

**ALLOMORPH ANALYSIS OF THE GRAMMATICAL
CONDITIONED AND SUPPLETION IN *THIS BODY
OF DEATH* NOVEL BY ELIZABETH GEORGE**

A PAPER

Submitted to the School of Foreign Languages – JIA as a partial fulfillment of
requirements for the undergraduate degree in English Literature Programme



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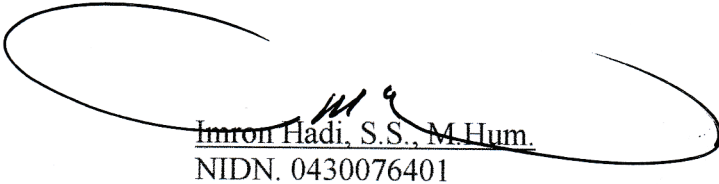
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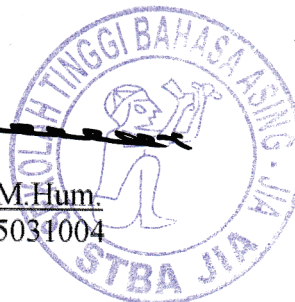
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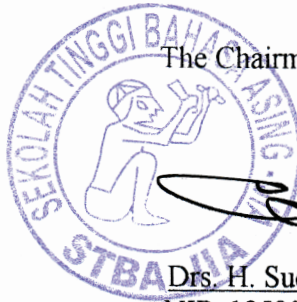
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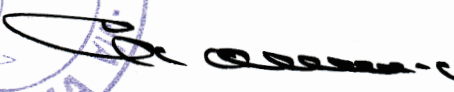
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MOTTO AND DEDICATION

MOTTO:

**“NOT ALL STORMS COME TO DISRUPT YOUR LIFE,
SOME COME TO CLEAR YOUR PATH”**

DEDICATION:

This paper is dedicated to my beloved parents, Mr. Abdul Hadi and Mrs. Aminah.
Also my sisters, Ade Riyani, S.S. and Triyana.

**ANALISIS ALOMORF MELALUI KONDISI GRAMATIKAL DAN
SUPLESI PADA NOVEL THIS BODY OF DEATH KARYA
ELIZABETH GEORGE**

DWI APRIANTI

ABSTRAK

*Penelitian ini bertujuan untuk menganalisis alomorf melalui kondisi gramatikal dari sebuah morfem dan proses suplesi dari morfem tersebut. Penulis mengambil objek data menggunakan novel *This Body of Death* karya Elizabeth George. Seperti yang diketahui bahwa alomorf biasanya dianalisa melalui kondisi fonologisnya, namun penulis ingin memfokuskan bagaimana jika alomorf tersebut dianalisa melalui kondisi gramatikalnya dan proses suplesi dari sebuah morfem, tanpa adanya faktor fonologis sama sekali. Teori utama yang digunakan adalah teori dari Katamba dan Stonham tentang bagaimana pengklasifikasian alomorf melalui kondisi gramatikalnya, dan juga penulis menambahkan teori dari Haspelmath dan Sims, serta Bobaljik yang menjelaskan tentang proses suplesi. Penelitian ini menggunakan metode analisis kualitatif. Alat utama yang digunakan dalam penelitian ini adalah penulis itu sendiri yang dibantu dengan beberapa referensi. Proses analisis data diantaranya mengumpulkan data yang telah didapat, kemudian dianalisis berdasarkan teori yang telah dikumpulkan, dan disimpulkan hasil akhirnya. Data yang berhasil diperoleh dari novel *This Body of Death* sebanyak 40. Hasil analisa data memperlihatkan bahwa alomorf yang dianalisis berdasarkan kondisi gramatikalnya lebih mendominasi yaitu 34 data (85%) dibanding dengan alomorf yang dianalisis berdasarkan proses suplesinya yaitu 6 data saja (15%).*

Kata kunci: alomorf, kondisi gramatikal, suplesi

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DWI APRIANTI

ABSTRACT

The paper aimed to analyze allomorph through grammatical condition of a morpheme and suppletion process of that morpheme. The writer takes the data object using *This Body of Death* novel by Elizabeth George. As known that allomorph usually analyzed through phonological conditioning, but the writer want to focus what if the allomorph are analyzed through the grammatical conditioning and the suppletion process of a morpheme without any phonological factors. The main theory used is the theory from Katamba and Stonham about how the allomorph classification through the grammatical condition, the writer also adds some theories from Haspelmath and Sims, also Bobaljik that explain about the suppletion process. This research used qualitative analysis method. The main instrument which is used in this research is the writer herself that is helped by some references. The data analysis process including collecting data that has been obtained, then analyzed based on the theory that has been collected, and summed up the end result. The data obtained from *This Body of Death* novel is 40. The result of the data analysis shows that allomorph which analyzed through the grammatical condition more dominant that is 34 data (85%) than allomorph which analyzed through the suppletion process that is 6 data only (15%).

Keyword: allomorph, grammatical condition, suppletion

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First of all, the writer would like to thank to Allah SWT for all blessing and loving. It is impossible for the writer to finish this paper without His help. This paper writing is fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages JIA. In this paper, the writer explains about the allomorph through its grammatical condition and suppletion in *This Body of Death* novel by Elizabeth George.

During the research, the writer uncounted a lot of hardship and difficulties both finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported data and information to finish this paper, especially to:

1. Imron Hadi, S.S., M.Hum., as the first advisor and the Head of English Department of the School of Foreign Languages-JIA Bekasi, for his advice, suggestion and patient guidance.
2. Yeni Noryatin, S.S., M.Hum., as the second advisor and academic advisor for giving motivation, correction and guidance.
3. Drs. H. Sudjianto, M.Hum., as the chairman of the School of Foreign Languages JIA Bekasi.
4. All the lecturers and staffs of STBA-JIA for their guidance during her study.
5. Her lovely parents, Mr. Abdul Hadi & Mrs. Aminah, and her sisters, Ade Riyani S.S. and Triyana to their endless love, support, motivation, and prayer.
6. Her beloved friends (Nur, Vera, Rohima, Marlin, Zunay) for every support, prayer, love, and motivation.
7. All the lovely friends in STBA-JIA especially in 8th semester, for their motivation, support, prayer, laugh and cry.
8. Last but not least, she also gives her deep gratefulness to some others who cannot be mentioned for their concerns.

The writer hopes that everything that has been given to her get the appropriate reward from Allah SWT. The writer realizes that in this paper writing, there are still many shortcomings that need to be addressed. Therefore, the writer hopes that there are constructive suggestions and criticisms for the perfection of this paper. Finally, the writer hopes this paper will be useful especially for her and generally for everyone who reads it.

Bekasi, 10 August 2018

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language becomes an interesting field to discuss recently. Talking about language, it cannot be separated from the study which learn about language which is called linguistics. Linguistics concerns with the nature of language and communication. It is including all aspects such as how its structure, function and others. Someone who expert in linguistics is called linguists.

Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, and varies across speakers. The linguists study about how to represent the structure of the various aspects of language, such as sound, meaning, structure, and others.

The field of linguistics consists of several sub-fields. Most professional linguists become specialists in one or more of these sub-fields. The sub-fields including the sounds of language (phonology), words and their parts (morphology), the structure of sentences (syntax), meaning (semantics), pragmatics, sociolinguistics, psycholinguistics, neurolinguistics, etc. All of them have similarity, study about language.

People use language to communicate and convey information. Generally, communication can be done orally or verbally that can be understood by both parties. If there is no verbal language that can be understood by both, communication can still be done by using body movement. Although

languages differ in many ways, they are all made possible by the same information, they are all processed by the brain in basically the same ways.

Language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences. It can resemble each other in categories, constructions, and meanings. Language can be similar because they are universal. Every language has some ways of asking a question or giving a command.

Through language, someone can understand about what people mean. Someone can keep a good relation with other people, too. When someone use language, words, phrases, sentences, symbols, and signs are used as an intermediary to communicate with people. The study which learn about structure of words is called morphology.

Morphology is one of the sub-fields of linguistics. It concerns with the structure of words. Morphological processes have two basic purposes, they are to create new words and modify existing words in a language. Words are the smallest unit of language, and all languages have words. Generally, word consist of one stem with or without affixes.

Morphology is the study of words. It examines the relationship between words, how the words relate to each other. Through morphology, language learners can understand about the process of word formation and how the word itself will change the word class, if added by suffix or affix. The smallest unit of word is called morpheme.

Morpheme has a meaning, both lexical and grammatical. It cannot be divided into smaller meaningful parts again. Morpheme classified by two, free morpheme and bound morpheme. Free morpheme can stand alone as word, whereas bound morpheme cannot. It typically attached to another form, such as un-, -ness, -less, etc.

Free morpheme which has meaning, divided into two categories, lexical and functional morphemes. So do the bound morpheme which has no meaning. It divided into two categories too, inflectional and derivational morpheme. An element of speech that represent one or more morpheme is called morph.

Allomorph is one of two or more complementary morphs which represent a morpheme. Each morpheme may have a different set of allomorphs. It occurs when a unit of meaning can vary in sound without changing the meaning. Allomorph is used to explain the perception of variations in sound for a specific morpheme. Aronoff & Fudeman stated, “When two or more instances of a given morpheme occur with different shapes, we call them allomorphs” (2011, p. 15).

Allomorph has different pronunciation and spelling depend on the condition. It means that allomorphs will have different sound, when pronunciation or spelling in different condition too. The distribution of allomorph is usually subject to phonological conditioning. However, sometimes phonological factors play no role in the selection of allomorphs.

The selection of allomorph may be grammatically conditioned. In this case, the selection is determined by the specific morphemes forming the contexts, rather than by any phonologic feature. The selected allomorph may be classified by grammatical context although there is any phonological context too.

Suppletion is where allomorphs of a morpheme are phonetically unrelated. Suppletion is one of the word formation processes or morphological processes. It stands as the core of morphological irregularity. In suppletion processes, the change are very extreme because the base form is almost no longer visible. A case of partial suppletion is where almost the entire root appears to have been replaced with a completely different form, leaving only the original root onsets. The English pair *go*–*went* is a case of total suppletion – *went* shares nothing at all with *go* (Fasold & Connor, 2006, p. 72).

It may be said that the base form changed totally. Such as the past tense form of *go* become *went*. When a morpheme that the pronunciation changed totally, it called strong/total suppletion. While it just changed partly in pronunciation, it called weak/partial suppletion. There are some kinds of suppletion, including suppletion in irregular comparative/superlative adjectives and suppletion in irregular verbs of past tense.

From the above explanations, the writer gives two samples of the data taken from the *This Body of Death* novel by Elizabeth George. *This Body of Death* novel is chosen by the writer because this novel has interesting story, so the writer can enjoy in doing the paper through read and analyze it word by

word, besides the novel has many data about grammatical condition and suppletion allomorph too.

1. While such reports **might** well be deemed suspect, considering the nature of Michael's crime and the strength... (Sub. Beginnings, P. 3, L. 4)

In the above sentence, there is morpheme *might* which detected has grammatical condition and suppletion allomorph. This morpheme changed because of tense aspect in English where the morpheme *may* is used to the present and *might* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /mʌɪt/ allomorphs in verb. The change of morpheme *may* → *might* happens with partly changed in pronunciation or spelling, that is /meɪ/ become /mʌɪt/. So, the morpheme *might* classified as the weak suppletion.

