

**ANALYSIS OF THE PHYSICAL WORD-FORMS IN FINDING
ITS LEXEME REALIZATIONS IN *FIVE CHILDREN AND IT*
SHORT STORY BY E. NESBIT**

A Paper

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2018**

THE APPROVAL SHEET


**ANALYSIS OF THE PHYSICAL WORD-FORMS IN FINDING ITS
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BY E. NESBIT**

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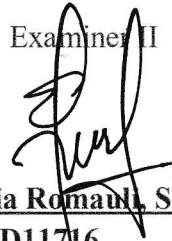
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MOTTO AND DEDICATION

MOTTO:

“The more we are grateful, the more happiness we get”

DEDICATION:

This paper is dedicated to my father, my mother, my brothers, my sisters and my nephews.

ANALYSIS OF THE PHYSICAL WORD-FORMS IN FINDING ITS LEXEME REALIZATIONS IN FIVE CHILDREN AND IT SHORT STORY BY E. NESBIT

MUHAMAD ALI IQRAM

ABSTRACT

The aim of this paper is to explain what the physical word-forms in finding its lexeme realizations in Five Children and It short story by E. Nesbit. The method used in the research is qualitative method. This research has been done from the beginning of March 2018 to the end of August 2018. The object data of this research are 42 data taken from in Five Children and It short story by E. Nesbit. After the data is collected then the data is analyzed and created a table to find out the result of analyzing. From the analysis it can be concluded that the lexeme realizations in the irregular verb sentences found in Five Children and It short story is found in 11 chapters. The lexemes are get, gone, grew, did, found, seen, made, drew, awoke, sang, said, brought, begun, heard, bought, thought, fled, written, flew, taken, knew, kept, sitting, having, felt, broken, eaten, bites, spoke, wounds, chosen, slung, left, gave, blew, paid, running, found, forgotten, told, came, sent, get, gone, grew, and did.

Keywords: Word Formation, Lexeme, and Short Story.

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ABSTRAK

Tujuan dari skripsi ini adalah untuk menjelaskan bentuk fisik kata dalam menemukan realisasinya dalam cerpen Lima Anak dan Temannya oleh E. Nesbit. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Penelitian ini telah dilakukan sejak awal Maret 2018 hingga akhir Agustus 2018. Data objek penelitian ini adalah 42 data yang diambil dari cerpen Lima Anak dan Temannya oleh E. Nesbit. Setelah data dikumpulkan maka data dianalisis dan dibuat tabel untuk mengetahui hasil analisis. Dari analisis dapat disimpulkan bahwa realisasi bentuk kata dalam kata kerja tak beraturan yang ditemukan dalam cerpen Lima Anak dan Temannya ditemukan dalam 11 bab. Bentuk kata nya adalah mendapat, pergi, tumbuh, melakukan, menemukan, melihat, membuat, menggambar, bangun, bernyanyi, berkata, membawa, mulai, mendengar, membeli, berpikir, melarikan diri, menulis, terbang, diambil, tahu, disimpan, duduk, memiliki, merasa, rusak, dimakan, gigitan, berbicara, luka, dipilih, tersampir, kiri, memberi, meniup, membayar, berlari, ditemukan, dilupakan, diceritakan, datang, dikirim, mendapat, pergi, tumbuh, dan melakukannya.

Kata kunci: Formasi Kata, Bentuk Kata, dan Cerpen

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

Bekasi, August 2018

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CHAPTER I

INTRODUCTION

A. Background of the Research

Many people think that a linguist is someone who speaks many languages and works as a language teacher or as an interpreter. In fact, the focus of linguistics is about the structure, the use and the psychology of language in general.

Linguistics is the branch of learning which studies the languages of any and all human societies, how language is constructed, varies through space and changes through time, how it is related to other languages, and used by its speakers. Although linguistics is majority unfamiliar to the educated public, it is a growing and exciting field, with an increasingly important impact on other fields as diverse as psychology, philosophy, education, language teaching, sociology, anthropology, computer science, and artificial intelligence.

Linguistics is concerned with the nature of language and communication. It deals both with study of particular languages, and the search for general properties common to all languages or large groups of languages. When the human study linguistics at any level, human gain insight into one of the most fundamental parts of being human. Everyone can study every aspect of language from functional theory of language acquisition, and computational linguistics to psycholinguistics.

Studying linguistic enables us to understand how language works, and how it is used, developed and preserved over time. Linguistics is the science that the language as an object of this study. By studying linguistics, language will be more organized and a language learners will be deeper in understanding language.

Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by human, animals, and anymore in the world. Everyone talk to their friends, their associates, their teachers, their parents, their wives and husbands, and even their enemies. Hardly a moment of their waking lives is free from words. Language is one of the most uniquely human characteristic that distinguish from other creatures. It means, the language is a communication which holds an important role in human's life.

When human know a language, human can speak the language and will be understood by others who know that language. The meaning is the capacity to produce sound that signify certain meanings and to understand or interpret the sound produced by others. Human beings need language as their communication toll because language as the branch of linguistic. All people use language to express inner thoughts and emotions, made sense of complex and abstract thought, to learn to communication with other, to fulfil our wants and needs. In part of linguistic, that is called Morphology, the study of form has been used to describe the type of investigation that analyzes all those basic "element" used in a language.

Morphology is the study of words, their internal structure and the changes to form new words (word formation) or when there are different roles within a sentence (grammatical inflection). This leads to a two-fold division in the field as shown in the following diagram. Morphology is often referred to as grammar, the set of rules governing words in a language. Traditionally, grammars were based on the models of classical Latin and Greek, languages which contained a large number of endings.

Morphology 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. Morphology is the level of linguistics which is concerned with the internal structure of words, simple or complex sentences, and contain grammatical information or have a purely lexical status. There are various units which are used on this level and they can be seen as parallel to the distinctions which have already been introduced in connection with phonology.

Morphology concerns with the relation between meaning and form. All languages, both spoken and signed have word forms. Morphology has been regarded as an essentially synchronic discipline focusing on the study of word-structure at one stage in the life of a language rather than on the evolution of words, how words are built up from smaller parts. The main form which studied in morphology is morpheme. There are two types of morphemes: Free morpheme and Bound morpheme.

Morpheme is one of branch of morphology that learn about the smallest element from forming language. Morpheme that may be defined as the minimal linguistic sign, a grammatical unit in which there is an arbitrary union of sound and meaning that cannot be further analyzed. Morpheme is the smallest linguistic unit of a language with semantic meaning. An allomorph is a non-distinctive realization of a morpheme. The most common morphemes in English include words, prefixes, and suffixes. Morphemes may be free morphemes, bound morphemes, derivational morphemes, inflectional morphemes, or allomorphs. Morphemes can be classified according to whether they are bound or free and furthermore lexical or grammatical. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. When it stands by itself, it is considered as a root because it has a meaning of its own and when it depends on another morpheme to express an idea, it is an affix because it has a grammatical function. In linguistics, word formation refers to the ways in which new words are made on the basis of other words or morphemes. Also called derivational morphology.

Word forms is a (particular) form of a word, especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections. In the process of word formation, there are some interesting words in English which lead the researcher to conduct this researcher. For example, the rule of suffixes (-er) which means a person who does whatever the verb

means. Some words need to be multiplied in their last letter and added with (-er) when there is only three letters within the word (one vocal letter between two consonants), such as 'sit' becomes 'sitter', 'run' becomes 'runner', or 'cut' becomes 'cutter'. In another condition, if there is a word which is ended in vocal '-e', it only needs suffixes (-r), such as 'love' becomes 'lover', 'hope' becomes 'hoper', or 'lie' becomes 'lier'.

The concept of word is, in spite of its apparent simplicity, rather problematic in linguistics. The notions of lexeme and word-form have proved much more useful in the study of morphology. Haspelmath defines lexemes, or dictionary words, as abstract entities that consist of several word-forms. Word-forms, or text words, on the other hand, are the concrete realizations of a lexeme that can be pronounced and used in texts. Plag uses the terms inflection and derivation to distinguish between word-forms and lexemes: according to him, word-forms are created with inflectional suffixes, while new lexemes are produced by derivational affixes. Since lexemes consist of several word-forms, it is necessary to have a specific citation form, under which the lexical entry is listed in dictionaries. (Haspelmath, 2002, p.14)

There are two main processes of word-formation in English, namely affixation by derivation and compounding. There are other, more marginal types of word-formation in English, such as blending, clipping, and conversion, but this section will mainly concentrate on derivation and compounding to the process of coining new words with combining forms. The primary subject of this study is not the diachronic development of the

English word-formation system. However, a diachronic approach may explain some of the differences between different word-formation processes in terms of morphological productivity. It may refer to the lexeme, which is rather like a dictionary entry. A lexeme includes all inflected forms of a word.

In linguistics, a lexeme is the fundamental unit of the lexicon (or word stock) of a language. Also known as a lexical unit, lexical item, or lexical word. In corpus linguistics, lexemes are commonly referred to as lemmas. A lexeme is often--but not always--an individual word (a simple lexeme or dictionary word, as it's sometimes called). A single dictionary word may have a number of inflectional forms or grammatical variants. Lexemes are related to morphemes in that morphemes comprise lexemes. Lexical meaning is the smallest meaning unit in the meaning system of language that could be distinguished from other similar units.

Lexeme is an abstract minimal unit of morphological analysis in the lexicon of a language that roughly corresponds to a set of forms of a single word. A lexeme is an abstract unit. It can occur in many different forms of actual spoken or written sentences. It is regarded as the same lexeme even when inflected. That lexical morphemes or lexemes are morphemes with richer lexical vocabulary meaning.

