DERIVATIONAL MORPHEMS IN THE BOOKSTORE SISTERS SHORT STORY BY ALICE HOFFMAN

THESIS

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An Introduction to
LANGUAGE and LINGUISTICS

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categories – nouns (N), verbs (V), and adjectives (A), **derivational** morphology creates new lexemes from existing ones, often with a change in meaning. In example (30) above, we saw that it is possible to derive two different nouns from the verb *convict* via two different operations. The first noun, *cónvict*, was derived by stress shift and denotes a person who has been convicted. The second noun, *convictíon*, was derived by affixation and denotes the outcome or result of being convicted. In this case, the morphological operations of stress shift and affixation were both used for derivational purposes, since two lexemes (nouns) were created from another lexeme (a verb).

Inflectional morphology, on the other hand, adds grammatical information to a lexeme, in accordance with the particular syntactic requirements of a language. Consider the following English sentence:

(31) He plans to contact her in a few weeks.

The particular (suppletive) forms of the pronouns *he* and *her* are required by the syntactic roles they play in the sentence as subject and object, respectively; furthermore, the verb *plan* must be affixed with *-s* to agree with its third-person, singular (3SG) subject, and the noun *week* must also be affixed with plural *-s* as required by the quantifier phrase *a few*. Thus, in this example, the morphological mechanisms of suppletion and affixation were both used for inflectional purposes – to convey grammatical information. Consider how ungrammatical the result would be if these particular syntactic requirements were not met; that is, if the wrong suppletive forms of the pronouns were used or if the required affixes were not added:

(32) *Him plan to contact she in a few week.

Both derivation and inflection often co-occur within the same word, although in English there is typically only one inflectional operation per word. (There may be several derivational ones.) Consider the complex English word *dehumidifiers*. Creating this word requires three derivational operations and one inflectional operation, each subsequent step building on the base of the previous one:

(33) humid   – an adjective, the lexical root
     humidify   – step 1: a transitive verb is derived by suffixing *-ify*, meaning to 'cause something to become humid'
     dehumidify   – step 2: a transitive verb is derived from the base *humidify* by prefixing *de-*, meaning 'to remove, reverse or perform the opposite action'
     dehumidifier   – step 3: a noun is derived from the base *dehumidify* by adding the suffix *-er*, meaning 'something which performs the action of'
     dehumidifiers   – step 4: the noun is made grammatically plural (inflected) by adding the regular plural suffix *-s* (in its allomorphic form [-z])

1 Introduction

1.1 THE EMERGENCE OF MORPHOLOGY

Although students of language have always been aware of the importance of words, **morphology**, the study of the internal structure of words did not emerge as a distinct sub-branch of linguistics until the nineteenth century. Nevertheless, its importance has always been assumed, as attested by its central role in Pāṇini's fourth-century BC grammar of Sanskrit, the *Aṣṭadhyayi*, for instance.

Early in the nineteenth century, morphology played a pivotal role in the reconstruction of Indo-European. In 1816, Franz Bopp published the results of a study supporting the claim, originally made by Sir William Jones in 1786, that Sanskrit, Latin, Persian and the Germanic languages were descended from a common ancestor. Bopp's evidence was based on a comparison of the grammatical endings of words in these languages.

Between 1819 and 1837, Bopp's contemporary, Jacob Grimm, published his classic work, *Deutsche Grammatik*. By making a thorough analytical comparison of sound systems and word-formation patterns, Grimm showed the evolution of the grammar of Germanic languages and the relationships of Germanic to other Indo-European languages.

Later, under the influence of the Darwinian theory of evolution, the philologist Max Müller contended, in his Oxford lectures of 1899, that the study of the evolution of words would illuminate the evolution of language just as in biology, morphology, the study of the forms of organisms, had thrown light on the evolution of species. His specific claim was that the study of the 400–500 basic roots of the Indo-European ancestor of many of the languages of Europe and Asia was the key to understanding the origin of human language (cf. Müller, 1899, cited in Matthews, 1974).

Such evolutionary pretensions were abandoned very early on in the history of morphology. Since then morphology has been regarded as an essentially **synchronic** discipline, that is to say, a discipline focusing on the study of word-structure at one stage in the life of a language rather than on the evolution of words. But, in spite of the unanimous agreement among linguists on this point, morphology has had a chequered career in twentieth-century linguistics, as we shall see.

The Morphological Structure of Words

In this chapter, we shall consider the various processes by which words can be built. I shall illustrate these processes from a number of languages, some of which will be familiar to you and others of which will not be familiar to you. It is the wide range of ways in which it is possible to build words which is the central focus of this chapter. In passing, attention will also be drawn to some of the difficulties that arise in morphological description, to show why linguists find morphology interesting. One reviewer said about morphology recently that 'we do not understand all that we know'. This is part of the interest and the challenge provided by morphology.

3.1 WORD-BUILDING PROCESSES USING AFFIXES

By far the most common way of building new words in the languages of the world is by using affixes. The commonest type of affix by far is the suffix. There are several languages in the world which use suffixes to the exclusion of any other type of affix (Basque, Finnish and Quechua are examples) but only very few which use prefixes to the exclusion of other types of affix (Thai is frequently cited as an example) and none which use any other type of affix exclusively. Thus, the obligatorily bound morph *par excellence* in the languages of the world is the suffix.

2

Morphology:
The Structure of Words

2.0 Introduction

Morphology is the study of words and their structure. What is a **word**? Words are meaningful linguistic units that can be combined to form phrases and sentences. When a speaker hears a word in his language, he has an immediate association with a particular meaning.

Introduction

How many words are there in this book? Can we always tell precisely what a word is? Do *motet*, *motion* and *motive* have anything to do with each other? What ways do we have of making new words in English? Are the same ways of forming new words found in all languages? Is it just coincidence that although you can have a word like *people* which means much the same as 'a lot of *persons*' and a word *peoples* which means, more or less, 'a lot of lots of *persons*', you cannot have a word *personss* meaning the same thing? Is it just coincidence that the ablative plural of the Latin word *re:x* 'king', *re:gibus*, meaning 'by/from/with the kings' is so much longer than the nominative singular *re:x*? (I use the phonetic length mark rather than the traditional macron to show long vowels in Latin.) All of these questions relate to **morphology**, the study of words and their structure.

It is a well-established observation that words occur in different forms. It is quite clear to anyone who has studied almost any of the Indo-European languages. Students of these languages learn **paradigms** like those below as models so that they can control the form-changes that are required. As illustrations, consider a verb paradigm from Latin and a noun paradigm from Icelandic. (The word 'paradigm' means 'pattern' or 'example'.)

(1) amo: 'I love'
     ama:s   'you (singular) love'
     amat   'he/she/it loves'
     ama:mus   'we love'
     ama:tis   'you (plural) love'
     amant   'they love'

Introduction

<div style="text-align: right">**1**</div>

1.1 What is morphology?

Morphology is the study of the internal structure of words.[1] Somewhat paradoxically, morphology is both the oldest and one of the youngest subdisciplines of grammar. It is the oldest because, as far as we know, the first linguists were primarily morphologists. The earliest extant grammatical texts are well-structured lists of morphological forms of Sumerian words, some of which are shown in (1.1). They are attested on clay tablets from Ancient Mesopotamia and date from around 1600 BCE.

(1.1) *badu*   'he goes away'   *inĝen*   'he went'
    baduun   'I go away'   *inĝenen*   'I went'
    bašidu   'he goes away to him'   *inšiĝen*   'he went to him'
    bašiduun 'I go away to him'   *inšiĝenen* 'I went to him'
                                              (Jacobsen 1974: 53–4)

Sumerian was the traditional literary language of Mesopotamia but, by the second millennium BCE, it was no longer spoken as a medium of everyday communication (having been replaced by the Semitic language Akkadian), so it needed to be recorded in grammatical texts. Morphology was also prominent in the writings of the greatest grammarian of Antiquity, the Indian Pāṇini (fifth century BCE), and in the Greek and Roman grammatical tradition. Until the nineteenth century, Western linguists often thought of grammar as consisting primarily of word structure, perhaps because the

classical languages Greek and Latin had fairly rich morphological patterns that were difficult for speakers of the modern European languages.

This is also the reason why it was only in the second half of the nineteenth century that the term *morphology* was invented and became current. Earlier there was no need for a special term, because the term *grammar* mostly evoked word structure, i.e. morphology. The terms *phonology* (for sound structure) and *syntax* (for sentence structure) had existed for centuries when the term *morphology* was introduced. Thus, in this sense morphology is a young discipline.

Our initial definition of morphology, as the study of the internal structure of words, needs some qualification, because words have internal structure in two very different senses. On the one hand, they are made up of sequences of sounds (or gestures in sign language), i.e. they have internal phonological structure. Thus, the English word *nuts* consists of the four sounds (or, as we will say, *phonological segments*) [nʌts]. In general, phonological segments such as [n] or [t] cannot be assigned a specific meaning – they have a purely contrastive value (so that, for instance, *nuts* can be distinguished from *cuts, guts, shuts*, from *nets, notes, nights*, and so on).

But often formal variations in the shapes of words correlate systematically with semantic changes. For instance, the words *nuts, nights, necks, backs, taps* (and so on) share not only a phonological segment (the final [s]), but also a semantic component: they all refer to a multiplicity of entities from the same class. And, if the final [s] is lacking (*nut, night, neck, back, tap*), reference is made consistently to only one such entity. By contrast, the words *blitz, box, lapse* do not refer to a multiplicity of entities, and there are no semantically related words **blit, *bok, *lap*.[2] We will call words like *nuts* '(morphologically) **complex words**'.

In a morphological analysis, we would say that the final [s] of *nuts* expresses plural meaning when it occurs at the end of a noun. But the final [s] in *lapse* does not have any meaning, and *lapse* does not have morphological structure. Thus, morphological structure exists if there are groups of words that show identical partial resemblances in both form and meaning. Morphology can be defined as in Definition 1.

Definition 1:
Morphology is the study of systematic covariation in the form and meaning of words.

It is important that this form–meaning covariation occurs systematically in groups of words. When there are just two words with partial form–meaning resemblances, these may be merely accidental. Thus, one would

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[2] The asterisk symbol (*) is used to mark nonexistent or impossible expressions.

1
Thinking about Morphology and Morphological Analysis

morphology: a study of the structure or form of something

Merriam-Webster Unabridged

1.1 What is Morphology?

The term **morphology** is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749–1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek. *Morph-* means 'shape, form', and *morphology* is the

Morphology: the study of word structure

The branch of linguistics that is concerned with the relation between meaning and form, within words and between words, is known as **morphology**. Morphology literally means 'the study of form' – in particular, the forms of words. Although "form" in this context usually refers to the spoken sound or *phonological form* that is associated with a particular meaning, it doesn't necessarily have to – signed languages also have word forms. Instead of the articulators of the vocal tract, signed languages make use of the shape and movement of the hands. All languages, whether spoken or signed, have word forms.

Morphologists describe the constituent parts of words, what they mean, and how they may (and may not) be combined in the world's languages. The pairing of a meaning with a form applies to whole words, like *sleep*, as well as to parts of words like the 'past' meaning associated with the ending *-ed* as in *frimped*.

Morphology applies within words, as in the addition of a plural ending to *cat* /kæt/ to change its form to *cats* /kæts/ and its meaning to 'more than one cat.' It also applies across words, as when we alter the form of one word so that some part of it matches, or *agrees* with, some feature of another word, as shown in (8):

(8) a. That cat sleep*s* all day.

Morphology

In many languages, what appear to be single forms actually turn out to contain a large number of "word-like" elements. For example, in Swahili (or Kiswahili, spoken throughout East Africa), the form *nitakupenda* conveys what, in English, would have to be represented as something like *I will love you*. Now, is the Swahili form a single word? If it is a "word," then it seems to consist of a number of elements that, in English, turn up as separate "words." A rough correspondence can be presented here:

ni-	ta-	ku-	penda
I	will	you	love

It would seem that this Swahili "word" is rather different from what we think of as a written English "word." Yet there clearly is some similarity between the languages, in that similar elements of the whole message can be found in both. Perhaps a better way of looking at linguistic forms in different languages would be to use this notion of "elements" in the message, rather than depend on identifying only "words."

The type of exercise we have just performed is an example of investigating basic forms in language, known as **morphology**. This term, which literally means "the study of forms," was originally used in biology, but is now also used to describe the study of those basic "elements" in a language. What we have been describing as "elements" in the form of a linguistic message are technically known as "morphemes."

Morphemes

We do not actually have to go to other languages such as Swahili to discover that "word forms" may consist of a number of elements. We can recognize that English word forms such as *talks*, *talker*, *talked* and *talking* must consist of one element *talk*, and the other four elements *-s*, *-er*, *-ed* and *-ing*. All these five elements are described as **morphemes**. The definition of a morpheme is "a minimal unit of meaning or grammatical function." Units of grammatical function include forms used to indicate past tense or plural, for example. So, we can take words apart, as shown in Table 6.1 with the verb *re-new-ed* and the noun *tour-ist-s*, to reveal the different elements in their morphology.

TABLE 6.1 MORPHEMES

Minimal units of meaning	Grammatical function
re- ("again") *new* ("recently made")	*-ed* (past tense)
tour ("travel for pleasure") *-ist* ("person who")	*-s* (plural)

libru	'book'
libruʔune	'booklet'
wetu	'fox'
wetuʔune	'fox whelp'
teʔ pan	'the man'
maŋu teʔ pan	'the man went'
maŋpa teʔ pan	'the man goes'
maŋkeʔtpa teʔ yomo	'the woman also goes'
minpa teʔ ʔune	'the child comes'
minu teʔ ʔune	'the child came'
maŋkeʔtu	'he also went'
maŋutih	'he went (and did nothing more)'

14. Congo Swahili, Elisabethville dialect (Nida 1965: 12–13)
    A. Identify as many morphemes as possible and give the meaning of each.
    B. Imagine that you have the opportunity to do fieldwork on Congo Swahili. List a few sentences that you would elicit

from consultants that might enable you to confirm or complete your morphological analysis.

Supplementary information:
a. The future -*taka*- and the negative -*ta*- are not related.
b. The final -*a* may be treated as a morpheme. Its meaning is not indicated in this set.
c. The passive morpheme may be described as having two forms, -*iw*- and -*w*-. Its form depends on what precedes it.

ninasema	'I speak'
ninaona	'I see'
wunasema	'you (sg) speak'
anasema	'he speaks'
tunasema	'we speak'
munasema	'you (pl) speak'
wanasema	'they speak'
ninapika	'I hit'
ninanupika	'I hit you (pl)'
ninakupika	'I hit you (sg)'
ninawapika	'I hit them'
ananipika	'he hits me'
ananupika	'he hits you (pl)'
nilipika	'I have hit'
nilimupika	'I have hit him'
nitakanupika	'I will hit you (pl)'
nitakapikiwa	'I will be hit'
ninamupika	'I hit him'
wutakapikiwa	'you (sg) will be hit'
ninapikiwa	'I am hit'
nilipikiwa	'I have been hit'
nilipikaka	'I hit (remote time)'
wunapikizwa	'you (sg) cause being hit'
wunanipikizwa	'you (sg) cause me to be hit'
wutakanipikizwa	'you (sg) will cause me to be hit'
sitanupika	'I do not hit you (pl)'
hatanupika	'he does not hit you (pl)'
hatutanupika	'we do not hit you (pl)'
hawatatupika	'they do not hit us'

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1.2 MORPHOLOGY IN AMERICAN STRUCTURAL LINGUISTICS

Adherents to **American structural linguistics**, one of the dominant schools of linguistics in the first part of this century, typically viewed linguistics not so much as a 'theory' of the nature of language but rather as a body of

The forms of morphemes

We observed earlier that morphemes combine both a form and a meaning. However, sometimes the exact form of a morpheme systematically varies under certain conditions, much like the way in which phonemes can be pronounced as different allophones depending upon the context in which they are produced, as observed in Chapter 1. And in fact, one of the most common factors influencing the forms morphemes take is phonology, or more precisely, some aspect of the local phonological environment. For example, in English orthography, regular nouns are marked for plural by adding *s* (or in some cases *es*) but the actual *sound* of the plural morpheme *s* varies between [s], [z], and [iz]. Consider the following pluralized English words:

(16)   [z]   [s]   [iz]

peas	[pʰiːz]	puffs	[pʰʌfs]	peaches	[pʰitʃiz]
charms	[tʃɑrmz]	charts	[tʃɑrts]	charges	[tʃɑrdʒiz]
mills	[mɪlz]	myths	[mɪθs]	misses	[mɪsiz]
caves	[kʰevz]	cakes	[kʰeks]	cases	[kʰesiz]
flags	[flægz]	flaps	[flæps]	flashes	[flæʃiz]
plays	[pʰlez]	plates	[pʰlets]	phrases	[freziz]

The examples in (16) show that there are three possible forms of the plural suffix for regular nouns in English. These regular plural morpheme variants are in complimentary distribution and are called allomorphs. In other words, the particular regular plural form is completely predictable depending on, or phonologically conditioned by, the final sound of the base. The [-iz] form follows a class of fricatives called sibilants (/s, z, ʃ, ʒ, tʃ, dʒ/). The [-s] form follows all the other voiceless consonants (/p, f, θ, t, k/). The [-z] form follows all the voiced sounds (all vowels and all the voiced consonants). Each of these three plural forms makes it easier to hear the plural marking following different root word endings.

Although phonological factors are often responsible for allomorphic variation, allomorphy may also be conditioned by factors other than phonology. Many languages, for example, have different verb classes (called conjugations), which condition the form of affixes such as agreement markers. In Italian, the verbs *lavorare* 'to work,' *scrivere* 'to write,' and *dormire* 'to sleep' belong to three different conjugation classes (sometimes known as the *-are*, *-ere*, and *-ire* classes respectively, based on their infinitive ('to') forms, which are also allomorphs). The suffix *-o* attaches to a verb root in any class and means 'agreement with a first-person, singular subject' (1SG), as shown below:

(17)   Italian
lavor-o	scriv-o	dorm-o
work-1SG	write-1SG	sleep-1SG
'I work'	'I write'	'I sleep'

For some other agreement categories, however, such as 'second person, plural' (2PL), verbs in these conjugation classes require different forms of the agreement marker:

lavor-*ate*	scriv-*ete*	dorm-*ite*
work-2PL	write-2PL	sleep-2PL
'You (pl.) work'	'You (pl.) write'	'You (pl.) sleep'

This is an example of *morphologically* conditioned allomorphy, since conjugation classes are formal morphological categories.

Finally, semantic factors may also play a role in determining how morphemes can be realized. The English prefix *un-* (meaning 'not') can readily attach to adjectives in the first column in (18) but not the second (Katamba 1993: 79). Why not?

(18)   unwell   *unill
           unloved   *unhated
           unhappy   *unsad
           unwise   *unfoolish
           unclean   *undirty

If we wanted to express the negated form of *ill, hated, sad, foolish,* and *dirty,* we'd simply have to use the free-morpheme variant *not* instead of *un-*. In a pair of words representing opposite poles of a semantic contrast (such as *happy* and *sad*), the positive value (*happy*) is usually the unmarked (or more neutral or normal) quality, from which the more marked negative value can be derived by adding the affix *un-*. Lexemes already containing the negative value (*sad*) often cannot take a negative affix (*unsad*).

Box 2.2 Practice with conditioned allomorphy

The Turkish data below exhibit allomorphy. Can you identify the allomorphs and determine what is conditioning them?

Turkish

adamlar	'men'	günler	'days'
anneler	'mothers'	ipler	'threads'
atlar	'horses'	jıllar	'years'
aylar	'months'	kalemler	'pencils'
bankalar	'banks'	kediler	'cats'
başlar	'heads'	kitaplar	'books'
camiler	'mosques'	kızlar	'girls'
çocuklar	'children'	masalar	'tables'
dersler	'lessons'	mevsimler	'seasons'
dişçiler	'dentists'	oteller	'hotels'
eller	'hands'	sonlar	'ends'
elmalar	'apples'	umutlar	'hopes'
gözler	'eyes'	üzümler	'grapes'

From the English translations, you can see that every Turkish word above has a plural meaning. Can you identify a likely plural morpheme for each word? (In a true acquisition situation, you would hear – and be able to contrast – each of these words in both plural and singular

Above we defined a word-form in terms of a lexeme and a set of grammatical functions. The importance of the latter part of the definition is seen in paradigms like INSULA. Although there are only seven *different* sequences of sounds in (2.3), we can still say that the paradigm of INSULA has ten word-forms, because ten different sets of grammatical functions are expressed (e.g. genitive singular and nominative plural are distinct, despite having the same form).

Not all morphological relationships are of the type illustrated in (2.2) and (2.3). Different lexemes may also be related to each other, and a set of related lexemes is sometimes called a **word family** (though it should more properly be called a *lexeme family*):

(2.4) Two English word families
    a.   READ, READABLE, UNREADABLE, READER, READABILITY, REREAD
    b.   LOGIC, LOGICIAN, LOGICAL, ILLOGICAL, ILLOGICALITY

Although everyone recognizes that these words are related, they are given their own dictionary entries. Thus, the difference between word-forms and lexemes, and between paradigms and word families, is well established in the practice of dictionary-makers, and thereby known to all educated language users.

At this point we have to ask: why is it that dictionaries treat different morphological relationships in different ways? And why should linguists recognize the distinction between paradigms and word families? After all, linguists cannot base their theoretical decisions on the practice of dictionary-makers – it ought to be the other way round: lexicographers ought to be informed by linguists' analyzes. The nature of the difference between lexemes and word-forms will be the topic of Chapter 5, but the most important points will be anticipated here.

(i) Complex lexemes (such as READER or LOGICIAN) generally denote new concepts that are different from the concepts of the corresponding simple lexemes, whereas word-forms often exist primarily to satisfy a formal requirement of the syntactic machinery of the language. Thus, word-forms like *reads* or *reading* do not stand for concepts different from *read*, but they are needed in certain syntactic contexts (e.g. *the girl reads a magazine; reading magazines is fun*).

(ii) Complex lexemes must be listed separately in dictionaries because they are less predictable than word-forms. For instance, one cannot predict that the lexeme *illogicality* exists, because by no means all adjectives have a corresponding *-ity* lexeme (cf. nonexistent words like **naturality, *logicality*). It is impossible to predict that a specialist in logic should be called a *logician* (rather than, say, a **logicist*), and the meaning of complex lexemes is often unpredictable, too: a *reader* can denote not just any person who reads, but also a specific academic position (in the

(5)   *singular*   *plural*
         quːs   giːs
         ʧerəb   ʧerəbɪm
         əlʌmnʌs   əlʌmniː
         ɒks   ɒksən
         ʧaɪld   ʧɪldrən
         fənɒmɪnən   fənɒmɪnə
         tempəʊ   tempiː

According to what we have said so far, the only conclusion we can come to about the words in (5) is that they contain morphs belonging to morphemes which are synonymous with the {s} plural morpheme shown in (4). They must be separate morphemes because they do not (or do not clearly) share form with the markers which are found in (4). An alternative view, which gives priority to the semantics rather than to the form, sees this as unhelpful. Just as the plural markers in *cats* and *dogs* are in complementary distribution, it is argued, so the plural markers in *children, geese* and *oxen* are in complementary distribution with each other and with the various allomorphs illustrated in (4). The meanings are identical and, in each case, the markers place the word-forms in comparable places in a restricted paradigm. Therefore, we should say that at least the markers for the plural on *children, geese* and *oxen* and probably all the plural markers in (5) are allomorphs of the same morpheme {plural} that is illustrated in the second column of (4). The difference is that the choice of allomorphs is lexically conditioned for the data in (5), not phonologically conditioned, as it is in (4).

   This argument has been widely accepted and this view of the morpheme is better accepted than the first one I provided you with in Chapter 2. It does raise some questions although they are probably fairly easily dealt with. First, note that, while the *-en* in *oxen* and the *-s* in *cows* are genuinely in complementary distribution, the same is not true of all the plural markers illustrated in (5). Both *cherubs* and *cherubim, tempos* and *tempi* are possible plurals in English. This can be answered in two ways. It is possible that *cherubs* and *cherubim* belong to separate lexemes in English, *cherubs* being the plural of CHERUB¹ 'innocent-looking child' and *cherubim* the plural of CHERUB² 'attendant of God'. If this is the case (and you can decide for yourself whether it is true in your English) then it remains true that the allomorphs of {plural} are lexically conditioned. If this is not the case, we can fall back on a second explanation. While *tempos* and *tempi* are both possible plurals of *tempo* in English, they are used in different

Halaman 20

3.1 Introduction

Take a look at the words below:

- autoclave (v.)
- head bracelet (n.)
- conversate (v.)
- deBaathification (n.)
- oversuds (v.)
- McDonaldization (n.)
- unwipe (v.)

Have you ever heard these words before? Can you imagine what they mean?

Chances are that you haven't heard or read them before. Nevertheless, you probably didn't have much trouble figuring out at least roughly what their meanings might be. Assuming that you know that an autoclave is a device for sterilizing instruments, the verb to *autoclave* probably means something like 'to sterilize using an autoclave'. A *head bracelet* is probably something that goes around one's head. *DeBaathification* must have something to do with removing the Baath (the Iraqi political party associated with Saddam Hussein). And so on. You might not know exactly what they mean, but you can make a good guess.[1]

The reason you can make educated guesses about these words is that that they follow the rules of word formation in English. Once you know what the base – the central bit of the word – means, you can often figure out everything else. In this chapter, we're going to look at the most common ways of forming new lexemes in English and in other languages of the world. You'll learn how to analyze words into their component parts, see how those parts are organized, and how the various parts contribute to their meanings.

3.2 Kinds of morphemes

Most native speakers of English will recognize that words like *unwipe*, *head bracelet* or *McDonaldization* are made up of several meaningful pieces, and will be able to split them into those pieces:

(1) un / wipe
     head / bracelet
     McDonald / ize / ation

As you learned in chapter 1, these pieces are called **morphemes**, the minimal meaningful units that are used to form words. Some of the morphemes

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1. A *head bracelet* is a headband with sparkly decorations. *Conversate* means 'to have a conversation'. To *oversuds* is to put too much detergent in the washer. *McDonaldization* is the creation of vast chains of franchise stores. To *unwipe* is to restore deleted data to the hard disk of a computer (something which is, of course, impossible!).

in (1) can stand alone as words: *wipe, head, bracelet, McDonald*. These are called **free** morphemes. The morphemes that cannot stand alone are called **bound** morphemes. In the examples above, the bound morphemes are *un-, -ize,* and *-ation*. Bound morphemes come in different varieties. Those in (1) are **prefixes** and **suffixes**; the former are bound morphemes that come before the base of the word, and the latter bound morphemes that come after the base. Together, prefixes and suffixes can be grouped together as **affixes**.[2]

New lexemes that are formed with prefixes and suffixes on a base are often referred to as **derived** words, and the process by which they are formed as derivation. The **base** is the semantic core of the word to which the prefixes and suffixes attach. For example, *wipe* is the base of *unwipe*, and *McDonald* is the base of *McDonaldization*. Frequently, the base is a free morpheme, as it is in these two cases. But stop a minute and consider the data in the next Challenge box.

Challenge

Divide the following words into morphemes:

- pathology
- psychopath
- dermatitis
- endoderm

Chances are that you recognize that there are two morphemes in each word. However, neither part is a free morpheme. Do we want to call these morphemes prefixes and suffixes? Would this seem odd to you?

If you said that it would be odd to consider the morphemes in our Challenge as prefixes and suffixes, you probably did so because this would imply that words like *pathology* and *psychopath* are made up of nothing but affixes!

Morphologists therefore make a distinction between affixes and **bound bases**. Bound bases are morphemes that cannot stand alone as words, but are not prefixes or suffixes. Sometimes, as is the case with the morphemes *path* or *derm*, they can occur either before or after another bound base: *path* precedes the base *ology*, but follows the base *psych(o)*; *derm* precedes another base in *dermatitis* but follows one in *endoderm*. This suggests that *path* and *derm* are not prefixes or suffixes: there is no such thing as an affix which sometimes precedes its base and sometimes follows it. But not all bound bases are as free in their placement as *path*; for example, *psych(o)* and *ology* seem to have more fixed positions, the former usually preceding another bound base, the latter following. Similarly, the base *-itis* always follows, and *endo-* always precedes another base. Why not call them respectively a prefix and a suffix, then?

One reason is that all of these morphemes seem in an intuitive way to have far more substantial meanings than the average affix does. Whereas

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2. We will see in chapter 5 that there are other types of affixes as well.

a prefix like *un-* (*unhappy, unwise*) simply means 'not' and a suffix *-ish* (*red-dish, warmish*) means 'sort of', *psych(o)* means 'having to do with the mind', *-ology* means 'the study of', *path* means 'sickness', *derm* means 'skin' and *-itis* means 'disease'. Semantically, bound bases can form the core of a word, just as free morphemes can. Figure 3.1 summarizes types of morphemes. We'll look more carefully at the meanings of affixes in section 3.3.
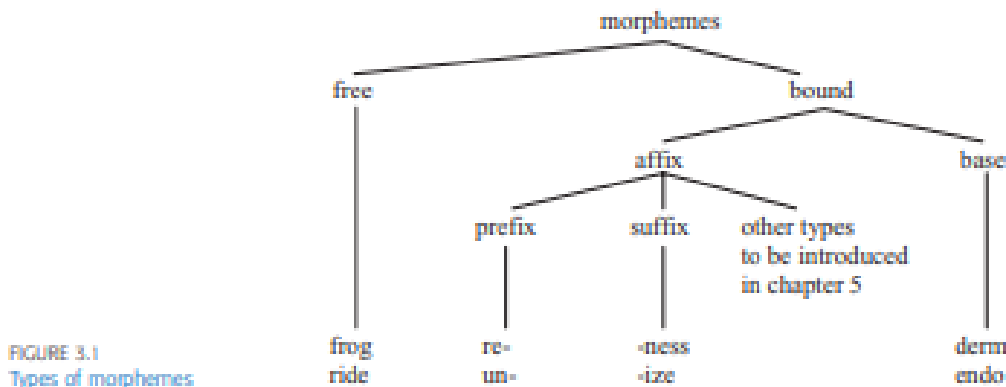

FIGURE 3.1
Types of morphemes

Another reason to believe that bound bases are different from prefixes and suffixes is that prefixes and suffixes tend to occur more freely than bound bases do. For example, any number of adjectives can be made negative by using the prefix *un-*, but there are far fewer words with the bound base *psych(o)*. This is perhaps not the best way of distinguishing between bound bases and affixes, though, as there are a few bound bases – *-ology* is one of them – that occur with great freedom, and there are some prefixes and suffixes that don't occur all that often (e.g. the *-th* in *width* or *health*). So we'll stick with the criterion of 'semantic robustness' for now. We'll return in the next chapter to the question of how freely various morphemes are used in word formation.

With regard to bases, another distinction that's sometimes useful in analyzing languages other than English is the distinction between **root** and **stem**. In languages with more inflection than English, there is often no such thing as a free base: all words need some sort of inflectional ending before they can be used. Or to put it differently, all bases are bound. Consider the data below from Latin:

(2) Latin   1st sg   am + o 'I love'   pl am + a + mus   'we love'
                          dic + o 'I say'   dic + i + mus   'we say'

In the singular, an ending signaling the first person ("I") can sometimes attach to the smallest bound base meaning 'love' or 'say'; this morpheme is the **root**. In the first person plural, and in most other persons and numbers, however, another morpheme must be added before the inflection goes on. This morpheme (an *a* for the verb 'love' and an *i* for the verb 'say') doesn't mean anything, but still must be added before the inflectional

Free and Bound Morphemes

Looking at the examples in Table 6.1, we can make a broad distinction between two types of morphemes. There are **free morphemes**, that is, morphemes that can stand by themselves as single words, for example, *new* and *tour*. There are also **bound morphemes**, which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as *re-, -ist, -ed, -s*. These forms were described in Chapter 5 as affixes. So, we can say that all affixes (prefixes and suffixes) in English are bound morphemes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, verbs, adjectives and adverbs. When they are used with bound morphemes attached, the basic word forms are technically known as **stems**. For example:

	undressed			*carelessness*	
un-	*dress*	*-ed*	*care*	*-less*	*-ness*
prefix	stem	suffix	stem	suffix	suffix
(bound)	(free)	(bound)	(free)	(bound)	(bound)

We should note that this type of description is a partial simplification of the morphological facts of English. There are a number of English words, typically derived from Latin, in which the element treated as the stem is not a free morpheme. In words such as *receive*, *reduce* and *repeat*, we can identify the bound morpheme *re-* at the beginning, but the elements *-ceive, -duce* and *-peat* are not separate word forms in English and hence cannot be free morphemes. These types of forms are sometimes described as "bound stems."

Lexical and Functional Morphemes

What we have described as free morphemes fall into two categories. The first category is that set of ordinary nouns (*girl, house*), verbs (*break, sit*), adjectives (*long, sad*) and adverbs (*never, quickly*) that we think of as the words that carry the "content" of the messages we convey. These free forms are called **lexical morphemes**. We can add new lexical morphemes to the language rather easily, so they are treated as an "open" class of words.

Other types of free morphemes are called **functional morphemes**. Examples are articles (*a, the*), conjunctions (*and, because*), prepositions (*on, near*) and pronouns (*it, me*). Because we almost never add new functional morphemes to the language, they are described as a "closed" class of words.

Bound Roots

It had been a rough day, so when I walked into the party I was very chalant, despite my efforts to appear gruntled and consolate. I was furling my wieldy umbrella . . . when I saw her. . . . She was a descript person . . . Her hair was kempt, her clothing shevelled, and she moved in a gainly way.

JACK WINTER, "How I Met My Wife" by Jack Winter from *The New Yorker*, July 25, 1994. Reprinted by permission of the Estate of Jack Winter.

Bound roots do not occur in isolation and they acquire meaning only in combination with other morphemes. For example, words of Latin origin such as *receive, conceive, perceive,* and *deceive* share a common root, *-ceive*; and the words *remit, permit, commit, submit, transmit,* and *admit* share the root *-mit*. For the original Latin speakers, the morphemes corresponding to *ceive* and *mit* had clear meanings, but for modern English speakers, Latinate morphemes such as *ceive* and *mit* have no independent meaning. Their meaning depends on the entire word in which they occur.

A similar class of words is composed of a prefix affixed to a bound root morpheme. Examples are *ungainly,* but no **gainly; discern,* but no **cern; nonplussed,* but no **plussed; downhearted* but no **hearted,* and others to be seen in this section's epigraph.

The morpheme *huckle,* when joined with *berry,* has the meaning of a berry that is small, round, and purplish blue; *luke* when combined with *warm* has the meaning "somewhat." Both these morphemes and others like them (*cran, boysen*) are bound morphemes that convey meaning only in combination.

Rules of Word Formation

"I never heard of 'Uglification,'" Alice ventured to say. "What is it?" The Gryphon lifted up both its paws in surprise. "Never heard of uglifying!" it exclaimed. "You know what to beautify is, I suppose?" "Yes," said Alice doubtfully: "it means—to make—prettier." "Well, then," the Gryphon went on, "if you don't know what to uglify is, you are a simpleton."

LEWIS CARROLL, *Alice's Adventures in Wonderland*, 1865

When the Mock Turtle listed the branches of Arithmetic for Alice as "Ambition, Distraction, Uglification, and Derision," Alice was very confused. She wasn't really a simpleton, since *uglification* was not a common word in English until Lewis Carroll used it. Still, most English speakers would immediately know the meaning of *uglification* even if they had never heard or used the word before because they would know the meaning of its individual parts—the root *ugly* and the affixes *-ify* and *-cation*.

We said earlier that knowledge of morphology includes knowledge of individual morphemes, their pronunciation, their meaning, and knowledge of the rules for combining them into complex words. The Mock Turtle added -*ify* to the adjective *ugly* and formed a verb. Many verbs in English have been formed from adjectives in this way: *purify, amplify, simplify, falsify*; and from nouns, too: *objectify, glorify, personify*. Notice that the Mock Turtle went even further: he added the suffix -*cation* to *uglify* and formed a noun, *uglification*, as in *glorification, simplification, falsification,* and *purification*. By using the **morphological rules** of English, he created a new word. The rules that he used are as follows:

Adjective + ify   →   Verb   "to make Adjective"
Verb + cation   →   Noun   "the process of making Adjective"

Derivational Morphology

Macnelly/King Features Syndicate

Bound morphemes such as -*ify*, -*cation*, and -*arian* are called **derivational morphemes**. When they are added to a base, a new word with a new meaning is derived. The addition of -*ify* to *pure*—*purify*—means "to make pure," and the addition of -*cation*—*purification*—means "the process of making pure." If we invent an adjective, *pouzy*, to describe the effect of static electricity on hair, you will immediately understand the sentences "Walking on that carpet really pouzified my hair" and "The best method of pouzification is to rub a balloon on your head." This means that we must have a list of the derivational morphemes in our mental dictionaries as well as the rules that determine how they are added to a root or stem. The form that results from the addition of a derivational morpheme is called a **derived word**.

Derivational morphemes have clear semantic content. In this sense, they are like content words, except that they are not words. As we have seen, when a derivational morpheme is added to a base, it adds meaning. The derived word may also be of a different grammatical class than the original word, as shown by suffixes such as -*able* and -*en*. When a verb is suffixed with -*able*, the result is an adjective, as in *desire* + *able*. When the suffix -*en* is added to an adjective, a verb is derived, as in *dark* + *en*. One may form a noun from an adjective, as in *sweet* + *ie*. Other examples are:

Noun to Adjective

boy + -ish
virtu + -ous
Elizabeth + -an
pictur + -esque
affection + -ate
health + -ful
alcohol + -ic

Noun to Verb

moral + -ize
vaccin + -ate
hast + -en
im- + prison
be- + friend
en- + joy
in- + habit

Adjective to Verb

en- + large
en- + dear
en- + rich

Verb to Noun

acquitt + -al
clear + -ance
accus + -ation
sing + -er
conform + -ist
predict + -ion

Adjective to Noun

tall + -ness
specific + -ity
feudal + -ism
free + -dom

Adjective to Adverb

exact + -ly

Noun to Adverb

home + -ward
side + -ways
length + -wise

Verb to Adjective

read + -able
creat + -ive
migrat + -ory
run(n) + -y

Some derivational affixes do not cause a change in grammatical class.

Noun to Noun

friend + -ship
human + -ity
king + -dom
New Jersey + -ite
vicar + -age
Paul + -ine
America + -n
libr(ary) + -arian
mono- + theism
dis- + advantage
ex- + wife
auto- + biography
un- + employment

Verb to Verb

un- + do
re- + cover
dis- + believe
auto- + destruct

Adjective to Adjective

pink + -ish
red + -like
a- + moral
il- + legal
in- + accurate
un- + happy
semi- + annual
dis- + agreeable
sub- + minimal

When a new word enters the lexicon by the application of morphological rules, other complex derivations may be **blocked**. For example, when *Commun* + *ist* entered the language, words such as *Commun* + *ite* (as in *Trotsky* + *ite*) or *Commun* + *ian* (as in *grammar* + *ian*) were not needed; their formation was blocked. Sometimes, however, alternative forms do coexist: for example, *Chomskyan* and *Chomskyist* and perhaps even *Chomskyite* (all meaning "follower of Chomsky's views of linguistics"). *Semanticist* and *semantician* are both used for linguists who study meaning in language, but the possible word *semantite* is not.

Finally, derivational affixes appear to come in two classes. In one class, the addition of a suffix triggers subtle changes in pronunciation. For example, when

we affix -ity to specific (pronounced "specifik" with a k sound), we get specificity (pronounced "specifisity" with an s sound). When deriving *Elizabeth* + -*an* from *Elizabeth*, the fourth vowel sound changes from the vowel in *Beth* to the vowel in *Pete*. Other suffixes such as -*y*, -*ive*, and -*ize* may induce similar changes: *sane/sanity, deduce/deductive, critic/criticize*.

On the other hand, suffixes such as -*er*, -*ful*, -*ish*, -*less*, -*ly*, and -*ness* may be tacked onto a base word without affecting the pronunciation, as in *baker, wishful, boyish, needless, sanely,* and *fullness*. Moreover, affixes from the first class cannot be attached to a base containing an affix from the second class: **need + less + ity, *moral + ize + ive*; but affixes from the second class may attach to bases with either kind of affix: *moral + ize(e) + er, need + less + ness*.

Inflectional Morphology

Function words such as *to*, *it*, and *be* are free morphemes. Many languages, including English, also have bound morphemes that have a strictly grammatical function. They mark properties such as tense, number, person, and so forth. Such bound morphemes are called **inflectional morphemes**. Unlike derivational morphemes, they never change the grammatical category of the stems to which they are attached. Consider the forms of the verb in the following sentences:

1. I sail the ocean blue.
2. He sails the ocean blue.
3. John sailed the ocean blue.
4. John has sailed the ocean blue.
5. John is sailing the ocean blue.

In sentence (2) the -*s* at the end of the verb is an agreement marker; it signifies that the subject of the verb is third-person and is singular, and that the verb is in the present tense. It doesn't add lexical meaning. The suffix -*ed* indicates past tense, and is also required by the syntactic rules of the language when verbs are used with auxiliary *have*, just as -*ing* is required when verbs are used with auxiliary *be*. (This will be discussed in Chapter 3.)

Inflectional morphemes represent relationships between different parts of a sentence. For example, -*s* expresses the relationship between the verb and the

third-person singular subject; -ed expresses the relationship between the time the utterance is spoken (e.g., now) and the time of the event (past). If you say "John danced," the -ed affix places the activity before the utterance time. Inflectional morphology is closely connected to the syntax and semantics of the sentence.

English also has other inflectional endings, such as the plural suffix, which is attached to certain singular nouns, as in *boy/boys* and *cat/cats*. In contrast to Old and Middle English, which were more richly inflected languages, as we discuss in Chapter 8, Modern English has only eight bound inflectional affixes:

English	Inflectional Morphemes	Examples
-s	third-person singular present	She wait-s at home.
-ed	past tense	She wait-ed at home.
-ing	progressive	She is eat-ing the donut.
-en	past participle	Mary has eat-en the donuts.
-s	plural	She ate the donut-s.
-'s	possessive	Disa's hair is short.
-er	comparative	Disa has short-er hair than Karin.
-est	superlative	Disa has the short-est hair.

Inflectional morphemes in English follow the derivational morphemes in a word. Thus, to the derivationally complex word *commit* + *ment* one can add a plural ending to form *commit* + *ment* + *s*, but the order of affixes may not be reversed to derive the impossible *commit* + *s* + *ment* = **commitsment*.

Yet another distinction between inflectional and derivational morphemes is that all inflectional morphemes are **productive**: They apply freely to nearly every appropriate base (except "irregular" forms such as *feet*, not **foots*). Most nouns take an -s inflectional suffix to form a plural and most verbs take -ed to form a past tense, and any new verb added to the language will immediately take these inflections, witness *tweets, tweeting, tweeted*. Derivational morphemes vary a lot in their productivity; only some nouns take the derivational suffix -*ize* to form a verb: *idolize*, but not **picturize*, while -*er* can attach to almost any verb (even very new ones) to make an agent, *sing/singer, dance/dancer, blog/blogger, tweet/tweeter*.