2. Only Richard, the **eldest**, had his own room. (Sub. Beginnings, P. 4, L. 22)

The second example has a morpheme *eldest* which detected has suppletive allomorph. The reason is, this morpheme changed because of superlative adjective in English, where the morpheme *eldest* is used to represent the superlative from adjective *old*. The change of morpheme *old* → *elder* → *eldest* happens with partly changed in pronunciation or spelling, that is /əʊld/ → /'eldə/ → /'eldɪst/. So, the morpheme classified as the weak suppletion.

The writer has chosen grammatical condition and suppletion allomorphs as the subject of this research because allomorph has an important role in a

word, especially for people who want to make a sentence but not know about how the word formation process based on its grammatical condition and suppletion, also allomorph usually relate to phonological condition, but the writer want to explore more about what if allomorph relate to grammatical condition and suppletion only without any phonological rules.

Through the above explanation, the author chooses the title of this paper: *Allomorph Analysis of the Grammatical Conditioned and Suppletion in This Body of Death Novel by Elizabeth George*.

B. Questions and Scopes of the Research

1. Questions of the Research

From the above explanation, the problems can be mentioned as the following questions:

- a. How to classify allomorph through grammatical condition and suppletion approaches in *This Body of Death* novel by Elizabeth George?
- b. What do grammatical condition and suppletion allomorphs mean in the novel?
- c. What kind of allomorphs approach that mostly exist in the novel?

2. Scopes of the Research

In this research, the writer just focuses on how to analyze allomorphs through grammatical conditioned and suppletion approaches. These theories which are used from Katamba and Stonham, Haspelmath and Sims, and Bobaljik. The data that taken from the novel are three subtitles with fifteen parts of the subtitle three. By classifying and analyzing, we can understand the allomorph realizations of grammatical conditioned and suppletion in some words in the subtitles of *This Body of Death* Novel by Elizabeth George.

C. Objectives and Significances of the Research

1. Objectives of the Research

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

- a. This research is to explain the way to classify allomorph through grammatical condition and suppletion in *This Body of Death* novel by Elizabeth George.
- b. This research is to describe the means of grammatical condition and suppletion allomorphs in the novel.
- c. This research is to find out the kind of allomorph approach that mostly exist in the novel.

2. Significances of the Research

a. For the Writer

Hopefully through this research, the writer can more understand about morphology, especially allomorph, suppletion and other word formation. Not only in novel, but in another object data too.

b. For the Reader

Hopefully through this research, the reader can add more knowledge and references about morphology especially allomorph.

D. Operational Definitions

1. Analysis

Analysis is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships. This process as a method of studying the nature of something or of determining its essential features and their relations.

2. Morphology

Morphology is the identification, analysis, and description of the structure of words. Not only the structure itself, but also how the formation processes of the words. Words can be thought of as the units that are combined to form sentences in a language such as in English.

3. Morpheme

Morpheme is roughly defined as the smallest linguistic unit that has meaning in a language. A morpheme is a meaningful linguistic unit consisting of a word or a word element 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).

4. Allomorph

Allomorph is a variant of a morpheme which occurs in certain definable environments. It is any of two or more actual representations of a morpheme, such as the plural endings /s/, /z/, and /ɪz/. Allomorph has different sound, pronunciation, and spelling according to their condition.

5. Grammatical Conditioned

Grammatical conditioned is when the selection of a particular allomorph is determined by a certain grammatical class such as irregular verbs in English and determined by the grammatical features. Such as *see* become *saw* or *seen* depending on its tense aspects which are grammatical feature.

6. Suppletion

Suppletion is one of the word formation processes. Suppletion is the replacement of one stem with another, resulting in an allomorph of a morpheme which has no phonological similarity to the other allomorphs.

7. Novel

Novel is a fictitious prose narrative of book length, typically representing character and action. A novel is a work of fiction, it is a story drawn out of the writer's imagination. Fiction means story or something

made up, but is not made up of actual events or people. A novel is usually interesting in a way that readers want to continue to read it.

E. Systematization of the Research

The systematization of the research means to present the paper in well edited composition. This paper is divided into five chapters as follow:

Chapter I consists of introduction which explains about the background of the research, the scopes and questions of the research, objectives and significance of the research, operational definitions, and the systematization of the research.

Chapter II contains of theoretical description which describes about the definition of analysis, morphology, morpheme, allomorph, grammatical condition, suppletion, novel, and research of the relevance.

Chapter III includes of methodology of the research which tells about method of the research, procedure of the research, technique of the data collection, technique of the data analysis and sources of the primary and secondary data.

Chapter IV consists of research findings and discussion which shows about the data description, the data analysis, and the interpretation of the research findings.

Chapter V consists of conclusion and suggestion which gives the summary of all chapters and some suggestions.

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BIOGRAPHY



The writer was born in Bekasi on 11 April 1996. Her mother is Aminah and father is Abdul Hadi. She is the second daughter of three children and educated at Nurul Anwar Elementary School Bekasi in 2001-2007. She continued studying to the same school that is Nurul Anwar Junior High School in 2007. The writer took Science Department when she was in Taman Harapan II Senior High School in 2010-2013. She passed the SNMPTN test at UIN Syarif Hidayatullah Jakarta with International Relations major, but she didn't take it and chose to continue her life as a worker.

After graduating from Senior High School, she applied the requirement as sales promotion girl to an accessory store at Summarecon Mal Bekasi called Warna. She worked as SPG at Warna for a year. Then in 2014, she decided to continue her study at School of Foreign Languages – JIA Bekasi and took English literature as her major. During her study, in the early 2016, she continued to look for a job and applied the requirement as sales promotion girl to an art and design store, Stripe Summarecon Mal Bekasi. She worked as Stripe's SPG for a year. After that, she worked as a freelancer for website translator for three months. Then finally she focuses on her study only.

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze of the grammatical condition and suppletion allomorph in *This Body of Death* novel by Elizabeth George. That is why this paper needs some theories to support the research. In this chapter, the theories are taken as the basic of the research. Those theories are about:

A. Analysis

Analysis is a kind of process about breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents. There are two terms, the analysis which is done is called the *analysandum*, and person who does the analysis is called the *analysans*. A number of the most important philosophers of the twentieth century, including Russell, Moore, and Wittgenstein, have argued that philosophical analysis is the proper method of philosophy. But the practitioners of analytic philosophy have disagreed about what kind of thing is to be analyzed. For example, Moore tried to analyze sense-data into their constituent parts. Here the *analysandum* is a complex psychological fact, the having of a sense-datum. More commonly, analytic philosophers have tried to analyze concepts or propositions. (Audi, 1999, p. 25)

Further explanation from Audi, conceptual analysis is different from linguistic analysis. Linguistic analysis faces a version of a puzzle that has come to be called the *paradox of analysis*. The paradox can be expressed as

follows: for an analysis to be adequate, the analysans must be synonymous with the analysandum; for example, if 'male sibling' is to analyze 'brother', they must mean the same; but if they are synonymous, then 'a brother is a male sibling' is synonymous with 'a brother is a brother'; but the two sentences do not seem synonymous. Expressed as a dilemma, the paradox is that any proposed analysis would seem to be either inadequate (because the analysans and the analysandum are not synonymous) or uninformative (because they are synonymous).

Creswell (2012) has different opinion about analysis. He defined that analysis is a process of taking the data apart to determine individual responses and then putting it together to summarize it. Analyzing and interpreting the data includes drawing conclusions about it, representing it in tables, figures, or pictures to summarize it, and explaining the conclusions in some words to give answers to the research questions. (p. 10).

Other experts discussed that to analyze something, it is actually to ask about what something means. It is to ask how, what, or why does something happen. Analysis is a form of detective work that typically pursues something puzzling, which researcher are seeking to understand rather than something to believe the answers of it. Analysis finds questions where there seemed not to be any, and it makes connections that might not have been evident at first. Analysis is more than just a set of skills, it is a frame of mind, an attitude toward experience.

The process of analysis are divide the subject into its defining parts, its main elements or ingredients, and consider how these parts are related, both to each other and to the subject as a whole. Analysis means more than breaking a subject into its parts. When the researcher analyze a subject, the question is not just “What is it made of?” but also “How do these parts help me to understand the meaning of the subject as a whole?” A good analysis seeks to locate the life of its subject, the aims and ideas that energize it. (Rosenwasser and Stephen, 2014, pp. 2-4)

B. Morphology

Knowledge of a language includes knowledge of the systematicity in the relationship between the form and meaning of words. For example, the words *walk*, *walks*, *walked*, and *walking* show a relationship in form and meaning of a systematic nature, since similar patterns occur for thousands of other verbs of English. The sub-discipline of linguistics that deals with the example is called morphology. The existence of such patterns also implies that word may have an internal constituent structure. For example, *walking* can be divided into the constituents *walk* and *-ing*. Therefore, morphology deals with the internal constituent structure of words as well. (Booij, 2007, p. 4).

The term morphology is a Greek-based parallel to the German *Formenlehre* which means the study of forms. Matthews (1991, pp. 2-3) defined morphology as a term for branch of linguistics which is concerned with the forms of words in different uses and constructions. While according

to McCarthy (2002), the area of grammar concerned with the structure of words and relationships between words involving the morphemes that compose them is technically called morphology. The term of morphology come from the Greek word *morphe* which means form or shape. McCarthy said that morphemes can be thought of as the minimal units of morphology. (p. 16)

Aronoff and Fudeman (2011) also explain about the history of the term morphology. It 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 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. While in linguistics, *morphology* refers to the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed (pp. 1-2).

Other experts like Haspelmath and Sims (2010), stated that morphology is the study of the internal structure of words. They also give two more different definition about morphology. First, morphology defined as the study of systematic covariation in the form and meaning of words, and the second as the study of the combination of morphemes to yield words (pp. 1-3). On another page, Haspelmath and Sims finally gave the conclusion about morphology, that it is most simply defined as the study of the combination of

morphemes to yield words, but a somewhat more abstract definition (as the study of systematic covariation in the form and meaning of words) will turn out to be more satisfactory. The goals of morphological research are (on the descriptive level) elegant and cognitively realistic description of morphological structures, plus (on the theoretical level) system-external explanation and the discovery of a restrictive architecture for description. (p.11)

Another expert like Yule has additional definition about the term of morphology. Morphology literally means the study of forms, was originally used in biology, but, since the middle of the nineteenth century, morphology has also been used to describe the type of investigation that analyzes all the basic forms or elements used in a language (2010, p.67).

Payne (2006) gives an opinion that morphology is simply defined as the study of shapes. For example, zoologists may study the morphology of camels – how their bodies are shaped. Different species of camels have different body shapes. Some have one hump and others have two. Whereas, morphology in linguistics has to do with how words are shaped, and how the shapes of words may be systematically adjusted in order to accomplish communicative tasks. It can be said that morphology as the study of how meaningful units combine to shape words. (p. 8)

Some experts such as Katamba (1994, p. 19), stated that originally ‘morphology’ meant the study of biological forms. But in the nineteenth-century students of language borrowed the term and applied it to the study of

word-structure. In linguistics, morphology is the study of the formation and internal organization of words. While Lieber (2009) added the definition about morphology which is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences (p. 2).

