ROOTS, STEMS, AND BASES THROUGH AFFIXATION PROCESSES IN *THE HIKE* SHORT STORY

THESIS

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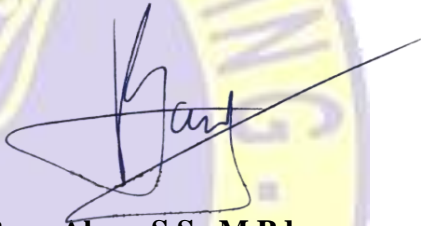***THE HIKE* SHORT STORY**

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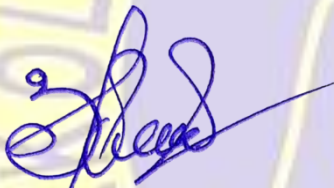
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MOTTO AND DEDICATION

MOTTO:

Optimistic, effort, and trust.

-Andiva-

DEDICATION:

This undergraduate thesis is dedicated to:

- My beloved family which are my dad (Suhandi), my mom (Dewi Prihatini) and my sister (Anditha Anggia)
- My Brazikowazurrraaa Squad (Aisyah Putri Safira, Annida Ardania, Mutia Maulidya, Nur Akmalia Supriyanto, and Syifa Nurul Azizah)
- All of English Literature Students Class of 2019

ROOTS, STEMS, AND BASES THROUGH AFFIXATION PROCESSES IN *THE HIKE* SHORT STORY

ANDIVA ARDHANA

ABSTRACT

The aim of this research is to find types of morpheme such as roots, stems, and bases in *The Hike* short story by T. Albert and to find the formation types of morpheme through affixation processes. This research is used descriptive qualitative method, while the data were collected by close reading and observing the words that contains inflection or derivation in *"The Hike"* short story by T. Albert. This research used the theory of Katamba for analyze types of morpheme. Based on the result of representative data, the stems found in the short story are 31 and the bases found in the short story are 9. All of the words chosen in this research are words that were easily understood by the readers. The formation types of morpheme can be determined through prefix or suffix attached to the word which its affix contain inflection or derivation.

Keywords: roots, stems, bases, inflectional, derivational, short story

AKAR, BATANG, DAN DASAR MELALUI PROSES AFIKSASI DALAM CERITA PENDEK THE HIKE

ANDIVA ARDHANA

ABSTRAKSI

Tujuan penelitian ini untuk menemukan tipe-tipe morfem seperti akar, batang, dan dasar di cerita pendek The Hike karya T. Albert dan untuk menemukan pembentukan tipe-tipe morfem melalui proses afiksasi. Penelitian ini menggunakan metode deskriptif kualitatif, sedangkan data dikumpulkan dengan cara membaca dan mengamati kata-kata yang mengandung infleksi atau derivasi dalam cerita pendek "The Hike" karya T. Albert. Penelitian ini menerapkan teori dari Katamba untuk menganalisis tipe-tipe morfem. Berdasarkan hasil dari data terpilih, batang yang ditemukan berjumlah 31, dan dasar yang ditemukan berjumlah 9. Semua kata yang dipilih dalam penelitian ini adalah kata yang mudah dipahami oleh pembaca. Pembentukan tipe-tipe morfem dapat ditentukan melalui imbuhan awal (prefiks) atau imbuhan akhir (sufiks) yang dilampirkan pada kata yang mana imbuhan tersebut mengandung infleksi atau derivasi.

Kata Kunci: *akar, batang, dasar, infleksional, derivasional, cerita pendek*

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This thesis writing is to fulfill one of the requirements for taking an undergraduate program (S1) of English Department of School of Foreign Language JIA. In this paper, the writer explains Roots, Stems, and Bases through Affixation Processes in *The Hike* Short Story.

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

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Bekasi, August 25th, 2023

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CHAPTER I

INTRODUCTION

A. Background of the Research

English has three kinds of affixation, (Katamba 1993, p. 44) they are prefix, suffix and infix. As a part of affixation process in morphology, prefix occurs in front of the word or before a root or base. The members of prefixes are *un-, pre-, dis-, im-* and so on. It has an important role to influence the meaning of a word, for example *unable*, *preview*, *disbelieve,* and *impossible*. Besides the prefix, there is also a suffix.

Suffix appears at the back of a word or after a root, stem or base. It can change a class of word from noun to adjective such as *nature-natural* or from verb to noun such as, *marry-marriage*. The members of suffix are *-less, -er, -ing, -ness, -ful,* and so on, for example *careless, driver, singing, happiness,* and *cheerful*. Meanwhile, infix usually combined into the root, for example, *handsful*. This kind of affixation is not really use in English. All word formation processes are always followed by the affixation process.

Whatever kind of those affixation process, basically it will bring everyone to morpheme field. Morpheme is the main point in Morphology. Morpheme has many elements, but only a few differences, for example, *book* is called as morpheme due to having its own meaning. Furthermore, it is also known as a morph owing to have a phonetic transcription [bʊk]. Everyone must learn more

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about these differences to prevent the confusion. Morpheme is divided into two, free morpheme and bound morpheme.

Morpheme which can stand alone and has its own meaning is called as a free morpheme. It is an independent word such as, *sing, dance, listen, happy, sad*, and so on. It also consists of a function word such as, demonstrative (this, that, those, these), auxiliary verbs (will, is, must, does), articles (the, a, an), quantifiers (some, many, few), pronouns (he, she, his, her), prepositions (under, over, to, by), and conjunctions (for, and, but, or). Meanwhile, the morpheme which cannot stand alone and need other morpheme to have a meaning is known as bound morpheme.

Bound morpheme is divided into two categories, there are inflectional and derivational morpheme. Inflectional morpheme only changes the word's condition such as, number and verb tense. It does not influence the meaning of a word, for example *pens*. In this case, the inflectional morpheme (s) is to clarify that the *pen* is plural. *Pen* is a noun although somebody added a suffix (s) on it. Otherwise, if a morpheme either can change the meaning and the word of class, it is known as derivational morpheme.

Derivational morpheme can create a new word. The example for it is from a word *weak* to *weakness*. The word *weakness* contains the bound morpheme –*ness* which creates new meaning of the word weak. The word *weak* itself is an adjective, then it changes to be noun when the bound morpheme –*ness* attach to it. Some of derivational morpheme might not change the class of word but only change its meaning, such as *tidy* to *untidy* which both still adjective. All

prefixes in English are derivational because they modify the meaning even though they do not change the class of word. These both affixation attach to a word known as stem, base, or root.

Basic form of a word which contains an inflectional suffix is known as a stem. The writer faces a few interesting difference between stem and root. The example in a word *mirrors*, the suffix (s) in this case is to show that the *mirror* is a plural, so *mirror* is a basic word or a stem because the word *mirror* is attached by inflectional suffix. On another hand, *mirror* is also known as a root, because it cannot be segmented anymore. It is strengthed by Katamba (1993, p. 45) who stated that all root is base and known as stem if it is attached by inflectional morpheme.

Stem mostly does not change the meaning or the class of the word because it is attached with an inflectional morpheme. Meanwhile, base attached by the derivational morpheme must change the meaning and the class of word. Example in a word *sing*, if we added suffix *–er* and become a *singer*, it has changed the verb (*sing*) to be noun (*singer*). It is concluded that a root in morphology field is the last division after stem and base has been segmented into smaller one.

Based on the theory above, the writer gives one sample datum taken from Riana Rizkia's thesis (2020, p. 31), "You struggl**ed** through a test on earth." Morphologically, *struggled* is a free morpheme which can be attached with other morpheme. In the word *struggled*, there is inflectional morpheme which cannot change the class of word and has the same meaning. It is only to clarify

the tenses of the word. In this case, the suffix –*ed* is to clarify that word is past tense. Due to *struggled* attached by suffix –*ed* which is the inflectional morpheme, then the word *struggle* is known as stem. This example of analysis brings the writer to morphology field.

A fundamental branch in human language is known as morphology. All words that people say everyday is organized and set up well in morphological study about how the smallest unit in a language combine and create a new meaning of a word and how the types of morpheme could specify the root, stem, and base perfectly. All of this is the part of linguistics study.

The evolution of the words in daily life is perfectly order in linguistics field. It is study about language structure and focuses on language as a communication tool. This study is very useful for everyone. Linguistics field also has many aspects to learn. The writer decided to learn the study of morphology especially about affixation processes as the setting of the data object.

The writer can find many affixation processes in many things such as, book, online article, and even a short story. The literature work that has a few pages is named as a short story. It usually focuses on a small circle of character. The writer does not really focus to develop the characters. Sometimes, they only meet in dramatic action and coincidence encounter. It mostly tells about the light and easy story, so everybody can easily recognize the meaning of the story. They are mostly about economical story, social issue, or maybe a story

that has a strong moral value. The short story mostly removes the complex plot because it has to pack in a very short, dense, and clear story.

Due to the above explanation, the writer chooses the title *Roots, Stems and Bases through Affixation Processes in The Hike Short Story* telling about how to classify these terms and what is the difference between roots, stems, and bases. The short story as setting data is chosen by the writer because the author is quite active and many children who like the short stories created by T. Albert. A short story that the writer used has a colorful picture and beautiful moral stories. These short story is also easy to get because people can visit the website monkeypen.com. Based on the reasons, the writer will analyze about "*Roots, Stems, and Bases through Affixation Processes*" and how the process of affixation affecting the difference between stem and base.

B. Questions and Scope of the Research

    1. Questions of the Research

Based on the explanation above, the problems which will be analyzed are how to classify roots, stems, and bases through affixation processes. The problems of this research can be formulated as follows:

a. What are roots, stems, and bases that found in the short story by T.Albert?

b. How do the affixation processes affect those roots, stems, and bases?

2. **Scope of the Research**

This research focuses on the affixes analysis of the word. The writer wants to know that affixes can create some types of morpheme such as roots, stems, and bases. Katamba (1993) is the theory that the writer used. The data objects are taken from short story by T. Albert with the title *The Hike.* By classifying and analyzing those data, the writer can understand the differences of roots, stems, and bases through affixation processes.

C. **Objective and Significance of the Research**

1. **Objective of the Research**

In questions of the research above, the objectives of the research are formulated as the following:

a. The writer wants to know what are roots, stems, and bases that found in the short story by T.Albert?

b. The writer wants to analyze how do the affixation processes affect those roots, stems, and bases.

2. **Significance of the Research**

The writer hopes there will be some benefits from this research that can be taken. Those benefits are theoretically and practically. Theoretically, the writer hopes this study can be a contribution to the study of morphology.

It also can help the other writer to do more research about roots, stems, and bases through affixation processes.

Practically, the writer hopes this study can help to improve the knowledge of the reader about the study of morphology. Therefore, the reader not only knows about types of morpheme but also can understand more about the affixation processes that can distinguish between stem and base.

D. Operational Definitions

There are several terminology in this discussion and described as the following:

1. Morphology

Morphology is the subfield of linguistics that studies of word formation process, and investigates the internal structure of the word.

2. Roots

Roots is a fundamental part of a word or the original form of a word. It cannot be segmented anymore.

3. Stems

Stems is a word attached by inflectional morpheme.

4. Bases

Bases is a word attached by derivational morpheme.

5. **Affixation**

Affixation is an affix that is added to a word either at the beginning, in the middle, or at the end to create a new word which has a related meaning to the first word.

6. **Prefix**

Prefix is an affix that is placed at the beginning of a word. It is the simplest form of a word and cannot be broken down further.

7. **Suffix**

Suffix is an affix that is placed at the end of a word. It is the simplest form of a word and cannot be broken down further.

8. **Morpheme**

Morpheme is the smallest linguistic unit which has the meaning.

9. **Free morpheme**

Free morpheme is morpheme that can stand alone as a word. It does not need the other morpheme to attached in it.

10. **Bound morpheme**

Bound morpheme is morpheme that cannot stand alone. It needs the other morpheme to attached in it.

11. **Inflectional morpheme**

Inflectional morpheme is morpheme that does not change class of the word but they only changes word's condition such as number and verb tense. It does not influence the meaning of a word.

12. Derivational morpheme

Derivational morpheme is morpheme that changes class of the word. It influences the meaning of a word.

13. Short Story

Short story is a literary work that is made briefly and tells about an event experienced by the main character.

E. Systematization of the Research

Systematization of the research means how this paper is well structured. The thesis is divided into five chapters as follows:

Chapter I is introduction. It explains the background of the research, questions and the scope of the research, objectives and significance of the research, operational definitions, and systematization of the research.

Chapter II is theoretical description. It enlightens morphology and the subs, short story and relevancies of the research.

Chapter III is methodology of the research. It consists of the method of the research, procedure of the research, technique of the data collection, technique of data analysis, and data sources.

Chapter IV is data analysis. It comprising data description, data analysis, and data interpretation.

Chapter V is conclusion and suggestion. It showing a conclusion from all the discussion above and giving suggestion related to significance of the research.

CHAPTER II

THEORETICAL DESCRIPTION

This chapter discusses the review of literature and some relevant studies related to this research. Those theories include several concerns morphology, morpheme, affixes, and short story.

A. Morphology

Morphology is the study of linguistics that investigates the internal structure of words. It is concerned with grouping words into affixes and roots. Due to the structure changes, it sometimes affects the meaning and class of words. Through morphology, every words can be produced perfectly. This study is very important to human especially for daily conversation so people can easily speak and interact each other.

Morphology has many definitions from all the experts. According to Katamba (1993), morphology is the study that focused on word structure (p. 19). It means that morphology observes the internal structure or every detail in combining a word. The combination must be perfect so it has a good meaning. Meanwhile, Hayes (2009) stated that morphology is the chapter of linguistics that studies the words structure (p. 103).

On the other hand, Castairs and McCharty (2002) said that morphology is the field of grammar concerned with the words structure and with connections between words implicating the morphemes that compose them (p. 16).

Another thought delivered by Zainuddin (2012; as cited in Cahaya, 2018) that morphology is a part of linguistic studying how words are structured and how they are combined together from smaller parts (p. 6). It means that the smallest meaningful unit can change its function or grammatical of the word.

Furthermore, Booij (2005) declared morphology is the chapter of linguistics that deals with such patterns (p. 4). Therefore, Handoko (2019) pointed out the term morphology is originated from Greek, morpho means 'shape, form,' and -logy means 'the study of something' (p. 3). On the other hand, Yule (2006) said that morphology is 'the study of forms' which was at first utilized in biology, but, since a half of the nineteenth century, it is utilized to represent the study of basic elements used in language (p. 62). Morphology is the study of how morphemes are combined to yield words. (Haspelmath and Sims, 2010, p. 3)

Based on the explanations above, the writer concludes that morphology is a branch of linguistic study. It is focus on structure of the words and how the smallest units of word can be formed perfectly. The grammatical or the meaning of the word may change because of this smallest unit. In morphology, the smallest unit that has a meaning is called a morpheme.

1. **Morpheme**

Morpheme is the smallest unit of word that has a meaning and a grammatical function. It refers to verb, noun, adjective, and adverb. According to Katamba (1993), the smallest unit refers to the term morpheme, impartible of a semantic content or grammatical function which words are made up of (p. 20).

Meanwhile, Yule (2006) claimed that the minimal unit that has a meaning and grammatical function is called as morpheme (p. 67). Also, Carstairs and McCharty (2002) explained that the smaller components of the words is called morpheme (p. 16). Morpheme cannot be segmented into smallest units. It has the meaning by themselves or mark a grammatical function, such as singular or plural in the noun.

Handoko (2019) said that "A morpheme is the smallest unit of meaning we have - that is, the smallest piece of a word that contributes meaning to a word, like the word trainings has 3 morphemes in it: train-ing-s" (p. 17). On the other hand, Aronoff and Fudeman (2011) declared morpheme is described as the smallest part of linguistic with a grammatical function (p. 2).

In accordance with Yule (2010), morpheme is minimal unit that has a grammatical function. It includes forms used to point past tense or plural (p. 67). In fact, a single word can contain a number of morphemes. Another example is the word *unbelievable*. It consists of three morphemes, the word 'un' which makes the word to be negative form, 'believe' which means be convinced, and 'able' which means the ability to do something.

On the other page, Yule (2010) also explained about the difference types of morpheme in the figure below (p. 70).

