ABLAUT THROUGH MORPHOLOGICAL CONDITIONED IN THE LUCKY ONE NOVEL BY NICHOLAS SPARKS

A PAPER

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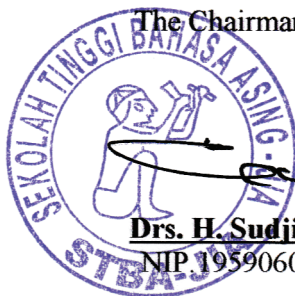Supervised and Approved by:

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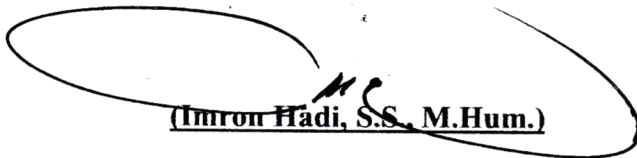
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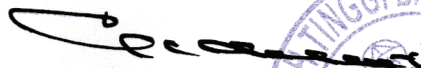Examiner I

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MOTTO AND DEDICATION

MOTTO:

"They that sow in tears shall reap in joy". -Psalm 126 : 5"

DEDICATION:

This paper is dedicated to my parents, my family, and all my beloved friends

ABLAUT THROUGH MORPHOLOGICAL CONDITIONED IN THE LUCKY ONE NOVEL BY NICHOLAS SPARKS

MINDA SARI

ABSTRACT

This study aims to (1) find out the types of ablaut in the novel, (2) to find out how to identify ablaut in the novel, and (3) to find out which ablaut is most widely available in the novel. This research uses descriptive qualitative method. The author collects data through library and library studies. This study focuses on using theories from Katamba, Greenbaum, and Chemnitz. The steps taken by the writer to get the results are by reading the predetermined part which becomes the research data, then giving a sign to each finding containing the ablaut condition element morphologically. The findings of the author get two ablaut classifications found in this novel. In detail, with a total of 30 datums with the results of 30 data with morphological conditions, it can be seen that the most common data is stratum 1 (70%) and the last is stratum 2 (30%) data.

Keyword : morphology, ablaut, stratum 1 and 2

ABLAUT MELALUI MORFOLOGI DIKONDISI DI LUCKY ONE NOVEL OLEH NICHOLAS SPARKS

MINDA SARI

ABSTRAK

Penelitian ini bertujuan untuk (1) untuk mengetahui jenis ablaut yang ada dalam novel, (2) untuk mengetahui bagaimana mengidentifikasi ablaut dalam novel, dan (3) untuk mengetahui ablaut yang ada paling banyak terdapat pada novel. Penelitian ini menggunakan metode kualitatif deskriptif. Penulis mengumpulkan data melalui studi kepustakaan dan perpustakaan. Penelitian ini focus menggunakam teori dari Katamba, Greenbaum, dan Chemnitz. Langkah yang dilakukan penulis untuk mendapatkam hasil adalah dengan membaca bagian yang sudah ditentukan yang menjadi data penelitian, lalu memberi tanda pada tiap temuan yang mengandung unsur kondisi ablaut secara morfologi. Hasil penemuan penulis mendapatkan dua klasifikasi ablaut yang ditemukan dalam novel ini. Secara terperinci, dengan jumlah 30 datum dengan hasil 30 data dengan kondisi morfologi, dapat dilihat bahwa data yang paling banyak ditemukan adalah stratum 1 (70%) dan yang terakhir adalah stratum 2 (30%) data.

Kata kunci: morfologi, ablaut, stratum 1 dan 2

ACKNOWLEDGEMENT

5. All the lecturers, librarians, and staffs of STBA-JIA for their guidance during the study.

6. My beloved parents, my beloved friends, coworkers, for their kind love, motivation, prayers and supports.

7. All the lovely friends in STBA-JIA for their motivation, support, laugh and cry.

Bekasi, 11 Agustus 2018

Minda Sari

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CHAPTER I

INTRODUCTION

A. **Background of the research**

Linguistic knowledge is useful in our life for everyday. Linguistic is the study of language in all its forms. It explores many different of language, from the sound waves in speech, to the social conversations are embedded. Linguistics is a major that gives people insight into aspects of human knowledge and behavior. Majoring in linguistics means that people will learn about many aspects of human language; including study of sounds (phonetics, phonology), and study about words (morphology).

In daily activity people use language as a tool for comunication. Language is communication of words to communicate ideas in meaningful way. Language is the method of human communication either spoken or written. Language may be done by speech, write or by moving the hands to make signs. It follows that language is not just a way of communication. Languages consist of ten thousands signs, which are combinations of form and meaning.

Language consists of words or a set of words. Each has its meaning, that is, the abstract relation between the word as the symbol with the object or concept represented by the linguist or vocabulary by the linguist arranged alphabetically, or in alphabetical order, along with an explanation of the meaning and then written into a dictionary.

Phonology is the system of relationships among the speech sounds that constitute the fundamental components of a language. Phonology is the one of kind of linguistics that deals with systems of sounds (including or excluding phonetics), especially in a particular language. System apophony regular vowel and sound variations is called as ablaut.

Besides, ablaut is a change of vowel in related words or forms, root-changing, non-neutral, can be referred as strong verbs, or irregular verb. The sound change within a word that indicates grammatical information. Ablaut is a systematic variation of vowels that is usually paralleled by differences in use or meaning. Ablaut is clearly the preferred strategy of non-regular past tense formation, with a strong tendency towards 2 stratum and some classes.

Futhermore, morphology is the study of the structure of words. In linguistics, morphology is a term for that branch of linguistics which deals with the internal structure of the words of a language, the rules thatgovern these internal structures and therelationship among words. Morphology is the study of words, how they are formed, and their relationship to other words in the same language. Morphology concerns the form and structure or organisms, this definition includes the form and structure of words within a language, and their modification. In the same way, morphemes are the smallest forms (example, spoken or written units) in a language that have meanings or

grammatical functions. Cat is a word consisting of one morpheme, cat. Cats consists of two morphemes, cat and -s. Inactive contains three: in-, act, and -ive.

Another subject that connect to words structure is phonology.

The analysis of 2 stratum ablaut forms according to phonological structure showed that the presence or absence of certain features. One of these two classes has a three-stage ablaut (present tense stem vs. past tense stem vs. past participle stem, e.g. sing, sang, sung), the other class has a two-stage ablaut (as in stick, stuck, stuck). The former class are class1 and class 2. Both ablaut classes stem from old English strong verbs with a three-stage ablaut system.

It is interesting to note that class 2 has attracted a number of verbs that were not strong in old English (e.g. dig, fling, sling), where as class 1 has attracted only one member since old English times. (Schneider, 2000, p. 4) These two things are remarkable from a diachronic perspective. The term ablaut refers to the change in a root vowel which indicates a charge in grammatical function mostly in verb.

Verb is one of the main parts of a sentence or question in English. In fact, people can't have a sentence or a question without a verb. Verb is a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. Verbs maybe said to express proccess which can be classified in broad way. Irregular verbs,

to change the present form of the verb to its past and past participle is somehow different, even a little tricky. Verb often founded in human conversation such in novel.

Novel is one of many possible prose narrative forms. It shares with other narratives, like the epic and the romance, two basic characteristics: a story and a story-teller. The novel, like the documentary, is a hard genre to define. A novel is a piece of prose fiction of a reasonable length, but notall novels are writtten in prose. The sentences in the novel can be analyzed in this research. Writer tries to find ablaut through morphological in the novel. By reading literary work, people will get some experiences, for instance, by learning verb and ablaut of inside story.

The writers gives two samples of the above data from The Lucky One novel by Nicholas Sparks.

1. "The police dog that *rode* with Deputy Kenny Moore was quick."

(sub tittle 1 Clayton and Thibault page 1, line 6)

Lexical	Past form = -ed participal form	All vowels identical	Inflection
ride - rode – ridden /raid/ - /rəud/ - /riden/	–	–	1 /2

Form like *rode* are created at stratum 1. At stratum 1 any verb belonging to this class undergoes the vowel mutation /ai/ to /ou/. The

term ablaut refers to the change in a alternation goes all the way back to Indo-European, the reconstructed parent language from which English is ultimately descended. The past and participle has an inflection, hence '1 /2'. In some verbs *ride*, all the vowels are different.

2. "He quick to *bite* suspects in the crotch."