Fromkin, Rodman, and Hyams explained that morphology is the study of the internal structure of words and the rules by which words are formed. This word itself consists of two morphemes, *morph* + *ology*. The suffix *-ology* means ‘branch of knowledge,’ so the meaning of *morphology* is ‘the branch of knowledge concerning (word) forms.’ Morphology also refers to people’s internal grammatical knowledge concerning the words of the language (2014, p. 37).

Other experts give their own explanation about morphology. Hudson (2010, p. 132) stated that morphology is the area where irregularity looms largest for language learners. Morphology also described as half of grammar, the half that describes changes within a word such as *walk—walked* or *take—took*. While Galani, Hicks, and Tsoulas explained that morphology is concerned with the structure of all potential words which may appear in a language and create the words by following morphological rules and by satisfying well-formedness conditions (2011, p.5).

In 2016 (p. 1), Hippiusley and Stump in their book titled “The Cambridge Handbook of Morphology”, explained that the term “morphology” immediately evokes certain canonical properties of word structure in natural

language including morphology involves assembling complex word-forms from stems and affixes, also rules of morphology which apply to whole classes of stems in an extremely general way. While Bobaljik (2015) on his journal about Suppletion, described that morphology studies the forms of words and the relationship between form and meaning at the word level.

The branch of linguistics that is concerned with the relation between meaning and form, within and between words, is known as morphology. Fasold and Connor (2006) discussed about morphology which is literally means 'the study of form', in particular, the forms of words. They give more additional information that morphology applies within and across words, as when the researcher alter the form of one word so that some part of it matches, or agrees with, some feature of another word. Languages vary widely in their amount and functions of morphology (pp. 59-60).

Based on the explanation above, it could be concluded that morphology is the branch of linguistics which is concerned with the formation and internal structure of words, the structure of all potential words which may appear in a language, and the relation between meaning and form within words or between words involving the morphemes that compose them.

1. Morpheme

Morpheme has accumulated a good deal of theoretical baggage, including a word-form's content is fully determined by its component morphemes, and morphemes are the only source of a word-form's content. Morphemes also have a central role in both the formation and the

interpretation of word-forms, just as a word's form can be deeply factored into a sequence of morphemes, so its content is a function of its component morphemes. (Hippisley and Stump, 2016, pp. 3-4)

According to Aronoff and Fudeman (2011), 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 the smallest linguistic pieces with a grammatical function. A morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into smaller meaningful parts. Another way in which morphemes have been defined is as a pairing between sound and meaning. Some morphemes have no concrete form or no continuous form, and some do not have meanings in the conventional sense of the term. (p. 2)

The term morpheme is used to refer to the smallest, indivisible units of semantic content or grammatical function from which words are made up. Katamba and Stonham (2006, p. 20) explained that by definition, a morpheme cannot be decomposed into smaller units which are either meaningful by themselves or mark a grammatical function like singular or plural number in the noun. They also give the additional definition on another page about morpheme, that it is the smallest difference in the shape of a word that correlates with the smallest different in word or sentence meaning and in grammatical structure (p. 24).

According to Haspelmath and Sims (2010, p. 3), the smallest meaningful constituents of words that can be identified are called morphemes. They explained that words may consist of more than two morphemes. When there is a sentence, the researcher can divide it into meaningful parts in various ways. Morphemes are the ultimate elements of morphological analysis.

Another definition of morpheme come from Fasold and Connor (2006). They defined morphemes as the smallest units of language that combine both a form (the way they sound) and a meaning (what they mean). Words are made up of morphemes, simple words consist of a single morpheme, and complex words consist of more than one morpheme. (p. 61)

Meyer (2009) give an explanation that all words are composed of one or more morphemes. A morpheme is considered the smallest unit of meaning. For example, the word *dogs* contains two units that are meaningful: *dog*, which specifies a particular kind of animal, and *-s*, which indicates the notion of plurality. Although all morphemes are units of meaning, there are various kinds of morphemes, such as free, bound, inflectional, and derivational morphemes. (pp. 152-153)

Another expert, Jensen (1990), stated that morphemes are meaning units which cannot be further decomposed. The fundamental units of words are called morphemes. Morphemes are primarily structural units and they are typically but not necessarily meaningful. A word form may

contain only one morpheme, or even contain two or more morphemes (p. 2).

One often encounters statements to the effect that morphemes are not merely the smallest units of grammatical structure but also the smallest meaningful units. McCarthy (2002, p. 17) stated that to allow the meanings of some complex words to be predictable, morphemes must be identifiable from one word to another and contribute in some way to the meaning of the whole word. Another statement come from Blevins. He stated that morphological analysis is taken to involve breaking words down into minimal, individually meaningful, units, or 'morphemes'. Blevins also explained that the linguistic term for the most elemental unit of linguistic form is called morpheme. (2016, p. 19)

Morphemes, or the morphological building blocks of words, are defined as the minimal linguistic units with a lexical or a grammatical meaning. For example, the noun *buyer* consists of two morphemes, *buy* and *-er*. The morpheme *buy* is called a free or lexical morpheme, because it can occur as a word by itself, whereas *-er* is an affix (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. Thus, the language user is able to coin new polymorphemic words (words consisting of more than one morpheme) through the concatenation of morphemes, and of morphemes with words that are themselves polymorphemic. (Booij, 2005, pp. 8-9)

Other expert like Pounder (2000) defined morpheme as the abstract elementary morphological sign. He concludes the definition of morpheme based on Mel'cuk (1982: 41), which it is a set of morphs, which interpretation would prefer to downplay. In the present system, the definition of "-eme" as a set does not fit anyway, as the morph is considered to have a merely indexical meaning. (p. 60)

Fromkin, Rodman, and Hyams (2014, p. 37) also give an idea that the linguistic term for the most elemental unit of grammatical form is called morpheme. The word is derived from the Greek word *morphe*, which means 'form.' While based on Yule (2010), the definition of a morpheme is "a minimal unit of meaning or grammatical function." Units of grammatical function include forms used to indicate past tense or plural, for example. 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). (p. 67)

While based on Payne (2006), a morpheme can defines as a minimal shape. In linguistics, the classic definition of a morpheme is a minimal structural shape or piece that expresses meaning. For example the English word *dogs* contains two morphemes, *dog* which expresses the main meaning of the word, and -s which expresses the meaning of plurality. The form *dog* cannot be divided into smaller meaningful pieces, for example, the *d-* at the beginning does not itself express a meaning. Payne explained,

it is appropriate to think of morphology as an established system of variations in the shapes of words, rather than simply strings of meaningful pieces. (pp. 16-17)

Morpheme as the smallest meaningful unit in a language is not necessarily equivalent to a word, but may be a smaller unit. Brinton and Brinton (2010) give an example, the word *headphones* consists of the three morphemes *head*, *phone*, and *-s*; and the word *ringleader* consists of three morphemes, *ring*, *lead*, and *-er*. Some of these morphemes may stand alone as independent words (*head*, *phone*, *ring*, *lead*), others must always be attached to some other morpheme (*-er*, *-s*). A morpheme has the characteristics, including internally indivisible (it cannot be further subdivided or analyzed into smaller meaningful units), it has internal stability since nothing can be interposed in a morpheme, it is externally transportable, and it has positional mobility or free distribution (occurring in various contexts). Morphemes are represented within curly braces { }. (p. 82)

According to Lieber (2009, p. 3), some linguists define a morpheme as the smallest unit of language that has its own meaning. Simple words like *giraffe*, *wiggle*, or *yellow* are morphemes, also prefixes like *re-* and *pre-*, and suffixes like *-ize* and *-er*. Lieber gives more additional definition that morphemes are the minimal meaningful units that are used to form words (p. 32). While Plag identified morphemes as smallest meaningful units. He also explained that some morphemes can occur only if attached to some

other morpheme(s). Such morphemes are called bound morphemes, in contrast to free morphemes, which do occur on their own. (2002, pp. 12-13)

Other expert like Finegan (2008) stated that the meaningful elements in a word are morphemes. Most morphemes have lexical meaning, such as *look*, *kite*, and *tall*. Others represent a grammatical category or semantic notion such as past tense (the *-ed* in *looked*) or plural (the *-s* in *kites*) or comparative degree (the *-er* in *taller*). Some morphemes can stand alone as words: *true*, *mother*, *orange*. Others function only as a word part: *un-*, *tele-*, *-ness*, and *-er*. Morphemes that can stand alone are free morphemes. Those that cannot are bound morphemes. (p. 41)

Free and Bound Morphemes

One of the things people usually know about particular morphemes is whether they can stand alone or must be attached to a base morpheme. Some morphemes like *boy*, *desire*, *gentle*, and *man* can stand alone as words by themselves. These are called free morphemes. Other morphemes like *-ish*, *-ness*, *-ly*, *pre-*, *trans-*, and *un-* cannot stand alone as words by themselves but always be parts of words. These affixes are bound morphemes and they may attach at the beginning, the end, in the middle, or both at the beginning and end of a word. (Fromkin, Rodman, & Hyams, 2014, p. 40)

Based on Finegan (2008), free morphemes are those that can occur as independent words, such as *car*, *house*, and *for*. While bound morphemes

cannot occur as independent words but must be attached to another morpheme, such as *car* + *-es*, *look* + *-ed*, and *establish* + *-ment*. Bound morphemes can mark nouns for information like number and case or verbs for information like tense and person. Bound morphemes also can derive different words from existing morphemes, such as *un-* (*untrue*), *dis-* (*displease*), and *-ment* (*commitment*). Bound morphemes can be affixes (prefixes or suffixes), infixes, or circumfixes. (p. 62)

Some of the morphemes can stand alone as words, and based on Lieber (2009) it is usually called as free morphemes. While the morphemes that cannot stand alone are called bound morphemes. Bound morphemes come in different varieties. They are prefixes and suffixes. Prefixes mean that the former of bound morphemes come before the base of the word, and suffixes mean that the latter of bound morphemes come after the base. Prefixes and suffixes can be grouped together as affixes. (p. 33)

According to Payne (2006), a bound morpheme is a morpheme that must be attached to some other morpheme in order to be used naturally in discourse. Bound morphemes can be affixes, roots, or clitics. The *-s* in *cats* is an example of a bound morpheme, since it has no plural meaning when uttered by itself. The root, *cat*, on the other hand, is a free morpheme since it does not have to attach to some other form. In many languages roots are bound morphemes because they cannot be used in discourse without having something attached to them, for example, the Spanish root *habl-*

‘speak’ must have an ending added to it before it can be used in conversation. (p. 17)

There are free morphemes that can stand by themselves as single words. For example, the word *open* and *tour*. There are also bound morphemes, which are those forms that cannot normally stand alone and typically attached to another form, such as re-, -ist, -ed, -s. The researcher can say that all affixes (prefixes and suffixes) in English are bound morphemes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, etc. When they are used with bound morphemes attached, the basic word forms are technically known as stems. (Yule, 2010, p. 68)

