

Morfological Awareness of Students English Language Program of Universitas Islam Riau Pekanbaru: An Analysis Study

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Abstract.

This study is aimed to investigate the students' morphological awareness which is employed by the third semester of English students FKIP Universitas Islam Riau Pekanbaru Riau, Indonesia. This study is the qualitative design namely case study. The instrument of this study was documentation or the scripts of the students in the final examination result in the academic year 2019-2020. In this case, the researcher has analyzed the data using the Creswell method. The result of this study found that some of the students still have a problem in using derivational affixes such as in changing the classes of words from verb to noun, noun to adjective, adjective to a verb, adjective to an adverb

Key Word: Morphological Awareness, Morphemes, Derivational, Inflectional

1. INTRODUCTION

Linguistics is one of the subjects offered to English students of FKIP Universitas Islam Riau, Pekanbaru. All parts of linguistics are taught to the students, such as; Phonology, Morphology, Syntax, Semantic, Pragmatics, Psycholinguistic, and Sociolinguistic. They spread out into different levels of the semester. In this study, the researcher focused on one of the parts of linguistics that is Morphology. Based on the researcher's teaching experience, it was found that students got some problems in forming the words.

Studying morphology means Students have to use the morphemic analysis technique to decipher the meaning of complex word morphology in analyzing text. Consequently, someone automatically learns affixes that are attached to words when he learns the language. However, without understanding the affixation of the languages he may find the difficulties if he wants to master one or more languages. For this reason, Mostly students still become frustrated about the form of affixation and its meaning. it caused by morphology only presented in the third semester, it means that students do not have enough time to explore the use of affixes. The objective of this study is to know-how is the third-semester students' morphological awareness. The general objective of this study was to know the students' knowledge and understanding of morphological awareness based on the students' final examination results.

Morphology is defined as the system categories and rules involved in the word-formation and the meaning of words. inflection and word-formation become the study of these regularities. Inflection deals with the expression of morphosyntactic properties, sometimes required by a specific syntactic context (morphology is characterized as the framework categories and rules included in word arrangement and the meaning of words. Enunciation and word arrangement gets to be the pond of these regularities.

Emphasis bargains with the explore of morph syntactic properties, some of the time required by a particular syntactic setting. Word formation concerns the new (complex) words created various morphological mechanisms like compounding, affixation, truncation, and segmental and tonal alternation. In the grammar of the natural language, The role of morphology is subject to theoretical debate for several reasons. First, there are various ideas about the format in which morphological regularities should e expressed (rules or schemes) second, there are various models of the position of morphology in the architecture of grammar. Above all, the important issue is the structure influence the pronunciation of a complex word, and the interface between morphology and syntax-demarcation of word versus phrase, lexical integrity, the phrase as building lock of words. In short, morphology plays an important role in theories of acquisition of language and theories of language and theories of language change. it is also very relevant for linguistic typology a partially morphology-based. Word arrangement concern the modern (complex) words made y different morphological components like compounding, affixation truncation, and segmental and tonal variations. Within the linguistic use of common dialects, the part of morphology is subject to hypothetical talk about for a few reasons. To begin with, there are different thoughts almost the arrange in which morphological regularities are thought to e communicated (rules or mappings) moment, there are different models of the position of morphology within the design of linguistic use. Overall the issues are the interface between morphology and sentence structure-boundary of word versus express, lexical keenness, expression as building squares of words. In brief, morphology plays a vital part in speculations of the securing of language and speculations of dialect alter. It is additionally exceptionally pertinent for phonetic typology, a mostly morphology-based.

The concept of morphology is formulated by several experts. Nida (1952: 1) defines morphology as the study of morphemes and their arrangement in forming words with which produce many results. Moreover, Haspelmath and D. Sims (2010: 2-3) affirm two definitions of morphology: the study of systematic conversation in the words' form and meaning as the study of the morphemes combination to form words. The first definition refers to the formation and meaning of the words, while the second definition implies producing the words from morphemes. Then, Aronoff and fudeman (2011:1) confirm that generally morphology is credited to Johann Wolfgang von Goethe, a German poet, novelist, playwright, and philosopher (1749-1832), who

created it in the nineteenth century in a biological context. Etymologically morphology is derived from Greek “morph” meaning “shape, form”; thus, morphology is the study of forms. Based on these definitions it is obvious that Aronoff and Fudeman and Haspelmath and D. Sims agree that morphology deals with word forms. (the internal structure of the word and the roles governing the formation of words in a language are examined by morphology. the awareness of English morphology the language teacher are required to help their students in understanding how words become a language, how the words are formed adding the prefixes, suffixes, and root).