Compared to many languages of the world, English has relatively little inflectional morphology. Some languages are highly inflected. In Swahili, which is widely spoken in eastern Africa, verbs can be inflected with multiple morphemes, as in *kimeanguka* (ki + me + anguka), meaning "it has fallen." Here the verb root *anguka* meaning "fall" has two inflectional prefixes: *ki-* meaning "it" and *me* meaning "completed action." (See Exercise 9.)

Even the more familiar European languages have many more inflectional endings than English. In the Romance languages (languages descended from Latin), the verb has different inflectional endings depending on the subject of the sentence. The verb is inflected to agree in person and number with the subject, as illustrated by the Italian verb *parlare* meaning "to speak":

Io parlo	"I speak"	Noi parliamo	"We speak"
Tu parli	"You (singular) speak"	Voi parlate	"You (plural) speak"
Lui/Lei parla	"He/she speaks"	Loro parlano	"They speak"

Russian has a system of inflectional suffixes for nouns that indicates the nouns grammatical relation—whether a subject (nominative), direct object (accusative), indirect object (dative), possessor (genitive), and so on—something English usually does with word order or prepositions:

Russian	Case	Translation
Drug čitaet	nominative	"a friend is reading"
Ja vstretil druga	accusative	"I met a friend"
Ja dala èto drugu	dative	"I gave it to a friend"
Bereg reki	genitive	"the bank of the river"
Ja pišu karandašom	instrumental	"I write with a pencil"
Cvety stojat na stole	prepositional	"the flowers are on the table"

The grammatical relation of a noun in a sentence is called the **case** of the noun. When case is marked by inflectional morphemes (the boldfaced underline suffixes), the process is referred to as **case morphology**. Russian has a rich case morphology, whereas English case morphology is limited to the one possessive -'s and to its system of pronouns: *I-me-my-mine, you-you-your-yours, he-him-his-his, she-her-her-hers, they-them-their-theirs, we-us-our-ours*. Many of the grammatical relations that Russian expresses with its case morphology are expressed in English with prepositions, as the translations to English indicate.

Among the world's languages is a richness and variety of inflectional processes. Earlier we saw how German uses circumfixes to inflect a verb stem to produce a past participle: *lieb* to *geliebt*, similar to the -*ed* ending of English. Arabic infixes vowels for inflectional purposes: *kitāb* "book" but *kutub* "books." Samoan (see Exercise 10) uses a process of **reduplication**—inflecting a word through the repetition of part or all of the word: *savali* "he travels," but *savavali* "they travel." Malay does the same with whole words: *orang* "person," but *orang orang* "people." Languages such as Finnish have an extraordinarily complex case morphology, whereas Mandarin Chinese lacks case morphology entirely.

Inflection achieves a variety of purposes. In English, verbs are inflected with -*s* to show third-person singular agreement. Languages such as Finnish and Japanese have a dazzling array of inflectional processes for conveying everything from "temporary state of being" (Finnish nouns) to "strong negative intention" (Japanese verbs). English spoken 1,000 years ago had considerably more inflectional morphology than Modern English, as we shall discuss in Chapter 8.

The differences between inflectional and derivational morphemes in Modern English are summarized in the table below and in Figure 2.1 that follows it:

Inflectional	Derivational
Grammatical function	Lexical function
No word class change	May cause word class change
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 morphemes in a word
Productive	Some productive, many nonproductive

(ENGLISH) MORPHEMES

BOUND   FREE

AFFIX   ROOT   OPEN CLASS   CLOSED CLASS
        -ceive   (CONTENT OR   (FUNCTION OR
        -mit   LEXICAL)   GRAMMATICAL)
        -fer   WORDS   WORDS
                   nouns *(girl)*   conjunctions *(and)*
                   adjectives *(pretty)*   prepositions *(in)*
                   verbs *(love)*   articles *(the)*
                   adverbs *(away)*   pronouns *(she)*
                                       auxiliary verbs *(is)*

DERIVATIONAL   INFLECTIONAL

PREFIX   SUFFIX   SUFFIX
pre-   *-ly*   *-ing* *-er* *-s*
un-   *-ist*   *-s*   *-est* *-'s*
con-   *-ment*   *-en*
                      -ed
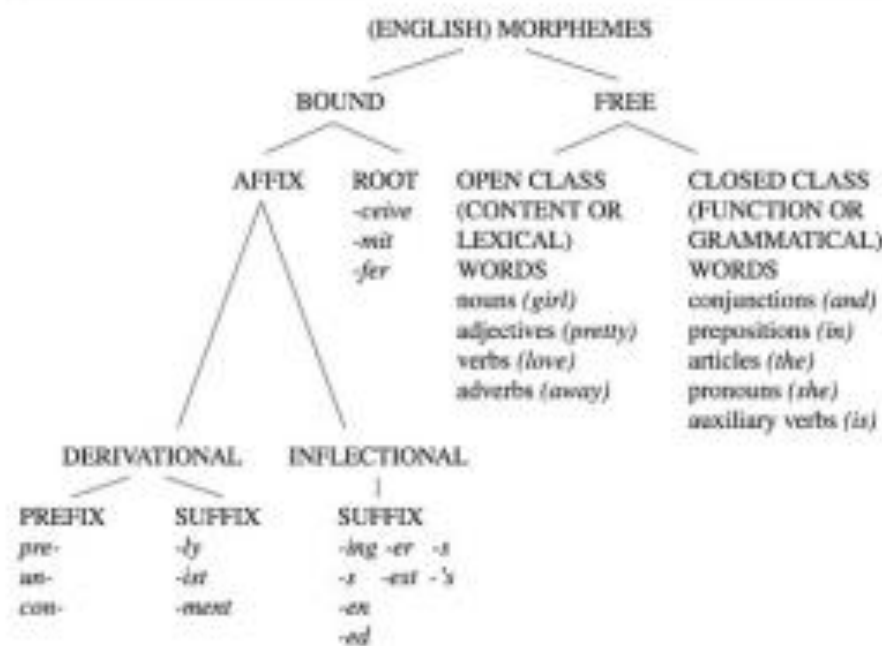
FIGURE 2.1 | Classification of English morphemes.

The Hierarchical Structure of Words

We saw earlier that morphemes are added in a fixed order. This order reflects the *hierarchical* structure of the word, entirely analogous to the hierarchical structure of sentences that we observed in the previous chapter. A word is not a simple sequence of morphemes just as a sentence is not a simple sequence of words. It has an internal structure. For example, the word *unsystematic* is composed of three morphemes: *un-*, *system*, and *-atic*. The root is *system*, a noun, to which we add the suffix *-atic*, resulting in an adjective, *systematic*. To this adjective, we add the prefix *un-*, forming a new adjective, *unsystematic*.

The hierarchical organization of words can be represented using tree diagrams, as illustrated for *unsystematic*:

Adjective

un   *Adjective*

Noun   atic

system

This tree represents the application of two morphological rules:

1. Noun + atic → Adjective
2. un + Adjective → Adjective

semua morfem dasar merupakan morfem bebas. Dalam bahasa Indonesia terdapat lebih dari 1.000 morfem dasar terikat (lihat Lampiran I).

2.4. Proses-proses morfologis

Proses morfologis yang disajikan dalam buku ini ialah:

(1) derivasi zero,
(2) afiksasi,
(3) reduplikasi,
(4) abreviasi (pemendekan),
(5) komposisi (perpaduan), dan
(6) derivasi balik.

Peristiwa morfologis terjadi dari input, yaitu leksem, dan salah satu proses tersebut di atas, serta output, berupa kata. Bagannya adalah sebagai berikut:

leksem → proses morfologis → kata

(1) *derivasi zero:* dalam proses ini leksem menjadi kata tunggal tanpa perubahan apa-apa;

leksem tunggal → derivasi zero → kata tunggal

(2) *afiksasi:* dalam proses ini leksem berubah menjadi kata kompleks.
(3) *reduplikasi:* dalam proses ini leksem berubah menjadi kata kompleks dengan beberapa macam proses pengulangan.
(4) *abreviasi (pemendekan):* dalam proses ini leksem atau gabungan leksem menjadi kata kompleks atau akronim

atau singkatan dengan pembagai proses abreviasi.
Ada beberapa jenis abreviasi:

(a) pemenggalan,
(b) kontraksi,
(c) akronimi, dan
(d) penyingkatan.

Dalam pemenggalan dan kontraksi inputnya adalah leksem tunggal dan outputnya kata kompleks seperti terdapat pada afiksasi dan reduplikasi, jadi dapat digambarkan sebagai berikut:

Dalam akronimi dan penyingkatan inputnya dua leksem atau lebih dan outputnya akronim atau singkatan; jadi, dapat digambarkan sebagai berikut.

Singkatan dan akronim itu secara gramatikal berstatus kata.

(5) komposisi (perpaduan): dalam proses ini dua leksem atau lebih berpadu dan outputnya adalah paduan leksem

13

atau kompositum dalam tingkat morfologi atau kata atau kompositum dalam tingkat morfologi atau kata majemuk dalam tingkat sintaksis; dan bagannya adalah:
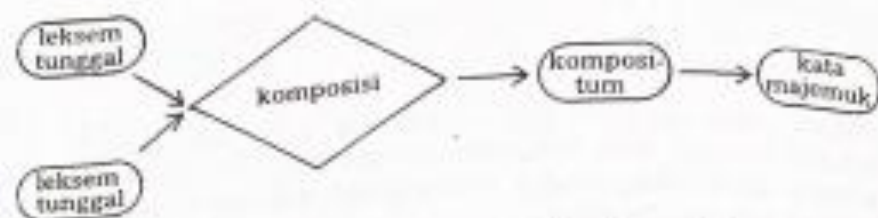
(6) *derivasi balik*: dalam proses ini inputnya leksem tunggal, dan *outputnya* kata kompleks. Kejadiannya seperti afiksasi.

Kata majemuk yang dihasilkan oleh proses komposisi yang bersifat morfologis jelas sekali berbeda dari frase yang merupakan penggabungan kata yang bersifat sintaktis.

Terjadinya frase dapat digambarkan dengan bagan berikut:
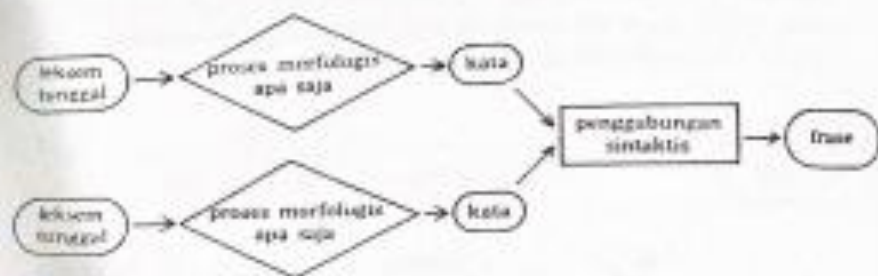
Sebagaimana dinyatakan dalam pasal terdahulu, pembentukan kata dalam bahasa Indonesia bersifat rekursif: sebuah leksem atau lebih setelah mengalami proses morfologis menjadi kata, dan unsur ini kemudian dapat mengalami proses morfologis lagi dan menjadi kata "baru". Berubahnya leksem menjadi kata kami sebut proses gramatikalisasi, dan kembalinya kata menjadi unsur leksikal lagi itu kami sebut leksikalisasi.

Beberapa contoh berikut dapat diamati untuk memahami bagaimana gramatikalisasi dan leksikalisasi itu berinteraksi dalam pembentukan kata.

14

categories – nouns (N), verbs (V), and adjectives (A), derivational morphology creates new lexemes from existing ones, often with a change in meaning. In example (30) above, we saw that it is possible to derive two different nouns from the verb *convict* via two different operations. The first noun, *cónvict*, was derived by stress shift and denotes a person who has been convicted. The second noun, *conviction*, was derived by affixation and denotes the outcome or result of being convicted. In this case, the morphological operations of stress shift and affixation were both used for derivational purposes, since two lexemes (nouns) were created from another lexeme (a verb).

Inflectional morphology, on the other hand, adds grammatical information to a lexeme, in accordance with the particular syntactic requirements of a language. Consider the following English sentence:

(31)   He plans to contact her in a few weeks.

The particular (suppletive) forms of the pronouns *he* and *her* are required by the syntactic roles they play in the sentence as subject and object, respectively; furthermore, the verb *plan* must be affixed with *-s* to agree with its third-person, singular (3SG) subject, and the noun *week* must also be affixed with plural *-s* as required by the quantifier phrase *a few*. Thus, in this example, the morphological mechanisms of suppletion and affixation were both used for inflectional purposes – to convey grammatical information. Consider how ungrammatical the result would be if these particular syntactic requirements were not met; that is, if the wrong suppletive forms of the pronouns were used or if the required affixes were not added:

(32)   *Him plan to contact she in a few week.

Both derivation and inflection often co-occur within the same word, although in English there is typically only one inflectional operation per word. (There may be several derivational ones.) Consider the complex English word *dehumidifiers*. Creating this word requires three derivational operations and one inflectional operation, each subsequent step building on the base of the previous one:

(33) humid   – an adjective, the lexical root
      humidify   – step 1: a transitive verb is derived by suffixing
                           -ify, meaning to 'cause something to become
                           humid'
      dehumidify   – step 2: a transitive verb is derived from the base
                           humidify by prefixing *de-*, meaning 'to remove,
                           reverse or perform the opposite action'
      dehumidifier   – step 3: a noun is derived from the base *dehumidify*
                           by adding the suffix *-er*, meaning 'something
                           which performs the action of'
      dehumidifiers   – step 4: the noun is made grammatically plural
                           (inflected) by adding the regular plural suffix *-s*

Some of the many derivational affixes of English are shown below.

(37)

Prefixes	Category selected	Category derived	Examples
de-	V	V	demagnetize, decompress
dis-	V	V	disentangle, dislocate
mis-	V	V	mismatch, mismanage
pre-	V	V	preview, predigest
re-	V	V	reappear, repossess
un-	A	A	unhappy, unproductive
un-	V	V	unwrap, unzip

Suffixes			
-able	V	A	bearable, washable
-al	V	N	approval, rebuttal
-ant	V	N	applicant, inhabitant
-ate	A	V	activate, validate
-en	A	V	redden, shorten
-er	A	A	singer, gambler
-ful	N	A	plentiful, beautiful
-ian	N	N	magician, musician
-ify	A/N	V	purify, beautify
-ion	V	N	detection, discussion
-ist	N/A	N	artist, activist
-ity	A	N	sensitivity, portability
-ive	V	A	oppressive, instructive
-ize	N	V	vaporize, magnetize
-ment	V	N	management, settlement
-ness	A	N	happiness, fullness
-y	N	A	watery, snowy

Some derivational affixes are very productive; that is, they can apply almost without exception to a certain kind of base. For example, the affix -able freely attaches to transitive verbs, deriving a new adjective with the meaning 'able to be V-ed' (as in washable, faxable, analyzable). On the other hand, some derivational affixes occur in only a small number of words and aren't productive, such as -dom (kingdom, wisdom, boredom) and -th (warmth, truth, width). Derivational affixes that are very productive at some point in the history of a language may become less so over time. The feminizing suffix -ess used to be more productive than it is today. Although there are still some words in common usage such as actress, princess, and goddess, the words in (38) were also once more widely used in English:

(38)   authoress   janitress
        ambassadress   manageress
        editress   mayoress
        governess   poetess

In each of the examples above, a suffix has applied to a particular kind of lexeme to derive another. In many cases, there is a category change; for example, the suffix *-ung* in German applies to verbs to derive a noun indicating a result of the verb (*zerstör-* 'destroy' → *Zerstörung* 'destruction'). (Nouns are conventionally capitalized in German orthography.) The French suffix *-esse* attaches to adjectives to derive nouns meaning something like 'the state or quality of being A' (*faible* 'weak' → *faiblesse* 'weakness'). The Chinese suffix *-jiā* derives a noun from another noun; here there is no category change but an agentive meaning is added – that of someone who practices in the field of the base noun (*kēxué* 'science' → *kēxuéjiā* 'scientist').
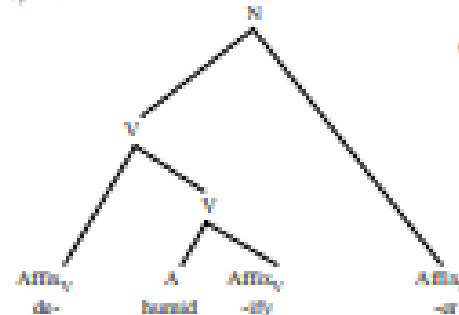
Let's turn now to English, a language that is quite rich in derivational morphology, with several different affixes sometimes sharing a similar function. Consider the following data:

(35) singer   appli-cant
      violin-ist   prank-ster
      magic-ian   cook

In each word in (35), a noun has been derived that bears an obvious agentive relation to the root: a singer sings, a violinist plays the violin, a magician performs magic, an applicant applies for something, a prankster commits pranks, and a cook cooks. The agentive meaning in these examples is expressed by five different suffixes or, as in the case of *cook*, by nothing at all (the latter process is called *zero derivation*).

However, not all the affixes in (35) above can attach freely to any root. The suffix *-er*, for example, can only attach to verbs (*singer*, *smoker*), while the suffix *-ist* attaches only to nouns or adjectives (*violinist*, *cartoonist*), and *-ian* attaches only to nouns, especially those of Greek origin (*mathematician*, *politician*).

Because derivational affixes are selective in what they can modify, they generally apply in a particular order within a complex word. Consider again our earlier example of *dehumidifier*. Although the order of each step was spelled out in (33) above, we can more formally notate the derivational order by using various methods, such as a tree diagram as shown in (36a), bracketing (36b), or simple numbering (36c):

(36) a.

b. $[[de_V[[humid_A]\,ify_V]\,er_N]$

c. $de_V-humid_A-ify_V-er_N$
    2   ROOT   1   3

■ 2.4 Inflection vs. Derivation

Once you understand the difference between words and lexemes, you can understand the distinction made by morphologists between **inflection** and **derivation**. We discuss both of these more fully in later chapters of the book.

Inflection involves the formation of grammatical forms – past, present, future; singular, plural; masculine, feminine, neuter; and so on – of a single lexeme. The use of these grammatical forms is generally dictated by sentence structure. Thus *is*, *are*, and *being* are examples of inflected forms of the lexeme BE, which happens to be highly irregular not only in English, but in many other languages as well. Regular verb lexemes in English have a lexical stem, which is the bare form with no affixes (e.g., *select*) and three more inflected forms, one each with the suffixes -*s*, -*ed*, and -*ing* (*selects*, *selected*, and *selecting*). Noun lexemes in English have a singular and plural form. Adjectives, adverbs, prepositions, and other parts of speech typically have only one form in English.

As you can tell from the example of *select* given above, one way inflection can be realized is through affixes. Further examples of affixal realization of inflection can be found in the following box.

Examples of words + *inflectional morphemes*

Nouns: wombat + *s*
        ox + *en*
Verbs: brainwash + *es*
        dig + *s*
        escape + *d*
        rain + *ing*

Derivation involves the creation of one lexeme from another, such as *selector* or *selection* from *select*. Compounding is a special type of derivation, since it involves the creation of one lexeme from two or more other lexemes. In the discussion of non-separability above, we had many instances of compounds (*doghouse*, *greenhouse*, *hot dog*, and *deer tick*), all of which are formed by combining two lexemes. Many processes can be involved with derivation, as we will see in chapter 4. In the box on the next page we give only examples of affixal derivation.

3 Types of Morphemes

3.1 ROOTS, AFFIXES, STEMS AND BASES

In the last chapter we saw that words have internal structure. This chapter introduces you to a wide range of word-building elements used to create that structure. We will start by considering roots and affixes.

3.1.1 Roots

A root is the irreducible core of a word, with absolutely nothing else attached to it. It is the part that must always be present, possibly with some modification, in the various manifestations of a lexeme. For example, *walk* is a root and it appears in the set of word-forms that instantiate the lexeme walk such as *walk*, *walks*, *walking* and *walked*.

The only situation where this is not true is when suppletion takes place (see Section 2.2.3). In that case, word-forms that represent the same morpheme do not share a common root morpheme. Thus, although both the word-forms *good* and *better* realise the lexeme good, only *good* is phonetically similar to good.

Many words contain a root standing on its own. Roots which are capable of standing independently are called **free morphemes**, for example:

[3.1]	Free morphemes			
man	book	tea	sweet	cook
bet	very	aardvark	pain	walk

Single words like those in [3.1] are the minimal free morphemes capable of occurring in isolation.

The free morphemes in [3.1] are also examples of **lexical morphemes**. They are nouns, adjectives, verbs, prepositions or adverbs. Such morphemes carry most of the 'semantic content' of utterances – loosely defined to cover notions like referring to individuals (e.g., the nouns *John*, *mother*), attributing properties (e.g., the adjectives *kind*, *clever*), describing actions, process or states (e.g., the verbs *hit*, *write*, *rest*) etc., expressing relations (e.g., the prepositions *in*, *on*, *under*) and describing circumstances like manner (e.g., *kindly*, *fiercely*, *quickly*).

Another class of free morphemes are **function words**. These differ from lexical morphemes in that while the lexical morphemes carry most of the 'semantic content', the function words mainly (but not exclusively) signal grammatical information or logical relations in a sentence. Typical function words include the following:

[3.2] Function words

articles:	a the
demonstratives:	this that these those
pronouns:	I you we they them; my your his hers; who whom which whose, etc.
conjunctions:	and yet if but however or, etc.

Distinguishing between lexical and grammatical morphemes is normally both useful and straightforward. However, there are cases where this distinction is blurred. This is because there are free morphemes (i.e., simple words) that do not fit neatly into either category. For example, a conjunction like *though* signals a logical relationship and, at the same time, appears to have considerably more 'descriptive semantic content' than, say, the article *the*.

While only roots can be free morphemes, not all roots are free. Many roots are incapable of occurring in isolation. They always occur with some other word-building element attached to them. Such roots are called **bound morphemes**. Examples of bound morphemes are given below:

[3.3] a. -mit   as in   permit, remit, commit, admit
      b. -ceive   as in   perceive, receive, conceive, deceive
      c. pred-   as in   predator, predatory, predation, depredate
      d. sed-   as in   sedate, sedent, sedentary, sediment

The bound roots *-mit, -ceive, pred-* and *sed-* co-occur with forms like *de-, re-, -ate, -ment* which recur in numerous other words as prefixes or suffixes. None of these roots could occur as an independent word.

Roots tend to have a core meaning that is in some way modified by the affix, but determining meaning is sometimes tricky. Perhaps you are able to recognise the meaning 'prey' that runs through the root *pred-* in the various words in [3.3c] and perhaps you are also able to identify the meaning 'sit' in all the forms in [3.3d] which contain *sed-*.

These roots are **Latinate**, that is, they came into English from Latin (often via French) but, unless you have studied Latin, you are probably unable to say that *-mit* means 'send, do' and *-ceive* means 'take' without looking up *-mit* and *-ceive* in an etymological dictionary. In present-day English, none of these meanings is recognisable. These formatives cannot be assigned a clear, constant meaning on their own.

In the last chapter, the morpheme was defined as the smallest unit of meaning or grammatical function. In the light of the foregoing discussion, the insistence on the requirement that every morpheme must have a clear, constant meaning (or grammatical function) seems too strong to some linguists. There are morphemes that lack a clear meaning. Instead, they suggest, it is the word rather than the morpheme that must always be

independently meaningful whenever it is used. As we saw in Section 2.2.1 above, the crucial thing about morphemes is not that they are independently meaningful, but that they are recognisable **distributional units** (Harris, 1951). As Aronoff (1976: 15) puts it, we can recognise a morpheme when we see a morph 'which can be connected to a linguistic entity outside that string. What is important is not its meaning, but its arbitrariness.'

The reason for treating those recurring portions of words that appear to lack a clear, constant meaning as morphs representing some morpheme is that they behave in a phonologically consistent way in the language that is different from the behaviour of morphologically unrelated but phonologically similar sequences. Take -*mit*, for example. Aronoff (1976) points out that, notwithstanding the tenuous semantic link between instances of the Latinate root -*mit*, they nevertheless share a common feature which is not predictable from any properties of the phonetic sequence [mɪt]. All instances of Latinate -*mit* have the allomorph [mɪʃ] or [mɪs] before the suffixes -*ion*, -*ory*, -or, -ive, and -*able* /-*ible*, as you can see:

[3.4]   [mɪt]   [mɪʃ] before -*ion*   [mɪs] before -*ive*, -*ory*

[mɪt]	[mɪʃ] before -*ion*	[mɪs] before -*ive*, -*ory*
permit	permission	permissive
submit	submission	submissive
admit	admission	admissive
remit	remission	remissory

By contrast, any other phonetic form [mɪt] does not undergo the same phonological modification before such suffixes. Thus, although forms like *dormitory* and *vomitory* have a [mɪt] phonetic shape preceding the suffix -*ory*, they fail to undergo the rule that changes /t/ to [s]. If that rule applied, it would incorrectly deliver **dormissory* or **vomissory*, since the same phonetic sequence [mɪt] as that in [3.4] precedes the suffix -*ory*. Clearly, the [mɪt] sequence in *vomitory* and *dormitory* is not a morph representing the Latinate -*mit* morpheme. The rule that supplies the allomorph [mɪt] of verbs that contain [mɪt] is only activated where [mɪt] represents the Latinate root -*mit*.

What this discussion shows is that even where the semantic basis for recognising a morpheme is shaky, there may well be distributional considerations that may save the day. Only the root -*mit* has the allomorph [mɪs]. Any word-form that displays the [mɪt]~[mɪs] alternation in the contexts in [3.4] contains the root morpheme -*mit*.

3.1.2 Affixes

An **affix** is a morpheme that only occurs when attached to some other morpheme or morphemes such as a root or stem or base. (The latter two terms are explained in Section 3.1.3 below.) Obviously, by definition affixes

are bound morphemes. No word may contain only an affix standing on its own, like *-s or *-ed or *-al or even a number of affixes strung together like *-al-s.

There are three basic types of affixes. We will consider them in turn:

(i) Prefixes

A **prefix** is an affix attached *before* a root, stem or base, like *re-*, *un-* and *in-*:

[3.5]   re-make   un-kind   in-decent
        re-read   un-tidy   in-accurate

(ii) Suffixes

A **suffix** is an affix attached *after a* root (or stem or base), like *-ly, -er, -ist, -s, -ing* and *-ed*:

[3.6]   kind-ly   wait-er   book-s   walk-ed
        quick-ly play-er   mat-s   jump-ed

(iii) Infixes

An **infix** is an affix inserted *inside* the root itself. Infixes are common in some languages, however infixing is rare in English. Sloat and Taylor (1978) suggest that the only infix that occurs in English morphology is /-n-/ which is inserted before the last consonant of the root in a few words of Latin origin, on what appears to be an arbitrary basis. This infix undergoes place of articulation assimilation. Thus, the root *-cub-* meaning 'lie in, on or upon' occurs without [m] before the [b] in some words containing that root, for example, *incubate, incubus, concubine* and *succubus*. But [m] is infixed before that same root in some other words like *incumbent, succumb*, and *decumbent*. This infix is a frozen historical relic from Latin. In fact, it was a frozen historical relic *in* Latin.

Infixation of sorts still happens in contemporary English, although of a rather special type. Consider the examples in [3.7a] which are gleaned from Zwicky and Pullum (1987) and those in [3.7b] taken from Bauer (1983):

[3.7] a.   Kalamazoo (place name) → Kalama-goddamn-zoo
            instantiate (verb)   → in-fuckin-stantiate

       b.   kangaroo   → kanga-bloody-roo
            impossible → in-fuckin-possible
            guarantee → guaran-friggin-tee

In present-day English, infixation, not of an affix morpheme but of an entire word (which may have more than one morpheme, e.g., *blood-y, fuck-ing*), is actively used to modify words. Curiously, this infixation is virtually

restricted to inserting expletives into words in expressive language that one would probably not use in polite company. Further examination reveals that there are additional, prosodic conditions on the site of insertion, and this will be discussed in more detail in Section 9.5.2.

For a case of true, morphological infixation we must look beyond English to a language such as the Native American language Nuuchahnulth, where infixation is used to indicate the plural, as in [3.8] below:

[3.8]	t'an'a	'child'	t'atn'a	'children'
	ha?um	'fish'	hat?um	'fishes'
	ɬim'aqsti	'mind'	ɬitm'aqsti	'minds'
	tɬaa?uu?i	'the other'	tɬaat?uu?i	'the others'

In this case, the infixation of /-t-/ plural is employed to indicate that the noun to which the infix attaches is plural (for further discussion of the mechanics of infixation, see Chapter 9). Such cases are not uncommon in the languages of the world.

3.1.3 Roots, Stems and Bases

The **stem** is that part of a word that is in existence before any *inflectional* affixes (i.e., those affixes whose presence is required by the syntax such as markers of singular and plural number in nouns, tense in verbs, etc.) have been added. Inflection is discussed in Section 3.2. For the moment a few examples should suffice:

[3.9]	Noun stem	Plural Suffix
	cat	-s
	worker	-s

In the word-form *cats*, the plural inflectional suffix *-s* is attached to the simple stem *cat*, which is a bare **root**, that is, the irreducible core of the word. In *workers*, the same inflectional *-s* suffix comes after a slightly more complex stem consisting of the root *work* plus the suffix *-er*, which is used to form agentive nouns from verbs (with the meaning 'someone who does the action designated by the verb', e.g., *singer, fighter, dancer*). Here *work* is the root, but *worker* is the stem to which *-s* is attached.

Finally, a **base** is any unit whatsoever to which affixes of any kind can be added. The affixes attached to a base may be **inflectional** affixes selected for syntactic reasons or **derivational** affixes which alter the meaning or grammatical category of the base (see Sections 3.2 and 11.2). An unadorned root like *boy* can be a base since it can have attached to it inflectional affixes like *-s* to form the plural *boys* or derivational affixes like *-ish* to turn the noun *boy* into the adjective *boyish*. In other words, all roots are bases. Bases are called stems only in the context of inflectional morphology.

Exercise

Identify the inflectional affixes, derivational affixes, roots, bases and stems in the following.

[3.10]	faiths	frogmarched
	faithfully	bookshops
	unfaithful	window-cleaners
	faithfulness	hardships

Hopefully, your solution is like this:

[3.11]

Inflectional affixes	Derivational affixes	Roots	Stems	Bases
-ed	un-	faith	faith	faith
-s	-ful	frog	frogmarch	faithful
	-ly	march	bookshop	frogmarch
	-er	clean	window-cleaner	bookshop
	-ness	hard	hardship	window-clean
	-ship	window		window-cleaner
				hardship

It is clear from [3.11] that it is possible to form a complex word by adding affixes to a form containing more than one root. For instance, the independent words *frog* and *march* can be joined together to form the base (a stem, to be precise) *frog-march* to which the suffix -*ed* may be added to yield *[[[frog]-[march]]-ed]*. Similarly, *window* and *clean* can be joined to form the base *[[window]-[clean]]* to which the derivational suffix -*er* can be added to produce *[[[window]-[clean]]er]*. And *[[[window]-[clean]]er]* can serve as a stem to which the inflectional plural ending -*s* is attached to give *[[[[window]-[clean]]er]s]*. A word like this, which contains more than one root, is called a **compound word** (see Section 3.4 below and Chapter 13).

3.1.4 Stem Extenders

In Section 2.3 we saw that languages sometimes have word-building elements that appear devoid of content. Such empty formatives are sometimes referred to, somewhat inappropriately, as empty morphs.

In English, empty formatives are interposed between the root, base or stem and an affix. For instance, while the highly irregular plural allomorph -*en* is attached directly to the stem *ox* to form *ox-en*, in the formation of *child-r-en* it can only be added after the stem has been extended by attaching

3) success	succeed	successful	successfully
4) brightness	brighten	bright	brightly
5) hope	hope	hopeful	hopefully
		hopeless	hopelessly

IV. 1) -ance = a noun marker

    It changes an adjective (clear) into a noun (clearance).

  2) -ment = a noun marker

    It changes a verb (appoint) into a noun (appointment)

  3) -ion = a noun marker

    It changes a verb (investigate) into a noun (investigation).

  4) -ity = a noun marker

    It changes an adjective (popular) into a noun (popularity).

  5) en- = a verb marker

    It changes an adjective (large) into a verb (enlarge).

    -ment = a noun marker

    It changes a verb (enlarge) into a noun (enlargement).

4.4.3 Summary

1) The words with which derivational suffixes combine is an arbitrary matter.

    correct: aderment

             failure

    wrong: adermure

           failment

2) Derivational suffixes usually change the part of speech of the word to which they are added.

    happy - adjective

    happily - adverb (-ly = adverb marker)

    happiness - noun (-ness = noun marker)

3) Derivational suffixes usually do not close off a word. After a derivational suffix you can add other derivational suffix.

    fertile - fertilize - fertilizer

4) An adverb is normally made by adding the suffix -ly to the adjective.

    quick (adjective)

    quickly (adverb)

CHAPTER 1
ASPECTS OF FICTION

Objectives	After finishing this unit, you will be able to: • Understand intrinsic elements of a fiction
Activities	• Read the definitions of intrinsic elements comprehensively

I. Pre-Reading Activities

Make group of five, discuss the answers for the following questions, and share the result of the discussion with your friends in class!

1. What is your favorite story?
2. Why do you love it?
3. What is the story all about?
4. What kind of person that is told in the story?
5. Where does the story take time and place?

II. Whilst-Reading Activities

The Emergence of Short Story as a New Genre

Short story, in general, is a kind of fictional narrative that is shorter than a novel. Moreover, unlike novel, it usually deals with a few number of characters. Students often wonder, how to differentiate the intrinsic aspects of short story and novel? According to Arlen J. Hansen (n.d. para.1) in his article entitled *Short Story*, "The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action

and dramatic encounter but is seldom fully developed". Nevertheless, not until the 19th century that short story was finally defined as a literary form.

It is said that short story was already developed even before human beings knew about writing. Spread by storytellers, short stories were mostly told with fixed rhythms and rhymes to make them easier to be memorized. So consequently, as stated by Hansen, many of the oldest narratives are in verse, for example *Epic of Gilgamesh*, which is the ancient Babylonian tale.

In America (*A Brief Story of the Short Story in America*, 2007, para.1), short story was developed in the 19th century as the result of market forces. People tend to move from one city to another to get a better job, resulting that they had no time to read serial novels in newspapers from beginning to the end. As the result, writers of fiction in the first half of the 19th century adopted the form of the short tale from German authors like Wilhelm Kleist and E.T.A. Hoffmann and altered the form in order to suit American newspapers better, which form is then known as short story

Aspects of Fiction

A piece of literary work is a united entity that is shaped by its elements. The elements determine its content as a whole as they work simultaneously in constructing the storyline. Therefore, one element cannot be separated from the other.

In general, elements of fiction are divided into two, namely *intrinsic* and *extrinsic* elements. Intrinsic elements are the elements that can be found inside the structure of a literary work. Extrinsic elements, on the other way around are the elements that are found outside the structure of a literary work. The elements found inside the structure of literary work consist of character,

4th Edition

Introduction to
Qualitative
Research Methods

A Guidebook and Resource

Steven J. Taylor
Robert Bogdan
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WILEY

Paralleling the growing interest in qualitative research in sociology has been an increased acceptance of these methods in other disciplines and applied fields. Such diverse disciplines as geography (DeLyser, Herbert, Aitken, Crang, & McDowell, 2010; Hay, 2010), political science (McNabb, 2004), and psychology (Camic, Rhodes, & Yardley, 2003; Fischer, 2005; *Qualitative Research in Psychology*) have seen the publication of edited books, texts, and journals on qualitative research methods over the past decade and a half. The American Psychological Association started publishing the journal *Qualitative Psychology* in 2014. Qualitative methods have been used for program evaluation and policy research (Bogdan & Taylor, 1990; Guba & Lincoln, 1989; M. Q. Patton 1987, 2008, 2010, 2014; Rist 1994). Journals and texts on qualitative research can be found in such diverse applied areas of inquiry as health care and nursing (Latimer, 2003; Munhall, 2012; Streubert & Carpenter, 2010; *Qualitative Health Research*), mental health, counseling, and psychotherapy (Harper & Thompson, 2011; McLeod, 2011), education (Bogdan & Biklen, 2006; *International Journal of Qualitative Studies in Education*; Lichtman, 2010; *Qualitative Research in Education*), music education (Conway, 2014), public health (Ulin, Robinson, & Tolley, 2005), business (Meyers, 2013), theology (Swinton & Mowat, 2006), disability studies (Ferguson et al., 1992), human development (Daly, 2007; Jessor, Colby, & Shweder, 1996), social work (Sherman & and Reid, 1994; *Qualitative Social Work*), and special education (Stainback & Stainback, 1988).

One does not have to be a sociologist or to think sociologically to practice qualitative research. Although we identify with a sociological tradition, qualitative approaches can be used in a broad range of disciplines and fields.

Just as significant as the increasing interest in qualitative research methods has been the proliferation of theoretical perspectives rooted in the phenomenological tradition underlying this form of inquiry. We consider the relationship between theory and methodology more fully later in this chapter.

QUALITATIVE METHODOLOGY

The phrase *qualitative methodology* refers in the broadest sense to research that produces descriptive data—people's own written or spoken words and observable behavior. As Ray Rist (1977) pointed out, qualitative methodology, like quantitative methodology, is more than a set of data-gathering techniques. It is a way of approaching the empirical world. In this section we present our notion of qualitative research.

1. *Qualitative researchers are concerned with the meaning people attach to things in their lives.* Central to the phenomenological perspective and hence qualitative research is understanding people from their own frames of reference and

Research Methods in Applied Linguistics

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methodological schism. In research texts it has become standard usage to refer to the two approaches as QUAL and QUAN when contrasting them, and I will sometimes follow this practice.

2.1 The qualitative–quantitative distinction

Although at first sight the difference between qualitative and quantitative data/research appears to be relatively straightforward, the distinction has been the source of a great deal of discussion in the past at every conceivable level of abstraction. Without dwelling on this issue too long, let me offer a taste of how things can get very complicated when we start discussing the QUAL–QUAN contrast.

To start with, is there really such a contrast? And if so, where exactly does it lie? Richards (2005), for example, points out that the numerical versus non-numerical distinction does not give us clear enough guidelines because qualitative researchers would almost always collect some information in numbers (for example, the age of the participants), and similarly, quantitative researchers usually also collect some non-numerical information (for example, the gender or nationality of the participants). So, as she concludes, 'qualitative and quantitative data do not inhabit different worlds. They are different ways of recording observations of the same world' (p. 36). Arguing in a similar vein, Miles and Huberman (1994) assert that in some sense, all data are qualitative because they refer to 'essences of people, objects and situations' (p. 9); sometimes we convert our raw experiences of the social world into words (i.e. QUAL), at other times into numbers (i.e. QUAN). Therefore, Sandelowski (2003) actually concludes that qualitative research is not clearly distinguishable from quantitative research because there is no consistent manner in which such a comparison can be made.

Even though I agree that QUAL and QUAN are not extremes but rather form a continuum, we still tend to compare them all the time. Why is that? I would suggest that the almost irresistible urge to contrast qualitative and quantitative research goes back to three basic sources of division between the two approaches: (a) an ideological contrast, (b) a contrast in categorization, and (c) a contrast in the perception of individual diversity. Let us look at these contrasts one by one.

2.1.1 Ideological differences

Although scholars in the social sciences (for example, in sociology) have been using both qualitative-like and quantitative-like data since the beginning of the twentieth century, the QUAL–QUAN distinction only emerged after number-based statistical research became dominant in the middle of the twentieth century and some scholars started to challenge this hegemony flying the 'qualitative' banner. (The genesis of the two approaches will be discussed in more detail in separate sections below.) Thus, the terms 'qualita-

RESEARCH
DESIGN

Qualitative,
Quantitative,
and
Mixed Methods
Approaches

JOHN W. CRESWELL

I dedicate this book to Karen Drumm Creswell. She is the inspiration for my writing and my life. Because of her—as wife, supporter, and detailed and careful editor—I am able to work long hours, keep the home fires burning, and be a productive researcher and book writer. Thank you, Karen, from the bottom of my heart for being there for me through all of the editions of this book.

Qualitative Methods

Q ualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the accuracy—or validity—of the data collected. This chapter addresses these important components of writing a good qualitative methods section into a proposal. Table 9.1 presents a checklist for reviewing the qualitative methods section of your proposal to determine whether you have addressed important topics.

Table 9.1 A Checklist of Questions for Designing a Qualitative Procedure

_____	Are the basic characteristics of qualitative studies mentioned?
_____	Is the specific type of qualitative design to be used in the study mentioned? Is the history of, a definition of, and applications for the design mentioned?
_____	Does the reader gain an understanding of the researcher's role in the study (past historical, social, cultural experiences, personal connections to sites and people, steps in gaining entry, and sensitive ethical issues) and how they may shape interpretations made in the study?
_____	Is the purposeful sampling strategy for sites and individuals identified?

● Comment about sensitive ethical issues that may arise (see Chapter 3).
For each issue raised, discuss how the research study will address it. For
example, when studying a sensitive topic, it is necessary to mask names of
people, places, and activities. In this situation, the process for masking
information requires discussion in the proposal.

Data Collection Procedures

Comments about the role of the researcher set the stage for discussion of
issues involved in collecting data. The data collection steps include setting
the boundaries for the study, collecting information through unstructured
or semi structured observations and interviews, documents, and visual
materials, as well as establishing the protocol for recording information.

● Identify the *purposefully selected* sites or individuals for the proposed
study. The idea behind qualitative research is to **purposefully select** par-
ticipants or sites (or documents or visual material) that will best help the
researcher understand the problem and the research question. This does
not necessarily suggest random sampling or selection of a large number of
participants and sites, as typically found in quantitative research. A discus-
sion about participants and site might include four aspects identified by
Miles and Huberman (1994): (a) the setting (i.e., where the research will
take place), (b) the actors (i.e., who will be observed or interviewed), (c) the
events (i.e., what the actors will be observed or interviewed doing), and
(d) the process (i.e., the evolving nature of events undertaken by the actors
within the setting).

● A related topic would be the number of sites and participants to be
involved in your study. Aside from the small number that characterizes
qualitative research, how many sites and participants should you have?
First of all, there is no specific answer to this question: although I have
taken the position (Creswell, 2013) that sample size depends on the quali-
tative design being used (e.g., ethnography, case study). From my review of
many qualitative research studies I have found narrative research to
include one or two individuals; phenomenology to typically range from
three to ten; grounded theory, twenty to thirty; ethnography to examine
one single culture-sharing group with numerous artifacts, interviews, and
observations; and case studies to include about four to five cases. This is
certainly one approach to the sample size issue. Another approach is
equally viable. The idea of **saturation** comes from grounded theory.
Charmaz (2006) said that you stop collecting data when the categories (or
themes) are saturated: when gathering fresh data no longer sparks new
insights or reveals new properties.

