

**LYRICS OF THE BOHOL ISLAND STATE UNIVERSITY HYMN:  
A MORPHOLOGIC ANALYSIS**

**College of Teacher Education  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol**

**MARY GRACE A. AJOC  
SAM JOSEPH L. BARRIL  
MIKE G. SUMALE**

**JUNE 2022**

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A Thesis  
Presented to the Faculty of the  
College of Teacher Education  
Bohol Island State University – Bilar Campus  
Zamora, Bilar, Bohol

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In Partial Fulfilment  
Of the Requirement for the Degree  
In Bachelor in Secondary Education

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Mary Grace A. Ajoc  
Sam Joseph L. Barril  
Mike G. Sumale

April 2022

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## APPROVAL SHEET

This thesis entitled, "LYRICS OF THE BOHOL ISLAND STATE UNIVERSITY HYMN: A MORPHOLOGIC ANALYSIS" prepared and submitted by Mary Grace A. Ajoc, Sam Joseph L. Barril, and Mike G. Sumale, in partial fulfillment of the requirements for the degree Bachelor in Secondary Education Major in English has been examined and recommended for acceptance and approval for oral defense.

### THE THESIS COMMITTEE

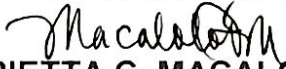
  
MA. QUIMAR Q. GAHIT, EdD  
Chair


  
CRISTINA D. BAUTISTA, PhD  
Adviser

  
MEARIE JEAN A. FAUSTINO, MAEd  
Editor

Approved by the Examining Panel during the Oral Examination conducted on April 19, 2022 with a rating of 1.4.


### THE EXAMINING PANEL

  
MARIETTA C. MACALOLOT, PhD  
Chair

  
MA. QUIMAR Q. GAHIT, EdD  
Member

  
LIBRADA S. QUILAS, PhD  
Member

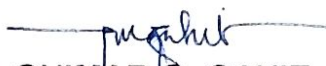
  
MAE P. BAS, EdD, PhD  
Member

  
DONNA RUTH P. TALO, MSc  
Member

  
MELODINA A. SENDRIJAS, MAEd  
Member

Accepted and approved as partial fulfillment of the requirement for the degree Bachelor in Secondary Education Major in English.

April 19, 2022  
Date of Oral Defense

  
MA. QUIMAR Q. GAHIT, EdD  
Dean, College of Teacher Education



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## ABSTRACT

This linguistic research analyzes morphologically, the textuality of the lyrics of the Bohol Island State University Hymn. It focused on the noun, verb, adjective and adverb affixations. The study argued that the Hymn of BISU revealed the morphologic structure of the content word in its textuality. Such statement is supported by the Linear Grammar Theory by Noam Chomsky. The primary source of data was taken from the yearbook (2015) issue and the Student's Handbook of Bohol Island State University. This type of research was descriptive qualitative. The morphologic analysis of this hymn was organized into two phases: the idealization of raw data and affixations (noun, verb, adjective, and adverb). Findings revealed that there were thirty-two content words in the lyrics. These words were categorized as having eighteen nouns (nine of them were bound morphemes added to the free morphemes (root) and most of these morphemes added are suffix derivational bound morphemes like –and, -ity, -dom, -ty, and –ise); seven verbs (two were inflectional bound morphemes having –d and –ing); two adjectives with –s as inflectional bound morphemes; and five adverbs (with no bound morphemes attached). Hence, it is concluded that the BISU hymn revealed the morphologic structure of the content words in its textuality. It is recommended that the findings of this study will be posted online by the researchers with the permission of the university's administration in BISU-Bilar facebook page for easier access of the students, professors and instructors, administrators, and staff of the six BISU campuses to promote awareness and understanding of the morphological aspect of the BISU hymn.

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## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### Rationale

In linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of the words in a language, mental system involved in word formation (Huseyin, 2013). Within linguistics, morphology is the sub-discipline devoted to the study of the distribution and form of “morphemes,” taken to be the minimal combinatorial unit languages use to build words and phrases (Marantz, 2016).

According to Nordquist (2020), a morpheme is a meaningful linguistic unit consisting of a word such as dog, or a word element, such as the –s at the end of dogs, that cannot be divided into smaller meaningful parts. Morphemes are commonly classified as either free morphemes, which can occur as separate words or bound morphemes, which cannot stand alone as words.

