

# Analysis of Verb Classes Used on The Observation Result Report (Morphology Study)

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## ABSTRACT

This research was a qualitative descriptive study conducted by MTs Negeri Tarakan. This study focuses on analyzing the verb word class, which is obtained from the observation report text of class VII 1 Mts Negeri Tarakan. This study's data sources are primary and secondary data with informants such as school principals, class teachers, and students. The data collection technique uses observation, interviews, and documentation. The data analysis technique was to read all student observation reports one by one and mark or identify the word verb's writing undergoes a morphological process. They classified data according to the type of class he said precisely, describing or analyze the word class and draw conclusions based on the results of data analysis. The verbs used by seventh-graders at MTs Negeri Tarakan in writing the observation report showed the use of derivative verb word classes, which experienced affixation or affix, reduplication or repetition, and compounding. Derivative verbs are verbs that encounter affixation or affixation, such as found verbs. It is found that the prefix *di-* and the suffix *-kan* are given in the basic verb *temu*. It forms a derivative verb that is found. The verbs used in the student's observation report have undergone a morphological process, such as verbs that have experienced affixation, reduplication, and compounding. Verbs that experience affixation is verbs consisting of prefix and suffix bound morphemes and free or basic morphemes. Reduplication verbs are verbs that have undergone repetition of a free or basic morpheme. And compounding verbs are verbs that consist of two free or basic morphemes and have one meaning.

**Keywords:** *Observation Result Report, Verb Classes, Morphology*

## 1. INTRODUCTION

Learning to write is an essential factor when learning Indonesian in schools. Students' success in improving the quality and quantity of writing is the main factor in successful learning. By teaching writing material, it is hoped that students will have better writing skills. A person who can do excellent written work means that he has mastered grammar and can express ideas or ideas in written form.

In writing, of course, students must choose the right words to compose three sentences, then the sentences are arranged to produce a paragraph. There are several Indonesian words, namely verbs, nouns, adjectives, adverbs, pronouns, conjunctions, and prepositions. Verbs or commonly known verbs that we know are words related to an activity or an action that someone does.

[1] [2] Writing activities can be done either directly or indirectly to be used to communicate between people

and other people. As a productive activity, writing is an abundant and expressive activity. In this writing activity, the writer must utilize graphology, language structure, and vocabulary. This writing skill will not come automatically but must go through a lot of practice and regular practice. With a lot of practice, we will get used to writing practices.

[3] Etymologically the word morphology comes from the word *morph*, which means "form," and the word *logic* means "science." So literally, the word morphology means 'the science of forms.' In linguistic studies, morphology means "the science of forms and word formation,"; whereas in the study of biology, morphology means "the science of plant cell forms or living bodies." Indeed, one of the linguistic studies is morphology in biology—similarly, both study about form.

According to researchers, morphology is the study of form. In language learning, morphology is one of the

linguistics fields that study the form of every word that exists. From the definition of morphology above, it can be concluded that morphology is a branch of linguistics that studies the ins and outs of word forms in Indonesian and the effects of changes in word-formation.

The object of morphological study [4] is morphological units and tools in the morphological process. Morphological units are 1) Morpheme (root or affix), 2) Word Then, the morphological process involves the following components: 1) Basic (primary form). 2) Forming tools (affix, duplication, composition, anonymization, and conversion) 3) The five objects of the study's grammatical meaning will be discussed in the next chapter or section. Still, as a temporary grip, it will be explained as follows: as it is well known that the morpheme is the smallest meaningful grammatical unit. This morpheme can be a root (base) and can also be an affix. The difference is, the root can be the basis for word formation, while the affix only "becomes" the cause of the grammatical meaning. Then a word is a grammatical unit that occurs as a result of a morphological process. At the morphology level, the word is the largest unit and at the syntactic level is the smallest unit. Individually each word has a lexical meaning, and in its position in the unit of speech, it has a grammatical sense.

[5] Word classes (types of words) are groups of words in language units based on categories of form, function, and meaning in the grammatical system. To compose excellent and correct sentences based on standard sentence patterns, language users must recognize word classes' types and functions. [6] The linguistic or linguistic study is the conversations about sentences that usually do not start directly from the sentence itself. The reason is, the science of sentence structure starts from the level of words. The number of words in Indonesian, which is extraordinary, is impossible to learn if it is not classed first. The result of word classifications or grouping of words is then commonly called word class.