● Indicate the type or types of data to be collected. In many qualitative
studies, inquirers collect multiple forms of data and spend a considerable

place in the natural setting, relies on the researcher as the instrument for data collection, employs multiple methods of data collection, is both inductive and deductive, is based on participants' meanings, includes researcher reflexivity, and is holistic. The guideline recommends discussing a research design, such as the study of individuals (narrative, phenomenology); the exploration of processes, activities, and events (case study, grounded theory); or the examination of broad culture-sharing behavior of individuals or groups (ethnography). The choice of design needs to be presented and defended. Further, the proposal needs to address the role of the researcher: past experiences, history, culture, and how this potentially shapes interpretations of the data. It also includes a discussion about personal connections to the site, steps to gain entry, and anticipation of sensitive ethical issues. Discussion of data collection should advance the purposeful sampling approach and the forms of data to be collected (i.e., observations, interviews, documents, audiovisual materials). It is useful to also indicate the types of data recording protocols that will be used. Data analysis is an ongoing process during research. It involves analyzing participant information, and researchers typically employ general analysis steps as well as those steps found within a specific design. More general steps include organizing and preparing the data; an initial reading through the information; coding the data; developing from the codes a description and thematic analysis; using computer programs; representing the findings in tables, graphs, and figures; and interpreting the findings. These interpretations involve stating lessons learned, comparing the findings with past literature and theory, raising questions, and/or advancing an agenda for reform. The proposal should also contain a section on the expected outcomes for the study. Finally, an additional important step in planning a proposal is to mention the strategies that will be used to validate the accuracy of the findings and demonstrate the reliability of codes and themes.

Writing Exercises

1. Write a plan for the procedure to be used in your qualitative study. After writing the plan, use Table 9.1 as a checklist to determine the comprehensiveness of your plan.

2. Develop a table that lists, in a column on the left, the steps you plan to take to analyze your data. In a column on the right, indicate the steps as they apply directly to your project, the research strategy you plan to use, and data that you have collected.

WRITING EXERCISES

effects or outcomes. Thus, the problems studied by postpositivists reflect issues that need to identify and assess the causes that influence the outcomes, such as found in experiments.

Pragmatism as a worldview or philosophy arises out of actions, situations, and consequences rather than antecedent conditions (as in post-positivism). There is a concern with applications—what works—and solutions to problems. Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand it.

A **purpose statement** in a research proposal sets the objectives, the intent, and the major idea for the study.

To **purposefully select** participants or sites (or documents or visual material) means that qualitative researchers select individuals who will best help them understand the research problem and the research questions.

Qualitative audio and visual materials take the forms of photographs, art objects, videotapes, and sounds.

Qualitative codebook is a means for organizing qualitative data using a list of predetermined codes that are used for coding the data. This codebook might be composed with the names of codes in one column, a definition of codes in another column, and then specific instances (e.g., line numbers) in which the code is found in the transcripts.

Qualitative documents are public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).

Qualitative generalization is a term that is used in a limited way in qualitative research, since the intent of this form of inquiry is not to generalize findings to individuals, sites, or places outside of those under study. Generalizing findings to theories is an approach used in multiple case study qualitative research, but the researcher needs to have well-documented procedures and a well-developed qualitative database.

Qualitative interviews means that the researcher conducts face-to-face interviews with participants, interviews participants by telephone, on the Internet, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

Qualitative observation means that the researcher takes field notes on the behavior and activities of individuals at the research site and records observations.

Qualitative purpose statements contain information about the central phenomenon explored in the study, the participants in the study, and the research site. It also conveys an emerging design and research words drawn from the language of qualitative inquiry.

Qualitative reliability indicates that a particular approach is consistent across different researchers and different projects.

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and
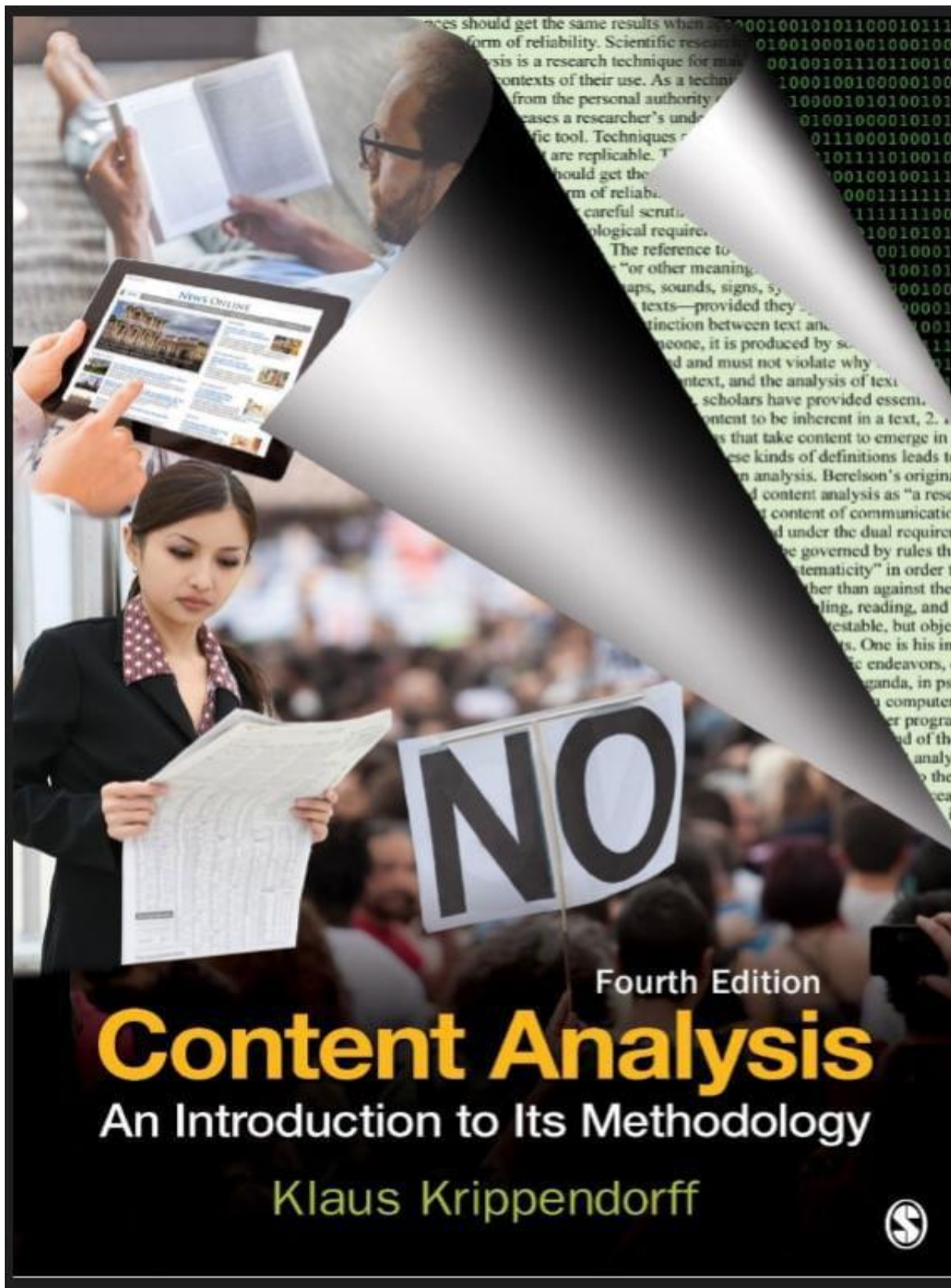
2 CONCEPTUAL FOUNDATION

Content analysis has its own approach to analyzing data that stems largely from how the object of analysis, content, is conceived. This chapter introduces an epistemologically grounded definition of content analysis that guides the remainder of the book. It discusses its relationship to other definitions, other methods of social inquiry, and where and how it deviates from them. A conceptual framework is developed in terms of which the purposes and processes of content analysis may be understood. It includes the researcher, the knowledge he or she needs to bring to it, and the criteria by which a content analysis can be justified, and it makes transparent the function of various methods to be discussed in subsequent chapters. This chapter concludes with the suggestion that the ongoing changes in information technology make content analysis an increasingly attractive method for understanding social phenomena.

2.1 DEFINITION

Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

As a *technique*, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique, content analysis provides new insights, increases a researcher's understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool.

Techniques are expected to be *reliable*. More specifically, research techniques should result in findings that are *replicable*. That is, researchers working at different points in time and perhaps under different circumstances should get the same results when applying the same technique to the same phenomena. Replicability is the most important form of reliability.

Scientific research must also yield *valid* results, in the sense that the research effort is open to careful scrutiny and the resulting claims can be upheld in the face of independently available evidence. The methodological requirements of reliability and validity are not unique to, but make particular demands on, content analysis.

The reference to *text* in the above definition is not intended to restrict content analysis to written material. The phrase "or other meaningful matter" is included in parentheses to indicate that in content analysis works of art, images, maps, sounds, signs, symbols, and even numerical records may be included as data—that is, they may

regression line as opposed to chance. Above-chance statistical relations—associations and correlations—may be of two kinds:

- Within the results of a content analysis, as in Table 10.1

- Between the results of a content analysis and data obtained independently, as in Figure 10.3

Because content analysts control the definitions of their variables, there is always the danger that the statistical relations within content analysis results are artifacts of the recording instrument. In Table 10.1, the positive association (good cops, bad criminals) is notable because the underlying relation could have gone in the other direction (bad cops, good criminals). But a positive association between, say, feminine-masculine personality traits (gender) and sex (its biological manifestation) is expected in our culture precisely because these two variables are semantically related. Association and correlation coefficients do not respond to semantic relationships between variables, and if such relationships do exist, these correlation measures are partly spurious and uninformative by themselves.

Correlations between the results of a content analysis and data obtained by other means are less likely so affected because the two kinds of variables differ in how the data are generated. Figure 10.3 comes from Freeman's (2001) study of U.S. auto industry letters to shareholders. Freeman compared the attention paid to a set of

FIGURE 10.3 ■ Correlation Between Chrysler's Return on Assets and Year-to-Year Attention to Functional Categories in Chrysler's Letters to Shareholders
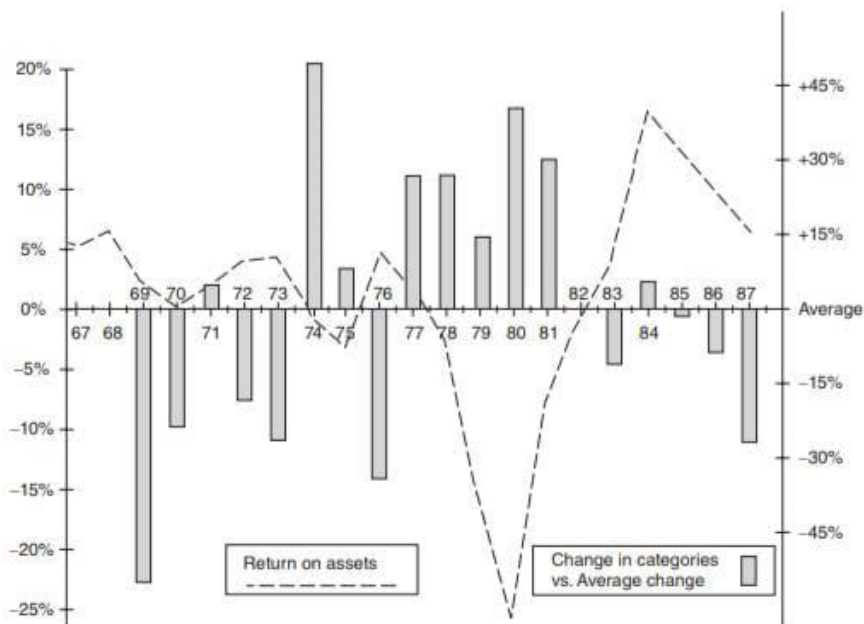
Source: Freeman S. F. (2001, fig. 5).

JAMES W. DRISKO
TINA MASCHI

Content Analysis
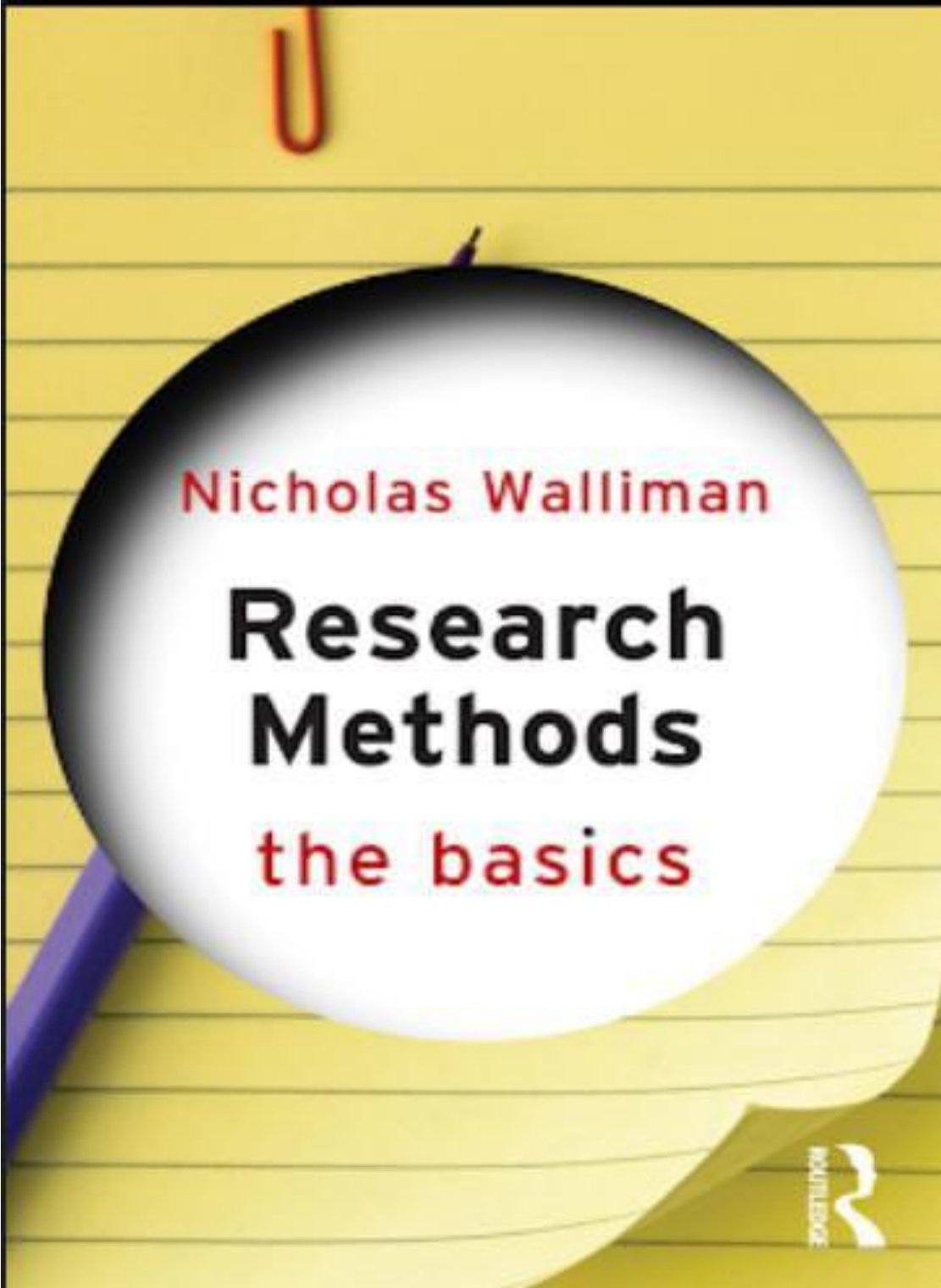
researchers, "text" actually refers to a wide range of communication media that can be stored in many different formats. Researchers have applied content analysis to texts, audio recordings, television shows and movies, images, and telephone calls, as well as to many forms of electronic data, now including social media. Researchers may transcribe some of these other materials into written texts or transcripts, but this is always done with a loss of some information. For example, transcripts of electronically recorded interviews routinely lose the speaker's prosody (rhythm of speech), tone of voice, and inflection. This constitutes a loss of information and detail from the message's original form. However, transcripts may nonetheless capture the core overt content of the message. In such cases, researchers must make choices about the importance of how the content was structured and delivered instead of emphasizing only the core content of the message.

While all content analyses focus on content, some also address form and format (Krippendorff, 1980, 2013; Schreier, 2012). For example, linguists may be interested in how a story was structured and "told" as much as in its subject content (Ahuvia, 2001).

In another example, a content analysis of the images used in advertisements or propaganda may address particular attention to where an image is located, its size, and the context in which it is placed. Similarly, inferences made from propaganda may require extensive knowledge about the history and context surrounding the message to generate a useful interpretation (George, 1959a). Researchers who seek to make valid, replicable, and useful inferences about content may adopt very narrow, or very wide-ranging, concepts of what constitutes content in communication, based on their study goals and purposes.

CONTENT ANALYSIS DEFINED

We define *content analysis as a family of research techniques for making systematic, credible, or valid and replicable inferences from texts and other forms of communication.* We find merit and worth in the application of basic, interpretive, and the more recent qualitative approaches to content analysis. Rigorous content analysis must be based on a systematic approach that is clearly described to the reader and that allows replication by other researchers. As we shall see, which specific methods will

probably give you less accurate information than what you gained by experiencing the event yourself. You will be more informed about the facts and these will not be distorted by someone else's interpretation.

PRIMARY DATA

We are being bombarded with primary data all day. Sounds, sights, tastes, tactile things are constantly stimulating our senses. We also have instruments to measure what we cannot so accurately judge through our senses, such as clocks, barometers, business accounts etc.

There are four basic types of primary data, distinguished by the way they are collected:

1 Measurement – collections of numbers indicating amounts, e.g. voting polls, exam results, car mileages, oven temperatures etc.
2 Observation – records of events, situations or things experienced with your own senses and perhaps with the help of an instrument, e.g. camera, tape recorder, microscope, etc.
3 Interrogation – data gained by asking and probing, e.g. information about people's convictions, likes and dislikes etc.
4 Participation – data gained by experiences of doing things e.g. the experience of learning to ride a bike tells you different things about balance, dealing with traffic etc., rather than just observing.

The primary data are the first and most immediate recording of a situation. Without this kind of recorded data it would be difficult to make sense of anything but the simplest phenomenon and be able to communicate the facts to others.

Primary data can provide information about virtually any facet of our life and surroundings. However, collecting primary data is time consuming and not always possible. Although more data usually means more reliability, it is costly to organize large surveys and other studies. Furthermore, it is not always possible to get direct access to the subject of research. For example, many historical events have left no direct evidence.

SECONDARY DATA

Secondary data are data that have been interpreted and recorded. Just as we are bombarded with primary data, we are cascaded with

More abstract

Theory		Main question
Concepts		Sub-questions
Indicators		Data types
Variables		Data measures
Values		Measurements
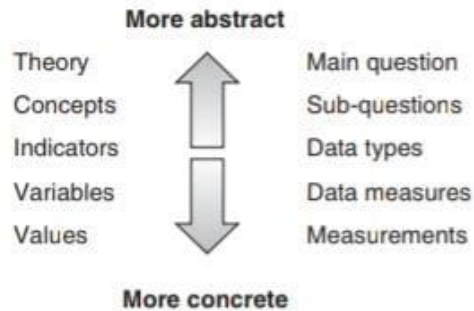
More concrete

Figure 6.1 Diagram of levels of abstraction

spectrum, move to the more concrete during the investigation, and return to the abstract in the conclusions. Data that can be manipulated, measured and analysed tends to be more at the values level, but in many subjects in the humanities and social sciences, the variables may be difficult or even impossible to measure with precise values.

You can relate these levels of abstraction to how to structure your research. Your title and main research question will be expressed at a theoretical level, and your sub-questions will be about the separate concepts. In order to investigate these, you will need to find out what type of measures can be used to assess the existence and scale of the concepts, then the scales that can be used in the measures, i.e. the type of measurements, and finally the actual measurements that provide the basic data for analysis. Figure 6.1 provides a simple diagram to illustrate the levels of abstraction in your research structure.

PRIMARY AND SECONDARY DATA

Data come in two main forms, depending on its closeness to the event recorded. Data that has been observed, experienced or recorded close to the event are the nearest one can get to the truth, and are called **primary data**. Written sources that interpret or record primary data are called **secondary sources**, which tend to be less reliable. For example, reading about a fire in your own house in the newspaper a day after will

AN ANALYSIS OF MORPHOLOGICAL PROCESSES ON THE WORDS CONTAINING DERIVATIONAL AFFIXES IN EDGAR ALLAN POE'S *THE BLACK CAT*

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ABSTRACT

This research aims to analyze Morphological processes on the words containing derivational affixes in Edgar Allan Poe's The Black Cat. The method of this research is descriptive qualitative. The researcher found 154 words that attached by derivational affixes as the result of this research. They can be categorized based on part of speech into four types: the first is derivational affixes producing noun. They have percentage 45%, with the suffixes-ence, -cy, -ty, -ity, -tion, -ation, -ion,-ment, -ure, -ness, -ent, -ance ,-er, -or, and -ing. The second is derivational affixes producing verb. They havepercentage 1%, with the suffix -en. The third is derivational affixes producing adjective. They have percentage 17%, with the suffixes -al, -able, -ful, -y, -ish, -ent,-less, -ing and -ous. The last is derivational affixes producing adverb. They have percentage 37%, with the suffix –ly. The researcher also found the prefixes, they are un-,in-,dis- and re-. The derivational affixes producing noun is the most frequently appear in Edgar Allan Poe's The Black Cat with a percentage of 45%.
Keywords: Derivational Affixes,Morphological Processes, Short Story

INTRODUCTION

Every knowledge must have scope of it study as well as language. Language is the way for us as human to communicate with other people, to express our feelings also our emotions. The voice sounds which is speaking and the writing symbols are the way that we use and the words as their structure. All of those characteristics find in linguistics. Each of languages have differences rules in many ways however the branches of their linguistics are broadly same. There are a lot of languages in the world, the one of the most influential language in many fields is English. English is the important language after the native language.

English becomes the universal language because many countries make English as their official language and second language, these make the people easy to socialize and communicate with each other. Besides that, in the field of literature, English has played an important role. For the instance, there are many literary works in English, the one of them is short story. Deals with the importance of English, in addition to their needs, many people also learn English to survive in this globalization.

As we know the important methods to learn English are listening, speaking, reading and writing. They have relevance to each other with the aim to improve our English skills. Word is the main thing to improve and to know our English skills, the more words that we know it will make our vocabulary be better.

Learning about a foreign language is a fundamentally that has problem in the vocabulary of the language. nonetheless, to claim a person who speak English frequently mention to how well he speaks. To be allow to take a part in the talk at least he has to know the key of words which are vocabularies used in it (Wallace, 1984, p. 9). Therefore, increasing our vocabulary will make us understand the meaning of the word itself. In every word has the construction of the word, it discussed in the morphology.

According to Samsuri (1988, p. 15) said that Morphology is the one part of linguistics that learns about the structure and formation of word. Basically, the word is formed of the morpheme which defined as the smallest meaningful unit in a language that cannot be separated and examined. Morpheme that can stand alone by itself as a word is called a free morpheme. In contrast to a bound morpheme, this morpheme cannot stand alone as a word, usually covered by prefixes and suffixes. The formation of word has basic functions that make the word which has concrete meaning can form a new word by having a new concept and the lexeme which is the dictionary word that has abstract meaning is allowed to exist in new class word. These functions will react when a lexeme has a process of word formation. There are some types of word formation process, an affixation is one of them.

Affixation is the morphological process by which a bound morpheme or an affix is attached to a root or steam creates either a different form of that word or new word with a different meaning. The affixation process in English can also be classified into two types, they are derivational and inflectional. Lieber (2009, p. 33) stated that derivation is in fact the process of attaching the base with prefixes or suffixes that form a new lexeme. The

process of derivational can change the meaning and the part of speech of the base. For the example, the affixation of the suffix –ly to adjective *fluent* in order to derive the adverb *fluently*. Whereas, the inflectional different with the derivational, the inflectional doesn't change the meaning and the part of speech. Booij (2005, p. 112) also points out the main difference between inflectional and derivational is in their functional, the derivational produces new lexeme and the inflection form new forms of the same lexeme. Therefore, the researcher is interested to conduct this topic because in derivational, from just one word it can form new word with different meaning and also usually can change the part of speech of the word.

Based the brief statement above, the researcher is interested in analyzing Morphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat*

METHODOLOGY
Research Design

The research design is process that used to collecting and analyzing the data to discover new fact or provide a better understanding of a topic. According to Creswell (2009, p. 3) said that research design is plans and the processes for the research to detailed methods of data collection and analysis.This research in realm of qualitative method. According to Bogdan and Taylor (in Moleong, 2006, p. 4) states "Qualitative method is used as research procedures that resulted descriptive data containing of spoken and written words and people behaviour which can be observed". The aim of qualitative method is to provide a complete and detailed description of what has been observed (MacDonald & Headlam, 2008, p. 9).

Because this research just collects and analyzes the data, this

research is also part of the descriptive method. Freankel and Wallen (1993, p. 23) stated that descriptive method is a method for explaining, analysing, and classifying things using different techniques, surveys, interviews, questioners, observations, and texts. In addition, Etna Widodo and Mukhtar (2000) defined most of descriptive method are not designed to test the hypothesis but rather to describe phenomena, variables or circumstances. As regards to the statement above, the data of this research not to explain the testing of hypothesis neither the correlation, in other words it will be explained according to a phenomenon or a nature of situation which exists in the research. The problems of this research are solved with systematic and accurate description deal with the facts and characteristics of research data as the purpose of this method. By using descriptive qualitative method, the researcher would like to collect, classify, and analyze Morphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat*.

Source of Data

Source of data is the original sources which the data comes from. The researcher used primary and secondary data as the sources of data in this research. The primary data is the data which is directly collected by the researcher him or herself. The primary data in this research took from a short story. Meanwhile, the secondary data is the data collected or produce by someone else but another one wanted to utilize the data. The researcher took the secondary data of this research to support primary data, they are from several books related with morphology and some graduating papers which the analysis topic have same or close with this research.

Data is the material or object which can be words, numbers, descriptions or observations that have collected and will be analyzed. The data in this research is all of the words that are attached by derivational affixes found in Edgar Allan Poe's *The Black Cat*that have 14 pages and was published in 1843.

Technique of Collecting Data

Technique of collecting data is the procedure to collect the data or information which related to the problems of the research. The data that has been collecting must be valid, so the conclusion drawn by researcher can also be valid.In the qualitative research, the data cannot be expressed in number including this research, the data in this research are not in number but in the form of words.

The researcher collects the data by doing some steps as follow:
1. FindingEdgar Allan Poe's *The Black Cat*in PDF version
2. Reading all the contents of Edgar Allan Poe's *The Black Cat*
3. Marking all the word which are contain English derivational affixes by underline those words
4. Listing the data that have been marked which are contains English derivational affixes

Technique of Analyzing Data

Technique of analyzing data is procedure to process the data into information so that the data are easy to understand and useful which can be used to draw conclusions. This research only focus to analyzeMorphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat,* and the analysis will be drawn descriptively.

The researcher analyzed the data by using some steps as follows:

1. Reading all the contents of Edgar Allan Poe's *The Black Cat*from page 3 until 14.
2. Finding and listing all the word that are contain English derivational affixes
3. Making table to describes English derivational affixes of words in Edgar Allan Poe's *The Black Cat*
4. Classifying the roots and bases in Edgar Allan Poe's *The Black Cat*depend on their part of speech
5. Making diagram to shows the percentage of derivational affixes found in Edgar Allan Poe's *The Black Cat*
6. Giving the brief analysis of the data which have been selected randomly

FINDINGS AND DSICUSSION

Based on the research analysis, the researcher found many English derivational affixes that appear inEdgar Allan Poe's *The Black Cat.* After that, the researcher tries to analyze Morphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat*as the objective of this research.

The data of this research was taken from page 3 to 14 of the short story. the researcher found 154 words that attached by derivational affixes inEdgar Allan Poe's *The Black Cat.* The table of the words which are contain derivational affixes is presented in the appendix to make it easier. The researcher has found the data of this research, it will be shown as follow (Figur3 1).

From the diagram above, the researcher has classified derivational affixes based on the part of speech. The derivational affixes that produce noun found by researcher in Edgar Allan Poe's *The Black Cat*are *-ence, -cy, -ty, -ity, -tion, -ation, -ion,-ment, -ure, -ness, -ent, -ance ,-er, -or,* and *-ing*. They have 45% of the percentage. The derivational affixes that create verb get a percentage

of 1% found in the short story is-*en*. The derivational affixes that make adjective found in the short story are -*al*, -*able*, -*ful*, -*y*, -*ish*, -*ent,-less*, -*ing* and -*ous*. All of them have 17% of the percentage and the derivational affixes that form adverb get percentage of 37% found in the short story is -*ly*. The researcher also found prefixes *un-, in-, dis-* and *re-* which attached with the suffixes that produce new word and change the part of speech.

Based on the description, It can be seen the derivational affixes that most frequently appear in Edgar Allan Poe's *The Black Cat*is *derivational affixes producing noun* with a percentage of 45%.

Data Analysis

From data finding of the research, the derivational affixes that has found by researcher in Edgar Allan Poe's *The Black Cat*can be categorized based on part of speech into four types, they are: derivational affixes producing noun, derivational affixes producing verb, derivational affixes producing adjective and derivational affixes producing adverb. In this part, the researcher will analyzeMorphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat.*

Here are the examples of derivation affixes found in the short story.

Noun affixes
1. *From my* **infancy***, I was noted for the docility and humanity of my disposition.* (data 1, page 3)
Based on the sentence, there is a word *infancy.infancy* has two part, the root and the suffix. The root of *infancy* is *infant* which belongs to adjective category, and the -*cy* is suffix. *infancy* (noun): *infant* (adjective) + -*cy* is derivation suffix that indicate noun affix. Because the suffix –*cy* attached

after the root of word *infant,* it makes the part of speech change from adjective to be noun.

2. *She lost no **opportunity** of procuring those of the most agreeable kind.* (data 2, page 4)

From the sentence above, there is a word derivation suffix that indicate noun affix. Because the suffix *–ity* added after the root of word *opportune,* it makes the part of speech change from adjective to be noun.

3. *At length, I even offered her personal **violence**.* (data 3, page 4)

Based on the sentence, there is a word *violence.Violence* has two part, the root and the suffix. The root of *violence* is *violent* which belongs to adjective category, and the *-ence* is suffix. *violence* (noun): *violent* (adjective) + *-ence* is derivation suffix that indicate noun affix. Because the suffix *-ence* attached after the root of word *violent,* it makes the part of speech change from adjective to be noun.

Verb affixes

*But to-morrow I die, and to-day I would **unburden** my soul.* (datum 1, page 3)

From the sentence above, there is a word *unburden.unburden* consists of three part, the root, the prefix and the suffix. The root of *unburden* is *burd* which belongs to noun category, and the prefix is *un-* while the suffix is *-en.Unburden* (verb): *un-* + *burd* (noun) + *-en* is derivation suffix that indicate verb affix. Because the suffix *–en* added after the root of word *burd,* it makes the part of speech change from noun to be verb and then the prefix *un-* added before the base *burden* makes the meaning change into negative.

Adjective Affixes

1. *Some intellect more calm, more **logical**, and far less excitable than my own* (data 1, page 3)

Based on the sentence, there is a word *logical.logical* has two part, the root and the suffix. The root of *logical* is *logic* which belongs to noun category, and the *-al* is suffix. *Logical* (adjective): *logic* (noun) + *-al* is derivation suffix that indicate adjective affix. Because the suffix *–al* attached after the root of word *logic,* it makes the part of speech change from noun to be adjective.

2. *There is something in the **unselfish** and self-sacrificing love of a brute.* (data 2, page 3)

From the sentence above, there is a word *unselfish.unselfish* consists of three part, the root, the prefix and the suffix. The root of *unselfish* is *self* which belongs to noun category, and the prefix is *un-* while the suffix is *-ish.unselfish* (adjective): *un-* + *self* (noun) + *-ish* is derivation suffix that indicate adjective affix. Because the suffix *–ish* added after the root of word *self,* it makes the part of speech change from noun to be adjective and then the prefix *un-*added before the base *selfish* makes the meaning change into negative.

3. *I grew, day by day, more **moody**, more irritable, more regardless of the feelings of others.* (data 3, page 4)

Based on the sentence, there is a word *moody. Moody* has two part, the root and the suffix. The root of *moody* is *mood* which belongs to noun category, and the *–y* is suffix. *Moody* (adjective): *mood* (noun) + *-y* is derivation suffix that indicate adjective affix. Because the suffix *–y* attached after the root of word *mood,* it makes the part of speech change from noun to be adjective.

Adverb Affixes

1. *In the meantime the cat **slowly** recover*ed. (data 1, page 5)

From the sentence above, there is a word *slowly.Slowly* consists of two

part, the root and the suffix. The root of *slowly* is *slow* which belongs to adjective category, and the *-ly* is suffix. *Slowly* (adverb): *slow* (adjective) + *-ly* is derivation suffix that indicate adverb affix. Because the suffix *-ly* added after the root of word *slow,* it makes the part of speech change from adjective to be adverb.

2. *I permitted it to do so: **occasionally** stooping and patting it as I proceeded.* (data 2, page 8)

Based on the sentence, there is a word *occasionally.occasionally* has

three part, the root and the suffixes. The root of *occasionally* is *occasion* which belongs to noun category, and the *-al* and *-ly* are suffixes. *occasionally* (adverb): *occasion* (noun) + *-al* + *-ly*. Because the suffix *–al* attached after the root of word *occasion,* it makes the part of speech change from noun to be adjective and then the suffix *–ly* which indicated as adverb affixattached to the base *occasional*, it changes again the part of speech from adjective to be adverb.
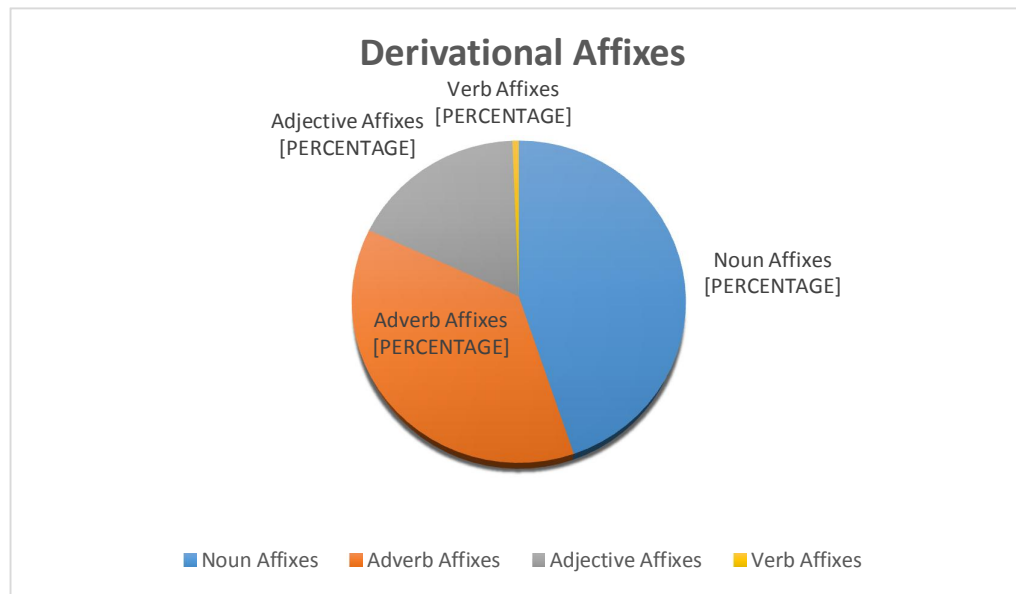
Figure 1 Derivational Affixes

CONCLUSION AND SUGGESTION

Conclusion

In this research, the researcher analyzes Morphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat*. Before analyzing the morphological processes, the researcher finds out the data which needed in this research, that is the word which attached by derivational affixes inEdgar Allan Poe's *The Black Cat.* All of them have presented in the chapter 4.

Based on the data findings, the researcher has classified the words which attached by derivational affixes according to their part of speech into four types. The first type is derivational affixes producing noun which get percentage of 45%, they are *-ence, -cy, -ty, -ity, -tion, -ation, -ion, -ment, -ure, -ness, -ent, -ance,-er, -or,* and *-ing*. The second type is derivational affixes producing verb that have 1%, the researcher only found the suffix *-en* that appear in the short story. The third type is derivational affixes producing adjective which gain percentage of 17% , they are *-al, -able, -ful, -y, -ish, -ent,-less, -ing* and *-ous* and the last type is derivational affixes producing adverb that have 37% of the percentage, *-ly* is the suffix that indicate adverb affix found by researcher in the short story. The researcher also found the prefixes *un-, in-, dis-* and *re-* in the short story that attached to the bases which the part of speech of bases have changed before.

Relating to the most frequently appear on derivational affixes inEdgar Allan Poe's *The Black Cat*, the researcher concludes that *derivational affixes producing noun* is the most frequently appear in the short story with a percentage of 45%.

Suggestion

The researcher focuses to analyze Morphological processes onthe words containing derivational affixes in Edgar Allan Poe's *The Black Cat*The researcher gives suggestions to further researchers interesting to conduct a research aboutderivational affixes and inflectional affixes. The further researchers can compare between the morphological processes on derivational affixes and inflectional affixes. The source data of this research used a short story, the data findings will be more numerous and varied if the further researchers used a novel or some sources data. The researcher also suggests to further researchers to used better technique, so the further researchers will be easier when they collecting and analysing the data.

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AN ANALYSIS **OF DERIVATIONAL** AFFIXES
IN *THE LAND OF FIVE TOWERS* NOVEL BY A. FUADI
TRANSLATED BY ANGIE KILBANE

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By:
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ENGLISH EDUCATION DEPARTMENT
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2014

MOTTO AND DEDICATION

MOTTO

- ❖ *Nothing is impossible in this world*
- ❖ *Kun fayakun (Sura Yasin, Chapter 23, Verse 82)*
- ❖ *Come out and explore your world*

DEDICATION

This skripsi is dedicated to:

- ➤ Allah SWT the almighty.
- ➤ My beloved Father and Mother (Sabari and Sri Kasih) for their pray, love, and motivation.
- ➤ My only beloved sister (Rina Dwi Astuti).
- ➤ My lovely partner who gives the motivation, love and spirit (Jaka Budi Aprilianto S.Pd).
- ➤ To my best friends Afina, Ayu, Silvi and all IC A who always support me.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Maharani Sri Aryati (2009-32-001) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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EXAMINERS' APPROVAL

This is to certify that the Skripsi of Maharani Sri Aryati (NIM: 2009 32 001) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, March 3 2014

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Finally, the writer also hopes that "skripsi" will be useful to the readers and those who focuses with this topic.

Maharani Sri Aryati

2009-32-001

ABSTRACT

Key Words: affix, derivational affixes

Morphological analysis is the main areas in studying vocabulary. Morphological analysis itself is analysis that is breaking a word into its elements (root, prefix and suffix). Meanwhile, derivational affixes is the part of morphological analysis. So, it is important for the students to study about derivational affixes. When the students are able to identify derivational affix, they can develop their vocabulary because from just one word it can gain many words with different part of speech. Novel is a long essay in prose and contains a series of human life stories with others around them with accentuate the character and nature of the actor. The Land of Five Towers Novel by A. Fuadi is a novel inspired by a true story from the author, that is Ahmad Fuadi.

Having seeing such phenomenon, the writer found that mastering English is not easy if the students are lack of vocabulary. This research aimed to find out the derivational affixes in The Land of Five Towers Novel by A. Fuadi.

This research is descriptive qualitative research where researcher tries to find out the derivational affix and the roots from the words in The Land of Five Towers Novel by A. Fuadi without using statistical calculation. In this research the writer uses all of words that are attached prefix and suffix as the data. The data source is all the chapters which are the beginning of the story, rising the case and the solution in The Land of Five Towers Novel by A. Fuadi.

The result of analyzing data were gained the derivational affixes that found in The Land of Five Towers Novel by A. Fuadi are en- (11), in- (5), un- (11), a- (2), non- (3), re- (2), im- (2) as prefixes, while the suffixes are –ly (229), -able (18), -er (52), -al (53), -ous (28), -ate (2), -cy (3), -y (34), -ee (1), –tion (73), -ion (14), -ize (6), -ship (3), -ment (26), -ism (3), -ist (1), -en (9), -ful (27), -age (2), -tic (16), -ish (2), -ary (8), -cent (2), -ive (13), -ance (7), -less (5), -ence (9), -ity (22), -ant (2), -or (11), -ness (19), -ure (3), -fy (3). In The Land of Five Towers Novel by A. Fuadi, the roots from the words that has been classified based on the part of speech are 199 (adjective), 188 (noun), 266 (verb).

From the conclusion of this research, the writer suggests that to improve their mastery of vocabulary, the readers should be apply the derivational affixes by breaking the word into its elements root and affixes because from one word they can get the structure of words and they also find how the words built. By knowing the roots, the readers can build the word by themselves.

ABSTRAK

Aryati, Maharani Sri. 2014. *Analisis Afiks Derivasi dalam Novel Negeri Lima Menara oleh A. Fuadi Diterjemahkan oleh Angie Kilbane.* Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Rismiyanto, SS, M.Pd. (ii) Nuraeningsih, S. Pd, M.Pd.

Kata Kunci: afiks, afiks derivasi

Analisis morfologi merupakan salah satu wilayah penting dalam pembelajaran kosakata. Analisis morfologi di dalamnya mengandung analisis yang memecah sebuah kata ke dalam bagian-bagiannya (kata dasar, awalan dan akhiran). Sementara itu Derivational Affixes adalah bagian dari analisa morfologi. Jadi penting bagi siswa untuk mempelajari derivational affix. Ketika siswa mampu mengidentifikasi derivational affix, mereka akan mampu mengembangkan kosakatanya karena hanya dari satu kata saja dapat menghasilkan beberapa kata dengan kelas kata yang berbeda. Novel adalah karangan panjang dalam prosa yang mengandung beberapa seri cerita kehidupan manusia dengan yang lain disekitar mereka dengan menonjolkan karakter dan sifat dari aktor. Novel Negeri Lima Menara Oleh A. Fuadi adalah novel yang terinspirasi dari cerita nyata dari penulisnya, yaitu Ahmad Fuadi.

Setelah melihat fenomena semacam itu, penulis menemukan bahwa penguasaan bahasa inggris adalah tidak mudah jika siswa kurang dalam kosakata. Penelitian ini bertujuan untuk menemukan struktur kata di Novel Negeri Lima Menara oleh A. Fuadi.

Penelitian ini adalah penelitian kualitatif deskriptif dimana peneliti mencoba menggambarkan derivational affix dan kata dasar dari struktur kata di Novel Negeri Lima Menara oleh A. Fuadi tanpa menggunakan perhitungan statistik. Dalam penelitian ini penulis menggunakan semua kata yang mendapat awalan dan akhiran sebagai data. Sumber data penelitian ini adalah semua chapter yang mewakili permulaan cerita, pemunculan masalah, dan solusi dari masalah yang ada di Novel Negeri Lima Menara oleh A. Fuadi.

