AGREEMENT ANALYSIS OF MORPHOSYNTACTIC INTERACTION IN THE THREE FOLKTALES OF INDONESIA

A Paper

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ANALISIS PERSESUAIAN DALAM INTERAKSI MORFOSINTAKSIS DI TIGA CERITA RAKYAT INDONESIA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persesuaian yang terjadi di makalah yang berjudul "Analisis persesuaian dalam interaksi morfosintaksis di Tiga Cerita Rakyat Indonesia". Penelitian dilakukan pada bulan Maret sampai dengan Juni 2016 dengan mengambil 35 kalimat majemuk dalam tiga cerita, (1) Sangkuriang, (2) Kbo Iwo, dan (3), Aryo Menak dan Istrinya dalam buku Cerita Rakyat dari Indonesia karya Dra. S. D. B. Aman yang diterbitkan oleh Djambatan pada tahun 1995. Metode yang digunakan adalah kualitatif sebagai prosedur penelitian: studi pustaka dan studi sastra. Metode analisis data adalah sebagai berikut: (1) persiapan pengumpulan data, (2) proses pengumpulan data, (3) pemilahan data, (4) analisis data dan (5) menarik kesimpulan data. Langkah-langkah tersebut akan menghasilkan kesimpulan mengenai pengelompokan persesuaian pada kalimat majemuk dalam setiap cerita. Menurut klasifikasi penelitian, ada 35 persesuaian yang berisi persesuaian subjek dan kata kerja yang berisi fitur infleksi di dalam kalimat tersebut. Dapat disimpulkan bahwa ada interaksi antara morfologi dan sintaksis di dalam tiga cerita rakyat. Akhirnya, penulis dapat menyimpulkan bahwa dalam suatu karya sastra, khususnya cerita rakyat, terdapat kalimat-kalimat yang mengandung persesuaian dan selanjutnya penelitian ini dapat digunakan sebagai perkembangan referensi yang dapat diterapkan pada kajian literatur lainnya, seperti cerita pendek, naskah film dan lainnya.

Kata kunci: analisis persesuaian, interaksi morfosintaksis, kalimat majemuk

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ABSTRACT

The paper is aimed to know the agreement happened in the paper entitled "Agreement Analysis of Morphosyntactic Interaction in The Three Folktales of Indonesia". This research was arranged in March – June 2016. The data are taken from 35 compound sentences in three stories, (1) Sangkuriang, (2) Kbo Iwo, and (3), Aryo Menak and His Wife in the book, Folk Tales from Indonesia written by Dra. S. D. B. Aman and this book was published by Djambatan in 1995. It uses the qualitative method as the procedures of the research: library study and literary study. The method of the analysis data are as the following methods: (1) preparation of collecting data, (2) process of collecting data, (3) sort data, (4) analyze data, (5) drawing the data conclusion. Those steps will generate the conclusion of classifying the agreements on the every stories compound sentences. According to the research classifying, there are 35 agreements that contain subject and verb agreements which contain inflectional features in the sentences. It can be concluded that there is interaction between morphology and syntax in those three folk tales. Finally, it is concluded that in the literature works, especially in folktales, there must contain agreement then this research can be used for developing reference and applied in other literature studies, such as short story, movie script and others.

Key words: agreement analysis, morphosyntactic interaction, compound sentences

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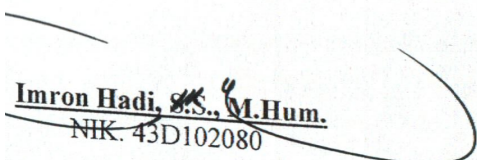Bekasi, June 2016

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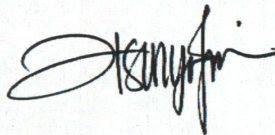
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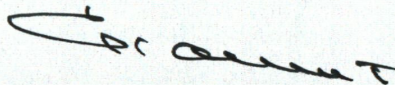
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MOTTO AND DEDICATION

MOTTO:

You don't have to be great to start, but you have to start to be great.

DEDICATION:

This paper is dedicated with love to my Mother and my Father, my best friends here and overseas.

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First of all, the writer would like to thank to Allah SWT for all His lesssings and mercy the writer could finish the scientific paper with title *Agreement Analysis of Morphosyntactic Interaction in The Three Folktales of ndonesia"*. This paper writing is to fulfill one of the requirements for taking ndergraduate program (S1) of English Department of School of Foreign anguages JIA.

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Finally, the writer hopes this paper will be usefull especially for her and generally for everyone who reads it.

Bekasi, June 2016

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CHAPTER I

INTRODUCTION

A. The Background of The Research

Language is the most important aspect in the life of all beings. Language is the man's finest asset. Language is an extremely important way of interacting with people around us. We use language to let others know how we feel, to express inner thoughts and emotions, make sense of complex and abstract thought, to learn how communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture, and to ask questions.

Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Understanding of a common language has helped people to communicate, despite being from varied parts of the worlds. Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.

English is the universal language. It is used almost all countries in the world. It is widely learned as a second language and is an official language of the United Nations, of the European Union, and of many other world and regional international organisations. English is the most commonly used language among foreign language speakers. Throughout the world, when people come together from different countries and languages, they commonly use English to communicate and also facilitate accessing information. One

country has a national language, but they also have a foreign language which is used to communicate with global world. For example, Indonesia has a national language, it is Indonesian. Indonesia has many languages from variety of provinces. One province has also many languages which are used in their daily lifes, called mother tongue. From many languages which are used by people from variety of provinces in Indonesia, therefore Indonesian becomes a national language.