The discussion is initiated with words and their types. To provide a general overview of the notion of words. Then, a variety of morphological issues, such as the concept of morpheme, it is typed, the distinction between inflections and derivations is introduced. The discussion is continued to exceptions in English morphology as well as morph, allomorphs, and the pronunciation of morphemes. After that, word formation through derivation, the most common word-formation process in creating new English words will also be presented. Besides, the backformation, borrowing, and conversion, (morphology look at the inner structure of the word and the rules administering the arrangement of words in a language. Mindfulness of English morphology empowers dialect instructors to assist their learners to get in how words enter the dialect, why they comprise of, and how they are shaped by combining prefixes, addition, and roots. The discourse is started with words and their types are arranged to supply a common diagram of the idea of words. At that point, an assortment of morphological issue, such as the concept of morpheme, it is sorted, the refinement between inflection and determinations is presented. The talk is processed to the special cases in English morphology as well as morphs, allomorphs, and the articulation of morphemes. After that, word arrangement through determination, the foremost common word arrangement prepare in making modern English words will too be displayed. In expansion, the dialog of other word arrangement forms, such as coinage, compounding, backformation, borrowing, and) is also explained. Each of these processes is examined and exemplified for English students aiming at developing their awareness. Finally, the discussion will be about some morphological implications for English language teaching, which addresses recent research finding

Focusing on the explicit teaching of morphological awareness as met linguistic ability. Each of these forms is inspected and exemplified for English understudies pointing at creating their mindfulness. At long last, the dialog will be around a few morphological suggestions for English dialect instructing, which addresses to later inquire about discoveries centering on the unequivocal educating of morphological mindfulness as metalinguistic capacity.) (English morphology consists of derivative and inflective morphemic details. Inflectional morphology awareness develops grammatical accuracy while consciousness derivative morphology becomes critical in promoting the vocabulary knowledge of students. Nagy and Ariderson (1984)

II. METHODS

The methodology of this research was qualitative descriptive analysis. Creswell, (2002) asserts that quantitative research originated in the physical sciences, particularly in chemistry and physics. Descriptive research involves the identification of attributes of a particular phenomenon based on an observational basis or the exploration of the correlation between two or more phenomena.

The instruments of this study were documentation or the scripts of the students in the final examination result in the academic year 2019-2020. The examination was the Morphological Structure Test. It was employed to measure the respondents' ability in using derivational and inflectional affixes to create new words. Curinga (2014) asserted that this test is important since it can measure students' manipulation ability in constructing new words. In the examination, the students were asked to construct the word that best matched the sentence. The test was composed of 20 items concerning derivational and inflectional suffixes.

The sample was selected randomly, there were about 40 students. The data were analyzed by using Catambah's theory.

Data Collection Technique

There are some steps to collecting data. First, read all the information to get a general sense of the data and focusing on its overall significance. At this point, the researcher wrote marginal notes or began documenting general thoughts about the results. Then, the scripts of the students in the final examination result are selected to obtain general information about inflectional and derivational affixes. Second, detailed coding analysis. Coding is the method by which the content is organized into chunks or sections of text before bringing to the data. The scripts of the students in the final examination result are labeled and divided based on the classes of inflectional and derivational affixes. Next, using the decoding system to create a set definition or individual as classes or analytical themes and describing the inflectional and the derivational affixes found in the scripts of the students in the final examination result. The last, transmission of the descriptive data. It is a discussion that mentions each participant's description information

Data Analysis

No.	Sentence	Number of Error	Percentage
1	The water in the jail is cold, and the weather has turned (rain) so there is very little sun.	11	22%
2	This garden is so wonder !	7	17.5%

