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**Fersembahan untuk
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ENGLISH MORPHOLOGICAL PROCES AS THE EMPOWERING EDUCATION BASIC SCIENCE FOUNDATION AT THE ELEMENTARY SCHOOL FOR GLOBAL DEVELOPMENT IN INDONESIA

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Abstract—Language is a tool communication. There is a need for fundamental change in education of all levels, from kindergarten to high schools, for which curriculum restructuring is one option. The application of curriculum 2013 has to be tailored to the needs of students and society. While curriculum 2013, which is a development of competence based curriculum initiated in curriculum 2004 and 2006 (KTSP), includes also attitudes competence, knowledge, and skills simultaneously. This research problems to be solved; 1). How English as the empowering education at the primary school? 2). How students at the primary school can increase their words based on their mind? 3). How the student's at the primary school ways to improve and combine word into inflections? 4). How language can carry the teaching and learning process based on linguistic aspect? The method is qualitative research which tends to collect data in the site where participants experience the issue or problem under study. The data analysis is conducted concurrently with gathering data, making interpretations, and writing reports. The result shows that English is an International language, students enlarge their word based on knowledge, science and environment students has to know the affixation process and compounding process, learning morphology aspect.

Keywords—*Morphology, education, elementary school and global development.*

I. INTRODUCTION

The Indonesian educational rules at number 20 on 2013, it is about foreign educational language system that is always used as the link of specific purposes on education that can support the students' ability on using foreign language.

Berk (2009:4). American educator, philosopher, psychologist, and theorist John Dewey explored education as a social process (Dewey, 1897). ...children learn best when they interact in a rich environment with other people (Mooney, 2000; Rushton & Larkin, 2001)...

The students at the elementary school have to their social process through environment receive from others, children attach value and social meanings to

their activities. Based from that statement shows that social interaction is really important to build character mind of students whom they are still sitting in the elementary school. The environment aspect like from family environment will be the empowering to increase students mind on their studying especially on English educational program. The study of a foreign language can help students to encourage critical reflection on the relation between language and culture, and contributes to the achievement of national goals, such as economic development or national security. Increases their sense of self-worth and the important think students can enlarge their knowledge and science. Language is a tool communication, many Countries sometimes have different variety of languages and most of them have many nearly different rules and the usage.

Halliday (1977: 7). Language has functional approach to Language means, first of all, investigating how language is used; trying to find out what the purposes that language serves for us are, and how we are able to achieve.

Ken Appleton (2006: 78). Elementary teachers in the United States teach science for only a small fraction of the day if at all), only on certain days and typically in the afternoon. It is really different with Curriculum 2013 in Indonesia, which is a further development of competence based curriculum initiated in curriculum 2004 and 2006 (KTSP), includes also attitudes competence, knowledge, and skills simultaneously. The relevance of the students in the elementary school with this curriculum that students sitting in the elementary school will learn English as one

of their subject or material since the curriculum had been applied to their learning that English as the International language and it will be important thing to develop students' ability on English since English can support all the aspects of the students' science or knowledge. English is the category of International language and most of the people around the world used English as the tool of communication. Because of the importance of learning English makes the government create the curriculum to support the students' skill and knowledge.

Lieber (2009: 3). Learning English is started by the word and the students will learn about word as the basic their science and knowledge to comprehend English language. The combination of word can increase into vocabulary, it can also increase into some variation of words. Since the definition of words is a stretch of letters that occurs between blanks paces. A word is something small that means something. "To which a devil's advocate might respond.

The topic of this article has relation with the article that had been written by William. P. Bintze with the title is "Teaching Vocabulary across the Curriculum". He summarized the important research on vocabulary growth and development and shared effective instructional strategies that middle school teachers can use to teach vocabulary a cross the content areas. He organized around four questions: When does learning vocabulary start? What does learning vocabulary mean? How is vocabulary learned? What is the relationship between vocabulary growth and reading comprehension? These were selected because they represent fundamental and frequently asked questions about vocabulary, and these questions have been the focus for an extensive body of research that has produced key findings about teaching and learning vocabulary. Based on the article here, the writer want to enlarge about the process of learning vocabulary into the process of learning morphology since vocabulary is a

part of word and word is part of learning morphology. Since word carry us into morpheme although it consists of one or two morphemes and they can carry either simple word or complex word. Based from those morphemes will be lexeme that can change the category and also change the meaning. Where the lexeme formation can increase into mental lexicon.

