	Environ	Environ+ment
		Environ+ment+al
		Environ+ment+al+ly
Entertainment	Enter	Enter+tain
		Enter+tain+ment
Unthinkable	Think	Think+able
		Un+think_able

In Table 6.1 above, we may know the difference between root and stem. The root is the main word; the stem may refer to the root + affixes. Fromkin et al. (2014) argue that a root can or cannot stand alone, for example, in the word *conceive* (the root of this word is -*ceive*).

6.3. RULES OF ENGLISH WORDS

The general idea of a tree diagram may be reflected through phrases and sentences. However, before describing how phrases and sentences are formed, we must initially grasp the general notion of word formation. When we discuss word formation, there are two important terms, namely inflection and derivation. Experts such as Fromkin et al. (2014) and Kridalaksana (2008) relate the terms to word classes or categories. If affixes attach to a basic word (or you may call it root), and that word changes about its word classes or categories (forming a new word), then it is a derivation, whereas if it is not, it is inflection.

REFERENCES

Burton-Roberts, N. (2011). *Analysing sentences an introduction to English syntax* (3rd Ed). Pearson Education Limited.

Deterding, D. & Poedjosoedarmo, G. R. (2001). *The grammar of English morphology and styntax for English teachers in Southeast Asia*. Prentice Hall.

Fromkin, V., Rodman, R., & Hyams, N. (2014). *An introduction to language* (10th ed.). Wadsworth, Cengage Learning.

Kridalaksana, H. (2008). *Kamus linguistis edisi keempat*. Gramedia Pustaka Utama.

Mithun, M., & Malmkjaer, K. (1995). The Linguistics Encyclopedia. *Language*, *71*(3). https://doi.org/10.2307/416259

O'Grady, W., & Dobrovolsky, M. (Eds). (1997). *Contemporary linguistics: An introduction* (3rd ed.). Bedford/St. Martins.

Thuy, T. T. V., & Truong, A. V. (2021). How to draw tree diagram via nine sentence patterns [paper presentation]. In *Advances in Social Science, Education and Humanities Research, 621*. 18th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL-2-2021). https://doi.org/10.2991/assehr.k.211224.038

Tuti, Ilinawati, Putri, N. K. (2023). The use of tree diagram technique to improve students' writing ability. *Journal of English Education and Literature, 4*(2), 90-97.

Wekker, H., & Haegeman, L. (1996). *A modern course in English syntax*. Routledge.

AUTHOR'S PROFILE

Indra Nugraha
is a linguistics lecturer at Universitas Wiralodra Indramayu. He has a bachelor's degree in English Literature and a master's in English Linguistics from Universitas Padjadjaran. He graduated from the doctoral program of the Faculty of Cultural Sciences Universitas Padjadjaran, majoring in linguistics with a specialization in acoustic phonetics. Since 2020, he has been active as an editor, reviewer, and managing editor in several scientific journals.

CHAPTER 7
GENERATIVE GRAMMAR

Maulana Teguh Perdana
Politeknik Purbaya, Kabupaten Tegal
E-mail: maulanaprdn68@gmail.com

7.1. INTRODUCTION TO GENERATIVE GRAMMAR

Generative grammar is a framework for describing and understanding the structure of language, which was developed by Noam Chomsky in the 1950s and 1960s. At its core, generative grammar posits that language is innate to humans and that our ability to learn and use language is hardwired into our brains. A generative grammar is a set of rules that generate all of the grammatical sentences of a particular language. These rules specify the structure of sentences, including the order of words, the relationships between different parts of a sentence, and the grammatical categories that words belong to. The rules of a generative grammar are typically represented as a set of phrase structure rules, which describe how phrases are constructed from smaller units, and a set of transformational rules, which describe how phrases can be moved or rearranged (Yusuf, T., & Syaifullah, A. R.:2024).

Generative grammar has had a significant impact on the field of linguistics and has been influential in the development of other linguistic theories, such as Chomsky's theory of universal grammar and government and binding theory. It has also been applied in the field of natural language processing, where it has been used to develop algorithms for parsing and generating natural language text.

There are several different schools of thought within generative grammar, including transformational-generative

grammar, government and binding theory, and minimalism. Each of these approaches has its own set of rules and assumptions, but they all share the goal of providing a formal, systematic account of the structure of language.

7.2. CORE CONCEPTS OF GENERATIVE GRAMMAR

Generative Grammar, primarily developed by Noam Chomsky, revolutionized linguistic theory by emphasizing the idea that language is governed by a set of internalized rules that generate all possible grammatical sentences in a language. Below are the core concepts of this theory (Sriwulandari, N., Hermansyah, S., Sadapotto, A., Saputri, T., Sarinauli, B., Syarif, A. R., ... & Buhari):

1. Competence vs. Performance
   a) Competence refers to a speaker's implicit knowledge of their language, including the rules of syntax, morphology, and phonology.
   b) Performance refers to the actual use of language in real-life situations, which may include errors, hesitations, and other non-grammatical elements.
   c) Chomsky's distinction emphasizes that competence is the idealized capacity of a speaker, while performance can be influenced by memory limitations, distractions, and other factors.

   Example:
   Competence involves knowing that **"The cat chased the mouse"** is correct and **"Chased the mouse the cat"** is incorrect, even if performance might include occasional slips or errors.