3	(Play)slime and squishy has become a popular thing to do.	5	12.5 %
4	I just saw an (attract) girl in the mall.	6	12%
5	We went to a (culture) festival last week	5	12.5%
6	she performs her dance on the stage (beautiful)	7	17.5 %
7	She entered the class with her (angry).	4	10%
8	They made an (agree) after a long discussion.	12	24%
9	Children are (interest) in the activities and they concentrate well.	7	17.5%
10	I can't concentrate on the lesson because of my young sister's (cry)	9	18%
11	He tried to (open) the door	4	10%
12	The shepherd boy screamed (loud) for help	3	6%
13	Students spend their long time for (play) game	5	12.5%
14	Students of FKIP UIR pray to Allah before (study)	6	12%
15	Finally, they stopped (teach)	7	17.5%
16	I have some (plan) to change my life to be better	6	12%
17	We are listening to our English teacher's (explain)	5	12.5%
18	After (discuss) the lesson, students do the task...	4	10%
19	It is an (not) forget (experience)	8	20%
20	The teacher announced students' (achieve) in morphological test	5	12.5%

The table illustrates the inflectional and derivational affixes. It consists of 20 roots which different classes of a word, such as noun, verb, adverb, and adjective form. There were 5 roots in the form of a gerund (verb to a noun), such as; playing, crying, studying, and discussing. 4 roots of adjectives to be adverb and noun, 5 roots of the verb to be a noun, adjective, and adverb. In order words, there was only one root as a noun and three of verbs are added with the inflectional morphemes.

There are some errors found in the students' final Morphological Test. The descriptions above show the errors in derivational and inflectional morphology that occurred in a noun, adverb, and gerunds after a certain verb, to-infinitive, participle in the present, and passive.

- (1) *The water in the jail is cold, and the weather has turned (rain) so there is very little sun.*

The correct sentence is "*The water in the jail is cold, and the weather has turnedrainyso thereis a very little sun*". There are two morphemes include in that sentence, those are *rain* as a freemorpheme which categories as a verb, and the suffix *-y* as a maker of the derivational adjective. It changes the part of speech from a verb to an adjective.

- (2) This garden is so (*wonder*)!

The correct sentence is *This garden is sowonderful!* The word *wonderful* consists of two morphemes, those are a free morpheme (*wonder*) and a bound morpheme (*full*). Suffix *full* is a marker of an adjective, however, it is added at the end of a verb *wonder* becomes *wonderful* (adj).

- (3) Playing slime and squishy has become a popular thing to do.

The correct sentence is *Playing slime and squishy has become a popular thing to do.* The word *play* should be in the form of a gerund (a verb *paly* + *ing* becomes *playing*) because it functions as a subject of the sentence. The form of *ing* is added at the end of the verb *paly* which is called a suffix. It changes the class of word from a verb to a noun.

- (4) I just saw an (*attractive*) girl in the mall.

The correct sentence is I just saw an attractive girl in the mall.

The suffix is the affixes that can be added at the end of a word ...an adjective can be made by adding *ive* to the verb. For example, the word *attract* + *ive* becomes *attractive*. The word *attractive* is an adjective that is function modifies a noun *girl* followed. The word *attractive* changes the classes of words from verb (*attract*) to an adjective (*attractive*).

- (5) We went to a (*culture*) festival last week

The correct sentence is *We went to a cultural festival last week.*

The suffix *-al* is the derivational morpheme which changes the base to an adjective. In this case. The word *culture* has two morphemes; those are a free morpheme and a bound morpheme - *al* is a bound morpheme or derivational suffix which is attached after the noun*culture*. The suffix-*al* in the word *culture* creates a new word that is an adjective. The word *culture* followed by the word *festival* which functions asa noun. However, the word *culture* should be changed into an adjective to modifies the word *festival*.

- (6) she performs her dance on the stage (*beautiful*)

The correct sentence is *She performs her dance on the stagebeautifully.*

Beautifully is a word that is constructed by three morphemes, those are served (free morpheme) as the root of the word because it is impossible to break *sign* into smaller parts, while the suffix- *full* and *ly* are bound morphemes which are attached after the root *beauty*. The category of service is a verb. Therefore, suffix has changed the class of word noun to an adverb. The category of derivational morpheme in this sentence is the suffix that occurs in a word *beautiful*.