Figure 2.1

The difference types of morpheme

```
                                    lexical      (child, teach)
                          free
                                    functional   (and, the)
    morphemes
                          bound     derivational (re-, -ness)

                                    inflectional (-'s, -ed)
```
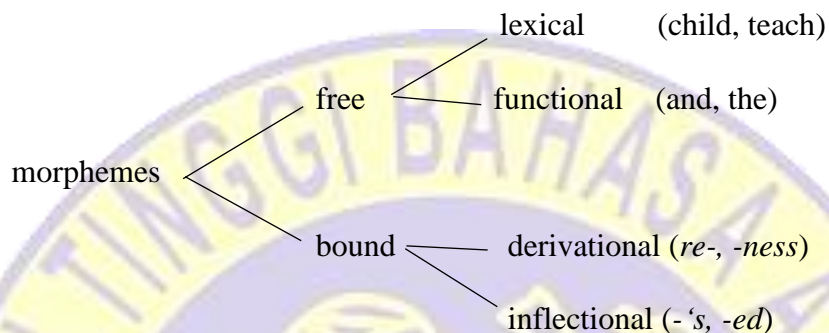
The figure above explains in detail about morphemes are divided into two, which are free and bound morpheme. Free morpheme consists of lexical and functional. Meanwhile, bound morpheme consists of derivational and inflectional. Each morpheme has its own function in word formation processes.

Delahunty and Garvey (2010) stated that words consist of a complex or basic units such as morpheme which is smallest part of a word that has a grammatical function or meaning (p. 122). Furthermore, Hayes (2009) explained that morpheme has a bears meaning. The majority of words have a central morpheme to which the rest of the morphemes are attached. The central morpheme is called as the root (pp. 103-104).

Fromkin et al. (2009) argued that morpheme is the most elemental unit of grammatical form in linguistic term. Morpheme can also be composed of one or more morphemes: (pp. 81-82)

Table 2.1

Example of Morphemes

One Morpheme	Boy
	Desire
Two Morpheme	Boy + ish
	Desire + able
	Morph + ology
Three Morpheme	Boy + ish + ness
	Desire + able + ity
Four Morpheme	Gentle + man + li + ness
	Un + desire + able + ity
More than four	Un + gentle + man + li + ness

Another linguist, Booij (2005) said that morphemes, the morphological building blocks of words, are described as the smallest linguistic entities with lexical or a grammatical significance (pp. 8-9), for example, the word *buyer* consists of two morphemes. It is *buy* and *-er.* The word *buy* is called a free morpheme because it can occur as a word by itself or can stand alone, whereas *-er* is an affix that cannot function as a word on its own or is called as bound morpheme.

Based on the writer's opinion, a morpheme is the smallest unit in morphology that has a grammatical function and meaning. The smallest unit already segmented is called as root. It is a basic form of word and is known as a central morpheme. Morpheme is also divided into two kinds. It is free morpheme and bound morpheme.

a. **Kinds of Morpheme**

Katamba (1993) gave the statements morpheme is consists of two functional categories, which are free morpheme and bound morpheme (p. 47). It will be discussed below.

1) **Free morpheme**

Free morpheme is a morpheme that can occur as a word. This kind of morpheme can stand alone and does not need any morpheme to attached in it. Katamba (1993) said that root which is able to stand independently can be called as free morpheme (p. 41) for instance, *walk, cook, study, read,* and *swim.*

Handoko (2019) declared a morpheme that can stand by itself as a word is called as free morpheme (p. 38). Moreover, Carstairs and McCharty (2002) stated that free morpheme is morphemes that can stand on their own, whereas bound morpheme is a morpheme that cannot stand alone (p. 18) for example a word *happiness*, *Happy* is a root or morpheme that can stand alone. It already has their own meaning without needing other morpheme to attach in it so it is called as a free morpheme for *-ness* is morpheme that cannot stand alone. It does not have meaning and needs other morpheme to attach in it so it is called as a bound morpheme.

The statement above is strengthened by Booij (2005) that gave example the noun *buyer.* It consists of two morphemes, *buy* and *-er.* The verb *buy* is called a free morpheme because it can stand alone

and already has a meaning, meanwhile *-er* is an affix (a bound morpheme that cannot stand alone to have a meaning) (p. 9).

Another idea was delivered by Handoko (2019), there are two categories of a free morpheme. There are lexical morphemes and functional morphemes. In other words, lexical morphemes are a content of messages or are called as content words. It is a word that has a meaning in dictionary, such as nouns, adjectives, verbs and adverbs.

Meanwhile, Functional words or grammatical words do not contain meanings on their own except when they are used alongside content or roots, stems, and bases. They do not have a dictionary meaning and only perform a grammatical function such as conjunctions, preposition, pronouns, and articles (p. 21).

Salzman et al. (2012) explained that almost every words are free morpheme because they stand indepently and have a meaning as a word eventhough they do not join with other morpheme, such as *act, grace,* and *shock* (p. 55). Yule (2010) explained that a free morpheme is a morpheme that can stand alone as a single word (p. 68).

Aronoff and Fudeman (2011) called words that have ability to stand alone as free forms and units that are unable to stand alone, such as affixes are called as bound forms (p. 35). Delahunty and Garvey (2010) emphasized a word that can stand on its own as a word and no

need to join with other morpheme like a word *saw* is called free morpheme (p. 122).

Also, Lieber (2009) stated that free morpheme is a word that can stand alone and already has a meaning such as bracelet, head, and wipe (p. 33). On the other hand, Meyer (2009) explained that "a word will typically consist of a single free morpheme, sometimes referred to as the base. The base, as Plag (2003, p. 11) declared, "The part of a word which an affix is attached to." (p. 152)

Based on the explanations above, the writer concludes that a free morpheme is a morpheme that can stand alone as a word and do not need another morpheme to attach in it. It is already has a meaning or grammatical function.

2) **Bound morpheme**

Bound morpheme is a morpheme that needs a basic word to attach in it so this kind of morpheme has a meaning. According to Katamba (1993), many roots cannot stand alone. It is always attached by some kind of word-building component. Such roots are called as bound morpheme (p. 42).

Also, Delahunty and Garvey (2010) stated that a bound morpheme is an affix always attached with others. It must be attached as a word parts are said to be bound morpheme (p. 122). Bound morpheme refers to affixes. Handoko (2019) clarified a bound morpheme is morphemes that cannot stand alone or cannot exist

independently without being added to another morpheme. Examples of bound morphemes are : *-er, -tion, -ish, -ness, -ation, -ism, -al,, -s, -en, -ed,* etc (p. 22).

Aronoff and Fudeman (2011) stated that affixes that incapable to stand alone are called bound forms (p. 35). Furthermore, Yule (2010) also said that bound morphemes which are forms that cannot stand alone and typically join to another form, exemplified as *–s, -ed, re-, -ist* (p. 68). Lieber (2009) defined bound morpheme has varieties, which are prefix and suffix. This kind of morpheme cannot stand alone as a word (p. 33).

Mayer (2009) explained it must be linked to a free morpheme or lexical verb if it is bound (p. 152). On the same page, Mayer also give the example of this kind morpheme in a word *walking*, *walk* is free morpheme, because it can stand alone as a word, but the suffix *-ing* is bound morpheme because it is need to join with a free morpheme. Passingly, Carstairs and McCharty (2002), morphemes that can stand on their own as a word are referred to as free, meanwhile those cannot are referred to as bound (p. 18).

Salzman et al. (2012) declared that bound morpheme must be combined with other morphemes to form a combination. Examples of bound morphemes are *-ing, dis-, -s, -ly* (p. 55). Booij (2005) stated a bound morpheme cannot stand alone and cannot function as a word.

It indicates to the hyphen that precedes this morpheme and must be preceded by another morpheme (p. 9).

The writer sum up the bound morpheme refer to affixes, such as prefix, infix, and suffix. This kind of morpheme cannot stand alone as a word. It means that bound morpheme needs to join with free morpheme to create a meaning and has a grammatical function. Bound morpheme also divided into two, it will be discussed below:

a) Inflectional

Inflectional is a part of bound morpheme that cannot stand alone. It has to be attached with the other word to create a meaning. According to Katamba (1993), inflectional morphology makes contact with syntactically determined affixation processes (p. 205). Meanwhile, Hayes (2009) mentioned a type of grammatical morphology that makes words syntactically acceptable in their context is called inflectional morphology (p. 108). From that statement, It was established that inflectional morphemes do not modify the meaning of a word, rather only deal with the syntactic aspects of a word, such as the transition from singular to plural.

Based an idea that was delivered by Aronoff and Fudeman (2011), inflection is the formation of grammatical forms–past, present, future; singular, plural; neuter; and so on–of a single

lexeme. The employment of these grammatical forms is usually determined by the structure of the sentence (p. 47).

Haspelmath and Sims (2010) argued that the inflectional morpheme is about the relationship between a lexeme's word forms (p. 18). Meanwhile, Fromkin et al. (2014) gave the statements to distinguish inflectional and derivational morphemes in the table below (p. 48).

Table 2.2

The difference between inflectional and derivational morphemes

Inflectional	Derivational
Grammatical function	Lexical function
No change class of the word	May change class of the word
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morphemes in a word	Precede inflectional morpheme in a word

From the difference table, inflectional morpheme is an affix which not change the meaning and grammatical such as *pens* and *books*, meanwhile the derivational is an affix which change the meaning and grammatical such *quick* to *quickly*.

Fromkin et al. (2009) said inflectional morphemes never alter the grammatical category of the stems to which they are linked, in contrast to derivational morpheme. It is a part of bound morpheme, as described in figure 2.1 below (pp. 90-93).

Figure 2.2

Types of English morphemes
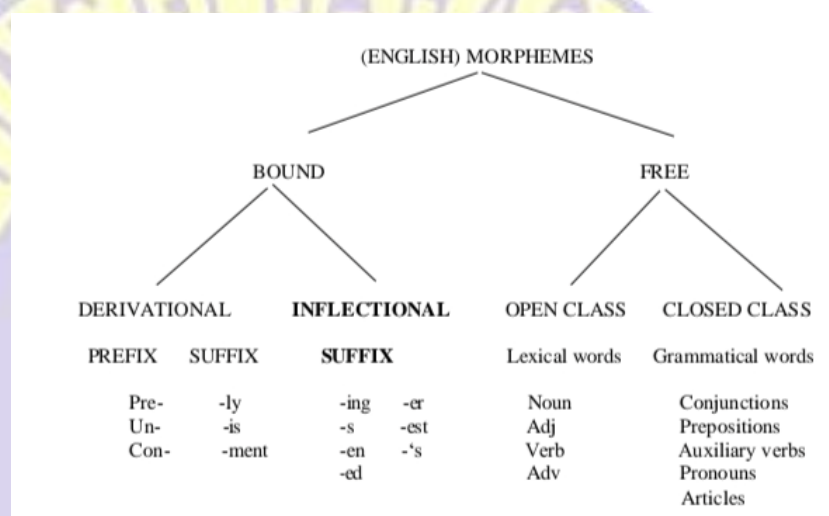
On the other hand, Yule (2010) proposed that an inflectional morpheme is concerned with a word's grammatical function, not about producing new words. Inflectional morphemes are used to indicate if a word is plural or singular, whether it is present or past tense, and whether it is a comparative or possessive form (p. 69). However, Handoko (2019) clarified that inflectional affixes is an affix that does not change the class of the word but instead encode other grammatical functions, such as tense, number, etc (p. 11).

Delahunty (2010) also claimed that this affix does not create separate word. It is merely modify the word in order to indicate

the grammatical such as plurality, as the *-s* of *fruits*, or past tense, as the *-ed*. Delahunty also gave examples of the eight English inflectional morphemes: (pp. 124-127).

nouns: {-s} plural (the birds)

noun phrases: {-s} genitive/possessive (the bird's song)

adjectives/adverbs: {-er} comparative (faster)

{-est} superlative (fastest)

verbs: {-s} 3rd person singular present tense (proves)

{-ed} past tense (proved)

{-ing} progressive/present participle (is proving)

{-en} past participle (has proven) (was proven)

Moreover, Lieber (2009) defined inflectional word formation involves grammatical distinctions such as tense (present vs. past), number (singular vs. plural), case (subject, object, possessive), and person (first, second, or third) (p. 7).

From above theories, the writer sums up the inflectional morpheme is an affix attached in a word in order to concern with syntactic aspects of the word, such as singular or plural, present or past tense, possessive, etc.

b) **Derivational**

Derivational is a part of bound morpheme that can change the class of the word when it is attached to other word. According to Katamba (1993), affixes used to create new lexical meaning is

called derivational morphology (p. 205). More specific, Meyer (2009) defined suffixes and prefixes are kind of derivational morphemes, whilst inflectional morphemes only suffixes (p. 154).

However, Handoko (2019) explained that derivational affixes can change the class of the word, including its meaning (p. 10). In line with Delahunty (2010), affixes that added to separate word and can create new meaning (p. 124). On the same page, Delahunty gave an example *paint (verb)* and added suffix *-er* creates a new word *painter*. It changes the class of the word into (noun) and also the meaning.

Moreover, Yule (2010) argued derivational morphemes is kind of bound morphemes that makes new word and different grammatical, for example, the adjective *good* added with derivational morpheme *-ness*. It changes to the noun *goodness* (p. 69).

On Aronoff and Fudeman's book (2011), derivational involves the formation of one lexeme from another, such as the word *select* become *selector* or *selection*. Compounding is a type of derivation that includes combining two or more lexemes to form a single lexeme (p. 47). On the next page, Arnoff and Fudeman's gave the examples of words + derivational affixes:

Nouns to nouns   : *auto* + biography

vice + president

Verbs to verbs   : *un* + tie

       re + surface

       pre + register

       under + estimate

Adjectives to adjectives : gray + *ish*

       a + moral

       sub + human

       il + legible

Nouns to adjectives : hawk + *ish*

       poison + *ous*

       soul + *ful*

Verbs to nouns   : discombobulat + *ion*

       acquitt + *al*

Adjectives to adverbs : sad + *ly*

       efficient + *ly*

   The other explanation from Hayes (2009) derivation is forming new words in order to expand the words in language and it is usually called as word formation (p. 108). Meanwhile, Haspelmath and Sims (2010) illustrated derivational is the relationship of a word family's lexemes (p. 18). Also, Lieber (2019) stated derived words are new lexemes that created by combining prefixes and suffixes on a base, and the process is

known as derivation (p. 53). Booij (2005) declared that derivational processes has a function to allow language users create new lexemes (p. 51).

On the other hand, Fromkin et al. (2014) stated that some derivational affixes sometimes do not change the grammatical of the class, such as:

Noun to noun : friend + *ship*

       human + *ity*

       king + *dom*

Verb to verb : *dis* + believe

       re + cover

       auto + destruct

Adjective to adjective : *in* + accurate

       un + happy

       dis + agreeable (p. 45)

Based on the explanations above, the writer thinks that derivational morpheme cannot stand alone as a word. It has to be attached with other word. This kind of morpheme is type of bound morpheme. It discusses about how the word created until it changes the class of the word and has a new meaning.
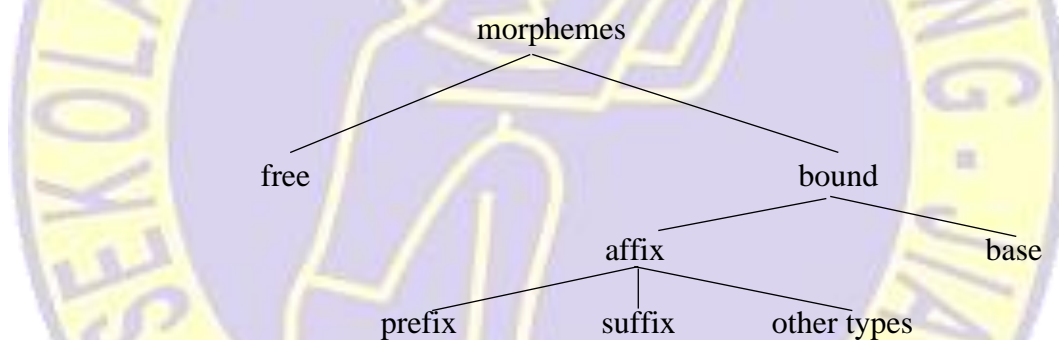
b. Types of Morpheme

Morphemes are divided into several types. Some experts have the discrete opinions about types of morpheme. According to Katamba (1993) it has 4 types of morpheme, they are root, stem, base, and affixes (p. 41). Meanwhile, Haspelmath and Sims (2010) stated it has 4 types of morpheme, they are root, base, inflectional, and derivational (p. 19).