A major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of morphemes, often defined as morphological analysis. Morphological analysis refers to the analysis of a word based on the meaningful parts contained within (Lapham: 2022).

One of the forms of using language can be found in the written language in the lyrics of songs. The lyrics of a song are made-up of three grammatical levels, the composer shares the experience and language component with another in form of written language as lyrics and spoken language as song or sound.

The hymn of Bohol Island State University was composed upon recognition of Central Visayas State University as Bohol Island State University. The song was composed bringing out the institution's vision, mission, and goals. It is to note that the school hymn serves as an identification and character for the school. It shows the values and standards that schools have. It also serves as the distinction and uniqueness of character and excellence. The hymn was composed of a morphologic structure in language.

Considering that this is the first linguistic study to be done, it is interesting for the researchers to carry out a study which is entitled Lyrics of the Bohol Island State University Hymn: A Morphologic Analysis, considering that the researchers are language students of the said institution. Further, the researchers chose to study the morphologic structure of the lyrics of the Bohol Island State University Hymn to inform the students, faculty, staff, and the administration of the linguistic features present in the BISU hymn which they sing during flag ceremonies, and school activities.

## Literature Background

This chapter presents the readings, the literature considered relevant to this study and the related studies that supports this study.

The Linear Grammar theory by Noam Chomsky defines linear grammar as a practical framework for linguistic analysis influenced by three traditions in linguistic theory : (1) Categorical Grammar (CG), a kind of syntactic analysis founded by Joachim Lambek (late 1950's) that treats lexical entries and grammar rules, respectively, as axioms and inference rules as a proof theory ; (2) Montague semantics, founded by Richard Montague (late 1960's), influenced by earlier philosophical logicians Frege (1892), Carnap (1947) and Kripke (1963). Uses type theory (Church 1940, Henkin 1950) to analyze sentence meaning; and (3) dynamics semantics founded by Kamp (DRT, 1981), Heim (FCS, 1982), and others based on philosophical ideas of Stalnaker and Lewis (1960's and 1970's) about the role of context the interpretation of multi-sentence discourses (Pollard, 2012).

Such theory is also supported by Corder's theory of linear grammar, which treats the sentences of a language as a "string "of grammatical categories like beads in a necklace or as a series of "slots" to be filled by words of a category appropriate to each slot. Moreover, the theory of language universals, the first

language theory, explains the similarities of languages. It posits that, though at first glance languages may seem entirely different, languages share many similarities at a closer inspection. Along with this concept, at least three kinds of universals are established, namely: absolute, statistical, or probability, and implicational or restrictive; sometimes referred to as typological (Kirby 2016).

Absolute universal refers to properties found in all languages including and especially vowels and consonants. Its weakness lies in the possibility that there are however languages that have only vowels or only consonants (Bickel).

Statistical or Probability Universal reflects important trends that are found in a predominant part of the languages of the world. It tackles that the vast majority of languages consider the subject to precede the object. However, there are also languages where subject-precedes-object is not the case.

Implicational or Restricted /Typological Universal demonstrates that there are connections between two or more language features, such that the presence of one feature implies the presence of another or others. It generalizes about properties of a small selection of languages and states that if a language has property A, it also has property B, but not necessarily the other way round.

This chapter discusses the readings related to the study.

Executive Order No. 210- Establishing the Policy to Strengthen the Use of the English Language as a Medium of Instruction in the Educational System stated: Sec. 7, Article XIV of the 1987 Constitution provides that the purposes of communication and instruction, the official languages of the Philippines is Filipino, and until otherwise provided by law, English; there is a need to develop the aptitude, competence and proficiency of our students in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries, particularly in the area of Information and Communications Technology (ICT); and the Department of Education (DepEd), the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) fully support the policies sought to be established herein and have favorably endorsed the issuance of the Executive Order.

Under the provisions of Executive Order No. 210, the following rules and regulations are issued for the effective implementation of the policies established therein, and in reiteration of increased time allotment in the use of English for classroom instruction as the primary medium of instruction, the percentage of time allotment for learning areas conducted in the English language should not be less than 70% of the total time allotment for all learning areas in all year level.