According to McCarthy (2002, p. 18), morphemes that can stand on their own are called free morphemes, and that cannot stand alone are bound morphemes. Other expert like Meyer, give more additional information that morphemes can be free or bound. If a morpheme is free, it can stand on its own; if it is bound, it must be attached to a free morpheme. In the word *walking*, the morpheme *walk* is free because it can stand alone as a word. However, *-ing* is bound because it has to be attached to a lexical verb, in this case *walk*. Some words may contain more than one base, and some bases are (arguably) a bound rather than a free morpheme. (2009, p. 152)

a. Lexical and Functional Morphemes

Free morphemes fall into two categories. The first category is lexical morphemes that set of ordinary nouns, adjectives and verbs as the words that carry the “content” of the messages that conveyed by people. Some examples are: *girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow, and break*. Other types of free morphemes are called functional morphemes. Examples are *and, but, when, because, on, near, above, in, the, that, it, them*. This set consists of the functional words in the language such as conjunctions, prepositions, articles and pronouns. (Yule, 2010, pp. 68-69)

Other experts, Brinton and Brinton (2010), classified morphemes into two types, lexical morphemes and grammatical morphemes. Lexical morphemes express lexical meaning. They can be categorized into the major lexical categories or word classes such as noun, verb, adjective, or adverb. These are frequently called “content words”, like the explanation of Yule above. The second type is grammatical morphemes. They express a limited number of very common meanings or express relations within the sentence. Grammatical morphemes may be parts of words (inflectional affixes) or small but independent “function words” belonging to the minor word classes such as preposition, article, demonstrative, conjunction, auxiliary, and so on. For example, *of, the, that, and, may*. (p. 83)

b. Derivational and Inflectional Morphemes

Bound morphemes also be divided into two types. First type is derivational morphemes. These bound morphemes used to make new words or to make words of a different grammatical category from the stem. For example, the addition of the derivational morpheme *-ness* changes the adjective *good* to the noun *goodness*. The second type of bound morphemes contains is called inflectional morphemes. These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, past tense or not, and a comparative or possessive form. (Yule, 2010, p. 69)

Yule also gives more explanation that English has only eight inflectional morphemes. He gave the example, '*Jim's two sisters are really different*'. In the example, both inflections (-'s, -s) are attached to nouns, which one marking possessive and the other marking plural. Note that -'s here is a possessive inflection and different from the -'s used as an abbreviation for *is* or *has* (for example, *she's singing* and *it's happened again*). There are four inflections attached to verbs that is *-s* (3rd person singular), *-ing* (present participle), *-ed* (past tense) and *-en* (past participle). The other two inflections attached to adjectives that is *-er* (comparative) and *-est* (superlative). In English, all the inflectional morphemes are suffixes. There is some variation in the form of these inflectional morphemes. For example, the possessive

sometimes appears as *-s'* (those boys' bags) and the past participle as *-ed* (they have finished). (p. 70)

The same theory about bound morphemes come from Meyer (2009). He divided bound morphemes into two types that is inflectional and derivational. Inflectional morphemes are one type of grammatical morpheme, a morpheme that indicates some kind of grammatical relationship. For example, the *-s* morpheme on *likes* marks the tense as present and the subject as singular. The *-s* on the noun *girls* marks the noun as plural. Some free morphemes are also grammatical. While the *-s* on *child's* indicates possession, so does the preposition *of* in *the roof of the building* or *some friends of mine*. The comparative and superlative inflections are typically used on adjectives that are one or two syllables long (*happy, happier, and happiest*) or lengthier adjectives require *more* and *most* (*beautiful, more beautiful, most beautiful*) (p. 154).

Meyer gives the difference between derivational and functional morphemes. If derivational morphemes can be either prefixes or suffixes, inflectional morphemes can be only suffixes. Unlike inflectional morphemes, derivational morphemes can change the meaning of a word or its part of speech: adding *dis-* to the base *like* results in a word – *dislike* – with a completely opposite meaning; adding *-able* to *like* changes *like* from a verb to an adjective: *likeable*.

Adding *-ed* to a verb such as *walk* changes neither the meaning of *walk* nor its part of speech.

According to Finegan (2008), derivational morphemes produce new words from existing words in two ways. First is they can change the meaning of a word, such as *true* versus *untrue*; *paint* versus *repaint*. Second is they also can change a word's lexical category, such as *true* is an adjective, *truly* is an adverb, and *truth* is a noun. Another type of bound morpheme is inflectional morphemes which can change the form of a word but not its lexical category or its central meaning. Inflectional morphemes create variant forms of a word to fit different roles in a sentence or discourse. (p. 43)

Bound morphemes like *-ify*, *-cation* and *-arian* are called derivational morphemes. When they are added to a base, a new word with a new meaning is derived. The derived word may also be of a different grammatical class than the original word. While bound morphemes that have a strictly grammatical function are called inflectional morphemes. They mark properties such as tense, number, person, and so forth. Unlike derivational morphemes, they never change the grammatical category of the stems to which they are attached. (Fromkin, Rodman, & Hyams, 2014, pp. 44-46)

2. Morph

The concrete realization of a morpheme, or the actual segment of a word as it is spoken or pronounced is usually called morph. Brinton and Brinton explained that morphs are represented by phonetic forms. The concept of the morph different from the morpheme, because sometimes it has no concrete realization which it is silent and has no spoken or written form. In some cases, people speak of a zero morph which has no phonetic or clear realization. There is no equivalent on the level of the phoneme. For example, plural *fish* consists of the morphemes {fish} + {pl}, but the plural morpheme has no concrete realization which is the singular and plural forms of *fish* are both pronounced /fɪʃ/. (2010, p. 83)

Based on Yule (2010), one way to treat differences in inflectional morphemes is by proposing variation in morphological realization rules. If people treated phones as the actual phonetic realization of phonemes, so people also can propose morphs as the actual forms used to realize morphemes. For example, the form *cats* consists of two morphs, *cat* + *-s*, realizing a lexical morpheme and an inflectional morpheme (plural). The form *buses* also consists of two morphs (*bus* + *-es*), realizing a lexical morpheme and an inflectional morpheme (plural). So there are at least two different morphs (*-s* and *-es*, actually /s/ and /əz/) used to realize the inflectional morpheme's plural form. (p. 71)

Other experts like Katamba and Stonham (2006, p. 24), also explained that the analysis of words into morphemes begins with the isolation of

morph. They defined a morph as a physical form representing some morpheme in a language. It is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes). While Kentjono (2005) defined morphs as each of the smallest forms having meaning, which are not or have not been discussed in the relationship to a morpheme. (p. 150)

Based on Hudson (2010), he gives an explanation through the word *books* which is realized by its stem *book*, and the plural form is realized by the 's-variant' of this stem. The main element missing from the analysis of the word *books* is the basic building block of morphology. It is morph, the unit that does for morphology what the word does for syntax. The term of morph comes from the Greek word for 'shape'. A standard notation for morphs attaches them in curly braces : {...}, so the researcher can recognize two morphs in the word *books*: {book} and {s}. (pp. 132-133)

Plag (2002, p. 26) stated that the part of the morpheme which referred to its 'form' is called morph. The term of morph coined on the basis of the Greek word for 'form, figure'. While according to Pounder (2000), the morph is the most concrete of the morphological units. He quotes from Mel'cuk (1982: 63) and defines the morph as an "elementary segmental sign", whereby one might well want to lift the restriction to segmental signs only. "Elementary" means, more or less, formally non-analyzable or non-complex, or, as Mel'cuk on another page (1982: 45) says, not representable as a combination of other signs. (p. 60).

According to Blevins, a morpheme could be treated as an abstract unit, which represented classes of morphs with a non-contrastive distribution. He defined morphs as sequences of phonemes forged a more indirect link between morphemes and phonemes in a way that avoided the problems posed by morphologically conditioned allomorphy. (2016, p. 25)

3. Allomorph

Phonologically distinct variants of the same morpheme are called allomorphs. By phonologically distinct, it is mean that allomorphs have similar but not identical sounds. When people say that allomorphs are variants of the same morpheme, these slightly different-sounding sets of forms share the same meaning or function. Lieber (2009) give the example, the negative prefix *in-* in English is often pronounced *in-* (as in *intolerable*), but it is also sometimes pronounced *im-* or *il-* (*impossible*, *illegal*), as English spelling shows. Since all of these forms still mean ‘negative’, and they all attach to adjectives in the same way, we say that they are allomorphs of the negative prefix. Another example is the regular past tense in English. Although the regular past tense in English is always spelled *-ed*, it is sometimes pronounced [t] (*packed*), [d] (*bagged*), or [əd] (*waited*). Still all three phonological variants still designate the past tense. (p. 158)

Haspelmath and Sims (2010) explained that when a single affix has more than one shape, linguists use the term allomorph. Affixes very often

have different allomorphs. Not only affixes, but also roots and stems may have different allomorphs or as linguists often say, ‘exhibit allomorphy’. For example, English verbs such as *sleep*, *keep*, *deal*, *feel*, *mean*, whose root has the long vowel [i:] in the present-tense forms, show a root allomorph with short [ɛ] in the past-tense forms (*slept*, *kept*, *dealt*, *felt*, *meant*). (pp. 22-23)

A morpheme may not be pronounced the same way in all linguistic contexts. The morpheme *metal* is pronounced one way in “a dark *metallic* silver” and another way in “the clang of *metal*.” It’s easy to note that the vowel represented by < a > differs in pronunciation in *metallic* and *metal* (and in American English so does the sound represented by < t >). Consider that the final sound in *house* is [s] and in *wife* is [f], but in *houses* the *house* morpheme ends in [z], and in *wives* the *wife* morpheme ends in [v]. Alternate pronunciations of a morpheme are called allomorphs, and allomorphic variation is widespread in some languages, including English. (Finegan, 2008, p. 59)

According to McCarthy (2002), many morphemes which have two or more different pronunciations are called allomorphs. The choice between the allomorphs being determined by the context. McCarthy give the explanation that –s suffix of plural form has three allomorphs, such as [s] (as in *cats* or *lamps*), [z] (as in *dogs* or *days*), and [ɪz] or [əz] (as in *horses* or *judges*). It is easy to represent that the three allomorphs are distributed in an entirely regular mode, based on the sound immediately preceding the

suffix, so, when the preceding sound is a sibilant (the kind of ‘hissing’ or ‘hushing’ sound heard at the end of *horse, rose, bush, church* and *judge*), the [ɪz] allomorph occurs. Otherwise, when the preceding sound is voiceless, i.e. produced with no vibration of the vocal folds in the larynx (as in *cat, rock, cup* or *cliff*), the [s] allomorph occurs. Or even after a vowel or a voiced consonant, as in *dog* or *day*, the [z] allomorph occurs.

Another very common suffix with phonologically determined allomorphs is the one spelled *-ed*, used in the past tense form of most verbs. Its allomorphs are [t], [d] and [ɪd] or [əd]. One may be tempted to think that the allomorphy involved here, that is the choice of allomorphs, because it depends so much on phonology, is not really a morphological matter at all. But that is not quite correct. McCarthy consider the noun *lie* meaning ‘untruth’. Its plural form is *lies*, with [z] – just as predicted, given that *lie* ends in a vowel sound. But this is not because either [s] or [əz] would be unpronounceable here, or would break some rule of English phonology.