In today's global world, English has been learned by many people of Indonesia. They have begun conscious how important to learn it. Besides, language is the bases of all education. Nowadays English has been learned in the elementary school from first to sixth grade. Even, in the kindergarten school. In a long time ago, it was just learned in Junior High School, Senior High School, and the University. As developing of education in Indonesia, English has become the important subject in all grades of school. In the Junior High School and Senior High School, it becomes a subject which must be examined in the last grade based on deciding of Ministry of National Education.

Linguistics in everyday life whether it is telling a joke, naming a baby, using voice recognition software, or helping a relative who has had a stroke, you will find the study of language reflected in almost everything you do. Much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. Studying linguistics enables you to understand how language works, and how it is used, developed and preserved

over time. The main purpose of the study of linguistics in an academic environment is to increase our knowledge and understanding of the world. Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Nonetheless, knowing particular languages (e.g. Spanish or German) in some depth can enhance understanding of the general properties of human language.

The scientific study of language is called linguistics. Linguistics is one of the field of science and an academic discipline, and the people who study language in this way are called *linguists*. It has shown that some specialists are interested in the study of language and communication in relation to human beliefs and behavior, such as in philosophy, literary criticism, theology, information theory).

It aims to discover how these languages work. Linguistics is the science of language, so all the information it uncovers about how language works and how it is learned and used can be immediately applied to help solve problems. They more shopisticated analitic techniques and more powerful theoritical claims gave linguistics a massive applicability (Crystal, 2010: 239).

One of the branch of linguistics is Morphology. It is concerned with the relation between meaning and form, within words and between words. Morphology literary means 'the study of form', we can say the form of words. Although 'form' in this context usually refers to the spoken sound or phonological form that is related to a particular meaning, it does not

necessarily have to signed languages also have word forms. All languages, whether spoken or signed, have their word forms (Fasold and Linton, 2006: 59-60).

Morphology is about word formation. In this study, we will know how new words are created in the languages all around the world including English, and also how forms of words are varied depending on how they are used in sentences. As a native speaker of our language we have interest in knowledge to know how a word is formed, and every day we identify and understand new words that we have never heard before (Lieber, 2009: 2).

Morphologists describe the constituent part of words, what they mean, and how they may (and may not) be combined in the world's language. The pairing of a meaning with a form applies to whole words, like *sleep,* as well as to parts of words like the 'past' meaning associated with the ending –*ed* as in *played.*

We can recognize that English word forms such as talks, talker, talked and talking must consist of one element talk, and a number of other elements such as -s, -er, -ed and -ing. All these elements are described as morphemes. These forms used to indicate past tense or plural, in the sentence The police reopened the investigation, the word reopened consists of three morphemes. One minimal unit of meaning is open, another minimal unit of meaning is re- (meaning "again") and a minimal unit of grammatical function is –ed (indicating past tense).

Morphology applies with words, as in the addition of a plural ending to *rabbit* to change its form to cats meaning to 'more than one rabbit.' It also applies words, as when we alter the form of one word so that some part of it matches, or agree with, some feature or another word, as shown below:

a. That rabbit sleeps all day

b. That rabbits sleep all day

In the first sentence (a), the word *rabbit* is a third – person singular (3SG) subject, which in most varieties of English requires that we add an –s to another word – the verb – when they occur together in the sentences. This verbal suffix "means" something like 'my subject is third person and singular.' In the second (b), however, the word *rabbits* is plural, which in English does not require the verb to add any special agreeing form.

One of the elements of morphology is morpheme. According to Yule (2010: 67), morpheme is a minimal unit of meaning or grammatical function. It can say as the minimal distinctive unit of grammar, and the central concern of morphology itself. The morpheme was seen primarily as the smallest functioning unit in the composition of words. Units of grammatical function include forms used to indicate past tense or plural. It can recognize that English word forms such as talks, talker, talked and talking must consist of one element talk, and a number of other elements such as -s, -er, -ed and -ing.

In building words (phrases and sentences), two basic kinds of morphemes are used. Morphemes with richer lexical "vocabulary" meaning (referring to things and qualities and actions in the world) are called lexical morphemes or

lexemes. Lexemes typically belong to the "major" part-of-speech categories of nouns (N), verbs (V), or adjectives (A); simple lexemes may serve as the root of more complex words.

Some morphemes can be either **free** or **bound**. Bound morphemes must be attached either to a root or another morpheme, but free morphemes can stand alone. Most lexemes in English, such as *dog* and *bite*, are free morphemes. Suffixes, like *-ed* and *-al*, are bound. Affixes, that is prefixes, suffixes, infixes, and circumfixes, are bound morphemes. Prefixes occur before, suffixes after, infixes in the middle of, and circumfixes around stems.

Morphemes may be **derivational** or **inflectional.** Derivational **morphological rules** are rules of word formation . derivational morphemes, when added to aroot or stem, may change the syntactic word class and / or the meaning of word; for example, adding *–ish* to the noun *boy* derives and adjective, and prefixing *un-* to *pleasant* changes the meaning by adding a negative element. Inflectional morphemes are determined by rules of syntax. They are added to complete words, whether simple **monomorphemic** words or complex **polymorphemic** word (i.e., words with more than one morpheme). Inflectional morphemes never change the syntactic category of the word.