Since the lexeme is abstract, it is conventional to choose one of the inflected forms to represent it, such as infinitive of the verb or the singular of the noun. The same word form may in fact represent different lexemes: A) a homonym is a single orthographic and phonological word standing for two

lexemes, as bear is either the verb or the noun. B) a homograph is a single orthographic word (but separate phonological words) standing for two lexemes, as lead is either the noun /lɛd/ or the verb /li:d/. C). a homophone is a single phonological word (but separate orthographical words) standing for two lexemes, as /mi:t/ is either the noun meat or the verb meet. The same lexeme might also have quite distinct of word forms. The data for identifying the lexeme problem will be taken from the short story *The Five Children and It* by E. Nesbit.

The *Five Children and It* short story by E. Nesbit offers a generous amount of fantasy, humor and adventure, as the children are repeatedly subject to wishes gone. In addition, Nesbit's short story evocatively brings to life the imagination of its audience, as it awakens the child with the effective use of joke language and presents a magical heaven sure to be revisited time and time again.

The writer gives two samples of the above data from *Five Children And It* By *E. Nesbit*:

1. When you can see for yourself any day that the sun **gets** up in the morning.

(C. 1, P. 12, L. 36)

gets = *get* + suffix "s" (get - got - gotten = irregular verb)

In this example “the sun **gets** up in the morning” the –s ending in English verbs (e.g. get-s) signals three morphemes simultaneously, namely

3rd person, present tense, and singular number. The words of *gets*, *get*, *getting*, *got*, and *gotten* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions, and to understand its abstractness we should know its positions one by one, they are: *gets* means as the predicate of simple present tense where the subject is the single third person, *get* means infinitive position of a verb, *getting* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *got* means its positions is in the verb of past tense, and *gotten* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary doesn't see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *GET*.

2. I dreamed we ***found*** a sand-fairy in the gravel-pits. (C. 2, P. 30, L. 17)

<p><i>found</i> = grammatical word (find - found - found = common irregular verb)</p>

The words of *found*, *find*, *finding*, and *found* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions, and to understand its abstractness we should know its positions one by one, they

are: *found* means its position is in the verb of past tense, *find* means infinitive position of a verb, *finding* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *found* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *FIND*.

From the above explanation, the writer chooses the title of the paper :
 ANALYSIS OF THE PHYSICAL WORD-FORMS IN FINDING ITS
 LEXEME REALIZATIONS IN SHORT STORY *FIVE CHILDREN AND IT*
BY E. NESBIT.

B. Questions and Scopes of the Research

1. Questions of the Research

Based on the scopes of the problem above through this research, the writer states some research questions, they are:

- a. Do the irregular verbs exist in the sentences of *Five Children And It* short story by E. Nesbit?
- b. What physical word-forms of lexeme realizations of those irregular verbs in the short story morphologically?
- c. What kinds of those lexemes realization which mostly exist in the short story?

2. Scopes of the Research

Based on the title of the research in this paper, the writer focuses on the word to look for lexeme realizations in *Five Children and It* by E. Nesbit. The writer uses some theories from Rochelle Lieber, Martin Haspelmath & Andrea D. Sims and Ralph W. Fasold & Jeff Connor Linton. The writer tries to find the irregular verbs, then finding its physical word-forms, endly to find its lexeme. By analyzing and classifying the physical word-forms, we can understand how those lexemes are created.

C. The Objectives and Significance of the Research

1. Objectives of the Research

Based on the problems that have been previously described, the objects of the research are:

- a. The research is for knowing the existences of the irregular verbs which exist in the short story.
- b. The research is for identifying the physical word-forms of the lexeme realizations of those irregular verbs in the short story morphologically.
- c. The research is for finding out the kinds of lexeme in irregular verb that exist mostly short story.

2. Significance of the Research

Hopefully this writing and research paper can be useful not only for the writer, himself but also for the readers mainly who learn at least who have

relation to English in their activities. The significance of the writing is described as follow.

For the writer, the writer hopes to have understanding about the finding of lexeme realizations morphologically. Therefore, the writer expects that the research can give more advantages for him and it can develop the writer's skill and knowledge himself.

For the readers, the writer hopes that this writing can help to give information for the readers how to study and understand the finding of lexeme realizations morphologically. It also may be useful and can give some information to the readers who interest in morphology study, especially in studying lexeme.

D. Operational Definitions

After having read and understood many theories of the title components, the writer can conclude and give explanation that:

Analysis

The investigation of an event like an article, action, etc. Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

Morphology

The science of the word form is a branch of linguistics that identifies the basic units of language as grammatical units. Morphology is the study of the way words are built up from smaller parts.

Morpheme

The smallest basic unit of word that has a meaning, morpheme can not divide into the smallest word anymore. The most common morphemes in English include words, prefixes, and suffixes. Morphemes may be free morphemes, bound morphemes, derivational morphemes, inflectional morphemes, or allomorphs. Morphemes can be classified according to whether they are bound or free and furthermore lexical or grammatical

Lexeme

Lexical meaning is the smallest meaning unit in the meaning system of language that could be distinguished from other similar units. A lexeme is an abstract unit. It can occur in many different forms of actual spoken or written sentences. It is regarded as the same lexeme even when inflected.

Short story

A brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

E. Systematization of the Research

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

Chapter I Introduction explains about the background of the research, the questions and the scopes of the research, objective and significant of the research, operational definition and the systematization of the research.

Chapter II Theoretical description consists of the definition of analysis, the definition of morphology, the definition of morpheme, the definition of lexeme, the definition of short story, and research of the relevances.

Chapter III Methodology of the research contains about the method of the research, procedures of the research, technique of the data collection, technique of the data analysis, sources of the primary and secondary data.

Chapter IV Analysis data, data description, data analysis, interpretation of the research findings.

Chapter V Conclusion (relates to hypothesis discussion), and Suggestions (relates to significance of the research).

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze of the physical word-forms in finding its lexeme realizations in the *Five Children and It* short story by *E. Nesbit*. 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 methods discussion in a qualitative proposal needs also to specify the steps in analyzing the various form of qualitative data. In general, the intent is it to make sense out of text and image data. It involves segmenting and taking apart the data as well as putting get together. The discussion in this proposal about qualitative data analysis might begin with several general point about the overall process. Data analysis in qualitative research will proceed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings. (Creswell, 2012, p.245)

According to Strauss and Corbin (1998, p.11), stated that analysis is the interaction between researchers and the data. It is both science and art. It is the science in the sense of maintaining a certain degree of rigor and by grounding analysis into the data. Creativity manifests itself in the ability of researchers to apply name categories, ask stimulating questions, make comparisons, and extract an innovative schemes, integrated, realistic from masses of unorganized

raw data. It is a balance between science and creativity that we strive for in doing research.

Process of data analysis begins by examining all existing data from various sources written in research records and so on. The first step is to find the data, after researched and studied carefully, the next step the researcher make the data reduction, which is done by the way of abstraction. Abstraction is an attempt to make a core summary. The process of data analysis is a core part of the research. After all the data collected and has been analyzed the next stage is to make it a research report with a good and correct arrangement.

B. Morphology

Morphology 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 human are used in sentences. As a native speaker of human language, it have intuitive knowledge of how to form new words and everyday people recognize and understand new words that people have never heard before. (Lieber, 2009, p.2)

According to Booij (2007, p. 4), said that morphology is sub discipline of linguistic that deals with such patterns. The existence of such patterns also implies that words may have an internal constituent structure. For instance, *walking* can be divided into the constituent *walk* and *-ing*. Therefore, morphology deals with the internal constituent structure of words as well. Dictionary makers assume that these forms of the lexeme walk are formed

according to rules, and therefore need not be specified individually in the dictionary. The same assumption plays a role in the case of nouns and adjectives. For English nouns, the plural form does not need to be specified in the dictionary if it is regular, and neither does the adverbial *-ly* form in the case of adjectives.

Word-formation is traditionally divided into two kinds: derivation and compounding. Whereas in compounding the constituents of a word are themselves lexemes, this is not the case in derivation. For instance, *-ity* is not a lexeme, and hence *taxability* is a case of derivation. The word *income tax*, on the other hand, is a compound since both *income* and *tax* are lexemes. Changing the word class of a word, as happened in the creation of the verb *to tax* from the noun *tax*, is called conversion, and may be subsumed under derivation.

Another dimension of this kind of knowledge about words assumed by dictionary makers of English manifests itself in the fact that words that are quite common in English might not be covered by a dictionary. The examples of morphological knowledge discussed so far come from English. The reason for this choice in an introductory chapter is a practical one: English is the language that all readers of this book are assumed to understand. English is not the obvious choice when one wants to discuss the nature of morphological systems in general, certainly not in the realm of inflection. After all, English has a relatively poor inflectional system, in which only a few grammatical distinctions are expressed. For instance, whereas English has only four

different forms for regular verbs such as walk, Romance languages such as French, Italian, and Spanish have tens of different forms for verbs. Everybody should be aware of these considerable differences in morphological richness between languages. Therefore, it is important to look at a wide variety of languages in order to get a good idea of the morphological possibilities of natural language.

Based on Haspelmath and Sims (2010, p.1), explained that morphology is the study of the internal structure of words. Morphology is both the oldest and one of the youngest sub-disciplines of grammar. It is the oldest because, as far as people know, the first linguists were primarily morphologists. The earliest extant grammatical texts are well-structured lists of morphological forms of Sumerian words.