If the researcher do the experiment by replacing the [z] of *lies* with [s], they will get an actual word (*lice*, the plural of *louse*), and replacing it with [əz] they get what is at least a possible word (it might be the plural of an imaginary noun ‘*lia*’) – and is an actual word (*liars*) in those dialects of English where *liar* is pronounced without an *r*-sound. So, according to McCarthy, phonologically determined allomorphy need not just be a matter of avoiding what is phonologically prohibited. It is not only

phonology that may influence the choice of allomorphs of a morpheme. Instances where grammar or vocabulary play a part in the choice are extremely numerous in English (pp. 22-23).

Another expert like Yule (2010) explained that language learners can recognize the allomorphs existence of a particular morpheme. That means when the language learners find a group of different morphs, all versions of one morpheme, they can use the prefix allo- (= one of a closely related set) and describe them as allomorphs of that morpheme. The plural morpheme can be attached to a number of lexical morphemes to produce structures like “cat+plural,” “bus+plural,” “sheep+plural,” and “man + plural.” In each of these examples, the actual forms of the morphs are different. They are all allomorphs of the one morpheme.

Yule give more explanation that in addition to /s/ and /əz /, another allomorph of “plural” in English seems to be a zero-morph because the plural form of sheep is actually “sheep + ø.” There are a number of other morphological processes at work in a language like English, such as those involved in the range of allomorphs for the morpheme “past tense.” These include the common pattern in “walk + past tense” that produces walked and also the special pattern that takes “go + past tense” and produces the “irregular” past form went. (pp. 71-72)

Matthews (1991, p. 107) stated, “The relation between morphs and morphemes is that of allomorphy. If morph *x* is a member of morpheme *y* it is an allomorph of that morpheme.” While the other experts explained

that the more technical term for a variant of a morpheme is called allomorph. (Fromkin, Rodman, & Hyams, 2014, p. 226)

Based on Harley (2006, p. 131), different pronunciations of the same morpheme are called allomorphs. While Plag (2002) and Katamba & Stonham (2006) give the same definition about allomorph. Plag (p. 34) stated that allomorphs are such morphs representing the same morpheme, and the phenomenon that different morphs realize one and the same morpheme is known as allomorphy. Also, Katamba and Stonham defined that if different morphs represent the same morpheme and they are grouped together, so they are called allomorphs of that morpheme. (p. 26)

According to Hippiisley and Stump (2016), allomorphy was defined as any case of a single set of semantic/morphosyntactic features having two or more different context-dependent phonological realizations. The present definition of allomorphy is focused on the surface form of the stem. There are two major types of allomorphy. The first is non-suppletive phonologically derived allomorphy. This is a situation where a regular phonological rule of a language applies in a particular phonological context, yielding alternations. This type of allomorphy commonly applies to stems, even if it applies preferentially to affixes and not stems in some languages.

The second major type of allomorphy is suppletive allomorphy. Hippiisley and Stump explained that this is a type of allomorphy where there are two or more underlying forms that express the same set of

semantic/morphosyntactic features. The grammar must somehow select among the different underlying forms, whose surface realizations are in complementary distribution. The basis for selection may be morphosyntactic, lexical, or phonological—or a combination of these. (pp. 94-95)

Based on Katamba and Stonham (2006), the central technique used in the identification of morphemes is based on the notion of distribution, which is the total set of contexts in which a particular linguistic form occurs. The language learners can classify a set of morphs as allomorphs of the same morpheme if they are in complementary distribution. Morphs are said to be in complementary distribution if they represent the same meaning or serve the same grammatical function, and they are never found in identical contexts. (p. 27)

It is important to understand the concept of complementary distribution, which is best introduced by way of an example such as the irregular allomorphs of the English plural morpheme. Their distribution is not phonologically determined, means there is no phonological reason why *ox* should have the plural *oxen* while *box* has the regular plural *boxes*. Two or more allomorphs are in complementary distribution if the environment in which one occurs is not an environment where any of the others can occur. If two forms can occur in an identical environment, they are said to contrast. Notice that the irregular plural allomorphs are not entirely in complementary distribution. (Jensen, 1990, p. 26)

a. Grammatical Conditioned

The choice of allomorph may be grammatically conditioned, means that it may be dependent on the presence of a particular grammatical element. Katamba and Stonham explained that a special allomorph may be required in a given grammatical context although there might not be any good phonological reason for its selection. They give some examples, in word *walk* become *walked*, the presence of the past tense morpheme in the majority of cases has no effect on the selection of the allomorph that represents the verb itself. But, such as *take* become *took*, the presence of the past tense morpheme requires the selection of a special allomorph of the verb. (2006, p. 30).

Haspelmath and Sims (2010) explained that stem suppletion usually has morphological or grammatical conditioning, means that the morphological context (usually, grammatical function) determines the choice of allomorph. Haspelmath and Sims give an example such as Spanish *ir* 'go' in the infinitive and future tense, *va-* in the present and imperfective past tense and *fu-* in the perfective past tense. (p. 26)

Allomorphs are semantically similar and in complementary distribution. They needn't be phonologically similar. Allomorphs are predicted, or "conditioned", in one of three ways. First is the appearance of a particular allomorph is predictable from the phonetic environment, hence phonologically conditioned. Second, the appearance is unpredictable phonologically but is determined by the

grammar of the language, hence grammatically conditioned. Last, the allomorphs are used interchangeably in all environments, hence in free variation. (Brinton and Brinton, 2010, p. 91)

Based on Katamba (1994), the selection of allomorphs of root morphemes is sometimes determined not by the phonological environment but rather by the grammatical context in which the morpheme occurs. Different allomorphs of the root may be used depending on the grammatical word of which it forms part. A case of the selection allomorph of the root being solely conditioned by grammatical factors. Hence it is called grammatical conditioning. (p. 65)

Another expert like Embick (2010) explained that in particular, there is no reason to think that phonological considerations should play a role in grammatically conditioned allomorphy. For example, the regular phonology of English is not the reason why Vocabulary Insertion selects the exponent -t for the past tense of bend, but -ed for the past tense of mend. This is a morphological fact, from the perspective of almost any grammatical theory, simply has to be memorized. In grammatically conditioned allomorphy, morphological constraints can dominate phonological ones, such that the phonological constraints do not play a role in determining allomorph choice. (pp. 115-116)

b. Suppletion

The choice of the allomorphs of a root morpheme that serve in different grammatical contexts is phonologically arbitrary: the allomorphs in question bear no phonological resemblance to each other. That is what happens in the case of the verb *go*, which has *went* as its past tense form and *gone* as its past participle. The forms *good*, *better* and *best* which belong to the adjective *good* also show suppletion since the relationship between the morphs representing the root morpheme is phonologically arbitrary. When suppletion occurs, the word-form that realises a lexeme bears no reasonable resemblance to the other word-forms representing the same lexeme. (Katamba, 1994, p. 66)

Suppletion occurs when one or more of the inflected forms of a lexeme is built on a base that bears no relationship to the base of other members of the paradigm. Lieber (2009) explained with an example, the verb *go* in English. In the present tense the base is *go*, of course: *I, you, we, they go; he/she/it goes*. The progressive participle is *going*, and the past participle *gone*, both built on the base *go* as well. The past tense of *go*, however, is a suppletive form *went* – that is, a base that is completely different from that of all the other forms. (p. 105)

According to Veselinova (2006), the word suppletion is a derivative of the Latin verb *suppleō* which has some meaning such as fill up, make up a whole, make up for a loss or deficiency, and add

something that is missing in order to complete a whole. The Greek idea of ‘filling up’ appears to describe the combination of two lexical items such as a verb and a particle, not the situation of one lexical item ‘filling up/supplying’ the missing forms in the paradigm of another as in the modern sense of the term “suppletion”.

The term suppletion first defined by Bloomfield (1926, p. 161) in his book *A Set of Postulates for the Science of Language*:

If in a construction all the component forms are irregular, the whole form is *suppletive*. If *go* be taken as the stem of the verb, then the past *went* is suppletive. Under this definition *better* as comparative of *good* would not be suppletive, since the ending *-er* is regular; a definition that will include such forms can be made only within English (or Indo-European) grammar, after ‘stem’ and ‘affix’ have been defined for this language. (As cited in Veselinova, 2006, p. 3)

It appears that for Bloomfield suppletive forms are by definition unanalyzable wholes. Veselinova described that according to the initial definition, other exceptions which yield to morphological analysis can be described as suppletive only once language specific notions such as stem and affix have been explicitly defined; furthermore suppletion is reserved for unpredictable substitution of stems only. In his later work, Bloomfield expands the definition to apply to substitution of affixes as well.

Veselinova (2006) on another page, said that the paradigmatic relationship of the suppletive forms which occur along tense lines is rarely questioned since tense typically is a category marked on all (or nearly all) verbs in the languages where it is observed as a category.

Within the domain of tense, suppletive forms are typically used to encode a binary contrast, as for instance, present vs. non-present. (p. 65).

Siddiqi (2009) gives an explanation that root allomorphy is a subset of relationships traditionally called irregular morphology. Root allomorphy comes in two varieties. First is suppletive allomorphy where the two forms cannot be derived from each other by some sort of phonological process. Some examples of suppletive allomorphy are *go/went*, *good/better/best*, *bad/worse*, and *person/people*. The other type of allomorphy is irregular allomorphy, in which there is some common phonology between the two forms. This commonality is usually attributable to some type of historically regular phenomena (such as umlaut) which has since fallen out of the language. For example, the words *eat/ate*, *mouse/mice*, *receive/reception*, and *sleep/slept*. (p. 29)

According to Bobaljik (2012, p.1), suppletion is the wholesale replacement of one stem by a phonologically unrelated stem, as in the comparative and superlative degree of adjectives (*good – better – best*). In another page, Bobaljik more explained that in many languages, a handful of adjectives form their comparative grade via a root or base that is etymologically unrelated to the positive root. He said that this phenomenon is called suppletive.

The term *suppletive* (German: *suppletorisch*) was originally coined by Osthoff (1888, 1899). The suppletive comparatives have regular comparative morphology but the root is not supplied by or phonologically derived from the positive base. Suppletion also extends to the superlative grade. Bobaljik has quoted from Ultan (1972, p. 144), in the majority of cases, the superlative and comparative forms share a common root, distinct from that of the positive (pp. 27-28).