Hasil analisis data penelitian yaitu derivational affix yang terdapat di Novel Negeri Lima Menara oleh A. Fuadi adalah en- (11), in- (5), un- (11), a- (2), non- (3), re- (2), im- (2) sebagai awalan, sedang akhiran adalah –ly (229), -able (18), -er (52), -al (53), -ous (28), -ate (2), -cy (3), -y (34), -ee (1), –tion (73), -ion (14), -ize (6), -ship (3), -ment (26), -ism (3), -ist (1), -en (9), -ful (27), -age (2), -tic (16), -ish (2), -ary (8), -cent (2), -ive (13), -ance (7), -less (5), -ence (9), -ity (22), -ant (2), -or (11), -ness (19), -ure (3), -fy (3). Pada Novel Negeri Lima Menara oleh A. Fuadi, kata dasar yang berasal dari kata yang sudah digolongkan berdasarkan kelas kata adalah 199 kata sifat, 188 kata benda, 266 kata kerja.

Dari kesimpulan penelitian ini, penulis menyarankan bahwa untuk meningkatkan penguasaan kosakatanya, pembaca hendaklah menggunakan derivational afiks yaitu dengan memecah kata ke dalam bagian-bagiannya kata

dasar dan imbuhan karena dari satu kata mereka akan mendapatkan struktur kata dan juga mereka dapat menemukan bagaimana kata tersebut terbentuk. Dengan mengetahui kata dasar, pembaca dapat membangun kata-kata.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

LIST OF TABLES

xiv

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, statement of the problems, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

Language is very important for our life which take a part as a communication tool among human. People will get difficulty on expressing their ideas, opinions, and feelings without language. English is world-widely spoken to communicate each other in every fields, such as education, economy, technology, social and cultures. Therefore most countries make English as the first language studied after their native language. Indonesia as a developing country sees that studying English as foreign language is very important to survive in this globalization.

Considering the importance of English, the government has includes it as one of the compulsory subject to be taught to the student. In the newest of Indonesia education curriculum 2013, English is taught at school starting from the junior high school up to university.

The purpose of teaching foreign language, in this case, English is to master the four language skills by which learner uses for holding communication with the speaking English people. The four skills are listening, speaking, reading, and writing. To gain four-skill above, we should fulfill the language components such

1

as the knowledge of structure, pronunciation, spelling, and vocabulary but that is not easy. Some students even have some problems in the language component.

It is important to study about vocabulary because when we are learning a foreign language, and we are lack of the vocabulary, we will find the difficulties in understanding the meaning of the language itself. But if we have enough vocabulary it will make us easier to learn a new language and to understand the meaning of the language itself.

According to Napa, (1991:6) vocabulary is one of the components of language and that no language exists without words. He further explains that there are three main areas in studying vocabulary; they are lexical meaning, contextual clues, and structural analysis. Those become the main areas that should be learnt by the students in studying vocabulary.

Structural analysis is one of the main areas in studying vocabulary. Structural analysis itself is analysis that is breaking a word into its element (root, preffix and suffix). Every word in English has a basic meaning. A word normally begins with a root which perhaps the complete word, or perhaps a part of complete word. To this root may add a prefix (a word – part that appears in front of a root) or a suffix (word – part that appears in the end of a root). When root is added by prefix or suffix it will be a new word formation and sometimes by new meaning. Affixation can change a word's part of speech (*friend* vs. *friendly*) or a word's meaning within its part of speech (*dark* vs. *darkness*)

Gleason (1980:59) says "affixes are subsidiary to roots, while roots are the center of such constructions as words". Root are frequently longer than affixes, and generally much more numeorus in the vocabulary. Crowley (1995:6) says "affixes are morphemes that are not free, in that they must always be attached to a root morpheme". There are two kinds of affixes : inflectional and derivational. At http://reference-definitions.blurtit.com/70827/what-is-an-affix, an affix is basically a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the formation of a word. Affix is something that is very derivational like English -ness and pre-, or inflectional, such as English plural -s and past tense –ed. According to Rachmadie (1992:23) affixes that can change the part of speech of the root or base are derivational affixes.

There are some ways to enrich our vocabulary. One of them is by reading. It can be by reading book, short story, newspaper, fable or even novel. So in this analysis, the writer uses The Land of Five Towers Novel by A. Fuadi as data source, because from this novel we can increase our knowlegde of history, culture and science and there are many derivational affixes. When the students are able to identify derivational affixes they will be able to develop their vocabulary significantly because from just one word it can gain many words with different part of speech. So it is very important for the student to study about vocabulary especially derivational affixes.

1.1 Statement of the Problem

Based on the problem above, the problem can be stated as follow:

"What are the derivational affixes found in The Land of Five Towers Novel by A. Fuadi?"

1.2 Objective of the Research

Based on the statement of the problem, the writer determines the objective of the research as follow:

"To know the derivational affixes in The Land of Five Towers Novel by A. Fuadi."

1.3 Significance of the Research

The writer hopes that this research gives the useful information for the readers. The significance of the research can be seen as follows:

1. Theoretical

This research helps in learning affixes, especially the derivational affixes that change the class of root or base in the part of speech.

2. Practical

The result of this research is expected to give precious contributions to lecturers, university students and future researcher. For the lecturers, this research might become a meaningful contribution in teaching vocabulary. For the university students, this research hopefully can be used to study both the affixes; inflectional and derivational not only from their hand book but also from novel. For the future researcher, the result of this research is expected to be a previous research for those who are interested in doing similar field of research.

1.4 Scope of the Research

The writer has a limited the problem of the research, so the problem which is investigated not too wide and the research are effective to be studied. Here, the writer analyzes the derivational affixes in The Land of Five Towers Novel by A. Fuadi. The novel consists of 46 chapters. The writer analyzes all the novel which are the beginning of the story, rising the case and the solution to find out the structure of words that consist of the roots of words and derivational affixes in The Land of Five Towers Novel.

1.5 Operational Definition

Based on the title of the research above, the writer would like to give the definition of term which is used in this research.

1. The analysis in this research means a scientific process breaking the words into its element (root and affixes) of the new words in The Land of Five Towers Novel by A. Fuadi.

2. Derivational affixes are the affixes that change the part of speech of a root or base.

3. Bases or roots mean in this research is morpheme that serve as the basic for words.

4. The land of Five Towers Novel translated by Angie Kilbane is the first book in trilogy written by A. Fuadi –a former TEMPO and VOA reporter, photography buff and a social enterpreneur.

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter is going to write the statements of any literature that have something to do with this research.

Morpheme

Before discussing derivational affixes, it is appropriate to explain morpheme firstly. According to Rachmadie (1990:9) says "it is clear that words do not always constitute the smallest parts. These smaller parts are called morphemes".

The concept of morpheme differ form the concept word, as may morphemes cannot stand as words on their own. A morpheme is free if it can stand alone, or bound if it is used exclusively along side a free morpheme. Such as *-s/, /-ly/, /im-/, /un-/* are called bound morpheme.

English example: the word "*unbreakable*" has three morphemes "*un-*" (meaning not X) a bound morpheme, "*-break-*" a free morpheme and "*-able*". "*un-*" is also a prefix, "*-able*" is a suffix. Both are affixes.

Based on the statement above, the writer concludes that morpheme is the smallest part that construct words.

2.1.1 Types of Morpheme

According to Crowley (1995:4), there are a number of different types of morpheme, depending on how they behave in a word. The following table presents the four main categories into which morphemes can be placed:

Table 2.1.1 Types of Morpheme

	Free	Bound
Root	Free root	Bound root
Non root	Free non root	Affix

Morpheme can first of all be classified according to whether they are free or bound.

1. **Free Morpheme**

A free morpheme is one which may stand alone in a language, without requiring the presence of additional morphemes in order to be freely pronouncable as a word. Thus, words made up of only one morpheme, such as cat, elephant, are necessarily free morpheme. Of course, this does not mean that free morphemes always occur on their own, with no other morphemes attached for example cat forms such as cats and catty and elephant we also have elephants and elephatine.

The point is that form such as cat and elephant do not require the presence of another morpheme in order to be pronounceable in isolation in English.

2. **Bound Morpheme**

A bound morpheme is one which cannot stand alone as a freely pronounceable word in a language, but which requires the presence of some morphemes. Thus, morpheme in English such as –ed "past", -s plural (more than one), re- (again, back) or mis- (wrongly) are bound morphemes. None of these forms are never pronounced on their own by speaker of English. There are always

attached to some morphemes, and occur in words such as kill-ed, dog-s,re-write and mis-hear.

Morpheme can also be classified according to whether they are roots or not. A root is a morpheme which has the potential of having other morpheme attached to it. A non-root, on the other hand, can never have any other morpheme attached to it. The classification of morphemes into free and bound morphemes, and into roots and non-roots, is cross-cutting classification. This means that there are either free roots or bounds.

1. A free root

A free root is root which can occur as a free morpheme, but which can also have other morphemes attached to it. Thus, the English word cat and elephant are morphemes of this particular type. These are morphemes because they can occur by themselves as the sole constituent of a word. They are also roots because they have the potential for other morphemes to be attached to them.

2. A bound root

A bound root is root which cannot occur as a free morpheme, but which is still clearly recognize as the semanitc and structural core of the word in which it occurs. Such roots are bound because they are always attached to some other morpheme. For example the word disgruntled, which clearly contains the initial dis-, and the final morpheme –ed. What is left is the root grunted, but this never occurs on its own.

Just as there are two kinds of root morpheme, there are also two kinds of non root morpheme.

1. Free non root

Free non root is a morpheme that can stand by itself as the sole constituent of a word, but which can never occur with another bound morpheme attached to it. Free morphemes which fall into this category in English include forms such as the following at, to, if, well, from, and, but, whose.

2. A bound non root

A bound non root is referred to especially as an affix. Affixes are morphemes that are not free, in that they must always be attached to a root morpheme. Affixes from bound roots in that the typically limit, modify, or in some other way change or add the meaning of the root to which they are attached, but they do not have clearly definable lexical meaning of their own, while roots constitute the semantic and structural core of a word, an affix represents something that is added to a root, both structurally and semantically.

Meanwhile, Yudi (2001:18), categories type of morphemes into:

1. Bound vs Free Morphemes

Bound morphemes are morphemes which cannot normally stand alone, about which are typically attached to another form, e.g. re-, -ist, -ed, -s, -ly in word such as return, typist, wanted, books, and manly. Certain bound morphemes are known as affixes. They include prefixes and suffixes (further discussion is presented in the next module). The set of affixes which fall into the bound category can also be divided into two types, namely derivational and inflectional morphemes (further discussion is presents at the last part of the module).

Free morphemes are morphemes are which can stand by themselves as single words, *e.g. open, tour, tree, teach, tough, and.* Free morphemes alsofall into two categories. The first category is that set of ordinary nouns, adjectives, and verbs which carry the "content" of messages a speaker conveys. These free morphemes are called lexical morphemes *e.g. boy, man, house, tiger, sad, sincere.* The other group of free morphemes are calls functional morphemes, *e.g. end, but, when, because, on, near, in, the.* So, from the explanation above you can learn that the word "<u>man</u>" consists of one free morpheme but "<u>manly</u>" two: one free and one bound morphemes. Where as "<u>dishonestly</u>" consists of there: one free and two bound morphemes.

2. Root vs Nonroots

Roots constitute nuclei (or the core central parts) of all words. There are may be more than one root in a single word, e.g. blackbirds, catfish and breakwater. Some roots may have unique occurences. For example, the unique element *cran-* in *cranberry* does not constitute the nucleus of any other word, but it occurs in the position occupied by roots such as in *redberry, blueberry, blackberry* and *breakwater.*

Sometimes it is difficult to distinguish between roots and nonroots. This is because some roots become nonroots and vice vers. The nonroots *–ism* in *pragmatism, communism, fasism for instance,* has become a full root in a sentence such as : *I'm disgusted with all these isms.* This ism fills the position of both a root and a nonroot – as a suffix it is a nonroot and as a noun it is a root. On the

other hand, the root like become the nonroot *–ly,* for instance, *man-like* become

manly.

3. Roots and Stems

A stem is composed of (1) the nucleus consisting of one or more roots, or (2) the nucleus plus any other nonroot (bound) morphemes. The form "man" in "manly" is at the same time a root and a stem. The form "breakwater" is the stem of "breakwater", but it is not a single root. There are two root morphemes break and water.

4. Nuclei vs Nonnuclei

The nucleus of morphological construction consists of (1) a root or (2) a combination of root. The nonnucleus is made up of nonroots. In *boyisheness* the element *boy* is the nucleus and *–ishness* constitute the nonnucleus. In breakwater the nucleus *breakwater* consists of two roots.

5. Nuclear vs Peripheral Structure

A nuclear structure consists of or contains the nucleus. A peripheral morpheme usually consists of a nonroot and is always "outside" of the nuclear contitutent. In the word *formal*, the nuclear element is form and the peripheral element is –al. In the word *formalize* the nuclear structure is formal- and the peripheral element is –ize. In *formalizer, formalize-* is the nuclear and *–er* is the peripheral.

6. Derivational vs Inflectional

Some morpheme derive or create new words by either changing the meaning of the part of speech are called derivational morphemes. Other

morpheme change neither parts of speech nor meaning, but only refine and give extra grammatical information about the already the existing meaning of word are called as the inflectional morphemes.

2.2 Affixes

Affixes includes morpheme. It can be added to other morpheme (root/base) which is constructing a word formation and new meaning, the following are the further explanation.

2.2.1 Definition of Affixes

Rachmadie (1990:13), says "morpheme that here as the basic for words are sometimes called roots or base. Thus, morphemes such as *happy, quick, tidy, print* are roots. On the other hand, morpheme such as *–ly, -ness, un-, ir-* is non roots. They are usually called affixes". Crowley (1995:6) said that affixes are morphemes that are not free, in that must always be attched to a root morpheme.

Meanwhile Procter (1980:15) says " affix is a group of letters or sounds added to the beginning of a word or the end of the word". At http://reference-definitions.blurtit.com/70827/what-is-an-affix, an affix is basically a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the formation of a word. Affix is something that is very derivational like English -ness and pre-, or inflectional, such as English plural -s and past tense –ed.

Based on the statement above, the writer consludes that affixes are morphemes which are not clearly lexical meaning and it is attached in root morpheme.

2.2.2 Types of Affixes

Affixes have several types; the following are the explanation from several reference:

Napa (1992:5) argues that there are three types of affixes; they are Prefix, Suffix, and Multiflix in English.

1. Prefix

   Prefix is the affixes which can be added to the beginning of a word. Fore example: *ab*-normal, *dis*-agree, *ex*-change, *im*-material, *re*-act, etc.

2. Suffix

   Suffix is the affixes can be added to the end of a word. For example: ideal-*ize*, hoori-*fy*, execut-*ion*, capital-*ism*, care-*less*, etc.

3. Multifix

   Multifix is the affixes which can be added of both the prefix and suffix to any word. For example: *dis*-agree-*able*, *il*-legal-*ity*, *im*-migrat-*ion*, inaccuracy, misapplication, etc.

On the other hand at http://www01sil.org/linguistic/GlossaryOflinguisticTerms/WhatIsAnAffixLinguistics.htm affixes are divided into several types depend the relationship to root on stem. Here is a table showing some kinds of affixes with example**:**

Table 2.2.2 Types of Affixes

Affix	Relationship to root or stem	Example
Prefix	Occurs in the front of a root or stem	*Un*happy
Suffix	Occurs at the end of a root or stem	Happi*ness*
Infix	Occurs inside of a root or stem	b*um*ili 'buy' (Tagalog, Philippines)
Circumfix	Occurs in two parts on both outer edges of a root or stem	*ka*baddang*an* 'help' (Tuwali Ifugao, Philippines)
Simulfix	Replaces one or more phonemes in the root or stem	m*an* + plural > m*e*n
Suprafix	Superimposed on one or more syllables in the root or stem as a suprasegmental	stress in the words 'produce, *n.* and pro'duce, *v.*

Crowley (1995:6) argues that there are two most common types of affixes, they are Prefixes and Suffixes.

1. Prefix

These are affixes which come before a root. The following English words all contain prefixes (presented in bold type), and these are separated from the root by means of hyphen:

re-act   un-holy

dis-believe   non-smoking

in-sincere   a-symmetry

pre-view   co-operate

2. Suffixes

These are affixes that are added after a root. The following English words contain suffixes.

cat-s	man-ly
kill-er	kind-ness
green-ish	eat-ing
laugh-ed	king-dom

2.3 Inflectional Affixes

Rachmadie (1990:31) said that some affixes when attached to the root or base do not change the part of speech of the root and they do not create a new words. They only have certain grammatical function. These affixes are usually called inflection affixes. In English we have inflectional affixes to indicate the following:

1. Plural form, such as:

-s	book	book<u>s</u>
	glass	glass<u>es</u>
-en	ox	ox<u>en</u>
	child	child<u>ren</u>

2. Possession, such as:

Amir<u>'s</u> book

Amir and Nita<u>'s</u> book

A cat<u>'s</u> tail

3. Third singular verb maker, for example:

Mother always cook<u>s</u> rice

Rizal go<u>es</u> to school

He never watch<u>es</u> TV

4. Tense maker, such as:

He work<u>ed</u> hard yesterday. (past tense)

I have repeat<u>ed</u> the lesson. (past participle)

We are study<u>ing</u> English. (present progressive)

Sari (1988:82) argues that morphemes which serve a purely grammatical function, never creating a different word, but only different form of the same word, are called inflectional morphemes. And English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to, and a representative example.

Table 2.3 Kinds of Inflectional Affixes

INFLECTIONAL AFFIXES	ROOT	EXAMPLE
Plural	Noun	boy*s*
Possessive	Noun	boy*'s*
Comparative	Adjective	old*er*
Superlative	Adjective	old*est*
Present	Verb	walk*s*
Past	Verb	walk*ed*
Past Participle	Verb	Driv*en*
Present Participle	Verb	driv*ing*

Below are listed four charcteristics of inflectional affixes:

a. Do not change meaning or part of speech e.g. big and bigger are both adjective.

b. Typically indicate syntatic or semantic relations between different words in a sentence e.g. the present tense morphemes –s in *waits* shows agreement with the subject of the verb (both are third person singular).

c. Typically occur with all members of some large class of morphemes e.g. the plural morphemes –s occurs with most nouns.

d. Typically occur at the margin of words e.g. the plural morphemes –s always come last in a word, as in babysitters or rationalizations.

2.4 Derivational Affixes

As we know that a word sometimes is built by joining of affixes and root together, sometimes it can form a new word with the new meaning and it also can change the part of speech of root which is called derivational affixes. The following are the more explanation of derivational affixes.

2.4.1 Definition of Derivational Affixes

Rachmadie (1990:23) said that derivational affixes are affixes that change the part of speech of the root or base. Derivatonal affixes serve as an important means by which new words may be created in English. At http://www-01.sil.org/linguistic/GlossaryOflinguisticTerms/WhatIsADerivatonalAffix.htm A derivational affix is an affix by means of which one word is formed (derived) from another. The derived word is often of a different word class from the original. Based on the statements above, the writer concludes that derivational

affixes are affixes that change part of speech of root. And there are some type of derivational affixes, they are:

1. Productive affix

   A productive affix is a derivational affix that is currently used in the derivation of new formations. For example, the prefix non- is a productive affix, as demonstrated in the following new coinage:

   - The only *non-upended* chair in the ransacked room.

2. Unproductive affix

   An unproductive affix is a derivational affix which is no longer used to form new words.

2.4.2 Characteristic of Derivational Affixes

Derivational affixes have a special characteristic. The following are the specific characteristic of derivational affixes. According to Rachmadie (1990:23), derivational affixes have any characteristics, just below:

1. The words with which derivational suffixes combine are an arbitary matter. To make a noun from the verb adorn we must add the suffix –ment and no other suffix will do, whereas the verb fail combines only with –ure to make a noun failure. Yet the employ may use the diffferent suffixes –ment, -er, -ee to make three nouns with different meaning (employment, employer, employee).

2. In many case, but not all, derivational suffixes changes the part of speech of the word to which it is added. The noun act becomes an

adjective by addition of –ive, and to the adjective active we could add –ate, making it verb activate.

3. Derivational suffixes usually do not close off a word, that is after a derivational suffix you can sometimes add another derivational suffix and next, if required. For example, to the word fertilizer.

Below are listed four characteristics of derivational affixes, according to Yudi (2001:23):

1. Change meaning or part of speech e.g. –ment form nouns, such as judgement from verbs such judge.

2. Typically indicate semantic relation with the word e.g. the morpheme –full in painful has no particular connection with any other morpheme beyond the word painful.

3. Typically acour with only some members of e.g the suffix-hood occurs with just a few nouns, such as brother, knight and neightbor, but not with most other e.g friend, daughter, candle etc.

4. Typically occur before inflectional suffixes e.g in chillier, the derivational suffix –y comes before the inflectional –er.

2.5 Novel as a Literary Work

Nurgiyantoro in Lia (2004:24) defines that literary work is the aesthetic work which the function entertain, give emotional enjoyment and intellectual. Literary work can be viewed as a means of communication as works of art which has aesthetic purpose, of course has certain way to convey moral messages.

Literary may give some information for reader in the form of reading. Therefore, the readers will get the knowledge such as moral values and some lessons that the works are taught trough reading.

Literary work is expression of feeling, thought and an actions life which expressed through language. Therefore, by reading literary work especially a novel, the readers can increase their vocabulary and improve their mastery of grammar.

As one of literary works, the novel "The Land of Five Towers" gives some information for readers such as moral values and some lessons connected with life. Through the novel "The Land of Five Towers", the readers are hoped can take the lesson from moral messages through the character's attitude or behavior.

Nurgiyantoro in Lia (2004:26) states that literacy work is created by creator to be enjoyed, to be understood, and to be used by the society. There are several kinds of literacy works. There are novel, drama, poetry and short story.

From the explanation above, it is concluded that novel is a literary work. It can help the student to study English.

2.6 The Land of Five Towers Novel by A. Fuadi

The Land of Five Towers Novel is the first book in a trilogy written by Ahmad Fuadi-a former TEMPO and VOA reporter, photography buff, and social entrepreneur. This novel is inpired by a true story. The story tells about family, simple life of people, culture, love, dreams, and friendship. In this novel, there is

the powerful phrase "*MAN JADDA WAJADA*", he who gives his all will surely succeed.

Ahmad Fuadi (born in Bayur Maninjau, West Sumatra, December 30, 1972, age 40 years) is a novelist, social worker and former journalists from Indonesia. His fiction of this novel considered to foster a passion for achievement. Although still fairly new publication, the novel has entered the ranks of the best seller of 2009. After that, he grabs *Indonesian Readers Award 2010* and the same year was also nominated for the *Equator Literary Award*, so PTS Litera, one in the neighboring country Malaysia publishers interested in publishing in the country in the Malay language version. For the second novel of the trilogy after *The Land of Five Towers*, *The Earth of 3 Colors* have been published since January 23, 2011 and the final novel of the trilogy, *Rantau 1 Estuary*, was launched symbolically in Washington DC in May 2013. Both novels become best selling in Indonesia. Fuadi founded the Community Towers, a charitable foundation to help underprivileged public education, especially for pre-school age. Currently, Community Tower has a pre-primary school free in Bintaro, South Tangerang.

He starts his secondary education at KMI Pondok Modern Darussalam roommate Ponorogo and graduated in 1992. Then he continued studying International Relations at Padjadjaran University, after graduating as a Tempo journalist. His first journalism class lived in reporting tasks under the guidance of senior journalists Tempo. In 1998, he received a Fulbright scholarship to study S2 in the School of Media and Public Affairs, George Washington University. Migrated to Washington DC with Yayi, who is also his wife --- Tempo journalist-

was his childhood dream come true. While in college, they became correspondent TEMPO and VOA reporters. The historic news events of 11 September 2001 as reported to them both directly from the Pentagon, White House and Capitol Hill.

2.7 Review Of Previous Research

The previous research is skripsi written by: Arum Isti Andayani (2011) that has done a research with the title: AFFIXATION FOUND IN THE SKRIPSI OF STUDENTS IN ENGLISH EDUCATION DEPARTMENT MURIA KUDUS UNIVERSITY IN YEAR 2010.

The theme of analysis in her skripsi and my skripsi is similiar. It concerns with affixes. But, the skripsi of Arum Isti Andayani analyzes more about affixes and in the writer's skripsi only analyzes the derivational affixes. The next distinction is the data source of the research. In Andayani's skripsi, she identifies affixes found in the final project of students of English Education Department Muria Kudus University especially in the background of study. While in here, the writer would like to identify the derivational affixes in the Land of Five Towers Novel.

2.8 Theoretical Framework

There are many definitions about derivational affixes. But, the contents of all definition are same. For example, At http://www-01.sil.org/linguistic/GlossaryOflinguisticTerms/WhatIsADerivatonalAffix.htm A derivational affix is an affix by means of which one word is formed (<u>derived</u>) from another. The derived word is often of a different word class from the original. Yudi (2001:18) argues that some morpheme derive or create new words

by either changing the meaning of the part of speech are called derivational morphemes. The writer also uses the theory of Rachmadie (1990:23) that derivational affixes are affixes that change the part of speech of the root or base.

CHAPTER III

METHOD OF THE RESEARCH

This chapter explains the method of this research, which includes the design of the research, data source, technique of collecting data and technique of analyzing data in order to bring accurate and valid result to the study.

3.1 Design of the Research

This research is in domain of qualitative research. Qualitative research is a research that produces descriptive data, speech or word and behavior that can be observed by the subject itself. Shodiq (2003) states that qualitative research does not include any calculation and inferential statistic. Moleong (1991:11) says that methodology qualitative as procedure the result of descriptive data in the form of written or oral words from person or activity which is researched. This research also belongs to descriptive study since it just collects and analyzes the derivational affixes in the Land of Five Towers Novel by A. Fuadi.

Descriptive research is non hypothesis research, so in the research procedure, it does not need hypothesis (Arikunto, 1998:245). It means the method is intended to make a systematic and accurate description concerning the fact and the features of research data. This research is accumulation of basic data in descriptive way, not explains about correlation or hypothesis testing. It means that descriptive studies are designed to obatin information that concerns the status of phenomena. They are directed toward determining the nature of situation, as existing at the time of study.

By using this method, the writer would like to collect, arrange and analyze the derivational affixes in the Land of Five Towers Novel by A. Fuadi.

3.2 Data and Data Source

Data are material which are used in some researches (Sudaryanto,1998:8). Data is informations of parts, to be analyzed. Subroto (1992:7) explains that the data can be obtained from magazines, newspaper, books, etc. The data in this reasearch is all of the word that are attached derivational affixes covered in 46 chapters starts from the beginning of the story, rising the case and the solution in The Land of Five Towers Novel by A. Fuadi.

The source of the data refers to the subject from which the data are obtained (Arikunto,1998:20). The data source is The Land of Five Towers Novel by A. Fuadi.

3.3 Data Collecting

In the qualitative research, the collected data is in the form of words or pictures, so the qualitative researcher collects the data in detail and complex (Alsa, 2003). Furthermore, Alsa (2003:51) also states that qualitative research especially contains extensive data, which are use to reveal the complex phenomena and process.

In collecting data, the writer takes these following steps:

1. Finding the Land of Five Towers Novel by A. Fuadi.

2. Reading all the contents of the Land of Five Towers Novel by A. Fuadi.

3. Finding dan Listing all the word contains derivational affixes.

3.4 Data Analysis

Analysis of derivational affixes is an action of analyzing the word attached by derivational affix in the Land of Five Towers Novel by A. Fuadi. This study is descriptive; therefore, it just describe the derivational affixes in the Land of Five Towers Novel by A. Fuadi. It requires some data, which are qualitative data.

To analyze those data the writer uses non-statistical analysis, which is taken from the Land of Five Towers Novel by A. Fuadi. The writer analyzes the derivational affixes in the Land of Five Towers Novel by A. Fuadi by doing some following steps :

1. Listing the word in the Land of Five Towers Novel by A. Fuadi.

2. Finding out the words in the Land of Five Towers Novel by A. Fuadi. This is going to employ table to describe it.

3. Describing the derivational affixes of the word in the Land of Five Towers Novel by A. Fuadi.

4. Classifying the bases of roots in the Land of Five Towers Novel by A. Fuadi depend on their part of speech.

No	Word	Part of Speech	Roots	Part of Speech	Derivational Affixes		Note
					Prefix	Suffix	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Happiness	Noun	Happy	Adj.		-ness	Noun Maker

CHAPTER IV

FINDING OF THE RESEARCH

In this chapter, the writer will serve the finding of the research of derivational affixes and the bases or root of word in The Land of Five Towers Novel by A. Fuadi.

The Derivational Affixes in The Land of Five Towers Novel by A. Fuadi

The objective of this research is to know the derivational affixes in The Land of Five Towers Novel by A. Fuadi. And the words itself consist of root or base added by derivational affix that has been changed the part of speech.

The data of this research was taken from the chapter that represent the beginning of the story, rising the case and the solution covered in 46 chapters. After reading those chapters in The Land of Five Towers Novel by A. Fuadi, the writer found 656 words which attached derivational affixes.

After presenting the words which is found in The Land of Five Towers Novel by A. Fuadi, the writer presents the table which is going to show the derivational affixes.

This table below is going to show the words, bases or roots, part of speech, derivational affixes, and note which is found in The Land of Five Towers Novel by A. Fuadi.