Another part of linguistics is syntax. Syntax is the study of how sentences are put together. Syntax mediates between sounds and meaning, where words are organized into phrases and sentences. Next, Syntax, studies the level of language between words and the meaning of utterances, called sentences. It

mediates between sounds that someone produces who organized into words and what they intended to say. The dominant theory of syntax is due to Noam Chomsky and his followers, starting in the mid 1950s and continuing to this day (Carnie, 2013: 4).

Syntacticians start by observing data about the language they are studying, (e.g. in simple English declarative sentences, the subject precedes the verb). They then generate a hypothesis, preferably to make predictions, and test the hypothesis against more syntactic data, and if necessary go back and re-evaluate their hypotheses. The hypotheses are called *rules,* and the group of hypotheses that describe a language's syntax is called a *grammar*. (Carnie, 2013: 8).

From Fromkin, Rodman, and Hyams (2013: 77-78), part of grammar that represents a speaker's knowledge of sentences and their structures is called syntax. In their book, they explained that the first rules of syntax combine words into phrases and then phrases into sentences. The second rules is to describe the relationship between the meaning of a particular group of words and the arrangement of those words. Next, the rules of the syntax also specify the grammatical relations of a sentence, such as subject and direct object.

Now we will take a look at examples through the rules. Among other things, the rules specify the correct word order for a language. For example, English sentence consists of a Subject–Verb–Object (SVO) language.

(1) The mouse is on the mat

(2) *The mouse on is the mat

The English sentence in (1) is grammatical because the words occur in the right order; the sentence in (2) is ungrammatical because the word order is incorrect for English. (Recall that the asterisk or star preceding a sentence is the linguistic convention for indicating that the sentence is ungrammatical or ill-formed according to the rules of the grammar) as shown above.

The relation between morphology and syntax must be dealt with from a number of perspectives. One is the demarcation of the two: when is a multi-morphemic sequence a word. The criterion of Lexical Integrity is the most important one for a proper delimitation of morphology from syntax. Second, morphology and syntax interact in two directions: syntactic constructs may form parts of complex words, and syntax in its turn governs the use of morphological case marking on words. The third perspective is that of syntactic valency: morphological operations may affect the syntactic valency of words (Booij, 2007: 203-204).

Morphology and Syntax have their relation in forming a sentence, called Agreement. According to Haspelmath and Sims (2010: 91), agreement is a kind of syntactic relation in which the inflectional value of a word or phrase, we can say it the target, must be the same as the inflectional value of another word of phrase in the sentence or the controller to which it is closely related.

Refer to Encyclopædia Britannica, Inc. Legend, Myths, and Folktales (2008: 7), folktales are very much like myths, though they are usually about ordinary characters in unusual situations. Folktales are a story passed down from generation to generation by word of mouth, which is called oral tradition.

Simply, folktale is a moral in story format. Folktales were made up to explain the wonders of the world or to teach morals and lessons, and did not have an identifiable author. The stories not necessarily expanded by retelling, but some changed completely. Folktales change over time orally and through writing. It changes over time orally, because no one tells a story in the same way. Folktales often reflect the values and customs of the culture from which they come. Folktales are often not connected to a specific time, place, or historical place.

There are so many folktales from Indonesia, but some of them vanished through this modern era. This case might caused by the parents who rarely tell these stories to their children. Actually, there are some advantages from folktales for children, it stimulates the creativity of children, increase vocabulary, introduce variety of emotions including moral in it that can build their characters, to increase their interest in reading, develope intelligence, and to make them happy.

One way to keep the folktales exist, many writers collected the stories from all the regions in Indonesia then they wrote them into a book. This way as an inheritance for the next generation of Indonesian children. Folktales which will be analyzed in this case is three Indonesian folktales from West Java *"Sangkuriang"*, Bali *"Kbo Iwo"*, and Madura Island *"Aryo Menak and His Wife"*.

The writer gives an example of the above data :

He immediately **picked** up the spool and **brought** it to Dayang Sumbi. (*Sangkuriang*, P.12:L.33-34)

The compound sentence above consists of two verbs, *picked* and *brought*. Morphologically, the regular past tense morpheme {–ed} in the first verb "picked" shows agreement with the irregular past tense {bring+ed = brought} in the second verb "brought". Both of them are in the past form. The form {–ed} in verb *picked* does not change part of speech or the meaning of the verb, which called regular verb. Otherwise, the verb "brought" is irregular and there is a change form of "bring" to "brought".

Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

From the explaining and statements above, it can be concluded that the kinds of linguistics include phonology, morphology, syntax, semantics, and pragmatics. One of the branches of the linguistics that was chosen to analyze is morphology and its relation to syntax, especially about inflectional morphemes. There are two types of morphemes: Free morpheme and Bound morpheme. Free moorpheme is divided into two categories: Lexical and Functional morpheme. Bound morpheme is also divided into two categories: Derivational morpheme and Inflectional morpheme. The fact that inflectional

is relevant to syntax, means that the grammatical function or meaning expressed by a morphological pattern is involved in syntactic agreement.

From the above background explanations, therefore, the writer is interested, try to maintain the folktales from Indonesia, and wants to improve the knowledge of the interaction between morphology and syntax, especially for syntactic agreement created linguistically to an analysis taken from a book which titles : "*Agreement analysis of morphosyntactic interaction in the three folktales of Indonesia* " in the book "*Folktales from Indonesia*" by Dra. S. D. B. Aman.