This chapter discusses the literature considered relevant to this study. It presents a review of related readings that support the problem and its variable.

Parker and Riley describe morphology as the structure of words that involved word-formation. Each word is made up of basic units of meaning (morphemes) more or less constant in sense and form.

Generally, morphemes that can stand alone (having sense) in meaning as words by themselves are called free morphemes, whereas those morphemes that can only be meaningful when attached to free morphemes are called bound morphemes. Free morphemes stand-alone and they come into two types: open class containing the content word of the languages, and closed class, containing function words. Bound morphemes may be affixes or bound roots. Affixes may be prefixes, suffixes, circumfixes, and infixes. Affixes may be derivational or inflectional. Derivational affixes derive new words while inflectional affixes make grammatical changes to words. Complex words contain a root around which stems are built by affixation.

In the study of Kristel Van Goethem (2020), affixation is the morphological process that consists of adding an affix (i.e., a bound morpheme) to a morphological base. It is cross-linguistically the most common process that human languages use to derive new lexemes (derivational affixation) or to adapt a word's

form to its morphosyntactic context (inflectional affixation). Suffixes (i.e., bound morphemes following the base) and prefixes (i.e., bound morphemes preceding the base) are the most common affixes, with suffixation being more frequently recorded in the world's languages than prefixation.

Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension. In addition, it unlocks the structures and meanings within words. It is very useful to have a strong awareness of prefixes, suffixes, and base words.

The process of identifying form-meaning units in a language, taking into account small differences in pronunciation, so that in- and im- are seen to be the "same" prefix in English is termed MORPHOLOGICAL ANALYSIS.

Morphological analysis analyzes the structure of words and parts of words such as stems, root words, prefixes, and suffixes. Some words cannot be broken down into multiple meaningful parts, but many words are composed of more than one meaningful unit. Morphological analysis analyzes word based on the meaningful parts contained within.

According to Manova (2015), affixation is the morphological process whereby an affix is attached to a root or stem. Affixation is the major morphological device for creating new words and word forms in the languages of the world. Affixation occurs when a morpheme is attached to a root. In English, affixation is the primary morphological process in constructing words. For example, the prefix 'un-' attaches to stems in such words as *unbelievable* or *unkind*. The suffix '-s' attaches to the end of noun roots to mark plurality as in languages or bugs.

Affixation is defined by two characteristics. Firstly, the form which results from the operation – we may call this the derived form – will consist of the *base* – the form that the operation applies to plus an additional morpheme. Secondly, the form which is added (the affix) will be constant; it will be the same whatever particular base the operation applies to.

The following related studies give support to this study:

A Morphological Study on Affixes in English Song Lyrics on the Resistance Album Composed by Muse conducted by Setyawan (2014) aims at describing types of affixes in English song lyrics on the Resistance Album: classifying types of affixes work in the English song lyrics on the Resistance Album by Muse and describing the word-class of all words consisting of affixes in the English song lyrics. The type of this research is descriptive qualitative research. Results

revealed that the meaning of affixes that are used in the data source is an indicator of changing the class of the category. Further, the researcher finds that the addition of affixes into the word would influence either the meaning of the existing word.

Another study on the morphological structure of songs conducted by Inatigris Anggriani Harahap (2021) focused on the morphological structure in Jason Mraz's songs. The study used the theory of the Rochelle hypothesis (2009) and examined the morphemes found in Jason Mraz's songs and their morphological structure. The songs were obtained directly from Google. The research applied a qualitative method. The data were analyzed by reading the lyrics of Jason Mraz's songs, underlining word by word, identifying the words by classing them into morphemes, and calculating the morphemes of each word to find out the frequency of the morphological structure.

"The Word Formation Process of Suffixes in "Leave Beautiful" Song Album by Astrid S. "study conducted by Aminatul Khusna and Dini Nurlaila (2021) revealed that linguistics is the science that tries to understand the language from the perspective of its internal structure. The affix is one of the parts of linguistics study. An affix serves to form meaning in a word. A suffix is an affix that is placed at the end of the word. The study aims to analyze the existence of the suffix in Astrid S.'s "Leave Beautiful" album. The album has 16 songs. In analyzing the suffix, the researcher uses Yule's (2020) theory. The qualitative descriptive method

and content analysis as the instrument is used in this research to find valid data. As the result, researchers found 74 words that use the suffix with six types of suffixes; -s/-es,-ed,-fu,-ing, -ly, and -ize. The researchers found that there are 51 inflectional types and 23 derivational types.