Bobaljik divided suppletive into three categories, they are adjectives, adverbs, and quantifiers. In many languages, there are close morphological connections between adjectives and adverbs, and indeed, suppletive gradation is encountered among adverbs as well. One example is English *well*, the suppletive adverbial form of *good*. Suppletive quantifiers patterns for ‘many, much’ are in fact among the most common source of suppletive paradigms, and there are a few cases of suppletion for ‘few’. (p. 124)

Fromkin, Rodman, and Hyams (2014) explained that irregular or suppletive forms are treated separately in the grammar. The researcher cannot use the regular rules to add affixes to words that are exceptions like *child/children*, but must replace the uninflected form with another word. For regular words, only the singular form need to be specifically stored in the lexicon because the researcher can use the inflectional rules to form plurals. But this can't be done with suppletive exceptions, also the word *children*, *mice*, and *feet* must be learned

separately. The same is true for suppletive past tense forms and comparative forms. There are regular rules—suffixes *-ed* and *-er*—to handle most cases such as *walked* and *taller*, but words like *went* and *worse* need to be learned individually as meaning ‘goed’ and ‘badder.’ (p. 54)

Directionality can also be a problem in the case of total modification which is usually called suppletion. For English *go* → *went* it may seem obvious why the researcher write it that way rather than as *went* → *go*. Language learners have the pattern of suffixation also found in *mean- t [ment]*, and the only additional detail is, in this case, *go* is changed completely. (Matthews, 1991, p. 139)

Suppletion is the relation between two stems when a regular grammatical opposition is expressed with maximum irregularity. Within an inflectional system there may be larger or smaller numbers of items which are suppletive in respect of number, and these are instances of number being lexically marked. In many instances, although there is not full suppletion, different number forms are paired in ways which are not regular and this is sometimes called partial suppletion. An example is English *tooth* ~ *teeth*, where the forms are clearly similar but not related by any synchronically active rule. These must be lexically marked. They have a different status from ordinary singular–plural pairs, in that the plural is available for compounds. (Corbett, 2004, pp. 155-156)

Borjars and Vincent explained that suppletion is a phenomenon which is unique to morphology. It represents extreme non-iconicity in the relation between form and function. Suppletion is usually defined in terms of semantic similarity combined with phonological dissimilarity, as the explanation from Melčuk (1976: 45):

The core of the suppletion concept is that two linguistic units A and B, which are semantically related in an obvious and regular manner, are formally, or materially (that is, on the expression level), “completely dissimilar” to each other, whereas the overwhelming majority of pairs of units A1–B1, A2–B2, ..., which are semantically related exactly like A and B are formally not only alike, but differ in just the same manner as well. (As cited in Galani, Hicks, & Tsoulas, 2011, p. 240)

Harley (2006) mentioned irregular roots as suppletive forms. There are present and past tense forms of the same verb, such as *go* and *went*. It turns out that two different verbs’ meanings collapsed together: where there used to be two distinct sound–meaning pairs, now there are homosemes with very different pronunciations but the same meaning. *Went* was originally a past tense form of a verb with a very similar meaning of *go*: the verb *to wend* (as in the expression *to wend one’s way*).

Similarly, the different forms of *be* in English are the result of a historical mix-and-match between *three* unrelated verbs. Harley gives more additional explanation that the present tense forms *am*, *are*, and *is* come from a verb stem *es-*, which meant “to be” all the way back to Proto-Indo-European. The past tense forms *was* and *were* come from a stem *wes-* that originally meant “remain, stay, continue to be.” Those

two verbs collapsed into one, using *es-* forms for the present and *wes-* forms for the past. Later, around 1200 ad, the infinitive and participle forms of a third verb, *beo-n*, “to become,” were co-opted to serve as the infinitive and participle forms for the *am-was* verb. (p. 174).

Haspelmath and Sims (2010) explained that besides phonological allomorphs, morphemes may also have allomorphs that are not at all similar in pronunciation. These are called suppletive allomorphs. They explained with some examples, the English verb *go* has the suppletive stem *wen* in the past tense (*wen-t*), and the English adjective *good* has the suppletive stem *bett* in the comparative degree (*better*). The term *suppletion* is most often used to refer to stem shape and some linguists reserve the term for this use, but others also talk about affixes as being potentially suppletive.

Then, about English verbs such as *buy/bought*, *catch/caught*, *teach/taught*, Haspelmath and Sims give more additional information that the root allomorphs of these verbs are not as radically different as *go/wen-t*, but they are not similar enough to be described by phonological rules either. In such cases, linguists often speak of weak suppletion, as opposed to strong suppletion in cases like *go/went*, *good/better*. For both weak and strong suppletion, it is theoretically possible to posit an underlying representation from which suppletive allomorphs are derived by rule. (pp. 23-25)

Jensen (1990) defined suppletion as two allomorphs with identical meaning which is not related by phonological rules that appear in distinct contexts. Stems, as well as affixes, may illustrate suppletion. Jensen gives example, the English verb *go* has the suppletive past tense form *went*. This suppletive stem is best represented as separate allomorphs at the stem level. It would be perverse to try to derive one from the other by a morphological process. (pp. 120-121)

C. Novel

Novel is a long printed story about imaginary characters and events. In the English late sixteenth and early seventeenth centuries, the word 'novel' seems to have been used about both true and fictional events, and even news reports were hardly to be considered factual. Novels and news reports were neither clearly factual nor clearly fictional (Eagleton, 2008, p. 1)

Defining the novel is easy according to Crane (2007), it is a fictional prose narrative of substantial length. While someone may ask the distinction between fact and fiction or the requirement that the novel be written in prose, this simple definition seems generally right, describing the books commonly label as novels. A few key features accounting for the genre's appeal seem simple. First, the novel lives and dies by its ability to create the fictional illusion of a complete world. Second, the reader must be driven to know what happens next, or possibility, he or she will put the book down.

Last, Crane explained that even if it is only to suggest the impossibility of finding meaning in art and experience, the narrative will have some significance beyond a mere recitation of characters and events. Stories of all types tempt people to connect them with explanations of larger meanings, values, and phenomena. Indeed, it is often impossible to explain such things without resort to stories such as any parent, lawyer, cleric, or scientist giving a public lecture can attest. (p. 1)

D. Research of the Relevance

The writer has tried to find the similar title of allomorph analysis in “*Allomorph Analyses of Poem ‘Star Slitter’ by Robert Frost*” by Dede Jubaedah in 2014 at School of Foreign Languages – JIA’s library. In the research, Jubaedah analyzed about allomorph in *Star Slitter* poem by Robert Frost. For the amount comparisons are the same main theme, means about allomorph, but we have different object place, different year, different theory sources, and different approach. She used the theory of Katamba and McCarthy.

The writer also found the similar title in “*An Analysis of Regular Plural Noun Allomorph Used in the Business Section of the Jakarta Post Digital*” by Ririn Novitasari in 2014 at Wijaya Putra University, Surabaya. In the research, Novitasari analyzed about allomorph in the Jakarta Post Digital on Business section. For the amount comparisons are the same main theme, means about allomorph, but we have different object place, different year,

different theory sources, and different approach. She took some data from Jakarta Post Digital newspaper and she used the theory of Francis Katamba and George Yule.

Another similar title in “*A Suppletion Analysis in the Dear John Novel by Nicholas Sparks Morphologically*” by Tyodo Vitari in 2016 at School of Foreign Languages – JIA’s library. In the research, Vitari analyzed about Suppletion in the Dear John novel by Nicholas Sparks. For the amount comparisons are the same main theme, means about suppletion, but we have different object place, different year, different theory sources, and different approach. She used morphological and phonological conditioned, while the writer uses grammatical conditioned only. She used the theory of Veselinova and Dressler.

The last relevance which the writer found about the similar title is “*Allomorph Analysis in the Three Poems by Ernest Hemingway through Its Complementary Distribution*” by Susilo Purwanto in 2017 at School of Foreign Languages – JIA’s library. For the amount comparisons are the same main theme, means about allomorph, but we have different object place, different year, different theory sources, different approach, and different data totals. He took some data from poem and used the theory of Katamba and Fasold.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of the Research

1. Time and Place of the Research

The research has been accomplished for six months. The research took six months, started from February to July 2018 in Bekasi. During the time, the writer committed every necessary thing related to the process of writing. The writer has researched and got various kinds of books as references needed for the paper from JIA's library. Besides, the references from e-book were also used in accomplishment the paper. The activities consist of collecting references, accumulating data, and analyzing data.

2. Kind of the Research

This research uses the qualitative method that has major component of the qualitative research. This research needs some steps to make an analysis and to do the research. One of them is collecting the data. It is important for the research.

The research is using scientific way to get data with purpose and specific usefulness. In this research needs a method to make it easier especially to collecting data. Because of that, in this research used qualitative method, where in the data were collected non-experimentally in the novel.

According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. (p. 4).

Creswell gives more explanation on another page that qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy—or validity—of the data collected. (p. 183)

B. Procedure of the Research

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

1. Preparation

The several basic things during the writing are to identify the problem, to select the fixed title, to formulate and to limit the statements of the research, and to consider the advantage later. The research uses books of the theories to strengthen and to prove the analysis of the research. Despite having read some books, it is important to seek some advices from the advisor.

2. Implementation

This process is to obtain the research runs well, this step, we say as the implementation present analyzing allomorph by processing analysis types in the novel, to classify the allomorph through grammatical conditioned and suppletion approaches which can be found in *This Body of Death* novel by Elizabeth George. Moreover, the analysis is done with using allomorph analysis in every sentences datum.

3. Finishing

a. Composing the Analyzed Data

Before reporting the result to finish the research, the data analysis need to be composed after giving the mark, to be gathered with grammatical conditioned and suppletion.

b. Discussing With the Counselor

Meet and discussing with the counselor has been done every time to maximize the result of the research. After discussing, the writer always gets the solution to continue analyzing data and arrange the best.

c. Revising the Result

During the analysis chapter, it is important to seek advices about how to analyze allomorphs of the grammatical conditioned and suppletion in *This Body of Death* novel by Elizabeth George from the counselor. The counselor gave some corrections on mistakes in the material or technical in writing. Revising the mistakes in the research is important to make the research better.

d. Concluding the Research

The final phase to make the research can be understood is concluding the result of all chapters. The result is based from all chapters in the research. The research can be concluded with the grammatical conditioned and suppletion of allomorphs in *This Body of Death* novel by Elizabeth George.

C. Technique of the Data Collection

The data in this research are collected by observation technique. The writer found various kind of data in data source by following procedures, such as reading and observing the novel, finding the data, putting sign and making checklist on it, and the last is taking the data and presenting them in data display. The data such as morphemes and allomorph which are found from word of the sentence in the novel are classified in the data collection.

In collecting data, the researcher learns the grammatical conditioned and suppletion approaches in the novel "*This Body of Death*" by Elizabeth George. After finishing reading, then identifying about the problem analysis that appear in each page, so that it could classify kind of allomorph through grammatical conditioned and suppletion approaches.

D. Technique of the Data Analysis

The technique of the data analysis is suitable to be used in literary study because it gives a clear comprehension for the reader. The writer uses descriptive qualitative data analysis technique which is the data that have been collected are analyzed by giving clear description and analyzation about the problem. It also means that the writer tries to collect some references in some books which related with the paper.

There are some steps that the writer does to pass this section, they are: collecting data on the novel, classifying data depend on the kind,

identifying data by look at the form of words, analyzing data that following those theories, and making result by editing. First, collecting data is the researcher classifies the data, classifying is done if all words are found by detail selection. After that, the researcher make the title that most suitable for the novel by discussing with the counselor.

After find the words and make the title, the researcher analyzed the data using some theories and references from books which are related to this research in the chapter by making a table. Analysis is part on the kind of allomorph are similar at first, so the grouping is the next step in technique of the data analysis.

Next, classifying or grouping of words is obtained from the object will analyzing. Looking for the kind of suppletion. The data is ready to be analyzed and the writer begins to make the formation of allomorph.

That allomorph should be classifying and calculating in the types of allomorph. And make inference by interpreting and certainly of the research as a result and suggestion to the reader, writer, and college.

E. Source of the Primary and Secondary Data

1. The Primary Data

The process of the source of the primary data means the actual sources of the data during the event of data collection occur. It means the object of the research in this paper is allomorph of grammatical conditioned and suppletion found in *This Body of Death* novel by

Elizabeth George as the source data which supported by theories of those allomorph in morphology.