Table 4 Derivational Affixes

No	Word	Part of Speech	Roots	Part of Speech	Derivational Affixes Prefix	Derivational Affixes Suffix	Note
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Religious	Adj.	Religion	Noun		-ous	Adj. Maker
2.	Bashfully	Adv.	Bash	Noun		-ful -ly	Adv. Maker
3.	Merely	Adv.	Mere	Adj.		-ly	Adv. Maker
4.	Nonreligious	Adj.	Religi	Noun	Non-	-ous	Adj. Maker
5.	Graduation	Noun	Graduate	Verb		-tion	Noun Maker
6.	Traditional	Adj.	Tradition	Noun		-al	Adj. Maker
7.	Colorful	Adj.	Color	Noun		-ful	Adj. Maker
8.	Immediately	Adv.	Immediate	Adj.		-ly	Adv. Maker
9.	Atypically	Adv.	Atypical	Adj.		-ly	Adv. Maker
10.	Prescription	Noun	Prescripe	Verb		-tion	Noun Maker
11.	Apprehensive	Adj.	Apprehend	Verb		-ive	Adj. Maker
12.	Payment	Noun	Pay	Verb		-ment	Noun Maker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
13.	Cautiously	Adv.	Caution	Noun		-ous -ly	Adv. Maker
14.	Consequently	Adv.	Consequent	Adj.		-ly	Adv. Maker
15.	Leader	Noun	Lead	Verb		-er	Noun Maker
16.	Preacher	Noun	Preach	Verb		-er	Noun Marke
17.	Increasingly	Adv.	Increase	Verb		-ly	Adv. Maker
18.	Critical	Adj.	Critic	Noun		-al	Adj. Maker
19.	Sorrowfully	Adv.	Sorrow	Adj.		-ful -ly	Adv. Maker
20.	Goodness	Noun	Good	Adj.		-ness	Noun Maker
21.	Manager	Noun	Manage	Verb		-er	Noun Maker
22.	Possibly	Adv.	Possible	Adj.		-ly	Adv. Maker
23.	Piteously	Adv.	Pity	Adj.		-ous -ly	Adv. Maker
24.	Honorable	Adj.	Honor	Noun		-able	Adj. Maker
25.	Infrequently	Adv.	Frequent	Adj.	in-	-ly	Adv. Maker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
26.	Discussion	Noun	Discuss	Verb		-ion	Noun Maker
27.	Clearly	Adv.	Clear	Adj.		-ly	Adv. Maker
28.	Shiny	Adj.	Shine	Verb-		-y	Adj. Maker
29.	Quickly	Adv.	Quick	Adj.		-ly	Adv. Maker
30.	Shortly	Adv.	Short	Adj.		-ly	Adv. Maker
31.	Defender	Noun	Defend	Verb		-er	Noun Maker
32.	Frustration	Noun	Frustrate	Verb		-tion	Noun Maker
33.	Immeasurable	Adj.	Measure	Verb-	im-	-able	Adj. Maker
34.	Greatly	Adv.	Great	Adj.		-ly	Adv. Maker
35.	Independence	Noun	Depend	Verb	in-	-ence	Noun Maker
36.	Divider	Noun	Divide	Verb		-er	Noun Maker
37.	Wooden	Adj.	Wood	Noun		-en	Adj. Maker
38.	Currently	Adv.	Current	Adj.		-ly	Adv. Maker
39.	Suggestion	Noun	Suggest	Verb		-ion	Noun Maker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
40.	Difference	Noun	Differ	Verb		-ence	Noun Maker
41.	Heartedly	Adv.	Heart	Noun		-ly	Adv. Maker
42.	Silence	Noun	Silent	Adj.		-ence	Noun Maker
43.	Rarely	Adv.	Rare	Adj.		-ly	Adv. Maker
44.	Happiness	Noun	Happy	Adj.		-ness	Noun Maker
45.	Agreement	Noun	Agree	Verb		-ment	Noun Maker
46.	Completely	Adv.	Complete	Verb		-ly	Adv. Maker
47.	Information	Noun	Inform	Verb		-tion	Noun Maker
48.	Enrollment	Noun	Enroll	Verb		-ment	Noun Maker
49.	Forgiveness	Noun	Forgive	Verb		-ness	Noun Maker
50	Beautiful	Adj.	Beauty	Noun		-ful	Adj. Marker
51	Collective	Adj.	Collect	Verb		-ive	Adj. Marker
52	Invitation	Noun	Invite	Verb		-tion	Noun Marker
53	Curiously	Adv.	Curious	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
54	Examination	Noun	Exam	Verb		-tion	Noun Marker
55	Rigorous	Adj.	Rigor	Noun		-ous	Adj. Marker
56	Preparation	Noun	Prepare	Verb		-tion	Noun Marker
57	Exhaustion	Noun	Exhaust	Verb		-tion	Noun Marker
58	Worriedly	Adv.	Worry	Adj.		-ly	Adv. Marker
59	Throughly	Adv.	Through	Adj.		-ly	Adv. Marker
60	Clumsily	Adv.	Clumsy	Adj.		-ly	Adv. Marker
61	Tightly	Adv.	Tight	Adj.		-ly	Adv. Marker
62	Excitement	Noun	Excite	Verb		-ment	Noun Marker
63	Loudly	Adv.	Loud	Adj.		-ly	Adv. Marker
64	Mighty	Adj.	Might	Noun		-y	Adj. Marker
65	Powerful	Adj.	Power	Noun		-ful	Adj. Marker
66	Magical	Adj.	Magic	Noun		-al	Adj. Marker
67	Energetic	Adj.	Energy	Noun		-tic	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
68	Nimbly	Adv.	Nimble	Adj.		-ly	Adv. Marker
69	Conductor	Noun	Conduct	Verb		-or	Noun Marker
70	Rainy	Adj.	Rain	Noun		-y	Adj. Marker
71	Impatiently	Adv.	Patient	Adj.		-ly	Adv. Marker
72	Faintly	Adv.	Faint	Noun		-ly	Adv. Marker
73	Friendly	Adv.	Friend	Noun		-ly	Adv. Marker
74	Cheerful	Adj.	Cheer	Noun		-ful	Adj. Marker
75	Simply	Adv.	Simple	Adj.		-ly	Adv. Marker
76	Postal	Noun	Post	Verb		-al	Noun Marker
77	Worker	Noun	Work	Verb		-er	Noun Marker
78	Seller	Noun	Sell	Verb		-er	Noun Marker
79	Deliberately	Adv.	Deliberate	Verb		-ly	Adv. Marker
80	Completely	Adv.	Complete	Adj.		-ly	Adv. Marker
81	Popularity	Noun	Popular	Adj.		-ity	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
82	Charismatic	Adj.	Charisma	Noun		-tic	Adj. Marker
83	Writer	Noun	Write	Verb		-er	Noun Marker
84	Slightly	Adv.	Slight	Adj.		-ly	Adv. Marker
85	Introduction	Noun	Introduce	Verb		-tion	Noun Marker
86	Sturdily	Adv.	Sturdy	Adj.		-ly	Adv. Marker
87	Behavior	Noun	Behave	Verb		-ior	Noun Marker
88	Naively	Adv.	Naive	Adj.		-ly	Adv. Marker
89	Seriousness	Noun	Serious	Adj.		-ness	Noun Marker
90	Precisely	Adv.	Precise	Adj.		-ly	Adv. Marker
91	Nasally	Adv.	Nasal	Noun		-ly	Adv. Marker
92	Creature	Noun	Create	Verb		-ure	Noun Marker
93	Generation	Noun	Generate	Verb		-tion	Noun Marker
94	Widely	Adv.	Wide	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
95	Emotionally	Adv.	Emotion	Noun		-al -ly	Adv. Marker
96	Physically	Adv.	Physic	Noun		-al -ly	Adv. Marker
97	Solemnly	Adv.	Solemn	Adj.		-ly	Adv. Marker
98	Unmistakably	Adv.	Mistake	Noun	un-	-ably	Adv. Marker
99	Unanimously	Adv.	Animous	Adj.	un-	-ly	Adv. Marker
100	Spiky	Adj.	Spike	Noun		-y	Adj. Marker
101	Deepen	Verb	Deep	Adj.		-en	Verb Marker
102	Luckily	Adv.	Luck	Noun		-ly	Adv. Marker
103	Voracious	Adj.	Predict	Verb		-ous	Adj. Marker
104	Faithful	Adj.	Faith	Noun		-ful	Adj. Marker
105	Hurriedly	Adv.	Hurry	Adj.		-ly	Adv. Marker
106	Funny	Adj.	Fun	Noun		-y	Adj. Marker
107	Player	Noun	Play	Verb		-er	Noun Marker
108	Proudly	Adv.	Proud	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
109	Enviously	Adv.	Envy	Verb		-ous -ly	Adv. Marker
110	Educator	Noun	Educate	Verb		-or	Noun Marker
111	Enlighten	Verb	Light	Noun	en-	-en	Verb Marker
112	Happily	Adv.	Happy	Adj.		-ly	Adv. Marker
113	Definitely	Adv.	Define	Verb		-ly	Adv. Marker
114	Briefly	Adv.	Brief	Verb		-ly	Adv. Marker
115	Solidify	Adv.	Solid	Adj.		-fy	Adv. Marker
116	Frantically	Adv.	Frantic	Adj.		-ly	Adv. Marker
117	Sharply	Adv.	Sharp	Adj.		-ly	Adv. Marker
118	Indiscriminately	Adv.	Discriminate	Verb	in-	-ly	Adv. Marker
119	Carefully	Adv.	Care	Noun		-ful -ly	Adv. Marker
120	Possibly	Adv.	Possible	Adj.		-ly	Adv. Marker
121	Trial	Noun	Try	Verb		-al	Noun Marker
122	Comfortable	Adj.	Comfort	Adj.		-able	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
123	Calmly	Adv.	Calm	Noun		-ly	Adv. Marker
124	Optimistic	Adj.	Optimist	Adj.		-tic	Adj. Marker
125	Peacefull	Adv.	Peace	Noun		-ful	Adv. Marker
126	Officially	Adv.	Office	Noun		-al -ly	Adv. Marker
127	Violation	Noun	Violate	Verb		-tion	Noun Marker
128	Accordance	Noun	Accord	Verb		-ance	Noun Marker
129	Punishment	Noun	Punish	Verb		-ment	Noun Marker
130	Permanently	Adv.	Permanent	Adj.		-ly	Adv. Marker
131	Firmly	Adv.	Firm	Adj.		-ly	Adv. Marker
132	Seriously	Adv.	Serious	Adj.		-ly	Adv. Marker
133	Enforce	Verb	Force	Noun	en-		Verb Marker
134	Strictly	Adv.	Strict	Adj.		-ly	Adv. Marker
135	Recommendation	Noun	Commend	Verb		-tion	Noun Marker
136	Exception	Noun	Except	Verb		-tion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
137	Violator	Noun	Violate	Verb		-or	Noun Marker
138	Unify	Verb	Union	Noun		-fy	Verb Marker
139	Repetition	Noun	Repeat	Verb		-tion	Noun Marker
140	Instantly	Adv.	Instant	Adj.		-ly	Adv. Marker
141	Flicker	Noun	Flick	Verb		-er	Noun Marker
142	Asleep	Adj.	Sleep	Verb	a-		Adj. Marker
143	Mandatory	Adj.	Mandate	Verb		-ary	Adj. Marker
144	Unfold	Verb	Fold	Verb	un-		Verb Marker
145	Artistic	Adj.	Art	Noun		-istic	Adj. Marker
146	Difficulty	Noun	Difficult	Adj.		-ty	Noun Marker
147	Lengthy	Adv.	Lenght	Noun		-ty	Adv. Marker
148	Explanation	Noun	Explain	Verb		-tion	Noun Marker
149	Broadly	Adv.	Broad	Adj.		-ly	Adv. Marker
150	Unfortunately	Adv.	Fortune	Noun	un-	-ate -ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
151	Courteously	Adv.	Courteous	Adj.		-ly	Adv. Marker
152	Pronounciation	Noun	Pronounce	Verb		-tion	Noun Marker
153	Literally	Adv.	Literal	Adj.		-ly	Adv. Marker
154	Certainly	Adv.	Certain	Adj.		-ly	Adv. Marker
155	Manager	Noun	Manage	Verb		-er	Noun Marker
156	Incredibly	Adv.	Incredible	Adj.		-ly	Adv. Marker
157	Strudy	Adj.	Break	Verb		-y	Adj. Marker
158	Promptly	Adv.	Prompt	Adj.		-ly	Adv. Marker
159	Easily	Adv.	Easy	Adj.		-ly	Adv. Marker
160	Weary	Adj.	Wear	Verb		-y	Adj. Marker
161	Certainty	Noun	Certain	Adj.		-ty	Noun Marker
162	Nicely	Adv.	Nice	Adj.		-ly	Adv. Marker
163	Disciplinary	Adj.	Disclipine	Noun		-ary	Adj. Marker
164	Security	Noun	Secure	Adj.		-ity	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
165	Optimistically	Adv.	Optimist	Adj.		-ical -ly	Adv. Marker
166	Abruptly	Adv.	Abrupt	Adj.		-ly	Adv. Marker
167	Stiffly	Adv.	Stiff	Adj.		-ly	Adv. Marker
168	Movement	Noun	Move	Verb		-ment	Noun Marker
169	Stocky	Adj.	Stock	Noun		-y	Adj. Marker
170	Shakily	Adv.	Shake	Verb		-ly	Adv. Marker
171	Comparison	Noun	Compare	Verb		-ion	Noun Marker
172	Embarassement	Noun	Embarasse	Verb		-ment	Noun Marker
173	Strongly	Adv.	Strong	Adj.		-ly	Adv. Marker
174	Subsequently	Adv.	Subsequent	Adj.		-ly	Adv. Marker
175	Finally	Adv.	Final	Adj.		-ly	Adv. Marker
176	Silently	Adv.	Silent	Adj.		-ly	Adv. Marker
177	Enforcer	Noun	Force	Noun	en-	-er	Noun Marker
178	Swiftly	Adv.	Swift	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
179	Unsurprisingly	Adv.	Surprise	Verb	un-	-ly	Adv. Marker
180	Communication	Noun	Communicate	Verb		-tion	Noun Marker
181	Surveillance	Noun	Survey	Verb		-ance	Noun Marker
182	Initially	Adv.	Initial	Adj.		-ly	Adv. Marker
183	Suggestion	Noun	Suggest	Verb		-tion	Noun Marker
184	Noisy	Adj.	Noise	Adj.		-y	Adj. Marker
185	Apperently	Adv.	Appear	Verb		-ly	Adv. Marker
186	Faithfully	Adv.	Faith	Noun		-ful -ly	Adv. Marker
187	Relatively	Adv.	Relate	Verb		-ive -ly	Adv. Marker
188	Hidden	Adj.	Hide	Verb		-en	Adj. Marker
189	Beautifully	Adv.	Beauty	Noun		-fully	Adv. Marker
190	Frequently	Adv.	Frequent	Adj.		-ly	Adv. Marker
191	Fellowship	Noun	Fellow	Noun		-ship	Noun Marker
192	Windy	Adj.	Wind	Noun		-y	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
193	Confusion	Noun	Confuse	Verb		-ion	Noun Marker
194	Dresser	Noun	Dress	Noun		-er	Noun Marker
195	Colonial	Adj.	Colony	Noun		-al	Adj. Marker
196	Government	Noun	Govern	Verb		-ment	Noun Marker
197	Continuation	Noun	Continue	Verb		-tion	Noun Marker
198	Rusty	Adj.	Rust	Noun		-y	Adj. Marker
199	Removable	Adj.	Move	Verb		-able	Adj. Marker
200	Abbrevation	Noun	Abbreviate	Verb		-tion	Noun Marker
201	Blatantly	Adv.	Blatant	Adj.		-ly	Adv. Marker
202	Usually	Adv.	Usual	Adj.		-ly	Adv. Marker
203	Thankfully	Adv.	Thank	Verb		-ful -ly	Adv. Marker
204	Especially	Adv.	Especial	Adj.		-ly	Adv. Marker
205	Frivolous	Adj.	Frivol	Noun		-ous	Adv. Marker
206	Nonbeliever	Noun	Believe	Noun	non-	-er	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
207	Pressure	Noun	Press	Verb		-ure	Noun Marker
208	Excitedly	Adv.	Excite	Verb		-ly	Adv. Marker
209	Greatly	Adv.	Great	Adj.		-ly	Adv. Marker
210	Impressive	Adj.	Impress	Verb		-ive	Adj. Marker
211	Nationally	Adv.	Nation	Noun		-al -ly	Adv. Marker
212	Admittedly	Adv.	Admit	Verb		-ly	Adv. Marker
213	Historical	Adj.	History	Noun		-al	Adj. Marker
214	Feebly	Adv.	Feeble	Adj.		-ly	Adv. Marker
215	Agreement	Noun	Agree	Verb		-ment	Noun Marker
216	Uncertainly	Adv.	Certain	Adj.	un-	-ly	Adv. Marker
217	Permission	Noun	Permit	Verb		-ion	Noun Marker
218	Satisfaction	Noun	Satisfy	Verb		-tion	Noun Marker
219	Orderly	Adv.	Order	Noun		-ly	Adv. Marker
220	Assembly	Adv.	Assemble	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
221	Repeatedly	Adv.	Repeat	Verb		-ly	Adv. Marker
222	Existence	Noun	Exist	Verb		-ence	Noun Marker
223	Official	Adj.	Office	Noun		-al	Adj. Marker
224	Enthusiastic	Adj.	Enthusiast	Noun		-ic	Adj. Marker
225	Initiator	Noun	Initiate	Verb		-or	Noun Marker
226	Audience	Noun	Appear	Verb		-ence	Noun Marker
227	Combination	Noun	Combine	Verb		-tion	Noun Marker
228	Nervously	Adv.	Nerve	Noun		-ous -ly	Adv. Marker
229	Champion	Noun	Champ	Verb		-ion	Noun Marker
230	Tactical	Adj.	Tactic	Noun		-al	Adj. Marker
231	Greatness	Noun	Great	Adj.		-ness	Noun Marker
232	Eventually	Adv.	Event	Noun		-al -ly	Adv. Marker
233	Personal	Adj.	Person	Noun		-al	Adj. Marker
234	Broadcaster	Noun	Broadcast	Verb		-er	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
235	Defensive	Adj.	Defend	Verb		-ive	Adj. Marker
236	Hopeless	Adj.	Hope	Verb		-less	Adj. Marker
237	Mercilessly	Adv.	Merciy	Noun		-ly	Adv. Marker
238	Stiflingly	Adv.	Stifle	Verb		-ly	Adv. Marker
239	Sticky	Adj.	Stick	Verb		-y	Adj. Marker
240	Anxious	Adj.	Anxiety	Noun		-ous	Adj. Marker
241	Barely	Adv.	Bare	Adj.		-ly	Adv. Marker
242	Valiantly	Adv.	Valiant	Adj.		-ly	Adv. Marker
243	Handful	Adj.	Hand	Noun		-ful	Adj. Marker
244	Critical	Adj.	Critic	Noun		-al	Adj. Marker
245	Concentration	Noun	Concentrate	Verb		-tion	Noun Marker
246	Speechless	Adj.	Speech	Noun		-less	Adj. Marker
247	Previously	Adv.	Previous	Adj.		-ly	Adv. Marker
248	Rowdy	Adj.	Explore	Verb		-y	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
249	Motivational	Noun	Motivate	Verb		-tion -al	Noun Marker
250	Memorization	Noun	Memory	Noun		-tion	Noun Marker
251	Weakness	Noun	Weak	Adj.		-ness	Noun Marker
252	Thankful	Adj.	Thank	Verb		-ful	Adj. Marker
253	Naturally	Adv.	Nature	Noun		-al -ly	Adv. Marker
254	Additional	Adj.	Add	Verb		-tion -al	Adj. Marker
255	Continually	Adv.	Continue	Verb		-al -ly	Adv. Marker
256	Nutrition	Noun	Nutrient	Adj.		-tion	Noun Marker
257	Roughly	Adv.	Rough	Adj.		-ly	Adv. Marker
258	Prostration	Noun	Prostrate	Verb		-tion	Noun Marker
259	Meaningless	Adj.	Mean	Verb		-less	Adj. Marker
260	Humility	Noun	Humil	Adj.		-ity	Noun Marker
261	Sleppy	Adj.	Sleep	Verb		-y	Adj. Marker
262	Refreshment	Noun	Fresh	Adj.	re-	-ment	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
263	Increasingly	Adv.	Increase	Verb		-ly	Adv. Marker
264	Silence	Noun	Silent	Adj.		-ence	Noun Marker
265	Drowsiness	Noun	Drown	Verb		-ness	Noun Marker
266	Sleppiness	Noun	Sleep	Verb		-ness	Noun Marker
267	Addiction	Noun	Addict	Adj.		-tion	Noun Marker
268	Denial	Noun	Deny	Verb		-al	Noun Marker
269	Examiner	Noun	Exam	Noun		-er	Noun Marker
270	Selection	Noun	Select	Verb		-ion	Noun Marker
271	Tensely	Adv.	Tense	Adj.		-ly	Adv. Marker
272	Nervousness	Noun	Nerve	Verb		-ness	Noun Marker
273	Momentarily	Adv.	Moment	Noun		-ly	Adv. Marker
274	Shaky	Adj.	Shake	Verb		-y	Adj. Marker
275	Lighter	Noun	Light	Verb		-er	Noun Marker
276	Randomly	Adv.	Random	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
277	Sluggish	Adj.	Slug	Noun		-ish	Adj. Marker
278	Locally	Adv.	Local	Adj.		-ly	Adv. Marker
279	Enthusiasm	Noun	Enthusiast	Verb		-ism	Noun Marker
280	Succesful	Adj.	Success	Noun		-ful	Adj. Marker
281	Laughter	Noun	Laugh	Verb		-er	Noun Marker
282	Chatter	Noun	Chat	Verb		-er	Noun Marker
283	Curiousity	Noun	Curious	Adj.		-ity	Noun Marker
284	Envious	Adj.	Envy	Verb		-ous	Adj. Marker
285	Declamation	Noun	Declamate	Verb		-tion	Noun Marker
286	Clearly	Adv.	Clear	Adj.		-ly	Adv. Marker
287	Photographic	Adj.	Pothograph	Noun		-ic	Adj. Marker
288	Optimistic	Adj.	Optimist	Noun		-ic	Adj. Marker
289	Breezy	Adj.	Breez	Noun		-y	Adj. Marker
290	Description	Noun	Describe	Verb		-tion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
291	Justify	Verb	Justice	Noun		-fy	Verb Marker
292	Imagination	Noun	Imagine	Verb		-tion	Noun Marker
293	National	Adj.	Nation	Noun		-al	Adj. Marker
294	Development	Noun	Develop	Verb		-ment	Noun Marker
295	Poetically	Adv.	Poetic	Adj.		-al -ly	Adv. Marker
296	Imaginary	Adj.	Imagine	Verb		-ry	Adj. Marker
297	Scientific	Adj.	Science	Noun		-ic	Adj. Marker
298	Passionately	Adv.	Passion	Noun		-ly	Adv. Marker
299	Argument	Noun	Argue	Verb		-ment	Noun Marker
300	Interpretation	Noun	Interpretate	Verb		-tion	Noun Marker
301	Geographic	Adj.	Geography	Noun		-ic	Adj. Marker
302	Civilization	Noun	Civil	Adj.		-tion	Noun Marker
303	Humorous	Adj.	Humor	Noun		-ous	Adj. Marker
304	Civilize	Verb	Civil	Adj.		-ize	Verb Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
305	Replacement	Noun	Replace	Verb		-ment	Noun Marker
306	Sweetness	Noun	Sweet	Adj.		-ness	Noun Marker
307	Miraculously	Adv.	Miracle	Noun		-ous -ly	Adv. Marker
308	Determination	Noun	Determinate	Verb		-tion	Noun Marker
309	Unexpectedly	Adv.	Expect	Verb	un-	-ly	Adv. Marker
310	Lucky	Adj.	Luck	Noun		-y	Adj. Marker
311	Majority	Noun	Major	Adj.		-ity	Noun Marker
312	Generally	Adv.	General	Adj.		-ly	Adv. Marker
313	Sadly	Adv.	Sad	Adj.		-ly	Adv. Marker
314	Regularly	Adv.	Regular	Noun		-ly	Adv. Marker
315	Festive	Adj.	Fest	Noun		-ive	Adj. Marker
316	Toddler	Noun	Toddle	Verb		-er	Noun Marker
317	Addition	Noun	Add	Verb		-tion	Noun Marker
318	Spacious	Adj.	Space	Noun		-ous	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
319	Audible	Adj.	Audio	Noun		-able	Adj. Marker
320	Solidly	Adv.	Solid	Adj.		-ly	Adv. Marker
321	Blankly	Adv.	Blank	Noun		-ly	Adv. Marker
322	Education	Noun	Educate	Verb		-tion	Noun Marker
323	Organization	Noun	Organize	Verb		-tion	Noun Marker
324	Sticker	Noun	Stick	Verb		-er	Noun Marker
325	Appreciation	Noun	Appreciate	Verb		-ion	Noun Marker
326	Fairly	Adv.	Fair	Adj.		-ly	Adv. Marker
327	Appliance	Noun	Apply	Verb		-ance	Noun Marker
328	Location	Noun	Locate	Verb		-ion	Noun Marker
329	Mothly	Adv.	Moth	Noun		-ly	Adv. Marker
330	Surprisingly	Adv.	Surprise	Verb		-ly	Adv. Marker
331	Attendance	Noun	Attend	Verb		-ance	Noun Marker
332	Expertly	Adv.	Expert	Noun		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
333	Essentially	Adv.	Essent	Noun		-al -ly	Adv. Marker
334	Congregation	Noun	Congregrate	Verb		-tion	Noun Marker
335	Patiently	Adv.	Patient	Adj.		-ly	Adv. Marker
336	Sincerely	Adv.	Sincere	Adj.		-ly	Adv. Marker
337	Sincerity	Noun	Sincere	Adj.		-ity	Noun Marker
338	Festivity	Noun	Fest	Verb		-ty	Noun Marker
339	Lively	Adv.	Live	Adj.		-ly	Adv. Marker
340	Friendship	Noun	Friend	Noun		-ship	Noun Marker
341	Festively	Adv.	Fest	Verb		-ly	Adv. Marker
342	Donation	Noun	Donate	Verb		-ion	Noun Marker
343	Genealogical	Adj.	Genealogy	Noun		-al	Adj. Marker
344	Relationship	Noun	Relate	Verb		-ship	Noun Marker
345	Briskly	Adv.	Brisk	Adj.		-ly	Adv. Marker
346	Bitterly	Adv.	Bit	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
347	Memorable	Adj.	Memory	Noun		-able	Adj. Marker
348	Partly	Adv.	Part	Noun		-ly	Adv. Marker
349	Unforgettable	Adj.	Forget	Verb	un-	-able	Adj. Marker
350	Pleasant	Adj.	Please	Verb		-ant	Adj. Marker
351	Joyous	Adj.	Joy	Noun		-ous	Adj. Marker
352	Rheotorically	Adv.	Retro	Adj.		-al -ly	Adv. Marker
353	Defensively	Adv.	Defend	Verb		-ive -ly	Adv. Marker
354	Flattery	Noun	Flat	Adj.		-ry	Noun Marker
355	Valuable	Adj.	Value	Noun		-able	Adj. Marker
356	Seniority	Noun	Senior	Adj.		-ity	Noun Marker
357	Impenetrable	Adj.	Penetrate	Verb	im-	-able	Adj. Marker
358	Casually	Adv.	Casual	Noun		-ly	Adv. Marker
359	Passionate	Adj.	Passion	Noun		-ate	Adj. Marker
360	Capricously	Adv.	Caprice	Noun		-ous -ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
361	Governor	Noun	Govern	Verb		-or	Noun Marker
362	Collective	Adj.	Collect	Verb		-ive	Adj. Marker
363	Opportunity	Noun	Opportune	Adj.		-ity	Noun Marker
364	Perpetual	Adj.	Perpetua	Noun		-al	Adj. Marker
365	Deeply	Adv.	Deep	Adj.		-ly	Adv. Marker
366	Attractive	Adj.	Attract	Verb		-ive	Adj. Marker
367	Feasible	Adj.	Format	Noun		-ive	Adj. Marker
368	Possibility	Noun	Possible	Adj.		-ity	Noun Marker
369	Motivation	Noun	Motivate	Verb		-tion	Noun Marker
370	Reporter	Noun	Report	Verb		-er	Noun Marker
371	Coverage	Noun	Cover	Verb		-age	Noun Marker
372	Hesitantly	Adv.	Hesitant	Adj.		-ly	Adv. Marker
373	Apologize	Verb	Apology	Noun		-ize	Verb Marker
374	Judgement	Noun	Judge	Verb		-ment	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
375	Leniciency	Noun	Lenient	Adj.		-cy	Noun Marker
376	Jealously	Adv.	Jealous	Adj.		-ly	Adv. Marker
377	Shyly	Adv.	Shy	Adj.		-ly	Adv. Marker
378	Cylindrical	Adj.	Cylinder	Noun		-ical	Adj. Marker
379	Technical	Adj.	Technic	Noun		-al	Adj. Marker
380	Container	Noun	Contain	Verb		-er	Noun Marker
381	Sweaty	Adj.	Sweat	Noun		-y	Adj. Marker
382	Tricky	Adj.	Trick	Noun		-y	Adj. Marker
383	Hesitantly	Adv.	Hesitant	Adj.		-ly	Adv. Marker
384	Cheery	Adj.	Cheer	Noun		-y	Adj. Marker
385	Emergency	Noun	Emergent	Adj.		-cy	Noun Marker
386	Glossy	Adj.	Gloss	Noun		-y	Adj. Marker
387	Fearfully	Adv.	Fear	Verb		-fully	Adv. Marker
388	Resignation	Noun	Sign	Noun		-tion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
389	Frozen	Adj.	Froze	Verb		-en	Adj. Marker
390	Strategically	Adv.	Strategy	Noun		-ical -ly	Adv. Marker
391	Unmistakable	Adj.	Mistake	Noun	un-	-able	Adj. Marker
392	Endlessly	Adv.	End	Verb		-less -ly	Adv. Marker
393	Suitable	Adj.	Suit	Noun		-able	Adj. Marker
394	Practical	Adj.	Practice	Verb		-al	Adj. Marker
395	Strangely	Adv.	Strange	Adj.		-ly	Adv. Marker
396	Installment	Noun	Install	Verb		-ment	Noun Marker
397	Preparatory	Adj.	Prepare	Verb		-ry	Adj. Marker
398	Restlessness	Noun	Rest	Verb		-ness	Noun Marker
399	Doubtful	Adj.	Doubt	Noun		-ful	Adj. Marker
400	Notification	Noun	Notify	Verb		-tion	Noun Marker
401	Destination	Noun	Destine	Verb		-tion	Noun Marker
402	Reminiscent	Adj.	Remind	Verb		-cent	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
403	Painful	Adj.	Pain	Noun		-ful	Adj. Marker
404	Reality	Noun	Real	Adj.		-ity	Noun Marker
405	Quitter	Noun	Quit	Verb		-er	Noun Marker
406	Vibrantly	Adv.	Vibrant	Noun		-ly	Adv. Marker
407	Theatrical	Adj.	Theathre	Noun		-al	Adj. Marker
408	Fighter	Noun	Fight	Verb		-er	Noun Marker
409	Safety	Noun	Safe	Verb		-ty	Noun Marker
410	Maker	Noun	Make	Verb		-er	Noun Marker
411	Uniqueness	Noun	Unique	Adj.		-ness	Noun Marker
412	Magnificent	Adj.	Magnify	Verb		-cent	Adj. Marker
413	Automatically	Adv.	Automatic	Adj.		-ally	Adv. Marker
414	Reputation	Noun	Repute	Adj.		-tion	Noun Marker
415	Director	Noun	Direct	Adj.		-or	Noun Marker
416	Thrifty	Adj.	Thrift	Noun		-ty	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
417	Conceptualize	Verb	Concept	Noun		-alize	Verb Marker
418	Rehearsal	Noun	Rehearse	Verb		-al	Noun Marker
419	Traveller	Noun	Travel	Verb		-er	Noun Marker
420	Observer	Noun	Observe	Verb		-er	Noun Marker
421	Presentation	Noun	Present	Adj.		-tion	Noun Marker
422	Wanderer	Noun	Wander	Verb		-er	Noun Marker
423	Boundary	Noun	Bound	Verb		-ary	Noun Marker
424	Entertainment	Noun	Entertain	Verb		-ment	Noun Marker
425	Intently	Adv.	Intent	Adj.		-ly	Adv. Marker
426	Manually	Adv.	Manual	Adj.		-ly	Adv. Marker
427	Sprayer	Noun	Spray	Verb		-er	Noun Marker
428	Blower	Noun	Blow	Verb		-er	Noun Marker
429	Coordinator	Noun	Coordinate	Verb		-or	Noun Marker
430	Arrangement	Noun	Arrange	Verb		-ment	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
431	Perfomance	Noun	Perform	Verb		-ance	Noun Marker
432	Optimistic	Adj.	Optimist	Noun		-ic	Adj. Marker
433	Foreigner	Noun	Foreign	Adj.		-er	Noun Marker
434	Condensation	Noun	Condense	Verb		-tion	Noun Marker
435	Attendant	Adj.	Attend	Verb		-ant	Adj. Marker
436	Peacefully	Adv.	Peace	Noun		-ful -ly	Adv. Marker
437	Decoration	Noun	Decorate	Verb		-tion	Noun Marker
438	Action	Noun	Act	Verb		-ion	Noun Marker
439	Actor	Noun	Act	Verb		-or	Noun Marker
440	Recorder	Noun	Record	Verb		-er	Noun Marker
441	Gradually	Adv.	Gradual	Adj.		-ly	Adv. Marker
442	Pensively	Adv.	Pensive	Adj.		-ly	Adv. Marker
443	Thunderous	Adj.	Thunder	Noun		-ous	Adj. Marker
444	Admiration	Noun	Admire	Verb		-tion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
445	Dubiously	Adv.	Dubious	Adj.		-ly	Adv. Marker
446	Difference	Noun	Differ	Adj.		-ence	Noun Marker
447	Recently	Adv.	Recent	Adj.		-ly	Adv. Marker
448	Stupidity	Noun	Stupid	Adj.		-ity	Noun Marker
449	Conclusion	Noun	Conclude	Verb		-ion	Noun Marker
450	Cloudy	Adj.	Cloud	Noun		-y	Adj. Marker
451	Reliever	Noun	Relief	Verb		-er	Noun Marker
452	Prideful	Adj.	Pride	Noun		-ful	Adj. Marker
453	Huller	Noun	Hull	Verb		-er	Noun Marker
454	Emotional	Adj.	Emotion	Noun		-al	Adj. Marker
455	Dutiful	Adj.	Duty	Noun		-ful	Adj. Marker
456	Certainty	Noun	Certain	Adj.		-ty	Noun Marker
457	Uncomfortable	Adj.	Comfort	Adj.	un-	-able	Adj. Marker
458	Elderly	Adj.	Elder	Noun		-ly	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
459	Kindness	Noun	Kind	Adj.		-ness	Noun Marker
460	Salvation	Noun	Salve	Verb		-tion	Noun Marker
461	Softly	Adv.	Soft	Adj.		-ly	Adv. Marker
462	Typical	Adj.	Type	Noun		-al	Adj. Marker
463	Sadness	Noun	Sad	Adj.		-ness	Noun Marker
464	Administrator	Noun	Help	Verb		-er	Noun Marker
465	Probably	Adv.	Porbable	Adj.		-ly	Adv. Marker
466	Heavenly	Adv.	Heaven	Noun		-ly	Adv. Marker
467	Actual	Adj.	Act	Verb		-al	Adj. Marker
468	Realize	Verb	Real	Noun		-ize	Verb Marker
469	Brightly	Adv.	Bright	Adj.		-ly	Adv. Marker
470	Honestly	Adv.	Honest	Adj.		-ly	Adv. Marker
471	Extremely	Adv.	Extreme	Adj.		-ly	Adv. Marker
472	Departure	Noun	Depart	Verb		-ure	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
473	Cheerfully	Adv.	Cheer	Noun		-ful -ly	Adv. Marker
474	Indescribably	Adv.	Describe	Verb	in-	-able -ly	Adv. Marker
475	Solitary	Adj.	Solitare	Verb		-ry	Adj. Marker
476	Lethargically	Adv.	Lethargic	Adj.		-ally	Adv. Marker
477	Ancestor	Noun	Ancestry	Noun		-or	Noun Marker
478	Prickly	Adv.	Prick	Verb		-ly	Adv. Marker
479	Enjoyable	Adj.	Joy	Noun	en-	-able	Adj. Marker
480	Dangerous	Adj.	Danger	Noun		-ous	Adj. Marker
481	Consciousness	Noun	Conscious	Adj.		-ness	Noun Marker
482	Resistance	Noun	Resist	Verb		-ance	Noun Marker
483	Ignition	Noun	Ignite	Verb		-tion	Noun Marker
484	Appointment	Noun	Appoint	Verb		-ment	Noun Marker
485	Electrifier	Noun	Electric	Adj.		-er	Noun Marker
486	Symphathetically	Adv.	Symphaty	Noun		-ical -ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
487	Victoriuos	Adj.	Victory	Noun		-ous	Adj. Marker
488	Injection	Noun	Inject	Verb		-tion	Noun Marker
489	Pregnancy	Noun	Pregnant	Adj.		-cy	Noun Marker
490	Encounter	Noun	Count	Verb	en-	-er	Noun Marker
491	Guidance	Noun	Guide	Verb		-ance	Noun Marker
492	Witness	Noun	Wit	Verb		-ness	Noun Marker
493	Adviser	Noun	Advise	Verb		-er	Noun Marker
494	Available	Adj.	Avail	Noun		-able	Adj. Marker
495	Brighten	Verb	Bright	Adj.		-en	Verb Marker
496	Mountainous	Adj.	Mountain	Noun		-ous	Adj. Marker
497	Mentally	Adv.	Mental	Noun		-ly	Adv. Marker
498	Neutralize	Verb	Neutral	Adj.		-ize	Verb Marker
499	Infamously	Adv.	Fame	Noun	in-	-ously	Adv. Marker
500	Ability	Noun	Able	Adj.		-ity	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
501	Capability	Noun	Capable	Adj.		-ity	Noun Marker
502	Confidence	Noun	Confident	Adj.		-ence	Noun Marker
503	Empathetically	Adv.	Emphaty	Noun		-ally	Adv. Marker
504	Necessarily	Adv.	Necessary	Adj.		-ly	Adv. Marker
505	Normally	Adv.	Normal	Adj.		-ly	Adv. Marker
506	Illustration	Noun	Ilustrate	Verb		-tion	Noun Marker
507	Translator	Noun	Translate	Verb		-or	Noun Marker
508	Unmercifully	Adv.	Merciy	Noun	un-	-ful -ly	Adv. Marker
509	Learner	Noun	Learn	Verb		-er	Noun Marker
510	Imitation	Noun	Imitate	Verb		-tion	Noun Marker
511	Convincingly	Adv.	Convince	Verb		-ly	Adv. Marker
512	Psychological	Adj.	Psycology	Noun		-al	Adj. Marker
513	Physical	Adj.	Physic	Noun		-al	Adj. Marker
514	Winner	Noun	Win	Verb		-er	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
515	Anticaipation	Noun	Anticipate	Verb		-tion	Noun Marker
516	Intensive	Adj.	Intense	Noun		-ive	Adj. Marker
517	Golden	Adj.	Gold	Noun		-en	Adj. Marker
518	Philosophycal	Adj.	Philosophy	Noun		-al	Adj. Marker
519	Cosmography	Noun	Cosmo	Noun		-y	Noun Marker
520	Miraculous	Adj.	Miracle	Noun		-ous	Adj. Marker
521	Reaction	Noun	Act	Verb	re-	-tion	Noun Marker
522	Universal	Adj.	Universe	Noun		-al	Adj. Marker
523	Solidarity	Noun	Solid	Adj.		-ity	Noun Marker
524	Regression	Noun	Regress	Verb		-ion	Noun Marker
525	Romanticism	Noun	Romantic	Adj.		-ism	Noun Marker
526	Dissappoinment	Noun	Dissappoint	Verb		-ment	Noun Marker
527	Tremendous	Adj.	Tremendous	Adj.		-ous	Adj. Marker
528	Enterpreneurship	Noun	Enterpreneur	Verb		-ship	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
529	Cheerish	Adj.	Cheer	Noun		-ish	Adj. Marker
530	Glassy	Adj.	Glass	Noun		-y	Adj. Marker
531	Responsibility	Noun	Response	Verb		-ity	Noun Marker
532	Helper	Noun	Help	Verb		-er	Noun Marker
533	Compassion	Noun	Compase	Verb		-ion	Noun Marker
534	Meaningfull	Adj.	Mean	Verb		-ful	Adj. Marker
535	Enforcement	Noun	Force	Verb	en-	-ment	Noun Marker
536	Puffy	Adj.	Puff	Verb		-y	Adj. Marker
537	Congratulation	Noun	Congratulate	Verb		-tion	Noun Marker
538	Clamorous	Adj.	Clamor	Noun		-ous	Adj. Marker
539	Foggy	Adj.	Fog	Noun		-y	Adj. Marker
540	Dashingly	Adv.	Dash	Verb		-ly	Adv. Marker
541	Drainage	Noun	Drain	Verb		-age	Noun Marker
542	Foundation	Noun	Found	Verb		-tion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
543	Separation	Noun	Separate	Verb		-tion	Noun Marker
544	Highly	Adv.	High	Adj.		-ly	Adv. Marker
545	Apparently	Adv.	Apparent	Adj.		-ly	Adv. Marker
546	Staunchly	Adv.	Staunch	Adj.		-ly	Adv. Marker
547	Coincidence	Noun	Coinci	Adj.		-ence	Noun Marker
548	Apartment	Noun	Apart	Adj.		-ment	Noun Marker
549	Obviously	Adv.	Obvious	Adj.		-ly	Adv. Marker
550	Doctoral	Adj.	Doctor	Noun		-al	Adj. Marker
551	Advisor	Noun	Advise	Verb		-or	Noun Marker
552	Steadily	Adv.	Stead	Noun		-ly	Adv. Marker
553	Numerous	Adj.	Number	Noun		-ous	Adj. Marker
554	Forgiver	Noun	Forgive	Verb		-er	Noun Marker
555	Alight	Adj.	Light	Noun	a-		Adj. Marker
556	Nationalistic	Adj.	Nation	Noun		-tic	Adj. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
557	Listener	Noun	Listen	Verb		-er	Noun Marker
558	Religious	Adj.	Religi	Noun		-ous	Adj. Marker
559	Bashfully	Adv.	Bash	Noun		-ful -ly	Adv. Marker
560	Merely	Adv.	Mere	Adj.		-ly	Adv. Marker
561	Nonreligious	Adj.	Religi	Noun	non-	-ous	Adj. Marker
562	Graduation	Noun	Graduate	Verb		-tion	Noun Marker
563	Traditional	Adj.	tradition	Noun		-al	Adj. Marker
564	Colorful	Adj.	Color	Noun		-ful	Adj. Marker
565	Immediately	Adv.	Immediate	Adj.		-ly	Adv. Marker
566	Atypically	Adv.	Atypical	Adj.		-ly	Adv. Marker
567	Prescription	Noun	Prescript	Verb		-tion	Noun Marker
568	Apprehensive	Adj.	Apprehend	Verb		-ive	Adj. Marker
569	Payment	Noun	Pay	Verb		-ment	Noun Marker
570	Cautiously	Adv.	Caution	Noun		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
571	Consequently	Adv.	Consequent	Adj.		-ly	Adv. Marker
572	Leader	Noun	Lead	Verb		-er	Noun Marker
573	Preacher	Noun	Preach	Verb		-er	Noun Marker
574	Increasingly	Adv.	Increase	Verb		-ly	Adv. Marker
575	Critical	Adj.	Critic	Noun		-al	Adj. Marker
576	Sorrowfully	Adv.	Sorrow	Adj.		-ly	Adv. Marker
577	Goodness	Noun	Good	Adj.		-ness	Noun Marker
578	Manager	Noun	Manage	Verb		-er	Noun Marker
579	Possibly	Adv.	Possible	Adj.		-ly	Adv. Marker
580	Piteously	Adv.	Pity	Adj.		-ly	Adv. Marker
581	Enroll	Verb	Roll	Noun	en-		Verb Marker
582	Honorable	Adj.	Honor	Noun		-able	Adj. Marker
583	Infrequently	Adv.	Frequent	Adj.		-ly	Adv. Marker
584	Discussion	Noun	Discuss	Verb		-ion	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
585	Clearly	Adv.	Clear	Adj.		-ly	Adv. Marker
586	Shiny	Adj.	Shine	Verb		-y	Adj. Marker
587	Quickly	Adv.	Quick	Adj.		-ly	Adv. Marker
588	Shortly	Adv.	Short	Adj.		-ly	Adv. Marker
589	Defender	Noun	Defend	Verb		-er	Noun Marker
590	Frustration	Noun	Frustrate	Verb		-tion	Noun Marker
591	Immeasurable	Adj.	Measure	Verb	im-	-able	Adj. Marker
592	Greatly	Adv.	Great	Adj.		-ly	Adv. Marker
593	Independence	Noun	Depend	Verb	in-	-ence	Noun Marker
594	Divider	Noun	Divide	Verb		-er	Noun Marker
595	Wooden	Adj.	Wood	Noun		-en	Adj. Marker
596	Currently	Adv.	Current	Adj.		-ly	Adv. Marker
597	Suggestion	Noun	Suggest	Verb		-ion	Noun Marker
598	Difference	Noun	Differ	Verb		-ence	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
599	Heartedly	Adv.	Heart	Noun		-ly	Adv. Marker
600	Silence	Noun	Silent	Adj.		-ence	Noun Marker
601	Rarely	Adv.	Rare	Adj.		-ly	Adv. Marker
602	Happinees	Noun	Happy	Adj.		-ness	Noun Marker
603	Agreement	Noun	Agree	Verb		-ment	Noun Marker
604	Completely	Adv.	Complete	Verb		-ly	Adv. Marker
605	Information	Noun	Inform	Verb		-tion	Noun Marker
606	Enrollment	Noun	Roll	Verb	en-	-ment	Noun Marker
607	Forgiveness	Noun	Forgive	Verb		-ness	Noun Marker
608	Freshly	Adv.	Fresh	Adj.		-ly	Adv. Marker
609	Lovely	Adv.	Love	Verb		-ly	Adv. Marker
610	Impolitely	Adv.	Polite	Adj.		-ous	Adv. Marker
611	Mighty	Adj.	Might	Noun		-y	Adj. Marker
612	Counter	Noun	Count	Verb		-er	Noun Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
613	Frigthen	Verb	Fright	Noun		-en	Verb Marker
614	Lavishly	Adv.	Lavish	Adj.		-ly	Adv. Marker
615	Manly	Adv.	Man	Noun		-ly	Adv. Marker
616	Actually	Adv.	Actual	Adj.		-ly	Adv. Marker
617	Encircle	Verb	Circle	Noun	en-		Verb Marker
618	Compartment	Noun	Compare	Verb		-ment	Noun Marker
619	Temporarily	Adv.	Temporal	Adj.		-ly	Adv. Marker
620	Strangely	Adv.	Strange	Adj.		-ly	Adv. Marker
621	Doctoral	Adj.	Doctor	Noun		-al	Adj. Marker
622	Hesitation	Noun	Hesitate	Adj.		-tion	Noun Marker
623	Depiction	Noun	Depict	Verb		-ion	Noun Marker
624	Argument	Noun	Argue	Verb		-ment	Noun Marker
625	Confidently	Adv.	Confident	Adj.		-ly	Adv. Marker
626	Slowly	Adv.	Slow	Adj.		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
627	Surely	Adv.	Sure	Adj.		-ly	Adv. Marker
628	Accumulation	Noun	Accumulate	Verb		-tion	Noun Marker
629	Strongly	Adv.	Strong	Adj.		-ly	Adv. Marker
630	Dedication	Noun	Dedicate	Verb		-tion	Noun Marker
631	Instantly	Adv.	Instant	Adj.		-ly	Adv. Marker
632	Clamorous	Adj.	Clamour	Noun		-ous	Adj. Marker
633	Laughter	Noun	Laugh	Verb		-er	Noun Marker
634	Sickness	Noun	Sick	Adj.		-ness	Noun Marker
635	Successfully	Adv.	Success	Noun		-fully	Adv. Marker
636	Encourage	Verb	Courage	Noun	en-		Verb Marker
637	Hopefully	Adv.	Hope	Noun		-fully	Adv. Marker
638	Education	Noun	Educate	Verb		-tion	Noun Marker
639	Deeply	Adv.	Deep	Adj.		-ly	Adv. Marker
640	Fatherly	Adv.	Father	Noun		-ly	Adv. Marker

Table 4 Continued

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
641	Sheepishly	Adv.	Sheep	Noun		-ly	Adv. Marker
642	Destination	Noun	Destinate	Verb		-tion	Noun Marker
643	Employee	Noun	Employ	Verb		-ee	Noun Marker
644	Transportation	Noun	Transport	Verb		-tion	Noun Marker
645	Fiercly	Adv.	Fierce	Adj.		-ly	Adv. Marker
646	Suddenly	Adv.	Sudden	Adj.		-ly	Adv. Marker
647	Darkness	Noun	Dark	Adj.		-ness	Noun Marker
648	Exception	Noun	Except	Verb		-ion	Noun Marker
649	Fortunately	Adv.	Fortune	Noun		-ly	Adv. Marker
650	Bushy	Adj.	Bush	Noun		-y	Adj. Marker
651	Salty	Adj.	Salt	Noun		-y	Adj. Marker
652	Truly	Adj.	True	Adj.		-ly	Adj. Marker
653	Noticeable	Adj.	Notice	Noun		-able	Adj. Marker
654	Speaker	Noun	Speak	Verb		-er	Noun Marker

655	Nonstop	Adj.	Stop	Verb	non-		Adj. Marker
656	Observation	Noun	Observe	Verb		-tion	Noun Marker

As the objective of the research which is going to find out the derivational affixes and the bases or roots of the words in The Land of Five Towers Novel by A. Fuadi, the table above is showing how to find out the derivational affixes and the roots. It can be seen that the words in The Land of Five Towers Novel by A. Fuadi are analyzed by separating the derivational affixes and the roots, so it was clearly obtained derivational affixes and the roots of the words.

From the table above, analyzing the structure of words, there are derivational affixes that can be found in The Land of Five Towers Novel by A. Fuadi. It will be shown in the table below.

Table 4.1 The Number Derivational Affixes

No	Derivational Affixes		The Number of Derivational Affixes
	Prefix	**Suffix**	
1.	in-		5
2.	en-		9
3.	un-		11
4.	a-		2
5.	non-		3
6.	re-		2
7.	im-		2
8.		-ly	249
9.		-able	18
10.		-er	52

Table 4.1 Continued

11.		-al	53
12.		-ous	28
13.		-ate	2
14.		-cy	3
15.		-y	34
16.		-ee	1
17.		-tion	73
18.		-ion	14
19.		-ize	6
20.		-ship	3
21.		-ment	26
22.		-ism	3
23.		-en	9
24.		-ful	27
25.		-age	2
26.		-tic	16
27.		-ish	2
28.		-ary	8
29.		-cent	2
30.		-ive	13
31.		-ance	7
32.		-less	5
33.		-ence	9
34.		-ity	22
35.		-ant	2
36.		-or	11
37.		-ness	19
38.		-ure	3
39.		-fy	3

From the table above, it show that there are *en-* (9), *in-* (5), *un-* (11), *a-* (2), *-non-* (3), *re-* (2), *im-* (2) as prefixes, while the suffixes are *–ly* (249), *-able* (18), *-er* (52), *-al* (53), *-ous* (28), *-ate* (2), *-cy* (3), *-y* (34), *-ee* (1), *–tion* (73), *-ion* (14), *-ize* (6), *-ship* (3), *-ment* (26), *-ism* (3), *-en* (9), *-ful* (27), *-age* (2), *-tic* (16), *-ish* (2), *-ary* (8), *-cent* (2), *-ive* (13), *-ance* (7), *-less* (5), *-ence* (9), *-ity* (22), *-ant* (2), *-or* (11), *-ness* (19), *-ure* (3), *-fy* (3) and many derivational affixes found in The Land of five Towers Novel by A. Fuadi. It shows that suffix *–ly* as derivational affixes which is the most frequently present.

From the table above, the writer also can obtain the root of the words in The Land of Five Towers Novel by A. Fuadi, they are 199 (adjective), 188 (noun), 266 (verb). It shows that the part of speech classification of the bases or roots in The Land of Five Towers Novel by A. Fuadi is mostly presented in verb.

After analyzing the derivational affixes, the writer finds that derivational affixes also have the function such as verb maker, noun maker, adjective maker and adverb maker found in The Land of Five Towers Novel by A. Fuadi. It is shown in the table below.

Table 4.2 The Number of The Function of Derivational Affixes

No.	The Function of Derivational Affixes	The Number of The Function of Derivational Affixes
1.	Verb Maker	18
2.	Noun Maker	229
3.	Adjective Maker	208
4.	Adverb Maker	249

From the table above, it shows that there are verb maker (18); noun maker (229); adjective maker (208); and adverb maker (249) as the function of derivational affixes found in The Land of Five Towers Novel by A. Fuadi. It shows that adverb maker which is most frequently present.

CHAPTER V

DISCUSSION

In this chapter, the writer will discuss the finding of the research in The Land of Five Towers Novel by A. Fuadi.

The Derivational Affixes in The Land of Five Towers Novel by A. Fuadi

From data finding of the research, there are derivational affixes and roots that can be found in The Land of Five Towers Novel by A. Fuadi. Here is the word of changing the part of speech that found in The Land of Five Towers Novel by A. Fuadi:

1. Adverb

   An Adverb is normally made by adding the suffix –*ly* to the adjective.

   For example: quick   (adjective)

   　　　　　　 quickly (adverb)

2. Adjective

   An adjective can be made by adding –*ful* to the noun or by adding –*ive, -ing, -ed, -able, -less* to the verb.

   For example: hope   (noun) -hopeful   (adjective)

   　　　　　　　　act   (verb) -active   (adjective)

   　　　　　　　　agree   (verb) -agreeable   (adjective)

   　　　　　　　　dance   (verb) -dancing   (adjective)

   　　　　　　　　exhaust   (verb) -exhausted   (adjective)

3. Verb

A verb can be made by adding –fy to the noun or by adding –en to the adjective or by adding en- to the noun.

For example: beauty (noun)   -beautify (verb)

              wide   (adjective) -widen   (verb)

              danger (noun)   -endanger (verb)

4. Noun

A noun can be made by adding –ist or –ism to the noun or by adding –ion, -ment, -er to the verb or by adding adding –ness, -ity to the adjective.

For example: tour   (noun)   -tourism   (noun)

              decide (verb)   -decision   (noun)

              state   (verb)   -statement   (noun)

              play   (verb)   -player   (noun)

              happy (adjective)   -happiness   (noun)

              able   (adjective)   -ability   (noun)

Based on the analysis in the previous chapter, the writer found the function on her note in the table 4 Derivational Affixes. The descripton of those findings will be clearly described as follwos:

1. Verb maker is used when the part of speech in root changes the part of speech in word to be verb.

The affixes that make a verb in this research are en-, un-, as prefix and –en, -ate, as suffix.

Example: Rich (adjective) ⟶ Enrich (verb)

(Here, suffix *–en* has the function as verb maker because it changes the part of speech adjective to be verb).

2. Noun maker is used when the part of speech in root changes the part of speech in word formation to be noun.

The affixes that make a noun in this research are pre- as prefix and *–tion, -ity, -er,* -ment, *-ance, -ion, -y, -cy, -ship, -or, -ness, -ure* as suffix.

Example: Communicate (verb) ⟶ Communication (noun)

(Here, suffix *–tion* has the function as noun maker because it change the part of speech verb to be noun).

3. Adjective maker is used when the part of speech in root changes the part of speech in word to be adjective.

The affixes that make an adjective in this research are *–ical, -ive, -ful, -ous, -al, -able, -ary, -ish* as suffix.

Example: Prospect (noun) ⟶ Prospective (adjective)

(Here, suffix *–ive* has the function as adjective maker because it changes the part of speech noun to be adjective).

4. Adverb maker is used when the part of speech in root changes the part of speech in word to be adverb.

The affix that makes an adverb in this research is *–ly* as suffix.

Example: Slow (adjective) ⟶ Slowly (adverb)

(Here, suffix *–ly* has the function as adverb maker because it changes the part of speech adjective to be adverb).