On the other hand, Lieber (2009, p. 34) summarized types of morpheme in the figure below.

Figure 2.3

Types of morpheme

Also, Hayes (2009, p. 104) and Carstairs and MacCharty (2002, p. 20) contended it has 3 types of morpheme, they are root and affixes (inflectional and derivational).

The writer chooses the idea from Katamba (1993) that morphemes has 4 types, are: root, stem, base and affixes. It will be discussed below:

1) Root

Root is a core of the word that has a meaning as the independent word. Katamba (1993) said that a root is a word's irreducible essence,

and nothing else attached to it (p. 41). Katamba also explained that it is possibly to modify in the various manifestations of a lexeme, for example, *walk* is a root. It can be modified in other form such as *walk, walks, walking,* and *walked.* Delahunty and Garvey (2010) conveyed a root morpheme is the basic form that attached by other morpheme, for example, the morpheme *saw* is the root of *sawers* (p. 123).

Moreover, Handoko (2019) defined that the basic form to which attached by other morphemes is called a root. The foundation of the word is considered roots, the core of every word (p. 31). On the same page, Handoko (2019) said nothing else attached to root which is a core of the word. Through addition prefixes and suffixes to the root, it can create a new meaning. Haspelmath and Sims (2010) pointed a root is a base that cannot be further broken down into individual morphemes (p. 21).

Meanwhile, Booij (2005) stated stems can be either simplex or complex and if they are simplex, they called roots. By addition a morpheme, roots may be turned into stems, for example, *filter* into *to filter.* (p. 28). Hayes (2009) claimed root is a central morpheme of the word. It can be classified as free like *jump* and bound like *ident-* (p. 104). On the other hand, Fromkin et al. (2009) illustrated that affixes can be attached in a root that stand alone, for examples, *read* in *reread*, *paint* in *painter*, *ling* in *linguist*, and *ceive* in *conceive*. A root

may stand alone as a word or may not, such as *paint* and *read* do, but *ceive* and *ling* do not (p. 86).

Based on the explanations above, the writer mentioned root is a basic form of a word that has a meaning. It cannot be broken down any further. A root also can stand alone and usually stand around the affixes. Hayes (2009, p. 104) stated that roots can be classified into two types, free and bound. The example of free root, such as *read, swim* and for the bound root, such as suffix *–ing* in *reading* and *swimming.*

2) **Base**

Base is a word attached by prefixes or suffixes to create a new words. Katamba (1993) said that a base is unit that can be affixed with a variety of affixes. The affixes linked to a base can be inflectional affixes chosen for syntactic reasons or derivational affixes that change the meaning or grammatical of the base, for example, the base *boy* if attached with inflectional affix *s* will not change the meaning or grammatical. Meanwhile, the base *boy* if attached with affix *-ish* will change the meaning and grammatical (from noun to adjective) (p. 45).

On the other hand, Delahunty and Garvey (2010) stated bases are expressions that have affixes applied to them while roots can be bases, but bases are not always roots (p. 124). According to Handoko

(2019), a base is any unit to which any kind of affixes can be applied. It is the part of a word that cannot be broken down (p. 33).

Meanwhile, Hayes (2009) also explained a base is a place for affixes applied to (p. 104). Mayer (2009, p.152) also remarked a free morpheme sometimes is referred to as the base. The base, as Plag (2003, p. 11) stated, is "The part of a word which an affix is attached to". On the other hand, Fromkin (2014) claimed the term base in linguistics can refer to any root or stem to which an affix is connected (p. 43)

Based on the explanations above, the writer concludes that a base is a word that can be attached by variety of affixes to create a new words. The affixes attached in the base can be inflectional affixes or derivational affixes.

3) Stem

Stem is a word that attached by suffixes. It is a word that already has a meaning even before inflectional affixes are attached. Katamba (1993) declared the stem is the part of a word that exists before any inflectional affixes (i.e. those affixes that are required by syntax, such as single and plural number in nouns, tense in verbs, and so on) have been added (p. 45).

Meanwhile, Handoko (2019) said a stem is a component of a word that occurs prior to any inflectional affix. It is an appropriate candidate with a possibility of receiving inflectional affixes (p. 13).

Also, Fromkin et al. (2014) claimed a stem is created when a root morpheme and an affix are united (p. 42). Based on the explanations above, the writer sums up a stem is a word that exist before applied by inflectional affixes.

4) **Affixes**

Affixes is a part of a word that is usually added at the beginning and the end of basic words. According to Katamba (1993), an affix is a morpheme that only occurs when attached to root, stem, or base (p. 44). It means that affixes cannot stand alone as a word and it is called as a bound morpheme. Meyer (2009) stated that the process of derivational morphemes attached to other morphemes is known as affixation. (p. 154). Booij (2005) also argued affix is a bound morpheme that is unable to stand alone as a word (p. 9).

In line with Delahunty and Garvey (2010), an affix must be attached to other word (p. 122). Delahunty and Garvey also clarified affixes are classified depending on whether they are attached before (prefix) or after (suffix) the basic word. On the other hand, Carstairs and McCharty (2002) pointed the term affix refers to all prefixes, suffixes, and other non-root morphemes (p. 20). Specifically, Handoko (2019) assumed a morpheme known as an affix when it is joined to another morpheme such as roots, stems, or bases (p. 12).

The writer concerns an affix is a morpheme that usually attached to other basic word in beginning and the end of the word.

It is unable to stand alone as a word so affix can be categorized as a bound morpheme. Affixes are divided into two which are prefix and suffix. It will be discussed below:

a) Prefix

Prefix is a morpheme attached before a basic word. According to Katamba (1993), a prefix is an affix, such as *in-, re-*, or *un-*, that is applied before a root, stem, or base (p. 44). Yule (2010) clarified prefix and suffix are parts of bound morphemes; examples of prefixes include *pre, re, mis, co, ex*, and many others. (pp. 68-69).

Carstairs and McCharty (2002) stated that prefixes are the non-root morphemes of the words attached before the root (p. 20). On the same page, Carstairs and McCharty gave an example of prefix *en-* in a word *enlarge*. Fromkin et al. (2009) mentioned prefix is the non-root morphemes of words attached before the basic word (p. 83).

Meanwhile, Booij (2005) argued that a prefix will always come before a root (p. 29). Another thought delivered by Haspelmath and Sims (2010) stated affixes that come before root are called prefixes (p. 20). In accordance with Fromkin et al. (2014), an affix precedes other morphemes like *un-, pre-,* and *bi-* are prefixes (p. 40). Lieber (2009) also gave explanation before

the word's root, there is a prefix made up of bound morphemes, for examples, like *unwise, unhappy* that means 'not' (pp. 33-34)

The writer concludes that a prefix is always attached before a root, stem, or base. A prefix cannot stand alone to have a meaning because it is a kind of bound morpheme. Prefixes can occasionally impact grammatical function and modify word's meaning.

b) **Suffix**

Suffix is a morpheme attached after basic word. According to Katamba (1993), suffix is an affix such as likely, *-er, -ist, -s, -ing* and *-ed* that is applied after a root (or stem or base) (p. 44). In line with Carstairs and McCharty (2002), those attached after root are known as suffixes for example *-ance* in a word *performance*, *-ness* in a word *whiteness*, and *-able* in a word *readable* (p. 20).

Booij (2005) also claimed if the affix attached after a root, it is called suffix, such as *–ment* (p. 29). Meanwhile, Handoko (2019) remarked suffix is a word appears or attached after the root (stem or base) is called suffix, for example, *–ly* in a word *kindly*, *-er* in a word *teacher*, *-ist* in a word *typist*, etc. (p. 12).

Fromkin et al. (2009) explained that suffix is the affix which follow other morpheme, such as *–ing* in *eating, climbing, sleeping,* and *running* (p. 83). In accord with Haspelmath and

Sims (2010), suffix always follows the base of the word, such as –*ful* in *eventful* (p. 20). Yule (2010) other affixes attached at the end of the word are called suffixes (p. 59). Also, Delahunty and Garvey (2010) stated that prefixes are attached before and suffixes after a form (p. 123).

The writer sums up a suffix always attached after root, stem, or base. A suffix cannot stand alone to have a meaning because it is a kind of bound morpheme. Suffix can occasionally impact grammatical function, change the class of the word, or the word's meaning.

d. Word

Word is unit of language that has meaning and consists of one or more morphemes. Pursuant to Carstairs and McCharty (2002), the basic units of language are words (p. 4). On the other hand, Crystal: (2003; as cited in Cahaya, 2018) the smallest grammar unit that can stand alone as a full utterance, separated by spaces in written language and possibly by pauses in speech, is called a word (p. 7). This means, the word as a forming element of a language that have meaning both grammatically and lexically.

Meanwhile, Delahunty and Garvey (2010) declared phrases are constructed from the units of words (p.75). Fromkin et al. (2014) argued words are a crucial part of linguistics knowledge and constitute

component of our mental grammars (p.33). It means, without words everyone would be unable to convey their idea through language or understand the thoughts of others.

Aronoff and Fudeman (2011) argued the word is the smallest linguistic unit that is independent but it is not universally reliable (pp. 35-36). On the same page, Aronoff and Fudeman also gave the example, *"Whose book is this? My."* The word *my* here is a word, but it is generally does not stand alone. The speaker would use *mine* in this context.

On the other hand, Handoko (2019) explained that the smallest free form that exists in a language is the word (p. 4). Rahayu (2021) also stated that words are parts of sentences or something which forms a sentence (pp. 6-7). Another thought delivered by Bauer (2019; as cited in Rahayu, 2021) asserted that word may be defined in four other ways, such as in terms of its internal integrity, terms of its meaning (semantically), terms of sound structure (phonologically), or terms of sentence structure (syntactically) (p. 7) so the writer assumed that word is the important thing in language.

In the word, there are several terms which related. It will be discussed below:

1) **Lexicon**

The lexicon is the vocabulary of a language or branch of knowledge. According to Katamba (1993), a method for storing

general word-related regularities in a language is the lexicon (p. 83).
Meanwhile, Aronoff and Fudeman (2011) explained that the term
"lexicon" comes from the Greek word *lexikós*, which means
"pertaining to words" and is frequently used to describe a book that
includes a catalog of words in a language along with their definitions
(p. 55).

Another thought delivered by Haspelmath and Sims (2010) the
word "lexicon," used by linguists to describe a language user's
internal dictionary. When a linguist refers to something as being in
the lexicon, they are implying that people must have memorized it
(p. 60) so the writer sums up the lexicon as a branch of vocabulary
knowledge.

2) **Lexeme**

A lexeme is the smallest unit of words in a language. According
to Katamba (1993), the vocabulary terms that are enumerated in
dictionaries are referred to as lexemes (p. 18). As Delahunty and
Garvey (2010) said, lexeme is a word's fundamental form, or the
version you would look up in a dictionary (p. 87). It means that a
lexeme is usually entered as an entry in a dictionary.

On the other hand, Haspelmath and Sims (2010) claimed lexemes
are words in the broadest meaning (p. 15). Meanwhile, Handoko
(2019) stated that regardless of the number of inflectional endings

or the number of words it may comprise, a lexeme is a unit of lexical meaning (p. 14).

Another thought delivered by Bauer et al (2013; as cited in Rahayu, 2021), a lexeme is a word type abstraction that carries the same lexical meaning as one or more other word types (p. 9). Also, Aronoff and Fudeman (2011) explained a theoretical concept known as lexeme which approximately corresponds to one of the common meanings of the term word (p. 45) so the writer assumes lexeme is word-forming material.

3) **Simple word**

A simple word is a word that is formed from a single root and contains a single morpheme. According to Handoko (2019), simple words consist of a single morpheme that cannot be divided further into smaller, more meaningful components (p. 5). It means, simple word is a word that contain only one morpheme. On the same page, Handoko includes some examples of simple words, such as *tree, car, house, go,* etc, so the writer concludes that a simple word is formed by a simple root.

4) **Compound word**

A compound word is a word that is formed by joining two or more morphemes. According to Katamba (1993), compound words consist of at least two bases, both of which are words or root

morphemes (p. 54). On the same page, Katamba also give some examples of compound word, such as:

a. [tea] n + [pot] n: [teapot] n

[week] n + [end] n: [weekend] n

Sometimes, the bare roots are combined in compound word.

b. [hair] n + [[dress] v -*er*] n: [hairdresser] n

Sometimes, the bare roots or base contains an affixed form.

Meanwhile, Delahunty and Garvey (2010) claimed compound words are formed by joining two or more words together to create a new word (p. 75). As Yule (2010) said, compounding is a word that results from combining two different words into a single form (p. 55), the example for it such as *classroom, firefighter, railroad, etc.*

In accordance with Haspelmath and Sims (2010), compound words can be made up of two or more lexeme stems that are adjacent in a single-word form (p. 190). On the other hand, Booij (2005) explained that in compound words, each constituent is a lexeme (p. 85). Also, Carstairs and McCharty (2002) argued compound words were created by merging roots (p. 59).

Another thought delivered by Fromkin et al. (2014), compound words can create when two or more words joined to form new (p. 57). On the same page, Fromkin et al. also gave some examples of compound word, as the following table shows.

Table 2.3

Example of compound words

	Adjective	**Noun**	**Verb**
Adjective	Bittersweet	Poorhouse	whitewash
Noun	Headstrong	Homework	spoon-feed
Verb	feel-good	Pickpocket	sleepwalk

The writer assumes compound word is formed by joining two or more morphemes to create a new word.

5) **Complex word**

A complex word is one that has an affix attached to its single root, or morpheme. Fromkin et al. (2014) argued that complex words are made up of a morpheme root and one or more affixes (p. 42). It means, complex word can be attached by the affixes.

Another idea delivered by Handoko (2019) complex words consist of two or more morphemes can be further divided into smaller, meaningful units (p. 5). On the same page, Handoko also gave an example of a complex word, *inter-nation-al-ly,* so the writer sums up a complex word as a single root that is attached by the affix.

B. Grammar

DeCapua (2008) explained interpretation of grammar is a set of rules that are frequently considered arbitrary or unrealistic (p. 1). On the other hand, Stewart and Vailette (2001) argued the term "grammar" refers to what students

learnt about subjects, predicates, and parts of speech in their English or other language lessons (p. 8). Meanwhile, Huddleston and Pullum (2002) clarified the principle or rules governing the structure and meaning of words, phrases, clauses, and sentences are referred to as a language's grammar (p.3). The following are eight different types of grammar that can be classified according to their function, context, meaning, and use in sentences.

1. **Plural Nouns**

Azar (2002) stated the most plural nouns is formed by adding the final *-s* like *songs*. Then, the final *-es* is added to noun that has the final *-ch*, *-sh, -s, -z,* and *-x,* such as *lunches*, *bushes, kisses, buses, blitzes* and *boxes.* Also, the plural of words that end in a consonant *-y* is spelled *-ies* like *babies.* (p. 100).

2. **Possessive**

Azar (2002) explained possessive nouns expressed to show possession. It can be added with an apostrophe (') and *-s* to a singular noun, as an example: *The **girl's** book is on the table.* Meanwhile, if a singular noun ends in *-s,* there are two possible forms such as add an apostrophe *'s* or add only an apostrophe, some examples: ***Thomas's** book or **Thomas'** book.* Additionally, if a plural noun ends in *-s,* add only an apostrophe, for instance: *The **girls'** books are on the table*. Then, add an apostrophe and *-s* to plural nouns that do not end in *-s,* example: *The **men's** books are on the table* (p. 103).

