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

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ABSTRACT

This research aimed to find out the most frequent types of inflectional suffixes, derivational suffixes, noun phrases and verb phrases produced by the Postgraduate Students in writing argumentative text. This research used Descriptive Quantitative Research. The data were obtained by using writing test. The samples of this research were 16 Postgraduate Students of English Education Master Program in Academic Year 2023 selected by using Total Sampling Technique. The results of data analysis from 16 samples found that 1) The inflectional suffixes of plurality {-s} were 46,06%, 3rd person singular {s/es} were 8.33%, past tense/passive {-ed} were 14.58%, participle {-ing} were 17.59 %, possessive {-s} were 3,93%, and comparative/superlative degrees {er/est} were 3.47%. 2) The derivational suffixes forming noun were 52.4%, forming verb were 3.2%, forming adjective were 23.92%, and forming adverb were 19.28%. 3) The constructions of simple noun phrases were 18.86%, rather complex noun phrases were 23.58 %, and very complex noun phrases were 56.83%. 4) The constructions of simple verb phrases were 82.5% and rather complex verb phrases were 16.87%. Thus, it can be concluded that the most frequent types of inflectional suffixes used by the students were plurality {-s}, the type of derivational suffixes was noun formation, the type of noun phrases was very complex noun phrases, and the type of verb phrases was simple verb phrases.

Keywords: Morphosyntactic, Inflection, Derivation, Suffixes, Noun Phrases, Verb Phrases.

1. INTRODUCTION

Background and Context

In writing ability, Cheung (2016) concluded that writing means using language structures and arranging arguments. Thus, the students must know the word structure and the sentence structure so that they will be able to arrange sentences into good paragraphs. According to Ampa & Basri (2019), it is crucial to understand that grammar and morphology are the entry behaviors of syntax. It means that the students' proficiency with English syntax can help them when they compose essays. This kind of competence serves as a guide to place the words in the right places, so it is possible to overcome difficulties organizing ideas in writing or even speaking. Therefore, an understanding of morphology and syntax must be taken out to help the students in having good written English text.

According to Croft (2022), morphology and syntax are combined to form morphosyntax. Morphosyntax studies how morphological and syntactic elements are combined to form language structure. Understanding morphosyntax is essential for good writing. Morphosyntax

combines morphology (word structure) and syntax (sentence structure) to create language structure. By analyzing morphosyntax, we can see how words are formed and combined into phrases and sentences.

One way to analyze morphosyntax is through morphosyntactic analysis. MacWhinney (2018) states that morphosyntactic analysis is essential in comprehending the intricate composition and structure of a language. This technique examines how a language's morphology and syntax interact. It helps us understand patterns, inconsistencies, and errors in writing. Thus, morphological analysis and syntactic analysis should be considered. According to Booij (2015), morphological analysis is the process of analyzing inflectional and derivational morphemes to create a word. There are two main types of morphemes: inflectional and derivational. Inflectional morphemes indicate grammatical properties like tense and number. Derivational morphemes create new words.

Another type of morphosyntactic analysis is syntactic analysis. Brown & Miller (2020) state that the process of identifying and describing the structural relationship between words and phrases in a sentence is known as syntactic analysis. This focuses on how words and phrases combine to create sentences. One important aspect of syntax is phrases, which are groups of words with a head word (e.g., noun phrase, verb phrase as the focus studies on this research). Students need to understand those phrases to construct grammatically correct sentences. Therefore, the researcher is interested to analyze deeply the English writing text of the University Students to find out the most frequent types of inflectional and derivational suffixes as well as the types of noun phrases and verb phrases used by the students. As a result, the researcher formulated the research on the titled *An Analysis of Morphosyntactic Construction of English Writing Text Produced by the Postgraduate Students at Unismuh Makassar*.

Statement of the Problem

In writing English text, the students at university are supposed to write rather complex or very complex phrases in constructing grammatical sentences. But unfortunately, most of the students are more capable only to write simple phrases than rather or very complex phrases in their written English text. Harmawan et al (2023), Mustafa et al (2022), and Purinanda & Sutrisno (2022) showed that beside the grammatical sentences, limited vocabulary understanding became the main difficulties of the students in academic writing. Therefore, the researcher is interested to analyze deeply the English writing text of the University Students to find out the most frequent types of inflectional and derivational suffixes as well as the types of noun phrases and verb phrases used by the students in writing English text.

Significance of the study

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

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

Objectives of the Study

1. To find out the types of inflectional suffixes are used by the Postgraduate Students in writing argumentative text.
2. To find out the types of derivational suffixes are used by Postgraduate Students in

writing argumentative text.

3. To find out the construction of noun phrases are used by the Postgraduate Students in writing argumentative text.
4. To find out the construction of verb phrases are used by the Postgraduate Students in writing argumentative text.