Based on finding of the research, we know that suffix –*ly* is mostly used in a words as an adverb marker. Here, an adverb marker gives those sentences clearer explanation about the expression of the actor or the condition that happened in The Land of Five Towers Novel by A. Fuadi. It means that the author wants to make a clarity for the readers. It will be clearly explained as follows:

- Amak continued <u>cautiously</u>, "Let your Amak say something first. Try to listen."

The word <u>cautiously</u> explains about the carefulness of Amak when she continues her word.

- Public high school –the dream world I had built up in my head for so long <u>slowly</u> rattled, and then collapsed into dust in the blink of an eye.

The word <u>slowly</u> explains about the condition of Alif's dream which collapses little by little.

- While looking up in my direction and lifting his lense a bit, Father answered <u>shortly</u>, "Enough, do what Amak says, that's what's the best."

The word <u>shortly</u> explains about the explicitness of Father's answer that he reveal quickly.

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter the writer discusses about conclusion and suggestion of this study entitled *An Analysis of Derivational Affixes in The Land of Five Towers Novel by A. Fuadi.* The conclusion is drawn from the finding and discussion that had been analyzed by the writer. This chapter also included suggestion related to the study.

6.1 Conclusion

Based on the findings of the research elaborated in chapter IV, the writer can conclude several conclusions.

Derivational affixes in The Land of Five Towers Novel by A. Fuadi are *en-* (9), *in-* (5), *un-* (11), *a-* (2), *non-* (3), *re-* (2), *im-* (2) as prefix, while suffix are *–ly* (249), *-able* (18), *-er* (52), *-al* (53), *-ous* (28), *-ate* (2), *-cy* (3), *-y* (34), *-ee* (1), *–tion* (73), *-ion* (14), *-ize* (6), *-ship* (3), *-ment* (26), *-ism* (3), *-ist* (1), *-en* (9), *-ful* (27), *-age* (2), *-tic* (16), *-ish* (2), *-ary* (8), *-cent* (2), *-ive* (13), *-ance* (7), *-less* (5), *-ence* (9), *-ity* (22), *-ant* (2), *-or* (11), *-ness* (19), *-ure* (3), *-fy* (3) and many others. It shows that have the most frequently present are suffix *–ly* as an adverb marker in The Land of Five Towers Novel by A. Fuadi which have a meaning that the author wants to make a clarity for the readers about the expression of the actor or the condition that happened in his novel.

The function of derivational affixes in In The Land of Five Towers Novel by A. Fuadi is noun maker (229), verb maker (18), adjective maker (208), adverb

maker (249). In The Land of Five Towers Novel by A. Fuadi, the bases or roots of words that had been classified into the part of speech are 199 (adjective), 188 (noun), 266 (verb).

6.2 Suggestion

From the conclusion above, the writer recommends some suggestions. The following suggestions are:

1. For the students

   The writer suggests that the students should learn derivational affixes because from this affixes can change the part of speech and also create a new meaning that can improve their vocabulary.

2. For the teachers or lecturers

   The writer suggests the teachers or lecturers to apply the derivational affixes by separating the roots and the affixes clearly to the students in mastering vocabulary. This research can be used as their reference to teach vocabulary.

3. For further researchers

   The researcher suggests the other researchers to develop this research with different data source and better technique.

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AN ANALYSIS OF DERIVATIONAL AFFIXES IN *THE LAND*

***OF FIVE TOWERS* NOVEL BY A. FUADI**

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan
permohonan ujian terakhir.

Kudus, February 6th

2014

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State that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement

Kudus, February 2014

The writer

Maharani Sri Aryati

CURRICULUM VITAE

My name is Maharani Sri Aryati, I was born on November 10th in Kudus. I am the first daugther of my parents. My father is Mr. Sabari and my mother is Mrs. Sri Kasih. I have only one sister named Rina Dwi Astuti. I live in Bakalan Krapyak Rt. 04 Rw. 04, Kaliwungu Kudus. I like playing basketball and travelling so much.

I graduated from SDN 2 Gribig in 2003. Then I continued my study in SMP 2 Kudus and SMA 1 Bae Kudus. I called the "walk dictionary" in my class because I like English very much. In high school, I joined in Taruna Dharma Kudus; the official basketball club from Kudus located in Kodim Kudus that representing Kudus in the turnament of basketball in other region. I finished my study in SMA 1 Bae Kudus in 2009. After that, I decided to join in English Education Department of Muria Kudus University.

AN ANALYSIS OF USING DERIVATIONAL AFFIXES IN THE SPEECH TEXT BY COMMISSIONER KYRIAKIDES AT PRESS CONFERENCE ON COVID 19

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:
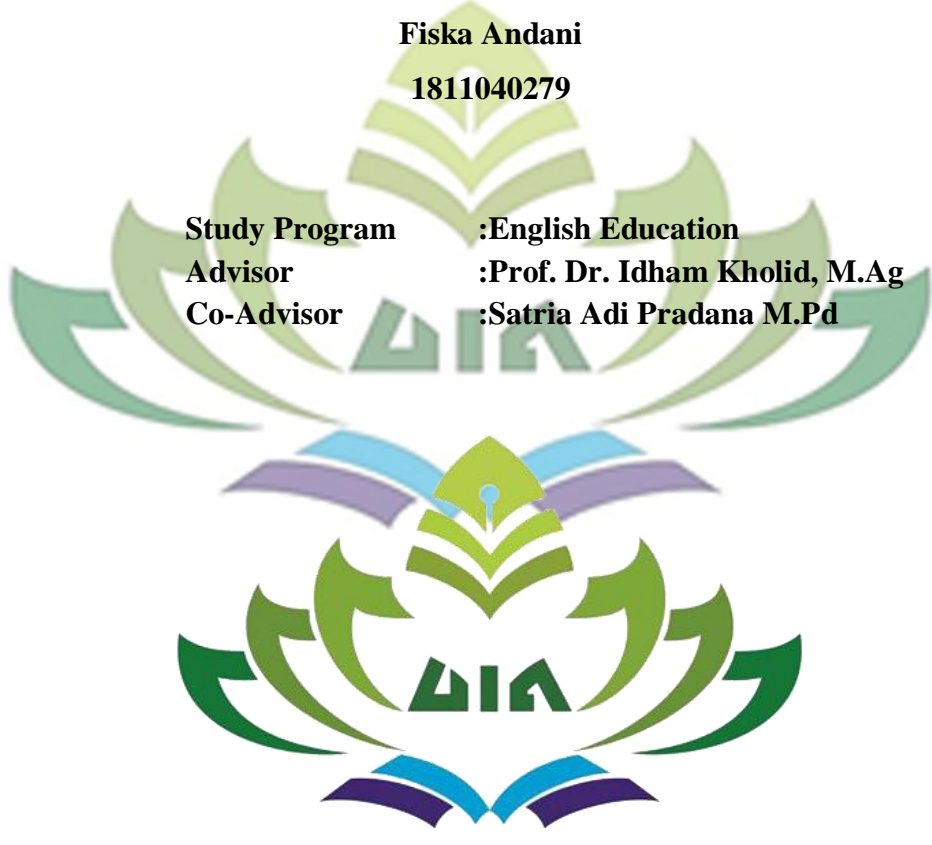
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ABSTRACT

This study mainly described the morphology roles in the speech text by Commssioner Kyriakides at press conference on Covid 19. The objectives of the study were (1) To know how many kinds of derivational process found in the speech text delivered by Commssioner Kyriakides at press conference on Covid 19. (2) To know the functions of the derivational affixes found in the speech text delivered by Commssioner Kyriakides at press conference on Covid 19. The object of this research was the speech text delivered by Commssioner Kyriakides in charge of health and food safety at press conference on Covid 19 on February 26th, 2020, in Rome, Italy and its transcription.

This research used qualitative approach because it was focused on analysing the use of derivational affixes of the written material in context. Materials included textbooks, newspapers, magazines, papers, manuscript, articles and etc. The material of this research was the speech text delivered by Commissioner Kyriakides at press conference on Covid 19. In this research, the design was descriptive qualitative method which is a method of research that attempt to describe and interpret the objects in accordance with reality.

 The findings of this research were following: The prefix data appeared in different form of prefix such as (ex-), (dis-), (in-), (un-), (mis-), (dis-). While The suffix data appeared in different form of prefix such as (-ion), (-al), (-ation), (-y), (-ness), (-ty), (-ance), (-cy), (-an), (-ment), (-ive), (-ic), (-ant). In this research, there were three derivational processes found, they were noun formation, adjective formation and adverb formation. By analyzing the use of derivational affixes found in the speech text by commissioner Kyriakides we could find the new words and absolutely would enriched our vocabularies. It is because from just one word it could gain many words with different part of speech.

Keywords: *Morphology, Affixes, Derivational*

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APPROVAL

Title : AN ANALYSIS OF USING DERIVATIONAL AFFIXES IN THE SPEECH TEXT BY COMMISSIONER KYRIAKIDES AT PRESS CONFERENCE ON COVID 19

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ADMISSION

A thesis entitled: "AN ANALYSIS OF USING DERIVATIONAL AFFIXES IN THE SPEECH TEXT BY COMMISSIONER KYRIAKIDES AT PRESS CONFERENCE ON COVID 19", by: FISKA ANDANI, NPM: 1811040279, Study Program: English Education, was tested and defended in the examination session held on: Thursday, March 31st 2022.

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MOTTO

فَإِذَا بَلَغْنَ أَجَلَهُنَّ فَأَمْسِكُوهُنَّ بِمَعْرُوفٍ أَوْ فَارِقُوهُنَّ بِمَعْرُوفٍ وَأَشْهِدُواْ ذَوَىْ عَدْلٍ مِّنكُمْ

وَأَقِيمُواْ ٱلشَّهَـٰدَةَ لِلَّهِ ذَٰلِكُمْ يُوعَظُ بِهِۦ مَن كَانَ يُؤْمِنُ بِٱللَّهِ وَٱلْيَوْمِ ٱلْأَخِرِ وَمَن يَتَّقِ ٱللَّهَ

يَجْعَل لَّهُۥ مَخْرَجًا ۞ وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَن يَتَوَكَّلْ عَلَى ٱللَّهِ فَهُوَ حَسْبُهُۥٓ إِنَّ

ٱللَّهَ بَـٰلِغُ أَمْرِهِۦ قَدْ جَعَلَ ٱللَّهُ لِكُلِّ شَىْءٍ قَدْرًا ۞

"Whoever fears Allah, He will certainly provide for him a way out. And provide him with sustenance from a direction that he did not expect. And whoever puts his trust in Allah, Allah will certainly suffice (his needs). Verily Allah carries out His (willed) affairs. Allah has made provisions for everything." (Q.S At-Thalaq: 2-3)[1]

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[1] Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an,* (Beltsville.: Bandung, Amana Publications, 2004), P.558.

DEDICATION

This graduating paper is dedicated to:

1. I thank Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.

2. My parents, Bak and Emak. Mr. Herianda and Ms. Maslaini for showing faith in me and giving me liberty to choose what i desired. I salute you all for the selfless love, care pain and sacrifice you did to shape my live. I would never be able to pay back the love and affection showered by my parents.

3. Also i expess my thanks to my little sister Feni Merta Andani and little brother Anas Izzul Hadif for their selfless love, support and valuable prayers. I consider myself the luckiest in the world to have such a lovely and caring family standing beside me with their love and unconditional support.

4. I also thank to my Academic Advisor, Prof. Dr. Idham Kholid, M.Ag who has educated, supported, directed and given the researcher advices, suggestions and recomendations for this thesis from beginning until the end so that I can complete my thesis.

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6. I owe thank to my boy friend Muhammad Husen, S.H for his support. He helped me to keep things in perspective. I greatly value his contribution and deeply appreciate his belief in me.

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8. Also i expess my thanks to D class of English Education for their support.

9. And special thanks to my alma mater Islamic State University of Raden Intan Lampung which is a university of pride for everyone.

CURRICULUM VITAE

Fiska Andani was born in Kagungan on July 5th 1999. Fiska is the first daughter of Mr. Herianda and Ms. Maslaini. She has one little sister, named Feni Merta Andani and one little brother, named Anas Izzul Hadif. In academic background, Fiska accomplished her formal education at SDN 1 Kagungan in 2005 and she graduated in 2011. In the same year, she continued her study in SMPN 1 Kotaaagung and finished in 2014. After graduating from junior high school, she continued her studies at the Al-Muhsin Islamic boarding school for eight months. Then she continued to SMA Negeri 1 Kotaagung and graduated in 2018. Then she continued her study at Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program in 2018.

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Bismillahirrahmanirrohim,

Assalamualaikum Warahmatullohi Wabarakatuh

In the name of Allah, The most Gracious and The Most Merciful, The Lord of Universe. Because of Allah, i could finish this graduating paper as one of the requirment for *Sarjana Pendidikan* in English Education Study Program of Tarbiyah and Teacher Training Faculty Islamic State University Raden Intan Lampung.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us form the darkness to the lightness. However, this succes would not be achieved without supports, guidance, advices, helps and encouragements from individual and institution, and researcher somehow realize that an appropriate moment for me to deepest graduate for:

1. Prof. Dr. Moh. Mukri, M.Ag as the Rector of Islamic State University Raden Intan Lampung
2. Prof. Dr. Hj. Nirva Diana, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of Islamic State University Raden Intan Lampung.
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8. All of my friends who i could write one by one

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung, 28 November 2021
The Writer

Fiska Andani
1811040279

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF APPENDICES

Page

CHAPTER I
INTRODUCTION

A. Tittle Affirmation

In order to reinforce the subject matter of this research, it is necessary to explain the terms in the following title, namely "An Analysis of Using Derivational Affixes in the Speech Text by Commissioner Kyriakides at Press Conference on Covid 19". By the explanation in the title, it is hoped that it can eliminate reader's misunderstanding in understanding the next study material. The terms that need explanation are as follows:

1. Analysis

Analysis is an activity that includes the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance.[2]

2. Derivational Affixes

Derivational affixes are the affixes that change the class of root or base.[3] Derivation forms complex lexemes, which may or may not be stored in the speaker's mental lexicon.[4] In this research, the focus of research is on the using of derivational affixes. The function of certain derivational affixes is to create new base forms (newstems) that other derivational or inflectional affixes can attach too. For the additional the basic function of derivational processes is to enable the language user to make new lexemes.[5]

3. Speech

Speech is the verbal production of language, whereas language is the conceptual processing of communication.[6] Humans express thoughts, feelings, and ideas *orally* to one another through a series of complex movements that alter and mold the basic tone created by voice into specific, decodable sounds. In this research, the speech text that delivered by the commissioner Kyriakides in charge of health and food safety, at press conference on covid 19 in Rome, Italy.

B. Background of the Problem

Language is the most important in human life.[7] For communicate, people use language as the symbol system. We can understand that language is a system of sounds and words to communicate in speech and writing that is used by people of a particular country or area. Language is a tool of communication one to another. We can use language with

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[2] Makinuddin. *Analisis Sosial Bersaksi dalam Advokasi Irigasi.* (akatiga.: Bandung, 2006), p. 40.

[3] Rachmadie, S. *Buku Materi Pokok Vocabulary.* (Karunika Jakarta Universitas Terbuka.: Jakarta, 1986), p. 23.

[4] Mark Aronof, Kristen Fudeman. *What is Morphology? Second edition.* (A John Wiley & Sons Blackwell Publishing Ltd.: Le,2011), p. 132.

[5] Geert Booij. *The Grammar of Words.* (Oxford University Press Inc.: New York, 2007), p. 51.

[6] Maura. "Speech and Language Delay in Children", Virginia, University of Virginia School of Medicine, 2011), p. 1183.

[7] Geubrina, "An Analysis on Derivational Process of English Noun in Newsweek's Articles", Medan, Universitas Harapan Medan, 2018), p. 76.

science, business, entertainment, economy, politics, bilateral or multilateral agreement. And also the important role of language for people is as a medium to express feelings, thoughts, needs and requirements as an individual creature or society. The scientific study of language is called linguistic.

Linguistic is the systematic study of the structure and evolution of human language and it is applicable to every aspect of human endeavor. The discipline of linguistic focuses on theories of language structure, variation and use, the description and documentation of contemporary languages and the implications of theories of language for an understanding of the mind and brain, human culture, social behavior, and language learning and teaching. Therefore, it is essentially that language must be mastered and its elements such as vocabulary. If we have a lot of vocabulary, it is easier for us to learn and understand the meaning of the new word.

One of the components of language is vocabulary, there is no language exist word.[8] Vocabulary has a central position in language learning. When we talk about vocabulary, we also talk about word and sentence. A good sentence should consider about sentence structures which has at least a subject and a main verb to point out a complete thought. [9]The subject and verb should have relationship toward the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought. It means that use appropriate word take an important role in making a good sentence. All word in English can be classified based on morphology.

A generative system that defines grammatical word structures is morphology.[10] Such a generative system does not directly link word formation to storage, although it does determine what new complex word can be added to lexicon. The word morphology refers to a sub discipline of linguistics but it may refers to the part of the grammar of a language that contains the rules inflection and word-formation.[11] In some conditions, the words may change the function in a sentence such as adjective to noun, noun to adjective, adjective to verb and so on. This change process in morphology is called derivational. Derivational can be said that the process of forming a new word on the base of an existing word.[12]

In morphology we will study about morpheme. Morpheme which is study in morphology has several meaning. Morpheme is the smallest units of meaning.[13] A morpheme cannot be decomposed into smaller units which are either meaningful by themselves or mark a grammatical function like singular or plural number in the noun. The analysis words into morphemes begins with the isolation of morph. A morph is a physical form representing some morpheme in a language. It is a recurrent distinctive sound or sequence of sounds.

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[8] Napa, P.A. *Vocabulary Development Skill* (Kansiskus.: Yogyakarta, 1991), p. 6.

[9] Iwan Kurniawan, Nunun Indrasari and Satria Adi Pradana, *"A Survey of English Students Vocabulary Learning Strategies (VLS)",* Jurnal Tadris Bahasa Inggris. Vol.13 No.2, 2020, p.1.

[10] Peter Ackema, Ad Neeleman. *Beyond Morphology* (Oxford University Press Inc.: New York, 2004), p. 3.

[11] Geert Booij. *The Grammar of Words.* (Oxford University Press Inc.: New York, 2007), p. 23.

[12] Mitra, Nilova Agam. Article: *"An analysis of Using Derivational Suffixes in Noun and Adjective in Sentence at Second Year Students of STKIP PGRI West Sumatra"*, (West Sumatra: STKIP PGRI), p. 2.

[13] Katamba, F. *Morphology.* (The Macmillan Limited LTD.: Great Britaian, 1993), p. 19.

The several types of morpheme are free morpheme and bound morpheme. In self-explanatory fashion, morphemes that can stand on their own are called free and ones that cannot are bound.[14] Free morpheme is a morpheme is the smallest word or core unit of a word that can stand alone to produce meaning in lexical for example part of speech such as nouns, adjective, verbs, adverbs, pronouns, prepositions, conjunctions and interjections. While, bound morpheme is the smallest unit of words that cannot stand alone as a complete word that does not produce a lexical meaning such as affixations.

An affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.[15] The affixations that put together with root will form new word and changing the meaning of the word. Moreover, bound morpheme must be followed by the root or free morpheme to generate lexical meaning of the word. There are two kinds of affixes. They are derivational affixes and inflectional affixes.

The affixes that change the class of root or base are derivational affixes. Derivation forms complex lexemes, which may or may not be stored in the speaker's mental lexicon.[16] Some affixes also change the grammatical category. For examples *singer* is constructed by two morphemes, they are sing (base morpheme) and er (bound morpheme). While inflectional affixes are some affixes when attach the root or base do not change the part of speech and do not create a new word.[17]

Derivational affixes can not only be found in short stories, novels, poetry or the like but can also be found in speech texts which the message conveyed by the orator. Speech text is a one-way form of communication in the form of expressing the speaker's thoughts and ideas about something to many people. Speech can be used as a tool to construct reality, self image, public opinion, new meaning of certain experiences.[18] This research uses speech text by commissioner Stella Kyriakides. Stella Kyriakides is a Cypriot psychologist and politician of the conservative Democratic Rally party who has been serving as European Commissioner for Health and Food Safety since 2019.

She served as the first Cypriot national and third woman President of the Parliamentary Assembly of the Council of Europe. Born in Nicosia, Kyriakides got a degree in psychology at the University of Reading and a master's degree in child maladjustment at Manchester. This Speech delivered by her in Charge of Health and Food Safety, at a press conference on COVID-19, Rome, February 26th 2020. This speech text consists of 2 pages. This speech as the world continues to grapple with an unprecedented health crisis, which is taking a heavy toll on the economy and society. The European Green Deal is at the centre of our efforts to emerge from this current crisis and to build back better with a green and

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[14] Andrew, Carstairs-McCarthy. *An Introduction to English Morphology: Words and Their Structure.* (Edinburgh University Press Ltd.: 22 George Square, 2002), p. 18.

[15] Katamba, F. *Morphology.* (The Macmillan Limited LTD.: Great Britaian, 1993), p. 44

[16] Mark Aronof, Kristen Fudeman. *What is Morphology? Second edition.* (A John Wiley & Sons Blackwell Publishing Ltd.: Le,2011), p. 132.

[17] Rachmadie, S. *Buku Materi Pokok Vocabulary.* (Karunika Jakarta Universitas Terbuka.: Jakarta, 1986), p. 31.

[18] Jatu Kusumawati, Anggara. *"A Discourse Analysis of SBY'S Intrntaional Spech Text: A Study on Critical Linguistic",* Journal of English and Education. Vol.5 No.1, 2011, p.1.

sustainable recovery. EU Farm to Fork Strategy and efforts to establish a sustainable EU food system are essential in this. And EU targets to reduce food waste will be important to deliver on the Strategy's ambition.

This research will be focused on analyzing function of derivational affixes in the speech text by commissioner kyriakides in her converences about charge of health and food safety. Because one of the special things about the text of this speech is the topic about the charge of health and food safety, as we know now that we are in the middle of the covid 19 pandemic, so this topic is good to increase our knowledge so that we can be more advanced and avoid covid 19.

Based on the background above, i will do the research to analyze the using of derivational affixes. In this research that will be analyzed is the speech text by commissioner Kyriakides in charge of health and food safety at press conference on covid 19 in Rome Italy. Therefore, by analyzing the use of derivational affixes found in the speech text by commissioner Kyriakides in charge of health and food safety at press conference on covid 19 in Rome Italy, we can find the new words and absolutely will enrich our vocabularies. It is because from just one word it can gain many words with different part of speech.

C. Identification and Limitation of the Problem

The research problems that the resercher proposes can be identified as follows:
1. There are many of Derivational affixes and knowledge of health and food safety.
2. In some conditions, the words may change the function in a sentence such as adjective to noun, noun to adjective, adjective to verb and so on.
3. Many of new words that we can find out absolutely will enrich our vocabularies.

Based on background of study above, this research focuses in the use of derivational affixes and what are the kinds and functions of derivational affixes in the speech text by commissioner Kyriakides in Charge of Health and Food Safety at Press Conference on Covid 19, February 26th 2020 in Rome Italy. This speech consists of 2 pages transcript speech.

D. Focus and Sub Focus of the Research

1. Focus

Based on the background of the problem above, this research focus is on the using of derivational affixes in the speech text by commissioner Kyriaides in charge of health and food safety, at press conference on covid 19, in Rome, Italy. The function of derivational affixes that will be focus of tis research is noun formation, adjective formation, adverb formation and verb formation.

2. Sub-Focus

The Sub-Focus of this research is on the kinds of derivational affixes in the speech text by commissioner Kyriaides in charge of health and food safety, at press conference on covid 19, in Rome, Italy. The kind of derivational affixes that will be the sub focus of this research is prefixes, suffixes and infixes.

E. Formulation of the Research
1. What are the kinds of derivational affixes that find out in the speech text by commissioner Kyriakides in Rome Italy?
2. What are the functions of those derivational affixes process found in the speech text by commissioner Kyriakides in Rome Italy?

F. Object of the Research
1. To describe the kinds of derivational affixes that find out in the speech text by commissioner Kyriakides in Rome Italy.
2. To classify and explain the functions of those derivational affixes process found in the speech text by commissioner Kyriakides in Rome Italy.

G. Significance of the Research

   1. Theoretical Significance

   This research can give the useful information for the reader. In this study we can learn affixes, especially the derivational affixes that change the class of root or base in the part of speech.

   2. Practical Significance

   For the lecturers, this study might become a meaningful contribution in teaching vocabulary because derivational affixes are some morpheme derive or creates new words by either changing the meaning of the part of speech. The reader will be able to develop their vocabulary significantly when they are able to identify derivational affixes. Meanwhile for the students, this study can be used to study both the affixes especially derivational affixes and the students can help to develop their vocabulary.

H. Relevance Studies

   This research is not the first study in linguistics field. There are some people who have written about linguistics analysis. In this study, the previous studies from other studies who have conducted research they are:

   The first study comes from Ayu Wulandari, A Morphological Analysis of Derivational Suffixes in Short Stories. This research aims at describing the form and function of derivational suffixes in the short stories. This research is a descriptive qualitative research. The data are words taken from short stories. The data sources of the study are five short stories, they are Blues in the Night by Jenniver Jenkinson, The Birthday of the Infanta and The Devoted Friend by Oscar Wilde, Staring Me in The Face by Glynis Gertsch, A Horseman in the Sky by Amborse Bierce. The results of the study show that from the whole data 205 are the researcher finds the forms of derivational suffixes. They are verb into noun, adjective into noun, noun into verb, noun into adjective, verb into adjective, noun into adverb, verb into adverb.[19]

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[19] Ayu, Wulandari. "A Morphological Analysis of Derivational Suffixes in Short Stories". (The Research of s1 Degree in English Education Muhammadiyah University of Surakarta, Surakarta, 2014).

The second study entitled A Morphological Analysis of Derivational Affixes (Suffix) -Er and -Or in The Jakarta Globe Newspaper November 1-7, 2012 by Aziz. This study deals with the similarities and differences between the usage of suffix -er and -or in Jakarta Globe Newspaper November 1-7, 2012, describing the characteristic of suffix -er and -or in Jakarta Globe Newspaper November 1-7, 2012. This research paper is conducted by using descriptive qualitative method. The results of the study are firstly, the usage of suffix -er and -or have similarities in the function grammar category. When the word category likes verb and adjective is followed by suffix -er and -or, the grammatical category will change into noun category, and the differences between suffix -er and -or are related to the characteristic of each suffix.[20]

The third study comes from Nur, in her study entitled An Analysis of Derivational Affixes in Commencement Speech by Steve Jobs. The study expects to an investigation of derivational appends in the content of initiation discourse by Steve Jobs. This study utilized the majority of the words that were connected the information of prefix and postfix (suffix). This study discovered 69 postfixes and 9 prefixes.[21]

The fourth study from Sa'adah, The Use of Affixation in English Translation of the Holy Qur'an in Surah AsSajda, this research tried to describe derivational affixes and inflectional affixes contain in the translation of surah as sajda by Abdullah Yousuf Ali. The researcher used descriptive qualitative research to find out the derivational affixes, inflectional affixes and the root from the words in the translation of surah As Sajda by Abdullah Yousuf Ali. The researcher found that a lot of derivational affixes in surah as sajda by Abdullah Yousuf Ali, they are re, un- ,–in, -ion, - ment, -er, -ty, -ance, -ence, -ous, -y, -ed, and inflectional affixes that found in the words of translation of Surah As Sajda by Abdullah Yusuf Ali are –s, -s, -s, -ed, -en, -ed, -ing. [22]

The fifth study comes from Actavine, in her study of A Morphological Analysis of Derivational Affix in Short Story of Happy Prince. In her study she found many derivation affixes in the short story of Happy Prince. In The Happy Prince short story there are affixes used in two types, prefixes and suffixes. There are not infixes found in The Happy Prince short story. The prefix data appear in different form of prefix, such as Un-, Re-, and Em-. While in suffix.[23]

From the previous studies, there are several differences. The other rserchers used other objects for their research such as Holy Quran, short stories and etc. And the other researchers also described about other focus such as derivational suffix, inflectional affixes and etc. While this research focuses on the analysis of dervational affixes function

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[20] Aziz. "A Morphological Analysis of Derivational Affixes (Suffix) -Er and -Or in The Jakarta Globe Newspaper". (The Research of s1 Degree in English Education Muhammadiyah University of Surakarta, Surakarta, 2013).

[21] Nur. "An Analysis of Derivational Affixes in Commencement Speech by Steve Jobs". (The Research of s1 Degree in English Education University of Widyagama Mahakam Samarinda, Samarinda, 2016).

[22] Sa'adah. "The Use of Affixation in English Translation of the Holy Qur'an in Surah AsSajda". (The Research of s1 Degree in English Education IAIN Salatiga, Salatiga, 2015).

[23] Actavine. "Analysis of Derivational Affix in Short Story of Happy Prince". (The Research of s1 Degree in English Education Muhammadiyah University of Surakarta, Surakarta, 2014).

including suffixes, prefixes, even infixes found in the speech transcipt delivered by commissioner Kyriakides on her press conference.

I. Research Method

Research is a result of finding, developing and testing the knowledge corrections using method of research.[24] Its mean that when there is problem about something that has not been clear, research appearance is needed. Methodology is neccessary in order to do research to help find the result of research. Method represents a compulsion to be used in the study and it is way that is used by researcher in the collecting data.

1. Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence ways. The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. Based on this case, there are four keywords that need to be considered, namely the scientific way, data, purposes and uses. This research uses qualitative approach because this research focuses on analysis using derivational affixes of the written material in context. Materials can include textbook, newspapers, magazines, papers, manuscript, articles and etc. The material of this research is speech text that delivered by commissioner Kyriakides at press conference on covid 19.

In this research, the research design is descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. This research uses speech text by commissioner Kyriaides that are being analyzed.

Based on the explanation above, this research is attempted to analyze the using of derivational affixes in the speech text by commissioner Kyriakides by using qualitative approach, since the description of the analysis in the form of research words.

2. Source of Data

Data is the raw materials that needs to be processed to produce the information, both qualitative and quantitative data that shows the fact. Data sources in subject where the data acquired.[25] Data source should original, however, if the original source is difficult to get, photocopy or imitation is not be a problem, as long as the evidence can be acquired. The data can be found by observation, interview, documentation questionnaire and etc. Moreover, to analyze the derivational affixes found in the speech text by commissioner Kyriaides in charge of health and food safety, at press conference on covid 19, in Rome Italy, this research uses the data sources both from primary and secondary data describe as follows:

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[24] Hadi, S. *Metodologi Research.* (Penerbitan Fakultas Psikologi UGM.: Yogyakarta, 1981), p. 4

[25] Arikunto, S. *Prosedur Penelitian Suatu Praktek.* (PT.Asdi Mahasatya.: Jakarta, 2010), p. 172.

a) **Primary**

Primary data source is the result of something found in the field.[26] It is the result of field observation. In this research, the primary data source is taken from the commissioner Kyriakides' speech transcription.

b) **Secondary**

The secondary data source is added data as an elaboration of primary data and as a reference seeing the setting of the problem. The researcher used several references to support the data. The researcher took from several books related to morphology in this case derivational affixes.

3. **Research Object**

The object of this research is Covid-19 issues found in the speech text by commissioner Kyriakides in Charge of Health and Food Safety at Press Conference on Covid 19, February 26th 2020 in Rome, Italy. This research uses this speech because now we are in pandemic Covid-19. Kyriakides is not only the speaker in this speech because he is a commissioner in charge of health and food safety. At this press conference, he delivers her speech to everyone who listen it.

4. **Instrument and Data Collecting Technique**

a. **Instrument**

In qualitative research, the research instrument or tool is the researcher himself.[27] Qualitative researchers as human instruments, function to determine the focus of research, select informants as data sources, collect data, assess data quality, interpret and make conclusions on all of them. However, after the research focus becomes clear, it is possible to develop a simple research instrument which is expected to complement the data.

Based on the explanation above, this research uses documentation as a instrument. The documentation is an action of getting the data about the case or variable as note, transcript, book, magazine, etc.[28] To obtain the data, the researcher uses the transcript of commissioner Kyriakides speech about his press conference in Charge of Health and Food Safety in Rome Italy as the data source and focus on the derivational affixes in sentence of commissioner Kyriakides speech about covid-19.

b. **Data Collecting Technique**

There are many ways to collect the data such as observation, the use of instrument for collecting data and documentation.[29] Data collecting techniques are the most strategic steps in research, because the main purpose of research is to get

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[26] Sugiyono. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D.* (Alfabeta.: Bandung, 2013), p.165.

27 Sugiyono. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D.* (Alfabeta.: Bandung, 2015), p.222.

28Arikunto, S. *ProsedurPenelitianSuatuPraktek.* (PT.AsdiMahasatya.: Jakarta, 2010), p. 321.

29 Azwar, S. *Metode Penelitian.* (Pustaka Pelajar.: Yogyakarta, 2007), p.36

data. This research uses documentation for collecting the data. The documentation is an action of getting the data about the case or variable as note, transcript, book, magazine, etc. To obtain the data, this research uses the transcript of commissioner Kyriakides speech about his press conference in Charge of Health and Food Safety in Rome Italy as the data source and focus on the using of derivational affixes in sentence of commissioner Kyriakides speech about covid-19.

In order to get the qualified data, this research utilizes the step in doing observation. The steps are as follows:

1) Read the commissioner Kyriakides speech transcript at press conference on Covid-19.
2) Analyze the derivational affixes found in the speech text by commissioner Kyriakides.
3) Classified the derivational affixes found in the speech text by commissioner Kyriakides.
4) Classified the data according to the rubric of the types and the function of derivational affixes. The rubric can be seen as follow.

Table 1.1. Data Classification

No	Word	Part of Speech	Roots	Part of Speech	Derivational Affixes		The Function
					Prefix	Suffix	
1.	The word	Kind of part of speech of the word	Roots of the words		Prefix found in the word	Suffix found in the word	The function of derivational affixes they are: a. Verb maker b. Noun maker c. Adjective maker d. Adverb maker

5) Reducting the data by decrease the unappropriate one.
6) Determine the classified data become the data the researcher use to find the result of the research.

5. **Data Analysis**

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that is accumulates to increase our own understanding and enable you to present what you have discovered to others.[30] This research concludes the data analysis is the activity that is heavy enough within formulating easily digest by thinking logically.

In this research, for techniques of data analysis are as follows:

a. Data Collection

Data collection is the result of data collecting technique on observation and documentation. The activity is reading and understanding the speech text that delivered by commissioner Kyriakides at press conference on covid 19.

b. Data Reduction

Data reduction is the process to choose the main data to focus, to focus on the most important data and throw up the unnecessary one. The guideline of the data reduction is the objective of the research. The activity is interpreting it to find the using of derivational affixes in the speech text by commissioner Kyriakides at press conference on covid 19.

c. Data Display

Data display is a process to arrange the result of the data reduction done by simple explaining, draft, and relation inter categories and flowchart. The data display helps the researcher to understand what is happening and to do something further analysis or caution on that understanding. The activity is finding out the types of derivational affixes in the speech text by commissioner Kyriakides at press conference on covid 19.

d. Data Verification/Conclusion

Conclusion that is take did not deviate from the problems of the research. On the whole, to analyze the data the researcher must find and collect the data in the field and then the data is being learned. The activity is making conclusion based on the analyzed data.

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[30] Sugiyono. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D.* (Alfabeta.: Bandung, 2013), p. 224.

CHAPTER II
REVIEW RELATED LITERATURE

A. THEORY

1. WORD

A word is what native speakers think a word is.[31] It is not the same thing in all language, it may not be possible to provide for this sense of word. Nouns, verbs, adjectives and adverbs are the content words. These word denote concepts such as objects, actions, attributes and ideas that we can think about like *children, build, beautiful and seldom*. Content words are sometimes called the open class words because we can and regularly do add new words to these classes, such as *facebook* (noun), *blog* (noun, verb), *frack* (verb), *online* (adjective, adverb) and *blingy* (adjective). Other classes of words do not have clear lexical meanings or obvious concepts associated with them, including conjunctions such as and, *or and but*; prepositions such as *in and of*; the artcles *the* and *a/an* and pronouns such as *it.* These kinds of words are called function words because they specify grammatical relations and have little or no semantic content.

2. MORPHOLOGY

a. Definition of Morphology

The term morphology takes it origin from 'morph' (means form,shape etc) and '*ology*' (means study of something).[32] German linguist August Schleicher named morphology as a sub-discipline of linguistics in 1859 for the first time. It is the study internal structure of words which are the smallest independent units of language. In present-day linguistics, the term 'morphology' refers to the study of the internal structure of words, and of the systematic form-meaning correspondences between words. Morphology deals with the structure of words. For the example we can look at the words*: knowing, knowingly and unknowingly.* The last two words can be subdivided as knowing and *–ly*, and *unknowing* and *–ly.* Here un-, k*nowing,* and *–ly* are called morphemes.

The study of morphemes is called morphology.[33] The structuralists were interested in defining a unit of language that did bear meaning, so they proposed the concept of a morpheme. For the additional, morphology is the study of word formation.[34] Including the ways new words are coined in the languages of the world. And the way forms of words are varied depending on how they are used in a sentence. Knowledge of the systematicity in the relationship between the form and meaning of words. The notions 'systematic' in the definition of morphology given

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[31] Laurier, Bauer. *"English Word Formation"* . (Cambridge University Press.: Cambridge, 1983), p. 9

[32] Dr. George Kolanchery. *"Analytical Components of Morphology in Linguistics"* Global English-Oriented Research Journal. Vol.1 Issue.1, USA 2015. p. 161.

[33] *Ibid.,* p. 162.

[34] Rochelle, Lieber. *Introducing Morphology.* (Cambridge University Press.: Cambridge, 2009), p. 2.

above is important. For instance, we might observe a form difference and a corresponding meaning difference between the English noun *ear* and the verb *hear.* However, this pattern is not systematic: there are no similar word pairs, and we cannot form new English verbs by adding *–h* to a noun.

b. The Function of Morphology

There are two of morphological operation, they are the creation of new words or new lexemes and spelling out the appropriate form of a lexeme in a particular syntactic context.[35] For example the coining of word *bottle factory* from the existing lexemes *bottle* and *factory.* Morphology thus provides means for extending the set of words of a language in a systematic way. The coinage of *bottle factory* is a case of compounding, in which two lexemes are combined into a new one. In the other type of word-formation, derivation, exemplified by the word *swimmer,* use is made of morphological operations on lexemes, whereas in compounding, two or more lexemes are combined into a new word.

2. MORPHEME

a. Definition of Morpheme

The term morpheme is used to refer to the smallest, indivisible units of semantics content or grammatical function which words are made up of.[36] Morpheme cannot be decomposed into smaller units, which are the meaningful by themselves or mark a grammatical function, like singular or plural number in the noun. For additional morpheme is the smallest unit of lanuage that has their own meaning.[37] If we divided up the word *fee* [fi:] (which contain just one morpheme) into say [f] and[i:], it would be impossible to say what each of the sounds [f] and [i:] means by itself since sounds in themselves do not have meaning. Whether a particular sound or string of sound is to be regarded as a manifestations of morpheme depends on the word in which it appears. So while *un* represents a negative morpheme and has a meaning that can roughly be glossed as 'not' in words such as *un-just* and *un-tidy,* it has no claim to morpheme status when it occurs in *uncle* or in *uncle,* since in these letter words it does not have any identifiable grammatical or semantic value because *–cle* and *–der* on their own do not mean anything.

Morphemes can be compared to pieces of lego that can be used again and again as building blocks to form different words. Recurrent parts of words that have the same meaning are isolated and recognised as manifestations or the same morphemes. Thus the negative morpheme *un-* occurs in an indefinitely large of words, besides those listed above. Important to avoid confusing morphemes with syllables. Syllables are groupings of sounds for the purposes of articulation, while

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[35] *Ibid.,* p. 13

[36] Katamba, F. *Morphology.* (The Macmillan Limited LTD.: Great Britaian, 1993), p. 20.

[37] Lieber, R. *Introducing Morphology.* (Cambridge University Press.: USA, 2009), p. 4.

morphemes are the smallest units of meaning or grammatical functions. A few examples are the words *sofa* and *balloon* contain two syllables while *camera* and *hooligan* contain three syllables each. But it all these words have only one morpheme each. The other examples are the word *books* has one syllables but two morphemes. They are the morpheme *book* and the final *–s* which represents the plural morpheme.

Functional morphemes lack phonological content as part of their basic representation.[38] When we divide a word into morphemes, we focus on strings of sound that are meaningful regardless of whether constitute syllables at phonological level. So we can conclude that morpheme is the smallest unit of language that has their own meaning. It can be concluded that morpheme is the linguistic term for the most elemental unit of grammatical form.

b. Types of Morpheme

Morpheme is devided into two types, the first is free morpheme and the second is bound morpheme.[39] Free morpheme is the particular morphemes that can stand alone and must be attached to a base morpheme. Most of the compound words such as *'mailbox'* are created by joining two morphemes together. Here 'mail' and 'box' can be recognized as a word that carries a meaning by itself. The morphemes are known as 'free morphemes' as they can exist as independent words. They exist as words of English and can stand alone. They can be used in sentences without attaching extra morphemes to them.[40]

While bound morpheme is the morpheme that could not stand alone.[41] The type of morpheme which occurs only when attached to another morpheme. Bound morpheme also called be defined if it is used exclusively alongside a free morpheme and they may attach at the beginning, the middle, the end or both at the beginning and end of a word such as /-s/, /-ly/, /im-/, /un-/. it means that they have no independent existence of its own. The bound morphemes which are added to the free morphemes are known as affixes, they include prefixes, suffixes and infixes.[42] This leads to the formation of complex and compound words. 'knowingly' and 'unknowingly' are examples of complex words as they contain one or more bound forms; but 'mailbox' and 'sandstone' are compound words which are made up wholly of smaller words (free morphemes). The way in which morphemes are put together in a complex or a compound word is called a 'Morphological Construction.' We call it a 'stem' to which an affix is added. It can also be the root.

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[38] David, Embick. *The Morpheme: A Theoretical Introduction.* (waller de Gruyter Inc.:Boston, 2015), p.7.

[39] *Op.Cit.,* p. 41.

[40] Dr. George Kolanchery. *"Analytical Components of Morphology in Linguistics"* Global English-Oriented Research Journal. Vol.1 Issue.1, USA 2015. p. 162.

[41] Katamba, F. *Morphology.* (The Macmillan Limited LTD.: Great Britaian, 1993), p. 41.

[42] *Op.Cit.,* p.163.

In a word like *'socialized'* the root is 'social'. It is also stem as the suffix '-ed' is added to it.

Therefore:

Social: root (no affix added)

Social + ize: stem + suffix (affixation takes place)

Socialize + ed: stem + suffix

For the additional, there are a number of different types of morpheme, depending on how they behave in a word.[43] The following table presents the four main categories into which morpheme can be placed.