3. **Comparative**

Azar (1996) declared comparative is used to compares two people or things are different. It is formed by adding *-er, -ier,* or *-more.* The *-er* and *-ier* add to an adjective, examples, *older* and *prettier.* Additionally, *more* add in front of an adjective and *than* follows the comparative form, for instance, *health is more important than money.* (p. 383)

4. **Superlative**

Azar (1996) gave the statements superlative is used to compares three or more people or things are different to all other its kind (p. 398). It is formed by adding *-est, -iest,* or *-most.* The *-est* and *-iest* add to an adjective, such as, *shortest* and *easiest.* Moreover, *the most* add in front of an adjective, like *Anna is the most diligent student in my class.*

5. **Present tense**

Azar (2002) argued present tense expressed when the situations that exist are *usually, always,* or *habitually*; it is exist now, and probably will exist in the future (p. 13). The pattern of present tense is *subject + v1(s/es) + object,* as an example, *water consists of hydrogen and oxygen.*

6. **Past tense**

Azar (2002) stated past tense expressed at one particular time in the past and it began and ended in the past (p. 13). The pattern of past tense is *subject + v2 + object,* for instance, *Tom watched television last night.*

7. **Progressive tense**

Azar (2002) claimed progressive expressed an activity that began in the past, it is also continuing at present and will probably end at some point in the future (p. 13). The pattern of progressive tense is *subject + am/is/are + v-ing + object,* like, *John is sleeping right now.*

8. **Past participle**

Azar (2002) stated past participle is serves an adjective with a passive meaning (p. 235). It has a form that ends with *-ed, -d, -t, -n,* and *-en.* For examples *, looked, excited, felt, seen,* and *eaten.*

C. Short Story

A short story is a work of prose fiction that describes an experience by the main character. Short story is simpler than novel. It has only many pages not as many as novel. This piece of literature has a core event that is packed with a solid story. According to Klarer (1999), short story is a shorter, more condensed version of the work in prose. Similar to the novel, the short story has its history in antiquity and the middle times (p. 12)

Meanwhile, according to March-Russel (2009), the term indicates a scripted narrative that is written rather than spoken authors have a tendency to think of their work as the modern version of the folktale (p. 2). Also, Ahyar (2019) stated that short stories tend to be less complex than novel. A short story typically concentrates on a single event, has a single plot, only one setting, a

small number of characters, and occurs over a condensed amount of time (p. 87).

On the next page, Ahyar also give characteristic of short story, as follows:

1. The content tends to be less complex

2. Characters in short stories are very limited and reviewed at a glance

3. The focus of the story is centered on one incident

4. Displays a conflict that does not cause a change in fate on the character.

5. Time is relatively short

6. The settings used are usually single

7. Using only one tight storyline

   Based on the explanation above, the writer concludes that short story is prose fiction that tell about an event experienced by the main character. It is less complex than novel. Short story is also included in popular literature. This literary work consists of a core event that is packed with a solid story.

D. Research of the Relevance

   The aim of this research is to let the reader know more specific about roots, stems, and bases through affixation processes study in linguistic field. The writer will analyze how affixation processes affect those roots, stems, and bases. In general, the research that has been done, they were only focusing on analyzing each affixes that occur in the data source but not try to explaining on how the affixation can affect those roots, stems, and bases.

   This reason is used by the writer to analyze more about what happens behind the process of the affixation. Based on those previous researches, the writer has

found three research focusing and limited their research on analyzing affixes. This research can be explain briefly as follows:

For the first, *"An Analysis of Derivational and Inflectional morphemes in Deen Squad Lyrics"* by Riana Rizkia in 2020 (UIN Ar-Raniry Banda Aceh). This thesis is focusing in analyzing derivational and inflectional affixes which are branches of bound morpheme attached in the Deen Squad Lyrics. Inflectional is an affix that attached in other word to give information about it.

Then, derivational is an affix attached in other word and change the class of the word or change the word's meaning. The data source is from Deen Squad Lyrics. The writer expected this research can be a tool to increase the reader's insight about derivational and inflectional affixes.

This research is used mixed method, which are qualitative and quantitative. The writer tries to collect and analyze about derivational and inflectional affixes formed in Deen Squads Lyrics. The result of this research is there were 110 affixes found in Deen Squad Lyrics which are 17 derivations (6 words of noun to adjective, 9 words of verb to noun, 1 word of adjective to noun, 1 word of verb to verb) and 93 inflections that divided into eight types (37 words of progressive, 9 words for third person singular, 7 words of past tense, 1 word of past participle, 31 words of plural, 5 words of possessive, 2 words of comparative degree, and 1 word of superlative degree).

The writer took this as a relevant research because it has similarity explained in detail about what is inflectional and derivational affixes are, in which related to the writer's paper which want to figure out how affixation processes affect

those roots, stems, and bases, but the difference of this research does not focused on finding types of morpheme such as roots, stems, and bases.

The second, *"Derivation and Inflection of English Affixes in Snow Novel by Orhan Pamuk"* by Tri Prayogo in 2017 (UIN Sunan Ampel Surabaya). This thesis discussed the derivation and inflection affixes that applied in Snow Novel by Orhan Pamuk. Inflectional is an affix that do not change the meaning of the word, meanwhile derivational is an affix that change the meaning of the word. The data source is from Snow Novel by Orhan Pamuk.

The writer hope this research can help the readers to know about the function and the process of inflection and derivation affixes. This research is used descriptive qualitative method. The writers tries to explain derivation and inflection affixes which occur in Snow Novel by Orhan Pamuk.

The result of this study showed there are 53 data. Which are four types of derivational affixes that only change grammatical classes (1 word of adverb, 13 words of noun, 5 words of verb, 10 words of adjective). Also, the processes and the functions of derivational affixes (verb maker, and eight types of inflectional affixes that are occurred (past tense, plural, past participle, comparative, singular third person, possessive, present participle, and superlative).

The writer took this as a relevant research because this thesis has similarity to explain in detail about the function and the process of inflectional and derivational affixes are, in which related to the writer paper which want to figure out how affixation processes affect those roots, stems, and bases, but the

difference of this research does not focused on finding types of morpheme such as roots, stems, and bases.

The third is *"Derivational and Inflectional Affixes in @TheGoodQuotes Posts on Instagram"* by Fitri Amalia Erlinawati in 2018 (UIN Sunan Ampel Surabaya). This thesis is analyzing about derivational and inflectional affixes that used in @*TheGoodQuote's* Posts. Derivational affixes is a part of bound morpheme that can changing the grammatical classes or the meaning of the word. On the other hand, inflectional affixes is a part of bound morpheme that attached in other morpheme to give information about the word's meaning but not changing the grammatical classes.

The data source is taken from @*TheGoodQuote's* Posts on Instagram. The writer hope that it can help the readers to classify the part which has a function to change the grammatical class or not, use it more effectively, and reduce errors if the readers understanding the various of derivational and inflectional affixes. This research is used descriptive qualitative method. The writer tries to find out the meanings and the most frequently found kinds of affixes, which are derivational and inflectional that used in @*TheGoodQuotes* posts on Instagram.

The result of this paper are found 137 words. Which are 62 derivational words that changing the grammatical classes (12 adjective derivation, 31 noun derivation, 5 verb derivation, 13 adverb derivation) and 23 derivational words that not changing the grammatical classes (3 words for preposition and relations, 4 words for quantitative, 10 words for negative, and 6 words for noun to noun).

Then, 52 inflectional affixes that divided into eight kinds, which are 4 words for *-est* superlative, 3 words for *'s* possessive, 3 words for *-en* past participle, 22 words *-s* for plural, 2 words *-ed* for past tense, 6 words *-er* for comparative, 6 words *-ing* for present progressive, and 6 words *-s* for third person singular. Based on the data above, derivational affixes which change the grammatical classes are mostly occurred.

The writer took this as a relevant research because this thesis has similarity explained about what is inflectional and derivational affixes are, the kind of each affixes that divided into eight kind of inflectional, and two kind of derivational that can change the grammatical classes or not. The difference of this research does not focused on finding types of morpheme such as roots, stems, and bases.
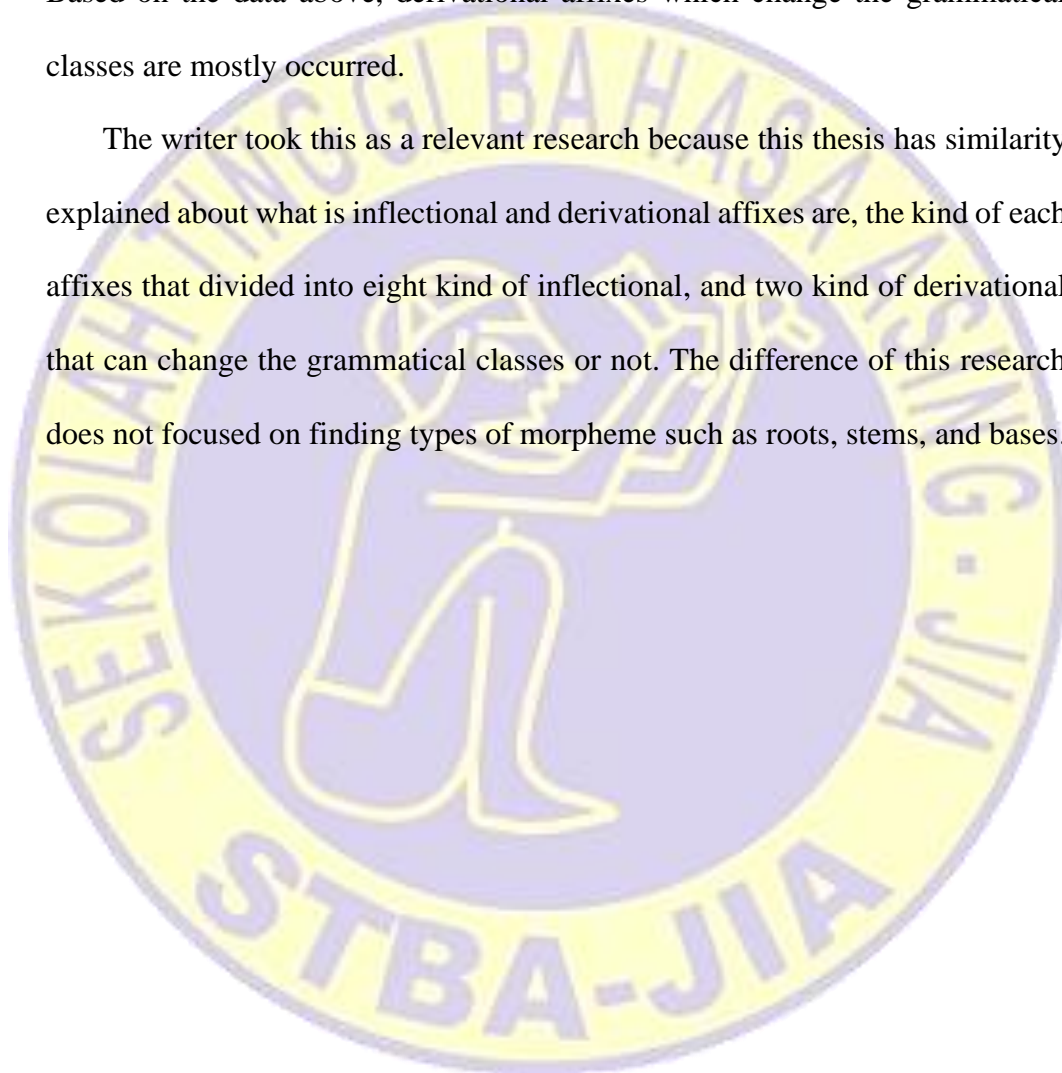
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method in this research. It consists of the discussion about the method of the research, procedure of the research, technique of the data collection, technique of the data analysis, and data sources.

A. The Method of the Research

This research has some stages to complete research method, it is divided into:

1. Time and Place of the Research

The research was arranged in six months from March to August, 2023. It included the time frame when the writer conducted beginning with preparation, data collection, and data analysis. The sources that help the writer conducted this research mostly from e-book, book, journals from many sources, thesis from STBA JIA, others university online library and websites which provide the e-book of Morphology that the writer needs. The place in which the research conducted was in STBA JIA Jl. Cut Mutia No. 16A, RT.001/RW.011, Margahayu, Kec. Bekasi Tim., Kota Bks, Jawa Barat 17113, advisors home, and at the writer's home.

2. Kind of the Research

Research methods are the techniques used during the research. According to Creswell (2009), plans and processes for research are called research designs, it covers anything from broad to specific decisions about

how to collect and analyze data (p.3). On the same page, Creswell also argued that there are three types of designs, which are quantitative, qualitative, and mix methods. The difference between qualitative and quantitative research is drawn by emphasizing the term using words (qualitative) as opposed to figures (quantitative).

This research will analyze the data by using qualitative method. Hancock (2009) concentrated on description and interpretation and might cause in the creation of new ideas or a theory. It focuses on the possibility that certain individuals or groups of might have (relatively) different perceptions on reality (usually, psychological or social reality) (p.6) Meanwhile, Tayler, Bogdan, and DeVault (2016) explained in the broadest definition, the phrase qualitative methodology refers to research that yields descriptive data, such as people's own written or spoken words and observable behavior (p.7).

From statements above, the writer sums up this research used qualitative method because it more emphasizes on understanding and meaning to search for a certain detail. It is also focused on different perceptions by the people's own written. This method was chosen because it explains the data which consist of affixations found in T. Albert's short story.

B. Procedure of the Research

Several procedures were carried out to obtain the result of the research. The writer needs to explain some steps to ensure that this research is conducted in the proper order:

1. Preparation

The most significant thing that the writer did prior to writing this paper was to identify the research issue that needed to be analyzed, choose the title of the topic, select a fixed title, determine the question and objectives of the research, the scope of the research, and take the benefits into account later. The writer use a few theoretical references to support and to improve the analysis of the research in the relevant review.

2. Implementation

To successfully complete the research after applying the research methodology. The analysis is done using affixes, which are inflectional and derivational and analyze types of morpheme that exist in the short story by T.Albert. Then, it was found the terms of roots, stems, and bases when attached by affixes.

3. Finishing

To support what has been written in the paper by data analysis and interpretation, the errors that are still found are being flagged for revision in order to get the best results. The writer draws conclusion and suggestion. It is broken down into a few step.

a. Composing the analyzed data. Prior to releasing the findings to finish the research, the data analysis must be collated after giving the mark, to be gathered with the kinds of affixes and analysis the kind of affixes that attached in roots, stems, and bases.

b. The writer discussed with the advisor. Every time, the writer has discussed whether the writer encountered difficulties and problems during observation with the first and second advisors. It aims to achieve the maximal result of the research.

c. The result was then revised. During the analysis this chapter, it is important to get advice about how to analyze types of morpheme, how can the affixes affect those roots, stems, and bases in morphological study. To achieve the maximal result of the research, the advisors help the writer to give some corrections and criticize any mistake.

d. The final step is concluding the result, to make the paper simple and easily to understand is each chapter should have a conclusion. So, the reader still can found the concise explanation in this paper.

C. Techniques of the Data Collection

For collecting the data, the writer herself as the instrument of the data. To collect the data, the writer used the documents as types of qualitative method. Hancock (2009) stated interviews, groups discussion, making observations, collecting documentation like letters, journals, and photographs, narrative collections, and questionnaires with open-ended questions are all examples of data collection techniques used in qualitative research (p.16). It means that qualitative method is a descriptive research and tend to use analysis.

In this research, the writer used documentation as the data collection technique. Documentation is intended to obtain data directly from research. The writer obtained data documentation from *The Hike* short story by T. Albert and did these processes during writing the paper. It will be discussed as following.

The first is the writer download many short stories by T. Albert in the blog monkeypen.com. There are so many short stories on the website but the writer choose one short story that has high rating and best moral value.

The second is read and underlined the important things from the short story. It is the process of choosing and simplifying the data from short story. It also used to summarize the data. By using selection, the data can be sharpened and focused on specific themes.

The third is takes a note and gives a mark. In this step, the writer will choose types of morpheme that contain inflectional or derivational. Then, the writer can analyze it easily.

D. Techniques of the Data Analysis

At this point, the writer tries to analyze the information gathered from T. Albert's short story. Creswell (2018) stated that the writer will first gather the data for data analysis of qualitative research, compose memos to provide a narrative explanation, and then can organize the final report (p. 267). The techniques will be discussed below.

First is rewrite the word in the sentence from short story. In this analysis step, the writer will start to quote the word that found in *The Hike* short story by T. Albert and classify word that attached by affixes which are found to a specific kind.

Next is marking affixes. The writer will give mark in word attached by prefix or suffix. Then, the writer will identify the data in each mark and explain about the meaning of its prefix or suffix. Through this mark, the writer can distinguish whether it is a prefix or suffix.