Research Questions

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

2. REVIEW OF RELATED LITERATURE

Basic Concept of Morphology

a. Definition of Morphology

Aronoff & Fudeman (2022) define that morphology as the study of word creation, which includes how new words are created in different languages and how word forms change based on how they are used in sentences. Hoffmann (2022) states that words are made up of smaller units called morphemes, morphology also examines the inner structure of words. They also state that morphology can be divided into two main branches namely Inflectional morphology and derivational morphology. Thus, we can conclude that morphology is one of the linguistics branches which focuses on the study of words, their internal structure, and the mental processes involved in word production. By understanding the word forming, we can know the types and the function of the words in sentences.

b. Word and Morpheme

According to Hoffmann (2022), a word is defined as "a minimal free form" that can stand alone in a phrase and has a meaning or function. Meanwhile, a morpheme is "the smallest unit of language that carries information about meaning or function" and cannot be further subdivided without becoming unrecognizable. For instance, in the word *lovely and unhappiness*. Both of them are categorized as words which consisted of one and two morphemes. Additionally, Katamba (2006) as cited in Susanto et al (2023) identifies that morphemes can be traditionally divided into free morphemes and bound morphemes according to their forms. Free morphemes are the morpheme that can stand alone as word that can be divided into two types of namely lexical morphemes and functional morphemes. Lexical morphemes are categorized as the open class words, e.g., nouns, verbs, adjective, and adverb. Meanwhile, functional morphemes are categorized as closed class which also perform logical function, e.g., Articles, demonstratives, conjunction, pronouns, and prepositions. Meanwhile, the bound morphemes are units that cannot function as words by themselves. To make sense, they must be connected to a root (free morpheme), e.g., "unhappy" is made up of the prefix "un-" as the bound morpheme and the root word "happy".

c. Inflectional and Derivational Suffixes

Language expert Hoffmann (2022), claims that inflection and derivation are two key processes in word construction that serve various linguistic purposes. Affixes with inflectional meanings do not change the word's core meaning or classification. Because it primarily expresses grammatical relationships inside a phrase as a "grammatical" process. Thus, to

indicate grammatical qualities like tense, number, case, gender, or comparison, affixes are added to a base word. For instance, the English suffix "-s" turns the noun "dog" into the plural form "dogs." In this case, the inflectional suffix "-s" denotes plurality. According to Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022), words can acquire suffixes called inflectional morphemes, which give them additional grammatical meaning. It can designate a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, and past tense). Thus, there are six types of inflectional suffixes to improve a word's meaning in some way.

On the other hand, Hoffmann (2022) states that derivation entails adding affixes to a base word to produce a new word with a distinct meaning or category. Derivational affixes alter the root word's meaning or function, resulting in derived words that may share a lexical or conceptual connection with the original term. According to Aronoff & Fudeman (2022), Hoffmann (2022), there are two types of derivational suffixes, class-maintaining and class-changing. Class-maintaining means that a word is derived to change meaning without changing the class of the word, while class-changing means that a word is derived to change the meaning and the class of the word. This research only focused on derivational suffixes in the form of class-changing. For instance, the derived noun "singer" is created by prefixing the verb "sing" with the suffix {-er}. In this case, the suffix {-er} transforms the verb into a noun designating the actor of the action.

Additionally, Susanto et al (2023) state that class-changing derivational suffixes are affixes that, when added to a word, alter its form-class. They can change a word's function, including changing nouns, adjectives, verbs, and adverbs. First, in noun forming, many English nouns are formed by adding the derivational suffixes to the verb stems and adjective stems. The structure of derivational suffixes of verb stems to form nouns consists of a core slot filled by a verb stem followed by a nominalizer slot filled by suffixes {-al, -ure, -y, -ment, -ity, -ion, -er, -ant, -ing, -t, etc.} are added to form a new word of noun. For examples, {-arrive}v + {-al} = {arrival}N; {-fail}v + {-ure} = {failure}N. The structure of the derivational of adjective stems to form nouns consists of a core slot filled by an adjective stem followed by nominalizer slot filled by suffixes (-ness, -ity, -th, -ism, -ce, -dom, and etc) are added to create nouns. For examples, {big} adjs + {-ness} = {bigness}N; {active}adjs + {-ity} = {activity}N. Second, in verb forming, the verbs are formed by adding suffixes to the noun and adjective stems. Some English verbs are created by prefixing nouns with the letters "be-" and "en-," as well as the suffixes "-ize," "-fy," and "-en." Examples include "befriend," "bewitch," "enjoy," "enrage," "colonize. And the structure of the derivational affixes of verbs consists of a core slot filled by an adjective stem, followed by a verbalizer slot filled by {-en, -ize, en-, -fy, and etc}. For examples, {-equal}adjs + {-ize} = {equalize}v; {deep}adjs + {-en} = {deepen}v.

And then, the third, in adjective forming, adjectives are formed by adding suffixes to the noun and verb stems. Many English adjectives are created by adding the suffixes -y, -ly, -ish, -al, -ous, -ic, -ar, -ary -ful, -less, -ate, -en, -to noun stems such as cloudy, dirty, friendly, lovely, silly, childish, emotional. And the suffixes -ent, -ant, -ive, -able, -some, -ory, and -en are often added to verb stems to create adjectives like confident, excellent, observant, pleasant, creative, readable, winsome, swelled, etc. Fourth, in adverb forming, adverbs are formed by adding suffixes to the noun and adjective stems. The suffix {-ly} to adjective stems like cheerfully, nicely, hopefully, ordinarily, certainly. And the - and the suffixes "-ly" and "-ward" to noun stems such, weekly, monthly, seaward, westward, etc.