(sub tittle 1 Clayton and Thibault page 1, line 7)

Lexical	Past form = -ed participal form	All vowels identical	Inflection
bite - bit – bitten /bait/ - /bit/ - /biten/	–	–	1 /2

The form of the verb that occurs after the auxiliary verb *have*, as in: *it has bitten.*Its known thatclass that a verb belongs to, it can be predicted how it is going to be affected by ablaut in the past tense and past participle. So, again, rather than deal with each verb individually, it is preferable to group together strong verbs belonging to the same class and to include in their lexical entries a marking that triggers the correct ablaut rule at stratum 1.The past and participle has an inflection, hence '1 /2'. In some verbs *bite*, all the vowels are different.

From those explanation above, the writer choose the title of the paper: "ABLAUT THROUGH MORPHOLOGICAL CONDITIONED IN THE LUCKY ONE NOVEL BY NICHOLAS SPARKS".

B. Question and Scope of the Research

1. Question of the Research

Based on the background of the research which has explained above, the writer can stale the problem of the research as following questions:

a. What kind of ablaut of morphology in Lucky One novel by Nicholas Sparks?

b. How is the ablaut process of morphological in Lucky One novel by Nicolas Sparks?

c. What kind of ablaut mostly in morphological conditioned in the novel?

2. Scopes of the research

In this analysis, the writer just focuses on looking for word contain ablaut through morphological conditioned in The Lucky One novel by Nicholas Spark. Theorities used by Katamba and Greenbaum by analyzing data toclassify kinds of ablaut.From those kinds of ablaut we can understand the kinds of ablaut.

C. Objective and signification

a. Objective of the research

This research paper hopefully can be useful not only for the writer, but also to the readers to know everything in this life has purpose, and to readers who has relation with English in the daily

words definitely has its own purpose. Therefore, the objectives of the research are as follows:

1) To find ablaut kinds of morphology in The Lucky One novel by Nicholas Sparks.

2) To identify ablaut process of morphological in novel.

3) To find the kinds of ablaut that appear mostly in morphological conditioned in the novel.

b. Signification of the research

The writer has conducted this research to the readers to increase knowledge about connected ablaut. The significances of the research can be drawn as the following:

Theoretically, ablaut is process by which an inflected form of a word is formed by changing the vowel of the base. In the narrower sense, ablaut refers to the system of root vowel alternations in Proto-Indo-European and its daughter languages. Example: in English it is possible to derive the past tense of strong verbs by substituing the base vowel by another vowel: get-got , sing-sang, and fall-fell.

Practically, For the writer, during writing of this research the writer get more knowledge about ablaut which is root-changing, can be referred as strong verbs, or irregular verb. The

sound change within a word that indicates grammatical information then explanated through morphologically.

For the readers through this paper, the writer hopes that the science can be useful for the reader, in order to be better understand the irregular verb contained in the novel book, so when reading the novel, readers know that the novel has its own attraction in that words used.

For the lecturers, the writer hopes this research can be accepted and fulfill the requirements and pass to the next step, and good result to the next level. Also can help everyone more interested to read novel.

D. Operational definition

After read and understood many theories of the title components, which have been found from some sources, the writer can conclude and gives explanation that:

1. Analysis is the assumption of that which is sought as if it were admitted [and the arrival] by means of its consequences at something admitted to be true.

2. Morphology is the study of how things are put together, like the make-up of animals and plants, or the branch of linguistics that studies the structure of words.

3. Ablaut is a system of regular vowel variations, is any sound change within a word that indicates grammatical information. (often inflectional)

4. Novel, an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting.

E. Systematization of The Research

Chapter I: Introduction explains about background of the research, the scope of the problem, the objective of the reasearch, the significant of the research, the operational definitions, the systematization of the research.

ChapterII: Theoretical   description   describes   the explanations the definition of analysis, definition of morphology, definition of grammar, and definition of novel.

Chapter III: Methodology of the Research explains about setting of the research, subject of the research, instrument of the research, technique of data analysis, and procedure of the research.

Chapter IV: Research Finding and Discussion describe about the explanation of data description, analysis of the data, interpretation of the data discussion through the research.

Chapter V: Conclusion and Suggestion tell about summary from allchapters conclude all discussion, related to the result of the result.

CHAPTER II

THEORETICAL DESCRIPTION

A. Definition of morphology

Homles (1994) describes morphology can be defined as the study of how words are structured and how they are put together from smaller linguistic units. The study of word structures and word formation, branch of language studies which deals with what morphemes are and how they operate in the structure of a word. The study of the rules governing the formation of words in a language. The study of words in terms of their constituent morphs. It is, in other words, a study of how prefixes, suffixes and infixes are combined in accordance with the rules of derivation and inflection. (as cited in Alhaj, 2015, p. 8)

In another way, morphology is the study of form or forms. Refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. (Aronoff, 2016, p. 2). Moreover, morphology is the branch of linguistics that studies the structure of words. There are many interactions, often complex, between phonological form and morphological structure. In studying the structure of words there are two basic

goals: to isolate the component parts of words, and to determine the rules by which words are formed. (Hayes, 2009, p. 103). Beside, the investigating basic forms in language, generally known as morphology. This term, which literally means the study of forms. (Yule, 2010, p. 67)

There is at least one view in the recent literature that proposes to treat the organization of morphological units by a single homogeneous set of syntactic rules, regardless of whether significant relations occur within or across the boundaries of words. It concludes that there are potentially important differences between morphology and phonology. Together, these conclusions establish the need to develop a theory of morphology on its own terms, though they do not, of course, in themselves determine what the form of such a theory might be. The remainder of this work is devoted to questions of this latter sort. (Anderson, 2016, p. 223)

In other word, morphology is the branch of linguistics that studies pattern of word formation and internal organization, and attempts to formulate the rules of contruction of word to know the knowledge of the speakers of those languages. Word formation is creation of a new word, sometimes it changes the word's meaning. Morphology deals with the composition and internal structure of words, and the way that structure determines

the word meaning, rather than the way they combine to make larger units like phrases and clauses. (Hudlleston, 2005, p. 264)

From the explanations above, it can be concluded that morphology is a branch of linguistics which study about forms and words formation. Word formation studies about the structure of morphemes and how they are formed in the structure of a word. The study of words in terms of their constituent morphs. It is, in other words, a study about prefixes, suffixes and infixes. In studying the structure of words there are two basic points: to isolate the component parts of words, and to determine the rules by which words are formed.

B. History of morphology

Morphology was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic elements used in a language. What we have been describing as *elements* in the form of a linguistic message are technically known as morphemes. (Yule, 2010, p. 67)

Haspelmath (2010), states that, morphology is the study of the internal structure of words. Some what paradoxically, morphology is both the oldest and one of the youngest subdisciplines of grammar. It is the oldest because, as far as it is

known, the first linguists were primarily morphologist. (p. 1).
Morphology is the study of word form ation, 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're used in
sentences. As a native speaker of your language you have
intuitive knowledge of how to form new words, and everyday
you recognize and understand new words that you've never
heard before. (Lieber, 2009, p. 2).

The term morphology is generally attributed to the
German poet, novelist, playwright, and philosopher Johann
Wolfgang von Goethe (1749–1832), who coined it early in the
nineteenth century in a biological context. Its etymology is
Greek: morph- means 'shape, form', and morphology is the
study of form or forms. In biology morphology refers to the
study of the form and structure of organisms, and in geology it
refers to the study of the configuration and evolution of land
forms. In linguistics morphology refers to the mental system
involved in word formation or to the branch of linguistics that
deals with words, their internal structure, and how they are
formed. (Aronoff, 2016, pp. 1-2)

Many languages use morphology to cross-reference
words within a sentence. This is sometimes called *agreement*.
For example, in many Indo European languages, adjectives must

cross-reference the noun they modify in terms of number, case, and gender, so that the Latin adjective *bonus*, or "good", is inflected to agree with a noun that is masculine gender, singular number, and nominative case. In many polysynthetic languages, verbs cross-reference their subjects and objects. (Stephen, 2016, p. 18).