Foedey (2009) conducted a study entitled "A Morphological Study of Affixes in Enemy of the Gate Movie Script" whose goal is to know the kind of affixes (derivational and inflectional affixes) and the functions of affixes on the words that are attached in the movie script of Enemy of the Gate. The type of research was descriptive qualitative research. The results of his research show that he was able to identify the kinds of prefixes and suffixes that attached the words and also the function of affixes and suffixes. The similarities of this research with those previous studies are to study morphology, especially morphemes.

The researchers would like to focus the study on the morphological analysis of Bohol Island State University Hymn according to its noun, verb, adverb, and adjective affixations using two phases: 1. Idealization of raw data and 2. Affixations. These phases are relevant to come up in gathering the needed data in this linguistic research study and designed to give a piece of more reliable and accurate information before the recommendations and conclusions of the study. This study will prove that the Hymn of Bohol Island State University reveals the morphologic structure of the content words in their textuality.

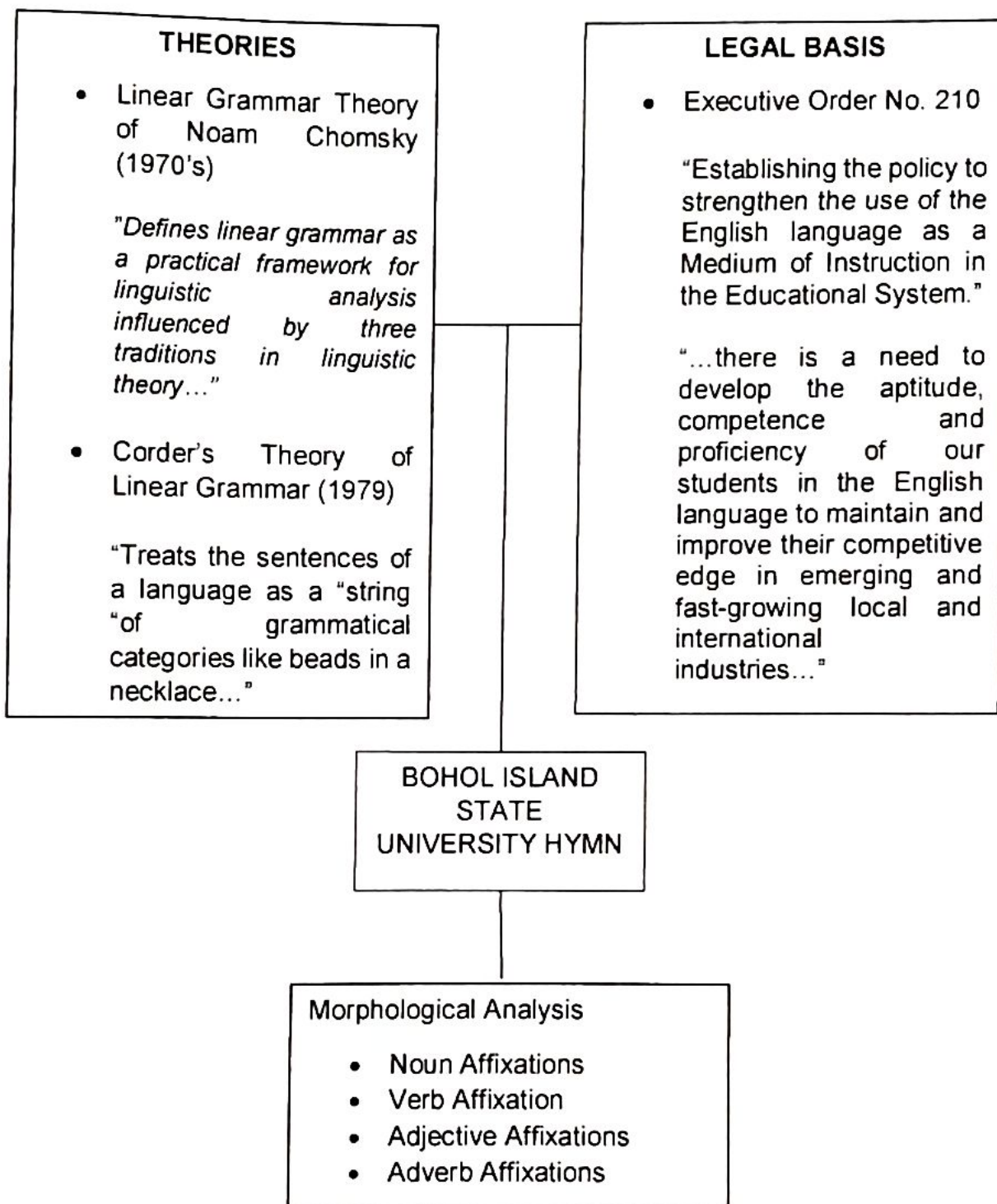


Figure 1

Theoretical-Conceptual Framework of the Study

## THE PROBLEM

### Statement of the Problem

This linguistic research aimed to analyze morphologically, the textuality of the lyrics in the BISU Hymn. Specifically, it focused on the following:

1. What morphologic structure of words are found in Bohol Island State University Hymn in terms of:
  - a. Noun Affixations;
  - b. Verb Affixations;
  - c. Adjective Affixations; and
  - d. Adverb Affixations?

### Significance of the Study

Studying morphology is relevant to a lot of subject areas in linguistics. One can learn everything else as well as defining our language. Thus, this study was considered important for the following:

**Language Students.** This study would catch their interest in linguistics and will ignite them to explore linguistics and be more interested in it.

**Language Instructors.** This study was also beneficial to language teachers having the task of encouraging their students to value the importance of linguistics. The knowledge gained from the study enable language teachers to realize the importance of conducting linguistic research/studies.

**Administrators, members of the faculty, and staff of BISU.** Considering that this is the first linguistic study done analyzing the Hymn of BISU, it is hoped that the information derived from this study be useful for them and that this may pave the way to be encouraged and encourage their faculty members and colleagues to conduct other researches related to this.