Basic Concept of Syntax

a. Definition of Syntax

Depraetere & Langford (2019) state that syntax is the study of sentence structure, which includes the guidelines and rules that determine how words combine to produce phrases and sentences in each language. According to Muin (2019), syntax is the study of how words are

put together to form clauses, sentences, and other syntactical creations. Words are the smallest syntax units. In addition, Brown & Miller (2020) states that syntax as the study of sentence structure, or the way words are combined to form sentences. It is the study of sentences forming to examines the rules and guidelines that drive every language's sentence construction. Therefore, it could be considered that syntax examines the relationships between word grouping and how to put the words together to form phrases, clauses, and sentences.

b. Syntactic Construction

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

c. English Noun Phrase

The head may have some pre-modifications before it and some post-modifications after it. Only the head of a noun phrase is required, while the modification is optional (Jackson, 1982). The components of English noun phrase are presented as follows:

- 1) **Head.** A noun is the most frequent type of head noun phrase.
- 2) **Pre-modifiers.** According to Jackson (1982: 67), a noun phrase's pre-modifier is made up of various classes or subclasses in the following order: - Identifier (Determiner) including Articles (a, an, the) possessive (my, her, his, their, your, our), numeral (one, two, some, many), demonstrative (this, that, those, these), adjective (beautiful, nice, big, small, etc.) and noun not only as a head of noun phrases, but also as modifier in the noun phrases. For examples, a country garden, the travel agency, the table leg. All fall under this category.
- 3) **Post – Modifiers.** According to Jackson (1982: 69), clauses or phrases, rather than particular word classes or subclasses, must frequently fill the post-modifier position in noun phrases. He states that in constructing English noun phrases, some components will be applied such as single word, relative clauses, non-finite clauses, and prepositional phrases are the four types of post-modifier appear.
 - a) The single word post modifier may be adjectives, adverb, a myself-type pronouns such as *somebody brave, something stage; something useful, blood royal, nothing amusing; the time before, the morning after, the bus behind, and etc.*
 - b) A relative clause which one of the post- modifiers that usually found as a head noun of the noun phrase. For examples, in the noun phrase “ *the man who came here yesterday.*” The relative clause in the phrase is “ *who came here yesterday*” with who as relative pronoun which refers to the head “ *man*”. The relative pronoun who and whom are used the stand for heads that refers to person. Meanwhile the relative pronoun which is used for non-human, and that may be used for both. For examples, I cannot find the book which he recommended. The book which he recommended is a NP, with the as determiner, book as head and which he recommended as post- modifier
 - c) Non-finite clauses are those initiated by a verb with a non-finite form and typically do not have a subject. According to Aljovic (2017), non-finite clause can function as complement or modifier in NP structure. In m modifier function, we find to -infinitival and participial as complement that function as post-modifier. For examples,

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

- She was not among those consulted by the boss Past Participial
- d). Prepositional phrase is the type of modifier that frequently occur in a noun phrase as a modifier. For example, in the noun phrase “*the man in the car*”, in the car is PPs that functioning as post-modifier to “*the man*”.

d. *The Type of English Noun Phrase*

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

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

$N = \pm \text{Det: art/ Pos/ Num /demon} + \text{H: n}$

For examples,

- a man - my book - these pens
- one book - this pen / that pen - those books

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

$N = \pm \text{Det: art/ Pos/ Num /demon} \pm \text{Mod: adj/ AdjP/n} + \text{H: n}$

For examples:

- a smart cat - a beautiful girl
- my quite calm rabbit - the very diligent student

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

$N = \pm \text{Det: art/ Pos/ Num /demon} \pm \text{Mod: adj/ AdjP/n} + \text{H: n} \pm \text{Mod: RA/CL}$

For examples:

- a black spot on his eyes - something useful
- the man who came yesterday is my uncle - the article consulted by the teachers

e. *Verb Phrase*

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

f. *The types of Verb Phrases*

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

1) **Simple Verb Phrases**

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

Examples:

- can sing - is singing
- will go - will mix

2) *Rather Complex Verb Phrases*

A rather complex verb phrases consist of two or more modifier slots filled with auxiliaries to come before the head slot.

Examples:

- will be playing
- should have been eating

Basic Concept of Morphosyntax

According to Croft (2022), morphosyntax is an essential aspect of linguistics that plays a crucial role in understanding the complex structure and composition of the English language. It is the study of the interplay between morphology and syntax in the English language. Morphology is the study of words and their rules of formation, while syntax is the study of sentences and their rules of formation. Both of them play crucial role in constructing grammatical sentences. According to Susanto et al (2023), morphology and syntax are essentially studies of the same thing, namely the rules that govern how a language is formed, but at different "levels." We draw attention to these distinctions by referring to it as morphosyntax. Words like nouns, verbs, adjectives, adverbs, pronoun determiners, and preposition conjunctions are used when discussing word formation, or morphology. In addition, Kim & Michaelis (2020) state that terms like subject, verb, object, complement, and adverbial as well as phrases and clauses are used when discussing sentence formation, or syntax.

Morphosyntactic Analysis

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

In the other word, Mosel (2011) as cited in Jamilah (2023) states that the study of a language's word, phrase, sentence's structure, its function is known as a morphosyntactic analysis. It entails investigating the creation of words, how they are put together to form longer sentences, and how they carry meaning and grammatical information. In addition, Ambalegin & Suryani (2018) define that morphosyntactic analysis is useful to be done in analysing the inconsistent construction of the words, phrases, and sentences. For examples, "these girls sing a song". The sentence is categorized inconsistent construction. The suitable determiner of the noun phrase "these girl" must be "the instead these" because the head of the noun is singular, there is not morpheme (-s), meanwhile, if the noun phrase as the subject is singular (the girl) the verb sing must be added morpheme-s to be sings.