B. The Scope of the Problem

This research focuses on the Morphosyntactic Interaction Analysis in The Three Folktales of Indonesia in the book "*Folktales from Indonesia*" by Dra. S. D. B. Aman. This research studies morphological patterns which are involved in the syntactic agreement of some compound sentences which are used in the sentences of folktales creation in the book.

C. The Question of the Research

Based on the description above the researcher is going to show some problems in the research, they are:

1. What is the type of agreement which happened in the morphosyntatic interaction of compound sentences in the three folktales written by Dra. S.D.B. Aman?

2. What is the inflectional values of a word or phrase which must be the same as the inflectional values of another word or phrase in the sentences to which it is closely interacted?

D. The Objective of the Research

Based on the problems of the research mentioned above. The objectives of the research are described as the following :

1. This research is for knowing the type of agreement which happened in the morphosyntactic interactions of the compound sentences in the three folktales written by Dra. S. D. B. Aman.

2. This research is for describing the inflectional values of a word or phrase which must be the same as the inflectional values of another word or phrase in the compound sentences to which it is closely interacted in those three folktales.

E. The Significance of the Research

For the writer, she hopes this paper can add the writer's knowledge to know and understand deeply about agreement which happened between morphology and syntax interaction. Then, the writer is able to know further about literature. Next, writer can differ clearly about syntactic constructions of compound sentence of those three folktales written by Dra. S. D. B. Aman. Besides, the writer is able to know how are those morphologycal components and syntactic construction created in those compound sentences linguistically,

and also to know deeply story, life, characters of each person in the three folktales.

For the readers, she hopes this paper can add the reader's knowledge to know and understand deeply about agreement which happened between morphology-syntax interaction which exist in the compound sentences of the three folktales written by Dra. S. D. B. Aman. Secondly, they are able to know and understand syntactic constructions. Next, they are able to know morphologycal components and syntactic constructions created in those compound sentences linguistically.

The Systematic of the Paper

The systematic of the research means to present the paper in well-edited composition. These paper is devided into five chapters as follow:

Chapter I explains about the background of the research, the scope of the research, the question of the research, the objective of the research, and the systematic of the research.

Chapter II consists of some theories taken from many references to support the research such as the definition of agreement, morphology, morpheme, the kinds of morphemes, affixation, the kinds of affixes, syntax, classifications of sentences, morphology – syntax interaction, and the elements of folktales.

Chapter III describes about setting of the research, subject of the research, method of research, instrument of the research, technique of data analysis and procedure of the research.

Chapter IV gives explanation about the data description, data analysis, data interpretation and the discussion. Chapter V gives conclusion from all chapters and some suggestions which explain about the summary of all chapters and some suggestions through the whole of this research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Agreement

Agreement is a kind of syntactic relation in which the inflectional value of a word or phrase (the **target**) must be the same as the inflectional value of another word of phrase in the sentence (the **controller**) to which it is closely related. For instance, in *[the boy]np [walk-s]v* and the *[girl-s]np [walk]v*, the target verb *walk(s)* agrees with the subject NP in number. And in *this girl* and *these boys*, the target demonstrative *this/these* agrees with its head noun (*girl/boys*) in number (Halpelmath and Sims, 2010: 91).

Whereas, Greenbaum and Nelson (2002: 141-142) stated that the verb agrees with its subject in number and person. The agreement applies whenever the verb displays distinctions in person and number. For all verbs other than *be*, the distinctions are found only in the present tense, where the third person singular has the *-s* form and the third person plural – like the first and second persons – has the base form:

1. The noise distracts them

2. The noises distract them

The verb *be* makes further distinctions in the present and introduces distinctions in the past. These are as follows:

Present tense	Singular	Plural
1st person	*Am*	

2nd person	Are	Are
3rd person	Is	
Past tense	**Singular**	**Plural**
1st person	Was	
2nd person	Were	Were
3rd person	Was	

The distinctions for third person agreement with *be* are illustrated in (3) and (4) for the present and in (5) and (6) for the past:

3. The noise *is* distracting them.

4. The noises *are* distracting them.

5. The noise *was* distracting them.

6. The noises *were* distracting them.

According to Kim and Sells (2007: 105-106) "The third type of agreement is subject-verb agreement, which is one of the most important phenomena in English syntax". Take a look at some slightly complex examples:

7. The <u>characters</u> in Shakespeare *Twelfth Night* ***lives/live** in a world that has been turned upside-down.

8. <u>Students</u> studying English **read/*reads** Conrad's *Heart of Darkness* while at university.

From examples above, the subject and the verb need to have an identical number value, and the person value is also involved in agreement relations, in particular when the subject is a personal pronoun:

9. You **are/*is** the only person that I can rely on.

10. He **is/*are** the only person that I can rely on.

Example 9 and 10 show that a verb lexically specifies the information about the number as well as person values of the subject that it selects for. Some simpler examples below show how the agreement system works:

11. The boy swims/*swim.

12. The boys swim/*swims.

In other opinion, Trask (2007: 10-11) said that the grammatical phenomenon in which the form of one word in a sentence is determined by the form of another word which is grammatically linked to it. Agreement, which is also called concord, is an exceedingly common phenomenon in languages generally, but it is not present equally in all of them. Swahili, Russian, Latin and German have a great deal of agreement, French and Spanish have somewhat less; English has very little, Chinese has none at all.