After that, the writer determines whether the prefix and suffix are contain inflectional or derivational. It starts with classify word that attached by affixes which are found to a specific kind, such as inflectional or derivational affixes. Inflectional means an affix that does not change the meaning or grammatical of the word. Meanwhile, derivational means an affix that change the meaning or grammatical of the word.

After the writer found some word, the next step is found its lexeme. The lexeme that found should be categorized based on its class of the word, for

example if the types of morpheme has a verb class, so the writer will give the first, second, and third verbs of its word.

After all steps above, the writer determines stem or base. The writer will try to analyze the word through affixation processes to find roots, stems, and bases that exist in the short story by T. Albert. If the word attached by inflectional, it means the types of morpheme that found is stem. Meanwhile, if the word attached by derivational it means the types of morpheme that found is base until it cannot be segmented anymore and become a root.

Last, the writer will give the interpretation of the research findings in order to simplify the reader in drawing conclusions from the analysis conducted by the writer.

E. Data Sources

The primary focus of this paper is its data. It is necessary for the research to continue in order to complete the paper. This paper's data are sorted into two categories:

The writer has collected factual information for the major data, directly from the data source and object data. According to Kabir (2016, p.204), primary data are facts discovered by first hand observation. Primary data is more dependable, authentic, and unbiased and has not yet been published. Since primary data has not been modified or altered by humans, its validity is higher than that of secondary data. Primary sources in this research are roots, stems, and bases that the writer found in the short story by T. Albert from monkeypen.com.

Secondary data are additional data that were available before this paper was written. According to (Kabir, 2016, p.273) the information gathered from primary sources and utilized in the current research study is referred to as secondary data. Compared to primary data collection, which necessitates gathering all information at once, this data collecting takes substantially less time. As a result, more information can be gathered this way.

This data is much easier to find by electronic media and the internet, such as journals, magazines, newspapers, e-books, public printed, government records, letters, and general websites. The secondary data that the writer used is taken from various sources, such as books, e-books, journals, and several researches that related to this paper. The writer also used dictionary to support the production of this paper such as Oxford Advanced Learner's Dictionary.
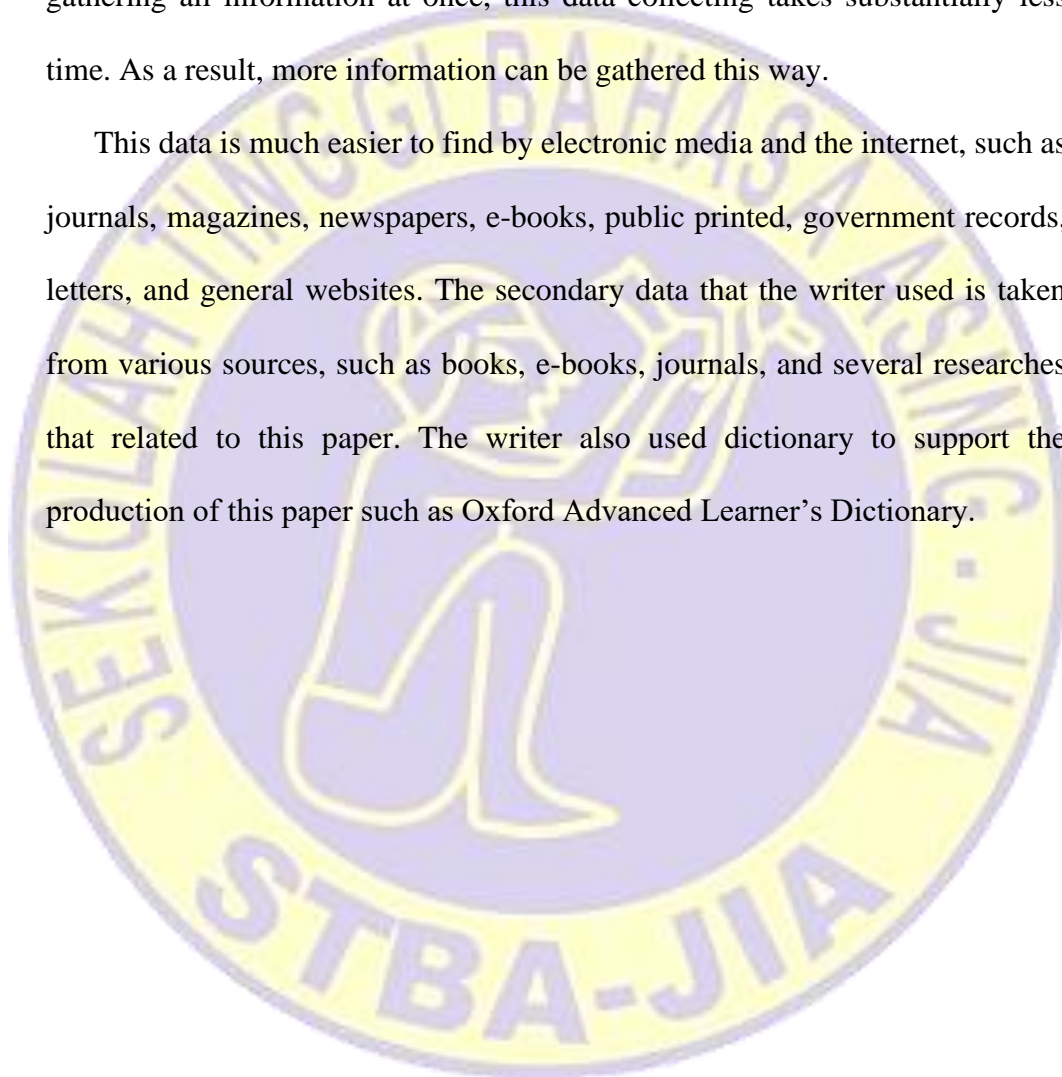
CHAPTER IV

DATA ANALYSIS

A. Data Description

This chapter presents the data analysis and the interpretation of the research findings about Roots, Stems, and Bases through Affixation Processes in *The Hike* Short Story. The writer focuses on finding stem and base which create the difference of roots, stems, and bases. The totals of the data objects are forty. There are thirty-one stems, and nine bases. Those are found in the thirty-one inflectional suffixes, three derivational prefixes, and six derivational suffixes. Those data are taken from short story titled *The Hike* by T. Albert which was taken from the website monkeypen.com. This website offers numerous free children's short story books. The data are analyzed descriptively based on the theory of morphology put forward by Katamba (1993).

B. Data Analysis

These data analyses are taken from *The Hike* short story page 1-16, which contains forty data of stems and bases. The descriptions are included from the short story to make the interpretation of the data analysis easily.

Datum 1: lived

Sentence: "… she and her mother liv**ed** with her grandparents." (P.1, L.2)

There is affixation happened in the sentence above. Word of *"lived"* comes from basic word "*live*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"lived"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"live"* is the free morpheme. The writer can find its lexeme from this *"live"* word, that is LIVE and its lexeme elements: *live, lives, living*, and *lived*. From these facts, the writer can prove that the [-ed] suffix in the *"lived"* word has functional category as inflection.

Moreover, in morphology, *"live"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"live"* word cannot be segmented anymore, so this word can be said as root because root is the last division after stem has been segmented.

Datum 2: liked

Sentence: "She lik**ed** nothing better than to spend time with her grandfather."

(P.1, L.3)

There is affixation happened in the sentence above. Word of *"liked"* comes from basic word "*like*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"liked"* word does not

effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"like"* is the free morpheme. The writer can find its lexeme from this *"like"* word, that is LIKE and its lexeme elements: *like, likes, liking,* and *liked*. From these facts, the writer can prove that the [-ed] suffix in the *"liked"* word has functional category as inflection.

Furthermore, in morphology, *"like"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"like"* word cannot be segmented anymore, in short, this word can be said as root because root is the last division after stem has been segmented.

Datum 3: opened

Sentence: ".. the forest open*ed* and Mandy saw the pond surrounded by large flat rocks." (P.10, L.1)

There is affixation happened in the sentence above. Word of *"opened"* comes from basic word *"open"*. Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"opened"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"open"* is the free morpheme. The writer can find its lexeme from this *"open"* word, that is OPEN and its lexeme elements: *open, opens, opening,* and *opened.* From these facts, the writer can prove that the [-ed] suffix in the *"opened"* word has functional category as inflection.

Beside, in morphology, *"open"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"open"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 4: enjoyed

Sentence: "… he was always making something and she enjoyed watching," (P.1, L.6)

There is affixation happened in the sentence above. Word of *"enjoyed"* comes from basic word "*enjoy*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"enjoyed"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"enjoy"* is the free morpheme. The writer can find its lexeme from this *"enjoy"* word, that is ENJOY and its lexeme elements: *enjoy, enjoys, enjoying*, and *enjoyed*. From these facts, the writer can prove that the [-ed] suffix in the *"enjoyed"* word has functional category as inflection.

Additionally, in morphology, *"enjoy"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"enjoy"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 5: picked

Sentence: "Mandy pick**_ed_** a large rock that extended out into the water for

them to rest on." (P.10, L.5)

There is affixation happened in the sentence above. Word of *"picked"* comes from basic word "*pick*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"picked"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"pick"* is the free morpheme. The writer can find its lexeme from this *"pick"* word, that is PICK and its lexeme elements: *pick, picks, picking*, and *picked*. From these facts, the writer can prove that the [-ed] suffix in the *"picked"* word has functional category as inflection.

Furthermore, in morphology, *"pick"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"pick"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 6: extended

Sentence: "Mandy picked a large rock that extend**_ed_** out into the water for them

to rest on." (P.10, L.5)

There is affixation happened in the sentence above. Word of *"extended"* comes from basic word "*extend*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional

morpheme. The suffix [-ed] that attached in the end of *"extended"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"extend"* is the free morpheme. The writer can find its lexeme from this *"extend"* word, that is EXTEND and its lexeme elements: *extend, extends, extending,* and *extended.* From these facts, the writer can prove that the [-ed] suffix in the *"extended"* word has functional category as inflection.

Moreover, in morphology, *"extend"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"extend"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 7: replied

Sentence: ""Ah, that is the surprise granddaughter," he repli*ed*." (P.3, L.5)

There is affixation happened in the sentence above. Word of *"replied"* comes from basic word "*reply*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"replied"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"reply"* is the free morpheme. The writer can find its lexeme from this *"reply"* word, that is REPLY and its lexeme elements: *reply, replies, replying,* and *replied*. From these facts, the writer can prove that the [-ed] suffix in the *"replied"* word has functional category as inflection.

Additionally, in morphology, *"reply"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"reply"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 8: doing

Sentence: ".. and sometimes even helping him finish whatever he was do***ing***."

(P.1, L.8)

There is affixation happened in the sentence above. Word of *"doing"* comes from basic word "*do*". Through affixation processes, the suffix [-ing] attached to it and as it past progressive which is a part of eight English inflectional morpheme. The suffix [-ing] that attached in the end of *"doing"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ing] is the suffix and *"do"* is the free morpheme. The writer can find its lexeme from this *"do"* word, that is DO and its lexeme elements: *do, does, doing, did, and done*. From these facts, the writer can prove that the [-ing] suffix in the *"doing"* word has functional category as inflection.

Moreover, in morphology, *"do"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"do"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 9: bears

Sentence: ".. Not many people, all sorts of wild life, even bear_s_." (P.8, L.4)

There is affixation happened in the sentence above. Word of *"bears"* comes from basic word "*bear*". Through affixation processes, the suffix [-s] attached to it and as it plural which is a part of eight English inflectional morpheme. The suffix [-s] that attached in the end of *"bears"* word does not effect changing in meaning and class of the words. This fact can be proven that [-s] is the suffix and *"bear"* is the free morpheme. The writer can find its lexeme from this *"bear"* word, that is BEAR and its lexeme elements: *bear* and *bears*. From these facts, the writer can prove that the [-s] suffix in the *"bears"* word has functional category as inflection.

Furthermore, in morphology, *"bear"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"bear"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 10: giggled

Sentence: "She giggled as she said, it looks like you're playing with two long sticks." (P.2, L.2)

There is affixation happened in the sentence above. Word of *"giggled"* comes from basic word "*giggle*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"giggled"* word does not

effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"giggle"* is the free morpheme. The writer can find its lexeme from this *"giggle"* word, that is GIGGLE and its lexeme elements: *giggle, giggling, giggles,* and *giggled*. From these facts, the writer can prove that the [-ed] suffix in the *"giggled"* word has functional category as inflection.

Additionally, in morphology, *"giggle"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"giggle"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 11: snacks

Sentences: "She went to the kitchen and saw that her grandfather was busy packing sandwiches, water, snacks, and other items into their backpacks." (P.4, L.7)

There is affixation happened in the sentence above. Word of *"snacks"* comes from basic word "*snack*". Through affixation processes, the suffix [-s] attached to it and as it plural which is a part of eight English inflectional morpheme. The suffix [-s] that attached in the end of *"snacks"* word does not effect changing in meaning and class of the words. This fact can be proven that [-s] is the suffix and *"snack"* is the free morpheme. The writer can find its lexeme from this *"snack"* word, that is SNACK and its lexeme elements: *snack* and *snacks*. From these facts, the writer can prove that the [-s] suffix in the *"snacks"* word has functional category as inflection.

Afterwards, in morphology, *"snack"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"snack"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 12: sticks

Sentence: "…you're playing with two long sticks." (P.2, L.4)

There is affixation happened in the sentence above. Word of *"sticks"* comes from basic word *"stick"*. Through affixation processes, the suffix [-s] attached to it and as it plural which is a part of eight English inflectional morpheme. The suffix [-s] that attached in the end of *"sticks"* word does not effect changing in meaning and class of the words. This fact can be proven that [-s] is the suffix and *"stick"* is the free morpheme. The writer can find its lexeme from this *"stick"* word, that is STICK and its lexeme elements: *stick* and *sticks*. From these facts, the writer can prove that the [-s] suffix in the *"sticks"* word has functional category as inflection.

Moreover, in morphology, *"stick"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"stick"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 13: going

Sentence: "I am go**ing** to make two walking sticks ..." (P.2, L.4)

There is affixation happened in the sentence above. Word of *going"* comes from basic word "*go*". Through affixation processes, the suffix [-ing] attached to it and as it present progressive which is a part of eight English inflectional morpheme. The suffix [-ing] that attached in the end of *"going"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ing] is the suffix and *"go"* is the free morpheme. The writer can find its lexeme from this *"go"* word, that is GO and its lexeme elements: *go, goes, going, went, and gone.* From these facts, the writer can prove that the [-ing] suffix in the *"going"* word has functional category as inflection.

Then, in morphology, *"go"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"go"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 14: shrieked

Sentence: "Alright!" Mandy shrieked." (P.2, L.8)

There is affixation happened in the sentence above. Word of *"shrieked"* comes from basic word "*shriek*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"shrieked"* word does not effect changing in meaning and class of the words. This fact can be proven that

[-ed] is the suffix and *"shriek"* is the free morpheme. The writer can find its lexeme from this *"shriek"* word, that is SHRIEK and its lexeme elements: *shriek, shrieks, shrieking*, and *shrieked*. From these facts, the writer can prove that the [-ed] suffix in the *"shrieked"* word has functional category as inflection.

Additionally, in morphology, *"shriek"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"shriek"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 15: finished

Sentence: "Mandy (with her grandfather's help) finished the walking sticks."
(P.2, L.10)

There is affixation happened in the sentence above. Word of *"finished"* comes from basic word "*finish*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"finished"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"finish"* is the free morpheme. The writer can find its lexeme from this *"finish"* word, that is FINISH and its lexeme elements: *finish, finishes, finishing,* and *finished*. From these facts, the writer can prove that the [-ed] suffix in the *"finished"* word has functional category as inflection.

Furthermore, in morphology, *"finish"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"finish"* word cannot be

segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 16: beautiful

Sentence: ".. the most beauti***ful*** walking sticks .." (P.2, L.11)

There is affixation happened in the sentence above. Word of *"beautiful"* comes from basic word "*beauty*". Through affixation processes, the suffix [-ful] attached to it, so the word class change from noun to adjective. The suffix [-ful] that attached in the end of *"beautiful"* word effect changing in meaning and class of the words. This fact can be proven that [-ful] is the suffix and *"beauty"* is the free morpheme. The writer can find its lexeme from this *"beauty"* word, that is BEAUTY and its lexeme elements: *beauty, beautiful, more beautiful, the most beautiful,* and *beautified*. From these facts, the writer can prove that the [-ful] suffix in the *"beautiful"* word has functional category as derivation.