Previous Studies on Morphosyntactic Analysis

Some of previous researches have conducted morphosyntactic analysis to analyze combination of morphological and syntactic elements in English writing text. Jamilah (2023), conducted her research on the title Morphosyntactic analysis of inflectional suffixes on Political News on BBC. By using qualitative research design, she found that there were six types of inflectional suffixes used in the articles. She found that the suffixes -s in noun to form plurality, and the suffixes -ed in verb of past tense were frequent used in the articles. She also found

that mostly of the articles used inflected word which is functioned as predicate. In addition, Tri Widari et al (2018) conducted the research on the title Morphosyntactic Analysis on English Inflectional Affixes with Special Reference to the Jakarta Post. They found that -s and -ed of the inflectional suffixes were most used in special reference on Jakarta Post. They found that Inflectional suffixes -s and -ed were most frequent used in the articles. Predicate and attribute were mostly used as the syntactic function. In analyzing the morphosyntactic of the English writing text, not only inflectional suffixes can be analyzed, but also derivational suffixes. The previous researcher, Antari & Sedeng (2018) conducted their research on the title Morphosyntactic study of derivational suffixes forming adjective on the Twilight Novel. They found that there are certain derivational suffixes to transform word classes from nouns and verbs into adjectives. The suffixes -ful, -able, -ish, -ous, -al, -ic, less, -y, -ive, and -ly are among the 10 that have been identified. Predicative and attributive as syntactic functions are the two categories that have been identified thus far.

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

Basic Concept of Writing

Writing is a task that necessitates comprehension of the recursive structure of the writing process and knowledge of what makes effective writing, claims (Cheung, 2016). The ability to frame and develop arguments is a component of writing proficiency as the addition to the linguistic tools for cohesiveness and coherence. Therefore, it could be used as communication tool to convey meanings. Additionally, Azis (2021) and Ravichandran (2018) found that good writing is characterized by grammatical correctness. Sentences, verb tenses, and proper word order are all considered aspects of grammatical correctness.

The Elements of Effective writing

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

- 1) **Central Idea.** This aspect of effective writing entails organizing our content around a concise, digestible theme, argument, or thesis. It entails choosing supporting and reinforcing ideas for our main idea. There are certain crucial things to remember: The main point is conveyed in simple language, usually at the beginning; Every subordinate concept has a clear relationship to the main idea.
- 2) **Organization.** This writing element deals with the organization of information in a logical manner. It entails directing the reader towards the main and supporting concepts. A well-organized system follows a logical path. It directs the reader between the different sections of the content. There are certain crucial things to remember: The introduction introduces the reader to the main concept and the argument; Information is presented in a logical and cohesive order, with subordinate concepts clearly recognized.; The transitions are beneficial and evident; A conclusion or closing provides the reader with a sense of closure

while summarizing the case and highlighting the main topic.

- 3) **Supporting Materials.** The reader finds the concepts and information offered to be interesting and remember when they are supported with explanations, examples, statistics, and quotations. Supporting evidence serves to elucidate in explanation and to persuade in argument. There are certain crucial things to remember: The examples are convincing, sufficient, explicit, detailed, and pertinent; The argument is bolstered by quotations;
- 4) **Expression, Words Choices, and Point of View.** The audience, goal, and content are all appropriately addressed in language that is accurate, precise, and clear. Emphasis is created by using different phrase lengths and structures. It is crucial to remember the following: The word choice is simple, exact, precise, unpretentious, and devoid of slang and phrases that are abused; Sentences lack ambiguity and wordiness.

Morphosyntax in English Writing

According to Fiona (2015) as obtained in Mukarromah et al (2019), states that Morphosyntax, which integrates the two components of a grammatical system, is preferable to the more common term grammar. Firstly, morphology pertains to the arrangement of a word's constituent elements, also known as word construction. Secondly, syntax, or the guidelines for arranging words to form sentences or clauses, also known as syntactic construction. This results in a link between the gaining of morphosyntactic knowledge and ability to write. According to Brown (2004) as cited in Mukarromah et al (2019) states that the way a word is formed and the process by which it forms makes words are utilized correctly, sentences are organized correctly to convey meaning

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

Argumentative Texts

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

- 1) **Introduction.** The statement, which is the major assertion or argument of the text, is stated along with the topic's introduction.
- 2) **Body Paragraph.** The essay statement is supported by several arguments and pieces of evidence that are discussed in each paragraph. The paragraphs should also cover any objections or counterarguments and address them, addressing them with additional justification or rationale.
- 3) **Conclusion.** The thesis statement is restated in a new form while summarizing the key ideas. Additionally, it might offer some recommendations or suggestions for additional study or research on the subject.

3. METHODOLOGY

Research Design: This research employed Descriptive Quantitative Research which aimed to describe the data analysis about morphosyntactic construction of English writing text produced by the Postgraduate Students of English Program at Unismuh Makassar. According to Creswell (2012), descriptive quantitative research as a type of quantitative research that aims to describe, analyze, and interpret numerical data without manipulating variables

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

Data collection: A writing test was served as the writing instrument of this research. It was used to answer the research questions of this research related to the students' morphosyntactic construction. The researcher instructed the students to write an argumentative text at least 3 paragraphs by determining the topic "The Effects of Smartphone". The allocation of time used for doing the test was 60 minutes. The students' written tests were used as data collection in analyzing the morphosyntactic construction to find out the types of inflectional suffixes, derivational suffixes, and to find the construction of noun phrases and verb phrases that students produced in their English writing text.