Certain types of agreement are especially frequent. A finite verb may agree in person and number with its subject. This happens in Basque, here are the present-tense forms of joan 'go' (the pronouns are in brackets since they are optional):

(ni) noa	'I go'	
(hi) hoa	'you go'	(singular intimate)
Ana doa	'Ann goes'	
(gu) goaz	'we go'	
(zu) zoaz	'you go'	(singular polite)

(zuek) zoazte	'you go'	(plural)
Neskak doaz	'The girls go'	

In each case, the form of the verb marks the subject as first, second or third person and as singular or plural, and the verb-form agrees with the subject in person and number. From the English glosses, English has only a tiny amount of agreement of this kind: only the third-person singular goes is explicitly distinguished, all other persons and numbers taking an invariable go.

From definitions above, it can concludes that agreement is about a kind of syntactic relation and grammatical phenomenon in which the form of one word in a sentence is determined by the form of another word which is grammatically linked to it where the inflectional value of a word or phrase (the **target**) must be the same as the inflectional value of another word of phrase in the sentence (the **controller**) to which it is closely related.

1. **Agreement Types and Morpho-syntactic Features**

   a) Noun-Determiner Agreement

   Common nouns in English participate in three types of agreement. First, they are involved in determiner-noun agreement. All countable nouns are used either as singular or plural. When they combine with a determiner, there must be an agreement relationship between the two:

   - this book/that book
   - *this books/*that books/these books/those books
   - *few dog/few dogs

The data in turn means that the head noun's number value should be identical to that of its specifier, leading us to revise the Head-Specifier. This revised rule guarantees that English head-specifier phrases require their head and specifier to share agreement features, implying that determiners and nouns have NUM (number) information as their syntactic AGR (agreement) value.

The singular noun *book* selects a singular determiner like *a*. Notice that the AGR value on them head noun *book* is passed up to the whole NP, marking the whole NP as singular, so that it can combine with a singular VP, if it is the subject. In addition, there is nothing preventing a singular noun from combining with a determiner which is not specified at all for a NUM value:

- *those book, *these book, . . .

- no book, the book, my book, . . .

Determiners like *the, no* and *my* are not specified for a NUM value. Formally, their NUM value is underspecified as *num(ber)*. That is, the grammar of English has the underspecified value *num* for the feature NUM, with two subtypes *sing(ular)* and *pl(ural)*. Given this hierarchy, nouns like *book* requiring a singular Det can combine with determiners like *the* whose AGR value is *num*. This is in accord with the grammar since the value *num* is a supertype of *sing*.

b) Pronoun-Antecedent Agreement

A second type of agreement is pronoun-antecedent agreement.

- In the book, he talks about his ups and downs at McLaren. Throughout **it** all he seeks to answer the questions about himself.

- If John wants to succeed in corporate life, **he/*she** has to know the rules of the game

- The critique of Plato's *Republic* was written from a contemporary point of view. **It** was an in-depth analysis of Plato's opinions about possible governmental forms.

The pronoun *he* or *it* here needs to agree with its antecedent not only with respect to the number value but also with respect to person (1st, 2nd, 3rd) and gender (masculine, feminine, or neuter) values too. This shows us that nouns have also information about person and gender as well as number in the AGR values. As we have briefly shown, nouns have NUM, PER(SON), and GEN(DER) for their AGR values. The PER value can be *1st, 2nd* or *3rd*, the GEN value can be *masc(uline), fem(inine)* or *neut(er)*.

c) Subject-Verb Agreement

The third type of agreement is subject-verb agreement, which is one of the most important phenomena in English syntax. Look at some slightly complex examples:

- The characters in Shakespeare's *Twelfth Night* ***lives/live** in a world that has been turned upside-down.

- Students studying English **read/*reads** Conrad's *Heart of Darkness* while at university.

As we can see here, the subject and the verb need to have an identical number value, and the person value is also involved in agreement relations, in particular when the subject is a personal pronoun:

- You **are/*is** the only person that I can rely on.
- He **is/*are** the only person that I can rely on.

These facts show us that a verb lexically specifies the information about the number as well as person values of the subject that it selects for. To show how the agreement system works, we will use some simpler examples:

- The boy swims/*swim.
- The boys swim/*swims.

The present-tense verb *swims* thus specifies that its subject (SPR's value) carries a 3rd singular AGR information. Only when the verb combines with a subject satisfying its AGR requirement will we have a well-formed head-subject phrase. In other words, if this verb were to combine with a subject with an incompatible agreement value, we would generate an ungrammatical example like *The boys swims*. In this system, what subject-verb agreement is structure-sharing between the AGR value of the subject (SPR value of the verb) and that of the NP that the VP combines with. The acute reader may have noticed that

there are similarities between noun-determiner agreement and subject-verb agreement, that is, in the way that agreement works inside NP and inside S. Both NP and S require agreement between the head and the specifier.

B. Morphology

Morphology is the study of investigating basic forms in language. This term morphology, which literally means "the study of forms," was originally used in biology, but since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic "elements" used in a language (Yule, 2010: 67).