2. Deep Structure vs. Surface Structure
   a) Deep Structure represents the underlying syntactic organization of a sentence, reflecting its fundamental meaning.

7.7. CONCLUSION

Generative Grammar, as pioneered by Noam Chomsky, provides a powerful framework for understanding the nature of language. Its core concepts, such as deep vs. surface structure, phrase structure rules, and transformational rules, illustrate how sentences are generated from an underlying structure. The theory emphasizes that language is governed by a finite set of rules capable of producing an infinite number of sentences, highlighting the creativity of human language. Chomsky's distinction between competence and performance underscores the difference between knowing the grammatical rules of a language and the actual use of language in real-world situations. Additionally, the theory of Universal Grammar suggests that all humans share an innate ability to acquire language, with specific parameters set by individual languages. The concept of recursion and the minimalist program further refine how language can be both complex and economical in its structure. In conclusion, generative grammar has reshaped our understanding of linguistic theory, offering deep insights into the universal principles underlying all human languages. It reveals that, despite surface variations, all languages share a common structure rooted in the cognitive abilities of the human mind. Through this approach, we gain a better understanding of how language works, how it is acquired, and how it can be explained through a systematic set of rules and transformations.

REFERENCES

Assidiq, I. (2024, June). Academic Writing Acceleration: Investigating the Impact of Artificial Intelligence (AI) Applications on Academic Writing Efficiency. In International Conference of Business, Education, Health, and Scien-Tech (Vol. 1, No. 1, pp. 256-270).

Buhari, N. P. W. P. INTRODUCTION TO INTRODUCTION

TO LINGUISTICS LINGUISTICS.

Kami, P., Niron, Y. M. L., & Ga'a, A. I. H. (2024). Form, Function and Meaning of Prefixes Pa-and Particle–Si in Lio Ende. eScience Humanity Journal, 4(2), 138-146.

Yusuf, T., & Syaifullah, A. R. (2024). Emptying Subjects with Legal Impact Forensic Linguistic Studies. al-Afkar, Journal For Islamic Studies, 7(3), 1311-1326.

Sriwulandari, N., Hermansyah, S., Sadapotto, A., Saputri, T., Sarinauli, B., Syarif, A. R., ... &

Suryadibrata, A., & Young, J. C. (2021). Embedding from Language Models (ELMos)-based Dependency Parser for Indonesian Language. International Journal of Advances in Soft Computing & Its Applications, 13(3).

AUTHOR'S PROFILE

Maulana teguh perdana
The author was born in tegal regency, central java on january 15 1990. Formal education: sd negeri balapulang kulon 5 (2002), smp negeri 1 balapulang (2005), smk negeri 2 adiwerna (2008), then continued to college, university pancasakti tegal from 2008 to 2012, after that he continued his masters studies at diponegoro university, semarang, taking a masters in linguistics study program from 2013 to 2017. He was a non-formal education teacher by attending english language training at kuanta indonesia in 2010 and 2011. Since 2018, he has started actively teaching as an english lecturer at a university, namely purbaya polytechnic which is located on jalan pancakarya, kajen village, talang district, tegal regency, central java. Besides teaching, he has been active in seminar activities held at several universities. The achievements he has achieved are 3rd place in the tegal regency incentive research proposal organized by bappeda and research and development of tegal regency, and as recipient of beginner lecturer research grants from ristekdikti from 2019 to 2020. He is often active in writing books and articles, several books or articles have been written, namely speech acts in the debate

of presidential candidates and vice presidential candidates for the 2019 election (research article), (syntax literate: indonesian scientific journal, p-issn: 2541- 0849, e-issn: 2548-1398, volume 5, no.12, december 2020). Speech act study in the presidential and vice presidential candidate debate in the 2019 election (isbn: 978-623-91584-7-7, publisher: limamedia education and training institute, 2020). Healthy challenges and solutions during the pandemic (isbn: 978-623-6811-573, publisher: cv ainun media, 2021). Spreading goodness through my community (isbn: 978-623-6811-573, publisher: cv ainun media, 2021), achieve your goals for good in the future (guepedia publisher, 2021), meaning of life (isbn: 978-623-6278-03-1, guepedia publisher, 2021), adventure (isbn 978-623-6943-95-3, aksara cendekia, 2021), my mother (isbn 978-623-6254-52-3, loka media pekanbaru branch, riau, 2021)

CHAPTER 8
FUNCTIONAL GRAMMAR

Aswir

Universitas Muhammadiyah Jakarta, Jakarta

E-mail: aswir@umj.ac.id

8.1. INTRODUCTION

Until now, we can claim that there are only three approaches to analyzing English sentence structure. The three approaches, the first is Generative Grammar promoted by Chomsky around 1957. Next, Ronald Langacker's Cognitive Grammar launched around the 1970s (Giovanelli et al., 2020), and the most phenomenal was Halliday's Functional Grammar (Finch, 2005) approach in the 1980s. Kertesz et al (2019) view Chomsky's Syntactic Structures can be regarded as the foundation of Generative Grammar. As one of the fundamental model ideas of the theoretical component of Generative Grammar, grammar is assumed to be a finite set of (recursive) rules by which an infinite set of well-formed sentences can be generated (assumption of generativity).