**Researchers.** As linguistic researchers, the result of this study would give the researchers insights into the linguistic features of the university's hymn and ignite them to conduct several studies on the various linguistic features in the lyrics of the hymn.

**Future Language and Literature Researchers.** This study would be utilized by other researchers as a reference to arrange further research related to this research from another point of view or compare to their research.

Finally, this study would serve as an effective tool for the readers, students, and instructors to maintain their interest in learning the language. Teachers and

students of Bohol Island State University are the ones who sing the hymn during their flag ceremonies and retreats, it is thus important for them to be aware of the linguistic feature of the lyrics of their university's hymn.

## RESEARCH METHODOLOGY

This chapter discusses the research method and sources of data as well as the data gathering procedure.

### Design

This type of research was descriptive qualitative in nature which according to Surakhmad, is a kind of research method using the technique of searching, collecting, classifying, analyzing the data, interpreting them, and finally concluding. The lyrics of BISU Hymn was collected from the yearbook (2015) issue and the Student's Handbook of Bohol Island State University, classifying its noun, verb, adjective and adverb. The collected data were analysed to get its affixation and interpret them to have the final analyzation.

### Environment

Bohol Island State University, formerly the Central Visayas State College of Agriculture, Forestry and Technology is a public institution of higher learning in

Bohol, Philippines. The institution operates campuses spread throughout the province with the main campus in Tagbilaran City, Bohol. The university's hymn was used in this linguistic research.

### **Instrument**

The primary source of data, lyrics of the Bohol Island State University was taken from the yearbook (2015) issue and the Student's Handbook of Bohol Island State University. A yearbook, also known as an annual, is a type of a book published annually to record, highlight and commemorate the past year of a school. The term also refers to a book of statistics or facts published annually. Moreover, the theory used which supports this study is Noam Chomsky's Linear Grammar Theory.

### **Data Gathering Procedure**

The morphologic analysis of this hymn was organized into two phases: the preparatory phase and affixations (noun, verb, adjective, and adverb).