Refer to Aronoff and Fudeman (2011: 1-2), the term **morphology** is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749–1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek: *morph-* means 'shape, form', and *morphology* is the study of form or forms. In biology *morphology* refers to the study of the form and structure of organisms, and in geology it refers to the study of the configuration and evolution of land forms. In linguistics *morphology* refers to the mental system involved in **word** formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed.

In other hand and opinion, Booij (2007: 24) said that morphology is the study of the internal structure of words, deals with the forms of lexemes

(inflection), and with the ways in which lexemes are formed (word-formation). New words are made on the basis of patterns of form-meaning correspondence between existing words.

From the definitions above, the writer concludes that morphology is the study of word formation, including the ways new words are coined together, their internal structure, and concerned with the relation between meaning and form, within words and between words.

1. Morpheme

Morphemes is the morphological building blocks of words, are defined as the minimal linguistic units with a lexical or a grammatical meaning (Boiij, 2007: 8-9). For instance, the noun buyer consists of two morphemes, buy and -er. The verbal morpheme buy is called a **free** or **lexical morpheme**, because it can occur as a word by itself, whereas -er is an **afix** (hence a **bound morpheme** that cannot function as a word on its own). This is indicated by the hyphen preceding this morpheme: it requires another morpheme to appear before it in a word.

Each of these morphemes is listed in the morpheme list of English: eat as a morpheme of the category Verb (V), and -er as an affixal morpheme of the category Noun (N) that is specified as occurring after verbs: [V —]. This specification of the affix –er assigns it to the subcategory of affixes that combine with verbs, and hence we call it a **subcategorization** property of this affix. The morphological structure of eater might be represented as follows:

[[eat]V [er]N-aV]N

According to Haspelmath and Sims (2010: 3), "The smallest meaningful constituents of words that can be identified are called **morphemes**". In *nut-s*, both *-s* and *nut* are morphemes. Other examples of words consisting of two morphemes would be *breaking, hope-less, re-write, cheese-board*; words consisting of three morphemes are *re-writ-ing, hope-less-ness, ear-plug-s*; and so on.

Often defined as the smallest linguistic pieces with a grammatical function, a major way in which morphologists investigate words, their internal structure, and how they are form is through the identification and study of morphemes (Aronoff and Fudeman, 2011: 2). A morpheme may consist of a word, such as *bicycle*, or a meaningful piece of a word, such as the *-ed* of *catched*, that cannot be divided into smaller meaningful parts. Another way in which morphemes have been defined is as a pairing between sound and meaning. We have purposely chosen not to use this definition.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Settings of the Research

This research covers the entire process of work begin from the determination of title to the reporting process research. The research was conducted within 4 months from March 2016 to July 2016 in Bekasi.

The writer has collected data and data sources in the form of a wide variety of books as a necessary reference obtained from the library of JIA and also from eBook as a reference used in completing the paper. The writer conducted data collection of data and theory needed for the writing process. Writing activity consists of collecting reference, collects data, and analyze data.

B. Subject of The Research

The data for this research are taken from the book "*Folktales from Indonesia*" by Dra. S. D. B. Aman published in 1995. This book tells many stories all around Indonesia. There are three stories that chosen in this book, they are "*Sangkuriang*", "*Kbo Iwo*", and "*Aryo Menak and His Wife*". The writer chose these stories as the data source of this research because the sentences loaded by compound sentence, inflectional suffix that realated to agreement as the feature of morphosyntactic interaction. Beside that, this book very interesting because it is one of the collection book of several folktales

from Indonesia, and we can learn moral from all the stories. The story in this book consists of 19 folktales and 130 pages.

The first story is folktale from West Java *"Sangkuriang"*, and the main character is *Sangkuriang* and three people who are the family, namely Dayang Sumbi, King Sungging Pebangkara, and Si Tumang (the dog). The second story is folktale from Bali *"Kbo Iwo"*, and the main character is *Kbo Iwo* and the Balinese people, who are the folk of Bali island at the time. The third story is folktale from Madura *"Aryo Menak and His Wife"*, and the main character is Aryo Menak and his wife.

C. Method of The Research

The writer uses a qualitative approach as a methodology approach. A method is a set of procedures and techniques for gathering and analyzing data (Strauss and Corbin, 1998: 3). The method of this research is a qualitative approach. As described by Strauss and Corbin (1998: 8) proposed that this study belongs to qualitative research, which is type of research that produces findings not arrived by statistical procedures or other means of quantification. What the researcher does with this method is to develop concept and to collect facts without testing any hypothesis. Meanwhile, Krippendorf (2004: 84) explained the data of descriptive qualitative could be taken at the level of words, sentences, paragraphs, chapters or whole publication.

The research type uses a descriptive qualitative methods. Descriptive data could be data collected in the form of words, pictures, and not the numbers. In

qualitative researchers analyze their data by reading it several times and conducting an analysis each time (Creswell, 2008: 245). Each time the research read the database, they develop a deeper understanding about the information supplied by the participants. Initial preparation of the data for analysis requires organizing the vast amount of information, transferring it from spoken or written words to a typed file and making decisions about whether to analyze the data by hand or by computer. In qualitative analysis, researchers organize data into file folders or computer files or onto index cards. Therefore, the writer chooses both of those procedures. The writers use a qualitative computer program to facilitate the process of storing, analyzing, and sorting the data. She also uses hand-analyze by reading the data, marking it by hand involving color coding, and dividing it into parts (Creswell, 2008: 246).