Morphological analysis typically consists of the identification of parts of words, or, more technically, constituents of words. It is often suggested that morphological analysis primarily consists in breaking up words into their parts and establishing the rules that govern the co-occurrence of these parts. The smallest meaningful constituents of words that can be identified are called morphemes.

Radford, Atkinson, Britain, Clahsen, and Spencer (2009, p.140), explained “morphology is the field of linguistics that examines the internal structure of words and processes of word formation”. Another expert Brinton (2000, p.84), said “the study of the structure of form of words in a particular language and of their classification. Morphology then considers principle of word formation in

a language: how sounds combine into meaningful units such as prefixes, suffixes, and roots”. In addition Yule (2010, p.67), explained “morphology is the study of form, was originally used in biology, but since the middle of nineteenth century has also been used to describe the type of investigation that analyzes all those basic element used in language”.

According to Fasold and Linton (2006, p.59), the branch of linguistics that is concerned with the relation between meaning and form, within words and between words, is known as morphology. Morphology literally means the study of form in particular, the forms of words. Although “form” in this context usually refers to the spoken sound or phonological form that is associated with a particular meaning, it doesn’t necessarily have to signed languages also have word forms. Instead of the articulators of the vocal tract, signed languages make use of the shape and movement of the hands. All languages, whether spoken or signed, have word forms.

In other hand and opinion, Aronoff and Fudamen (2011, p.1), said that 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.

According to Fromkin, Rodman, and Hyams (2011, p.81), morphology is the study of the internal structure of words, and the rule by which words are formed. Morphology is part of our grammatical knowledge of a language. Like most linguistic knowledge, this is generally unconscious knowledge.

From some theories mentioned above, the writer can infer that morphology is the field of linguistics which deal with the relation between meaning and form, word formation, and the internal structure of words. It is also been use to describe the type of investigation and the way forms of words that analyses all basic element used in language.

1. Morpheme

Morpheme is one of branch of morphology that learn about the smallest element from forming language. Morpheme that may be defined as the minimal linguistic sign, a grammatical unit in which there is an arbitrary union of sound and meaning that cannot be further analyzed.

Based on Aronoff and Fudamen (2011, p.2), 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 we will see, and some do not have meanings in the conventional sense of the term.

People 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 people spell *-ed* has various morphs. It is realized as [t] after the voiceless [p] of *jump* (cf. *jumped*), as [ɪd] after the voiced [l] of *repel* (cf. *repelled*), and as [əd] after the voiceless [t] of *root* or the voiced [d] of *wed* (cf. *rooted* and *wedded*). People 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.

According to Embick (2015, p.1), at the most basic level of description, a grammar consists of a set of primitive elements and a set of rules for deriving complex objects out of these primitives. According to the view that is developed in this book, the primitive elements are morphemes, and the system responsible for combining morphemes into complex structures is the syntax. The syntax generates expressions that relate sound and meaning. In the particular model of grammar that is assumed here, sound and meaning specific representations are created by distinct sets of computations that apply to the objects derived by the syntax.

The author focus in this paper is on the theory of the morpheme. This is one sub part of an area of investigation that is typically or traditionally called morphological theory. As mentioned above, the particular morphological theory that author will advance in this book starts with the assumption that morphemes are syntactic objects i.e., the terminal nodes of syntactic derivations and proceeds from there to develop an account of how morphemes are represented in memory, and of how it connect sound with a particular type of meaning (specifically, semantically interpreted features). Given the fundamentally syntactic orientation of this theory, it must be stressed from the outset that terms like morphology and morphological theory are used in this work in an informal sense: there are often no principled answers to questions about where “morphology” stops, and where e.g. “syntax” or “phonology” begin or end. A consequence of this view, which is emphasized throughout this book, is that it is not possible to understand the morpheme in isolation from the syntactic and phonological components of the grammar.

In terms of the model of grammar that is assumed here, there are two large questions that define research in morphological theory. The first of these is the question of the morpheme: this is the focus of the present work, and its general properties and orientation take the form sketched in the preceding paragraph. The second question concerns the rule system or systems responsible for the derivation of complex forms. This is a primary concern of morphological theory because the objects of study often consist

of more than one morpheme, and it must be asked how morphemes are composed into these larger objects. In terms that are inherited from traditional grammar, the rules governing the construction of phrases are in the domain of syntax, while the rules that are responsible for the derivation of complex words are the purview of morphology or word formation.

According to Lardiere in Fasold and Linton (2006, p.61), stated that morpheme is 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. Complex words consist of more than one morpheme. For example, *cat* is a simple word compared with *cats*, which contains two morphemes the noun *cat* plus a plural marker *-s*. Similarly, in the word *unfriendly*, there are three morphemes: *un-*, *friend*, and *-ly*, each of which contributes some meaning to the overall word. Some words in morphologically rich languages can contain so many morphemes that we need an entire complex sentence in English to translate them.

In addition, Lieber (2009, p.3) said that a morpheme is the smallest unit of language that has its own meaning. Simple words like *giraffe*, *wiggle*, or *yellow* are morphemes, but so are prefixes like *re-* and *pre-* and suffixes like *-ize* and *-er*. There is far more to be said about morphemes but for now we can use the term morpheme to help us come up with a more precise and coherent definition of word.

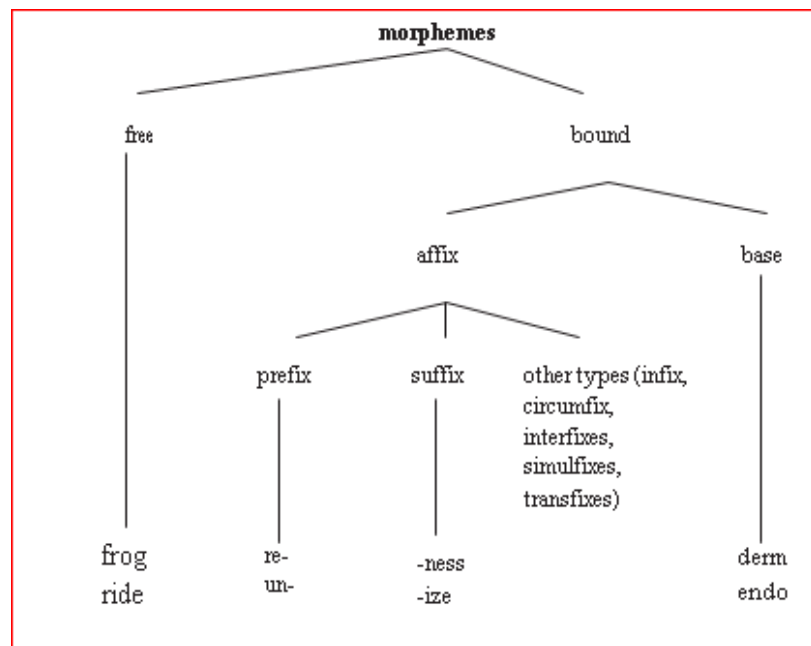
Meanwhile, Booij (2007, p.8), explained morpheme is the morphological building blocks of words, are defined as the minimal linguistic units with a lexical or a grammatical meaning. For instance, the noun *buyer* consists of two morphemes, *buy* and *-er*. The verbal morpheme *buy* is called a free or lexical morpheme, because it can occur as a word by itself, whereas *-er* is an affix. This is indicated by the hyphen preceding this morpheme: it requires another morpheme to appear before it in a word. Each of these morphemes is listed in the morpheme list of English: *eat* as a morpheme of the category Verb (V), and *-er* as an affixal morpheme of the category Noun (N) that is specified as occurring after verbs: [V]. This specification of the affix *-er* assigns it to the subcategory of affixes that combine with verbs, and hence we call it a sub-categorization property of this affix.

Radford, Atkinson, Britain, Clahsen, and Spencer (2009, p.140), in their book *Linguistics An Introduction*, stated that many words in English can easily be split into smaller components. Consider words like reader, printer and illustrator. These are all nouns related to the verbs read, print and illustrate, and they all mean roughly 'person or instrument that Verb-s'. Clearly, it is the ending *-er* (with its alternative spelling *-or* in certain words) which conveys this new aspect of meaning and we can say that *-er/-or* creates a new noun from a verb.

In reader, we have a morpheme *-er* attached to a word read. However, we cannot split read itself into smaller morphemes. This means that we can

say that the word *read* is itself a single morpheme. A morpheme which can also stand as a word is called a free morpheme. By contrast, *-er/-or* and *re-* are unable to function as free-standing words and these are called bound morphemes. The verbs *read*, *print* and *illustrate* are the starting point for the derivation of *reader*, *printer* and *illustrator* in the sense that these verbs specify the activity undertaken by the person to whom *reader*, etc. refers. We therefore assume that *-er/or* and *re-* are attached to the morphemes *read*, *print* and *illustrate* to form the derived words. The ultimate starting point for deriving a word, that is, the most basic morpheme in a word, is its root. A morpheme such as *-er/or* added to the right of a root is a suffix. One added to the left of the root, such as *re-*, is a prefix. The general term covering suffixes and prefixes is affix.

According to Yule (2010, p.67), he stated that morpheme a minimal unit of meaning or grammatical function. Unit of grammatical function include forms used to indicate past tense or plural. A morpheme may consist of a word, such as *bicycle*, or a meaningful piece of a word, such as the *-ed* of *caught*, they cannot be divided into smaller meaningful parts. Another way in which morphemes have been defined is as a pairing between sound and meaning. Here are the types of morphemes:



Types of morphemes (Lieber, 2009, p.34)

2. Kinds of Morphemes

a. Free Morpheme

One various of morpheme is called free morpheme. Lieber (2009, p.33), explained that “free morphemes is morphemes that can stand alone as words”, example: wipe and head.