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

1. Identification. In identifying the data, the researcher implemented some steps as follows:
 - a. Identified the six types of inflectional suffixes and derivational suffixes by giving code 1.1,1.2,1.3..., for inflectional suffixes, and code 2.1,2.2,2.3..., for derivational suffixes.
 - b. Identified the construction of noun phrases and verb phrases by giving code 3.1,3.2,3.3... for noun phrases, and code 4.1,4.2, for verb phrases.
2. Classification. Classification is a process of data analysis that involves assigning codes or categories to data points based on their features or attributes. Therefore, the researcher classified the inflectional and derivational suffixes as well as the construction of noun phrases and verb phrases by using table based on their patterns.
3. Percentage. The researcher calculated the data to find out the most frequent type of the inflectional suffixes, derivational suffixes as well as the construction of English noun phrases and verb phrases used by the students in their argumentative text. In calculating the percentage of the items, the formula will be used as follows:

$$P = (F/N) \times 100 \%$$

Notation:

P = Percentage of the items

F = Number of the Quantity items

N = Total Number of the items

(Gay et al., 2012)

4. RESULTS

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

The Types of Inflectional Suffixes

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

Table 4.1. The Frequent Types of Inflectional Suffixes

Coding	Inflectional Suffixes Types	F	Percent (%)
1.1	Plurality -s	199	46.06 %
1.2	Possessive -s'	17	3.93 %
1.3	3 rd Person Singular -s/es	36	8.33 %
1.4	Past tense/ passive voice – ed	63	14.58%
1.5	Participle -ing	76	17.59 %
1.6	Comparative / Superlative Degree -er/est	15	3.47 %
Total		406	93.98 %

N = 432

Table 4.1 above indicates the six types of inflectional suffixes produced in argumentative text by the Postgraduate Students of English Mater Program Unismuh Makassar. They are plural suffixes -s, possessive -s', 3rd person singular s/es, past tense/passive voice-ed, present participle -ing, and comparative / superlative degree -er/est. Based on the types of inflectional suffixes, it can be seen that plural suffixes -s is the greatest one, that is **46.06 %**. For examples, **smartphones** are one of communication **tools** that can be used by children, **teenagers**, and **adults**. Then, the greater of the inflectional suffixes is present participle -ing **17.59 %** such as **interacting** via text, **allowing** users to access, just **looking** for what they want. Meanwhile, past tense/passive voice -ed is **14.58%** such as in the sentences: the smartphone concept has been **adapted** by many companies and **developed** until now; it **can be used**; everything **can be accessed** through smartphone. Then, the great percentage of inflectional suffixes is found in the examples of 3rd person singular, that is **8.33 %**. For examples, the latest trends which **creates** the potential information; it **provides** some conveniences.

The table above also contains the fewer and the fewest of inflectional suffixes that the students have made in their argumentative texts. It can be seen that possessive the fewer one, that is **3.93 %**. For examples, children's behaviour patterns; smartphone can negatively impact user's mental. Then, the fewest one is comparative/ superlative degree er/est, that is **3.47 %**. For examples, the students wrote "making communication **easier**; the **latest** trends. Additionally, the table shows that percentage is not 100% but **93.98 %**. It could be considered that there was ambiguous performance of the students applying inflectional suffixes. It was found that there were five students still made a wrong in using plural suffixes. For examples, student wrote "smartphones help people in **many thing**" (It should be many **things**), the other student wrote "It also has **negative impacts** namely consumer behaviour (It should be negative impact). Then, two students (students no 4 and student no 15) wrote **more easier and more easy** instead easier in inflectional suffixes of comparative degree.

The Types of Derivational Suffixes

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

Table 4.2. The Types of Derivational Suffixes

Coding	Types of Derivational Suffixes	F	Percent (%)
2.1	Noun Forming	32	11.42 %
	Adjective to Noun		

	Verb to Noun	115	41.07 %
2.2	Verb Forming		
	Noun to Verb	4	1.42 %
	Adjective to Verb	5	1.78 %
2.3	Adjective Forming		
	Noun to Adjective	35	12.5 %
	Verb to Adjective	32	11.42 %
2.4	Adverb Forming		
	Adjective to Adverb	41	14.64 %
	Noun to Adverb	13	4.64 %
Total		277	98.92 %

N = 280

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

The Types of Noun Phrases Construction

a. The Construction of Simple Noun Phrase

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

Table 4.3. The Frequent Types of Simple Noun Phrase Construction

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

Table 4.3 above indicates the constructions of simple noun phrase produced in argumentative text by the Postgraduate Students of English Mater Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an article, followed by head slot filled by a noun is the greatest one, that is 09. 43 %. For examples, a smartphone is a communication tool; they just click the research. Then, the greater is pre modifier slot filled by possessive determiner followed by head slot filled by a noun, that is 04.00 %. For examples, they want to follow their friends; smartphone can influence our health.