Another Journal by the title is "Learning Word Meanings from Context during Normal Reading" is also has relation with the topic discussed and this study investigated incidental learning of word meanings from context during normal reading. Effects of word and text properties on learning from context were examined in some detail. Word properties investigated included length, morphological complexity, and part of speech. Text properties included the strength of contextual support for each word, readability as measured by standard formulas, and several measures of density of difficult words. Among the word properties, only conceptual difficulty was significantly related to learning from context. Among the text properties, learning from context was most strongly influenced by the proportion of unfamiliar words that were conceptually difficult and by the average length of unfamiliar words. The journal here analyses word by using text from context, it also uses morphological process on learning word. The morphological process is like part of speech or et cetera. While the writer here tries to analyze word into morphological process on inflections aspect into linguistic aspect.

Another journal which has relation with the topic discussed by the title is "Factors That Influence the Difficulty of Science Words". This study examines, within the domain of science, the characteristics of words that predict word knowledge and word learning. The author identified a set of word characteristics length, part of

speech, polysemy, frequency, morphological frequency, domain specificity, and concreteness that, based on earlier research, were prime candidates to explain variation in word knowledge and word learning. The outcome measures were the pretest (evidence of word knowledge) and posttest (evidence of word learning) vocabulary scores of second-through fourth-grade students who participated in one of several studies designed to evaluate the efficacy of science units that were part of a multiyear research and development program for an integrated science and literacy curriculum. The journal here domains of science, the characteristics of words predict word knowledge and word learning. Meanwhile the differences with the writer writes is about English as the empowering education and students can increase their words based on their mind.

When the students learn about how they can increase their word, in that case morphology will determine the rules. Although many people do not realize that actually the students learn word is based from morphology process and started when they have an English material in the Elementary school or junior high school and the mental lexicon owned by them is influenced them. Mental lexicon will also determine the students' mind.

Lieber (2009: 7). States each person's mental lexicon is sure to contain things that are different from other people's mental lexicon. One person may know lots of words for types of birds of flowers, another might know all the specialized vocabulary of sailing, and so on.

From his statement can concluded that languages have words, but the particular sign language use to express a particular meaning is arbitrary.

Lieber (2009: 80) it is like Lieber said that "The words of one's language make up its lexicon". One might think of the lexicon as a kind of mental dictionary where words are stored. Our knowledge of each word, like the lexical entries in a dictionary, includes several kinds of information.

So consider what you know. If we are learning about morphological process we have to know the linguistic either micro or macro since linguistic is the basic foundation of the students learning language. They have to know that linguistic is the part and the heart of the language. It is like the important part of the body in language.

Linguistic has the variety branch it is like micro and macro. Both of them are always used to

Improve students' ability to learn English although the students are still as the basic study.

Wahab (1998: 112) States "that the quality of the teacher is not only depends on the curriculum but the linguist teacher is really important as the basic of the study language.."

Meanwhile Fiona (2015: 9) states "linguistic knowledge can make a strong contribution to our understanding of the social world..... Language as a fundamental part of the educative process and for linguistic knowledge being seen as an essential part of our general knowledge....."

The problem why the writer selects this problem since some people are discussing about linguistic they will think that linguistic is learning about morphology, Syntax, semantic and phonology, so they must be avoided since they are very complicated. They sometimes do not realize that linguistic start to be learnt since the students studied in the low level at their English education at their school.

The problem of the study; How English as the empowering education at the primary school? How students at the primary school can increase their words based on their mind? How the student's at the primary school ways to improve and combine word into inflections? And how language can carry the teaching and learning process based on linguistic aspect?

English as the empowering Education at the Primary school

To first problem shows that English is really important in this world. Most of the global media use English as giving an explanation, instruction and giving an information or et cetera. English is the media for finding a good job since if the students have capability in English language from elementary school of course they will be better for their next study to the junior to senior until collage. They must be better of learning English since they are still in elementary school. The students can develop English language when they are still young.

Elaine(2014: 9) states that“ language learning and use in educational settings when thinking of language in education, you might think first of language and literacy instruction.....”.From her statement here shows that learning foreign language is really important for the students at primary school since study foreign language or SFL will assist them to increase their second language or SL. The suitable foreign language can be learnt by the students at the elementary school is study English as foreign language where it can assist students to solve the problem in all aspects of their science or knowledge .In that case the suitable language is students learn language will be the standard language in the world .The standard foreign language for the students in the world as the students’ second language. English can be empowering to all the aspects of science and knowledge for the students and the students can solve their problem easily if one of the aspects of science and knowledge use English as the reference.