As a part of human language structure, Cognitive Grammar becomes a theoretical framework for describing language structure as a product of cognition and social interaction (Langacker, 2013). Additionally, grammar allows us to construct and symbolize the more elaborate meanings of complex expressions (like phrases, clauses, and sentences). It is thus an essential aspect of the conceptual apparatus through which we apprehend and engage the world. And instead of being a distinct and self-contained cognitive system, grammar is not only an integral part of cognition but also a key to understanding it (Langacker, 2008).

Functional Grammar more focuses on how language works, how language creates meaning (Coffin et al., 2009). In our daily activities, we are always side by side with expressions like: Stop!, Take it!, or We are ready to serve you. These expressions take the form of single word, phrase and clause which are the focus of Functional Grammar analysis which of course looks more in terms of meaning. The formal sentence form, in the form of subject and predicate, seems to be overlooked in Halliday's concept. Halliday's Functional grammar tries to combine the concepts of generative and cognitive grammar. This means that humans as communicators can be creative in communicating their goals. This chapter deals with a comprehensive analysis of morphosyntax in Functional Grammar. The topics cover concepts of morphosyntax, functional grammar analysis, and metaphorical grammar.

8.2. MORPHOSYNTAX IN RELATION TO FUNCTIONAL GRAMMAR

Basically, morphosyntax is a model for understanding English sentence structure in the form of a cross between word structure (morphology) and phrase or clause structure (syntax) (Croft, 2022). For easier understanding, we can explain it as follows.
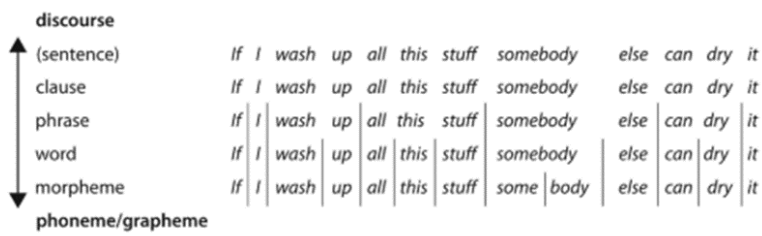
Morphologically, the smallest meaningful unit of above structure is in the forms of lexical words. The areas of syntax are

REFERENCES

Bartlett, T., & O'Grady, G. (Eds.). (2017). *The Routledge Handbook of Systemic Functional Linguistics*. Routledge.

Biber, D., Johansson, S., Leech, G. N., Conrad, S., & Finegan, E. (2021). *Grammar of Spoken and WRitten Englsh*. John Benjamins Publishing Company.

Coffin, C., Jim, D., & North, S. (2009). *Exploring English Grammar: From Formal to Functional*. Routledge.

Croft, W. (2022). *Morphosyntax: Construs of the World's Languages*. Cambridge University Press.

Finch, G. (2005). *Key Concepts in Language and Linguistics*. Bloomsbury Academic An imprint of Bloomsbury Publishing Plc.

Giovanelli, M., Harrison, C., & Nuttal. Louise (Eds.). (2020). *New Directions in Cognitive Grammar.* Bloomsbury Publishing.

Kertész, A., Moravcsik, E., & Rákosi, C. (2019). *Current Approaches to Syntax: A Comparative Handbook* (C. Kertesz, Andras, Moravcsik Edith, Rakosi (Ed.)). De Gruyter Mouton.

Langacker, R. W. (2008). *Cognitive Grammar : A Basic Introduction*. Oxford University Press. https://books.google.es/books?id=UKVNKz0ZRqwC

Langacker, R. W. (2013). *Essentials of Cognitive Grammar*. Oxford University Press.

Legarski, R. (2024). *The Art of Definition*. SolveForce.

Martin, J. R., Quiroz, B., & Wang, P. (2023). *Systemic Functional Grammar: A Text Based Description of English, Spanish and Chinese*. Cambridge University Press.

Morley, G. D. (2000). *Syntax in Functional Grammar: an Introduction to Lexicogrammar in Systemic Linguistics*. Continuum.
http://books.google.it/books?id=xSfUm19KMt0C

Porter, S. E., & O'Donnell, M. B. (2024). *Discourse Analysis and The Greek New Testament Text-Generating Resources*. Bloomsbury Publishing.

Schmid, H.-J. (2000). English Abstract Nouns as Conceptual Shells: From Corpus to Cognition. In B. Kortmann & E. C. Traugott (Eds.), *Journal GEEJ* (Vol. 7, Issue 2). Mouton de Gruyter.

Trask, R. L. (2005). *Key Concepts in Language and Linguistics*. Routledge.

AUTHOR'S PROFILE

Aswir
The author is a faculty staff of the English Education Study Program at the Faculty of Education at Universitas Muhammadiyah Jakarta (UMJ), Indonesia. Handling Foreign Language Community (FLC) is his other activity. His interests are in English Language Education Department, Technology Support, and Material Development in Kurikulum Merdeka. He is active in English associations, seminars, and collaborative research. His scholarly papers are published in some reputable journals both in Indonesia and foreign countries. His research in the areas of material development is one of his works supported by government funds from Hibah Kemristekdikti. Aswir developed and implemented English. learning methodologies, which optimally utilize technologically enhanced language learning. Besides research activities, he is also a coach for teacher development.