According to Katamba (1993, p.41), said that “free morpheme is root which is capable of standing independently”. For example:

Man – pen – milk – bake

At – well – mall – run

Single words like those are the smallest free morphemes capable of occurring in isolation. They are nouns, adjectives, verbs, prepositions or adverbs. A free morph is termed “free” because it occurs relatively freely with other words or morpheme (Hudson, 2000, p.60). There is little

restriction on what can occur before and after such a form. It has a degree of independence from other forms which provides it the status of a word. For example, a word like *dog* can be preceded by words of various sorts, including pronouns (*my, her, etc*), determiners (*the, this*), and adjectives (*old, friendly*), and followed by an even greater variety.

b. Bound Morpheme

Morphemes that cannot stand on their own are called bound morpheme. Bound morphemes, which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as *re-*, *-ist*, *-ed*, *-s*.(Yule, 2010, p.68)

Another expert Lieber (2009, p.33), explained that “bound morphemes the morphemes that cannot stand alone such as *un-*, *-ize*, and *-ation*”. Morpheme like *-ish*, *-ness*, *-ly*, *dis-*, *trans-*, and *-un* never word by themselves but are always parts of words. These affixes are bound morphemes. We know whether each affix precedes or follows other morphemes. Thus, *-un*, *pre-* (*premeditate*, *prejudge*), and *bi-* (*bipolar*, *bisexual*) are prefixes. They occur before other morphemes. Morphemes are the minimal linguistic signs in all languages and many languages have prefixes and suffixes. A morpheme that is a prefix in one language may be a suffix in another and vice-versa.

1) Inflectional Morpheme

There are two principal word building categories that known as inflection and derivation. According to Katamba (1993, p.51), said

that “inflectional morphemes do not change referential or cognitive meaning”. The main importance of inflections lies at the level of sentence structure and sentence meaning, rather than at the level of word structure and word meaning.

Inflectional morphemes not used to produce new words in the language, but rather to indicate aspect of the grammatical function of a word (Yule, 2010, p.69). Inflectional morphemes are used to show if a word is plural and singular, if it is past tense or not, and if it is a comparative or possessive form. English only has eight inflectional morphemes.

It has been already seen that a derivational affix like *-un* can change *kind* into *un-kind*. In this case, the derived word has meaning which is opposite to that of the input. Inflection affix will not do such a thing. Furthermore, while derivational affix may move a base into a new word-class (e.g. *kind* (adjective) but *kindly* (adverb)), an inflectional morpheme does not alter the word-class of the base to which it is attached. Inflectional morphemes are only able to modify the form of a word so that it can fit into a particular syntactic slot. *Monkey* and *monkeys* are both nouns referring to the same kind of entity. The *-s* ending merely carries information about the number of those entities. The grammar dictates that a form marked as plural (normally by suffixing *-s*) must be used when more than one entity is referred to. The people say *five gloves*; *five glove* is ruled out,

although the numeral five makes it clear that more than one item is being referred to.

The table below is a sample of frequently used inflectional suffixes (Katamba, 1993, p.51). English has no inflectional prefixes but some other languages do.

Suffix	Stem	Function	Example
-s	N	Plural	pen-s
-s	V	3rd person, singular, present tense	drink-s
-ed	V	past tense	watch-ed
-ing	V	progressive (incomplete action)	read-ing
-er	Adj	comparative degree	short-er
-est	Adj	superlative degree	short-est

Those are the eight English inflectional suffixes that is often to be recognized:

- a. /z/ s-, the plural suffix of nouns, as in *cars* and *tables*.
- b. /z/ -'s, the possessive suffix, ordinarily of nouns, as in *Jackson's* and *Canada's*, but in fact suffix-able to whatever word ends the possessor phrase, as in *the person we visited's house* and *the person I thought of's picture*.
- c. /z/ -s, the present tense third person singular suffix of verbs, as in *sits* and *cooks*.
- d. /d/ -ed, the past tense suffix of verbs, as in *invited* and *waited*.
- e. /ɪŋ/ -ing, the present participle suffix of verbs, as in *speaking* and *shouting*.

- f. /ər/ -er, the comparative suffix of adjective, as in *shorter* and *earlier* (this –er should not be equated with the –er which forms ‘agent’ of verbs, such as *finder* and *teacher*; the latter is derivational suffix).
- g. /əst/ -est, the superlative suffix of adjectives, as in *shortest* and *earliest*.
- h. /n/ -n, the past participle suffix of some verbs, as in *broken* and *eaten*.

All these characteristics of inflectional affixes do not change the part of speech. The past participle suffix /n/ -n is not productive; it is not being employed with new verbs which come into English, which instead form their past participle, like their past tense form, with /d/ -ed. The affixes attached to a base may be inflectional affixes selected for syntactic reasons, while derivational affixes alter the meaning or grammatical category of the base.

2) Derivational Morpheme

According to Yule (2010, p.69), said that “derivational morpheme is used to make new words of a different grammatical category from the stem”. For example the addition of the derivational morpheme –ness changes *good* to the noun *goodness*. All English words formed by this derivational process have either prefixes or suffixes, or both. Thus, *mislead* has a prefix, *disrespectful* has both a prefix and suffix, and *foolishness* has two suffixes. Bound morphemes like –ify, -cation

are called derivational morphemes. When they are added to a root morpheme or stem, a new word with a new meaning is derived. The addition of *-ify* to *pure*– *purify* means “to make pure” and the addition of *-cation*– *purification* means “the process of making pure”. The form that results from the addition of a derivational morpheme is called derived word.

When a derivational morpheme is added to a root or stem, it adds meaning. The derived word may also be of a different grammatical class than the original word, as shown by suffixes such as *-able* and *-ly*. When a verb is suffixed with *-able*, the result is an adjective, as in *desire* + *able*, *adore* + *able*. When the suffix *-en* is added to an adjective, a verb is derived, as in *dark* + *en*. One may form a noun from an adjective, as in *sweet* + *ie*. Other examples are:

Noun to Adjective
boy + ish
virtu + ous
Elizabeth + an
affection + ate
health + ful
alcoholic + ic

Verb to Noun
acquitt + al
clear + ance
sing + er
conform + ist
predict + ion
free + dom

Adjective to Adverb
exact + ly
quiet + ly
fast + ly
sad + ly

Noun to Verb
moral + ize
vaccin + ate
brand + ish
haste + n

Verb to Adjective	Adjective to Noun
read + able	tall + ness
creat + ive	specifi + ity
migrat + ory	feudal + ism
run + (n)y	abstract + ion

Not all derivational morphemes cause a change in grammatical class.

Noun to Noun	Verb to Verb	Adjective to Adjective
friend + ship	un + do	pink + ish
human + ity	re + cover	in + flammable

C. Grammar

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effective-ness of the way we and others use language. Grammar is really an analysis of language. It is study of how language works. Like technical manual, a grammar guide provides a breakdown of our language, showing how its various part operate and how they fit together into sentences. Learning about English grammar provides a basic for learning others languages. Much of the apparatus we need to study English turn out to be of general usefulness. Other languages have clauses, tenses, and adjectives too.

In other opinion, Aarts (2001, p.3), grammar is a vast domain of inquiry and it will be necessary to limit ourselves to a subdomain. Meanwhile, “Grammar is traditionally subdivided into two interrelated studies”.

“The process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule

out all the ungrammatical sequences is one way of defining grammar”(Yule, 2010, p.81) in his book *The Study of Language*. Furthermore, stated by Valin (2004, p.144), “Two different types of rules will be presented: phrase-structures rules as part of a grammar based on constituent (phrase) structure, and relational dependency rules as part of a grammar base on dependency relations, which includes grammatical relations”.

According to Nelson and Greenbaum (2002, p.1), grammar is the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible in English, while others are not possible. The ability to recognize such distinctions is evidence that in some sense native speakers already know the rules of grammar, even if they have never formally studied grammar.

In grammar, there is also discussion about part of speech. Part of speech is the traditional term for grammatical class of words. The main part of speech recognized by most school grammars derive from the work of the ancient Greek and Romans grammarian, primarily the noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection, with article, participle and other often added. Part of speech is divided into:

1. Noun

A word used to refer to people, object, creature, place, quality, phenomena, and abstract idea as if they were all things.

Example:

- He lives in *Jakarta*.

- *The news* is good.

2. Articles

Words used with noun to form noun phrases classifying those “thing” or identifying them as already known.

Example:

- You can have *a* banana or *an* apple.
- I will take *the* apple.

3. Adjectives

Words used, typically with nouns, to provide more information about the things referred to (happy people, large object, a strange experience).

Example:

- Jim is a *busy* person.
- He is a *clever* student.

4. Verbs

Words used to refer to various kinds of actions and states involving people and things in event.

Example:

- He is *opening* the door.
- I *borrowed* your car.

5. Adverbs

Words used, typically with verbs, to provide more information about action, states, and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things.

Example:

- Our new professor works very *hard*.
- The teacher are *extremely* unimpressed by his efforts.

6. Prepositions

Words (at, in, on, near, with, without) used with nouns in phrases providing information information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a though) involving action and things.

Example:

- She is *in* big trouble.
- I will going to Jakarta *without* my parents.

7. Pronouns

Words (she, herself, they it you) used in place of noun phrases, typically referring to people and things already known.

Example:

- She talk to *herself*.
- They said *it* belonged to *you*.

8. Conjunctions

Words (and, but, because, when) used to make connections and indicate relationship between events.