Students at the primary school can increase their word based on students’ mind

Fasold (2014: 66)states“Children’s students have different mental lexicon to comprehend word and the process word into inflection, affixation or derivation.....“.

While Aronoff (2008: 33) stated that Words like noun, verb, adjective, and adverb refer to what linguist can call lexical category. They are labels that tell us how a word is generally used in a sentence. Announce can be subject of the sentence, but not so adverb. So word is the basic information about word. Based on the theory here is clearly that absolutely language is universal since most of languages have them (verb, adverb, adjective, noun).Many languages have words order and they have relationship between linguistic elements especially the element of morphology and syntax.

To answer the second problem is really important that giving attention first to the morphological process is really important especially to the students whom they are still sitting at elementary school. Since they have to learn first about the word before they learn the process of making phrase, clause and sentence. The students whom they are sitting at the elementary school have different rules how to learn English as their basic study since they have different mental lexicon, beside that every student has known about words based on their own language. The Students’ information can be on vocabulary, part of speech and meaning category. Based on psycholinguistic that the elementary students learn English through such as introducing word as the firstly step, secondly the students try to learn vocabulary and understand the meaning, third they begin learn the process of morpheme such as the process of affixation and finally the children students try to learn the rules from word into inflection process based on the right rules of grammar.

The students at elementary school will learn morphology process by understanding word, how to spell

and how to memorize vocabulary and understand meaning. It is not only psychometric aspect that will support them into their learning process but the cognitive aspect is also really important for them.

The students at the Primary school ways to improve and combine word into inflection

The third problem that can be match based on the theory that actually sound and morpheme is the first think before students learn about word and finally will be bound morpheme and inflection. An English material should be learnt by students from the word into word, the process of word into affixation, inflection and derivation before they learn about the rules deeply.

Mar'at (2008: 33) As Evans stated that children usually begin to make sentence that consist of two simple words that can be connected. There is no suffix process. The morphological process is usually used by the children when they are on differentiation shape.

Boij (2007: 22) the children's student learn about free or bound morpheme then combine them into word and finally combine into grammatical word since morpheme will learn about combine word into sentence.

After students learns about the combination of the morpheme automatically they will learn about Inflection is the morphological marking of properties on a lexeme resulting in a number of forms for that lexeme, a set of grammatical words.

Students at the elementary school cannot learn sentence first without understanding the using of word and how to combine into a sentence. In that case the morphological process is always used although when they are still in the elementary school.

Language can carry the teaching and learning process based on linguistic aspect

Lado (1964: 22) says“ The relevance of linguistic information and training for language teacher should be self-evident from the fact that linguistics provides the description of the sound, words, and sentences he must teach and helps him to understand the linguistic problem of his students. Based from the his statement is clearly enough to comprehend that linguistic competence is very important, in that case the teacher has to have own capability of how to combine language and linguistic. The students learn language certainly they will learn deeply about linguistic aspect. How to produce and study sound then connect to the phonology aspect ,how to produce word and create into part of speech, vocabulary, affixation, phrase, clause and sentence then will be morphology and syntax aspects and how to understand meaning will be semantic understanding and cetera.

Finallybasedonthe fourthproblemthatthetheorybelow explains that every school level has curriculum and it will lead the teacher since it can be easier to arrange material design to her or his students based on the students 'need. Curriculum is the foundation for making material design. Where does material design can be led by the teacher to his other students to comprehend the context, focus study, method and strategy, the activity teaching and learning process and outline, handbook, exercises et cetera.