Then, in morphology, *"beauty"* word can be said as base. Base is a word that attached by derivational morpheme. If *"beauty"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 17: removed

Sentence: "With the bark __re__moved," (P.3, L.1)

There is affixation happened in the sentence above. Word of *"removed"* comes from basic word "*move*". Through affixation processes, the prefix [re-] attached to it, and as its meaning is "again". The prefix [re-] that attached in the beginning of *"removed"* word effect changing in meaning but not change the class of the words. The writer can find its lexeme from this *"moved"* word, that is MOVED and its lexeme elements: *move, moves, moving,* and *moved.* From these facts, the writer can prove that the [re-] prefix in the *"removed"* word has functional category as derivation.

Afterwards, in morphology, *"moved"* word can be said as base. Base is a word that attached by derivational morpheme. Then, *"moved"* word still cannot be as free morpheme because the verb *"moved"* has suffix [-ed]. So, to find its root, we must segment the suffix [-ed] and its rest is *"move"*. If *"move"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 18: removed

Sentence: "With the bark removed," (P.3, L.1)

There is affixation happened in the sentence above. Word of *"removed"* comes from basic word "*move*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"removed"* word does not

effect changing in meaning and class of the words. The writer can find its lexeme from this *"remove"* word, that is REMOVE and its lexeme elements: *remove, removes, removing,* and *removed*. From these facts, the writer can prove that the [-ed] suffix in the *"removed"* word has functional category as inflection.

Furthermore, in morphology, *"remove"* word can be said as stem. Stem is a word that attached by inflectional morpheme. Then, *"remove"* word still cannot be as free morpheme because the verb *"remove"* has prefix [re-]. So, to find its root, we must segment the prefix [re-] and its rest is *"move"*. If *"move"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 19: easier

Sentence: "..walking sticks will help make the hike easier." (P.3, L.8)

There is affixation happened in the sentence above. Word of *"easier"* comes from basic word "*easy*". Through affixation processes, the suffix [-er] attached to it and as it comparative which is a part of eight English inflectional morpheme. The suffix [-er] that attached in the end of *"easier"* word does not effect changing in meaning and class of the words. This fact can be proven that [-er] is the suffix and *"easy"* is the free morpheme. The writer can find its lexeme from this *"easy"* word, that is EASY and its lexeme elements: : *easy, easier,* and *easiest*. From these facts, the writer can prove that the [-er] suffix in the *"easier"* word has functional category as inflection.

Additionally, in morphology, *"easy"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"easy"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 20: immediately

Sentence: "Immediately several small fish came by and nibbled at her fingers."

(P.11, L.4)

There is affixation happened in the sentence above. Word of *"immediately"* comes from basic word "*immediate*". Through affixation processes, the suffix [-ly] attached to it, so the word class change from adjective to adverb. The suffix [-ly] that attached in the end of *"immediately"* word effect changing in meaning and class of the words. This fact can be proven that [-ly] is the suffix and *"immediate"* is the free morpheme. The writer can find its lexeme from this *"immediate"* word, that is IMMEDIATE and its lexeme elements: *immediate* and *immediately*. From these facts, the writer can prove that the [-ly] suffix in the *"immediately"* word has functional category as derivation.

Additionally, in morphology, *"immediate"* word can be said as base. Base is a word that attached by derivational morpheme. If *"immediate"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 21: safer

Sentence: ".. be saf_er_ while they hiked." (P.8, L.10)

There is affixation happened in the sentence above. Word of *"safer"* comes from basic word "*safe*". Through affixation processes, the suffix [-er] attached to it and as it comparative which is a part of eight English inflectional morpheme. The suffix [-er] that attached in the end of *"safer"* word does not effect changing in meaning and class of the words. This fact can be proven that [-er] is the suffix and *"safe"* is the free morpheme. The writer can find its lexeme from this *"safe"* word, that is SAFE and its lexeme elements: *safe, safer,* and *safest.* From these facts, the writer can prove that the [-er] suffix in the *"safer"* word has functional category as inflection.

Moreover, in morphology, *"safe"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"safe"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 22: wiggled

Sentence: ".. and wiggled her fingers in the cold water." (P.11, L.2)

There is affixation happened in the sentence above. Word of *"wiggled"* comes from basic word "*wiggle*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"wiggled"* word does not effect changing in meaning and class of the words. This fact can be proven that

[-ed] is the suffix and *"wiggle"* is the free morpheme. The writer can find its lexeme from this *"wiggle"* word, that is WIGGLE and its lexeme elements: *wiggle, wiggles, wiggling,* and *wiggled.* From these facts, the writer can prove that the [-ed] suffix in the *"wiggled"* word has functional category as inflection.

Beside, in morphology, *"wiggle"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"wiggle"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 23: arrived

Sentence: "...they arrived at the base of a mountain…" (P.6, L.2)

There is affixation happened in the sentence above. Word of *"arrived"* comes from basic word "*arrive*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"arrived"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"arrive"* is the free morpheme. The writer can find its lexeme from this *"arrive"* word, that is ARRIVE and its lexeme elements: *arrive, arrives, arriving,* and *arrived.* From these facts, the writer can prove that the [-ed] suffix in the *"arrived"* word has functional category as inflection.

Afterwards, in morphology, *"arrive"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"arrive"* word cannot be

segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 24: excitedly

Sentence: "Swim!" Mandy said excited***ly***." (P.6, L.8)

There is affixation happened in the sentence above. Word of *"excitedly"* comes from basic word "*excited*". Through affixation processes, the suffix [-ly] attached to it, so the word class change from adjective to adverb. The suffix [-ly] that attached in the end of *"excitedly"* word effect changing in meaning and class of the words. This fact can be proven that [-ly] is the suffix and *"excited"* is the free morpheme. The writer can find its lexeme from this *"excited"* word, that is EXCITED and its lexeme elements: *excited* and *excitedly*. From these facts, the writer can prove that the [-ly] suffix in the *"excitedly"* word has functional category as derivation.

Additionally, in morphology, *"excited"* word can be said as base. Base is a word that attached by derivational morpheme. If *"excited"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 25: nibbled

Sentence: "…and nibbl***ed*** at her fingers." (P.11, L.5)

There is affixation happened in the sentence above. Word of *"nibbled"* comes from basic word "*nibble*". Through affixation processes, the suffix [-ed]

attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"nibbled"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"nibble"* is the free morpheme. The writer can find its lexeme from this *"nibble"* word, that is NIBBLE and its lexeme elements: *nibble, nibbles, nibbling,* and *nibbled.* From these facts, the writer can prove that the [-ed] suffix in the *"nibbled"* word has functional category as inflection.

Then, in morphology, *"nibble"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"nibble"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 26: natural

Sentence: ".. they were in a very natural area." (P.8, L.3)

There is affixation happened in the sentence above. Word of *"natural"* comes from basic word "*nature*". Through affixation processes, the suffix [-al] attached to it, so the word class change from noun to adjective. The suffix [-al] that attached in the end of *"natural"* word effect changing in meaning and class of the words. This fact can be proven that [-al] is the suffix and *"nature"* is the free morpheme. The writer can find its lexeme from this *"nature"* word, that is NATURE and its lexeme elements: *nature, natures,* and *natural.* From these facts, the writer can prove that the [-al] suffix in the *"natural"* word has functional category as derivation.

Additionally, in morphology, *"nature"* word can be said as base. Base is a word that attached by derivational morpheme. If *"nature"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 27: particularly

Sentence: "...around them, particularly the animals." (P.8, L.7)

There is affixation happened in the sentence above. Word of *"particularly"* comes from basic word "*particular*". Through affixation processes, the suffix [-ly] attached to it, so the word class change from adjective to adverb. The suffix [-ly] that attached in the end of *"particularly"* word effect changing in meaning and class of the words. This fact can be proven that [-ly] is the suffix and *"particular"* is the free morpheme. The writer can find its lexeme from this *"particular"* word, that is PARTICULAR and its lexeme elements: *particular* and *particularly*. From these facts, the writer can prove that the [-ly] suffix in the *"particularly"* word has functional category as derivation.

Moreover, in morphology, *"particular"* word can be said as base. Base is a word that attached by derivational morpheme. If *"particular"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 28: bigger

Sentence: ".. the bigg_er_ animals know you are in their area." (P.9, L.5)

There is affixation happened in the sentence above. Word of *"bigger"* comes from basic word "*big*". Through affixation processes, the suffix [-er] attached to it and as it comparative which is a part of eight English inflectional morpheme. The suffix [-er] that attached in the end of *"bigger"* word does not effect changing in meaning and class of the words. This fact can be proven that [-er] is the suffix and *"big"* is the free morpheme. The writer can find its lexeme from this *"big"* word, that is BIG and its lexeme elements: *big, bigger,* and *biggest.* From these facts, the writer can prove that the [-er] suffix in the *"bigger"* word has functional category as inflection.

Then, in morphology, *"big"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"big"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 29: animals

Sentence: ".. the bigger animals know you are in their area." (P.9, L.5)

There is affixation happened in the sentence above. Word of *"animals"* comes from basic word "*animal*". Through affixation processes, the suffix [-s] attached to it and as it plural which is a part of eight English inflectional morpheme. The suffix [-s] that attached in the end of *"animals"* word does not effect changing in meaning and class of the words. This fact can be proven that

[-s] is the suffix and *"animal"* is the free morpheme. The writer can find its lexeme from this *"animal"* word, that is ANIMAL and its lexeme elements: *animal* and *animals*. From these facts, the writer can prove that the [-s] suffix in the *"animals"* word has functional category as inflection.

Furthermore, in morphology, *"animal"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"animal"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 30: unpacked

Sentence: "As her grandfather unpacked their food, …" (P.11, L.1)

There is affixation happened in the sentence above. Word of *"unpacked"* comes from basic word "*pack*". Through affixation processes, the prefix [un-] attached to it, and as its meaning is "not". The prefix [re-] that attached in the beginning of *"unpacked"* word effect changing in meaning but not change the class of the words. The writer can find its lexeme from this *"packed"* word, that is PACKED and its lexeme elements: *pack, packs, packing,* and *packed.* From these facts, the writer can prove that the [un-] prefix in the *"unpacked"* word has functional category as derivation.

Afterwards, in morphology, *"packed"* word can be said as base. Base is a word that attached by derivational morpheme. Then, *"packed"* word still cannot be as free morpheme because the verb *"packed"* has suffix [-ed]. So, to find its root, we must segment the suffix [-ed] and its rest is *"pack"*. If *"pack"* word

cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 31: unpacked

Sentence: "As her grandfather unpack**_ed_** their food, …" (P.11, L.1)

There is affixation happened in the sentence above. Word of *"unpacked"* comes from basic word "*pack*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"unpacked"* word does not effect changing in meaning and class of the words. The writer can find its lexeme from this *"unpack"* word, that is UNPACK and its lexeme elements: *unpack, unpacks, unpacking,* and *unpacked..* From these facts, the writer can prove that the [-ed] suffix in the *"unpacked"* word has functional category as inflection.

Furthermore, in morphology, *"unpack"* word can be said as stem. Stem is a word that attached by inflectional morpheme. Then, *"unpack"* word still cannot be as free morpheme because the verb *"unpack"* has prefix [un-]. So, to find its root, we must segment the prefix [un-] and its rest is *"pack"*. If *"pack"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 32: leaned

Sentence: "she lean**_ed_** over and wiggled her fingers..." (P.11, L.2)

There is affixation happened in the sentence above. Word of *"leaned"* comes from basic word "*lean*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"leaned"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"lean"* is the free morpheme. The writer can find its lexeme from this *"lean"* word, that is LEAN and its lexeme elements: : *lean, leans, leaning, leaned,* and *leant.* From these facts, the writer can prove that the [-ed] suffix in the *"leaned"* word has functional category as inflection.

Then, in morphology, *"lean"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"lean"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 33: realizing

Sentence: "then, realizing the fish were just curious," (P.11, L.7)

There is affixation happened in the sentence above. Word of "*realizing*" comes from basic word "*realize*". Through affixation processes, the suffix [-ing] attached to it and as it progressive tense which is a part of eight English inflectional morpheme. The suffix [-ing] that attached in the end of *"realizing"* word does not effect changing in meaning and class of the words. This fact can

be proven that [-ing] is the suffix and *"realize"* is the free morpheme. The writer can find its lexeme from this *"realize"* word, that is REALIZE and its lexeme elements: *realize, realizes, realizing,* and *realized.* From these facts, the writer can prove that the [-ing] suffix in the *"realizing"* word has functional category as inflection.

Moreover, in morphology, *"realize"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"realize"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 34: disappeared

Sentence: ".. blending into the surrounding brush and then disappeared." (P.13, L.6)

There is affixation happened in the sentence above. Word of *"disappeared"* comes from basic word "*appear*". Through affixation processes, the prefix [dis-] attached to it, and as its meaning is "reversive". The prefix [dis-] that attached in the beginning of *"disappeared"* word effect changing in meaning but not change the class of the words. The writer can find its lexeme from this *"appeared"* word, that is APPEARED and its lexeme elements: *appear, appears, appearing,* and *appeared.* From these facts, the writer can prove that the [dis-] prefix in the *"disappeared"* word has functional category as derivation.

Afterwards, in morphology, *"appeared"* word can be said as base. Base is a word that attached by derivational morpheme. Then, *"appeared"* word still

cannot be as free morpheme because the verb *"appeared"* has suffix [-ed]. So, to find its root, we must segment the suffix [-ed] and its rest is *"appear"*. If *"appear"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 35: disappeared

Sentence: ".. blending into the surrounding brush and then disappeared." (P.13, L.6)

There is affixation happened in the sentence above. Word of *"disappeared"* comes from basic word "*appear*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"disappeared"* word does not effect changing in meaning and class of the words. The writer can find its lexeme from this *"disappear"* word, that is DISAPPEAR and its lexeme elements: *disappear, disappears, disappearing,* and *disappeared.* From these facts, the writer can prove that the [-ed] suffix in the *"disappeared"* word has functional category as inflection.

Furthermore, in morphology, *"disappear"* word can be said as stem. Stem is a word that attached by inflectional morpheme. Then, *"disappear"* word still cannot be as free morpheme because the verb *"disappear"* has prefix [dis-]. So, to find its root, we must segment the prefix [dis-] and its rest is *"appear"*. If *"appear"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem and base has been segmented.

Datum 36: thinking

Sentence: "Mandy's grandfather had to do some serious think*ing*." (P.14, L.9)

There is affixation happened in the sentence above. Word of *"thinking"* comes from basic word *"think"*. Through affixation processes, the suffix [-ing] attached to it and as it progressive tense which is a part of eight english inflectional morpheme. The suffix [-ing] that attached in the end of *"thinking"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ing] is the suffix and *"think"* is the free morpheme. The writer can find its lexeme from this *"think"* word, that is THINK and its lexeme elements: *think, thinks, thinking,* and *thought*. From these facts, the writer can prove that the [-ing] suffix in the *"thinking"* word has functional category as inflection.

Moreover, in morphology, *"think"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"think"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 37: softly

Sentence: "Yes," he said softly." (P.15, L.6)

There is affixation happened in the sentence above. Word of *"softly"* comes from basic word *"soft"*. Through affixation processes, the suffix [-ly] attached to it, so the word class change from adjective to adverb. The suffix [-ly] that attached in the end of *"softly"* word effect changing in meaning and class of the

words. This fact can be proven that [-ly] is the suffix and *"soft"* is the free morpheme. The writer can find its lexeme from this *"soft"* word, that is SOFT and its lexeme elements: *soft* and *softly*. From these facts, the writer can prove that the [-ly] suffix in the *"softly"* word has functional category as derivation.

Additionally, in morphology, *"soft"* word can be said as base. Base is a word that attached by derivational morpheme. If *"soft"* word cannot be segmented anymore, this word can be said as root, because root is the last division after base has been segmented.

Datum 38: explained

Sentence: "her grandfather answered all her questions the best he could and explained that they were in a very natural area." (P.8, L.2)

There is affixation happened in the sentence above. Word of *"explained"* comes from basic word "*explain*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"explained"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"explain"* is the free morpheme. The writer can find its lexeme from this *"explain"* word, that is EXPLAIN and its lexeme elements: *explain, explains, explaining,* and *explained.* From these facts, the writer can prove that the [-ed] suffix in the *"explained"* word has functional category as inflection.