Example:

- Ana *and* John went to Yogya yesterday.
- It is very hard *but* I enjoyed for it.

The study of language is a part of general knowledge. Everybody study the complex working of the human body to understand ourselves; the same reason should attract us to studying the marvelous complexity of human language. Everybody has attitudes towards the English language and its varieties, and has opinions on specific features. These attitudes and opinions affect relationships with other people. If the people understand the nature of language, people will realize the grounds for their linguistic prejudices and perhaps moderate them; everybody will also more clearly assess linguistic issues of public concern, such as worries about the state of the language or what to do about the teaching of immigrants. The study of English has a more immediate practical application: it can help everybody to use the language more effectively. In the study of language, grammar occupies a central position. There is also a practical reason to emphasis the study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar. There are several applications of grammatical study:

- a. A recognition of grammatical structures is often essential for punctuation;
- b. A study of one's native grammar is helpful when one studies the grammar of a foreign language;
- c. A knowledge of grammar is a help in the interpretation of literary as well as non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis;

- d. A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

D. Lexeme

Lexical meaning is the smallest meaning unit in the meaning system of language that could be distinguished from other similar units. A lexeme is an abstract unit. It can occur in many different forms of actual spoken or written sentences. It is regarded as the same lexeme even when inflected.

Based on Lieber (2009, p.6), stated that one reason for having morphology is to form new lexemes from old ones. We will refer to this as lexeme formation. (Many linguists use the term word formation in this specific sense, but this usage can be confusing, as all of morphology is sometimes referred to in a larger sense as ‘word formation’.) Lexeme formation can do one of three things. It can change the part of speech (or category) of a word, for example, turning verbs into nouns or adjectives, or nouns into adjectives, as you can see in the examples:

Category-changing lexeme formation³

V → N: amuse → amusement

V → A: impress → impressive

N → A: monster → monstrous

Some rules of lexeme formation do not change category, but they do add substantial new meaning:

Meaning-changing lexeme formation

A → A ‘negative A’	happy → unhappy
N → N ‘place where N lives’	orphan → orphanage
V → V ‘repeat action’	wash → rewash

And some rules of lexeme formation both change category and add substantial new meaning:

Both category and meaning-changing lexeme formation

V → A ‘able to be Ved’	wash → washable
N → V ‘remove N from’	louse → delouse

For example, if you wanted to talk about the process or result of amusing someone, you couldn’t use *amusement*, but would have to have a term like *zorch* instead. And if you wanted to talk about the process or result of resenting someone, you couldn’t use *resentment*, but would have to have something like *plitz* instead. And so on. As you can see, rules of lexeme formation allow for a measure of economy in our mental lexicons: we can recycle parts, as it were, to come up with new words. It is probably safe to say that all languages have some ways of forming new lexemes, although, as we’ll see as this book progresses, those ways might be quite different from the means we use in English.

On the other hand, we sometimes use morphology even when we don’t need new lexemes. For example, we saw that each lexeme can have a number of word forms. The lexeme WALK has forms like *walk*, *walks*, *walked*, *walking* that can be used in different grammatical contexts. When we change

the form of a word so that it fits in a particular grammatical context, we are concerned with what linguists call inflection. Inflectional word formation is word formation that expresses grammatical distinctions like number (singular vs. plural); tense (present vs. past); person (first, second, or third); and case (subject, object, possessive), among others. It does not result in the creation of new lexemes, but merely changes the grammatical form of lexemes to fit into different grammatical contexts.

Interestingly, languages have wildly differing amounts of inflection. English has relatively little inflection. We create different forms of nouns according to number (*wombat*, *wombats*); we mark the possessive form of a noun with -'s or -s' (*the wombat's eyes*). We have different forms of verbs for present and past and for present and past participles (*sing*, *sang*, *singing*, *sung*), and we use a suffix -s to mark the third person singular of a verb (*she sings*).

According to Lardiere in Fasold and Linton (2006, p.61), explained lexical morphemes or lexemes are morphemes with richer lexical vocabulary meaning (referring to things and qualities and actions in the world). Lexemes typically belong to the "major" part of speech categories of nouns (N), verbs (V), or adjectives (A); simple lexemes may serve as the root of more complex words. On the other hand, morphemes that contribute mainly grammatical information or indicate relationships between the lexemes are called grammatical morphemes.

Based on Haspelmath and Sims (2010, p.15), in their book *Understanding of Morphology* stated that a lexeme is a word in an abstract sense. Live is a

verb lexeme. It represents the core meaning shared by forms such as live, lives, lived and living. In most languages, dictionaries are organized according to lexemes, so it is usually reasonable to think of a lexeme as a ‘dictionary word’. Although we must assign names to lexemes to be able to talk about them, lexemes are abstract entities that have no phonological form of their own. live is therefore just a convenient label to talk about a particular lexeme. Sometimes we will use the convention of writing lexemes in small capital letters.

Lexemes can be thought of as sets of word-forms, and every word-form belongs to one lexeme. The word-forms live, lives, lived, and living all belong to the lexeme live. Word-forms belonging to the same lexeme express different grammatical functions, but the same core concept. When a word-form is used in a particular text or in speech, this instance of use is a word token. The first sentence of this paragraph thus has sixteen word tokens, fifteen word-forms (of is repeated), and thirteen lexemes (e.g. lexemes and lexeme both belong to lexeme).

In the most interesting case, lexemes consist of a fair number of word-forms. The set of word-forms that belongs to a lexeme is often called a paradigm. The paradigm of the Modern Greek noun lexeme *filos* ‘friend’ is given in below:

	Singular	Plural
normative	Filos	Fili
accusative	Filo	Filus
genitive	Filu	Filon

This paradigm contains six different word-forms and expresses notions of number (singular, plural) and case (nominative, accusative, genitive). By contrast, English nouns have no more than four word-forms (e.g. *island*: *island*, *islands* and perhaps *island's*, *islands'*), but the notional distinction between lexemes and word-forms is no less important when the paradigm is small. In fact, for the sake of consistency we have to make the distinction even when a lexeme has just a single word-form, as in the case of many English adjectives (e.g. the adjective *solid*, which has only the word-form *solid*).

E. Short Story

Reveal this book, that the short story encapsulates the essence of literary modernism and has an enduring ability to capture the episodic nature of Twentieth-century. (Head, 2009, p.1)

According to Abrams (1999, p.286), explained Short story in a brief work of prose fiction and most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are applicable to the short story as well. A short story, like the novel, it organizes the action. Thought and dialogue of its characters into the artful pattern of a plot, but they are differs from the novel in the dimension that Aristotle called "*magnitude*".

The short story became popular in the Nineteenth-century. During this period, fiction tended toward to detailed representation of everyday life, typically the lives and experiences familiar to middle-class individual. Besides it realistic impulse the modern short story differs from the ancient form short

fiction in the ratio between summary and scene. Parables, fables, and tales tend to tell what happens in a general overview of the action. Short story on the other hand, typically reveal character in dramatic scene, in moment of action and change of dialogue.

Short story tend to be solid and straight forward to their goals compared to other longer fictional works, such as novella (in the modern scene) and novels. For short, successful short stories rely on literary techniques such as characters, plots, themes, languages and insights more broadly than longer fiction.

F. Research of the Relevance

Research of the relevance is the latest research with the same topics discussions. The writer found some relevance in some research like journal or thesis.

First, the writer found the similar title of the physical word-forms in “*Word Formation Analysis of Bound Morpheme of The Lexical Morphemes Affixes in One World News Topic of The Jakarta Post*” by Iswahyudi in 2016 at School of Foreign Languages – JIA’s library. In the research, Iswahyudi analyzed about word formation of bound morpheme of lexical morpheme affixes, its field is morphology, setting of the object data is in *One World News Topic of The Jakarta Post*. The theories which were used: Katamba, Fromkin, and Haspelmath. While the writer has the main theme about physical word-form in finding its lexeme, not about affixes. And its fields are between morphology and syntax. The writer’s data object setting is in a short story, and the theories

which the writer used are: Katamba, Fromkin, G. Yule, means there are the sameness about the theory sources.

Second, the writer found the similar title of the physical word-forms in “*An Analysis of Suffix Derivational Morphemes In Sports News of BBC News Online*” by Ali Sabana in 2014 at School of Foreign Languages – JIA’s library. In the research, Ali Sabana analyzed about word formation of suffix derivational morphemes, its field is morphology, setting of the object data is in *Sports News of BBC News Online*. The theories which were used: Fromkin and Burling. While the writer has the main theme about physical word-form in finding its lexeme, not about suffixes. And its fields are between morphology and syntax. The writer’s data object setting is in a short story, and the theories which the writer used are: Katamba, Fromkin, Yule, means there are the sameness about the theory sources.

Third, the writer found the similar title of the physical word-forms in “*An Analysis of Derivational Morphemes in Twelfth Night by William Shakespeare*” by Nunik Setyaningsih in 2012 at School of Foreign Languages- JIA’s library. In the research, Nunik Setyaningsih analyzed about word formation of derivational morphemes, its field morphology, setting the object data is in *Twelfth Night by William Shakespeare*. The theories which were used: Fromkin and Haspelmath. While the writer has the main theme about physical word-form in finding its lexeme, not about different morphological types of languages. And its fields are between morphology and syntax. The writer’s data object setting is in a short story, and the theories which the writer used are:

Katamba, Fromkin, Yule, means there are the sameness about the theory sources.