CHAPTER 9
RELATED THEORIES OF GENERATIVE GRAMMAR AND FUNCTIONAL GRAMMAR

Irma Wahyuni
Universitas Muhammadiyah Bogor Raya (Bogor, Indonesia)
Universitas Pendidikan Indonesia (Bandung, Indonesia)
E-mail: wahyuniirma09@gmail.com

9.1. INTRODUCTION

Language is a complex system that has intrigued scholars for centuries. Language is a systematic tool of communication that is structured and consisting of sounds, words, and grammar to convey meaning in human interaction. Language is like a special gift for human that is not given to other creatures in the world. It is due to human capacity of thinking with mental system in their brain that functions in processing the language. The language processed by human brain is not restricted to one type of language, but also multiple types of languages along with its complex linguistic system. Not only mental system, human is given the physical instruments as well to help them producing and receiving the linguistic patterns.

In terms of linguistic patterns, theories of grammar serve as tools to unravel the underlying structures and functions of language. Grammar is the set of rules that governs how language elements (words, phrases, clauses) are structured to form meaningful sentences (Chomsky, 1965). Technically, grammar is a subset of language focusing on syntax (sentence structure), morphology (word formation), phonology (sounds), and semantics or meaning (Chomsky, 1957). Grammar can be studied from different sides of lens or perspectives. Among these, generative grammar and functional grammar stands as

two prominent paradigms, offering distinct perspectives on language studies (Xiao, 2017).

Generative grammar, pioneered by Noam Chomsky, emphasizes the innate syntactic structures of language. It seeks to uncover the universal principles that govern all human languages and explains how these principles are instantiated in individual languages (Macapaz et al., 2024). This approach has significantly influenced the study of syntax, psycholinguistics, and language acquisition (Alsubaiai, 2021; Hakim, 2019). Chomsky's popular theory of Universal Grammar (UG) remains a foundational concept in understanding the innate capacities of human language and grammar acquisition.

In contrast, Functional Grammar (FG), found by Simon Dik and developed by Michael Halliday, focuses on language as a tool for communication. It examines how grammatical choices are shaped by context and the communicative needs of speakers (Butler, 2017). Functional grammar integrates syntax, semantics, and pragmatics, making it particularly relevant for sociolinguistics, discourse analysis, and text analysis.

This article aims to provide a systematic literature review of these theories, covering their historical roots, theoretical constructs, and practical applications. The discussion emphasizes key dimensions of analysis, contrasts between the two approaches, and their implications for linguistic research and ELT. By synthesizing insights from foundational texts and recent studies, this review offers an academic resource for linguists, practitioners, and educators alike. This article provides an in-depth exploration of two major linguistic theories: generative grammar and functional grammar. It delves into their historical evolution, theoretical frameworks, and dimensions of analysis, highlighting their application in linguistic research and English Language Teaching (ELT).

providing varied tools and perspectives for the theoretical and practical study of language.

REFERENCES

Alsubaiai, H. S. (2021). The Correlation between Old and New Linguistic Paradigms: A Literature Review Based on Kuhn's School of Thoughts. *English Language Teaching*, *14*(10), 84. https://doi.org/10.5539/elt.v14n10p84

Ananda, R., Fitriani, S. S., Samad, I. A., & Patak, A. A. (2019). Cigarette advertisements: A systemic functional grammar and multimodal analysis. *Indonesian Journal of Applied Linguistics*, *8*(3), 616–626. https://doi.org/10.17509/ijal.v8i3.15261

Azar, B. S., & Hagen, S. A. (2019). *Fundamentals of English Grammar*. Pearson.

Babaii, E., & Sheikhi, M. (2017). Traces of neoliberalism in English teaching materials: a critical discourse analysis. *Critical Discourse Studies*. https://doi.org/10.1080/17405904.2017.1398671

Butler, C. S. (2017). SFL in context. In G. Thompson, W. Bowcher, L. Fontaine, & D. Schonthal (Eds.), *The Cambridge Handbook of Systemic Functional Linguistics* (p. 259). Cambridge University Press.

Butt, D. G. (2019). Firth and the Origins of Systemic Functional Linguistics: Process, Pragma, and Polysystem. In G. Thompson, W. L. Bowcher, L. Fontaine, & D. Schönthal (Eds.), *The Cambridge Handbook of Systemic Functional Linguistics* (p. 11). Cambridge University Press.

Chang, C., & Huang, G. (2014). Functional Linguistics – a new journal for the scientific study of language. *Functional Linguistics*, *1*(1), 2013–2015. https://doi.org/10.1186/2196-419x-1-1

Cheng, S. (2023). A review of interpersonal metafunction

studies in systemic functional linguistics (2012-2022). *Journal of World Languages*, 1–45. https://doi.org/10.1515/jwl-2023-0026

Chomsky, N. (1957). *Syntactic Structures*. The Hague Mouton.

Chomsky, N. (1965). *Aspects of the Theory of Syntax.* MIT Press.

Chomsky, N. (1981). *Lectures on Government and Binding: The Pisa Lectures.* Foris.