Table 2.1. Types of Morpheme

	Free	Bound
Root	Free root	Bound root
Non-root	Free non-root	Affix

a. A free root

A free root is root which can occur as a free morpheme, but which can also have other morphemes attached to it. Thus, the English word cat and elephant are morphemes of this particular type. These are morphemes because they can occur by themselves as the sole constituent of a word. They are also roots because they have the potential for other morphemes to be attached to them.

b. A bound root

A bound root is root which cannot occur as a free morpheme, but which is still clearly recognize as the semantic and structural core of the word in which it occurs. Such roots are bound because they are always attached to some other morpheme. For examples the word disgruntled, which clearly contains the initial dis-, and the final morpheme –ed. What is left is the root grunted, but this never occurs on its own.

Just as there are two kinds of root morpheme, there are also two kinds of non- root morpheme.

1) Free non root

Free non root is a morpheme that can stand by itself as the sole constituent of a word, but which can never occur with another bound morpheme attached to it. Free morphemes which fall into this category in English include forms such as the following at, to, if, well, from, and, but, whose.

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[43] Crowley. *The Design of Language An Introduction to Descriptive Linguistiic.* (New Zaeland, 1995), p.4.

2) A bound non root

A bound non root is referred to especially as an affix. Affixes are morphemes that are not free, in that they must always be attached to a root morpheme. Affixes from bound roots in that the typically limit, modify, or in some other way change or add the meaning of the root to which they are attached, but they do not have clearly definable lexical meaning of their own, while roots constitute the semantic and structural core of a word, an affix represents something that is added to a root, both structurally and semantically.

c. Bound and Free Morphemes

Bound morphemes are morphemes which cannot normally stand alone, about which are typically attached to another form, for examples re-, -ist, -ed, -s, -ly in word such as return, typist, wanted, books, and manly. Certain bound morphemes are known as affixes. They include prefixes and suffixes (further discussion is presented in the next module). The set of affixes which fall into the bound category can also be divided into two types, namely derivational and inflectional morphemes (further discussion is presents at the last part of the module).

Free morphemes are morphemes are which can stand by themselves as single words, for examples *open, tour, tree, teach, tough, and.* Free morphemes alsofall into two categories. The first category is that set of ordinary nouns, adjectives, andverbs which carry the "content" of messages a speaker conveys. These free morphemes are called lexical morphemes *e.g. boy, man, house, tiger, sad, sincere.* The other group of free morphemes are calls functional morphemes, *e.g. end, but, when, because, on, near, in, the.*

d. **AFFIXES**

a. **Definition of Affixes**

Affixes are bound morpheme that may attach at the beginning, the end, in the middle or both at the beginning and the end of word.[44] Affixes are morpheme which only occurs when attach to some other morpheme or morphemes such as a root or stem or base. For additional, morpheme as the basic for words are sometimes called roots or base.[45] Thus morphemes such as happy, quick, tidy, print are roots. Furthermore, morpheme such as –ly, ness, un-, ir-, is non roots, they are usually called affixes. Affixes are bound morphemes. No word may contain only an affix standing on its own. For the additional affix is a group of letter or sounds added to the beginning of a word or the end of the word.[46]

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[44] Fromkin, v. *An Introduction to Language Third Edition.* (Japan, 1983), p. 40.

[45] Rachmadie, S. *Buku Materi Pokok Vocabulary.* (Karunika Jakarta Universitas Terbuka.: Jakarta, 1986), p. 13.

[46] Procter, Paul. *Longman Dictionary of Cotemporary English.* (England Longman Ltd.: England, 1980), p.15.

Based on the statement above, the writer concludes that affixes are morphemes which are not clearly lexical meaning and it is attached in root morpheme.

b. Types of Affixes

There are three types of affixes.[47] The explanation are as follows:

1) Prefixes

A prefix is an affix attached before a root (or stem or base). Like re-, un-,and in-. Prefixes occur before other morpheme. For examples prefix un-, pre- (unnecessary, premeditate, prejudge), and bi- (bipolar, bisexual).

These are affixes which come before a root. The following English words all contain prefixes (presented in bold type), and these are separated from the root by means of hyphen:

re-act   un-holy
dis-believe   non-smoking
in-sincere   a-symmetry

Prefix	Meaning	Examples
a-, an-	without, lack of, not	amoral, acellular, abyss, achromatic, anhydrous
ante-	before, earlier, in front of	antecedent, antedate, antemeridian, anterior
anti-	against, opposite of	anticlimax. antiaircraft, antiseptic, antibody
auto-	self, same	autopilot, autobiography, automobile, autofocus
circum-	around, about	circumvent, circumnavigate, circumscribe
co-	with, together	co-pilot, co-worker, co-exist, co-author
com-, con-	together, with	companion, commingle, contact, concentrate
contra-, contro-	against, opposite	contradict, contrast, contrary, controversy
de-	down, off, away from	devalue, deactivate, debug, degrade, deduce

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[47] Katamba, F. *Morphology.* (The Macmillan Limited LTD.: Great Britaian, 1993), p. 44.

dis-	not, apart, away	disappear, disagreeable, disbar, dissect
en-	put into, cover with	enclose, entangle, enslave, encase
ex-	out of, from, former	extract, exhale, excavate, ex-president
extra-	beyond, outside, more than	extracurricular, extramarital, extravagant
hetero-	different, other	heterosexual, heterodox, heterogeneous
homo-, homeo-	same, alike	homonym, homophone, homeostasis
hyper-	over, more, beyond	hyperactive, hypersensitive, hypercritical
il-, im-, in-, ir-	not, without	illegal, immoral, inconsiderate, irresponsible
in-	in, into	insert, inspection, infiltrate
inter-	between, among	intersect, interstellar, intervene, interpenetrate
intra-, intro-	within, inside	intravenous, intragalactic, introvert
macro-	large, prominent	macroeconomics, macrostructure, macrocosm
micro-	very small	microscope, microcosm, microbe
mono-	one, single, alone	monocle, monologue, monogamy, monotony
non-	not, without	nonentity, nonaggressive, nonessential, nonfiction

omni-	all, every	omniscient, omnivorous, omniscient, omnidirectional
post-	after, behind	postmortem, posterior, postscript, postoperative
pre-, pro-	before, forward	precede, predict, project, prologue
sub-	under, lower	submarine, subsidiary, substandard
sym-, syn-	same time, together	symmetry, symposium, synchronize, synapse
tele-	from or over a distance	telecommunications, telemedicine, television, telephone
trans-	across, beyond, through	transmit, transaction, translation, transfer
tri-	three, every third	tricycle, trimester, triangle, triathlon
un-	not, lacking, opposite of	unfinished, unskilled, ungraceful, unfriendly
uni-	one, single	unicorn, unicellular, unicycle, unilateral
up-	to the top or north, higher/better	upbeat, updo, upgrade, upload, uphill, upstage, upscale, up-tempo

2) Suffixes

Suffixes occur by following other morpheme. A suffix is an affix attached after a root (or stem or base like -ly, -er, -ist, -s, -ing, and –ed. For example: kindly, singer, typest. A suffix is a letter or a group of letters attached to the end of a word to form a new word or to change the grammatical function (or part of speech) of the word.

Noun Suffixes:

Suffix	Meaning	Example
-acy	state or quality	privacy, <u>fallacy</u>, delicacy
-al	act or process of	refusal, recital, <u>rebuttal</u>
-ance, -ence	state or quality of	maintenance, eminence, assurance
-dom	place or state of being	freedom, kingdom, boredom
-er, -or	one who	trainer, protector, <u>narrator</u>
-ism	doctrine, belief	communism, narcissism, skepticism
-ist	one who	chemist, narcissist, <u>plagiarist</u>
-ity, -ty	quality of	inactivity, veracity, parity, serenity
-ment	condition of	<u>argument</u>, endorsement, punishment
-ness	state of being	heaviness, sadness, rudeness, testiness
-ship	position held	fellowship, ownership, kinship, internship
-sion, -tion	state of being	<u>concession</u>, <u>transition</u>, <u>abbreviation</u>

Verb Suffixes:

Suffix	Meaning	Example
-ate	Become	regulate, eradicate, enunciate, repudiate
-en	Become	enlighten, awaken, strengthen
-ify, -fy	make or become	terrify, satisfy, rectify, exemplify
-ize, -ise*	Become	civilize, humanize, socialize, valorize

Adjective Suffixes:

Suffix	Meaning	Example
-able, -ible	capable of being	edible, presentable, abominable, credible

-al	pertaining to	regional, <u>grammatical</u>, emotional, coastal
-esque	reminiscent of	picturesque, statuesque, burlesque
-ful	notable for	fanciful, resentful, woeful, doubtful
-ic, -ical	pertaining to	musical, mythic, domestic, <u>chiastic</u>
-ious, -ous	characterized by	nutritious, portentous, studious
-ish	having the quality of	fiendish, childish, snobbish
-ive	having the nature of	creative, punitive, divisive, decisive
-less	Without	endless, ageless, lawless, effortless
-y	characterized by	sleazy, hasty, greasy, nerdy, smelly

In American English, verbs end with *-ize*, versus <u>British English</u>, in which the spelling changes to *-ise*.

American English: *finalize, realize, emphasize, standardize*

British English: *finalise, realise, emphasise, standardise*

3) Infixes

An infix is an affix inserted into the roots or stems itself. For examples b*um*ili comes from root 'buy' (Tagalog, Philippines).

e. INFLECTIONAL AFFIXES
a. Definition of Inflectional Affixes

Inflectional affixes are some affixes when attach the root or base do not change the part of speech of the root and they do not create a new word. They only have certain grammatical function.[48]

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[48] Rachmadie, S. *Buku Materi Pokok Vocabulary.* (Karunika Jakarta Universitas Terbuka.: Jakarta, 1986), p. 31.

b. Types of Inflectional Affixes

Inflectional affixes in English are indicated as follows:

1) Plural Form such as:

-s	Book	Book<u>s</u>
	Glass	Glass<u>es</u>
-en	Ox	Ox<u>en</u>
	Child	Child<u>ren</u>

2) Possession such as:
- Amir<u>'s</u> book
- Amir and Nita<u>'s</u> book
- A cat<u>'s</u> tail

3) Third singular verb maker such as:
- Mother always coo<u>ks</u> rice
- Rizal go<u>es</u> to school
- He never watch<u>es</u> TV

4) Tense maker, such as:
- He work<u>ed</u> hard yesterday. (past tense)
- I have repeat<u>ed</u> the lesson. (past participle)
- We are study<u>ing</u> English. (present progressive)

For the additional, morphemes which serve a purely grammatical function, never creating a different word, but only different form of the same word, are called inflectional morphemes.[49] And English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to, and a representative example.

Table 2.2 Kinds of Inflectional Affixes

INFLECTIONAL AFFIXES	ROOT	EXAMPLE
Plural	Noun	Boy*s*
Possessive	Noun	boy*'s*

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[49] Sari, Nirmala. *An Introduction to Linguistics.* (LPTK.: Jakarta, 1988), p.82.

Comparative	Adjective	Old*er*
Superlative	Adjective	Old*est*
Present	Verb	Walk*s*
Past	Verb	Walk*ed*
Past Participle	Verb	Driv*en*
Present Participle	Verb	Driv*ing*

f. DERIVATIONAL AFFIXES

1) Definition of Derivational Affixes

Derivational affixes are the affixes that change the class of root or base.[50] Some affixes also change the grammatical category. For examples *singer* is constructed by two morphemes, they are sing (base morpheme) and er (bound morpheme). Morpheme "sing" is verb category and -er is suffix. That is verb (sing: to make melodious sound), changes into noun (singer: person who do the act of sing).

2) Characteristic of Derivational Affixes

Derivational affixes have a special characteristic. the characteristics of derivational affixes are:

1) The words with which derivational suffixes combine are an arbitrary matter. To make a noun from the verb adorn we must add the suffix "-ment" and no other suffix will do, whereas the verb fails combines only with "-ure" to make a noun failure. Yet the employ may use the different suffixes "-ment", "-er", "-ee" to make three nouns with different meaning (employment, employer, employee).

2) In many case, but not all, derivational suffixes changes the part of speech of the word to which it is added. The noun act becomes an adjective by addition of "–ive", and to the adjective active we could add "-ate", making it verb activate.

3) Derivational suffixes usually do not close off a word, that is after a derivational suffix you can sometimes add another derivational suffix and next, if required. For example, to the word fertilizer.

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[50] Rachmadie, S. *Buku Materi Pokok Vocabulary.* (Karunika Jakarta Universitas Terbuka.: Jakarta, 1986), p. 23.

3) The Function of Derivational Affixes

The function of certain derivational affixes is to create new base forms (newstems) that other derivational or inflectional affixes can attach too. The basic function of derivational processes is to enable the language user to make new lexemes.[51] Lexical categories such as noun, verb and adjective belong to lexemes and the derived lexemes may belong to a different category than their bases. The base words that form inputs to word-formation are normally also words of these open classes.[52] There are the functions of derivational affixes that will be analyzed.

1) Noun formation

Noun formation is a kind of derivational process which is formed by the change of current part of speech into noun formation. Noun formations consist of:

a) Verb into Noun

For example: Govern (Verb) + (-ment) = Government (noun)

b) Adjective into Noun

For example: Opportune (Adjective) + (-ity) = Opportunity (Noun)

2) Verb formation

Verb formation is a kind of derivational process which is formed by the change of current part of speech into verb formation. Verb formations consist of:

a) Adjective into Verb

For example: Off (Adj) + (-er) = Offer (Verb)

b) Noun into Verb

For example: Courage (Noun) + (-ed) = Discouraged (verb)

3) Adjective formation

Adjective formation is a kind of derivational process which is formed by the change of current part of speech into adjective formation. Adjective formations consist of:

a) Verb into Adjective

For example: Understand (Verb) + (-able) = Understandable (Adj)

b) Adverb into Adjective

For example: Ever (Adv) + (-y) = every (Adj)

c) Noun into Adjective

For example Home (noun) + (-less + -ness) = Homelessness (Adj)

4) Adverb formation

Adverb formation is a kind of derivational process which is formed by the change of current part of speech into adverb formation. Adverb formations consist of:

a) Adjective into Adverb

For example: Probable (Adj) + (-ly) = Probably (Adv)

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[51] Geert Booij. *The Grammar of Words*. (Oxford University Press Inc.: New York, 2007), p. 31.
[52] *Ibid.,* p. 53.

b) Noun into Adverb

For example: (Un-) + less (Noun) = Unless (Adverb)

c) Verb into Adverb

For example: (A-) + Round (verb) = Around (Adv)

g. SPEECH

1) Definition of Speech

Speech is an activity to convey meaning in front of the public.[53] Communication in the speech process is more one-way in nature. This means that only one person is dominated, namely the speaker. Speech activities are also one of the materials in teaching and learning activities at the basic level up to tertiary institutions. Speech will be both delivered and written if they use a systematic structure in accordance with the provisions. Systematics is a form of beauty in speech so that it gives rise to an easy to understand meaning.

2) The Purpose of Speech

The objectives of the speech are as follows:[54]

1) Provide directions and explanations in front of a large audience
2) Influencing the crowd for the benefit of the speaker
3) Provide understanding and understanding and pegerian of an information to the general public
4) Entertain the audience so that there is satisfaction in the listener.

So the purpose of a speech is to provide information and understanding of a topic, influence listeners on an opinion, provide information to audiences.

3) Speech Writing Structure

The general systematics of a speech are as follows:[55]

1) Title, must be short and stimulate the listeners' desire to know
2) Greetings, usually starting a speech, which is delivered in Islamic or religious. After delivering the opening greetings, just continue with praise to God and don't forget to also say thank you for the presence of the listeners.
3) Introduction, conveying the main issues of the content of the speech which will be further elaborated by the speaker.
4) Contents are parts that explain the details of the speech to be delivered. This explanation is presented sequentially and completely and is supported by facts and facts with the aim of convincing the listener.

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[53] Mina. *"Struktur Penulisan Teks Pidato Mahasiswa Semester III Prodi Pendidikan Bahasa dan Sastra Indonesia Institut Pendidikan Tapanuli Selatan: Kajian Retorika"* Institut Pendidikan Tapanuli Selatan. Vol.2 Padang Sidempuan 2018. p. 66.

[54] Somad and Indriani in Mina. *"Struktur Penulisan Teks Pidato Mahasiswa Semester III Prodi Pendidikan Bahasa dan Sastra Indonesia Institut Pendidikan Tapanuli Selatan: Kajian Retorika"* Institut Pendidikan Tapanuli Selatan. Vol.2 Padang Sidempuan 2018. p. 67.

[55] *Ibid.,* p.68.

5) The conclusion is a conclusion and hope or a perfect atsa what the speaker conveyed. Apologies for the end of the speech are also conveyed at this stage.

6) The closing greeting is the last part of a speech which contains greetings, thanks and God bless.

4) Method of Speech

Based on whether or not preparations are made in the speech, the types of speech can be distinguished into impromtu, manuscript, memoriter, and extempore.[56] It can be explained as follows:

1) Impromptu

Impromptu is a spontaneous or spontaneous method, which is based on immediate needs without careful or sufficient preparation. The method is based on the ability and proficiency of the speaker as it is. This method is usually used in a sudden or emergency situation.

2) Memoriter

Memoriter or memorization method is a method that is carefully prepared. The material to be delivered has been memorized first before it is finally conveyed to many people.

3) Manuscript Method

The script method is done by reading the prepared speech.

4) The Extemporane Method

The extemporane method is done by relying on the speaker's ability, namely by only preparing the points of the subject to be developed.

Based on the understanding of the experts above, it can be understood that the types of speech can be divided based on needs such as speech based on preparation, speech based on material, structure and topic of the speech.

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[56] Rakhmad in Mina. *"Struktur Penulisan Teks Pidato Mahasiswa Semester III Prodi Pendidikan Bahasa dan Sastra Indonesia Institut Pendidikan Tapanuli Selatan: Kajian Retorika"* Institut Pendidikan Tapanuli Selatan. Vol.2 Padang Sidempuan 2018. p. 68.

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AN ANALYSIS OF DERIVATIONAL AND INFLECTIONAL ENGLISH MORPHEMES

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ABSTRACT

derivation and inflection Morpheme is one of the elements present in the field of morphology. Where the morphology is the study of morphemes, and morphemes are elements of language that have the meaning of the free element and bound elements. The problems that exist in this research is to analyze the morpheme of derivation and inflection contained in Jakarta Post. By understanding the derivation and morpheme inflection it can easily develop vocabulary, from one word can gain many meanings

This research is a type of research belonging to linguistic field. The research also used qualitative descriptive research method. This research method is a method that refers to the form of words taken from the data source by explaining the intent of data intention. In addition, this research also uses research libraries (library research). This literature research only discusses existing data data by processing and developing data by using morphological theory that supports the research.

The first step used by the author is to collect data taken from the source, after that the data are all collected then the writers classify the data in several groups. Since in this study only discusses the three topics of the problem, the first is to classify all types of derivation and morpheme inflection found in the Jakarta Post newspaper, the second is the function of each morpheme, and the last is the rule that belongs to the derivation and morpheme inflection The.

Based on this study, the writers found the uniqueness caused by derivation and morpheme inflection when combined with other morphemes. If the morpheme derivation is compared with the free morpheme it will have a different meaning and sometimes even change the word class. While morpheme inflection when compared with free morpheme it will have a grammatical function.

Keywords: *morpheme, inflectional, derivational, jakarta post, part of speech*

ABSTRAK

Derivasi dan infleksi morfem merupakan salah satu dari unsur-unsur yang terdapat dalam bidang morfologi. Di mana morfologi tersebut adalah ilmu yang mempelajari morfem, dan morfem adalah unsur bahasa yang mempunyai makna unsur bebas dan unsur terikat. Permasalahan yang ada dalam penelitian ini adalah menganalisis morfem derivasi dan infleksi yang terdapat pada Jakarta Pos. Dengan memahami derivasi dan infleksi morfem maka dengan mudah bisa mengembangkan kosa kata, dari satu kata bisa mendapatkan banyak makna

Penelitian ini merupakan jenis penelitian yang tergolong dalam bidang linguistik. Penelitian juga menggunakan metode penelitian deskriptif kualitatif. Metode penelitian ini merupakan metode yang mengacu pada bentuk kata yang diambil dari sumber data dengan menerangkan maksud maksud data tersebut. Disamping itu, penelitian ini juga menggunakan penelitian pustakata (library research). Penelitian pustaka ini hanya membahas data data yang ada dengan mengolah dan mengembangkan data dengan menggunakan teori morfologi yang mendukung penelitian tersebut.

Langkah awal yang digunakan oleh penulis adalah adalah mengumpulkan data mentah yang diambil dari sumber, setelah data mentah semua terkumpul maka penulis mengelompokan data tersebut dalam beberapa kelompok. Berhubung karena dalam penelitian ini hanya membahas tiga topik permasalahan, maka pertama adalah mengelompokan semua jenis derivasi dan infleksi morfem yang ditemukan pada Koran Jakarta Pos, kedua adalah mengalasis fungsi dari masing masing morfem tersebut, dan yang terakhir adalah kaidah yang dipunyai oleh derivasi dan infleksi morfem tersebut.

Berdasarkan penelitian ini, penulis menemukan keunikan yang ditimbulkan oleh derivasi dan infleksi morfem jika disandingkan dengan morfem lain. Apabila derivasi morfem disandingakan dengan morfem bebas maka akan memiliki sebuah arti yang berbeda bahkan terkadang mengubah kelas kata tersebut. Sedangkan infleksi morfem jika disbandingkan dengan morfem bebas maka akan memiliki fungsi gramatikal.

Kata kunci: morfim, derivasi, infleksi, jakarta pos, kelas kata

I INTRODUCTION

Language is an essential communication tool for human life. Therefore, we must be able to master the language and its elements such as vocabulary, sentence, and structure. The language itself consists of two aspects namely form and meaning. In relation to meaning is grammar and the smallest unit in language is morpheme.

Morpheme is defined as the smallest meaningful unit of a language (Lim Kiat Boey, 1975:37). The morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as –er and –s, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can beclassified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. There are not infixes in English. Prefix is placed at the beginning of a word to modify or changes its meaning such as re, un, dis, re, un. A suffix is an affix attached after a root (or stem or base) like –ly, -er,-or, -ist, -s, -ing and -ed. For example: kind-ly, wait-er, book-s, walk-ed (Katamba, 1994:44).

In morpheme, there are derivational and inflectional morphemes. They only refine and give extra grammatical information about the already existing meaning of words which they are attached. Derivational morpheme is a bound morpheme that changes the part of speech. The bound morpheme like –ness is called derivational morpheme. A derivational morpheme is the morpheme which produces a new lexeme from a base while Inflectional morpheme is do not create new meaning. These morphemes never change the syntactic category of the words to

which it is attached (Bauer, 1988:12). In English, derivational and inflectional morphemes can be prefixes or suffixes.

The writer chooses The Jakarta Post Article, because The Jakarta Post article is one of the greatest media of information newspaper in Indonesia which is written in English. It gives much information about politics, economics, sports, education and entertainment to the society this study focus on the online version.

Based on phenomena and explanations above, the writer is interested in conducting the research. This research aims to identify the kinds of derivational and inflectional morphemes, the function of derivational and inflectional morphemes and the last the rules of of derivational and inflectional English morphemes. This research entitled "AN ANALYSIS OF DERIVATIONAL AND INFLECTIONAL ENGLISH MORPHEMES."

1.3 Limitation of the Problem

The data are taken from The Jakarta Post article published on02nd until 05th October 2016 as the primer data in this research. The research going to analysis of inflectional and derivational English morphemes, and then from the data, the morpheme will be classified and after classification, the morpheme have three problems to be analysis based on formulation of the problem in this research. The kinds of inflectional and derivational English morphemes, the function of inflectional and derivational English morphemes, and the principle of inflectional and derivational English morphemes it's self in Jakarta post article.

1.4 Formulation of the Problem

Based on the identification problems above, the writer limits the problem in this thesis into three questions that are formulated as follows:

1. What kinds of inflectional and derivational English morphemes that are found?
2. What are the functions of inflectional and derivational English morphemes that are found?

3. What are the principles of derivational and inflectional English morphemes?

1.5 Purpose of the Research

The purpose of the research are formulated as follows:

1. To find out the kinds of Inflectional and derivational English morphemes that are found.
2. To explain the function of Inflectional and derivational English morphemes that are found.
3. To describe the principle of derivational and inflectional English morphemes.

1.6 Significance of the Research

The significance of this research is advantage of the research. The advantages in this paper are divided into three parts: they are general advantages, specific advantages, and academic advantages.

1. The general advantages of this paper are to improve the knowledge in understanding the morphology that has been studied during study in the University. Studying morphemes offers a great opportunity to understand the English language like a prefix, suffix, and root. The writer hopes this paper can be used as additional knowledge to improve ability in analysis the problems.
2. The specific advantages of this paper are to know more about morphology and the analysis of morphemes. To add the writer's knowledge and experience in this specific research, especially about derivational and inflectional morphemes.
3. The academic advantages are to fulfill one of the requirement in completing study in English Department Faculty of Letters, Ekasakti University. The reqiurment to obtain S1 degree before being graduated from Ekasakti University.

1.7 Theoretical Framework

Theoretical frame work in this research referring to the step how to accomplish the problems in this research.

II REVIEW TO THE RELATED LITERATURE

2.2.1 Theory of Morpeme

Word such as text, cat and quick each convey a single, quite meaning. The other words likes someone, textbook and however consist of two units of meaning, these may occur independently (some and one, text and book, how and ever). Besides, cats and quickly also consist of two units (cat and –s, quick and – ly), but these word only have one meaning and can be used independently. It is clear that words do not always constitute the smallest meaningful units in a language. The smaller parts are called morphemes. It insistence that the sequence be minimal ensures that the morpheme cannot be divided into smaller units to which the some definition would apply (Martin Atkinson and Friends, 1982:127).

John Lyons said that, "Such minimal units of grammatical-analysis, of word may be composed are customarily referred to as morphemes" (Introduction theoretical linguistics, 1986:170).

The meaningful of elements in a word are morphemes (Edward, 2003:41). For example, true, untrue, truly, truer, truthful etc. Most morphemes have lexical meaning, as with look, kite, and talk. Other represent a grammatical category or semantic concept such as past tense (the –ed in looked) or plural (the –es kites) or comparative degree (the –er in taller).

2.2.2 Derivational Morpheme

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the derivational prefix in- in inefficient, un- in undo, re- in rewrite, dis- in dislike and a- in amoral

modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; efficient is an adjective and the derived word inefficient is also an adjective; do is a verb and the derived word undo is also a verb; write is a verb and the derived word rewrite is also a verb; moral is an adjective and the derived word amoral is also and adjective. All the derivational prefixes explained above have the meaning 'not'. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category. The derivational suffixes which change the syntactic category can be noun forming suffixes, verb forming suffixes, adjective forming suffixes, and adverb forming suffixes. The derivational suffixes which do not change the part of speech are –ist in artist and dentist; -ism in terrorism and librarian.

2.2.3 Inflectional Morpheme

Inflectional morphemes are those which do not create new meaning. These morphemes never change the syntactic category of the words or morphemes to which they are attached (Bauer, 1988: 12). They only refine and give extra grammatical information about the already existing meaning of words which they are attached to. The word books, for example, consists of a free morpheme book and an inflectional morpheme –s. The bound morpheme –s does not change the syntactic category of the morpheme book. The bound morpheme –s does not change the lexical meaning of book. It only gives grammatical meaning which shows that the word books is plural. Book is a noun and books is still a noun.

III METHOD OF RESEARCH

1.1 Method of Collecting the Data

In this research, the writers uses the primary data take from Jakarta post article that published on October 02nd until 30th 2016 to support the research that having or using the main problem that is morpheme.

3.2 Method of Analysis the Data

In analysing the data research, the writer uses method analysis data directly divided element method. Sudaryatno (1993:13) says that metode bagi unsur langsung (directly divided

element method) is a method that takes the data from data it's self. This research choose the library research, library research is take the data or doing observation on the data. This research generally includes the primary source and related material.

3.3 Techniques of Collecting the Data

In conducting this research, the writer uses decomentation method. documentation method is looking for data in the form of notes, transcripts, books, newspapers, magazines,

inscriptions (Arikunto, 1998:9). It means writer chooses the documentation data as the first step to analysis the data. After that data will be analysed based on the problem that related with the title of this research.

3.4   Techniques of Analysis the Data

Technique of analysis the data is one step to explain the data source in this research. In analysing the data needs identify, classifying, interpreting data and finding conclusion (Troot and   Bloomer,   (1998:7) https://ngerti.wordpress.com/2010/11/18/word-formation-item-and-process-model-of-new-

words-in-english/

Identification In the first step, this research will be identification the English morpheme that found in the source data, Classification   The second step is classification the data that have finding and collecting, Interpreting the data The third steps is finding the kinds of English inflectional   and   derivational   morpheme, Describing the function and the principle of English inflectional and derivational morpheme, Conclusion The last step finding the conclusion to answer the research question demand.

IV   ANALYSIS OF THE RESEARCH

4.1 The Kinds of English Derivational and Inflectional Morphemes

Based on the result, the writer find out kinds of derivational and inflectional English morphemes, it can be classified into two: prefixes and suffixes. The further description can be seen below:

4.1. l Prefix

Prefix is a letter or a group of letters that appears at the beginning of a word and changes the word's original meaning.

1.   Prefix –un

There are two kinds of the prefix un- in English. The first is attached to adjectives to form new adjectives, and the second is attached to verbs to form new verbs. The two kinds of the prefix un- do not change the part of speech. The prefix un- attached to adjectives means 'not'. calls this derivation antonym or negative.

1.   (291)   untrue

2.   Prefix -in

The prefix in- is the derivational bound morpheme mostly attached to adjectives. This prefix does not change the part of speech. The meaning of this prefix is 'not'

1.   (199)   intolerant

3.   Prefix -re

The prefix re- is the derivational bound morpheme attached to verbs to form new verbs. The meaning of the prefix re- is 'again'.

1.   (13)   redo

4.   Prefix -dis

The prefix dis- is a derivational morpheme which can be attached to verb to form new verb, can be attached to adjective to form new adjective, can be attached to noun to form new noun. This prefix has several meanings but its basic meaning is 'not'.

1.   (170)   disagree

4.1.2   Suffix

A suffix is a letter or a group of letters that is usually attached to the end of a word to form a new word, as well as alter the way it functions grammatically.

1.   Suffix -er

The suffix –er attached to a verb is a derivational morpheme which change   verb to a noun. The suffix creates a new meaning 'a person who performs an action'. The following are the examples of the suffix –er attached to verbs.

1.   (185) leader

2.   Suffix -ment

The suffix –ment is the derivational morphemes which can be attsached to some verbs to form noun. This suffix brings the new meaning.

1.   (283)   agreement

3.   Suffix -ful

The suffix –ful is the derivational morpheme which change the base to adjective. In this case, the base is noun.

1.   (85)   peaceful

4.   Suffix -ness

The suffix –ness is the derivational morphemes which can be attached to adjectives to form noun.

1.   (277)   brightness

5.   Suffix -ion

The suffix –ion is the derivational morpheme which can be attached to verb to form noun.

1.   (50)   nomination

6.   Suffix -ence

1.   (45)   difference

7.   Suffix -able

The suffix –able is the derivational morpheme which change the base to adjective. In this case, the base can be either verb or noun.

1. (74)   predictable

8. Suffix -ity

The suffix –ity is the derivational morphemes which can be attached to adjective to form noun.

1. (102)   plurality

9. Suffix -al

The suffix –al is the derivational morpheme which change the base to adjective. In this case.

1. (51)   formal

10. Suffix -ize

The suffix –ize is the derivational morpheme which change the base to verb. The base can be nouns and adjective.

1. (236)   apologize

11. Suffix -ism

The suffix -ism is the derivational bound morpheme attached to noun to form new noun. The meaning of the suffix –ism is 'belief'.

1. (25)   opportunism

12. Suffix -ist

The suffix -ist is the derivational bound morpheme attached to noun to form new noun. The meaning of the suffix –ist is 'agentive"

1. (61)   Sociologist

13. Suffix -ly

Adverb-forming   suffixes   are   the derivational suffixes which change the words or morphemes to adverbs

1. (327)   widely

14. Suffix -s/es is indicate noun plural

1. (20)   candidates

15. adjective superlative

1. (261)   highest

16. Suffix -'s indicate noun possessive

1. (155)   Father's

17. Suffix -ing indicate present particple form

1. (278)   working

18. Suffix -en indicate past participle form

1. (307)   spoken

19. Suffix -ed indicate past form

1. (5)   promoted

4.2.1 The Function of Derivational English Morphemes

A   derivational   morpheme   is   the morpheme which produces a new lexeme from a base (Bauer, 1988: 12). According to Sari (1988: 82) says that derivational morphemes are bound morphemes which derive (create) new words by either changing the meaning or the part of speech or both, some derivational morphemes create new meaning but do not change the syntactic category or part of speech. So based on the statement above can be said that derivational morpheme is a smallest unit in a word that's has grammatical function.

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category.

4.2.1.1 The Function as Negative Meaning

Prefix -un

There are two kinds of the prefix un- in English. The first is attached to adjectives to form new adjectives, and the second is attached to verbs to form new verbs. The two kinds of the prefix un- do not change the part of speech. The prefix un- attached to adjectives means 'not'. calls this derivation antonym or negative.

1. (291)   untrue

(291) Untrue is constructed by two morphemes, they are true (free morpheme), and -un (bound morpheme). Morpheme true is an adjective category, and –un is a prefix. –Un + true are derivational morphemes when they are combined since untrue has changed the meaning. That is (true: especially of facts or statements right and not wrong; correct) changes into negative meaning (untrue: a statement that is not true or something is not true). "This is actually untrue, alternative sexualities have existed in Indonesian traditional culture for a long time" (Jakarta Post Vol.11 2016).

Prefix -in

The prefix in- is the derivational bound morpheme mostly attached to adjectives. This prefix does not change the part of speech. The meaning of this prefix is 'not'.

1. (199)   intolerant

(199) Intolerant is constructed by two morphemes, they are tolerant (free morpheme), and –in (bound morpheme). Morpheme tolerant is an adjective category, and –in is a prefix. –In + tolerant are derivational morphemes when they are combined since Intolerant has changed the meaning. That is (tolerant: to accept behaviour and beliefs which are different from your own, although you might not agree with or approve of them) has changed into negative meaning (Intolerant: refusing to accept ideas or ways of behaving that are different from your own). "Intolerant attitude 'increasingly widespread' in

Indonesian society" (Jakarta Post Vol.11 2016).

Prefix -dis

The prefix dis- is a derivational morpheme which can be attached to verb to form new verb, can be attached to adjective to form new adjective, can be attached to noun to form new noun. This prefix has several meanings but its basic meaning is 'not'.

1. (170) disagree

(170) Disagree is constructed by two morphemes, they are agree (free morpheme), and -dis (bound morpheme). Morpheme agree is a verb category, and –dis is a prefix. –dis + agree are derivational morphemes when they are combined since disagree has changed the meaning. That is (agree: to have the same opinion, or to accept a suggestion or idea) has changed into negative meaning (disagree: to not have the same opinion, idea, etc.; to not agree). "Some of functional disagree with the legislative proposal to amend the KPK law" (Jakarta Post Vol.11 2016).

4.2.1.2 The Function as Again Meaning

Prefix -re

The prefix re- is the derivational bound morpheme attached to verbs to form new verbs. The meaning of the prefix re- is 'again'.

1. (13) redo

(13) Redo is constructed by two morphemes, they are do (free morpheme), and –re (bound morpheme). Morpheme do is a verb category, and –re is a prefix. –re + do are derivational morphemes when they are combined since redo has changed the meaning. That is (do: to act or take action) changes into again meaning (redo: to do something again). "redo election" (Jakarta Post Vol.11 2016).

4.2.1.3 The Function as Noun

Suffix –ment

The suffix –ment is the derivational morphemes which can be attsached to some verbs to form noun. This suffix brings the new meaning

1. (283) agreement

(283) Agreement is constructed by two morphemes, they are agree (free morpheme), and -ment (bound morpheme). Morpheme agree is a verb category, and -ment is a suffix. Agreement (noun): agree (verb) + -ment are derivational affixes when they are combined since agreement

has changed the lexical category and the meaning. That is verb (agree: to have the same opinion, or to accept a suggestion or idea) changed into noun (agreement: when people have the same opinion, or when they approve of or accept something). "The minister [Rudiantara] asked Facebook to step up its service agreement in Indonesia" (Jakarta Post Vol.11 2016).

Suffix -er

The suffix –er attached to a verb is a derivational morpheme which change verb to a noun. The suffix creates a new meaning 'a person who performs an action'. The following are the examples of the suffix –er attached to verbs.

1. (185) leader

(185) leader is constructed by two morphemes, they are lead (free morpheme), and -er (bound morpheme). Morpheme lead is a verb category, and –er is a suffix. Leader (noun): lead (verb) + -er are derivational morphemes when they are combined since leader has change the lexical category and the meaning. That is verb (lead: to control a group of people, a country, or a situation) changed into noun (leader: a person in control of a group, country or situation a religious leader). "Prospective national leader with military-style discipline" (Jakarta Post Vol.11 2016).

Suffix -ness

The suffix –ness is the derivational morphemes which can be attached to adjectives to form noun.

1. (277) brightness

(277) Brightness is constructed by two morphemes, they are bright (free morpheme), and -ness (bound morpheme). Morpheme bright is an adjective category, and –ness is a suffix. Brightness (noun): bright (adjective) + -ness are derivational morphemes when they are combined since brightness has changed the lexical category and the meaning. That is adjective (bright: full of light, shining) changed into noun (brightness: the quality of being very bright). "45cm visibility and brightness of light" (Jakarta Post Vol.11 2016).

Suffix -ion

The suffix –ion is the derivational morpheme which can be attached to verb to form noun.

1. (50) nomination

(50) Nomination is constructed by two

morphemes, they are nominate (free morpheme), and -ion (bound morpheme). Morpheme nominate is a verb category, and –ion is a suffix. nominate (verb) + -ion are derivational morphemes when they are combined since nomination has changed the lexical category and the meaning. That is verb (nominate: to suggest someone for an election, job, position or honour) changed into noun (nomination: an official suggestion of someone to do something). "But the game changed with the nomination of Anies" (Jakarta Post Vol.11 2016).

Suffix -ence
1. (45)   difference

(45) Difference is constructed by two morphemes, they are differ (free morpheme), and -ence (bound morpheme). Morpheme differ is a verb category, and –ence is a suffix. Difference (noun): differ (verb) + -ence are derivational morphemes when they are combined since difference has changed the lexical category and the meaning. That is verb (differ: to be not like something or someone else, either physically or in another way) changes into noun (difference: two or more things which comparing are not the same). "It must be able to make sure that in the face of differences, mutual respect from both sides could continue to grow," Bonar said (Jakarta Post Vol.11 2016).

Suffix -ity
The suffix –ity is the derivational morphemes which can be attached to adjective to form noun.
1. (102)   plurality

(102) Plurality is constructed by two morphemes, they are plural (free morpheme), and -ity (bound morpheme). Morpheme plural is an adjective category, and -ity is a suffix. Plurality (noun): plurality (adjective) + -ity are derivational morphemes when they are combined since Plurality has changed the lexical category and the meaning. That is adjective (plural: onsisting of a lot of different races or types of people or of different things) changed into noun (Plurality: a large number of different types of something). "He added that plurality should become a factor to strengthen the state's unity, not a factor" (Jakarta Post Vol.11 2016).

Suffix -ism
The suffix -ism is the derivational bound morpheme attached to noun to form new noun. The meaning of the suffix –ism is 'belief'

1. (25)   opportunism

(25) Opportunism is constructed by two morphemes, they are opportunity (free morpheme), and -ism (bound morpheme). Morpheme opportunity is a noun category, and –ism is a suffix. Opportunism (noun): opportunity (noun) + -ism are derivational morphemes when they are combined since opportunism does not change the lexical category but create new meaning. That is noun (opportunity: an occasion or situation which makes it possible to do something that you want to do) creates new meaning (opportunism: behaviour in which use every situation to try to get power or an advantage). "The opportunism of defending the nation" (Jakarta Post Vol.11 2016).

Suffix -ist
The suffix -ist is the derivational bound morpheme attached to noun to form new noun. The meaning of the suffix –ist is 'agentive"
1. (61)   sociologist

(61) Sociologist is constructed by two morphemes, they are sociology (free morpheme), and -ist (bound morpheme). Morpheme sociology is a noun category, and –ist is a suffix. Sociologist (noun): sociology (noun) + -ist are derivational morphemes when they are combined since sociologist does not change the lexical category but create new meaning. (Sociology: the study of the relationships between people living in groups, especially in industrial societies) Creates new meaning (sociologist: someone who studies or is an expert in sociology). The term, coined by Iranian sociologist Asef Bayat, has several meanings, but it generally (Jakarta Post Vol.11 2016).

4.2.1.4 The Function as Verb
Suffix -ize
The suffix –ize is the derivational morpheme which change the base to verb. The base can be nouns and adjective.
1. (236)   apologize

(236) Apologize is constructed by two morphemes, they are apology (free morpheme), and -ize (bound morpheme). Morpheme apology is a noun category, and -ize is a suffix. Apologize (verb): apology (noun) + -ize are derivational morphemes when they are combined since apologize has changed the lexical category and the meaning. That is noun (apology: an act of saying sorry) changed into verb (apologize: to tell someone that you are sorry for having done something that has caused them problems). "I

want to apologize to Muslims or other people who feel offended. I never intended to insult Islam or the Quran," Ahok said on Monday" (Jakarta Post Vol.11 2016).

Suffix -en

Derivational suffixes which change form adjective to verb.

1. (4) sharpen

(4) Sharpen is constructed by two morphemes, they are sharp (free morpheme), and -en (bound morpheme). Morpheme sharp is an adjective category, and –en is a suffix. Sharpen (verb): sharp (adjective) + -en are derivational morphemes when they are combined since sharpen has changed the lexical category and the meaning. That is adjective (sharp: having a thin edge or point which can cut something or make a hole in something) changed into verb (sharpen: to make something sharp or sharper). "sharpen your five senses" (Jakarta Post Vol.11 2016).

4.2.1.5 The Function as Adjective

Suffix -able

The suffix –able is the derivational morpheme which change the base to adjective. In this case, the base can be either verb or noun.

1. (74) predictable

(74) Predictable is constructed by two morphemes, they are predict (free morpheme), and -able (bound morpheme). Morpheme predict is a verb category, and –able is a suffix. Predictable (adjective): read (verb) + -able are derivational morphemes when they are combined since predictable has changed the lexical category and the meaning. That is verb (predict: to say that an event or action will happen in the future) changed into adjective (predictable: Something which is predictable happens in a way or at a time which you know about before it happens). "The political maneuvering in Jakarta is fairly predictable results" (Jakarta Post Vol.11 2016).

Suffix -al

The suffix –al is the derivational morpheme which change the base to adjective. In this case.

1. (51) formal

(51) Formal is constructed by two morphemes, they are form (free morpheme), and -al (bound morpheme). Morpheme form is a noun category, and –al is a suffix. Formal (adjective): form (noun) + -al are derivational morphemes when they are combined since formal has changed the lexical category and the meaning. That is noun (form: appearance of something) changed into adjective (formal:

public or official) "a political ideology that aims to create a formal Islamic state" (Jakarta Post Vol.11 2016).