The last relevance which the writer found the similar title of the physical word-forms in “*Four Different Morphological Types of Languages In Three Short Stories by Catherine Khoo Morphologicaly*” by Eva Muttaqina in 2017 at School of Foreign Languages – JIA’s library. In the research, Eva Muttaqina analyzed about word formation of four different morphological types of languages, its field morphology, setting the object data is in *Three Short Stories by Catherine Khoo*. The theories which were used: Katamba and Fasold. While the writer has the main theme about physical word-form in finding its lexeme, not about different morphological types of languages. And its fields are between morphology and syntax. The writer’s data object setting is in a short story, and the theories which the writer used are: Katamba, Fromkin, Yule, means there are the sameness about the theory sources.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

1. Time and Place of the Research

This research was begun in the first of March 2018 and finished in the end of July 2018. As already mentioned above, this paper has some references as the theory of the research. The references are taken by looking for the books directly and searching in the electronic source. It means the collecting references are taken by some books in STBA JIA library, e-books and the other source from internet.

2. Kind of the Research

This research uses the qualitative method which this research needs some steps to make an analysis. In this research collecting data is very important to support analysis process because qualitative methodology refers to the people's own writing or spoken words. This statement supported by Taylor and Bogdan (2016, p.7), said that the phrase qualitative methodology refers in the broadest sense to research that produces descriptive data people's own writing or spoken words and observable behavior. In this case, this paper used the qualitative method which is produce descriptive data from written word. Thus, this research using short stories by E. Nesbit as the data source and took lexeme realizations in short story. This study of qualitative methodology is consistent with the research.

In addition Creswell (2009, p.4), defined qualitative method is means for exploring individuals or groups a scribe to social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particular to general themes, and the researcher making interpretation of the meaning of the data.

In this research, collecting data is very important to support the analysis process. This research is qualitative purely because it involves analysis, description and evaluation of collecting data. This method can be used to obtain the intricate details about phenomena such as feeling, thought process, and emotion that are difficult to extract or learn about through more conventional research.

B. Procedure of the Research

Several procedures were conducted to achieve the research result. These procedures, besides involving the researcher, were also gaining some other's perspective and suggestions from various resources to achieve an accurate data, analysis and also research result. Here are the details of procedures of the research:

1. Preparation

The several basic things during the writing are to identify the problem, to select the 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 lexeme realizations by processing analysis types in the short story, to classify the physical word-forms in finding its lexeme realizations which can be found in *Five Children and It* short story by E. Nesbit. Moreover, the analysis is done with using lexeme realizations 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 the physical word-forms in finding its lexeme realizations.

b. Discussing with the counselors

Meet and discussing with the counselor has been done every time to maximize the result of the research. After discussing, the writer always gets 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 physical word-forms of the lexeme realizations in *Five Children and It* short story by E. Nesbit 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 physical word-forms in finding its lexeme realizations in *Five Children and It* short story by E. Nesbit.

C. Technique of the Data Collection

The data were collected by observing thoroughly the physical word-forms in finding its lexeme realizations in short story. The first step was reading the short story closely thus the content and context of the texts were gained. The data collected from the first chapter of the stories. The writer classified the data. This classification was done by splitting them up into some physical word-forms including lexeme realizations. The next step, the writer analyzes the sentences and finding the lexeme realizations of the sentences in short story. At the end, the most frequent kinds of lexeme realizations were seen of the short story was finally detected. Every unclear data were underlined, noted and learned in different sheets to then be discussed with the supervisors. The data have been listed are the data for the analysis.

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 short story, classifying data depend on the kind, identifying data by look at the form of the 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 short story by discussing with the counselor.

After finding the words and making 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 the physical word-forms 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 lexeme realizations. The data is ready to be analyzed and the writer begins to make the formation of lexeme realizations.

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

E. Sources 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 physical word-forms in finding its lexeme realizations in *Five Children and It* short story by E. Nesbit as the source data which supported by theories of those lexeme in morphology. It was originally published in 1902 in the Strand Magazine under the general title *The Psammead, or The Gifts*. The story begins when a group of children move from London to the countryside of Kent. The five children – Cyril, Anthea, Robert, Jane, and their baby brother, known as the Lamb – are playing in a gravel pit when they uncover a rather grumpy, ugly, and occasionally malevolent Psammead, a sand-fairy with ability to grant wishes. All the wishes go comically wrong. The children wish to be beautiful, but the servants do not recognize them and shut them out of the house. Finally, the children accidentally wish that they could give a wealthy woman's jewellery to appear in their home.

2. The Secondary Data

The secondary data, the writer uses are based on several articles dictionary, website, language journals, e-books, some previous research in the same field and morphology books which related to analysis of the physical word-forms in finding its lexeme realizations as the main focus of the research, The secondary data support the primary data.

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 *Five Children and It* short story by *E. Nesbit*. Analysis consisting of Eleven parts of chapters, they are: *Beautiful As the Day* consists of four data, *Golden Guineas* consists of four data, *Being Wanted* consists of four data, *Wings* consists of four data, *No Wings* consists of four data, *A Castle and No Dinner* consists of four data, *A Siege and Bed* consists of four data, *Bigger Than the Baker's Boy* consists of four data, *Grown Up* consists of four data, *Scalps* consists of four data, and *The Last Wish* consists of two data.

There are some steps that the writer does to pass this section, they are: collecting data on the short story, classifying data depends on the kind, identifying data by looking at the form of the words, analyzing data that following those theories, and making result by editing. In the beginning step, finding the kinds of lexeme based on the data provided. Second step, choosing and describing data based on the physical word-forms in finding its lexeme realizations. The last step, analyzing those data found by explaining its lexeme realizations.

Those data and how those words can be mentioned as the physical word-forms in finding its lexeme realizations of the data analysis, the data are presented below.

B. Data Analysis

In this data of the research, they are analyzed from Eleven chapters of *Five Children and It* short story by E. Nesbit which contain the physical word-forms in finding its lexeme realizations through morphological conditioned approaches. The descriptions are listed in the Eleven chapters of short story to make the interpretation of the data analysis easily.

Chapter One: *Beautiful as The Day*

Datum 1

The sun **gets** up in the morning. (C. 1, P. 12, L. 36)

gets = get + suffix "s" (get - got - gotten = common irregular verb)

In this datum “the sun **gets** up in the morning” the –s ending in English verbs (e.g. get-s) signals three morphemes simultaneously, namely 3rd person, present tense, and singular number. The words of *gets*, *get*, *getting*, *got*, and *gotten* are in a sense different manifestations or realizations of the “same” abstract vocabulary items. It means that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one. They are: *gets* means as the predicate of simple present tense where the subject is the single third person, *get* means infinitive position of a verb, *getting* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *got* means its positions is in the verb of past tense, and

gotten means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced. Dictionary does not see its abstractness indirectly. Dictionary sees them as the vocabulary items that suit written in it and it must be a Lexeme. The lexeme of those all words is *GET*.

Datum 2

When they were *gone* the house seemed dreadfully. (C. 1, P. 14, L. 11)

gone = grammatical word (go - went - gone = common irregular verb)

Gone is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which the writer can observe in “when they were *gone*....”. This grammatical word is *gone* it belongs to a separate lexeme *GO*.

Datum 3

The hole that was to come out in Australia soon *grew* so deep that Jane. (C. 1, P. 15, L. 19)

grew = grammatical word (grow - grew - grown = common irregular verb)

The words of *grew*, *grow*, *growing*, and *grown* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *grew* means its positions is in the verb of past tense, *grow* means infinitive position of a verb, *growing* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *grown* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *GROW*.

Datum 4

How *did* the sea get carried away?. (C. 1, P. 15, L. 36)

did = grammatical word (do - did - done = common irregular verb)

Did is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical

words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “How *did* the sea get carried...”. This grammatical word is *did* it belongs to a separate lexeme *DO*.

Chapter Two: *Golden Guineas*

Datum 1

I dreamed we *found* a sand-fairy in the gravel-pits. (C. 2, P. 30, L. 17)

found = grammatical word (find - found - found = common irregular verb)

The words of *found*, *find*, *finding*, and *found* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *found* means its positions is in the verb of past tense, *find* means infinitive position of a verb, *finding* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *found* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *FIND*.

Datum 2

Till after they had *seen* Martha and heard her full. (C. 2, P. 32, L. 5)

seen = grammatical word (see - saw - seen = common irregular verb)

The words of *seen*, *see*, and *saw* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *seen* means as the past participle grammatically, *see* means infinitive position of a verb, *saw* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *SEE*

Datum 3

So tight in the chest that it *made* her stoop. (C. 2, P. 32, L. 36)

made = grammatical word (make - made - made = common irregular verb)

The words of *made*, *make*, *makes*, *making*, and *made* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are:

made means its positions is in the verb of past tense, *make* means infinitive position of a verb, *makes* means as the predicate of simple present tense where the subject is the single third person, *making* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *made* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *MAKE*.

Datum 4

Everyone *drew* a deep breath of satisfaction. (C. 2, P. 33, L. 32)

drew = grammatical word (draw - drew - drawn = common irregular verb)

The words of *drew*, *draw*, *drawing*, and *drawn* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *drew* means its positions is in the verb of past tense, *draw* means infinitive position of a verb, *drawing* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *drawn* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as

the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *DRAW*.

Chapter Three: *Being Wanted*

Datum 1

They *awoke* without any the enthusiastic happiness. (C. 3, P. 51, L. 5)

awoke = grammatical word (awake - awoke - awoken = common irregular verb)

The words of *awoke*, *awake*, *awakening*, and *awoken* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *awoke* means its positions is in the verb of past tense, *awake* means infinitive position of a verb, *awakening* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *awoken* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *AWAKE*.