Colé, P., Duncan, L. G., & Blaye, A. (2014). Cognitive flexibility predicts early reading skills. *Frontiers in Psychology*, *5*(June), 1–8. https://doi.org/10.3389/fpsyg.2014.00565

Cook, V. J., & Newson, M. (2007). *Chomsky's Universal Grammar: An Introduction.* Blackwell.

Darong, H. C. (2022). Register Categories (Field, Tenor, Mode) of the Text. *LLT Journal: Journal on Language and Language Teaching*, *25*(2), 572–581. https://doi.org/10.24071/llt.v25i2.4724

Davis, D. R. (2015). Grammar and culture in the work of Yamuna Kachru. *World Englishes*, *34*(1), 45–54. https://doi.org/10.1111/weng.12116

Dik, S. C. (1978). *Functional Grammar*. North-Holland.

Dik, S. C. (1989). *The Theory of Functional Grammar.* Foris.

Dkhissi, Y. (2018). The English Translation of the Quranic Text: The Structural Asymmetries. *Arab World English Journal (AWEJ) for Translation and Literary Studies*, 2(4), 41–57.

Dong, G., & Ren, H. (2013). The role of age in second language acquisition - A psychological perspective. *British Journal of English Linguistics*, *1*(1), 1–6. www.ea-journals.org

Eggins, S. (2004). *An introduction to Systemic Functional Linguistics*. Continuum.

Fairclough, N. & Wodak, R. (1997). *Discourse as Social*

Interaction (T. A. van Dijk (ed.)). Sage Publications.

Fairclough, N. (2003). *Analysing Discourse; Textual Analysis for Social Research*. Routledge, Taylor & Francis.

Fairclough, N. (2004). *Analysing Discourse; Textual Analysis for Social Research*. Taylor & Francis Group.

Felicia, O. (2018). Discursive strategies in Nigeria's 2015 Facebook campaign discourse. *Discourse and Society*, *29*(5), 471–494. https://doi.org/10.1177/0957926518770266

Gee, J. P., & Handford, M. (2012). The Routledge Handbook of Discourse Analysis. In *The Routledge Handbook of Discourse Analysis*. Routledge. https://doi.org/10.4324/9780203809068-15

Goldsmith, J. (1989). Introduction to the theory of grammar. *Language*, *65*(1), 150–159. https://doi.org/10.2307/4341113

Hakim, M. A. (2019). Membanding Teori Transformasi Generatif dan Systemic Functional Grammar; Telaah Kritis-Dialogis Antar Madzab Linguistik. *IJAS: Indonesian Journal of Arabic Studies*, *1*(1), 64. https://doi.org/10.24235/ijas.v1i1.4872

Halliday., M. A. ., & Matthiessen, C. M. I. . (2014). *Halliday's Introduction to Functional Grammar*. Routledge.

Halliday, M. (1985). *An introduction to functional grammar*. Arnold.

Halliday, M., & Hasan. (1976). *Cohesion in English*. Longman.

Halliday, M., & Hasan, R. (1989). *Language, context, and text: Aspects oflanguage in a social-semiotic perspective* (2nd ed.). Oxford University Press.

Hassan, A. (2018). Language, Media, and Ideology: Critical Discourse Analysis of Pakistani News Bulletin Headlines and Its Impact on Viewers. *SAGE Open*, *8*(3). https://doi.org/10.1177/2158244018792612

Hendrawan, W., Sujatna, E. T. S., Krisnawati, E., & Darmayanti, N. (2020). Interpersonal Meaning in RAs:

Some Traces of Modality. *Teknosastik*, *18*(2), 134. https://doi.org/10.33365/ts.v18i2.734

Herriman, J. (2013). Systemic functional linguistics. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd. https://doi.org/10.4324/9781315739342-11

Huck, G. J., & Goldsmith, J. A. (2007). *Ideology and Linguistic Theory: Noam Chomsky and the deep structure debates (History of Linguistic Thought)*. Routledge.

Ibbi, R. I. (2019). A Re-evaluation of the Analysis of Sentences: Transformational Generative Grammar and Systemic Functional Linguistics Perspectives. *Abraka Humanities Review*, *9*(1), 112 – 123. www.ajol.info/index.php/abraka/article/view/239090/225968

Jakobson, R. (1960). Linguistics and Poetics. In *Style in Language* ((ed. T. Se). MIT Press.

Janks, H. (2010). Language, Power and Pedagogies. In *Sociolinguistics and Language Education*. https://doi.org/10.21832/9781847692849-004

Ketabi, S., Zabihi, R., & Ghadiri, M. (2013). Critical thinking across the ELT curriculum: A mixed methods approach to analyzing L2 teachers' attitudes towards critical thinking instruction. *International Journal of Research Studies in Education*, *2*.

Kress, G., & Van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. Oxford University Press.

Kress, G., & Van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge.

Li, T., & Xu, F. (2018). Re-appraising self and other in the English translation of contemporary Chinese political discourse. *Discourse, Context and Media*, *25*, 106–113.

https://doi.org/10.1016/j.dcm.2018.04.003

Lieven, E., & Tomasello, M. (2008). Children's first language acquistion from a usage-based perspective. In P. R. & N. C. E. (Eds.) (Ed.), *Handbook of cognitive linguistics and second language acquisition* (pp. 168–196). Routledge/Taylor & Francis Group.