(7) She entered the class with her (angry).

The student's answer: She entered the class with her angrier.

The sentence is incorrect because the word "*hungry*" is *an adjective* as for after the word "her", which shows as a possessive adjective, *it needs a noun* and the noun for "*hungry*" is *hunger*". It is indicated by the suffix *er* as a maker of noun added at the end of the word *hungry*. So the correct sentence is *She entered the class with her angry anger*.

(8) They made an (*agree*) after a long discussion

The correct sentence is *They made an agreement after a long discussion*.

The word *agreement* in the sentence above has two morphemes; a free morpheme *agree* that categorized as a verb, and a bound morpheme *-ment* as a maker of a noun which is added at the end of the verb *agree*. Based on the rules of grammar after an article *-an* should be followed by a noun. *Agree* is a verb that should be changed into a noun *agreement*.

(9) Children are (*interest*) in the activities and they concentrate well.

The correct sentence is "*Children are interested in the activities and they concentrate well*". The word *interesting* in the sentence (9) is wrong, it should be *interested* because it functions as an adjective that preceded by the form of *be* "*are*".

(10) I can't concentrate on the lesson because of my young sister's (*cry*).

The correct sentence is "I can't concentrate on the lesson because of my young sister's *crying*."

The word *cry* in the sentence (10) above should be added by suffix *-ing* "*crying*" as a maker of noun (gerund). Because there is an apostrophe ('s) before the last letter of a word that ended in 's.' It is a possessive adjective that should be followed by a noun. The word *cry* is a verb and the noun of *cry* is *crying*. The derivational suffix *-ing* in the word *cry* changes the class of word from a verb to a noun.

(11) He tried to (*open*) the door. The student's answer "*He tried to opened the door*" The student's answer in the sentence (20) is wrong. The correct sentence is "*He tried to open the door*."

There is an infinitive *to* after the verb *tried*, so the second verb should be in the basic form of a verb. The suffix *-ed* past form added at the end of verb *open* is incorrect because of a verb infinitive.

(12) The shepherd boy screamed (loud) for help.

The correct answer is "*The shepherd boy screamed loudly for help*" the word

“*loud*” is an adjective, the above sentence, there is a *scream* that should be followed by an adverb. In this case, students have to add bound morpheme *-ly* as a maker of an adverb at the end of *loud* (*loudly*)

(13) (*Swimm*) in the ocean has been Sharon’s passion since she was five years old.

(14) Students of FKIP UIR usually pray to Allah before (*study*)

The students’ answers in sentences (12) and (13) are wrong. The correct sentences are “*Swimming in the ocean has been Sharon’s passion since she was five years old*. The word *swim* should be added by *ing* form because it functions as a gerund. In some cases such as no. 14 “Students of FKIP UIR pray to Allah before studying”. After the preposition *for* should be followed by a gerund (V+ing), suffix *-ing* at the end of the word *study* change the classes of words from verb to noun.

(15) Finally, they stopped (*teach*). The word (*stop*) should be followed by a gerund.

The above sentence is incorrect because after the verb *stop* should be followed by a noun. Meanwhile, the word **taught** is a verb, to change the verb *taught* becomes a noun, it should be added by the suffix *-ing* at the end of the verb *teach* (*teach+ ing = teaching*). However, the word *teaching* is a verb as a gerund.

(16) I have some (*plan*) to change my life to be better

Students answer: I have some *planning* to change my life to be better.

The sentence is I have some plans to change my life to be better. The inflectional bound morpheme *-s* has to be added at the end of a noun *plan*.

(17) We are listening to our English teacher explain.

Students answer: We are listening to our English teacher’s explained.

The correct answer is *We are listening to our English teacher’s explanation*.

The word *explain* in that sentence is a verb. It should be changed to a noun becomes *explanation* because after ‘s’ followed by a noun. The derivational suffix *-ation* as a maker of a noun is added at the end of the verb *explain* (*explanation*)

(18) After (*discuss*) the lesson, the students do the task.

Students answer: After *discussed* the lesson, the students do the task.