2. The Secondary Data

This is the second or other sources which had existed before the research was done like dictionary, text books, published research results, or website which support those primary data source.

CHAPTER IV

DATA ANALYSIS

A. Data Description

The problem of the research will be answered in this chapter. This chapter presents the data analysis and the interpretation of the research findings. The data are taken from *This Body of Death* novel by Elizabeth George. The novel which are going to be analyzed consisting of three subtitles, they are: Subtitle I “*Beginnings*” consists of four data, Subtitle II “*June The New Forest Hampshire*” consists of three data, and the Subtitle III “*July*” consists of 35 parts but the writer takes only 15 parts, from all the 15 parts, the writer takes 33 data. The total of the data are 40.

Finding data in *This Body of Death* novel by Elizabeth George are analyzed according to some steps. In the beginning step, finding the kinds of allomorphs based on the data provided. Second step, choosing and describing data based on the grammatical conditioned and suppletion allomorphs findings. The last step, analyzing those data found by explaining its grammatical conditioned and suppletion. Those data are presented below.

B. Data Analysis

In this data of the research, they are analyzed from three subtitles of *This Body of Death* by Elizabeth George which contain allomorphs found through grammatical conditioned and suppletion approaches. The descriptions are

listed in the three subtitles of novel to make the interpretation of the data analysis easily.

Subtitle 1: *Beginnings*

Datum 1

They *slept* with her. (P. 4 L. 27)

sleep → slept

The first datum produced a morpheme *slept* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *sleep* is used to the present and *slept* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /slept/ allomorphs in verb. The change of morpheme *sleep* become *slept* happens with partly changed in pronunciation or spelling, that is /sli:p/ become /slept/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *slept* could be classified as the weak suppletion.

Datum 2

It *brought* sixteen-year-old Doug to his assistance (P. 5 L. 3)

bring → brought

The next datum produced a morpheme *brought* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *bring* is used to the present and *brought* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /brɔ:t/ allomorphs in verb. The change of morpheme *bring* become *brought* happens with partly changed in pronunciation or spelling, that is /brɪŋ/ become /brɔ:t/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *brought* could be classified as the weak suppletion.

Datum 3

Twelve-year-old David *sought* to protect her with a knife from the kitchen.

(P. 5 L. 8)

seek → sought

In the above sentence, there is morpheme *sought* which detected has grammatical condition and suppletion allomorph. Similar with the second datum, it can be called grammatical condition with the reason that the morpheme changed because of tense aspect in English, where the morpheme *seek* is used to the present and *sought* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of

the past tense morpheme determines the choice of the /sɔ:t/ allomorphs in verb. The change of morpheme *seek* become *sought* happens with partly changed in pronunciation or spelling, that is /si:k/ become /sɔ:t/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *sought* could be classified as the weak suppletion.

Datum 4

He *swore* like a little thug and scarpered. (P. 6 L. 30)

swear → swore

The morpheme *swore* on the above sentence, detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *swear* is used to the present and *swore* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /swɔ:/ allomorphs in verb. The change of allomorph in the morpheme *swear* /swɛ:/ become *swore* /swɔ:/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *swore* could be classified as the weak suppletion.

Subtitle 2: *June The New Forest Hampshire*

Datum 1

Some people *thought* of this as the ‘pretty bit’... (P. 15 L. 20)

think → thought

In the above sentence, there is morpheme *thought* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *think* is used to the present and *thought* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /θɔ:t/ allomorphs in verb. The change of morpheme *think* become *thought* happens with partly changed in pronunciation or spelling, that is /θɪŋk/ become /θɔ:t/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *thought* could be classified as the weak suppletion.

Datum 2

...the clothing she *wore* were anything to go by. (P. 16 L. 17)

wear → wore

The second datum is the morpheme *wore* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition

with the reason that this morpheme changed because of tense aspect in English, where the morpheme *wear* is used to the present and *wore* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /wɔː/ allomorphs in verb. The change of morpheme *wear* become *wore* happens with partly changed in pronunciation or spelling, that is /weɪ/ become /wɔː/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *wore* could be classified as the weak suppletion.

Datum 3

...*most* of them needing to be smoothed. (P. 17 L. 2)

many → more → most

The next datum has different form from the other data, there is morpheme *most* detected has suppletive allomorph. It could be called suppletive with the reason that this morpheme changed because of superlative quantifiers in English, where the morpheme *most* is use to represent the superlative from quantifier *many*. The choice of allomorph is grammatically conditioned, because the presence of the superlative morpheme determines the choice of the /mɔʊst/ allomorphs in quantifier. The change of morpheme *many* become *more* and *most* happens with partly changed in pronunciation or spelling, that

is /'meni/ → /mɔ:/ → /məʊst/. The morpheme *most* enter into superlative construction and participate in suppletive patterns.

Subtitle 3: *July*

Part 1

Datum 1

It was the perfect opportunity for apologizing to her *best* and oldest friend...

(P. 31 L. 6)

good → best

There is morpheme *best* on the above sentence, which detected has suppletive allomorph. It could be called suppletive with the reason that this morpheme changed because of superlative adjective in English, where the morpheme *best* is use to represent the superlative from adjective *good*. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the superlative morpheme determines the choice of the /best/ allomorphs in adjective. The change of allomorph in the morpheme *good* /gʊd/ become *best* /best/ happens with totally changed in pronunciation or spelling. Those allomorphs exhibit no similarity at all and cannot be described by phonological rules, so the morpheme *best* could be classified as the strong suppletion.

Datum 2

...oldest friend for a row that had *kept* them. (P. 31 L. 7)

keep → kept

The second datum of part 1 in subtitle 3, there is morpheme *kept* which detected has grammatical condition and suppletion allomorph. This morpheme changed because of tense aspect in English, where the morpheme *keep* is used to the present and *kept* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /kɛpt/ allomorphs in verb. The change of allomorph in the morpheme *keep* /ki:p/ become *kept* /kɛpt/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *kept* could be classified as the weak suppletion.

Datum 3

...over the fence, *stole* the perambulator and hoisted it over. (P. 43 L. 25)

steal → stole

The morpheme *stole* on the above sentence, detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in

English, where the morpheme *steal* is used to the present and *stole* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /stəʊl/ allomorphs in verb. The change of allomorph in the morpheme *steal* /sti:l/ become *stole* /stəʊl/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *stole* could be classified as the weak suppletion.

Part 2

Datum 1

There *was* no other word for it. (P. 51 L. 28)

be → was

In the above sentence, there is morpheme *was* which detected has suppletive allomorph. This morpheme changed because of tense aspect in English, where the morpheme *be* (*is*) is used to the present and *was* is used to the irregular past tense. The change of morpheme *be* become *was* happens with totally changed in pronunciation or spelling, that is /bi:/ become /wəz/. The allomorph exhibit no similarity at all and cannot be described by any phonological rules. So it could be called that the morpheme *was* classified as the strong suppletion.

Datum 2

She ***told*** the team... (P. 55 L. 1)

tell → told

The morpheme *told* on the above sentence, detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *tell* is used to the present and *told* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /təʊld/ allomorphs in verb. The change of allomorph in the morpheme *tell* /tɛl/ become *told* /təʊld/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *told* could be classified as the weak suppletion.

Datum 3

He blinked hard and ***shook*** his head roughly. (P. 62 L. 31)

shake → shook

In the third datum on part 2, there is morpheme *shook* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because

of tense aspect in English, where the morpheme *shake* is used to the present and *shook* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /ʃʊk/ allomorphs in verb. The change of allomorph in the morpheme *shake* /ʃeɪk/ become *shook* /ʃʊk/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *shook* could be classified as the weak suppletion.

Part 3

Datum 1

When Meredith finally *found* Robbie Hastings. (P. 70 L. 3)

find → found

In the above sentence, there is morpheme *found* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *find* is used to the present and *found* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /faʊnd/ allomorphs in verb. The change of allomorph in the morpheme *find* /fɪnd/ become *found* /faʊnd/ happens with partly changed in pronunciation or spelling. Those allomorphs

exhibit some similarity and cannot be described by phonological rules, so the morpheme *found* could be classified as the weak suppletion.

Datum 2

I *went* to the Cupcake Queen and saw it was closed. (P. 73 L. 3)

go → went

There is morpheme *went* on the second datum, which detected has suppletive allomorph. This morpheme changed because of tense aspect in English where the morpheme *go* is used to the present and *went* is used to the irregular past tense. The change of morpheme *go* become *went* happens with totally changed in pronunciation or spelling, that is /gəʊ/ become /went/. The allomorph exhibit no similarity at all and cannot be described by any phonological rules. So it could be called that the morpheme *went* classified as the strong suppletion.

Datum 3

She *felt* dead awkward. (P. 73 L. 10)

feel → felt

The above sentence contain a morpheme *felt* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because

of tense aspect in English, where the morpheme *feel* is used to the present and *felt* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /felt/ allomorphs in verb. The change of allomorph in the morpheme *feel* /fi:l/ become *felt* /felt/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *found* could be classified as the weak suppletion.

Part 4

Datum 1

...than he *could* begin to count. (P. 82 L. 9)

can → could

The next morpheme is *could*, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *can* is used to the present and *could* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /kəd/ allomorphs in verb. The change of allomorph in the morpheme *can* /kən/ become *could* /kəd/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and

cannot be described by phonological rules, so the morpheme *could* can be classified as the weak suppletion.

Datum 2

He *took* them down trails. (P. 96 L. 21)

take → took

In the above sentence, there is morpheme *took* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *take* is used to the present and *took* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /tok/ allomorphs in verb. The change of allomorph in the morpheme *take* /teɪk/ become *took* /tok/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *took* could be classified as the weak suppletion.

Datum 3

It was jagged and *torn*. (P. 98 L. 12)

tear → torn

There next morpheme is *torn* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *tear* is used to the present and *torn* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /tɔ:n/ allomorphs in verb. The change of allomorph in the morpheme *tear* /tɛ:/ become *torn* /tɔ:n/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *torn* could be classified as the weak suppletion.

Part 5

Datum 1

Where an Evening Standard placard *stood* out front. (P. 106 L. 19)

stand → stood

In the first datum of part 5, there is morpheme *stood* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *stand* is used to the present and *stood* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past

tense morpheme determines the choice of the /stʊd/ allomorphs in verb. The change of allomorph in the morpheme *stand* /stand/ become *stood* /stʊd/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *stood* could be classified as the weak suppletion.

Datum 2

I've not *broken* the rule again. (P. 109 L. 15)

break → broken

In the above sentence, there is morpheme *broken* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *break* is used to the present and *broken* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /'brəʊk(ə)n/ allomorphs in verb. The change of allomorph in the morpheme *break* /breɪk/ become *broken* /'brəʊk(ə)n/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *broken* could be classified as the weak suppletion.

Datum 3

He'd *chosen* his life. (P. 112 L. 21)

choose → chosen

There is morpheme *chosen* in the third datum, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *choose* is used to the present and *chosen* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /'tʃəʊzn/ allomorphs in verb. The change of allomorph in the morpheme choose /tʃu:z/ become *chosen* /'tʃəʊzn/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *chosen* could be classified as the weak suppletion.