Datum 2

He *sang*, he put his feet on the table. (C. 3, P. 51, L. 29)

sang = grammatical word (sing - sang - sung = common irregular verb)

The words of *sang*, *sing*, *sings*, *singing*, and *sung* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *sang* means its positions is in the verb of past tense, *sing* means infinitive position of a verb, *sings* means as the predicate of simple present tense where the subject is the single third person, *singing* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *sung* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *SING*.

Datum 3

“It’s not respectable”, she *said*. (C. 3, P. 52, L. 27)

said = grammatical word (say - said - said = common irregular verb)

Said is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form

realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “It’s not respectable”, she *said*”. This grammatical word is *said* it belongs to a separate lexeme *SAY*.

Datum 4

The thoughtful Robert had *brought* one solid brown bottle of ginger-beer. (C. 3, P. 57, L. 15)

brought = grammatical word (bring - brought - brought = common irregular verb)

Brought is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “The thoughtful Robert had *brought* one solid brown bottle of ginger-beer”. This grammatical word is *brought* it belongs to a separate lexeme *BRING*.

Chapter Four: *Wings*

Datum 1

Robert's letter had not even been *begun*. (C. 4, P. 74, L. 26)

begun = grammatical word (begin - began - begun = common irregular verb)

The words of *begun*, *begin*, *beginning*, and *began* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *begun* means as the past participle grammatically, *begin* means infinitive position of a verb, *beginning* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *began* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *BEGIN*.

Datum 2

Then the postman was *heard* blowing his horn. (C. 4, P. 76, L. 18)

heard = grammatical word (hear - heard - heard = common irregular verb)

Heard is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Then the postman was *heard* blowing his horn”. This grammatical word is *heard* it belongs to a separate lexeme *HEAR*.

Datum 3

He *bought* them toys at Maidstone. (C. 4, P.76, L. 26)

bought = grammatical word (buy - bought - bought = common irregular verb)

The words of *bought*, *buy*, *buying*, and *bought* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *bought* means its positions is in the verb of past tense, *buy* means infinitive position of a verb, *buying* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *bought* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that

suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *BUY*.

Datum 4

He *thought* there would be animals inside. (C. 4, P. 77, L. 1)

thought = grammatical word (think - thought - thought = common irregular verb)

Thought is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “He *thought* there would be animals inside”. This grammatical word is *thought* it belongs to a separate lexeme *THINK*.

Chapter Five: *No Wings*

Datum 1

The maid *fled* from the vicarage window. (C. 5, P. 95, L. 15)

fled = grammatical word (flee - fled - fled = common irregular verb)

Fled is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “The maid *fled* from the vicarage window”. This grammatical word is *fled* it belongs to a separate lexeme *FLEE*.

Datum 2

The one who had *written* the mad letter. (C. 5, P. 97, L. 2)

written = grammatical word (write - wrote - written = common irregular verb)

The words of *written*, *write*, *writing*, and *wrote* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *written* means as the past participle grammatically, *write* means infinitive position of a verb, *writing* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *wrote* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that

suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *WRITE*.

Datum 3

It was no use saying, We *flew* up. (C. 5, P. 97, L. 27)

flew = grammatical word (fly - flew - flown = common irregular verb)

The words of *flew*, *fly*, *flying*, and *flown* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *flew* means its positions is in the verb of past tense, *fly* means infinitive position of a verb, *flying* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *flown* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *FLY*.

Datum 4

So they were *taken* down. (C. 5, P. 98, L. 33)

taken = grammatical word (take - took - taken = common irregular verb)

The words of *taken*, *take*, *takes*, *taking*, and *took* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *taken* means as the past participle grammatically, *take* means infinitive position of a verb, *takes* means as the predicate of simple present tense where the subject is the single third person, *taking* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *took* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *TAKE*.

Chapter Six: *A Castle and No Dinner*

Datum 1

She *knew* what a noise there would be in the house all day. (C. 6, P. 103, L. 9)

knew = grammatical word (know - knew - known = common irregular verb)

Knew is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different

grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “She *knew* what a noise there would be in the house all day”. This grammatical word is *knew* it belongs to a separate lexeme *KNOW*.

Datum 2

So all the others were *kept* in. (C. 6, P. 103, L. 22)

kept = grammatical word (keep - kept - kept = common irregular verb)

The words of *kept*, *keep*, *keeping*, *keeper*, and *kept* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *kept* means its positions is in the verb of past tense, *keep* means infinitive position of a verb, *keeper* means as the predicate of simple present tense where the subject is the single third person, *keeping* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *kept* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *KEEP*.

Datum 3

It was *sitting* in a sort of pool. (C. 6, P. 103, L. 27)

sitting = sit + ing (sit - sat - sat = common irregular verb)

The words of *sitting*, *sit*, *sits*, *sat*, and *sat* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *sitting* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *sit* means infinitive position of a verb, *sits* means as the predicate of simple present tense where the subject is the single third person, *sat* means its positions is in the verb of past tense, and *sat* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *SIT*.

Datum 4

Their *having* to come here to ask for it. (C. 6, P. 104, L. 21)

having = have + ing (have - had - had = common irregular verb)

Having is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Their *having* to come here to ask for it”. This grammatical word is *knew* it belongs to a separate lexeme *HAVE*.

Chapter Seven: *A Siege and Bed*

Datum 1

Suddenly Cylir *felt* in his pocket. (C. 7, P. 117, L7)

felt = grammatical word (fell - felt - felt = common irregular verb)

Felt is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Suddenly Cylir

felt in his pocket”. This grammatical word is *knew* it belongs to a separate lexeme *FELL*.

Datum 2

Rather *broken* and crumbled. (C. 7, P. 117, P. 9)

broken = grammatical word (break - broke - broken = common irregular verb)

The words of *broken*, *break*, *breaks*, *breaking*, and *broke* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *broken* means as the past participle grammatically, *break* means infinitive position of a verb, *breaks* means as the predicate of simple present tense where the subject is the single third person, *breaking* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *broke* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *BREAK*.

Datum 3

They were *eaten* in a happy silence. (C. 7, P. 117, L. 15)

eaten = grammatical word (eat - ate - eaten = common irregular verb)

The words of *eaten*, *eat*, *eats*, *eating*, and *ate* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *eaten* means as the past participle grammatically, *eat* means infinitive position of a verb, *eats* means as the predicate of simple present tense where the subject is the single third person, *eating* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *ate* means its positions is in the verb of past tense. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *EAT*.

Datum 4

Shutting his mouth as if he were taking *bites* out of hair. (C. 7, P. 118, L. 6)

bites = bite + suffix "s" (bite - bit - bitten = common irregular verb)

The words of *bites*, *bite*, *biting*, *bit*, and *bitten* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its

abstractness, we should know its positions one by one, they are: *bites* means as the predicate of simple present tense where the subject is the single third person, *bite* means infinitive position of a verb, *biting* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *bit* means its positions is in the verb of past tense, and *bitten* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *BITE*.

Chapter Eight: *Bigger Than the Baker's Boy*

Datum 1

Where they all happened to be, and *spoke*. (C. 8, P. 128, L. 7)

spoke = grammatical word (speak - spoke - spoken = common irregular verb)

The words of *spoke*, *speak*, *speaks*, *speaking*, and *spoken* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical function. To understand its abstractness, we should know its positions one by one, they are: *spoke* means its positions is in the verb of past tense, *speak* means infinitive position of a verb, *speaks* means as the predicate of simple present tense where the subject is the single third person, *speaking* means as the noun from gerund

kinds, its positions are like noun in grammatical rules, and *spoken* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *SPEAK*.

Datum 2

Robert bathed his *wounds* in silence. (C. 8, P. 129, L. 11)

wounds = wound + suffix "s" (wind - wound - wound = common irregular verb)

In this datum “Robert bathed his *wounds* in silence” the –s ending in English verbs (e.g. get-s) signals three morphemes simultaneously, namely 3rd person, present tense, and singular number. The words of *wounds*, *wind*, *wound* and *wound* are in a sense different manifestations or realizations of the “same” abstract vocabulary items. It means that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one. They are: *wounds* means as the predicate of simple present tense where the subject is the single third person, *wind* means infinitive position of a verb, *wound* means its positions is in the verb of past tense, and *wound* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced. Dictionary does not see its

abstractness indirectly. Dictionary sees them as the vocabulary items that suit written in it and it must be a Lexeme. The lexeme of those all words is *WIND*.

Datum 3

Bandits was hastily *chosen* for the game. (C. 8, P. 129, L. 15)

chosen = grammatical word (choose - chose - chosen = common irregular verb)

Chosen is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Bandits was hastily *chosen* for the game”. This grammatical word is *chosen* it belongs to a separate lexeme *CHOOSE*.

Datum 4

Bows and arrows *slung* on the back look well. (C. 8, P. 129, L. 23)

slung = grammatical word (sling - slung - slung = common irregular verb)

Slung is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word

Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Bows and arrows *slung* on the back look well.”. This grammatical word is *slung* it belongs to a separate lexeme *SLING*.

Chapter Nine: *Grown Up*

Datum 1

People *left* off eating really wholesome things. (C. 9, P. 149, L. 3)

left = grammatical word (leave - left - left = common irregular verb)

The words of *left*, *leave*, *leaves*, and *left* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *left* means its positions is in the verb of past tense, *leave* means infinitive position of a verb, *leaves* means as the predicate of simple present tense where the subject is the single third person, and *left* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that

suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *LEAVE*.