Liu, P., Rigoulot, S., & Pell, M. D. (2015). Cultural differences in on-line sensitivity to emotional voices: Comparing East and West. *Frontiers in Human Neuroscience*, *9*(May), 1–12. https://doi.org/10.3389/fnhum.2015.00311

Lukin, A. (2017). Ideology and the text-in-context relation. *Functional Linguistics*, *4*(1). https://doi.org/10.1186/s40554-017-0050-8

Macapaz, M. K. S., Kilag, O. K. T., Canes, R. M. F., Tiu, J. S., Dela Cerna, Y. M. T., & Pareja, J. Y. C. (2024). Revisiting Chomsky : Analyzing the Impact of Generative Grammar and Universal Grammar in Modern Linguistics. *IMJRISE; International Multidisciplinary Journal of Research for Innovation, Sustainability and Excellence*, *1*(10), 297–302.

Mallory, F. (2024). Generative Linguistics and the Computational Level. *Croatian Journal of Philosophy*, *2024*(71), 195–218. https://doi.org/10.52685/cjp.24.71.5

Martínez, D. (2012). Critical Learning: Critical Discourse Analysis in EFL Teaching. *Journal of Language Teaching and Research,* *3*, 283–288. https://doi.org/10.4304/JLTR.3.2.283-288.

Masykar, T., Nurrahmi, F., & Tabsyir Masykar. (2023). Systemic Functional Linguistics to Preserve Interpersonal and Ideational Meaning in English-Indonesian Translation. *Journal of English Education and Teaching (JEET)*, *7*(3), 560–572. https://doi.org/10.33369/jeet.7.3.560-572

Nichols, J. (1984). Functional Theories of Grammar. *Annual Review of Anthropology*, *13*(1), 97–117.

https://doi.org/10.1146/annurev.anthro.13.1.97

Noor, M., Moazzami, A., Muhabat, F., & Kazemian, B. (2015). Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH). *SSRN Electronic Journal*, *3*, 1–9. https://doi.org/10.2139/ssrn.2604000

Ott, D. (2017). Strong generative capacity and the empirical base of linguistic theory. *Frontiers in Psychology*, *8*(SEP), 1–5. https://doi.org/10.3389/fpsyg.2017.01617

Pradita, I. (2024). Functionalism Paradigm in Second Language Writing. *SALEE: Study of Applied Linguistics and English Education*, *5*(1), 366–378. https://doi.org/10.35961/salee.v5i1.1107

Puspitasari, D., Widodo, H. P., Widyaningrum, L., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). How do primary school English textbooks teach moral values? A critical discourse analysis. *Studies in Educational Evaluation*, *70*(May), 101044. https://doi.org/10.1016/j.stueduc.2021.101044

Radford, A. (2004). *Minimalist Syntax: Exploring the Structure of English.* Cambridge University Press.

Razali, K., & Razali, I. (2013). Strategies in Improving Reading Comprehension through Vocabulary Acquisition. *Englisia*, *1*(1), 1–15.

Roberts, N. B. (2016). *Analysing Sentences; An Introduction to English Syntax* (Foutrh Edi). Routledge.

Schiffer, S. (2015). Meaning and Formal Semantics in Generative Grammar. *Erkenn*, *80*(1), 61–87. https://doi.org/10.1007/s10670-014-9660-7

Scholz, B. C. (2019). *Philosophy of Linguistics* (Issue 4). https://doi.org/10.1017/9781316779651.006

Sharma Yadav, M., & Yadav, M. K. (2020). Role of the Transformational Generative Grammar and other Language Learning Theories in English Language Teaching. *SSRN*

Electronic Journal, *2*(1). https://doi.org/10.2139/ssrn.3665190

Susanto, A. and Fazlinda, A. (2016). English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review. *Applied Science and Technology*, *1*(1), 166–173.

Syamsurrijal, S., & Arniati, F. (2024). A Study of the Metafunctions of Lombok Regional Slogans: Systemic Functional Linguistics Analysis. *Journal of Languages and Language Teaching*, *12*(1), 1. https://doi.org/10.33394/jollt.v12i1.8779

Thompson, G. (2014). *Introducing functional grammar (3rd ed.)*. Routledge.

Van Leeuwen, T. (2005). Three models of interdisciplinarity. In R. Wodak & P. Chilton (Eds.), *A New Agenda in (Critical) Discourse Analysis* (pp. 3–18). John Benjamins Publishing Company.

Van Leeuwen, T. (2009). Discourse as the Recontextualization of Social Practice: A Guide. In Wodak & Meyer (Ed.), *Methods oc Critical Discourse Analysis* (2nd ed.). Sage.

Velupillai, V. (2012). *An Introduction to Linguistic Typology*. John Benjamins Publishing Company.

Wahyuni, I., Gunawan, W., & Ali, M. (2024). *Critical Thinking Values in Religious Narratives : CDA of ELT Learning Materials for Young Learners*. *17*(02), 435–461. https://doi.org/10.18326/rgt.v17i2.435-561

Wahyuni, I., Syaifullah, A. R., & Gunawan, W. (2022). Critical-Multimodal Discourse Analysis on The Encyclopedia 4D Series Textbook for Early Childhood Education Students. *Ethical Lingua: Journal of Language Teaching and Literature*, *9*(1), 158–167.