Part 6**Datum 1**

She *understood* exactly why he'd turned up to stand... (P. 114 L. 7)

understand → understood

The next datum is *understood*, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *understand* is used to the present and *understood* is used to the past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /ʌndə'stʊd/ allomorphs in verb. The change of allomorph in the morpheme *understand* /ʌndə'stʌnd/ become *understood* /ʌndə'stʊd/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *understood* could be classified as the weak suppletion.

Datum 2

They were ***bound*** to get something from the news conference. (P. 115 L. 3)

bind → bound

The above sentence produces the morpheme *bound*, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *bind* is used to the present and *bound* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /baʊnd/

allomorphs in verb. The change of allomorph in the morpheme *bind* /bʌɪnd/ become *bound* /baʊnd/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *bound* could be classified as the weak suppletion.

Part 7

Datum 1

... Jemima had *left* him. (P. 138 L. 4)

leave → left

There is morpheme *left* on the first datum, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *leave* is used to the present and *left* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /left/ allomorphs in verb. The change of allomorph in the morpheme *leave* /li:v/ become *left* /left/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *left* could be classified as the weak suppletion.

Datum 2

As he *spoke* he looked round the kitchen. (P. 139 L. 21)

<p>Speak → spoke</p>

The next datum is morpheme *spoke* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *speak* is used to the present and *spoke* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /spəʊk/ allomorphs in verb. The change of allomorph in the morpheme *speak* /spi:k/ become *spoke* /spəʊk/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *spoke* could be classified as the weak suppletion.

Part 8**Datum 1**

Nightmares *were* nothing new to him. (P. 140 L. 5)

<p>be → were</p>

In the above sentence, there is morpheme *were* that could be indicated as suppletive allomorph. The change of the morpheme caused by tense aspect in

English, where the morpheme *be* (*are*) is used to the present and *were* is used to the irregular past tense. The change of morpheme *be* become *were* happens with totally changed in pronunciation or spelling, that is /bi:/ become /wə/. The allomorph exhibit no similarity at all, and cannot be described by any phonological rules. So it could be called that the morpheme *were* classified as the strong suppletion.

Datum 2

She *would* take matters into her own hands. (P. 147 L. 14)

will → would

The second datum is morpheme *would* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *will* is used to the present and *would* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /wʊd/ allomorphs in verb. The change of allomorph in the morpheme *will* /wɪl/ become *would* /wʊd/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *would* could be classified as the weak suppletion.

Part 9

Datum 1

...otherwise *hidden* from anyone entering the building. (P. 155 L. 24)

hide → hidden

The morpheme *hidden* on the above sentence could be detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *hide* is used to the present and *hidden* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /'hɪdn/ allomorphs in verb. The change of allomorph in the morpheme *hide* /hɪd/ become *hidden* /'hɪdn/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *hidden* could be classified as the weak suppletion.

Datum 2

Barbara *saw* that she was a decent soul. (P. 156 L. 6)

see → saw

The above sentence produce the morpheme *saw*, which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *see* is used to the present and *saw* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /sɔ:/ allomorphs in verb. The change of allomorph in the morpheme *see* /si:/ become *saw* /sɔ:/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *saw* could be classified as the weak suppletion.

Part 10

Datum 1

...whatever sod had *bought* it. (P. 189 L. 4)

buy → bought

The next datum is morpheme *bought* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *buy* is used to the present and *bought* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense

morpheme determines the choice of the /bɔ:t/ allomorphs in verb. The change of allomorph in the morpheme *buy* /bʌɪ/ become *bought* /bɔ:t/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *bought* could be classified as the weak suppletion.

Datum 2

...which was always *worse* in the summer months. (P. 191 L. 13)

bad → worse

The morpheme *worse* on the above sentence could be detected has suppletive allomorph. It could be called suppletive with the reason that this morpheme changed because of comparative adjective in English, where the morpheme *worse* is use to represent the comparative from adjective *bad*. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the comparative morpheme determines the choice of the /wɜ:s/ allomorphs in adjective. The change of allomorph in the morpheme *bad* /bad/ become *worse* /wɜ:s/ happens with totally changed in pronunciation or spelling. Those allomorphs exhibit no similarity at all and cannot be described by phonological rules, so the morpheme *worse* could be classified as the strong suppletion.

Part 11

Datum 1

...*bore* a sill of accoutrements appropriate to her line. (P. 208 L. 28)

bear → bore

In the above sentence, there is morpheme *bore* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *bear* is used to the present and *bore* is used to the irregular past tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /bɔ:/ allomorphs in verb. The change of allomorph in the morpheme *bear* /bɛ:/ become *bore* /bɔ:/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *bore* could be classified as the weak suppletion.

Datum 2

The children of mister and missus were both grown and *flown*. (P. 211 L. 28)

fly → flown

There is morpheme *flown* on the second datum, which detected has grammatical condition and suppletion allomorph. It can be called

grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *fly* is used to the present and *flown* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /fləʊn/ allomorphs in verb. The change of allomorph in the morpheme *fly* /flaɪ/ become *flown* /fləʊn/ happens with partly changed in pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *flown* could be classified as the weak suppletion.

Part 12

Datum 1

She'd *lost* the plot on where in London... (P. 238 L. 16)

lose → lost

The next is morpheme *lost* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *lose* is used to the present and *lost* is used to the irregular past participle tense. The choice of allomorph of the morpheme is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /lɒst/ allomorphs in verb. The change of allomorph in the morpheme *lose* /lu:z/ become *lost* /lɒst/ happens with partly changed in

pronunciation or spelling. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *lost* could be classified as the weak suppletion.

Datum 2

He *did* it for her. (P. 249 L. 15)

do → did

The second datum is the morpheme *did* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *do* is used to the present and *did* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /dɪd/ allomorphs in verb. The change of morpheme *do* become *did* happens with partly changed in pronunciation or spelling, that is /du:/ become /dɪd/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *did* could be classified as the weak suppletion.

Part 13

Datum 1

She turned her head and *caught* sight of Barbara and Winston. (P. 259 L. 15)

catch → caught

The above sentence gives the morpheme *caught* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *catch* is used to the present and *caught* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /kɔ:t/ allomorphs in verb. The change of morpheme *catch* become *caught* happens with partly changed in pronunciation or spelling, that is /kʌtʃ/ become /kɔ:t/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *caught* could be classified as the weak suppletion.

Datum 2

...and he *wept* like a child. (P. 272 L. 36)

weep → wept

The next datum is the morpheme *wept* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *weep* is used to the present and *wept* is used to the irregular past tense. The choice of allomorph is grammatically

conditioned, because the presence of the past tense morpheme determines the choice of the /wεpt/ allomorphs in verb. The change of morpheme *weep* become *wept* happens with partly changed in pronunciation or spelling, that is /wi:p/ become /wεpt/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *wept* could be classified as the weak suppletion.

Part 14

Datum 1

...or other who'd *taught* him. (P. 290 L. 15)

teach → taught

The morpheme *taught* above could be detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *teach* is used to the present and *taught* is used to the irregular past participle tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /tɔ:t/ allomorphs in verb. The change of morpheme *teach* become *taught* happens with partly changed in pronunciation or spelling, that is /ti:tʃ/ become /tɔ:t/. Those allomorphs exhibit some similarity and cannot be

described by phonological rules, so the morpheme *taught* could be classified as the weak suppletion.

Part 15

Datum 1

He *wound* down his window as well. (P. 316 L. 11)

wind → wound

The last datum is the morpheme *wound* which detected has grammatical condition and suppletion allomorph. It can be called grammatical condition with the reason that this morpheme changed because of tense aspect in English, where the morpheme *wind* is used to the present and *wound* is used to the irregular past tense. The choice of allomorph is grammatically conditioned, because the presence of the past tense morpheme determines the choice of the /waʊnd/ allomorphs in verb. The change of morpheme *wind* become *wound* happens with partly changed in pronunciation or spelling that is /wʌɪnd/ become /waʊnd/. Those allomorphs exhibit some similarity and cannot be described by phonological rules, so the morpheme *wound* could be classified as the weak suppletion.

C. Interpretation of the Research Findings

According to the data analyses which have been analyzed in the three subtitles of *This Body of Death* novel by Elizabeth George which contain

allomorphs found through grammatical conditioned and suppletion approaches. Subtitle I “*Beginnings*” consists of four data, Subtitle II “*June The New Forest Hampshire*” consists of three data, and the Subtitle III “*July*” with fifteen parts consists of thirty three data. The total of the data are forty found in those three novel subtitles. The interpretation of the data is formed in the following tables:

Table 4.1

The Result of the Allomorph through Grammatical Conditioned and Suppletion Approaches Found in the Three Subtitles of *This Body of Death* novel by Elizabeth George

No	Allomorph Approaches	Subtitle			Total	Percentage
		I	II	III		
1.	Grammatical Conditioned	3	2	29	34	85 %
2.	Suppletion	-	1	5	6	15 %
Total					40	100%

After analyzing each type of allomorph which is totally shows 40 data, it could be shown in the table of percentage. The writer concludes that the first position is through grammatical conditioned (85%) and the second position is through suppletion (15%). The result from this analysis shows that the allomorph through grammatical conditioned is the highest number in *This Body of Death* novel by Elizabeth George.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After getting the interpretation and the discussion process, here is the conclusion of the Allomorph Analysis of the Grammatical Conditioned and Suppletion in *This Body of Death* novel by Elizabeth George. All of the allomorphs occur based on the changing in pronunciation or spelling of the morpheme. Then, from the analyses can be taken the implicit conclusions, they are:

1. Classifying allomorph through the grammatical condition is depend on the presence of a particular grammatical element and the irregular form. While classifying the allomorph through suppletion is depend on the pronunciation and spelling which not similar with the basic or previous form.
2. Grammatical condition and suppletion allomorphs mean that the allomorph of an irregular morpheme have some similarity or even no similarity at all, cannot be described by any phonological rules, but it can be explained by its grammatical conditioning such as tenses, especially for past tense and past participle tense.
3. The kind of allomorph approach that found mostly in the three subtitle of the novel is through grammatical condition approach. It is 85% of 40 data which exist in the novel.

4. The writer is sure that the linguistics elements are interrelated in functions and influence one another.
5. Functions and roles of linguistics elements are created in human lives through culturally transmitted.
6. Sounds, word creations, words arrangements, meaning in texts, meaning in contexts, language acquisitions are the facts of all God creatures.

B. Suggestion

After analyzing and concluding the analysis, the writer would like to suggest for this research that it can help everyone who needs it. The suggestions made are as follows:

1. For the writer: it is really important to give the new experience to arrange the allomorph research especially through grammatical condition and suppletion approaches, it makes the writer more understand about what allomorph is and everything related without any phonological rules on it.
2. For the learners: it is suggested to the English learners to have more knowledge about morphology especially allomorph and its approaches if they want to make some words become a sentence. Through this research, the English learners are expected to more understand about how a morpheme can change in pronunciation and spelling with its grammatical conditioning and suppletion.

3. For the readers: it will give more knowledge about morphology, especially allomorph. Also through this research, it will help the readers if they need some references about allomorph.
4. For the college: the writer expects the paper will be useful and can add references book in the School of Foreign Languages JIA's library. In order to make the lecturers easier in doing a research and explain to their students. The writer suggests the college to provide more reference books about morphology, and hopeful that the JIA's library has complete the linguistic book.