Afterwards, in morphology, *"explain"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"explain"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 39: fingers

Sentence: ".. she shrieked in surprise and then, realizing the fish were just curious, placed her hand back into the water and watched as the fish darted around her finger*s*." (P.11, L.9)

There is affixation happened in the sentence above. Word of *"fingers"* comes from basic word "*finger*". Through affixation processes, the suffix [-s] attached to it and as it plural which is a part of eight English inflectional morpheme. The suffix [-s] that attached in the end of *"fingers"* word does not effect changing in meaning and class of the words. This fact can be proven that [-s] is the suffix and *"finger"* is the free morpheme. The writer can find its lexeme from this *"finger"* word, that is FINGER and its lexeme elements: *finger* and *fingers*. From these facts, the writer can prove that the [-s] suffix in the *"fingers"* word has functional category as inflection.

Additionally, in morphology, *"finger"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"finger"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

Datum 40: laughed

Sentence: "She laugh_**ed**_ and played with the fish…" (P.11, L.10)

There is affixation happened in the sentence above. Word of *"laughed"* comes from basic word "*laugh*". Through affixation processes, the suffix [-ed] attached to it and as it past tense verb which is a part of eight English inflectional morpheme. The suffix [-ed] that attached in the end of *"laughed"* word does not effect changing in meaning and class of the words. This fact can be proven that [-ed] is the suffix and *"laugh"* is the free morpheme. The writer can find its lexeme from this *"laugh"* word, that is LAUGH and its lexeme elements: *laugh, laughs, laughing,* and *laughed.* From these facts, the writer can prove that the [-ed] suffix in the *"laughed"* word has functional category as inflection.

Furthermore, in morphology, *"laugh"* word can be said as stem. Stem is a word that attached by inflectional morpheme. If *"laugh"* word cannot be segmented anymore, this word can be said as root, because root is the last division after stem has been segmented.

C. **Interpretation of the Research Findings**

Table of 4.1

Research Findings of Roots, Stems, and Bases

	Stem	**Base**	**Root**	**Percentage**
Inflectional	31		31	77,5%
Derivational		9	9	22,5%
		Total	40	100%

After classifying roots, stems, and bases through affixation processes from *The Hike* short story by T. Albert from page 1-16, the writer found 40 types of morphemes such as roots, stems, and bases. It analyzed through affixation processes which contain inflectional or derivational. The table shows the stems are found 31 (77,5%). Then, for the base are found 9 (22,5%) so the totals are included 40 roots (100%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing those data, it has been concluded that affixation processes can affect the kind of those roots, stems, and bases. This analysis is based on the theory of morphology by Katamba. It can be concluded that:

1. Roots, stems, and bases are types of morpheme that can be found in *The Hike* short story by T. Albert. These types of morpheme has its own meaning. Roots is a core of the word that cannot be segmented anymore. Then, stem is a word attached by suffix which contain of inflectional morpheme. Meanwhile, base is a word attached by affixes which contain of derivational morpheme.

2. Affixation processes can affect the difference between roots, stems, and bases because it has characteristics. If the word is attached by suffix which contain inflectional morphemes, it can be called as stem. Meanwhile, if the word is attached by affix which contain derivational morphemes, it can be called as base. Then, stem and base that cannot be segmented anymore can be called as root.

B. Suggestion

In this research, the writer has many shortcomings both in terms of theory and analysis, but the writer hopes this research can help the readers and other researcher to know more about Morphology especially about roots, stems, and bases through affixation processes.

1. The linguistics students

The writer suggested the linguistics students to understand the difference between inflectional and derivational morphemes. Beside it, linguistics students also have to know the definition and the difference of roots, stems, and bases in Morphology.

2. The researchers

The writer suggested other researchers to expand on this study utilizing improved methods and diverse data sources.

3. STBA JIA

The writer suggested English Department may use this paper as a reference about roots, stems, and bases through affixation processes in linguistic study, especially Morphology. Additionally, the writer hopes JIA library can provide more theory of Linguistics books to make it easier for other researcher and the next linguistics research will be more varieties.

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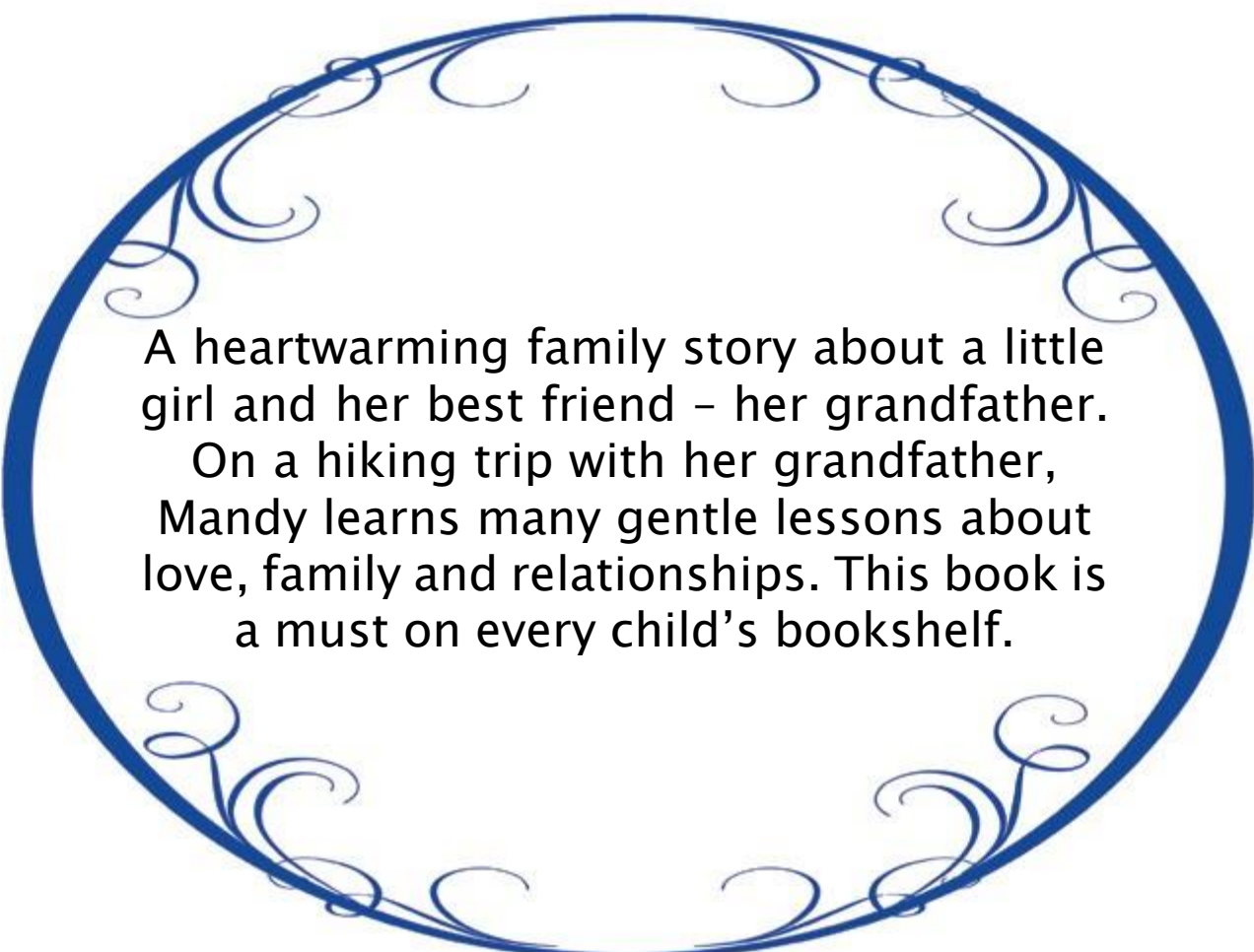
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The Hike
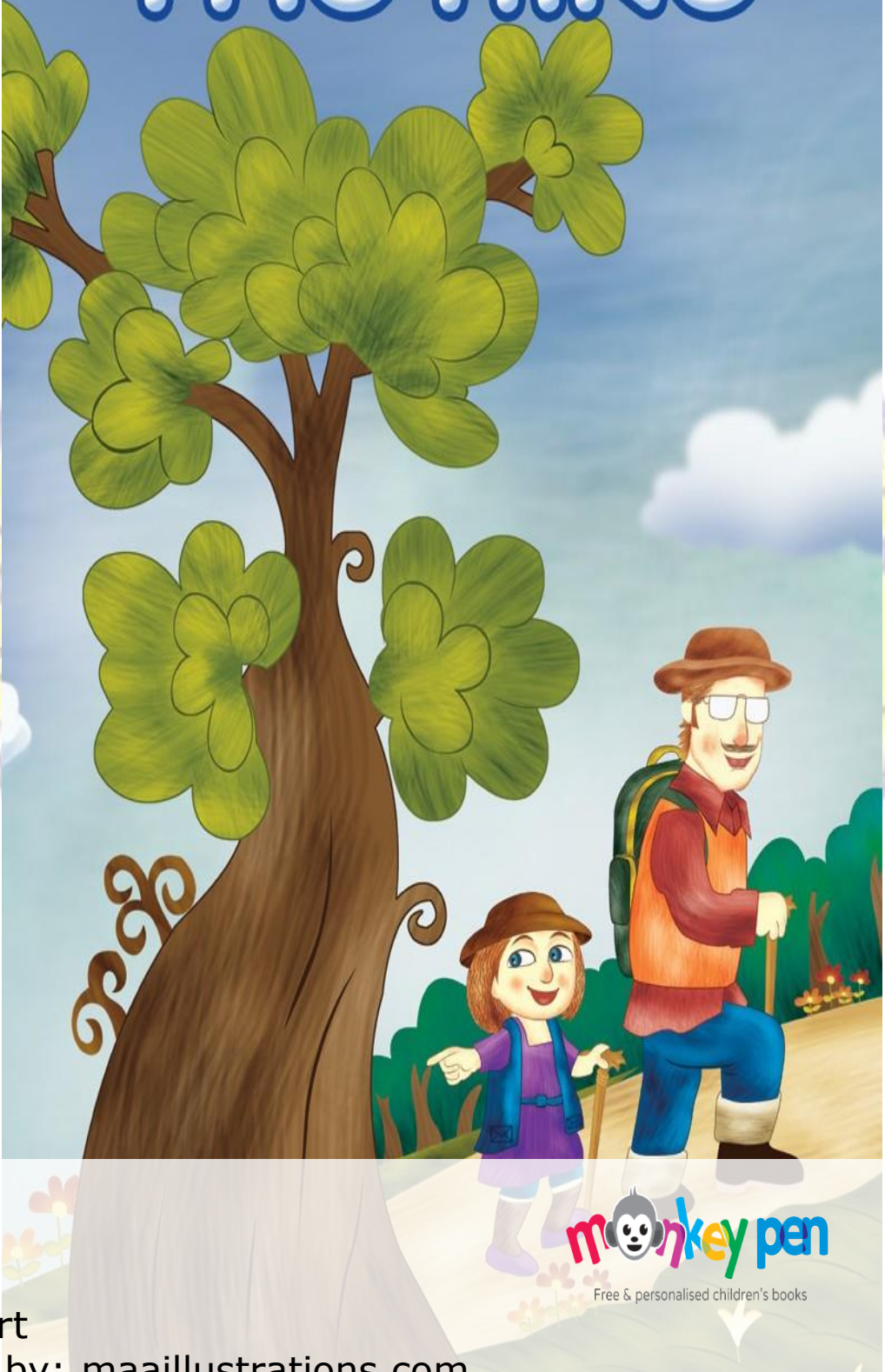
By T. Albert
Illustrated by: maaillustrations.com

The Hike

A heartwarming family story about a little girl and her best friend – her grandfather. On a hiking trip with her grandfather, Mandy learns many gentle lessons about love, family and relationships. This book is a must on every child's bookshelf.

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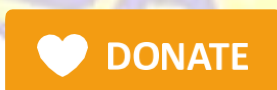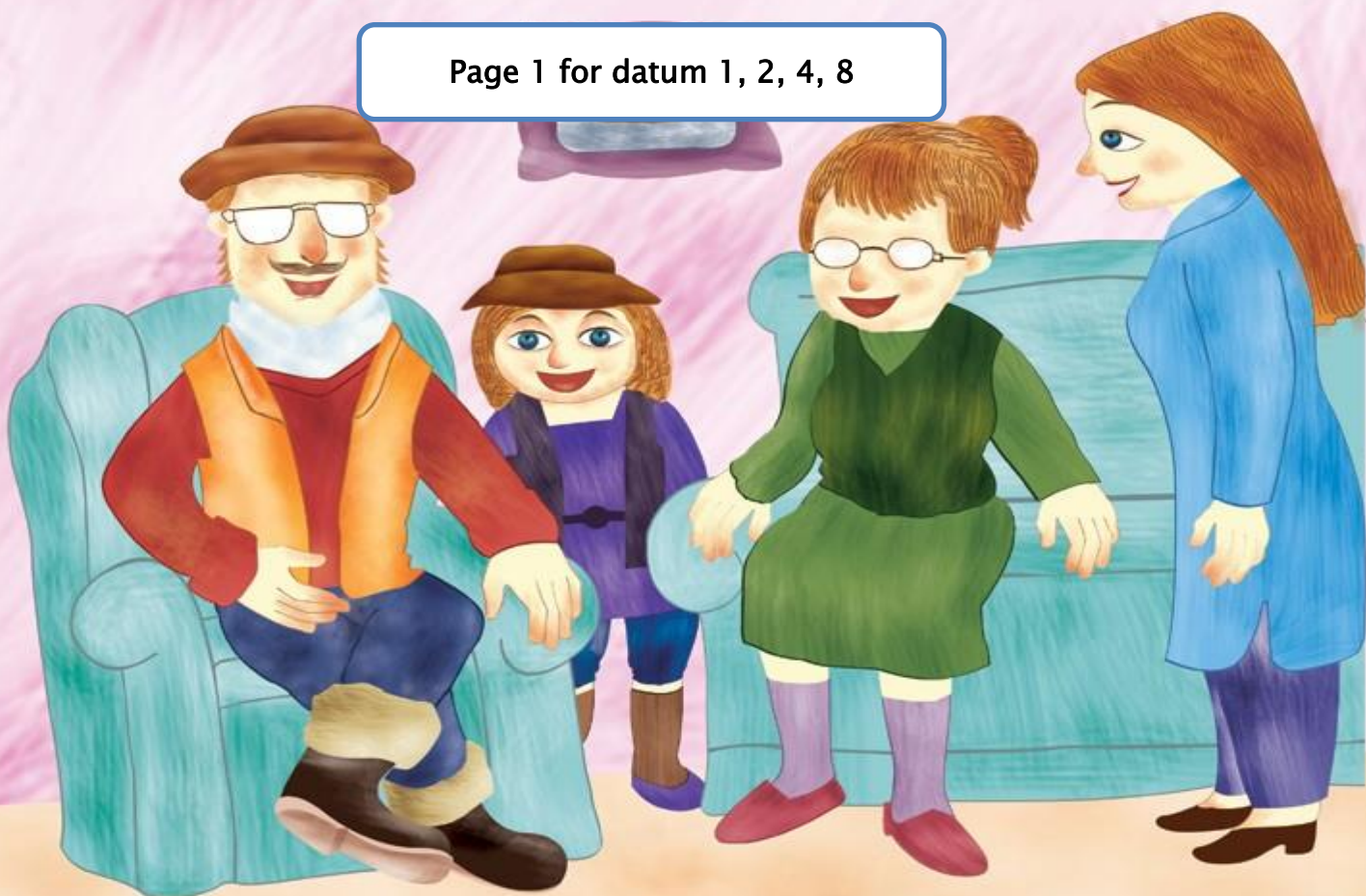
Mandy was lucky as she and her mother
lived with her grandparents
and she **liked** nothing better than to
spend time with her grandfather.
You see, he was always making something
and she **enjoyed** watching,
learning, and sometimes even helping him
finish whatever he was **doing**.

"Grandfather, what are you building in your workshop today?" Mandy asked. She **giggled** as she said, "It looks like you're playing with two long **sticks**." "Well Mandy," he said. "I am **going** to make two walking sticks
with your help, one for you,
and one for me. Then I have a surprise."
"Alright!" Mandy **shrieked**. "Where do I start?"
After some time, Mandy (with her grandfather's help) **finished** the walking sticks. they were two of the most **beautiful** walking sticks

she had ever seen.