- **Phase 1** – Idealization of Raw Data. This first phase was considered the preparatory phase wherein the raw data were analyzed by retrieving the ellipsis (elliptical units) to have complete sentences. Sentences are groups

of words that make complete sense, contain a main verb, and begin with a capital letter. They are used to ask questions, make requests /commands, make statements, give orders, and express exclamations. They may be simple, compound, complex, or compound-complex.

- **Phase 2 – Affixations.** Affixation is the process of adding a morpheme (or affix) to a word to create either (a) a different form of that word (e.g., bird > birds), or (b) a new word with a different meaning (e.g., bird > birder). Affixation is the most common way of making new words in English. The two primary kinds of affixation are prefixation (the addition of a prefix) and suffixation (the addition of a suffix). Clusters of affixes can be used to form complex words. This study focused on noun affixations, verb affixations, adjective affixations, and adverb affixations where the content words that were found in the Hymn are identified as nouns, verbs, adjectives, and adverbs. Each noun, verb, adjective, and adverb were analyzed according to roots.

### **Statistical Treatment**

From the data gathering procedure: Idealization of raw data & affixation were used. Therefore, statistical treatment was not necessary.

## DEFINITION OF TERMS

The terms operationally used in this study were the following:

**Affixation.** It is a process of adding a morpheme (or affix) to a word to create either a different form of that word or a new word with a different meaning.

**BISU Hymn.** The university's hymn that serves as an identification and character for the school. It shows the values and standards that schools have. It also serves as the distinction and uniqueness of character and excellence.

**Linear Grammar.** It is a practical framework for linguistic analysis influenced by three traditions in linguistic theory: categorial grammar, Montague semantics, and dynamics semantics.

**Morpheme.** It is the smallest unit of linguistic meaning or function.

**Morphology.** It is the study of the structure of words; the component of the grammar that includes the rules of word-formation.

**Morphological Analysis.** It is analyzing words into their linguistic components (morphemes).

## Chapter 2

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses descriptively the thirty-two (32) content words that were present in the Bohol Island State University Hymn from the university's yearbook (2015) issue and the student's handbook in terms of idealization of raw data and affixations specifically the eighteen nouns, seven verbs, two adjectives and five adverbs.

#### PHASE 1: IDEALIZATION OF RAW DATA

##### (BISU HYMN)

A Dream, a thought, a reality

Bohol Island State University

(1) A dream, a thought, and a reality in Bohol Island State University.

(Complex sentence)

Sail B.I.S.U. sail

From the North to the South

East to West

(2) Sail, BISU, sail, from the North to the South and East to West.

(Compound-complex sentence)

Fly B.I.S.U. fly  
 From the Island of Bohol  
 to the world.

(3) Fly, BISU, fly, from the Island of Bohol to the world.

(Compound-complex sentence)

Happy are we as we go through  
 Nurtured with Thoughts of Wisdom

(4) Happy are we as we go through and nurtured with thoughts of wisdom.

(Compound sentence)

Leading towards certainty  
 As we cross the land.

(5) We are leading towards certainty as we cross the land.

(Simple Sentence)

You are everybody's dream  
 Whose Vision and Mission bring

(6) You are everybody's dream whose Vision and Mission bring.

(Simple Sentence)

The Values and Expertise  
 of Scientist and Technologists.

(7) The Values and Expertise of Scientist and Technologists.

(Simple Sentence)

A dream, a Thought, a Reality

Bohol Island State University!

(8) A dream, a thought and a reality in Bohol Island State University!

(Complex Sentence)

After idealizing the Bohol Island State University Hymn, researchers found that the said hymn contained eight sentences.

Sentence one has twelve words.

Sentence two has sixteen words.

Sentence three has fourteen words.

Sentence four has thirteen words.

Sentence five has ten words.

Sentence six has nine words.

Sentence seven has eight words.

Sentence eight has twelve words.