According to the researcher, word-class is the division of word groups, where the words are grouped by type. Word classes are used to distinguish existing kinds of words and make them easier for someone to understand more easily about words. Based on the understanding of several experts above, it can be concluded that word classes are grouping words according to the form, function, and meaning categories in the grammatical system. This grouping aims to make it easier to learn the words contained in Indonesian. [5] The function of the word class is as follows: a. Make an idea or idea come true. b. Able to form various types and kinds of sentences. c. Reinforce the meaning of sentence ideas in each paragraph. d. Constructing the unit meaning of a phrase, clause, and sentence. e. Forming a style of expression so that it produces essays

that others can understand and enjoy. f. Express various types of expressions, including news, orders, explanations, arguments, speeches, and discussions. g. Express multiple attitudes, for example: agree, reject, and accept. [7] Morphological Analysis has several models or techniques used in morphological studies to analyze morphological units. Among them are (a) direct subordinate elemental analysis techniques (Immediate Constituent Analysis); (b) word and paradigm model (Word and Paradigm Model); (c) Name and Arrangement Model; and (d) the process model (Name and Process Model). The technique of analysis of subordinate elements directly (Immediate Constituent Analysis) states that each language unit will not consist of two direct features that make up the language unit. For example, the form of labor consists of direct elements of work and work. The structure of food consists of elements of direct eating and food, and the structure of meeting consists of elements of direct encounter and confix *pe-an*. The paradigm model is the oldest morphological analysis model in the history of linguistics. In this model, the basic units are words and word elements, namely morphemes. In this model, the word reader, for example, is presented together with other words which contain similar word forms. Reader, read, read, read, and read. In the nomenclature model, grammatical elements, namely morphemes, are presented, and the relationship between these elements is shown. The word reader, for example, occurs from the affix *pe-* morpheme and the reading morpheme; and the word reading occurs from the reading morpheme and the suffix morpheme *-an*. In the process model, every complex word form is recognized as the result of a process involving two components, namely the basis and the process. In the word reader, the basis is reading, and the process is prefixing with the prefix *pe-*, and in word reading, the basis is reading, and the process is confixing with the prefix *pe-an*

## 2. METHOD

Research conducted was using qualitative descriptive type. [8] [9] [10] Qualitative research describes a situation or phenomenon that occurs during the study and represents the situation. It describes the data obtained through observation, interviews, and documentation in the form of data descriptions.

[11] [12] This study uses a reading technique that repeatedly reads carefully. The observation report that has been collected will be read and adjusted to the research objectives. The following technique uses note-taking techniques to express and write down verbs and nouns in the student's observation report. After that, it is analyzed and described.

In this stage, to obtain a description of the form of writing of verbs and nouns, the equivalent method and the distribution method (distribution) are the methods

used when analyzing the structure of language data as well as interpreting language events related to the determinants of language users in the written form.

### 3. RESULT AND DISCUSSION

The analysis result showed the use of verb and noun word classes in the observation report text of class VII-1 students at Mts Negeri Tarakan by using morphological studies. The writer found affixation, reduplication, and word compounding in the observation report as shown below:

No	Verb	Morphology Process	Meaning
1	Terlihat	Ter + Lihat	Can be seen or appeared
2	Ditemukan	Di + Temu + Kan	Found, obtained
3	Menyendiri	Me(ny) + Sendiri	Seclusion or secluded
4	Berburu	Ber + Buru	Seek/Hunt animals
5	Memakan	Me + Makan	Eating
6	Dihubungkan	Di + Hubung + Kan	make one or connected
7	Makannya	Makan + Nya	Put something in your mouth
8	Menangkap	Me(n) + Tangkap	Get something
9	Mengatasi	Me(ng) + Atas + I	Tackle or handle something
10	Menjaga	Me(n) + Jaga	Protect something from danger
11	Membentuk	Me(m) + Bentuk	Make something appropriate in shape.
12	Merawat	Me + Rawat	maintain, or take care
13	Dibuat	Di + Buat	A way to produce something
14	Dimakan	Di + Makan	Something that will put in the mouth
15	Menurunkan	Me(n) + Turun+Kan	Condescend or reduce something
16	Diolah	Di + Olah	make in order to be different or to be more perfect
17	Dimanfaatkan	Di + Manfaat + Kan	Used for do something better
18	Membasmi	Me(m) + Basmi	Destroy or eradicate
19	Mengobati	Me(ng) + Obat + I	Cure disease with drugs or

			give medicine
20	Melahirkan	Me + Lahir + Kan	Deliver the child from mother's womb