With the bark **removed**, they were sandedsmoothand each had a funny looking face carved in them. "These are really nice," Mandy said."But just what do we do with them?" "Ah, that is the surprise granddaughter," he **replied**. "Tomorrow morning we are going on a hike in the woods and these walking sticks will help make the hike **easier**. So now it's time to clean up and go to sleep so we are well rested for the hike."

Page 4 for datum 11

The next morning, Mandy did not need an
alarm to wake her.
She was up, dressed, and ready to go as the
sun rose and the day began.
She went to the kitchen
and saw that her grandfather was busy packing
sandwiches, water, **snacks**, and other items
into their backpacks. "It looks like we are going
to be hiking for a long time," Mandy said.

"It will be an all-day hike," He replied.
"I think we have everything so grab your
walking stick and let's go." "What about
breakfast?" Mandy asked. "Oh, did I forget to
mention that we are going to stop and
have breakfast at a diner?"
he said with a smile. Their journey began.

After a great breakfast and a long drive, they **arrived** at the base of a mountain and the beginning of the trail. "This is beautiful," Mandy said. "Just where are we hiking?" "To the very top of the mountain where we will have lunch, rest, maybe take a swim,
and then hike back down," he replied.
"Swim!" Mandy said **excitedly**.
"Is there a lake on the top of the mountain?"

"Yes," her Grandfather replied.

"There is a pond surrounded by big flat rocks. It was carved from the mountain during the last Ice Age and is filled with clear, cold water."

"Wow!" was all Mandy could say.

As they hiked up the mountain, Mandy asked many, many questions. What kind of tree is that? How high are we? Are there bears around here? Are there any other people up here? What do we do if we get lost? Are there snakes? And of

course: Are we there yet?

Page 8 for datum 9, 21, 26, 27, 38
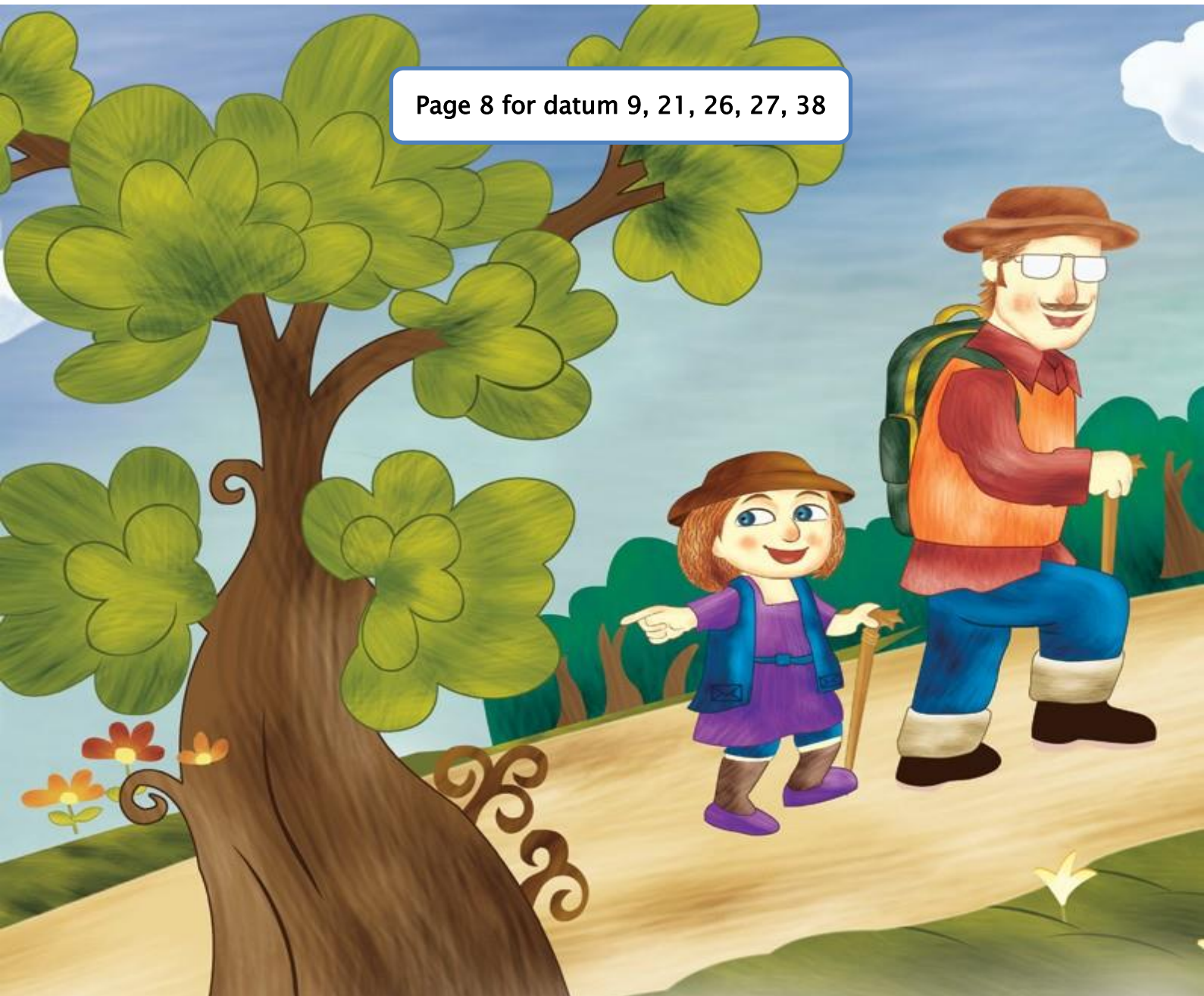
Her grandfather answered all her questions
the best he could and **explained**
that they were in a very **natural** area.
Not many people, all sorts of wild life, even **bears**.
He helped her understand and respect
the natural beauty around them,
particularly the animals.
He taught her how to use a compass,
and things to help them

be **safer** while they hiked.

Page 9 for datum 28, 29

Like before stepping over a log put your
walking stick on the other side to let any
animal, like a snake, know you are there.
Whistle a song or make some noise to let the
<u>bigger</u> <u>animals</u> know you are in their area.
In a soft voice, her grandfather said.
"Mandy, there are a few things
to remember when you are hiking or
anywhere for that matter.
The Earth is our mother take care of her.
All life is sacred; treat all life with respect.
Take from the Earth what is needed
and nothing more. Enjoy your journey
but leave no tracks."

Page 10 for datum 3, 5, 6

As they hiked a little farther, the forest **opened** and Mandy saw the pond surrounded by large flat rocks. They had arrived, and it was almost like being in a different world.

Mandy **picked** a large rock that **extended** out into the water for them to rest on. It had been

warmed by the sun and was
the perfect place for lunch.

Page 11 for datum 20, 22, 25, 30, 31,32, 33, 39, 40
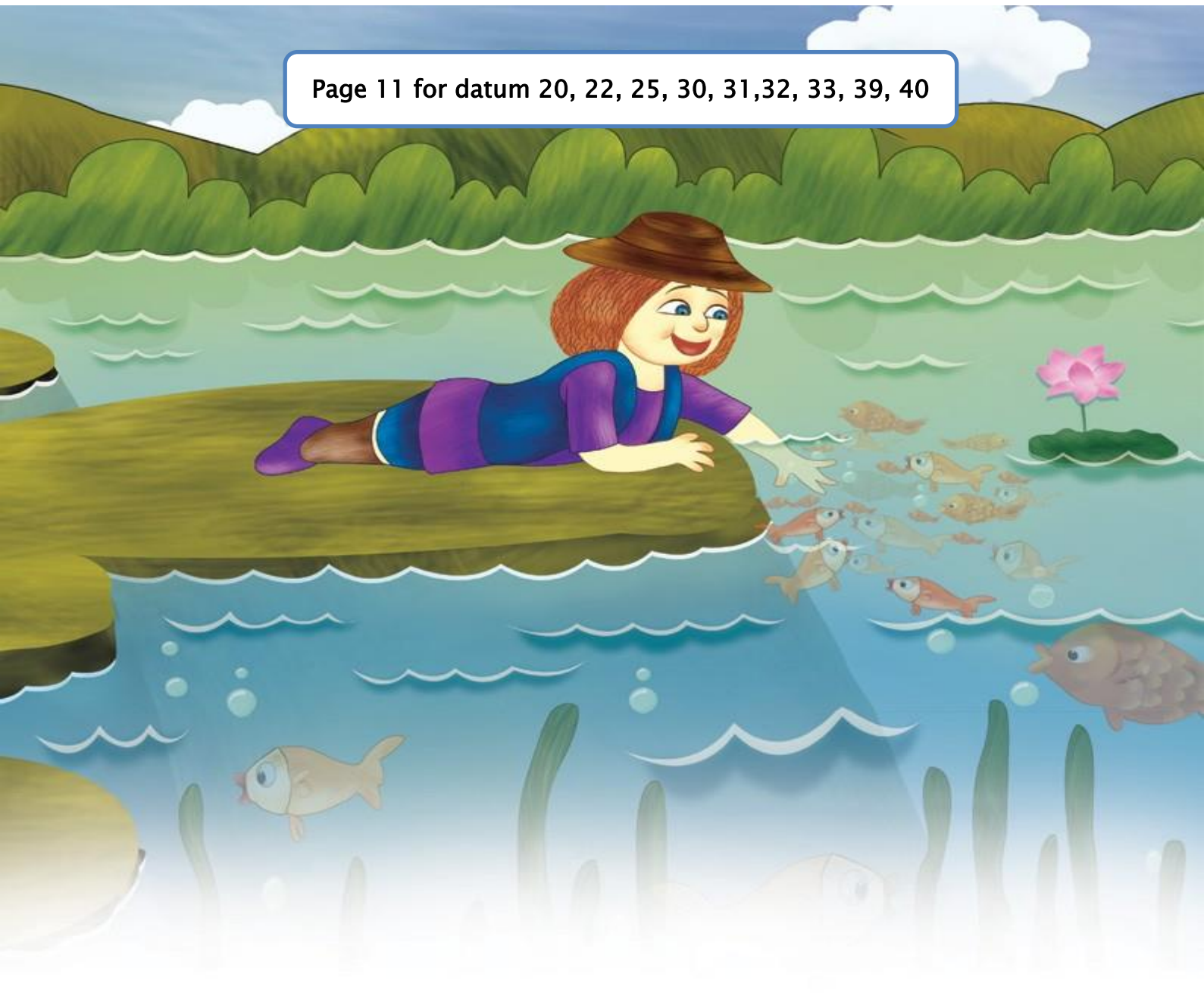
As her grandfather **unpacked** their food, she
leaned over and **wiggled** her fingers
in the cold water.
Immediately several small fish came
by and **nibbled** at her fingers.
She shrieked in surprise and then,
realizing the fish were just curious, placed her
hand back into the water and watched

as the fish darted around her **fingers**.
She **laughed** and played with the fish until
she heard her grandfather say "Time for lunch."

After lunch and a resting period,
they took a swim. The water was deep
and Mandy couldn't reach the bottom no matter
how hard she tried. She giggled each time
a curious fish nibbled at her body and watched
a deer come down to have a drink.
It was a wonderful day and she was saddened
when she heard her grandfather say, "Mandy, it's
time to dry off and begin

the hike down to the car."
After making sure everything was just like
it was when they arrived, they began
their hike down the mountain.

After a short time Mandy asked, "grandfather, can we take a different trail down the mountain?" "I don't see why not," he replied.

After a short time, the trail began blending into the surrounding brush and then **disappeared**. "I'm scared," Mandy said. "I think we are lost." "No, we're not lost," her grandfather, said. "But we aren't on a trail so we will have to continue hiking down the mountain

in the direction of the car.
Just enjoy the surroundings and being
together on our first hiking adventure."

As they continued down Mandy said.
"Grandfather,
I have a problem at school and I don't know
who to talk to," "Talk to me," he said.
"I'd like to but you are my grandfather
and you may get angry because you are family
and not, well, like a friend."

Now Mandy's grandfather had to do some
serious **thinking**. After all,
she was right that as her
grandfather, he may get angry or his feelings
hurt but she needed a big person as a friend.

"Mandy," he said in a serious tone.

"If I were to promise that anything
we talked about would stay between us,
and that I would not get angry or talk to you as
your grandfather, but rather as an old friend;
would you talk with me?" "Is that a promise?"
she asked. "Yes," he said **softly**.
"And you know I have never broken a promise

to you." She gave him a big hug, and began to talk. Soon they were at the bottom of the mountain and packing the car.

Before leaving, her grandfather thought for a minute and said. "Granddaughter, anytime you need me as your friend, and not your grandfather, pick up your walking stick and ask to go on a hike. It will be our secret code."

"This was the best day ever," Mandy said. "I was

with my grandfather, my new best friend, and I have a talking/walking stick."

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The Hike

A heartwarming family story about a little girl and her best friend – her grandfather. On a hiking trip with her grandfather, Mandy learns many gentle lessons about love, family and relationships. This book is a must on every child's bookshelf.

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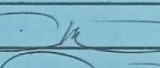
Appendices 2: Guidance Card

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JUDUL SKRIPSI : ROOTS, STEMS, AND BASES THROUGH AFFIXATION PROCESSES IN THE HIKE SHORT STORY.

NAMA PEMBIMBING I : IMRON HADI, S.S, M.Hum.

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	14-3-23	CI A= revise! next. CI B...	
2	20-3-23	CI=OK, next C.II	
3	27/3-23	C.II, add!	
4	4/4-23	C.II : add	
5	6/4-23	C.III : tafjoa!	
6	11-4-23	C.IV A: add	
7	6-5-23	C.IV B: Correct!	
8	13-5-23	C.IV B= OK, C.IVC=Correct	
9	24-5-23	C.IVC=OK, C.V correct!	
10	26-5-23	C.V = OK	
11			
12		"She is ready to face	
13		final exam of thesis	
14			
15		in August 2023"	
16			

26/5-23

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KOTAMADYA BEKASI

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PROGRAM STUDI : SASTRA INGGRIS

JUDUL SKRIPSI : ROOTS, STEMS, AND BASES THROUGH
AFFIXATION PROCESSES IN THE HIKE
SHORT STORY.

NAMA PEMBIMBING II : BENY ALAM, S.S., M.Pd.

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	21-3-2023	Revisi Bab 1 selesai	
2	6-5-2023	Revisi Bab 2 (Morpheme)	
3	10-5-2023	Revisi Bab 2 (Hampir selesai)	
4	12-5-2023	Bab 3 selesai	
5	17-5-2023	Revisi Bab 4 (Berjalan)	
6	26-5-2023	Bab 4 ACC	
7	27-5-2023	Bab 5 ACC	
8	21-7-2023	Revisi Penhtilan	
9	25-7-2023	Revisi Penhtilan	
10	27-7-2023	Maju sidang !!!	
11			
12			
13			
14			
15			
16			

BIOGRAPHY

Andiva Ardhana was born to the couple Mr. Suhandi and Mrs. Dewi Prihatini who were the second daughter of two siblings. The writer was born in Bekasi on March 21st, 2001. The writer's address is in Satria Jaya Village, Tambun Utara District, Bekasi. The writer can be contacted via email andivaardhana213@gmail.com.

In 2006, the writer started her formal education at SD Negeri Satria Jaya 03. After that, she continued her junior high school at SMP Negeri 7 Tambun Selatan in 2013 to 2016. Then, the writer took her senior high school at SMAN 7 Tambun Selatan until 2019. After graduated from senior high school, the writer continued her study at the Faculty of Literature, School of Foreign Languages JIA starting in 2019. The writer continued her study with perseverance, high motivation, and praying to complete her bachelor's degree (S1), the writer successfully completed her study program in 2023, with the thesis title "Roots, Stems, and Bases through Affixation Processes in *The Hike* Short Story".

During her study in School of Foreign Languages JIA, the writer is involved in some projects, such as "Teaching at TK-Al Ichsan" and "Social Project with BGBJ" as a teacher in volunteer event in 2022. Besides her volunteer experience, she had an internship as an office administration in Pengadilan Negeri Bekasi Kelas 1A Khusus during her study.