C. Morphology in linguistics

In linguistics, the study of the internal structure of complex words and the processes by which words are formed is called morphology. In most languages, it is possible to construct complex words that are built of several morphemes. For instance, the English word "unexpected" can be analyzed as being composed of the three morphemes "un-", "expect" and "-ed". (Stephen, 2016, p. 18)

Linguists introduced a classification of morphological systems which is still often referred to today. This classification distinguished isolating, agglutinating and inflectional languages. Start with isolating languages. These, exemplified by Vietnamese, Chinese and a number of other Far Eastern languages, as well as a number of West African languages, have few, if any, bound morphemes. Thus, in Vietnamese, there is no morpheme corresponding to English -er in driver, this concept

being conveyed by a compound with roughly the structure 'drive + person' (Radford et al, 2009, p. 156). Morphology is the subfield of linguistics that studies the internal structure of words and the relationships among words. (Akmajian, 2010, p. 14)

Considering those theories, the writer can take the conclusion that, morphology is the part of linguistics that deals with the study of words, their internal structure and partially their meanings. It is also interested in how the users of a given language understand complex words and invent new lexical items. As morphology is concerned with word forms it is a kind to phonology (which describes how words are pronounced), it is also related to lexical studies as the patterns examined by morphology are used to create new words. New words contain word or a root as a basic word which is called as morpheme.

D. **Morphology and morpheme: morphome, affix, ablaut**

    a) **Morpheme**

Morpheme is the smallest units of meaning. A morpheme is a minimal element of form with specific meaning. (Katamba, 1993, p. 19). In the same way, morphemes are the smallest forms (example, spoken or written units) in a language that have meanings or grammatical functions. Cat is a word consisting of one morpheme, cat. Cats consists of two morphemes, cat and

-s. Inactive contains three: in-, act, and -ive.

Words are potentially complex units, composed of even more basic units, called morphemes. A morpheme is the smallest part of a word that has grammatical function or meaning (not the smallest unit of meaning); designate in braces—{ }. For example, *sawed*, *sawn*, *sawing*, and *saws* can all be analyzed into the morphemes {saw} + {-ed}, {-n}, {-ing}, and {-s}, respectively. None of these last four can be further divided into meaningful units and each occurs in many other words, such as *look**ed***, *mow**n***, *cough**ing***, *bakes*. (Delahunty, 2010, p. 122)

From the point of view of their functions in words, morphemes may be divided into three classes: derivational, inflectional, and root. Adding a derivational morpheme to a word or to another morpheme creates a separate, though related, word. For example, adding the derivational morpheme –er to the word read creates the word reader. In the following examples, the derivational morphemes are in bold: man-hood, king-dom, act-or, antithet-ic-al, act-ive, re-act-or, act-iv-ate, wise-ly. (Delahunty, 2010, p. 76)

Morphemes can be classified into free and bound morphemes. A free morpheme is amorpheme which can

occur alone as an independent word; for example, cat, man, go, like, and quite. A free form to which other morpheme may be attached is called base (or root). All the words in the list just given are bases. A base is not always a free form. A bound morpheme can not occur alone. Likewise, the s of cats. It represents the *plural* a bound morpheme in English. On the other hand, bound morphemes need not always be attached to free forms, for they may be attached to other bound morphemes: receive is "re"and "ceive" and "sub" and "mit". Types of Morpheme consists of root and base.

Delahunty (2010), stated that, a root morpheme is the basic form to which other morphemes are attached. It provides the basic meaning of the word. The morpheme {saw} is the root of *sawers*. (pp. 123 – 124)

Morpheme is an abstraction from number of morphs which share meaning and form and are in complementary distribution. 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. In the sentence The police reopened the investigation, the word reopened consists of three morphemes. One minimal unit of meaning is open,

another minimal unit of meaning is re- (meaning "again")
and a minimal unit of grammatical function is –ed
(indicating past tense). The word tourists also contains
three morphemes. There is one minimal unit of meaning
tour, another minimal unit of meaning -ist (marking
"person who does something"), and a minimal unit of
grammatical function -s (indicating plural). (Yule, 2010,
pp. 67-68)

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 "plural."

The other smaller word parts which cannot be divided
into even smaller parts, is called a morpheme.
(Morpheme, the smallest meaningful unit in a language;
the morpheme is not necessarily equivalent to a word, but
may be a smaller unit. Like the phoneme, the morpheme
refers to either a class of forms or an abstraction from the

concrete forms of language. A morpheme is 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 also externally transportable; it has positional mobility or free distribution, occurring in various contexts. Morphemes are represented within curly braces { } using capital letters for lexemes or descriptive designations for other types of morphemes. (Laurel, 2000, pp. 75-76)

The technical term for a minimal meaningful part is morpheme. arm, chair, happy, guitar, lemon, shoe and horn are all morphemes; none of them can be divided into something smaller that is meaningful. They are free morphemes because they occur by themselves. Theelements un-, -ist and -ade in unhappy, guitarist and lemonade respectively, are also morphemes; they are bound morphemes which are alwaysattached to something else, as in these examples. (Kreidler, 2002, p. 51)

(Victoria, 2000, p. 26) stated that parts of words are called morphemes. There are different kinds of morphemes, and to illustrate, take the word resealable. This word is made up of three meaningful parts: a prefix

re-, the main word seal, and the suffix -able. Prefixes and suffixes are affixes; morphemes that attach to words or roots of words (and some languages have infixes, affixes that occur within words, or circumfixes, affixes that attach to the beginning and to the end of a word).

Lobeck, (2014) stated that, parts of words are called *morphemes*. There are different kinds of morphemes, and to illustrate, take the word *resealable*. You know that this word is made up of three meaningful parts: a prefix *re-*, the main word *seal*, and the suffix *-able*. Prefixes and suffixes are affixes; morphemes that attach to words or roots of words (and some languages have *infixes*, affixes that occur within words, or *circumfixes*, affixes that attach to the beginning and to the end of a word). There are two types of *affixation*, *inflectional* affixation and *derivational* affixation. The morphemes *re-* and *-able* are derivational affixes because adding them derives a new word or dictionary entry (*reseal* and *sealable*, as well as *resealable*, are all derived from the root *seal* by derivational affixation, and each has its own dictionary entry). (p. 13)

According to Aronoff, (2016, pp. 3-4) 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. This definition is not meant to include all morphemes, but it is the usual one and a good starting point.

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. People have purposely chosen not to use this definition. Some morphemes have no concrete form or no continuous form, as they will see, and some do not have meanings in the conventional sense of the term. They may also run across the term morph.

The term 'morph' is sometimes used to refer specifically to the phonological realization of a morpheme. For example, the English past tense morpheme that spell –ed has various morphs. It is realized as [t] after the voiceless [p] of jump (cf. jumped), as [d] after the voiced [l] of repel (cf. repelled), and as [ed] after the voiceless [t] of root or the voiced [d] of wed

(cf. rooted and wedded). It can also call these morphs allomorphs or variants.

The appearance of one morph over another in this case is determined by voicing and the place of articulation of the final consonant of the verb stem. Now consider the word reconsideration. It be broken into three morphemes: re-, consider, and -ation. Consider is called the stem.

A stem is a base unit to which another morphological piece is attached. The stem can be simple, made up of only one part, or complex, itself made up of more than one piece. Here it is best to consider consider a simple stem. Although it consists historically of more than one part, most present-day speakers would treat it as an unanalyzable form. It could also be considered the root. A root is like a stem in constituting the core of the word to which other pieces attach, but the term refers only to morphologically simple units.

For example, disagree is the stem of disagreement, because it is the base to which -ment attaches, but agree is the root. Taking disagree now, agree is both the stem to which dis attaches and the root of the entire word. Returning now to reconsideration, re- and - ation are both

affixes, which means that they are attached to the stem. Affixes like re- that go before the stem are prefixes, and those like -ation that go after are suffixes. Some readers may wonder why we have not broken -ation down further into two pieces, -ate and -ion, which function independently elsewhere. In this particular word they do not do so (cf. *reconsiderate), and hence we treat -ation as a single morpheme. It is important to take seriously the idea that the grammatical function of a morpheme, which may include its meaning, must be constant.

Consider the English words lovely and quickly. They both end with the suffix -ly. When people add -ly to the adjective quick, they create an adverb that is often synonymous with "rapidly": The students quickly assimilated the concept. When people add –ly to the noun love, they create an adjective: What a lovely day! What on the surface appears to be a single morpheme turns out to be two. One attaches to adjectives and creates adverbs; the other attaches to nouns and creates adjectives. There are two other sorts of affixes they are will encounter, infixes and circumfixes.

According to (Hayes, 2009, p. 104) most words can be analyzed as having a central morpheme, to which

the remaining morphemes are attached. This central morpheme is called the root. For example, the root of the word unidentifiability is ident- and the root of jumping is jump. The root of the word jump is jump itself. Roots can be classified as bound vs. free. A free root, like jump, can stand alone; bound roots, like ident-, are those which occur only in the presence of another morpheme. Prefixes and suffixes are also bound morphemes.