The table above also contains of the fewer and the fewest constructions of simple noun phrase produced by the Postgraduate Students. It can be seen clearly that the fewer one is pre modifier slot filled by a numeral (quantifier) followed by head slot filled by a noun, that is 02.83

%. For examples, smartphone has four cameras; smartphone has many functions. Then, the fewest is pre modifier slot filled by demonstrative determiner followed by head slot filled by a noun, that is 02.59 %. For examples, the evidence suggests these devices; this device means that the students cannot develop their thinking. Thus, the result of data analysis showed that there were four types of simple noun phrase constructions found on the Postgraduate Students' argumentative texts.

b. The Construction of Rather Complex Noun Phrase

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

Table 4.4. Types of Rather Noun Phrase Construction

Coding	Pre-Modifier	Head	Quantity	Percent (%)
3.2.1	Adjective	N	52	12.26 %
3.2.2	Determiner + adjective	N	25	05.89 %
3.2.3	Determiner + Noun (M)	N	11	02.59 %
3.2.4	Noun (M)	N	12	02.83 %
Total			100	23.58 %

Table 4.4 above indicates the constructions of rather noun phrase produced in argumentative text by the Postgraduate Students of English Master Program Unismuh Makassar. It can be seen that the construction of pre modifier slot filled by an adjective, followed by head slot filled by a noun is the greatest one, that is 12.26 %. For examples, it no longer has clear boundaries; parental supervision is needed. Then, the greater is pre modifier slot filled by determiner followed by adjective modifier followed by head slot filled by a noun, that is 05.89 %. For examples, the positive impact is getting closer; smartphone can negatively impact user's mental health.

The table above also contains of the fewer and the fewest constructions of rather complex noun phrase produced by the Postgraduate Students. It can be seen clearly that the fewer is pre modifier slot filled by noun modifier followed by head slot filled by a noun, that is 02.83 %. For examples, it has negative impact namely consumer behavior; we can touch friends and family by using video calls. Then, the fewest is o is pre modifier slot filled by determiner followed by noun modifier, followed by head slot filled by a noun, that is 02.59 %. For examples, the smartphone concept has been adopted by many technology companies. Additionally, the table also shows that the construction of rather complex noun phrases produced by the postgraduate students is not 100% but 23.58 %. It was found that there was ambiguous performance of one student. For example, the student wrote social media application accessible instead accessible social media application.

c. The Construction of Very Complex Noun Phrase

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

Table 4.5. The Types of Very Complex Noun Phrase Construction

Coding	Pre-Modifier	Head	Post- Modifier	Quantity	Percent (%)
3.3.1	-	N	Prepositional Phrase	35	08.25 %
3.3.2	Adjective	N	Prepositional Phrase	20	04.71 %

3.3.3	Determiner	N	Prepositional Phrase	73	17.21 %
3.3.4	Det + adjective	N	Prepositional Phrase	38	08.96 %
3.3.5	-	N	Relative Clause	13	03.06 %
3.3.6	Det + adjective	N	Relative Clause	31	07.31 %
3.3.7	Det+ Adjective	N	Single Word	5	01.17%
3.3.8	Det + Adjective	N	Non-Finite Clause	26	06.13 %
Total				241	56.83%

N = 424

The four greatest constructions of very complex noun phrases made in the students' argumentative text are presented in the table above. First, the pre modifier slot filled determiner followed by Head (Noun), followed by post modifier slot filled by a prepositional phrase, that is 17.21 %. For examples, the convenience of constant connectivity...; the phenomenon undermines the quality of our interaction. Second, pre modifier slot filled by determiner followed by adjective modifier, followed by head (noun) followed by post modifier slot filled by prepositional phrase, that is 08.96 %. For examples, to prevent more negative impacts on children...; it can have a negative effect on children. Third, Head slot itself filled by a noun, followed by post modifier slot filled by a prepositional phrase, that is 08.25 %. For examples, technology in the 21st century is fast; some people use smartphone for accessing social media. Fourth, the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun), followed by post modifier slot filled by relative clause, that is 07.31 %. For examples, it can also be a negative impact when it used for irresponsible thing; it can be a double edge knife where it has two sides.

The table above also indicates the fewer and the fewest construction of very complex noun phrase made in argumentative texts by the Postgraduate Students. It can be seen that the fewer constructions are pre modifier slot filled by determine followed by head (noun) followed by post modifier slot filled by non-Finite Clause is 06.13 %, and pre modifier slot filled by adjective modifier followed by head (noun) followed by post modifier slot filled by prepositional phrase is 03.06 %. The examples of very complex noun phrases about Det+ +H + non -Finite clause are; one of them is reducing the time using gadget; this can result inability to communicate. Then, the examples of very complex noun phrase about Adjective + Head + Prepositional phrase are; there is not enough evidence of any long-time...; smartphone can reduce the user's capability in focusing on studying. And then, the fewest construction is the pre modifier slot filled by determiner followed by adjective modifier followed by head (noun) followed by post modifier slot filled by a single word, that is 01.17%. For examples, we can make our daily lives easier; we should use this device well; it can be something useful.

Based on the description above, it could be concluded that the greatest type of noun phrase constructions produced by the Postgraduate Students in writing argumentative text was very complex noun phrase, that was **56.83 %**. Then, the greater one was rather complex noun phrase, that was **23.58 %**, and the fewest one was simple noun phrase, that was **18.86%**. Thus, it could be inferred that the Postgraduate Students were categorized advance in writing English text, due to the fact, they were able to construct wider and longer noun phrases.