Webster, J. (2019). Key Terms in the SFL Model. In G. Thompson, W. Bowcher, L. Fontaine, & D. Schonthal

(Eds.), *The Cambridge Handbook Systemic Functional Linguistics* (p. 35). Cambridge University Press.

Xiao, R. (2017). Combining transformative generative grammar and systemic functional grammar: Linguistic competence, syntax and second language acquisition. *International Journal of English and Literature*, *8*(4), 37–42. https://doi.org/10.5897/ijel2017.1050

Zhang, H. (2018). Multidimensional Thinking of Systemic Functional Linguistics. *2018 International Conference on Culture, Literature, Arts & Humanities (ICCLAH 2018) Multidimensional*, 57–60. https://doi.org/10.25236/icclah.18.012

AUTHOR'S PROFILE

Irma Wahyuni
is a lecturer and researcher in the English language education department, University of Muhammadiyah Bogor Raya. She has Bachelor's degree in English literature, Master's degree in English language education, and Doctoral degree in (English) applied linguistics. Her main research interests are applied linguistics, functional linguistics, critical discourse studies, and academic writing.

CHAPTER 10
CASE STUDY

Aditya Eko Adrianto
Institut Seni Indonesia (ISI) Surakarta
E-mail: adityaeko@isi-ska.ac.id

Morphosyntax Through Pedagogical Grammar:
A Research Guide For Educators And Linguists

10.1. INTRODUCTION

Morphosyntax and pedagogical grammar are two key ideas in linguistics and language education, both playing an important role in comprehending and teaching language structures. Morphosyntax is a mix of morphology (the study of word forms and structure) and syntax (Haspelmath, 2011). Morphosyntax investigates how grammatical elements such as tense, agreement, word order, and inflection influence the form of sentences in any language (Dufter & Stark, 2017). Linguists obtain deeper insights into the principles regulating language by studying morphosyntactic patterns, and educators can use these insights to improve language teaching approaches. For both linguists and educators, a solid understanding of morphosyntax serves as the foundation for assessing how languages work and developing effective teaching approaches that stress the role of grammar in communication (Croft, 2022).

In contrast, pedagogical grammar is intended to meet the demands of language learners and educators. In contrast to descriptive grammar, which focuses on how language is used in everyday circumstances, pedagogical grammar aims to simplify and organize grammatical principles in a way that learners can understand (Bordón, 2018). It promotes clarity and

functionality, ensuring that learners can effectively communicate using grammatical concepts. Pedagogical grammar frequently involves explanations of morphosyntactic aspects that language learners must comprehend, such as verb conjugations, sentence structure, and the usage of articles and prepositions (Alduais, 2012). To help children gain language proficiency, educators must be able to describe these morphosyntactic aspects in the classroom.

These themes are relevant to both educators and linguists because of their interconnectivity. Understanding morphosyntax enables educators to create better structured and efficient lesson plans that teach grammar in relevant, context-driven ways. This, in turn, enhances student results by allowing students to internalize grammatical structures and use them in real-world communication (Abrar-Ul-Hassan, 2011). For linguists, morphosyntax is a critical area of research that provides insights into the deeper structure of language (Belletti & Guasti, 2015). Linguists help us comprehend language universals and typology by examining how morphosyntactic rules differ among languages. This research can then be applied to teaching techniques using pedagogical grammar.

To investigate how morphosyntax and pedagogical grammar can be integrated into research, this guide will undertake a literature review, concentrating on how existing studies and resources might be used. A literature review is the process of obtaining, assessing, and summarizing prior research on morphosyntax and its function in pedagogical grammar, making it an excellent starting point for both educators trying to improve their teaching techniques and linguists interested in the theoretical aspects of grammar (Cronin, Ryan, & Coughlan, 2008; Rowley & Slack, 2004). A comprehensive assessment of relevant sources allows academics to discover trends, gaps, and

pedagogical approaches, and synthesize research findings into practical teaching methods. By analyzing the effectiveness of different instructional strategies and considering the needs of students at various proficiency levels, the study highlights how theory can be translated into actionable classroom practices. Furthermore, the research underscores the importance of applying these insights in both teaching and further linguistic studies. The synthesis of pedagogical grammar resources with morphosyntactic theory allows for the development of targeted, research-based strategies that improve language instruction and contribute to the broader understanding of second language acquisition. By applying these methods in classroom settings and using them to generate new research questions, this study offers valuable contributions to both language education and linguistic theory. Ultimately, the findings aim to bridge the gap between theoretical research and practical teaching, fostering more effective learning experiences for students.