When linguists refer to prefixes and suffixes as a class, they use the term affix. When an affix is attached to something, that thing is called the base of attachment. Thus, in unidentifiable, the base of attachment for the prefix un- is identifiable. In jumping, the base of attachment for the suffix -ing is jump. As can be seen, the base sometimes is a root, but sometimes it is a root to which affixes havealready been attached. Using this term, it can define a prefix as an affix that precedes its base and a suffix as an affix that follows its base.

Morphemes are classified into bound morphemes, free morphemes, and zero morphemes and morphemes can be divided into roots and affixes. The root is a part of a word structure which is left when all affixes have been removed. Morphemes can be classified according to

whether they are independent morphemes, so-called roots, or whether they can only co-occur attached to other morphemes. These bound morphemes or affixes can be classified according totheir position in relation to the root: prefixes precede the root, suffixes follow the root, and infixes are inserted inthe middle of a root. Affixes serve to modify or elaborate the meaning of the root. Some languages change the meaning of words by changing the phonological structure of a word, for example, the English word *run*, which in the past tense is *ran*. This process is called ablaut.

Furthermore, morphology distinguishes between the process of inflection, which modifies or elaborates on a word, and the process of derivation, which creates a new word from anexisting one. In English, the verb "sing" has the inflectional forms "singing"and "sung", which are both verbs, and the derivational form "singer", which is a noun derived from the verb with the agentive suffix "-er". (Stephen, 2016, p. 18)

b) Affix

Affixes are classified according to whether they are attached before or after the form to which they are

added. Prefixes are attached before and suffixes after. The bound morphemes listed earlier are all suffixes; the {re-} of *resaw* is a prefix. (Delahunty, 2010, p. 123). Affixes are bound morphemes; they are limited in number, though their numbers vary from language to language. Also he added, affixation is morphological process in which an affix or affixes are added to one or more free morpheme. (p. 51)

For example, {Saw} can occur on its own as a word; it does not have to be attached to another morpheme. It is a free morpheme. However, none of the other morphemes listed just above is free. Each must be affixed (attached) to some other unit; each can only occur as a part of a word. Morphemes that must be attached as word parts are said to be bound. (Delahunty, 2010, p. 122)

Besides being bound or free, morphemes can also be classified as root, derivational, or inflectional. Derivational morphemes are added to forms to create separate words: {-er} is a derivational suffix whose addition turns a verb into a noun, usually meaning the person or thing that performs the action denoted by the verb. For example, {paint}+{-er} creates *painter*, one of

whose meanings is "someone who paints." (Delahunty, 2010, pp. 123 - 124)

Meanwhile Yule (2006), states that derivational is process of word formation to be found in the production of new English words. Affixes is divided into three types: prefixes, infixes and suffixes. A prefix is attached in front of the base (re-play, de-activate, il-legal, in-accurate). An infix is attached in the middle of its base (c-em-olong, g-em-andul, t-in- andur (in Javanese). A suffix is attached to theend of it's base such as talks, talker, talked and talking must consist of one element talk, and a number of other elements such as -s, -er, -ed and -ing. (p. 57)

Affix is a bound morpheme that attaches to bases. Affixes distinction is not always straightforward, but that even in problematic cases it is possible to establish the nature of a complex word as either affixed or compounded on the basis of structural arguments. (Ingo, 2002, p. 90). The affix listemes can usually mix and match with the listemes they attach to. that phonological words can be made up of more than one listeme, as in walk-s or dog-s or un-happy.

In the native Germanic portion of the vocabulary, the root of a complex word is usually free. Of the non-

root morphemes in the words that have looked at so far, those that precede the root (like en- in enlarge) are called prefixes, while those that follow it are called suffixes (like –ance in performance, -ness in whiteness, and -able in readable). We have encountered far more suffixes than prefixes, and that is not an accident: there are indeed more suffixes than prefixes in English. An umbrella term for prefixes and suffixes (broadly speaking, for all morphemes that are not roots) is affix.

According to Chemnitz, (2006, p. 1), types of morphemes: Roots, is the irreducable core of a word. Affixes, is a morpheme that only occurs when attached to some other morpheme (e.g. root). Stems is part of a word that exists before any inflectional affixes. Bases is any unit to which affixes of any kind can be added (derivational, inflectional). Besides Katamba (1993), states that rules are present in lexicon- organised in blocks called strata (levels, layers) Strata are arranged hierarchically (p. 105)

Chemnitz (2006, p. 1) also state that, two classes of English affixes are neutral and non neutral. Neutral is no phonological effect on base and abstract. Example: abstract-ness; home-less. Non-neutral is effect on the

consonant or vowel segments, or the location of stress. Example: strategy – strategic; employ – employee; wide –width. Affixes are added at different strata in the lexicon, each stratum has associated with it a set of morphological rules that determine the wordformation process. These rules are linked to phonological rules. Inflectional and derivational word-formation processes belong to stratum 1 or 2. Ordering of strata in the lexicon reflects, ordering of word- formation processes: Primary (non-neutral) affixes are attached first at stratum 1. Secondary (neutral) affixes are attached at stratum 2. Input = root + stratum 1 affix stratum 1 affixes are closer to the root stratum 2 affixes form outer layer' Derivation – Examples

I. Stratum 1 affixes:

    1. -ity: sane > sanity; extreme > extremity

    2. -ory: explain > explanatory

    3. -acy: supreme > supremacy

II. Stratum 2 affixes:

    1. -ness: remote > remoteness

    2. -ful: purpose > purposeful

    3. -ly: severe > severely

    4. -wise: money > moneywise

c) **Ablaut**

In Crystal (2008), a dictionary of linguistics and phonetics, it is given the meaning of ablaut which is the relationship between verb forms based on variations in the root vowel, as in sing, sang, sung. As it defined, ablaut is forms of verbs of pattern of verbs observed based on the root vowel. (p. 2).

According to Chemnitz (2006), ablaut is change in root vowel which indicates a change in grammatical function e.g. ride > rode. Two ways of representing a morphological concept available (stratum 1: /ai/ > /əu/ stratum 2: suffixing –ed). (p. 3). Meanwhile, Katamba (1993) states that, ablaut is a moribund phenomenon in English today, although ablaut is not productive any more, remnants of it effect a size-able number of words in present-day English. Most of the word affected belong to the category of so- called strong verbs. In old English (spoken circa 450-1100) many verbs formed their simple past tense form by a change in the root vowel. This can still be seen in their reflexes in modern English. (p.101):

	Present tense	Past tense	Past participle
Class I	Rise	Rose	risen
Class II	Freeze	Froze	frozen
Class III	Shrink	Shrank	shrunk
Class IV	Bear	Bore	born
Class V	Give	Gave	given
Class VI	Know	Knew	known
Class VII	Stand	Stood	stood

There are actually seven classes in the Ablaut system. However, class VI and VII are highly avoided to discuss deeply in almost all articles for its complicated origin and explanation. Hogg in some ways presents the ablaut rule in an easier way to understand. In the same book, he present a characteristic of each class as class I has the sound /i/ as the contextual elements, and class V has consonant as the contextual element. A contextual element is an element that supports the classification of each class. It is very important aspect in ablaut. Taken for an example is class III and four. Both classes have sonorant as the contextual element. Thus, in grouping the verbs, it is possible to put some verb that actually belong to class IV into class III. Only after seeing that there is a

class with sonorant and long vowel in the past tense and participle form,those verb can be moved to class IV. (Liliana, 2015, p. 9)

Greenbaum can group the irregular verbs into seven classes according to whether or not three features apply to their principal parts: (i) the past and -ed participles are identical; (ii) the base vowel is the same in the other two principal parts; (iii) the past and -ed participle have inflectional endings. If an irregular verb has inflectional endings, these may be irregular: for example, kept from keep or spoken from speak. Table 2.1 sets out in columns the three features and shows whether they apply ('+') or not ('−') to each of the seven classes of irregular verbs. The '±' for class II indicates that some verbs in the class do not have the specified feature. The '1 /2' for class IV indicates that the verbs have an inflectional ending in the participle (spoken) but not in the past (spoke). In the rest of this section, we give further examples of irregular verbs in each of the classes. (Greenbaum, 2009, pp. 37-38)

E. Novel

The point about the novel, however, is not just that it eludes definitions, but that it actively undermines them. It is less

a genre than an antigenre. It cannibalizes other literary modes and mixes the bits and pieces promiscuously together. People can find poetry and dramatic dialogue in the novel, along with epic, pastoral, satire, history, elegy, tragedy and any number of other literary modes.The novel is a mighty melting pot, a mongrel among literary thoroughbreds. (Eagleton, 2008, p. 1)