The Types of Verb Phrase

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

Table 4.6. The Frequent Types of Verb Phrase Construction

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

N = 160

The table 4.6 above indicates that there are two types of verb phrase constructions found in the argumentative texts of the Postgraduate Students. It can be seen that the simple verb phrase is greater than rather complex verb phrase. The simple verb phrase is **82.5 %**, meanwhile, the rather complex verb phrase is **16,87%**. The examples of simple verb phrases found in the students' argumentative text were: smartphone has become an integral part of modern life; The relation is getting away; we should use this device well. Then, the examples of rather complex verb phrases were: Children can be supervised; Smartphone can be used by children...; The smartphone concept has been adapted by technology companies. Thus, the it could be concluded that the Postgraduate Students were easier in constructing simple verb phrases than rather complex verb phrases. Additionally, the researcher found that there was ambiguous performance made by one student. It could be seen the result findings was not 100 % but **99.37 %**. It means that the researcher found inaccurate construction of verb phrase produced by the student. For example, the student wrote " **it can be install** "instead "it should be installed. The student did not add suffix -ed to the stem install to indicate that the form of the sentence is passive voice.

5. DISCUSSION

The researcher discusses the facts that found in the result' findings as follows:

The Types of Inflectional Suffixes

According to Hoffmann (2022) a letter or combination of letters that gives a word additional grammatical information is called an inflectional morpheme (suffixes). Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) states that there are six types of inflectional suffixes included a possession, a comparison, a number (plurality suffixes), or a tense (3rd singular person, present participle, past tense). As had been presented in findings that there were six types of inflectional suffixes in the Postgraduate Students' argumentative text namely plurality -s, possessive -s', 3rd person singular -e/es, past tense/ passive voice -ed, present participle -ing, and comparative/ superlative degree – er/est. The result of the data analysis of this research showed that the most frequent types of inflectional suffixes produced by the Postgraduate Students in writing argumentative text were plurality -s (plural maker) and the present participle -ing. Unlike the present research, both previous researchers, Tri Widari et al (2018) and Jamilah (2023) conducted morphosyntactic analysis of some articles showed that the most frequent types of inflectional suffixes found in the articles were plural suffixes -s and past tense -ed. It means that the inflectional suffixes produced by the students could be different based on the function of the words. If the students explain something in progress, they will use verb -ing for examples: they are holding smartphone; they are browsing; they are using smartphone.

And then, if the students show action that take place in the past, passive, the past tense suffixes -ed will be used such as "Smartphone can be used to get information", smartphone is needed in this era; Everything can be accessed through smartphone. According to Hoffmann (2022), the verb is given the present participle suffixes -ing to show that the action is progressing, and the verb is inflected suffixes -ed to show that the action is happened in the past, passive voice and past participle.

Additionally, Fromkin et al (2003) as cited in Jimmi & Sulaeman (2022) indicate that words with a sibilant sound like /s/, or /z/, the plural suffix is occasionally written as {-es} such as bus and quiz are changed into buses and quizzes. But, in the findings of the research, the researcher did not find the inflected plural suffixes -es of the words used by the Postgraduate Students' argumentative texts. The researcher only found that there were some students who had made ambiguous performance in using plural suffix. For examples;1) "The smartphone can give positive and negative effect". The word effect should be inflected suffix- s to indicate that there are two effects namely positive and negative effects; 2) The smartphone has some application to find information and many thing". The word application and thing should be inflected by suffixes-s to indicate plurality, because there are numeral determiners namely some and many. Additionally, the researcher also found that there were two students who made ambiguous performance in using comparative degree by mis forming **more easy and more easier** instead **easier**. Ulhaq et al (2022) informed that two of the morphosyntactic error made by the students in writing English text were dismissal and disordering.

The Types of Derivational Suffixes

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

According to Susanto et al (2023), the derivational suffixes of class changing is the process to add affixes (prefixes and suffixes) to alter the word' form-class. They can change the function of the words including noun forming, verb forming, adjective forming and adverb forming. The noun forming can be done by giving derivational suffixes (-ness, -ity, -th, -ism, -ce, -dom, -cy and etc) to adjective stems and suffixes {- al, - ure, - y, - ment, - ity, - -ion, - er, - ant, - ing, - etc.}to verb stems. The verb forming can be formed by adding suffixes (- ize, -fy, be-, en-, etc) to the noun stems, and suffixes {-en, -ize, en-, -fy, and etc}to the adjective stems. The adjective forming can be formed by adding suffixes {-y, -ly, -ish, -al, -ous, -ar, -ful - etc} to the noun stems, and suffixes {-ent, -ant, -ive, -able, -some, -ory, and -en} to the verb stems. Meanwhile, in forming adverb, the suffixes {-ly} is added to the adjective and noun stems.

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

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

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

And then, in adverb forming, the use of suffixes -ly mostly found in transforming adjective to adverb and noun to adverb. the example of deriving adjective to adverb were nearly, clearly, and wisely. Then, the examples of transforming noun to adverb were, daily, firstly, secondly. Susanto et al (2023) states that the suffix- ly is used to form adverb by adding it to adjective and noun stems.