D. Instrument of The Research

The writer focuses on qualitative research and the instrument here is the writer itself. It means that the writer actively searches for every supporting material needed in this research. Concerning the instrument, there are texts from three stories of *"Sangkuriang"*, *"Kbo Iwo"*, and *"Aryo Menak and His Wife"* books and e-books of references, and dictionaries. This study is dealing with the process of using inflectional morphemes and word structure.

The text from three stories of the book *"Folktales from Indonesia"* by Dra. S. D. B. Aman published in 1995 as the subject and data sources of the

research, the writer will take some sentences that contain compound sentence and words from texts that contain inflectional suffix. The reference books used as sources here have role as the basic theory and data. In additional, the writer also used some dictionaries to search the meaning of the word before inflection and after inflection processes. The benefits of more than one dictionary are to compare the meaning of the word and to minimize the meaning errors.

E. Technique of Data Analysis

In this research, the writer analyzed the data using some theories and references from books and eBooks which are related to this research. In analyzed the data, there are some steps that the writer had done and it is explained in the following.

First, the technique of collecting data, according to Creswell (2009: 175) the writer collect the multiple data through documents, in this case, *Folk Tales from Indonesia* book. The data is Morphosyntactic Interaction is searched in the *Folk Tales from Indonesia* book, the writer limitation only 3 folk tales of 19 folktales with multiplexing ten method per data that will analyze they are page 11, 56, 101. There is a reason that the writer choose documents as the data collecting type, because based on Creswell (2009: 180) there are the advantages of document type, they are the writer can obtain the language of data, can access everywhere and every time, represent data have given which are compiling and it can save the writer's time and expense. It means, the

writer read the compound sentences and morphosyntactic features in the book that contain agreement. Then, these agreement are reviewed, collected and sorted based on per chapter by making a table.

Second, looking for the morphosyntactic features, in this case, inflectional suffix that formed the subject and verb agreement. After the inflectional suffix are found in the compound sentences and sorted based on folk tales, these agreement is ready to be analyzed. Then, the writer began to make description of these component which formed the subject – verb agreement.

Third, explained the process of how the agreement is formed. As Haspelmath and Sims (2010: 91) said that a word-form may agree with a controller for multiple features, and/or agree with multiple controllers. In the basic case, in *[the boy]np [walk-s]v* and the *[girl-s]np [walk]v*, the target verb *walk(s)* agrees with the subject NP in number and in *this girl* and *these boys*, the target demonstrative *this/these* agrees with its head noun (*girl/boys*) in number.

The next step was calculating and classifying agreement constructions. And the last, the writer interpreting the result and give the conclusion.

F. Procedure of The Research

After understanding the role of systematical and arranged steps of the research, it comes to the procedure of the research. The steps as follows:

1. Preparation

   The several basic things that the research works during the writing are to identify the problem, select the fix title, formulate and limit the statement of the research and consider what advantage later. Then books research correlated to what the writer analyzes and also what the method of the research that she uses that finish to prove and strengthen the analysis. Accordingly, she always consultation with the first and the second counselor related to the process of writing routinely.

2. Implementation

   To obtain the research well, implementation present of the processing analyzing kind of agreement can be found in the folktales, to classify construction of morphosyntactic features based on the table, explaining the type of agreement classification of basic form agreement construction to collect the data, and arraging the result to make report the result.

3. Finishing

   a) Composing the analyzed data

      Before reported the result to be finished the paper, the research needs to compose the data analysis, and after giving mark, gathering the classification of morphosyntactic features construction, the writer makes the table to show the good result.

b) Discussing with the counselor

Discussing with the first and second counselor has been done every time whether the research found the difficult and did not understand about the procedure and material this research.

c) Revising the result

During the analysis, the important role for the research is consultation about everything with the first and the second counselors. The counselors give some correction and criticize any mistakes in the material or technical in writing. Revising mistake in this paper is hoped to minimize some errors and make this paper better.

d) Concluding the result

The final phase to make the readers understand the main focus easily is by arranging the conclusions from all chapters. She guides and explains all the terms of the material.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data Descriptions

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussion. The data are taken from three Folktales of Indonesia in the book *"Folktales from Indonesia"* by Dra. S. D. B. Aman. Those folktales which are going to be analyzed title: *1. Sangkuriang, 2. Kbo Iwo,* and *3. Aryo Menak and His Wife.*

Finding data in the three folktales of *"Folktales from Indonesia"*, they are: *1. Sangkuriang, 2. Kbo Iwo,* and *3. Aryo Menak and His Wife* are analyzed according to some steps. In the beginning step, choosing the compound sentence of the three folktales paragraphs on the data provided. Second step, describing those data based on finding the compound sentence whether its subject and verb have agreement. The last step, analyzing the data found by explaining the data whether the agreement of subject and verb have interaction. Those data are presented below.

B. The Data Analysis

In the data of the research, they are analyzed from the three folktales which contain of agreement and inflectional values in the compound

sentence found in those three folktales. The description is listed in those sentences which contain those inflectional suffixes to make the interpretation of data analysis easily.

1. **Sangkuriang** (Folk Tales from Indonesia)

   Datum 1

   He immediately **picked** up the spool **and brought** it to Dayang Sumbi. (L.33-34)

   The compound sentence above consists of two verbs, *picked* and *brought*. Morphologically, the regular past tense morpheme {–ed} in the first verb "picked" shows agreement with the irregular past tense {bring+ed = brought} in the second verb "brought". Both of them are in the past form. The form {–ed} in verb *picked* does not change part of speech or the meaning of the verb, which called regular verb. Otherwise, the verb "brought" is irregular and there is a change form of "bring" to "brought".

   Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

Datum 2

The arrow **hissed** towards the she-pig, **and hit** but did not kill her. (L. 47-48)

The compound sentence above consists of two verbs, *hissed* and *hit*. Morphologically, the regular past tense morpheme {–ed} in the first verb "hissed" shows agreement with the irregular past tense {hit+ed = hit} in the second verb "hit". Both of them are in the past form. The form {–ed} in verb *hissed* does not change part of speech or the meaning of the verb, which called regular verb. Otherwise, the verb "hit" is irregular and there is a change form of "hit" to "hit".

Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

Datum 3

She **took** a spool **and flung** it at him. (L. 62-63)

The compound sentence above consists of two verbs, *took* and *flung*. Morphologically, the irregular past tense {take+ed = took} in the first verb "took" shows agreement with the irregular past tense {fling+ed = flung} in the second verb "flung". Both of them are in

the past and irregular verbs. There is a change form of "take" to "took" and "fling" to "flung".

Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

Datum 4

It **struck** his forehead **and** blood **dropped** out of the wound. (L. 63-64)

The compound sentence above consists of two verbs, *struck* and *dropped*. Morphologically, the irregular past tense {strick+ed = struck} in the first verb "struck" shows agreement with the regular past tense morpheme {–ed} in the second verb "dropped". Both of them are in the past form. The verb "struck" is irregular and there is a change form of "strick" to "struck". Otherwise, the form {–ed} in verb *dropped* does not change part of speech or the meaning of the verb, which called regular verb.

Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. The "and" conjunction means the same or equal to the first clause and the second one grammatically. From those

reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

Datum 5:

Sangkuriang **left and wandered** through the woods. (L. 66-67)

The compound sentence above consists of two verbs, *left* and *wondered*. Morphologically, the irregular past tense {leave+ed = leave} in the first verb "left" shows agreement with the regular past tense morpheme {–ed} in the second verb "wandered". Both of them are in the past form. The verb "left" is irregular and there is a change form of "leave" to "left". Otherwise, the form {–ed} in verb *wandereed* does not change part of speech or the meaning of the verb, which called regular verb.

Syntactically, there are two independent caluses above join together then form a compound sentence, and a conjunction "and" between them. menjelaskan compound sentence nya (bergabung nya simple sentence membentuk compound sentence) dan conjunction. From those reasons, so there is interaction between morphology and syntax called Morphosyntactic interaction.

Datum 6:

He **returned** to his native place, **but did** not recognise it any longer. (L. 67-69)

The compound sentence above consists of two verbs, *returned* and *did*. Morphologically, the regular past tense morpheme {–ed} in

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion, finally the writers concluded that is inflectional suffix and the compound sentence which successfully have been analyzed. The writers discussed the forms of verb which added by inflectional suffix and the structure of compound sentence in the three folktales *"Sangkuriang"*, *"Kbo Iwo"*, and *"Aryo Menak and His Wife"*, this paper also learn the interaction between morphology and syntax in which form of an agreement.

After analyzing the verb attached by inflectional suffix and structure of compound sentences in the three folktsles of book "Folktales from Indonesia", it can be concluded that there is interaction between morphology and syntax which form an agreement, in this case is subject – verb agreement that happened in some compound sentences from those stories.

In this analyze the writers taken of four sources each of them who define about subject – verb agreement. And then the writers conclude that subject – verb agreement has a basic form of the verb agrees with its subject in number and person. The agreement applies whenever the verb displays distinctions in person and number. Only when the verb combines with a subject satisfying its agreement requirement will have a well-formed head-subject phrase. In other

words, if this verb were to combine with a subject with an incompatible agreement value, we would generate an ungrammatical.

Finally, the writers find and conclude that learn about subject – verb agreement, especially in analysis of basic form of inflectional suffix and structure of compound sentence from book "Folktales from Indonesia" is really important for the readers and especially for the students of English Literature.

B. Suggestion

Based on the conclusion above, after collecting the data analyzing and made conclusion from book "Folktales from Indonesia". The writers has to give some suggestion that may be useful in the future for readers and students.

1. For the students

   First, for students who study morphology and syntax, especially in studying agreement. Then, it can be proofed that there is interactions between morphology and syntax. The writer realizes that morphology and syntax is broad, when students want to have a research, they do not to understand all sub knowledge. Choose a branch of aspects where the students like or comprehend. There are many branches of knowledge in morphology and syntax. Somehow, it still necessary for students to know minimumly about another aspect both in morphology and syntax.

2. For the Teachers

   Second, for the teachers who teach morphology and syntax especially about agreement, it can be helpful to give students some kinds and

examples of agreement. It will improve the students' skill on identifying and describing kinds of agreement. Finding this agreement in folk tales also can be a variety in giving the lessson to the students.

3. For People in General

The last, for the people in general who are interested in morphology and syntax especially agreement analysis in the folk tales. It will help them analyze the morphosyntactic features by reading whole text and interpreting based on the folk tales theme. Furthermore, it may help for the next researchers who will take another research about agreement in the folk tales, particularly about another kind of agreement. This finding can be one of many references in understanding the development of types of agreement elements in English.

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