Novel, an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. Within its broad framework, the genre of the novel has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, historical—to name only some of the more important ones. (Burgess, 2018, p.1)

The novel, like the documentary, is a hard genre to define. Through history, the term 'novel' has been applied to writings that cover a plethora of topics, that employ numerous and varied styles, and that have achieved divergent results - critically, publicly, aesthetically, and economically. Consequently, trying to pinpoint the origin of the novel is difficult, if not impossible. "It all comes down to a question of prior definition, and definitions, when claims of this sort are at stake, are notoriously self-serving" (Goodyer, 2008, p. 11)

(Smiley 44) A novel proposes that the world has a certain mode of existing. It doesn't propose this by asserting it explicitly, but by depicting it implicitly. (as cited in Goodyer, 2008, p. 4). Gilman (1) is bothered by attempts such as these to define the novel: "Definitions constrict by definition, and definitions of the novel asphyxiate;" they tend towards the rhetorical or the historical (like Ian Watt's), all of which deny the freedom that novels should be given. Alternatively, Gilman offers an anti-definition – rather than asking what the novel is, he asks what a novel does to its readers. His answer is that a novel should enrich the surrendered reader by multiplying their existence, by offering an escape that intensifies and brings meaning to personal experiences. The most precious blessing a text can offer is that of drawing on our experience and concentrating it into a storm far more stormy than any we can remember living through. (as cited in Goodyer, 2008, p.13)

a) **Kinds of novel**

Bakhtin, describes description of the novel genre is more broadly inclusive than most others, says that the novel is something that parodies all literary genres (including itself) in that it exposes the conventions of their forms and languages. Bakhtin argues that novelization occurs when narratives are free and flexible,

when they incorporate adialogized heteroglossia of popular spoken languages, and when they are suffused with laughter, irony, humor and self-parody, which brings everything close and onto an equal plane with the personal experiences and thoughts of everyday contemporary life. Most importantly, Bakhtin's 'novels' contain indeterminacy, their arms thrown wide open tothe constantly evolving, unfinished, indecisive, spontaneous present and future of possibilities. All of this allows the novel to offer new insights, interpretations,evaluations and perspectives on humanity. (Goodyer, 2008, p. 12)

b) **Elements of Novel**

Intrinsic Elements are the elements that build the literary work itself. Intrinsic elements of a novel (directly) participate and build the story. Extrinsic elements are the elements that are beyond of the works, but indirectly affect the building and system of a novel. Thus, extrinsic elements of a novel must be still seen as something important. Novel is narrative text informing of prose with a long shape that including some figures and fiction event. The intrinsic elements of novel are theme, plot, setting, characterization, point of view, etcetra.

In Goodyer (2008) Prose: The first of these elements is prose: novels are not written with a lyrical language but with the everyday language of prose. This is done to reflect the language that we use in our daily lives, and it has the effect of making characters sound 'normal.' It is hard to overestimate the importance of this quality of commonness to the nature of the novel; it enables a reader to relax with a novel as with another person, and also to feel as though the novelist might have something to say of relevance to the reader's own common life.

Scientists tend to present their work using the formal language of their scientific disciplines. Not only can this type of language create distance between scientists and the general public, science media that uses it might lose audiences who simply do not speakor understand it. Science media that communicates mainly via prose would portray science as approachable, understandable, and 'normal' rather than something sacred or privileged. The specific words and tones that are used in science media are also important. Traditionally, the tone of our films and the voices in those films (i.e. the scientists, the narrators, the music, etc.) are moderate, assured, neutral, objective,

harmonious and reasoned (Gardner and Young 178) –
they present the natural truth and therefore cannot be
argued with or even questioned. (p. 14 - 15)

F. Research of the Relevant

In this study the writer discus about "Ablaut through
morphological cconditioned in The Lucky One Novel by
Nicholas Spark". First, the writer found the same relevance
written by Donka Minkova in a Journal, the title is Ablaut
Reduplication in English: The Criss-Crossing of prosody and
verbal art. Published at 16 November 2001. Her study focused
on Ablaut reduplicatives, described as having a trochaic contour,
yet there is a great deal of uncertainty regarding the stress on the
second part of the formation. Ablaut reduplication in English
(chit-chat, dilly-dally). Her journal aims to characterize ablaut
reduplication. There are: (1) identical vowel quantity in the
stressed syllabic peaks, (2) maximally distinct vowel qualities in
the two halves, with [I] appearing most commonly to the left and
a low vowel to the right.

The equation is both the research are same analysis a
ablaut. But the difference jurnal relevance with this research:
there is no reduplication in this research.

Second, the writer found the same relevance written by Bernd Wiese, in a journal. The title is Form and Function of Verbal Ablaut in Contemporary Standard German. Published at 2008, but there is no published date or month at the book. The journal describe: U-forms may be due to either simple ablaut (//-ablaut) or full ablaut (//-ablaut). Typical examples are: fließ^floss (I—>U-altemation, shortening, ablaut form: o-form) schaff—*schuf (A—>U-alternation, lengthening, ablaut form: //-form) SCHWÖR1 is a stem that shows o-ablaut, the principle parts of the verb SCHWÖRENw being schwören-schwor-geschworen. But dictionaries and grammars still list the past tense form schwur, usually adding a qualification such as 'obsolete'.

There is equation from journal and this research, that are both same analysis about a ablaut and analyzed the difference of vowel sound from the base to ablaut words. But the difference is the jurnal analyzed Ablaut in Contemporary Standard German, while the research in standard English.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of The Research

1. Time and Place of the Research

The research entitled "*The Lucky One"* novel by Nicholas Sparks was started from the beginning of May 2018 to the beginning of July 2018. The references were obtained from various kinds of books from STBA-JIA library and also some other university libraries by searching books of Linguistics and other suppporting books. The place where this research is arranged is STBA-JIA library and some others university libraries.

2. Kinds of the Research

The method which is used in the research is a qualitative descriptive with analyzing the ablaut through morphological. Taylor and Bogdan (2016) stated that, qualitative methodology refers to research that produces descriptive data from people's own written or spoken words and also observable behaviour (p.7). This research used qualitative methodology research because it produces descriptive data ablaut from written words from *The Lucky One* novel by Nicholas Spark as the data source and this study of qualitative methodology is consistent with this research. Moreover Strauss & Corbin (1998) said, qualitative research is theory that was derived that from data, systematically gathered and analyzed through the research process. (p.12).

B. Procedure of the Research

After understanding the role of systematical and considering the arranged steps, it comes to 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 theories to strengthen and to prove the analysis of the research. Despite having read some books, it is important to seek some advices from Advisor I and Advisor II.

2. Implementation

To obtain the research well, implementation present of the processing analyzing the ablaut which can be found in "*The Lucky One*" novel by Nicholas Spark. Moreover to interpret the implied meaning of those ablaut types, to find the types of ablaut that appear, and to find out the ablaut types that appear in the novel the most.

3. Finishing

a. Composing the analyzed data

Before reported the result to be finished the paper, the research needs to compose the data analysis, and after giving mark, gathering the typical conflict from psychology aspect, the writer makes the table to show the good result.

b. Discussing with councelor

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

c. Revising the result

During the analysis chapter, it is important to seek advices about how to analyze the ablaut context to interpret the implied meaning of those ablaut types, to find the types of ablaut that appear, and to find out the ablaut types that appear the most in "*The Lucky One*" novel by Nicholas Sparks from counselor I and counselor II. The counselors gave some correction on mistakes in material or technical in writing. Revising the mistake in the research is important to make the research better.

d. Concluding the result

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 various types of ablaut that found in "*The Lucky One*" novel by Nicholas Sparks.

C. **Technique of the Data Collection**

The point of arranging scientific research must be done through systematical process and logical steps. It gives an impression that a good planning is necessary to help the writing run well to achieve the qualified result. The use of correct method during the research is to have the data

analyzed accuarately. In doing the research, the systematical manners are helpful to strengthen the research itself. What the writer means as the systematical ways are to support the research by providing the reliable data to make the report scientifially and to arrange the description in the correct sequence.

The scientific writing should be also presented in a sequence. The reason is to explain the subject of the discussion from the beginning to the end. Every matter will be easy to comprehend when it is analyzed from the identification and then comes to the description. The identification is to recognize the indication of the problem while the description is to potray the result being analyzed during the research. It creates a relevant and continuous matter from one discussion to another part. The writer uses descriptive method. What a researcher should do with this method is to develop concepts and to collect facts without testing a hypothesis.