## PHASE 2. AFFIXATIONS

### 1. NOUN

NOUN	ROOT WORD	FREE MORPHEMES	BOUND MORPHEMES AFFIXES		
			Prefix	Infix	Suffix
dream	dream	dream			
thought	thought	thought			
reality	real	real			-ity
Bohol	Bohol	Bohol			
island	isle	isle			-and
state	state	state			
university	universe	universe			-ity
BISU	BISU	BISU			
world	world	world			
wisdom	wise	wise			-dom
certainty	certain	certain			-ty
land	land	land			
vision	vis	vis			-ion
mission	mission	mission			
values	value	value			-s
expertise	expert	expert			-ise
scientists	science	science			-ist, -s
technologists	technology	technology			-ist, -s

Table 1 revealed that there were eighteen nouns of the hymn and out of the eighteen nouns, there are ten noun affixations. The following showed the morphologic structure of the noun words:

REALITY, a bound morpheme, with a root word 'real' and a suffix -ity;

ISLAND, a bound morpheme, with a root word 'isle' and a suffix -and;

UNIVERSITY, a bound morpheme with a root word 'universe' and a suffix -ity;

WISDOM, a bound morpheme, with a root word 'wise' and a suffix -dom;

CERTAINTY, a bound morpheme, with a root word 'certain' and a suffix -ty;

VISION, a bound morpheme, with a root word 'vis' and a suffix -ion;

VALUES, a bound morpheme, with a root word 'value' and a suffix -s;

EXPERTISE, a bound morpheme, with a root word 'expert' and a suffix -ise;

SCIENTISTS, a bound morpheme, with a root-word 'science' and suffixes -ist and -s; and

TECHNOLOGISTS, a bound morpheme, with a root word 'technology' and suffixes -ist and -s.

Ten of the words were bound morphemes added to the free morphemes (root) and most of these bound morphemes added were suffix derivational bound morphemes like *-and*, *-ity*, *-dom*, *-ty*, *-ion*, *-ise*, *-ist* and *-s*.

The table also shows that there were no prefixes and infixes in each noun word.

## 1.1. VERB

VERB	ROOT WORD	FREE MORPHEMES	BOUND MORPHEMES AFFIXES		
			Prefix	Infix	Suffix
sail	sail	sail			
fly	fly	fly			
cross	cross	cross			
bring	bring	bring			
nurtured	nurture	nurture			-d
leading	lead	lead			-ing

Table 1.1 showed that there were seven verb of the Hymn and out of the seven verbs, there are two verb affixations. These words were analysed into its verb affixations namely:

NURTURED, a bound morpheme with a root word 'nurture' and a suffix – d; and

LEADING, a bound morpheme with a root word 'lead' and a suffix –ing;

The table also showed that there were only two suffixes with no prefix and infix.

## 1.2. ADJECTIVE

ADJECTIVE	ROOTWORD	FREE MORPHEMES	BOUND MORPHEMES AFFIXES		
			Prefix	Infix	Suffix
thoughts	thought	thought			-s
towards	towards	towards			-s

Table 1.2 revealed that there were only two adjective affixations of the hymn which were:

THOUGHTS, a bound morpheme, with a root word 'thought' and a suffix –s; and

TOWARDS, a bound morpheme, with a root word 'toward' and a suffix –s.

The table above also showed that no free morphemes was found.

### 1.3. ADVERB

ADVERB	ROOTWORD	FREE MORPHEMES	BOUND MORPHEMES AFFIXES		
			Prefix	Infix	Suffix
whose	who	who			-se
north	north	north			
south	south	south			
east	east	east			
west	west	west			

Table 1.3 showed that there were five adverbs in the hymn but only had one adverb affixation namely:

WHOSE, a bound morpheme, with a root word 'who' and a suffix –se;

It is shown in the table above that there was only one bound morpheme. In addition, no prefixes, and infixes are found.

## Chapter 3

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions and recommendations.

This linguistic research aimed to analyse morphologically, the textuality of the lyrics in the BISU Hymn. Specifically, it focused on the morphologic structure of words found in Bohol Island State University Hymn in terms of noun, verb, adjective and adverb affixation.

The morphologic analysis of this hymn was organized into two phases: the preparatory phase and affixation (noun, verb, adjective and adverb).

#### *Summary of Findings*

The following findings revealed based on the analysis of the data:

1. **Noun Affixations.** Findings revealed that the hymn were composed of eighteen nouns but only had ten bound morphemes and most of these bound morphemes added are suffixes derivational bound morphemes like –and, -ity, -dom, -ty, and –ise.