REFERENCES

Abrar-Ul-Hassan, S. (2011). Language Development Hinges on Communication: An Emergentist Perspective. *TESOL Journal*, *2*(4), 510–520. https://doi.org/10.5054/tj.2011.269749

Alduais, M. S. A. (2012). Main Schools of Grammar, Grammar in Schools and Pedagogical Grammar. *International Journal of English Language Education*, *1*(1). https://doi.org/10.5296/ijele.v1i1.2720

Belletti, A., & Guasti, M. T. (2015). *The Acquisition of Italian*. https://doi.org/10.1075/lald.57

Benade, L. (2021). Theoretical Approaches to Researching Learning Spaces. *New Zealand Journal of Educational Studies*, *56*(S1), 11–26. https://doi.org/10.1007/s40841-020-00191-z

Bordón, T. (2018). Gramática pedagógica. In *The Routledge Handbook of Spanish Language Teaching* (pp. 213–228). https://doi.org/10.4324/9781315646169-16

Bruhn, J. de G. (2013). *Chapter 5. Why theory and research are important for the practice of teaching*. https://doi.org/10.1075/lllt.38.08gar

Croft, W. (2022). *Morphosyntax*. https://doi.org/10.1017/9781316145289

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing*, *17*(1), 38–43. https://doi.org/10.12968/bjon.2008.17.1.28059

Derewianka, B. (2019). *A Relevant Pedagogic Grammar for Today's Classrooms*. https://doi.org/10.1007/978-3-030-02899-2_43

Dufter, A., & Stark, E. (2017). *Manual of Romance Morphosyntax and Syntax* (A. Dufter & E. Stark, eds.). https://doi.org/10.1515/9783110377088

Frey, N., & Fisher, D. (2011). Structuring the Talk: Ensuring Academic Conversations Matter. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *84*(1), 15–20. https://doi.org/10.1080/00098655.2010.484440

Gabryś-Barker, D. (2008). Morphosyntactic issues in second language acquisition. In D. Gabryś-Barker (Ed.), *Morphosyntactic Issues in Second Language Acquisition*. https://doi.org/10.21832/9781847690661

Haspelmath, M. (2011). The indeterminacy of word segmentation and the nature of morphology and syntax. *Folia Linguistica*, *45*(1). https://doi.org/10.1515/flin.2011.002

Hyland, K., & Shaw, P. (2016). The routledge handbook of english for academic purposes. In K. Hyland & P. Shaw (Eds.), *The Routledge Handbook of English for Academic*

Purposes. https://doi.org/10.4324/9781315657455

Jones, R. H., & Lock, G. (2011). *Functional Grammar in the ESL Classroom*. https://doi.org/10.1057/9780230297524

Kim, T. J., Kuo, L.-J., Ramírez, G., Wu, S., Ku, Y.-M., de Marin, S., … Eslami, Z. (2015). The relationship between bilingual experience and the development of morphological and morpho-syntactic awareness: a cross-linguistic study of classroom discourse. *Language Awareness*, *24*(4), 332–354. https://doi.org/10.1080/09658416.2015.1113983

Mahmoud, A. (2013). Learner Involvement in Language Development: From Course Design to Performance Assessment. *Journal of Language Teaching and Research*, *4*(4). https://doi.org/10.4304/jltr.4.4.679-683

Mukarromah, I., Beratha, S., Artawa, K., & Budiarsa, M. (2019). Designing Morphosyntax Material for EFL Students: Indonesian Case. *English Language Teaching*, *12*(6), 140. https://doi.org/10.5539/elt.v12n6p140

Nelson, P. M., Reddy, L. A., Dudek, C. M., & Lekwa, A. J. (2017). Observer and student ratings of the class environment: A preliminary investigation of convergence. *School Psychology Quarterly*, *32*(4), 465–479. https://doi.org/10.1037/spq0000176

Nemoto, T., & Beglar, D. (2019). The Case for Teaching Morphosyntax and Principles for Doing So. *JALT Postconference Publication*, *2018*(1), 299. https://doi.org/10.37546/JALTPCP2018-40

Reynolds-Case, A. (2012). Exploring How Non-native Teachers Can Use Commonalties with Students to Teach the Target Language. *Hispania*, *95*(3), 523–537. https://doi.org/10.1353/hpn.2012.a486151

Rowley, J., & Slack, F. (2004). Conducting a literature review. *Management Research News*, *27*(6), 31–39. https://doi.org/10.1108/01409170410784185

Schenck, A. D. (2018). An Investigation of the Relationship Between Grammar Type and Efficacy of Form-Focused Instruction. *THE NEW STUDIES OF ENGLISH LANGUAGE & LITERATURE*, *69*, 223–248. https://doi.org/10.21087/nsell.2018.02.69.223

Sebonde, R. Y., & Biseko, J. M. (2013). Handling of Morpho-syntactic Learners Errors in Tanzanian English Language Classrooms. *Journal of Language Teaching and Research*, *4*(6). https://doi.org/10.4304/jltr.4.6.1191-1199

Seyyedi, K., & Mohamed Ismail, S. A. M. (2012). Task-based Instruction. *International Journal of Linguistics*, *4*(3). https://doi.org/10.5296/ijl.v4i3.2203

Sulaiman, F., & Singh, S. K. S. (2021). Grammar Profiling: Realignment of CEFR Teaching Materials and Assessments. *International Journal of Research and Innovation in Social Science*, *05*(11), 593–597. https://doi.org/10.47772/IJRISS.2021.51132

Thibaut, L., Ceuppens, S., De Loof, H., De Meester, J., Goovaerts, L., Struyf, A., … Depaepe, F. (2018). Integrated STEM Education: A Systematic Review of Instructional Practices in Secondary Education. *European Journal of STEM Education*, *3*(1). https://doi.org/10.20897/ejsteme/85525

A KEY CONCEPT OF
ENGLISH MORPHOSYNTAX