D. Technique of the Data Analysis

In this research process, the writer uses descriptive qualitative research, is simply uses some techniques of the data to be analyzed. First, finding out words in form ablaut, which is verb that has verb 1, verb 2 or verb 3 in the data obtain The Lucky One Novel. Second, classifies the data with ablaut knowledge to make credible arguments into theories. Third, reduction the data those are relevant to the research matter. Four, the writer makes conclusion and give suggestion to respond the problem.

It is to reveal the purpose of the analysis to understanding and signify the data in accordance with the data and their context. The process of the data interfence in this research is based on the analytical constuct that made the relatinship between the data their context. The data are reflection of ablaut of *The Lucky One* novel. Meanwhile, data context are theories which concerned and related to the novel. Those are the techniques to be used by the researcher to collect the data. The research carries out the techniques accurately and comprehensively.

E. Sources of the primary and secondary Data

1. Sources of the primary Data

The data for this research are taken from "*The Lucky One*" novel by Nicholas Spark. "The Lucky One" is a 2012 romance novel by American writer Nicholas Sparks. The novel follows from three different character perspectives: Keith Clayton, Elizabeth Green, and Logan Thibault. The novel was adopted into a film starring Zac efron and Taylor Schilling. With over 90 million copies of his books sold, Nicholas Sparks is one of the world's most beloved storytellers. His novels include twelve #1 New York Times bestsellers, and all his books, including Three Weeks with My Brother, the memoir be wrote with his brother, Micah have been in New York Times and international bestseller, and were transleted into more than fifty languages.

2. Sources of the secondary Data

In descriptive methode which used in the research is a qualitative descriptive with analyzing the ablaut through morphological. The instrument is "*The Lucky One*" novel by Nicholas Sparks. The reason why the novel is chosen because there are many ablaut verb that can be anlyzed with classifying and analyzing ablaut types and bracketing the secondary data are the linguistic books, dictionary, website, language journals, and some previous research in the same field.

CHAPTER IV

DATA ANALYSIS

A. Data Description

The problem of the research will be answered in this chapter. This chapter present the data analysis and the interpretation of research findings and discussion. The data are taken from *The Lucky One* novel by Nicholas Spark. The novel which was published in New York, 2008. Each datum would be explained as clear as the theory.

In this data of the research, there are analyzed from *The Lucky One* novel by Nicholas Spark which contain of the meaning and function ablaut. The description is located in the meaning and functions of those ablaut to make the interpretations of the data analysis easily. This research only focused on existential ablaut. Existential ablaut is the assumption change a root vowel which indicates a change in grammatical function.

The process of the data interfence in this research is based on the analytical constuct that made the relatinship between the data their context. The data are reflection of ablaut of *The Lucky One* novel. Meanwhile, data context are theories which concerned and related to the novel. Those are the techniques to be used by the researcher to collect the data. The research carries out the techniques accurately and comprehensively.

B. Data Analysis

Datum 1:

<u>The police dog that **rode** with Deputy Kenny Moore (C1, P1, L6)</u>

From sentence above, form of the word *rode* is from word *ride*. The word *ride* is the basic form of the word *rode*. The inflection of sound /ai/ into /əu/ in lexical "ride". The change in root vowel /ai/ into /əu/ indicates a change in grammatical function. The alternation of [ai] into [əu] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
ride - rode – ridden /raid/ - /rəud/ - /riden/	–	–	1 /2

Form like *rode* are created at stratum 1. Thus (ai) may alternate with (əu) to mark a change from present tense to past tense as in ride (raid) present tense – rode (rəud) (past tense). The recontructed parent language from which English is ultimately descend. The past and participle has an inflection, hence '1 /2'. In some verbs *ride*, all the vowels are different.

Datum 2:

Clayton had just **broken** up (C1, P1, L14)

From sentence above, form of the word *broken* is from word *broke*. The word *broke* is the basic form of the word *broken*. The inflection of sound /brok/ into /brokən/ in lexical "broke". The change in root vowel /o/ into /oən/ indicates a change in grammatical function. The alternation of [o] into [oən] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
broke – broke – broken /brok/ - /brok/ - /brokən/	–	–	1 /2

Form like *broken* are created at stratum 1 the past participle is the form of the verb that occurs after the auxiilliary verb *have*, as in: *it has bitten*. The class that a verb belongs to, can predict how it is going to be affected by ablaut in the pas tense and past participle. Rather than deal with each verb individually, it is preferable to group together strong verbs belonging to the same class and to include in their lexical entries a marking that triggers the correct ablaut rule at stratum 1. The classification of each class, this form is classified in class II

in the Ablaut system. The participle has an inflection, but not the past, hence '1/2'. In some verbs *break* the past and participle have the same vowel.

Datum 3:

After **quickly** ditching the camera (C1, P2, L3)

From sentences above, forms quickly is from quick. Quick is the basic form of quickly. Derivation marked a change words. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
quick	ly	quickly

Form like *quickly* are created at stratum 2. Derivational word-formation processes belong to stratum 2. Formation processes: Secondary (neutral) affixes are attached at stratum 2. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic. Affixes are added at different strata in the lexicon, each stratum has associated with it a set of morphological rules that determine the word-formation process.

Datum 4:

He **saw** a third girl pop up (C1, P2, L2)

From sentence above, form of the word *saw* is from word *see*. The word *see* is the basic form of the word *saw*. The inflection of sound /si/ into /so/ in lexical "see". The change in root vowel /i/ into /o/ indicates a change in grammatical function. The alternation of [i] into [o] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
see – saw – seen /si/ - /so/ - /sin/	–	–	1 /2

Form like *saw* are created at stratum 1. Inflectional word-formation processes belong to stratum 1. Ordering of strata in the lexicon reflects, ordering of word- formation processes: Primary (non-neutral) affixes are attached first at stratum 1. Verbs formed the simple past tense form by a change in the root vowel. Thus (i) may alternate with (au) to mark a change from present tense to past tense as in see (si) present tense – saw (sau) (past tense). The participle has an inflection, but not the past, hence '1 /2'. In some verbs *see* the past and participle have the same vowel.

Datum 5:

He was **smoother** than that (C1, P2, L10)

From sentences above, forms smoother is from smooth. Smooth is the basic form of smoother. Derivation marked a change words. Affixes are added to one or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
smooth	er	smoother

Form like *smoother* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 6:

She **knew** nothing about the camera (C1, P2, L19)

From sentence above, form of the word *knew* is from word *know*. The word *knew* is the basic form of the word *know*. The inflection of sound /o/ into

/u/ in lexical "know". The change in root vowel know /no/ into knew /nyu/ indicates a change in grammatical function. The alternation of [o] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
know – knew - known /no/ - /nyu/ - /non/	–	–	1 /2

Form like knew are created at stratum 1. Thus (o) may alternate with (u) to mark a change from present tense to past tense as in know (knou) present tense – knew (nyu) (past tense). The classification of each class, this form is classified in class VI in the Ablaut system. The participle has an inflection, but not the past, hence '1 /2'. In some verbs *know* the participle has the same vowel as the base.

Datum 7:

Her face **held** just enough innocence (C1, P3, L9)

From sentence above, form of the word *held* is from word *hold*. The word *held* is the basic form of the word *hold*. The inflection of sound /o/ into

/e/ in lexical "hold". The change in root vowel hold /hold/ into held /held/ indicates a change in grammatical function. The alternation of [o] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
hold – held – held /hold/ - /held/ - /held/	+	–	–

From sentence above, forms like *held* are created at stratum 1. Verbs formed the simple past tense form by a change in the root vowel. The classification of each class, this form is classified in class VI in the Ablaut system. Thus (ou) may alternate with (e) to mark a change from present tense to past tense as in hold (hold) present tense – held (held) (past tense). The past and participle are identical, but there is a change from the base vowel and there are no inflections. A few verbs in this class have regular variants.