The characteristics of carnivores can be seen from the structure of their strong and sharp canines. (V 01, AAF)

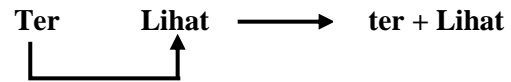


Figure 1 Data 1

The data provide the verb class, which is *terlihat*. The word *terlihat* is defined as visible, look or seem. This word can be proven by being given the word deny it does not become invisible. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes. Based on the morphological form, verbs appear to be included in the types of derivative verbs. The visible verb consists of two morphemes, namely the bound morpheme and the free morpheme or the root word see. The prefix in the data above does not change the word's form, where the word see is a verb, and the visible word is also a verb. The prefix only changes the function of the root word. In basic verbs, see is defined as seeing something, with the addition of a prefix changing the root word's function into something that has been seen or has been seen. The quote above explains that carnivores can be seen or seen in the tiger's firm and sharp canines.

Tigers can be found anywhere, from lowland forests to mountainous forests. (V 02, AAF)

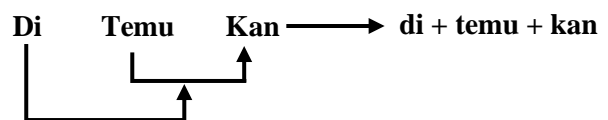
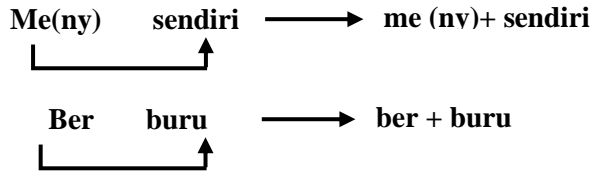


Figure 2 Data 2

Data 02 above shows the verb class is *ditemukan*. The word found is defined as found, obtained, or obtained. The verb is proven by being given the word deny not being found. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and affix roles. Based on the morphological form, verbs are found to be derived verbs. The structure of confix in the word was found to consist of the bound morpheme of di- and -kan and the free morpheme or root word meeting. The form of confix in the word above does not change the word's form, where the word meeting is a verb and found is also a verb. It's just that the addition of the di- and -kan confix form changes the functional form of the root word. The primary verb temu means meeting or meeting, while the word found means found, obtained,

or obtained. The quote from the sentence above explains that tigers can be found anywhere, from lowlands to mountainous areas. The word found is also found in the text LHO IKR, INA, MMF, and NA.

Tigers live solitary lives alone but will always pair up when hunting, usually done at night. (V 03, AAF)



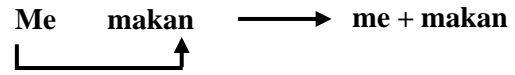
**Figure 3 Data 3**

Data 03 above, there are two verbs, namely *menyendiri* and *berburu*. The first verb is self. Solitude is defined as isolating oneself or seclusion. The word alone can be proven by being given the word denying it does not become not alone. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, dikan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes.

Based on the morphological form, the verb alone is derivative. The confix form of the verb alone consists of the bound morpheme me (ny) - and the free or basic morpheme, namely alone. The confix form above changes the word's form, which is originally a word itself, including an adverb. When getting affixation, the prefix me (ny) changes the word's form into a verb, which is to be alone. The verb aloof above explains that the tiger prefers to be alone or alienates himself from other animals.

The second verb is *berburu*. The verb *berburu* means to chase or seek what animals usually do in the forest. The verb to hunt can be proven by being given the word deny not becoming non-hunting. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes. Based on the morphological form, hunting verbs are derived from derivative verbs. The verb *berburu*'s confix form consists of a bound morpheme and a free or basic morpheme, namely hunting. The form of confix above does not change the form of the word. It just changes the form of the meaning of the word. The verb *rush* means to chase, and the verb to hunt means to pursue or seek, which animals usually do to find food. The quote from the sentence above explains that the tiger will pair up when he hunts at night only.

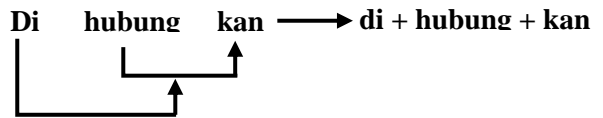
Tigers eat whatever is generally available for wild boar and deer. (V 04, AAF)



**Figure 4 Data 4**

Data 04 above contains the verb to eat. The verb *makan* means to eat. The verb to eat can be proven by being given the word deny it does not become non-consuming. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes. Based on the morphology, the verb to eat is a type of derivative verb. The form of confix in the word eat consists of a bound morpheme with a prefix of me and a free or basic morpheme, namely eating. The form of the confix above does not change the word form and meaning of the two words. The primary verb *makan* and the bound verb *memakan* both means putting food into the mouth. It is just that the word *memakan* usually has a more active meaning. The quote from the sentence above explains that the tiger will eat or put anything in its mouth, generally wild boar and deer.