That sentence is incorrect because the word *after* should be followed by a noun or verb-*ing* functions as a gerund. This sentence needs verb *ing* “*discussing*” as a gerund. Therefore, the correct sentence is “*After discussing the lesson, students do the task.*”

(19) It is (not) forget the experience

The correct sentence is *It is an unforgettable experience*

The word **unforgettable** in the sentence (6) consists of three morphemes. First, prefix *un-* in English is attached to adjectives to form new adjectives, and the second is attached to verbs to form new verbs. The two kinds of the prefix *un-* do not change the part of speech. The prefix *un-* attached to adjectives means ‘not’. calls this derivation *antonym* or negative. Second, *forget* is a free morpheme as categories as a

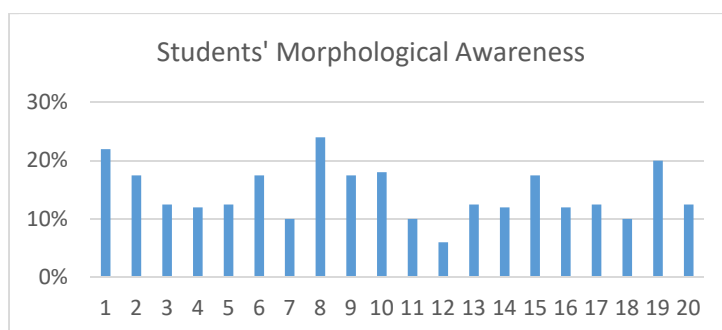
verb. Third, *able* is a bound morpheme that is attached after the verb forget. It is called a suffix which changes the class of a word from a *verb* to an *adjective*.

(20) The teacher announced the students' (*achieve*) in the morphological test. The correct sentence is (20) The teacher announced the *students'achievement* of Morphological test.

The word achievement in the above sentence contains two morphemes; free morphemes and a bound morpheme. The suffix *-ment* is a derivational morpheme that is attached to a verb achieve. This suffix brings the new meaning and changes the class of word from a verb to an noun.

III. RESULT AND DISCUSSION

There were 20 items were tested to the students in their semester test in the subject of morphology. The test consists of derivational and inflectional affixes. The students still have a problem in forming a new word, as seen in the item no 8, there were 12 students (24%) get wrong answers. Some of them could not change the class of words from a verb (*agree*) to be a noun (*agreement*). In some item cases, no 1 there were 11 students (22%) who had wrong answers in the use of the derivational suffix *-y* in changing the word from a verb (rain) to an adjective (rainy). To form a new word from the word *rain* to an adjective rainy(rain-y), students should add an adjectival suffix *-y* as a bound morpheme at the end of the free morpheme *rain* becomes *rainy*.



The diagram above shows the students' morphological awareness based on their semester tests. It can be seen that the higher percentage is 24%, this refers to the items no. 8, and 1. This means that students still have a problem in terms of using derivational affixes in forming new words from a verb to noun, from noun to adjective, and vice versa. While the lower percentage refers to item no 12. However, it is only 6% of the students did not aware of the use of derivational affixes in changing an adjective to an adverb. Overall, the items were in the form of the derivational morpheme.

IV. CONCLUSION

There are some errors found in the scripts of the students' final examination results in the academic year 2019-2020. Some of them still have problems in forming a new word in terms of derivated form. It can be seen from Table 2 that the dominant error was in changing a verb to a noun. There were 12 students (24%) of them have a problem in using the suffix *-ment* at the end of the verb *agree*. To change a verb to a noun students have to add suffix *-ment* at the end of a verb *agree* (*agreement*). In some cases, students also got difficulties in changing the word (verb) to be an adjective, as seen in item 8.

Based on this study, the researcher found the uniqueness caused by derivation and morpheme inflection when they were combined with other morphemes. If the derivation morpheme was compared to the free morpheme it resulted in a different meaning and sometimes even changed the word class. Meanwhile, if an inflection morpheme was compared to the free morpheme, it resulted in a grammatical function.

It can be concluded that:

- Errors relating to how and what was learned, that is to say, in the past, teaching techniques and procedures were not sufficient.
- Another variable that does not inspire students to play a role in making errors.
- Students do not know the correct rules for choosing the right affix and the adjustments that occurred at the beginning with the words
- Most EFL learners are confused by morphological rules.

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