Datum 8:

He'd been **hidden** from the main road (C1, P6, L7)

From sentence above, form of the word *hidden* is from word *hide*. The word *hidden* is the basic form of the word *hide*. The inflection of morphem in lexical "hide". The change in root vowel /ai/ into /en/ indicates a change in grammatical function. The alternation of [ai] into [en] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
hide – hid – hidden /haid/ - /hid/ - /hiden/	–	–	1 /2

From sentence above, forms like *hidden* are created at stratum 1the past participle is the form of the verb that occurs after the auxiilliary verb *have*, as in: *it had been hidden*. The class that a verb belongs to, can predict how it is going to be affected by ablaut in the pas tense and past participle. Rather than deal with each verb individually, it is preferable to group together strong verbs belonging to the same class and to include in their lexical entries a marking that triggers the correct ablaut rule at stratum 1. The classification of each class, this form is classified in class I in the Ablaut system. The participle has an inflection, but not the past, hence '1/2'. In some verbs *hide* the past and participle have the same vowel.

Datum 9:

He had **eaten** five tall stacks of pancakes (C2, P17, L11)

From sentence above, form of the word *eaten* is from word *eat*. The word *eaten* is the basic form of the word *eat*. The inflection of morphem in lexical "eat". The change in root vowel /i/ into /ien/ indicates a change in grammatical function. The alternation of [i] into [ien] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
eat – ate – eaten /it/ - /et/ - /iten/	–	–	1 /2

Form like *eaten* are created at stratum 1, the past participle is the form of the verb that occurs after the auxiilliary verb *have*, as in: *it had eaten*. The class that a verb belongs to, can predict how it is going to be affected by ablaut in the pas tense and past participle. Rather than deal with each verb individually, it is preferable to group together strong verbs belonging to the same class and to include in their lexical entries a marking that triggers the correct ablaut rule at stratum 1. The classification of each class, this form is classified in class V

in the Ablaut system. The participle has an inflection, but not the past, hence

'1/2'. In some verbs *eat* the past and participle have the same vowel.

Datum 10:

<u>He'd **chosen** to enlist instead</u> (C2, P20, L23)

From sentence above, form of the word *chosen* is from word *chose*. The

word *chosen* is the basic form of the word *chose*. The inflection of morphem

in lexical "choose". The change in root vowel /u/ into /uen/ indicates a change

in grammatical function. The alternation of [u] into [uen] marked a change from

present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
choose – chose – chosen /cus/ - /cus/ - /cyusen/	–	–	1 /2

Form like *chosen* are created at stratum 1 the past participle is the form

of the verb that occurs after the auxiilliary verb *have*, as in: *it had chosen*. The

class that a verb belongs to, can predict how it is going to be affected by ablaut

in the pas tense and past participle. Rather than deal with each verb individually,

it is preferable to group together strong verbs belonging to the same class and to include in their lexical entries a marking that triggers the correct ablaut rule at stratum 1. The classification of each class, this form is classified in class II in the Ablaut system. The participle has an inflection, but not the past, hence '1/2'. The verb beat has the same vowel in all parts (choose, chose, chosen), but it may be included in this class rather than in class II because it is not inflected in the past.

Datum 11:

There were **endless** rumors too (C2, P23, L14)

From sentences above, forms endless is from end. End is the basic form of endless. Derivation marked a change words. Affixes are added to one or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
end	less	endless

From sentence above, forms like *endless* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum2 are: -ness, -less, -full, -ly, -er. They do not cause drastic

changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 12:

Dawn is a **powerful** time of the day (C2, P27, L13)

  From sentences above, forms powerful is from power. Power is the basic form of powerful. Derivation marked a change words. Affixes are added to one or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
power	ful	powerful

  Form like *powerful* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 13:

They **grew** nervous at his presence (C2, P29, L25)

From sentence above, form of the word *grew* is from word *grow*. The word *grew* is the basic form of the word *grow*. The inflection of morphem in lexical "grow". The change in root vowel /o/ into /u/ indicates a change in grammatical function. The alternation of [o] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
grow – grew – grown /gro/ - /gru/ - /grun/	–	–	1 /2

From sentence above, forms like *grew* are created at stratum 1. Thus (o) may alternate with (u) to mark a change from present tense to past tense as in grow (gro) present tense – grew (gru) (past tense). The participle has an inflection, but not the past, hence '1 /2'. In some verbs *grow* the participle has the same vowel as the base.

Datum 14:

She **took** a seat on the porch (C3, P45, L11)

From sentence above, form of the word *took* is from word *take*. The word *took* is the basic form of the word *take*. The inflection of morphem in lexical "took". The change in root vowel /ei/ into /u/ indicates a change in grammatical function. The alternation of [ei] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
take – took – taken /teik/ - /tuk/ - /teiken/	–	–	1 /2

Form like *took* are created at stratum 1. Thus (ei) may alternate with (u) to mark a change from present tense to past tense as in take (teik) present tense – took (tuk) (past tense). The participle has an inflection, but not the past, hence '1 /2'. In some verbs *take* the participle has the same vowel as the base.

Datum 15:

He suddenly slipped and **fell** (C3, P38, L25)

From sentence above, form of the word *fell* is from word *fall*. The word *fell* is the basic form of the word *fall*. The inflection of morphem in lexical "fall". The change in root vowel /o/ into /e/ indicates a change in grammatical function. The alternation of [o] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
fall – fell – fallen /fol/ - /fel/ - /folen/	–	–	1 /2

Form like *fell* are created at stratum 1. Thus (o) may alternate with (e) to mark a change from present tense to past tense as in fall (fol) present tense – fell (fel) (past tense). The participle has an inflection, but not the past, hence '1 /2'. In some verbs *fall* the participle has the same vowel as the base.

Datum 16:

He'd **usually** turn it of on his own (C3, P40, L12)

From sentences above, forms usually is from usual. Usual is the basic form of usually. Derivation marked a change words. Affixes are added to one

or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
usual	ly	usually

From sentence above, forms like *usually* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 17:

Maybe fifteen pounds **lighter** than.. (C3, P40, L31)

From sentences above, forms lighter is from light. is the basic form of lighter. Derivation marked a change words. Affixes are added to one or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
light	er	lighter

Form like *lighter* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 18:

He was carrying plates **obviously** preoccupied (C3, P40, L22)

From sentences above, forms obviously is from obvious. Obvious is the basic form of obviously. Derivation marked a change words. Affixes are added to one or more free morpheme. A suffix -ly is attached to the end of it's base. The words changes are represented in:

Lexical	Affixes	Derivation
obvious	ly	obviously

From sentence above, forms like *obviously* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 19:

She **could** recover and recharge for the coming week (C7, P79, L2)

From sentence above, form of the word *could* is from word *can*. The word *could* is the basic form of the word *can*. The inflection of morphem in lexical "can". The change in root vowel /ae/ into /u/ indicates a change in grammatical function. The alternation of [ae] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
can – could - could /kən/ - /kud/ - / kud/	+	–	+

From sentence above, (present tense) can – could (past tense) forms like *could* are created at stratum 1, clas VII. Thus (a) may alternate with (u) to

mark a change from present tense to past tense as in can (kaen) present tense –

could (kuld) (past tense).

Datum 20:

flush s**lightly** and tried to hide it (C7, P88, L13)

From sentences above, forms slightly is from slight. Slight is the basic

form of slightly. Derivation marked a change words. Affixes are added to one

or more free morpheme. A suffix -ly is attached to the end of it's base. The

words changes are represented in:

Lexical	Affixes	Derivation
slight	ly	slightly

Form like *slightly* are created at stratum 2. Suffixes share the crucial

property of being phonologically neutral. The kinds of suffixes in stratum 2 are:

-ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which

they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise

largely unproblematic.

Datum 21:

You, he **thought.** (C7, P88, L21)

From sentence above, form of the word *though* is from word *think*. The word *though* is the basic form of the word *think*. The inflection of morphem in lexical "think". The change in root vowel /i/ into /u/ indicates a change in grammatical function. The alternation of [i] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
think – though – though /thingk/ - /tho/ - /tho/	+	–	+

From sentence above, (present tense) think – thought (past tense) forms like *thought* are created at stratum 1, clas III. Thus (i) may alternate with (ou) to mark a change from present tense to past tense as in think (dink) present tense – thought (doug) (past tense).

Datum 22:

She **heard** mental alarm bells starting to go off (C7, P88, L26)

From sentence above, form of the word *heard* is from word *hear*. The word *heard* is the basic form of the word *hear*. The inflection of morphem in lexical "hear". The change in root vowel /i/ into /e/ indicates a change in grammatical function. The alternation of [i] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
hear – heard – heard /hir/ - /herd/ - /herd/	+	–	+

From sentence above, (present tense) hear – heard (past tense) forms like *heard* are created at stratum 1, clas IV. Thus (i) may alternate with (e) to mark a change from present tense to past tense as in hear (hir) present tense – heard (herd) (past tense).