In the dorsal center, a pair of shells are connected by elastic ligaments and hinge teeth. (V 05, AIG)



**Figure 5 Data 5**

Data 05 above contains one verb word, which is connected. The word *dihubungkan* means to bring together, make one, or join something with something else. The verb word *dihubungkan* can be proven by being given the word denies it does not become disconnected. Derivative verbs use prefixes and suffixes such as me, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men- right, and per-affixes. Based on the morphological form of connected verbs, including the types of derivative verbs. The form of confix above consists of morpheme bound to the prefix di- and the suffix -kan and free morpheme or base that is *hubung*. The form of the confix above changes the form of the word. The conjunctive base includes the type of adjectival or adjective, and the addition of the prefix and suffix to the conjunctive root changes the form of the word into a word linked which is a type of verb. The word connected means something that will be put together or combined. The quote from the sentence above explains that the dorsal center of a pair of pearl shells is connected by elastic ligaments and hinge teeth.

Pearl clams are also classified into a "filter feeder" for their eating process, which only relies on food by capturing plankton from the water. (V 06, AIG)

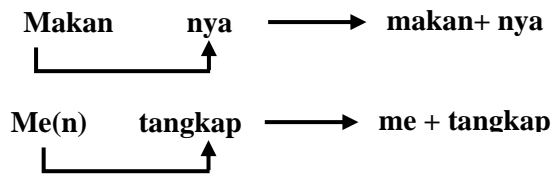


Figure 6 Data 6

Data 6 above has two verbs, namely the verb to eat and the word to catch. This eating verb is an activity carried out by humans to put something into the mouth. The verb to eat can be proven by being given the word deny not to not eating it. Derivative verbs use prefixes and suffixes such as me-, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes. Based on the morphological form of the verb, [13] it is a derivative verb. [14] The form of confix above consists of morpheme bound to the substitute word and free morpheme or food base. The morpheme of the makan is a subject pronoun, namely a pearl shell. The form of the confix above does not change the shape but changes the meaning it contains. The verb makan has the definition of an activity to put food in the mouth, while the verb to eat is the process of eating the pearl clam animal, where the morpheme is a pronoun for pearl clams.

The second verb is *menangkap*. The verb *menangkap* means to get something or receive something. The verb *menangkap* can be proven by being given the word deny *tidak menangkap*. Derivative verbs use prefixes and suffixes such as me-, di-, ter-, ber-, per-, me -kan, di-kan, me-i, di-i, ter -kan, men -kan, ber- right, and per-affixes. Based on the morphological form, the verb *menangkap* is included in the type of derivative verb. The form of the word confix of *menangkap* consists of the bound morpheme of the prefix *me (n)* and the free or basic morpheme, namely *tangkap*. The form of the confix above does not change its shape and meaning. The primary verb word *tangkap* means the activity carried out to get something and the verb *menangkap* is an activity to get something. The quote from the sentence above explains that pearl shells eat by catching plankton in the waters.

### 3. CONCLUSIONS

The use of verbs in the report of seventh graders at MTs Negeri Tarakan is widely found. The verbs used in the text of the observation report are distinguished based on their morphological processes. The verbs often used are derivative verbs, which experience affixation or affix, reduplication or repetition, and compounding based on the morphological process. Derivative verbs are verbs that experience affixation or affixation such as *ditemukan* verbs, where verbs, *ditemukan* that the prefix *di-* and the suffix *-kan* are given the basic verbs of *temu* so that they form the spoken verb that is *ditemukan*. Another example of derivative verbs is *menurunkan*. *Menurunkan* is given the prefix *me (n)* - and the suffix *-kan*, in which the root word is *turun*.

Thus it transforms to the verb *menurunkan*. Based on its shape, the verb " often used in writing the observation result " by seventh graders is derived from verbs, which verbs experience affixations or additions on the basic word class. It is expected that they will be able to provide a deep understanding of the word class.

### AUTHOR'S CONTRIBUTIONS

**Siti Fatonah** conceived and designed the research proposal and instrument. She also collected the data, performed the data analysis, and wrote the paper.

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