2. **Verb Affixations.** There were seven verbs but only had two verbs added with suffixes inflectional bound morphemes -d and -ing.
3. **Adjective Affixations.** The data showed two adjectives which were both bound morphemes with -s as inflectional bound morphemes.
4. **Adverb Affixations.** There were five adverbs but only had one bound morphemes with a suffix -se.

### ***Conclusion***

Based on the findings, this generalization was hereby concluded:

1. Bohol Island State University hymn revealed the morphologic structure of the content words in its textuality.
2. The researchers found ten noun affixations, two verb affixations, two adjective affixations and one adverb affixation in the Bohol Island State University Hymn.

### ***Recommendations***

The findings and conclusion of the study were considered and these recommendations were hereby offered:

1. The findings of this study should be posted online by the researchers only with the permission of the university's administration in BISU-Bilar facebook page for easier access of the students, professors and instructors, administrators, and staff of the six BISU campuses to promote awareness and understanding of the morphological aspect of the BISU hymn
2. It is further recommended that English language teachers/ instructors should use this study in teaching as further example for easier understanding of Linguistics, specifically morphology since BISU Hymn is the focus of the analysis and students of BISU were very familiar with the said Hymn.
3. This study may be utilized by other language researchers as reference for further researches related this research.

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**APPENDICES**

## APPENDIX A



Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY-BILAR**  
 Bilar Campus  
 Zamora, Bilar, Bohol



**Vision:** A premier S & T university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

**Mission:** Committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country.

December 13, 2021

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**MA. QUIMAR Q. GAHIT, EdD**  
 Dean, College of Teacher Education  
 BISU- Bilar Campus  
 Zamora, Bilar, Bohol

**Ma'am:**

The undersigned, are undergraduate students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol, taking up Bachelor in Secondary Education, Major in English, are currently conducting a study entitled “**LYRICS OF THE BOHOL ISLAND STATE UNIVERSITY HYMN: A MORPHOLOGIC ANALYSIS**”, in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

In this connection, we humbly ask your good office the permission to gather and collect data from the university's hymn at the university's yearbook. The researchers are looking forward to the positive contributions the findings of the study may bring to the education sector. Rest assured that the data collected will be solely used for research and will be treated with utmost confidentiality

Your favorable action on this request is highly appreciated. Thank you very much!

Sincerely,

(Sgd) **MARY GRACE A. AJOC**  
 (Sgd) **SAM JOSEPH L. BARRIL**  
 (Sgd) **MIKE G. SUMALE**

Noted by:

**(Sgd) CRISTINA D. BAUTISTA, PhD**  
 Research Adviser

Recommending Approval:

**(Sgd) LIBRADA S. QUILAS, PhD**  
 Chairperson, Department of Secondary Education

Approved:

**(Sgd) MA. QUIMAR Q. GAHIT, EdD**  
 Dean- College of Teacher Education



Republic of the Philippines  
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December 13 2021

**MARIETTA C. MACALOLOT, PhD**  
 Campus Director  
 BISU- Bilar Campus  
 Zamora, Bilar, Bohol

**Ma'am:**

The undersigned, are undergraduate students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol, taking up Bachelor in Secondary Education, Major in English, are currently conducting a study entitled “LYRICS OF THE BOHOL ISLAND STATE UNIVERSITY HYMN: A MORPHOLOGIC ANALYSIS”, in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

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(Sgd) **CRISTINA D. BAUTISTA, PhD**  
 Research Adviser

Recommending Approval:  
(Sgd) **LIBRADA S. QUILAS, PhD**  
 Chairperson, Department of Secondary Education

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**  
 Dean, College of Teacher Education

Approved:

(Sgd) **MARIETTA C. MACALOLOT,**  
 Campus Director, BISU - Bilar

**APPENDIX B****(BISU HYMN)**

A Dream, a Thought, a Reality  
Bohol Island State University.

Sail B.I.S.U. sail

From the North to the South

East to West

Fly B.I.S.U. fly

From the Island of Bohol  
to the world.

Happy are we as we go through  
Nurtured with Thoughts of Wisdom

Leading towards certainty

As we cross the land.

You are everybody's dream  
Whose Vision and Mission bring  
The Values and Expertise  
of Scientist and Technologists.

A dream, a Thought, a Reality  
Bohol Island State University!