Datum 2

Imagination or vocabulary *gave* out here. (C. 9, P. 150, L. 10)

gave = grammatical word (give - gave - given = common irregular verb)

The words of *gave*, *give*, *gives*, *giving*, and *given* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *gave* means its positions is in the verb of past tense, *give* means infinitive position of a verb, *gives* means as the predicate of simple present tense where the subject is the single third person, *giving* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *given* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *GIVE*.

Datum 3

Fixed his pump and *blew* up the tire. (C.9, P. 156, L. 32)

blew = grammatical word (blow - blew - blown = common irregular verb)

Blew is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Fixed his pump and *blew* up the tire”. This grammatical word is *blew* it belongs to a separate lexeme *BLOW*.

Datum 4

This was *paid* for out of the fifteen shillings. (C. 9, P. 158, L. 3)

paid = grammatical word (pay - paid - paid = common irregular verb)

The words of *paid*, *pay*, *pays*, *paying*, and *paid* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *paid* means its positions is in the verb of past tense, *pay* means infinitive position of a verb, *pays* means as the predicate of simple present tense where the subject is the single third person, *paying* means as the noun from gerund kinds, its

positions are like noun in grammatical rules, and *paid* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *PAY*.

Chapter Ten: *Scalps*

Datum 1

The story was *running* in his head at breakfast. (C. 10, P. 165, L. 2)

running = run + ing (run - ran - run = common irregular verb)

The words of *running*, *run*, *runs*, *ran*, and *run* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *running* means as the noun from gerund kinds, its positions are like noun in grammatical rules, *run* means infinitive position of a verb, *runs* means as the predicate of simple present tense where the subject is the single third person, *ran* means its positions is in the verb of past tense, and *run* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary

sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *RUN*.

Datum 2

They *found* out that they had done it again. (C. 10, P. 165, L. 12)

found = grammatical word (find - found - found = common irregular verb)

Found is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “They *found* out that they had done it again”. This grammatical word is *found* it belongs to a separate lexeme *FIND*.

Datum 3

So you are *forgotten*. (C. 10, P. 165, L. 21)

forgotten = grammatical word (forget - forgot - forgotten = common irregular verb)

Forgotten is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word

Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “So you are *forgotten*”. This grammatical word is *forgotten* it belongs to a separate lexeme *FORGET*.

Datum 4

Jane *told* her that it was wrong. (C. 10, P. 167, L. 4)

told = grammatical word (tell - told - told = common irregular verb)

Told is a representation of a lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, verb, adjective, tense, gender, number etc. A Word Form realizes lexemes. A single word form may represent different grammatical words. The two are treated as different grammatical words realized by different word-forms. Besides the grammatical words realized by a word-form found above, there is a third one which you can observe in “Jane *told* her that it was wrong”. This grammatical word is *told* it belongs to a separate lexeme *TELL*.

Chapter Eleven: *The Last Wish*

Datum 1

Everything in her room when she *came* home. (C. 11, P. 179, L. 12)

came = grammatical word (come - came - come = common irregular verb)

The words of *came*, *come*, *comes*, *coming*, and *come* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *came* means its positions is in the verb of past tense, *come* means infinitive position of a verb, *comes* means as the predicate of simple present tense where the subject is the single third person, *coming* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *come* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *COME*.

Datum 2

We shall be *sent* to Bedlam. (C. 11, P. 180, L. 4)

sent = grammatical word (send - sent - sent = common irregular verb)

The words of *sent*, *send*, *sends*, *sending*, and *sent* are in a sense different manifestations or realizations of the “same” abstract vocabulary items, mean

that they still have different grammatical functions. To understand its abstractness, we should know its positions one by one, they are: *sent* means its positions is in the verb of past tense, *send* means infinitive position of a verb, *sends* means as the predicate of simple present tense where the subject is the single third person, *sending* means as the noun from gerund kinds, its positions are like noun in grammatical rules, and *sent* means as the past participle grammatically. Those are all its different realizations but they actually still have the same core meaning though they are different to be pronounced, dictionary does not see its abstractness indirectly, so dictionary sees them as the vocabulary items that suit written in a dictionary, it must be a Lexeme. The lexeme of those all words is *SEND*.

C. Interpretation of the Research Findings

According to the data analysis which has been analyzed in Eleven chapters of *Five Children and It* short story by *E. Nesbit*. Eleven chapters found 42 data which consists of the physical word-forms in finding its lexeme realizations. The interpretation of the data is formed in the following table.

Table of C 4.C 1

The result of the physical word-forms in finding its lexeme realizations found in *Five Children and It* short story by *E. Nesbit*

No	Kinds of Lexeme in Irregular Verb	Chapter											Total	Percentage
		One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven		
1	Irregular verb	3	4	4	4	4	2	3	3	4	3	2	36	86%
2	Suffixes	1						1	1				3	7%
3	Present Continues						2				1		3	7%
		Total											42	100%

From *Five Children And It* short story by *E. Nesbit* are found many kinds of lexeme. The total data are 42 which produce from Eleven chapters. They are: *gets, gone, grew, did, found, seen, made, drew, awoke, sang, said, brought, begun, heard, bought, thought, fled, written, flew, taken, knew, kept, sitting, having, felt, broken, eaten, bites, spoke, wounds, chosen, slung, left, gave, blew, paid, running, found, forgotten, told, came, sent* . *Gets, gone, grew, and did* are found in the chapter one(4 datum), *found, seen, made, and drew* are found in the chapter two(4 datum), *awoke, sang, said, and brought* are found in the chapter three(4 datum), *begun, heard, bought, and thought* are found in the chapter four(4 datum), *fled, written, flew, and taken* are found in the chapter five(4 datum), *knew, kept, sitting and having* are found in the chapter six(4 datum), *felt, broken, eaten, and bites* are found in the chapter seven(4 datum), *spoke, wounds, chosen, and slung* are found in the chapter eight(4 datum), *left, gave, blew, and paid* are found in the chapter nine(4 datum), *running, found, forgotten, and told* are found in the chapter ten(4 datum), *came and sent* are found in the chapter eleven(2 datum). From the data above are found that the percentage of Irregular Verbs sentences is 86%, Present Continues sentences is 7%, Suffixes sentences is 7%. Those make the

total of data is 100%. And the most presentation of past tense sentences data found from eleven chapters of *Five Children and It* short story by *E. Nesbit* is Irregular Verbs sentences which consists of 36 data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter will discuss about conclusion for all the chapters, particularly between the questions of the research in the chapter one and the analysis in the chapter four. For the further conclusion, the writer explains as follows:

1. According to the first question and the analysis in the chapter four, it can be said irregular verbs of the lexeme realizations in *Five Children and It* short story by E. Nesbit are gets, gone, grew, did, found, seen, made, drew, awoke, sang, said, brought, begun, heard, bought, thought, fled, written, flew, taken, knew, kept, sitting, having, felt, broken, eaten, bites, spoke, wounds, chosen, slung, left, gave, blew, paid, running, found, forgotten, told, came, and sent.
2. From the research done, writer can identify of the physical word-forms in finding its lexeme realizations in short story. Moreover, based on the question of number three about the kind of lexeme found mostly in the short story and after doing analysis on the eleven chapters in *Five Children and It* short story by E. Nesbit, it found that the kinds of lexeme found mostly in the short story is “Irregular Verb” sentences. There are 36 data.

3. Lexeme base morphology assumes that only the lexeme is a true linguistic sign where lexeme is defined exclusively and explicitly as any and all noun, verb, and adjective stems..
4. Lexemes belong to open classes; morphemes belong to closed classes. And lexemes have extra grammatical referents; morphemes have grammatical functions.
5. Lexemes typically belong to the major part of speech categories, simple lexemes may serve as the root of more complex words. Lexemes can be thought of as sets of word-forms, and every word-form belongs to one lexeme.

B. Suggestion

After analyzing and giving conclusion about the analysis of physical word-forms in finding its lexeme realizations in *Five Children and It* short story by E. Nesbit. Finally, the scientific paper has come to the last paragraph. In this chapter, the writer would like to give suggestion.

1. For the Students

The students who study linguistics, especially in morphology, they must know how to find a lexeme realizations in the sentence. The students must be able to distinguish kinds of lexeme in the sentences and this knowledge can be more specific in the future to enrich this kind of field.

2. For the Lecturers

The lecturers who teach linguistics, hopefully, can share about the lexemes to the students. All the lecturers can understand a language form and they can identify lexeme realizations in the sentences. The lecturers should give correct explanation about it and also can be assessment for the students to do some research about it.

3. For the Readers

For the readers who interested in linguistics, it will help them to analyze lexeme realizations. It also can help for the next researcher who would like to take another research about the physical word-forms in finding its lexeme realizations which can be found in short story.

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BIOGRAPHY



The writer was born in Jakarta on 16 April, his mother is Siti Sholiha and his father is Muhamad Sa'en Kajan. He is the fourth son of six children and educated at PEJUANG I Bekasi in Elementary School in 2000. He continued studying to AT-TAQWA 02 Bekasi Junior High School in 2003. The writer took Technique class when he was in SMKN 1 Kota Bekasi Senior High School in 2006, and he was interested to joining Heavy Equipment Department of POLMAN ASTRA in 2011. He worked at CATERPILLAR INDONESIA, PT as a Inventory Specialist II in 2012 till 2017, and now he worked at BERCA MANDIRI PERKASA, PT as a Purchasing Operation Local and Import. In 2014, the writer decided to continue his study of English and joined the School of Foreign Languages – JIA Bekasi at English Department. He hope will be graduated this year.