Datum 23:

She said, s**uddenly** wanting to end this conversation. (C7, P89, L22)

Lexical	Affixes	Derivation
sudden	ly	suddenly

From sentence above, forms like *suddenly* are created at stratum 2. Suffixes share the crucial property of being phonologically neutral. The kinds of suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached. Stratum 2 affixes is neutral, and their behaviour otherwise largely unproblematic.

Datum 24:

He **stood** before her erect and calm (C7, P91, L1)

From sentence above, form of the word *stood* is from word *stand*. The word *stood* is the basic form of the word *stand*. The inflection of morphem in lexical "stand". The change in root vowel /a/ into /u/ indicates a change in grammatical function. The alternation of [a] into [u] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
stand – stood – stood /stean/ - /stud/ - /stud/	+	–	–

From sentence above, (present tense) stand – stood (past tense) forms like *stood* are created at stratum 1, clas VII. Thus (a) may alternate with (u) to mark a change from present tense to past tense as in stand (staend) present tense – stood (stud) (past tense).

Datum 25:

I've **done** my part. (C8, P98, L20)

From sentence above, form of the word *done* is from word *do*. The word *do* is the basic form of the word *done*. The inflection of morphem in lexical "do". The change in root vowel /u/ into /o/ indicates a change in grammatical function. The alternation of [u] into [o] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
do – did – done /du/ - /did/ - /dan/	–	±	+

From sentence above, (present tense) do – done (past tense) forms like *done* are created at stratum 1, clas VI. Thus (u) may alternate with (o) to mark

a change from present tense to past tense as in do (do) present tense – done (don) (past tense).

Datum 26:

You've **told** me about her. (C8, P98, L29)

From sentence above, form of the word *told* is from word *tell*. The word *tell* is the basic form of the word *told*. The inflection of morphem in lexical "told". The change in root vowel /e/ into /o/ indicates a change in grammatical function. The alternation of [e] into [o] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
tell – told – told /tel/ - /tol/ - /tol/	+	–	+

From sentence above, (present tense) tell – told (past tense) forms like *told* are created at stratum 1, clas IV. Thus (e) may alternate with (o) to mark a change from present tense to past tense as in tell (tel) present tense – told (tol) (past tense)

Datum 27:

Thibault **slept** at the house Monday night. (C8, P103, L11)

From sentence above, form of the word *slept* is from word *sleep*. The word *slept* is the basic form of the word *sleep*. The inflection of morphem in lexical "sleep". The change in root vowel /i/ into /e/ indicates a change in grammatical function. The alternation of [i] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
sleep – slept – slept /slip/ - /slep/ - /slep/	+	–	+

From sentence above, (present tense) sleep – slept (past tense) forms like *slept* are created a t stratum 1, clas V. Thus (i) may alternate with (e) to mark a change from present tense to past tense as in sleep (slip) present tense – slept (slep) (past tense).

Datum 28:

So I can **keep** an eye on you. (C8, P112, L8)

From sentence above, form of the word *kept* is from word *keep*. The word *keep* is the basic form of the word *kept*. The inflection of morphem in lexical "keep". The change in root vowel /i/ into /e/ indicates a change in grammatical function. The alternation of [i] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
keep – kept – kept /kip/ - /kep/ - /kep/	+	–	+

From sentence above, (present tense) keep – kept (past tense) forms like *kept* are created a t stratum 1, clas V. Thus (i) may alternate with (e) to mark a change from present tense to past tense as in keep (kip) present tense – kept (kep) (past tense).

Datum 29:

Nana **brought** him up (C10, P120, L11)

From sentence above, form of the word *brought* is from word *bring*. The word *brought* is the basic form of the word *bring*. The inflection of morphem in lexical "brought". The change in root vowel /i/ into /o/ indicates a

change in grammatical function. The alternation of [i] into [o] marked a change

from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
bring – brought – brought /bring/ - /brot/ - /brot/	+	–	–

From sentence above, (present tense) bring – brought (past tense) forms

like *brought* are created at stratum 1. Thus (i) may alternate with (o) to mark a

change from present tense to past tense as in bring (bring) present tense –

brought(brot) (past tense). The past and participle are identical, but there is a

change from the base vowel and there are no inflections. A few verbs in this

class have regular variants.

Datum 30:

He **drove,** but he doesn't have license (C10, P121, L21)

From sentence above, form of the word *fell* is from word *fall*. The word

fell is the basic form of the word *fall*. The inflection of morphem in lexical

"fall". The change in root vowel /o/ into /e/ indicates a change in grammatical

function. The alternation of [o] into [e] marked a change from present tense to past tense. The vowel changes are represented in:

Lexical	Past form = -ed participal form	All vowels identical	Inflection
drive – drove – driven /draiv/ - /drov/ - /driven/	–	–	1 /2

From sentence above, forms like *drove* are created at stratum 1. Thus (ai) may alternate with (ou) to mark a change from present tense to past tense as in drive (draiv) present tense – drove (drouv) (past tense). The participle has an inflection, but not the past, hence '1 /2'. In some verbs *drive* the participle has the same vowel as the base.

C. INTERPRETATION OF THE RESEARCH FINDINGS

According to the data analysis which have been analyzed in the four chapters of *The Lucky One* novel by Nicholas Sparks which consist aspect ablaut element of simple sentence. The interpretation of the data is formed in the following tables:

No.	Ablaut	Chapter						Total	Percentage
		One	Two	Three	Seven	Eight	Ten		
1.	Stratum 1	6	3	2	4	4	2	21	70%
2.	Stratum 2	2	2	3	2		0	9	30%
Total								30	100%

From the tables above, that chapter one: consist of eight data, chapter two: consist of five data, chapter three: consist of five data, chapter seven: consist of six data, chapter eight: consist of four data, and chapter ten: consist of two data. The total of the data are 30 data found in those six chapters. The highest percentage is the stratum 1 (70%), and the lowest percentage is the stratum 2 (30%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing ablaut in *The Lucky One* Novel as a research topic, it has been concluded some conclusions based on the data study. Based on all the findings and analysis, finally the writer concluded that is the ablaut and the kinds of ablaut which sucessfully have been analyzed.

1. Kind of ablaut are: Primary (non neutral) in which there is a change in root vowel that affixes at stratum 1, and Secondary (neutral) in which an inflection root, suffixes in stratum 2 are: -ness, -less, -full, -ly, -er. They do not cause drastic changes in the base to which they are attached in stratum 2. Ablaut are quite often used in the novel. It is important thing in forming inflection vowel of words to avoid saturation of the readers.

2. Process of ablaut of morphological is searching for root that sound vowel can change from root or for root that can be suffixes to change the grammatical function.

3. There are two ways of representing a morphological concept available that is stratum 1 and stratum 2

4. Kind of ablaut most founded is form change root vowel that affixes at stratum 1.

B. Suggestion

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Based on the conclusion above after collecting the data analyzing and made conclusion from The Lucky One novel. The writer has to give some suggestion that may be useful in the future for the readers and students.

1. **For Readers**

   In this research the writer expects the readers can be understood easily about ablaut. It is important to get more information about the ablaut which can be analyzed from the morphology. As well as the using of the basic form of ablaut.

2. **For Students**

   For the student. It needs to be learned and understood an English language and they can recognize the pattern of ablaut in English morphology. It can teach such individual to use more complicated structure or pattern by the theory.

3. **For Next Research**

   This research of ablaut is still far away from perfectness, the writer suggest the next researcher to do further research on ablaut, about their structure and how they modified with other continient.

4. **For Teacher**

   The ways of learning are very important in language learning. The students sometimes feel getting bored when the teachers do not varied the way of learning. Thus, it is will be more interesting if the teachers vary the way of learning, and use novel as one of teaching tools.

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BIOGRAPHY

The writer was born in Jakarta on March 28th, 1995. She is the oldest daughter of T. Panjaitan and Rosdinar Nadeak. She has two brothers, they are Joshua Adiputra, and Andreas Saputra. She graduated from Triana II Elementary Christian School in 2007, Stella mariss Junior High School in 2010, and Bina Tunggal Senior High School in 2013.

She entered STBA JIA in 2014 taking English Literature major. During studying in STBA JIA, she worked in DBS (Development Bank of Singapore) or Dana Bantuan Sahabat in Summarecon Bekasi as a sales marketing from 2014-2016 then she worked in Asia Timur Makmurjaya Jakarta as marketing support, from 2016 until now. She has a big dream to be a success person.