The Types of English Noun Phrases

The research focused on finding out the types of English noun phrase produced by the Postgraduate students in writing argumentative texts According to Jackson (1982) English noun phrases can be classified by its head slot filled by a noun. the construction of English noun phrase consists of pre modifier before its head and post-modifier after its head. Additionally, Cook (1978) classifies three types of noun phrases namely simple noun phrase, rather complex noun phrase, and very complex noun phrases. As had been presented in the findings, the researcher identified that the very complex noun phrase became the greatest one used by the students. The most frequent construction of the very complex noun phrase was premodifier slot filled by determiner followed by Head slot (noun) followed by post modifier slot filled by prepositional phrase. For examples, people use their phone for life; setting an alarm for smartphone use.

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

In producing rather complex noun phrases, mostly student used pre modifier slot filled by adjective followed by its head slot filled by a noun. Although, it could be used, but hopefully the students can add determiners before the adjective modifier to form longer or wider noun phrases such as positive effect can be written the positive effect, social media can be written a social media or the social media. Additionally, mis ordering of adjective modifier also found in student's rather complex noun phrase such as on the phrase "social media application accessible". The student must write accessible social media application. According to Kim & Michaelis (2020, when use two or more adjectives together, " opinion adjective (interesting, expensive) normally goes before fact adjective (new, green, small). For example. A beautiful green dress, an expensive new car.

The Types of English Verb Phrases

A verb phrase is a collection of words with a verb in the head. In the result findings, the researcher found that the two types of English verb phrase used by the Postgraduate Students namely simple verb phrase and rather complex verb phrases. In considering the types of the verb phrases, the researcher classified the construction of the verb phrases. According to Biber (2009)

in Saviour (2021), there are two types of verb phrases namely simple verb phrases and rather complex verb phrases. A simple verb phrase has just one verb element (auxiliary), whereas a rather complex verb phrase has more than one of verb elements (auxiliaries).

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

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

Practical Implications

This research presents some implications for the English teachers and students. For the English teaches, applying morphosyntactic analysis to reveal the sentence structure and word formation of the students' English text. This allows teachers to tailor their lessons to address these specific areas of students' weakness. Morphosyntactic analysis can be applied by the English teachers to assess students' progress in writing English text. Then, by understanding individual students' strengths and weaknesses in morphosyntax, English teachers can provide targeted feedback and suggest relevant practice exercises. Meanwhile, for the English students, applying morphosyntactic analysis to improve their understanding about inflectional and derivational suffixes as well as the English phrases construction especially English noun phrases and verb phrases. By analyzing their own writing and that of others can hone students' analytical skills and enhance their overall understanding of the English writing text. Thus, the implication of morphosyntactic construction analysis becomes one of the important parts to be applied in the teaching and learning English writing text.

Limitations of the Study

There are two types of derivational suffixes namely class maintaining and class changing. According to Aronoff & Fudeman (2022) class maintaining means that the word is derived to change the meaning without changing the class of the word, whereas, the class changing means that the derived word is given to change the meaning and the class of the word. When the researcher analyzed the data, the researcher found some words of class maintaining produced by the students such as friendship and unhappy. But there was a limit explanation about class maintaining, because, the researcher only focused on the derived word of class changing. Additionally, the researcher also found some ambiguous performance of the Postgraduate Students in using plural suffixes, past tense/ passive suffixes, but they could not

further be discussed because this research did not focus on errors made by the students in writing argumentative texts. Thus, it could be inferred that there were still limitations of this research that can be improved by the next researchers.

Directions for Future Research

This research will be able to be used as an additional reference in investigating the morphosyntactic constructions of the students' English writing text. It is also suggested to investigate further research on morphosyntactic construction to identify areas where students require additional support. The future research may use mix method to get deeper information about the students morphosyntactic construction. They can investigate deeply the relationship between morphological elements and syntactic elements in the students' competition text.

6. CONCLUSION

The result of data analysis that obtained from 16 students of Postgraduate English Program at Muhammadiyah University of Makassar, showed several important conclusions. First, there were six types of inflectional suffixes were produced by the Postgraduate Students of English Master Education at Unismuh Makassar in writing argumentative text. They were plurality {-s}, 3rd person singular{-s/es}, possessive suffixes {-s}, past tense/ passive voice {-ed}, present participle {-ing}, and comparative / superlative degree {-er/est}. The inflectional suffixes of plural-s were the greatest one, that was 46.06%, followed by suffix -ing, with 17.59% and suffix -ed 14.58% to form past tense/ passive voice were the greater. Then, the great one was suffix of 3rd person singular, that was 8.33 %, followed by possessive suffixes with 3.93% as the fewer, and the fewest one was comparative suffixes, that was 3.47%. Second, there were four types of derivational suffixes class changing namely noun forming, verb forming, adjective forming, and adverb forming. The derivational suffixes of noun forming was the greatest one used by the Postgraduate Students, that was 52.4%. The great one was adjective forming, that was 23.92 %. Then, the fewer was adverb forming, that was 19.28 %. And then, the fewest one was adjective forming, that was 3.2 %.

Third, there were three types of noun phrases used by the Postgraduate Students namely simple noun phrases, rather complex noun phrases and very complex noun phrases. The greatest one was very complex noun phrase, that is 56.83%, the greater was rather complex noun phrase, that was 23.58 %, and the fewest one was simple noun phrases, that was 18.86%. Fourth, there were two types of verb phrase construction produced by the students namely simple verb phrase and rather complex verb phrase. The simple verb phrases were 82.5%, and the rather complex verb phrases were 16.87%.

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