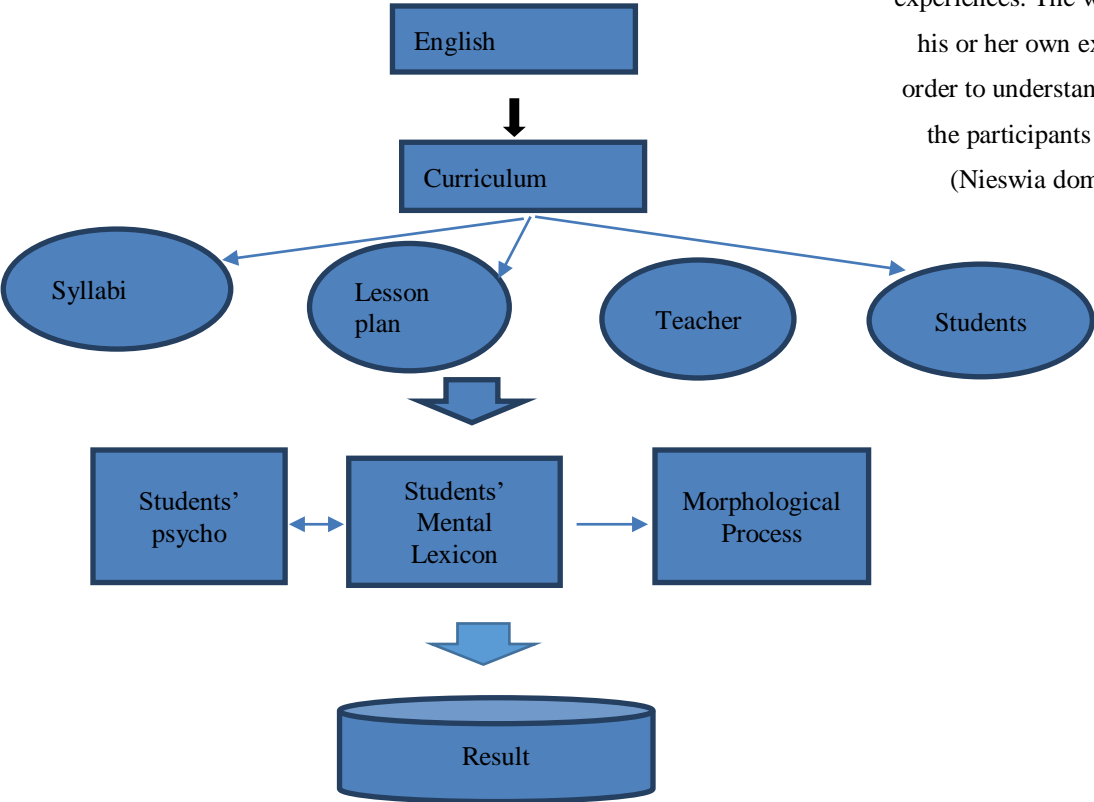
The Creative Curriculum uses these building blocks as the foundation for its philosophy. The objectives for children are learning and guide lines for teaching and working with families. The Creative curriculum helps teachers interact with children in ways that promote development and learning...Creative curriculum can carry the students to the social competence, to encourage students' learning. The Creative Curriculum gives educatorsthe toolsthey need.

Berk (2009: 11) Creative curriculum can carry the students to the social competence, to encourage students' learning. The Creative Curriculum gives educators the tools they need to help to all her or his students at their classrooms succeed in school and in life

The children language is not only depends on memorizing vocabulary but phonological like reading aloud, knowledge of the alphabet, read aloud, and writing is also can support students into Language.

Picture 1: Schema of Research Method.

Cress well (2009:13)This Method uses qualitative research. In this case the writer tends to use Phenomenology approach research where does she uses research survey, experiment and Naturalistic. Phenomenology research will be an approach research that tends to identify the phenomenon of human experiences. The writer sets aside his or her own experiences in order to understand and those of the participants in the study (Nieswia domy: 1993).



For getting result based on the problem one until four. The writer uses the variety methods such as explained above. The phenomenon on research as an umbrella of the survey, experiment and naturalistic research. Ongoing process involving continual reflection about the data, and writing memos throughout the study. The data analysis is conducted on currently with gathering data, making interpretations, and writing reports. While interviewers are going on. The writer analyzes an interview collected earlier, writing memo. The writer analyzes data based on the research problem. Those are about words based on students' mind, the students' method to improve and combine word into inflection and Students increase in cross linguistic differences in the choice of morpheme form.

The technique of collecting data is done by the writer through participant, observation, and interview. The writer observes survey, experiment and naturalistic done by herself and sometimes the writer needs documentation like video when the writer is in the field research area. The steps of observation are systematic plan since observation must be match with the research planning purposes. The writer comes to the object of the research to observe the situation of the school, class, teachers and students. The observation does not only observe by using eyes, video but the writer needs an instrument to write and to imagine the condition of the students and teacher in their class, the problem that is solved by the students at the primary school, the process student's psycho into mental lexicon until the process of increase students' mind. Mean while the form interview is done by the writer using form an interview and free interview. The researcher done them to the teacher whom he or she is teaching English, students at the primary school whom they are learning English. Formal interview is done by the writer by using camera, video, note and recorder and the writer prepares the systematic questions to the

participants like to the teacher students, head master and the stockholders in that school institution. Free interview is also used by the writer to get the result of the research deeply and it will support the formal interview result of the research. The writer does not make systematic question before but the question forms directly appear when the writer is in the research filed area. The technique of collecting data above is done seriously by the writer in order it will be easier to analyze data.

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