-ful

The suffix –ful is the derivational morpheme which change the base to adjective. In this case, the base is noun.

1. (85) peaceful

(85) Peaceful is constructed by two morphemes, they are peace (free morpheme), and -ful (bound morpheme). Morpheme peace is a noun category, and –ful is a suffix. Peaceful (adjective): peace (noun) + -ful are derivational morphemes when they are combined since peaceful has changed the lexical category and the meaning. That is noun (peace: freedom from war and violence) changes into adjective (peaceful: quiet and calm). "In a statement on Wednesday, Prabowo said the Jakarta gubernatorial election had to be appreciated because the democratic process was conducted by peaceful, without any serious problems" (Jakarta Post Vol.11 2016).

4.2.1.6 The Function as Adverb

Suffix -ly

Adverb-forming suffixes are the derivational suffixes which change the words or morphemes to adverbs.

1. (327) widely

(327) widely is constructed by two morphemes, they are wide (free morpheme), and -ly (bound morpheme). Morpheme wide is an adjective category, and –ly is a suffix. Widely (adverb): wide (adjective) + -ly are derivational morphemes when they are combined since widely has changed the lexical category and the meaning. That is adjective (wide: having a larger distance) changed into adverb (widely: including a lot of different places, people, subjects). "As widely reported, in his conversation with local people in Thousand Islands regency on Sept. 27, Ahok cited Surah al-Maidah: 51 during a work visit" (Jakarta Post Vol.11 2016).

4.2.2 The Function of Inflectional Morphemes

Inflectional morphemes are those which do not create new meaning. These morphemes never change the syntactic category of the word or morpheme to which they are attached (Bauer, 1988: 12). They only refine and give extra grammatical information about the already existing meaning of words which they are attached to.

4.1.2.1 The Function as Plural

Suffix -es,es

1. (265) sides

(265) sides is constructed by two morphemes, they are side (free morpheme), and -s (bound morpheme). Morpheme side is a noun category, and –s is a suffix. Sides (noun plural): side (noun singular) + -s are inflectional morphemes when they are combined since sides indicate plural marker. "Political coalition divided into two sides" (Jakarta Post Vol.11 2016).

4.2.2.2   The Function as the Subject Third Singular Person in Present Tense

-s,es

1. (3) votes

(3) Votes is constructed by two morphemes, they are vote (free morpheme), and –s (bound morpheme). Morpheme vote is a verb category, and –s is a suffix. Vote (verb) + -s are inflectional morphemes when they are combined since votes indicate the subject third singular person in present tense. "Amalia Ayuningtyas votes the good person" (Jakarta Post Vol.11 2016).

4.2.2.3 The Function as Possessive

Suffix -'s

1. (155) father's

(155) Father's is constructed by two morphemes, they are father (free morpheme), and –'s (bound morpheme). Morpheme father is a noun category, and –'s is a suffix. Father (noun) + -'s are inflectional morphemes when they are combined since father's indicate possessive marker. "obedience of his father's exhortations to sustain a sort of political dynasty" (Jakarta Post Vol.11 2016).

4.2.2.4 The Function as Past Form

Suffix -ed

1. (5) promoted

(5) Promoted is constructed by two morphemes, they are promote (free morpheme), and –ed (bound morpheme). Morpheme promote is a verb category, and –ed is a suffix. Promote (verb) + ed are inflectional morphemes when they are combined since promoted past indicate form. "the company promoted the new fashion in overseas" (Jakarta Post Vol.11 2016).

4.2.2.5 The function as Past Participle Form

Suffix -en

1. (307) spoken

(307) Spoken is constructed by two morphemes, they are speak (free morpheme), and –en (bound morpheme). Morpheme speak is a verb category, and –en is a suffix. Speak (verb) + -en are inflectional morphemes when they are combined since spoken indicate past participle form. "For example Former Bayern coach Ottmar Hitzfeld, who led the team to the Champions League title in 2001, has spoken of Bayern's problem when it comes to replace Robben, with neither Douglas Costa nor Kingsley Coman at the Dutch star's level" (Jakarta Post Vol.11 2016).

4.2.2.6 The Function as Present Participle Form

Suffix -ing

1. (278) working

(278) working is constructed by two morphemes, they are work (free morpheme), and –ing (bound morpheme). Morpheme work is a verb category, and –ing is a suffix. Work (verb) + -ing are inflectional morphemes when they are combined since working indicate present participle form. "The uproar over his statement started when a part of his speech circulated on social media after the working visit" (Jakarta Post Vol.11 2016).

4.2.2.7 The Function as Comparative

-er

1. (88) deeper

(117) Harder is constructed by two morphemes, they are hard (free morpheme), and -er (bound morpheme). Morpheme hard is an adjective category, and –er is a suffix. Hard + -er are inflectional morphemes when they are combined since harder indicate comparative marker. "Compete will be harder" (Jakarta Post Vol.11 2016).

(285) Longer is constructed by two morphemes, they are long (free morpheme), and -er (bound morpheme). Morpheme long is an adjective category, and –er is a suffix. Long + -er are inflectional morphemes when they are combined since longer indicate comparative marker. "If Arjen has the feeling he can no longer compete at the highest level, then he'll stop" (Jakarta Post Vol.11 2016).

4.2.2.8 The Function as Superlative

-est

1. (261) highest

(261) Highest is constructed by two morphemes, they are high (free morpheme), and –est (bound morpheme). Morpheme high is a

adjective category, and –est is a suffix. High + -est are inflectional morphemes when they are combined since highest indicate superlative marker. "If Arjen has the feeling he can no longer compete at the highest level, then he'll stop" (Jakarta Post Vol.11 2016).

4.3 The Principle of Derivational and Inflectional English Morphemes

The last discussion is the principle of the Derivational and Inflectional English Morphemes in this research. The principle of the derivational and inflectional English morphemes can make significant difference based on free morpheme and bound morpheme that attached. The following some of the principles

4.3.1 Derivational Morphemes which Change the Meaning

Principle 1. un + verb ☐ New Verb.
1. (255)   uncover
2. (259)   unrest

Principle 2. un + Adjective ☐ antonym or negative meaning.
1. (77)   unfit
2. (69)   unclear

Principle 3. in + Adjective ☐ New Adjective
1. (199)   intolerant
2. (167)   inconsistent

Principle 4. re + Verb ☐ New Verb
1. (13)   redo
2. (132)   reconsider

Principle 5. dis + Verb ☐ New Verb

1. (170)   disagree
2. (33)   disharmony

4.3.2 Making Noun
Principle 6. Verb + er   ☐ making noun
1. (185)   leader
2. (103)   voter
Principle 7. Verb + ment ☐ making noun
1. (283)   agreement
2. (335)   movement

Principle 8. Verb + ion/tion ☐ making noun
1. (50)   nomination
2. (76)   production

Principle 9. Adjective + ness ☐ making noun
1. (277)   brightness

2. (112)   happiness

Principle 10. (Verb, adjective) + ance/ence ☐ making noun
1. (45)   difference
2. (279)   competence

Principle 11. Adjective + ity ☐ making noun
1. (102)   plurality
2. (2)   neutrality

Principle 12. Noun + ism ☐ making noun, change the meaning or create the new meaning
1. (25)   opportunism
2. (298)   optimism
Principle 13. Noun + ist ☐ making noun (agentive)
1. (61)   sociologist
2. (217)   communist

4.3.3 Making Adjective
Principle 14. Noun + ful ☐ making adjective
1. (85)   peaceful
2. (181)   hopeful

Principle 15. Verb + able ☐ making adjective
1. (74)   Predictable
2. (92)   Profitable
Principle 16. Noun + al ☐ making adjective
1. (51)   formal
2. (188)   racial

4.3.4 Making Verb
Principle 17. Noun + ize ☐ making verb
1. (236)   apologize
2. (329)   categorize

Principle 18. Adjective + en ☐ making verb
1. (4)   sharpen
2. (134)   shorten

4.3.5 Making Adverb
Principle 19. Adjective + ly ☐ making adverb
1. (327)   widely
2. (14)   roughly

4.3.6 The Principle of Inflectional English Morphemes
Principle 1. Noun + s/es ☐ making plural
1. (20)   candidates

2. (27) promises

Principle 2. Noun +'s ☐ making possessive
1. (155) father's
2. (114) facebook's

Principle 3. Adjective + er ☐ making adjective comparative
1. (88) deeper
2. (117) harder

Principle 4. Adjective + est ☐ making superlative
1. (261) highest
2. (19) hardest

Principle 5. Verb + s/es ☐ indicate the subject third singular person

in present tense
1. (3) votes
2. (17) comes

Principle 6. Verb + ed ☐ indicate past form
1. (5) promoted
2. (11) added

Principle 7. Verb + en = indicate past participle form
1. (307) spoken
2. (172) mistaken

Principle 8. Verb + ing ☐ indicate present participle form
1. (278) working
2. (271) expanding

V CONCLUSION AND SUGGESTION

Morphemes are the smallest meaningful units of language. They are meaningful because they have a function to change part of speech or grammatical meaning. In English, derivational morphemes can be prefixes and suffixes, while inflectional morpheme suffix only.

In this research the writer finds 23 kinds of morphemes which derivational morphemes prefix consist of–un, –in, -re –dis, derivational suffix consist of -er, -ment, -ful, ness, -tio/ion, -ence/ance, -able, -ity, -al, -ize, -ism, -ist, and ly. and inflectional morpheme consist–s or es, -'s, -er, -est, -ed, en, s or es and ing.

The research finds some function of derivational and inflectional English morphemes as negative meaning, as again meaning, as noun, as adjective, as verb, as adverb, plural mark, comparative, superlative, present perfect form, past form, present participle and past participle.

The last part can be viewed as the rule of the morphemes. In this part describe about how the formation result of the rules caused by combined between bound morphemes and free morphemes that't can produce new lexem or new part of speech.

Suggestion

In this part, this research would like to contribute some suggestions for the other writers based on the research finding and discussion. This thesis is specially proposed to the students who have interest to put linguistics as field of study is concerned with the morpheme. It is suggested that this research can be a reference, beside that more interesting to discuss about another morpheme. Maybe the next research will be finding a new research that can make as a reference. Hopefully, there will be any further research of how to complete this research and make this research more better and can use for any further writers.

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Derivational Affix in the Movie "The Gentlemen" by Guy Ritchie: Morphology Study

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Abstract

This research aims to analyze derivational affix in the movie The Gentlemen. The purposes of this research are to find out the types and forms of derivational affix in The Gentlemen movie. The study of derivational affix was interesting to analyze because it affects on the formation of words from simple to complicated. This research used the descriptive qualitative method. In analyzing the data, researcher used the theories about morphology from Haspelmath and Sims (2010), and Lieber (2009). The researcher also used the theories about affixation from Procter (1980). The results of the analysis show there are 133 data types of derivational affix found in The Gentlemen movie consisting: 107 suffixes and 26 prefixes. The dominant of derivational affix in the Gentlemen movie is derivational suffix with the total percentage 78% and then derivational prefixes with the total percentage 22%. Moreover, there are four forms the most derivational affix used in The Gentlemen movie, they are 59 Noun form (44%) then 46 Adjective form (35%), 17 Verb form (13%) and 11 Adverb form (8%).

I. Introduction

Humans are social beings that cannot communicate without using language. Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Language is used as a tool for daily communication between people. It is also a tool for conveying human feelings, thoughts and ideas. Since language is very important for communicate, language itself related to all aspects of life especially for communication with foreigners. Some people feel that they should be able to learn another language. Therefore, language related to morphology. The study of word structure was known as morphology. It plays an important part in the construction of linguistic structures and units. Morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they're used in sentences (Lieber, 2009). One of the morphological processes is affix. People can learn about the process of word formation through the affixation process.

Affix is one form of bound morpheme that is often used in language. As a bound morpheme, affixes cannot stand alone. Affixes are meaningful when they are joined to another word. According to (Stranzy,2005:11) as cited in (Al-mi, 2005), affixation is a morphological process that adds phonological material to a word in order to change its meaning, syntactic properties, or both. The affixation process is attached to base that can be prefix, infix, or suffix. According to (Brinton & Brinton, 2010) as cited in (Marciana, 2021), affixation itself falls into two categories of derivational and inflectional. It commonly found in several literary works like songs, movies, newspapers, magazines, etc.

In this research, the researcher chooses *The Gentlemen* movie as the object of research. *The Gentlemen* is a 2019 action comedy film that is written, directed, produced by Guy Ritchie, who developed the story along with Ivan Atkinson and Mam Davies. It tells about an American marijuana kingpin in England who is looking to sell his business, setting off a chain of blackmail and schemes to undermine him. A movie must be well-presented and also easy to understand for the audience especially in the formation of words through affixation. Therefore, the researcher interested to analyze morphological study about affixation to find out how often derivational affixes are used in the film. Hopefully, this research could be valuable to give information as reference in increasing knowledge about affixation and it also can be applied to learn.

Research Questions

1. What types of derivational affixes are found in "The Gentleman" movie by Guy Ritchie?
2. What forms of derivational affixes are found in "The Gentleman" movie by Guy Ritchie?

II. Review of Literature

2.1 Morphology

Morphology is a part of linguistics that identifies base word to create new word and also make a new word into grammatical unit. Morphology is the study of word formation, including the ways new words are coined in the language of the world, and the way forms of words are varied depending on how they are used in sentences (Lieber, 2009). Another expert said that morphology is study of the internal structure of words or ways in which words are constructed out smaller meaningful units (Haspelmath & Sims, n.d.).

It can be concluded that morphology is part of linguistics that study about word formation. It focuses on identified base words into a new word, how words are constructed from smaller meaningful units. This smaller meaningful units that brings information about function and meaning acalled morpheme which classified into free morpheme and bound morpheme. Free morpheme is morphemes that can stand alone without any combination of other morphemes as an independent word. It usually called as base word like verb, noun, adjective, determiner, etc. Whereas bound morpheme known as affixes are always attached to another morpheme. They may attach in the beginning, middle, or in the end of word like a-, un-, -ily, -s, etc.

2.2 Affixation

Affixation is one of morphological process of gaining some word or adding an affix to create a different form of word or maybe gain a new word with a different meaning. According to Procter (1980:15) as cited in (Aryati, 2014) says that affix is a group of letters or sounds added to the beginning of a word or the end of the word. In order to add some word to the construction of word, an affix is a morpheme that is typically added to the base morpheme. It means that affixes are process adding some word to construct a new word whether it's in the beginning, middle, or in the end of the word.

2.3 Types of Affixes
According to the types of affixes, affixes are divided into two types.

a. Prefix
Affixes which can be attached to the front of its base is called prefix. It means that prefix is an element of affix that uses in beginning of a root word that makes a new word and chance the meaning of word. According to Katamba and Stonham (2006:44) as cited in (Yastanti & Warlina, 2018), prefix is affix attached before a root or stem or base like re-, un-, and in-. for examples, re-make, un-happy, in-decent. It can be concluded that an affix attached a root or stem or base word is called prefix.

b. Suffix
Affixes that can be added to the end of the word are called suffix. According to Carolyn McManis, et al (1987:119) as cited in (Herliningtyas, 2008) a suffix is one kind of affixes which attached to the end of a word or morpheme. Another theory from (Victoria Fromkin, et al, 1991:68) as cited in (Herliningtyas, 2008) said that a suffix belongs to part of words that are called bound morphemes which distinct from free morpheme. For example, -er (singer, researcher, slayer). Researcher can conclude that suffix always occurs in the end of word.

2.4 Classifications of Affixes
Moreover, according to the affixes classification, affixes are classified into two types.

a. Inflectional Affixes
The process of adding inflectional affixes to existing word which may show a grammatical category without changing the meaning or word class is known as inflectional affixes. According to Hazen (2014:185) as cited in (Maulidina et al., 2019), inflectional suffixes set up relationship and affect the grammar. It means that inflectional has relationship with grammatical function and it influences not only a word but also the entire phrase.

b. Derivational Affixes
Derivational affixes is a process combined some word with another word to produce a new word with different class and meaning from the existing word. According to Rachmadie (1990:23) as cited in (Aryati, 2014) said that derivational affixes are affixes that change the part of speech of the root or base. The main purpose of derivational process is an important knowledge for human to create a new word with a new meaning which can be used for their life as human being.

Derivational affixes are possible to have different grammatical class from the base word. The following are kinds of derivation affix form:
1. Noun Derivational Form
   For example:
   Weak (Adjective/Base Word) + -ness   (Suffix) = Weakness (Noun)
   Sing (Verb/Base Word) + -er (Suffix) = Singer (Noun)
2. Adjective Derivational Form
   For example:
   Create (Verb/Base Word) + -ive (Suffix) = Creative (Adjective)
   Health (Noun/Base Word) + -ful (Suffix) = Healthful (Adjective)

3. Verb Derivational Form
   For example:
   -re (Prefix) + cover (Noun/Base Word) = Recover (Verb)
   -un (Prefix) + do (Verb/Base Word) = Undo (Verb)
4. Adverb Derivational Form
   For example:
   Exact (Adjective/Base Word) + -ly (Suffix) = Exactly (Adverb)
   Happy (Adjective/Base Word) + -ily (Suffix) = Happily (Adverb)

III. Research Method

In this research, the researcher used descriptive qualitative method for the data collected and to identify derivational affixes found in the movie "The Gentleman" by Guy Ritchie based on morphological study. It includes collecting and analyzing data in detail to make conclusions. Descriptive qualitative method according to Sugiyono (2016:9), are research method based on the concept of postpositivism used to examine the condition of natural objects (as opposed to experiment) where the researcher is the key instrument of data collection techniques carried out by triangulation, data analysis is inductive/qualitative, and the results of qualitative research is the meaning of generalization. Meanwhile, according to Nazir (2013:10), stated that qualitative descriptive method is a method used by researchers to find knowledge or theory of research at a certain time. Descriptive qualitative research aims to determine, explain and answer in more detail about the problems to be researched. This research collected the data by watching movie and identify types as well as form of derivational affixes found in "The Gentleman" movie.

IV. Results and Discussion

In this section, the finding of the research from the analysis of derivational affix in "The Gentlemen" movie can be presented the types and forms of derivational affix. The researcher describes data analysis based on conversations from The Gentleman movie. The researcher found 133 derivational words that came from 107 suffixes and 26 prefixes.

4.1 Data 1
Suffix
Flecther: "*So Big Dave, editor extraordinaire, has developed a terrible antipathy for your boss and his liquorish assortment of **tasty** mates.*"
(The Gentlemen, 00:05:19 – 00:05:30)
The data above is a conversation between Fletcher and Raymond. Flecther acts as a speaker and Raymond acts as listener. When Raymond steps into the dining room, private investigator (Fletcher), sitting at the dining table with a bottle of Scotch. Fletcher surprised Raymond because he was suddenly in the dining room. After a short conversation, Flecther tells story about a news agency leader who hate Raymond and his boss.

In the data above explains about the types and forms of derivational affixes. The utterance *tasty mates* in conversation above means that Raymond's group have a good team work to deal with Fletcher and his boss. The word *tasty* consists of the base word *taste* which is added with the suffix -y to make *tasty*. The process of combining these words is included in the type of suffix. The base word *taste* indicates that a food taste is good, but when it's added a suffix -y, the word chance the meaning and also requires an

object. Meanwhile, the *taste* itself is a noun form. Then, when the base word *taste* combined with -y, it will form an adjective form. The attachment of suffix -y change the word class, the base word *taste* is a noun and the derivation *tasty* is an adjective. This process called adjective derivational formation in noun to adjective process.

4.2 Data 2
Suffix

Dave: "*This is yours, Flecther. I need a man with* **creativity***, with your nose. Now, you know you're my favorite bloodhound.*"

Flecther: *I just think it's really important to remember who you're talking to, Dave.*"

(The Gentlemen, 00:13:40 – 00:13:51)

The data above is a conversation between Dave and Fletcher at the news agency. Dave is very ambitious to ruin Mickey's business, he commissioned Fletcher to do a job in investigating Mickey. He believed that Fletcher because Fletcher is a creative and smart investigator.

In the data above explains about the types and forms of derivational affixes. In forming *creativity,* there is only derivational step which is suffix -ity attach to base word *creative* become *creativity*. The process of combining this word is included in the type of suffix. Moreover, the word *creativity* indicated the process of adjective to noun in derivation. It formed by two morphemes, they are *creative* and -ity. The base word *creative* is an adjective category. Then, when the base word *creative* combined with -ity, it will form a noun. This process called noun derivational formation in adjective to noun process. As a result of the process, it changes the word class and the meaning. That is adjective (creative: relating to or involving the imagination or original ideas) changes into a noun (creativity: the use of the imagination or original ideas).

4.3 Data 3
Suffix

Fletcher: "*So, he's not* **exactly** *clean, our Mickey. He has come up the hard way. He's earned his position, shall we say.*"

(The Gentlemen, 00:09:21 – 00:09:28)

The data above is a conversation between Fletcher and Raymond. Flecther as a private investigator tells story about Mickey's background. He born in America. He's clever but poor. Therefore, he was so ambitious to be rich but in the wrong way. He validated all the way until he got his positions as the King of Marijuana.

In the data above explains about the types and forms of derivational affix. The utterance *exactly* in that conversation means that Mickey earned his position not always in a good way. The word *exactly* consists of the base word *exact* which is added with the suffix -ly to make *exactly*. The process of combining this word is included in the type of suffix. The base word *exact* indicates an activity that human doing is right. but when it's added a suffix -ly, the word chance the meaning. Moreover, the word *exactly* formed by two morphemes, they are *exact* and -ly. The base word *exact* is an adjective category. Then, when the base word *exact* combined with -ly, it will form an adverb. The attachment of suffix -ly change the word class, the base word *exact* is an adjective and the derivation *exactly* is adverb. This process called adverb derivational formation in adjective to adverb process.

4.4 Data 4
Prefix

Raymond: *"If you lot are **unhappy**, you should share your thoughts with your friends."*

(The Gentlemen, 00:54:08 – 00:54:10)

The data above is conversation between Raymond and Laura's friends in an apartment. He gave an advice to Laura's friends because they are naughty. The purposes he went to the apartment to pick up Laura but it was stopped by his friends.

In the data above explains about the types and forms of derivational affixes. The word *unhappy* consists of the base word *happy* which is added with the prefix un- to make *unhappy*. The process of combining this word is included in the type of prefix. The word *unhappy* indicated the process of adjective to adjective in derivation. It formed because there is prefix un- attached to the base word *happy*. The attachment of prefix -un doesn't change the word class, but it changes the meaning. Therefore, the base word *unhappy* is adjective and the derivation *unhappy* is still adjective. This process called adjective derivational formation in adjective to adjective process.

4.5 Data 5
Prefix

Dry Eye: *"Now, Rosalind, don't be alarmed, but you're gonna come with me until I can **resolve** all these issues with your husband."*

Rosalind: *"I'm not going anywhere."*

(The Gentlemen, 01:20:47 – 01:20:54)

The data above is a conversation between Dry Eye and Rosalind. When she was in his service station office, Mickey called Rosalind to take her out to dinner. Suddenly, Dry Eye who was Matthew's men come to take Rosalind out of her office and to solve his problem with Mickey.

In the data above explains about the types and forms of derivational affixes. The utterance *resolve* in that conversation means that Dry Eye is able to overcome all of Rosalind's husband problems with him. The word *resolve* consists of the base word *solve* which is added with the prefix re- to make *resolve*. The process of combining this word is included in the type of prefix. The word *resolve* indicated the process of verb to verb in derivation. It formed because there is prefix re- attached to the base word *solve*. The attachment of prefix -re doesn't change the word class, but it changes the meaning. The base word *solve* is verb and the derivation *resolve* is still verb. This process called verb derivational formation in verb to verb process. The meaning of *solve* is personal problems that do not involve other people, while *resolve* is problems between the two sides.

In short, there are two types and four forms of derivational affix found in The Gentlemen movie. Picture 1. Shows the percentages of occurrence of the types of derivational affix. Whereas, Picture 2. Shows the percentages of occurrence the forms of derivational affix.
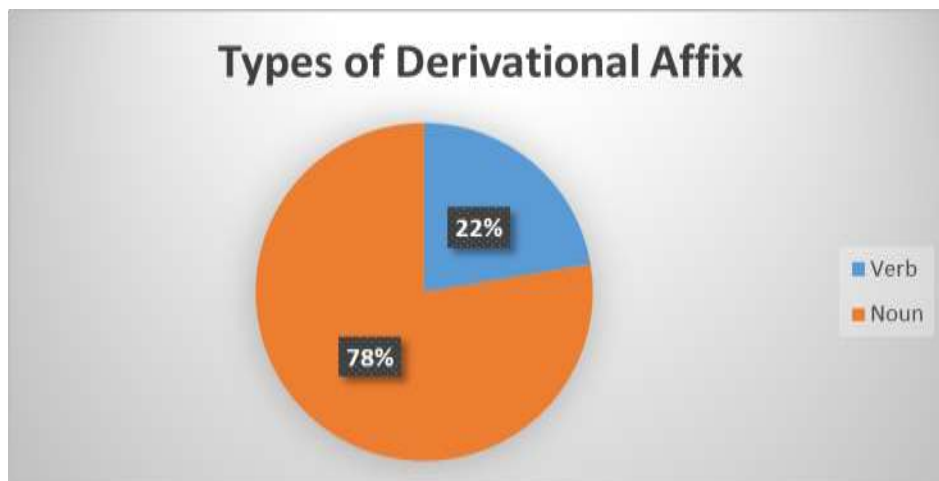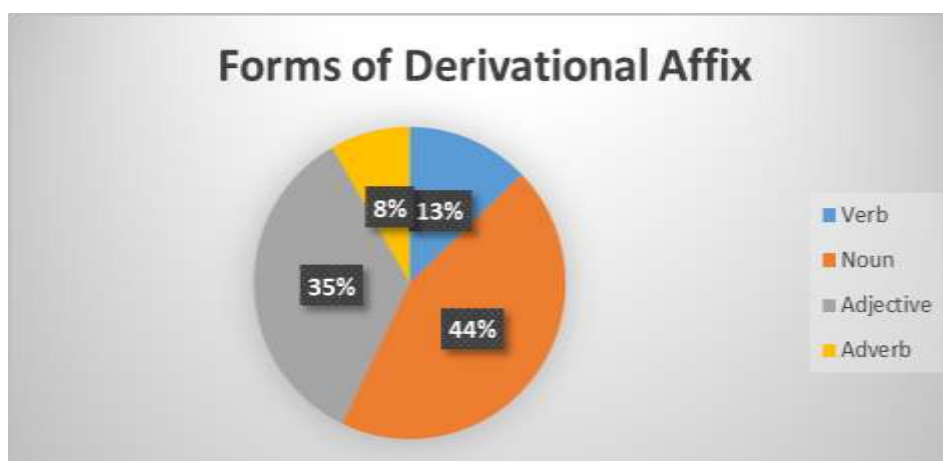
Figure 1. *The percentage types of derivational affix*

Figure 2. *The percentage forms of derivational affix.*

V. Conclusion

From all the data that has been collected, the researcher concludes that in The Gentlemen movie has 2 types of derivational affix, they are derivational suffix and derivational prefix. The result of the analysis shows there are 133 data types of derivational affix found in The Gentlemen movie consisting: 107 suffixes and 26 prefixes. The dominant of derivational affix in the Gentlemen movie is derivational suffix with the total percentage 78% and then derivational prefixes with the total percentage 22%. Moreover, there are four forms the most derivational affix used in The Gentlemen movie, they are 59 Noun form (44%) then 46 Adjective form (35%), 17 Verb form (13%) and 11 Adverb form (8%).

Furthermore, process of joining base words or root sometimes make a new word, form a new word with a new meaning and it change the part of speech of root known as derivational affix. There are three types of derivational affix, they are prefix, infix, and suffix. Derivational affix also has four kinds of forms, namely Noun form, Adjective form, Verb form, and Adverb form.

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THE BOOKSTORE SISTERS

A SHORT STORY

NEW YORK TIMES BESTSELLING AUTHOR
Alice Hoffman

THE BOOKSTORE SISTERS

A SHORT STORY

Alice Hoffman

The letter to Isabel Gibson arrived on a Tuesday, which had always been the unluckiest day of the week. Tuesdays were meant for accidents, disappointments, and bad news. Long ago, the day was considered to belong to Mars, the god of war and blood. Now it just meant trouble—it meant that your past could come back to haunt you. Isabel stuffed the letter, which was postmarked from Brinkley's Island, into her pocket without looking at it, since no news was good news as far as she was concerned, then she promptly forgot about it. She was good at forgetting; she had practiced for years, and it was now a skill at which she excelled. When she tried, she was able to forget not only Brinkley's Island, which held her worst childhood memories, but the entire state of Maine, where she had spent her first eighteen years. She could forget she was divorced, after five unhappy years; she could forget she was thirty-two and ate most of her meals alone in her apartment on Eighteenth Street, where the stove was temperamental and often refused to light. She could even forget that she had once been considered the girl most likely to become somebody, when she'd turned out to be nobody in particular. When Isabel really tried, she could block out everything around her. She could even forget it was June, which had once been her favorite time of year, before everything went wrong.

Isabel was now a full-time dog walker in Manhattan, where she had lived ever since finishing art school twelve years earlier. She'd had promise back then—all her teachers had told her so—but promise can disappear if you leave it to flounder, and now she had five dogs to walk on a daily basis, a troupe that included a well-behaved Labrador retriever who was left alone in his apartment for ten hours each day, a Jack Russell terrier who didn't listen to a word she said, two standard poodles who barely looked at her and only related to each other, and a sheepdog who liked to nip whenever he had the chance. Isabel didn't think about the letter that had arrived until she was sitting in the Madison Square dog park. She had already delivered four of her dogs to their homes and was alone with the Labrador retriever, named Hank. She usually had Hank for most of the day even though she was only paid for three of those hours; she couldn't bear to bring him home

to an empty apartment. Every time she did, she could hear him howling as she walked down the hallway, and it nearly broke her heart, something she didn't even think she had anymore. Forgetting you had one could nearly make it so.

Isabel took the envelope from the pocket of her spring coat, bought on sale at Saks when she was still married and using Roger's credit cards as often as possible. Roger had said that even though she had married him, she had never made a real commitment and had always neglected him. He blamed her for all that had gone wrong between them, and she might have believed him if she hadn't discovered a scrap of paper in his jacket with script that was girlish and unfamiliar. *This morning was heaven.* As it turned out, when Roger went out running early in the day, he was also having an affair, so that was the end of that. Any possibility of a commitment was over.

Before the divorce was official, Isabel charged purchases she didn't need or want at Burberry and Coach and Saks at a mad pace, all on Roger's cards. For a while, she bought two of everything, and sent the doubles to her sister, Sophie, but she never received a thank-you note. For all she knew, her sister had thrown the expensive purses and sweaters in the trash or had given them to the jumble sale that was held at the community center each summer. It seemed it was impossible for them to be sisters again, and if the letter that had arrived was from Sophie, as Isabel suspected it was, it was likely to be full of anger and blame over the huge falling-out they'd had the last time they'd been together.

No matter what, the craggy landscape of Brinkley's Island had managed to surface in all Isabel's paintings. She could be at the Hudson River sketching out an urban river scene only to wind up with a painting of the rocky beach at the harbor or the meadow behind the house where she'd grown up, so filled with lupines that the whole world turned blue and pink and white. Isabel had sold off the last of her paintings for twenty-five dollars apiece at the flea market in Chelsea, so that she could continue to forget. Mostly she tried to forget her own bad behavior the last time she'd seen her sister. Born two years apart, she and Sophie had been best friends, but that was long ago. They had grown up in the cottage attached to the Once upon a Time Bookshop, a place locals treated as if it were their personal library. People brought the books home, then returned them once

they'd been read, without bothering to pay, with the margins filled with cheerful remarks and blasting critiques. Isabel's father, Shaun Gibson, was beloved on the island and always encouraged people to read as much as they wished to, but that didn't mean he was financially adept, and money was always a struggle; in the end there was no money at all.

When Shaun died, during Isabel's last year of school in New York, she wanted to sell the bookstore, but Sophie said they'd be dismantling their heritage and destroying their past, which was exactly the point as far as Isabel could see. Their past was miserable, wasn't it? Their mother had passed away when Isabel was ten and Sophie twelve, after two terrible years of an illness that had caused their beautiful mother to remain in bed with the curtains drawn. Isabel had spent most of those two years escaping into books. When their mother stopped baking, her favorite thing to do, and they knew how bad it was, Isabel stopped reading. There was no longer any way to escape what was happening to them. Afterward, their father was out most nights at the tavern, drowning his pain, until Sophie ran to get him and bring him home. That was what Isabel wished to forget most of all. The sorrow she felt when she'd been alone in her room and had heard her sister crying late at night when she thought no one could hear. That was when she began to plan her escape from the island.

As for the bookstore, she'd been convinced it would only land them in bankruptcy once their father had passed on, the year after Isabel had moved to New York. He'd had an emotional attachment to a place that was failing, and Sophie had inherited that trait. When the sisters had argued, Sophie had hired a lawyer and won, although Isabel didn't know what exactly her sister had won, other than outstanding debt and a store filled with dusty editions that were piled to the ceiling. The back room, which had once been Isabel's favorite place to read, had stacks of myths, fairy tales, novels, and histories, along with books of maps, their father's favorites, for he had always planned to travel the world someday. That day had never come, and he'd gone exactly nowhere. The idea of going nowhere haunted Isabel; she had taken a few trips, to Mexico and California, but each time she had she'd thought, *What am I doing here all alone?*

The case between the sisters was heard at the small white courthouse on Main Street, where fifty of Shaun Gibson's closest friends came to testify that the bookstore must remain and was, in fact, a historical site, for

the building had been put up in 1670. The attached house was known as Red Rose Cottage, and the roses that grew there could not be found anywhere else in Maine and were thought to have been brought over from England when the first settlers arrived. A botanical expert was asked to testify and called the roses a national treasure.

The day at the courthouse had been a huge show of support for the bookstore, since there were only sixty people living on the island year round, and it seemed all of them had shown up. The island was a well-known summer place where the population swelled in June, July, and August. The summer people came and went and were considered outsiders even if they were second-generation visitors. The year-rounders all knew each other, and they knew they wanted a bookstore, and that was that, case closed. Afterward, Isabel and Sophie had never spoken again. They vowed they would never see one another, but then Sophie suffered a tragedy that Isabel couldn't ignore.

Sophie's new husband, a fisherman named Matt Hawley who the sisters had grown up with, had drowned during a storm. Although Isabel hadn't been invited to the wedding, as soon as she heard the news of his passing, she'd left for home. She'd sped along the highway in a panic throughout the seven-hour drive, fearing she would be late, managing to get the last ferry of the day across. Matt had been a quiet lovely boy who'd grown up to be a quiet lovely man, and there had never been any question that Sophie would marry him one day. He'd had her name tattooed on his arm when he was all of seventeen, off on a tear with the other island boys to Boston. And that was as good as an engagement ring, better, Sophie always said, because you could lose a ring, but a tattoo was part of you, yours forever, yours for life.

Isabel had arrived late, just as she'd feared, entering the church in the middle of the service, the old oak door squeaking and giving her away. She hadn't thought about clothes, and while everyone else wore solemn black, she had on a spring dress patterned with flowers. She hadn't even bothered to comb her hair, and she looked a mess, as if she were a tourist who had mistakenly stumbled onto a local tragedy. Everyone spied the latecomer, and no one was surprised to see it was Isabel, who was thought of as selfish, a real New Yorker. Sophie had turned to see her sister, and after one look, she'd turned away. At the close of the service, Isabel went up to her sister,

waiting in line with the other mourners. "Are you serious?" Sophie said when at last they were face to face. "You can't even be on time to Matt's funeral?"

"I tried," Isabel found herself saying. She sounded pathetic even to herself.

"You shouldn't have to try," Sophie said. "That's what you've never understood."

After that, Isabel was far too embarrassed to gather with the other mourners in the parlor of her parents' house, where Sophie now lived. Instead, she'd wound up at the Black Horse Tavern, where she drank far too much and forgot just about everything. It was the sort of evening when she knew she was making a mistake while it was happening. She danced with men she barely knew and those she knew too well, and she couldn't remember how she'd made it up to her rented room above the bar. In the morning, Isabel woke with a headache and a huge desire never to return to Maine. She quickly packed her bag and went downstairs, hoping to escape before anyone took notice of her, but there was Sophie, having a coffee at the bar. Sophie had always been the calm, logical sister, but now she looked distraught. And there was something Isabel hadn't noticed at the church. Sophie was pregnant.

"You're deserting me," Sophie said. "Once again. Dad went to the bar, you locked yourself away with your books, and I had to take care of everything."

"I'm not deserting anyone. Mom and Dad are gone, and the bookstore is as good as ruined. Why would I stay?"

"Because we promised we would take over the bookstore," Sophie reminded her. "We told Dad we would."

They had said so, true enough, but they'd been children, two sad girls, who had lost their mother. Books had been Isabel's salvation and her escape. She'd spent evenings in the fairy-tale section reading her way through the stacks of books, always preferring Andrew Lang's color-coded fairy books. Sophie had favored biographies and history, the stories of women who had survived despite all odds. The island had seemed enchanted then, and when the moon was full, they sneaked outside to read by its light. Sometimes their father would find them asleep in the grass in the morning, their books still open. Sometimes Matt would come by to read

books about sailing, as if he were predicting his future with stories of drowned men and the women who waited for them on the shore. Matt and Sophie were fated to be together even back then, but fate can turn dark when you least expect it to, and there you are alone and in mourning with no one to help you raise the child you're about to bring into the world.

"You think I should stay on this island because of a promise I made when I was ten years old?" Isabel asked her sister. "Should I only have peanut butter sandwiches for lunch because that's what I ate then?"

"Are you my sister or aren't you?" Sophie's face was pale; her black hair was knotted. She looked wild-eyed, and ready to snap.

"Of course I am." Was she being asked to forget her apartment, her job, her own life? "I can stay with you until you get over Matt." It was the absolute worst thing to say. Isabel knew that it was as soon as she blurted it out, but words that have been said cannot be unspoken, and Sophie was hurt beyond measure.

"Is that what you think happens when you lose someone you love? You get over them? You forget them and go on as if they never existed? Go on then, leave. You've always done as you pleased, just like you did last night. You should be more careful about who you sleep with, Izzy. Everyone on the island is talking about it."

Isabel had been drunk the night before and only now remembered that she'd spent most of her time with a man she couldn't quite remember. She only recalled that he was tall and dark and familiar. It was true, they had almost wound up in bed—she remembered that now—but after kissing madly outside the door to her room above the bar, the fellow had said something like, "I don't think you're in a state to make this decision. Why don't I come back in the morning?"

But in the morning, she was gone. Sophie had left the tavern through the front door, and Isabel left out the back, and if the man in the hallway ever had returned, he certainly didn't find her there waiting. Instead, she'd gone down to the docks, where she'd pleaded with one of the fishermen to give her a ride across the harbor, not wanting to wait for the ferry. She'd turned and looked at the island as they sped across the bay, and if she wasn't mistaken, her sister was there on the shore. That had been the last time they'd seen each other, for in the years that had passed, they'd forgotten how much they had loved each other. They had tried hard to

forget, and they had nearly succeeded, and so it had remained, until this Tuesday.

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Now, on this day in the park, Isabel discovered there was a white card inside the envelope. One word had been hastily written in black marker. *Help.* Isabel wondered how a single word could have such a great effect, but she burst into tears, there in Madison Square Park, upsetting Hank the Labrador, who had a sensitive nature and now did his best to sit on her lap even though he weighed close to eighty pounds. At the bottom of the card, there was a line of typed print. *Take the two o'clock ferry on Wednesday.* If it was Sophie, something must have gone terribly wrong for her to contact Isabel after more than a decade. Despite all that had happened, Isabel had to go.

When you stop forgetting, the effects can be overwhelming. You think of the time when you imagined you would always live in a world of books, when in truth Isabel hadn't read a book in years. She'd given them up. She didn't even believe in them anymore. When she read, she remembered dancing on the beach on the first snowy night of the year when they could hear whales calling in the distance. She remembered the night they were told that their mother had passed away. She remembered Sophie crying in her room and her father standing out in the yard sobbing and her own decision not to feel things anymore.

Isabel brought Hank back to his owner's apartment on Greenwich Avenue, but the dog stopped on the corner and refused to go forward. "Sometimes you have no choice," Isabel always told him about the hours he spent in an empty apartment waiting for his owner to arrive, but today he simply would not budge, and Isabel didn't have the patience or the heart to leave him.

She took Hank home, packed a bag, phoned everyone on her dog-walking list to regretfully inform them she would be out of town, briefly, she hoped. She left a message for Hank's owner, who happened to be her divorce lawyer, not to expect him back. She was bringing Hank with her, that much was certain. He was already sitting on top of her suitcase.

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Isabel rented a car in the morning and drove straight through, only briefly stopping in Portland to pick up a sandwich to go and some coffee and run into a pet store where they only sold extra-large bags of dog food weighing forty pounds. She headed north and east, turning off the highway and taking the twisting road along the shore. Things kept looking familiar so that forgetting was becoming more difficult with every mile. The dog kept his head out the window, even though the day was misty and cold. June was like that in Maine, the damp constant, until brilliant sunlight broke the sky open and the gray world turned blue and green in equal measure. When she got to the small town of Hensley, where the ferry to the island docked, she remembered all the times in high school when she'd tried to escape from the island.

"Can't you just wait to grow up before you leave?" her father told Isabel the last time the ferry captain caught her stowing away and brought her back. "Time goes faster than you think."

"Not fast enough," Isabel answered, but as it turned out, her father was right. Suddenly, here she was in her thirties, with no family and no one to love, and she'd begun, only rarely and at odd hours, to think she'd made a terrible mistake.

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A girl was pacing the dock as the ferry pulled in. She wore a black dress and black boots even though the mist had burned off and the day was now sunny, warm enough so that jeans and a T-shirt would have been more fitting. The girl had a pretty, intelligent face, though she was pale, with dark circles under her eyes. She was holding up a sign so that everyone who was walking off the ferry could see it clearly. *Help.* Isabel stood on the ferry, in shock. It wasn't Sophie who had written to her but this girl with a sour expression, who looked annoyed every time someone disembarked from the ferry and passed her by.

"You look like you've seen a ghost," the ferryman said to her.

Perhaps she had. The girl looked exactly like Sophie had at her age, except while Sophie had been light and cheerful, the girl on the dock looked bitter and suspicious.

"You don't remember me." The ferryman sounded disappointed. He'd noticed her staring at the girl on the dock. "Maybe we're all ghosts to you."

The light was bright, forcing Isabel to shield her eyes in order to see him more clearly. Her newfound companion was tall with black hair, unshaven and in need of a haircut, with eyes so dark they burned through her. He was also quite familiar, although everyone on the island would likely be someone she once knew. Isabel was so practiced at forgetting, she couldn't recall his name.

"We used to run away together," he told her.

And there it was. Isabel remembered going off to hide in the marshes with him. *No one will ever find us,* she used to tell him. *Good,* he always answered. *We don't need anyone else.*

"Johnny Lenox," Isabel said.

They'd been at school together, and he'd been handsome and daring, always getting into trouble once he was a teenager. All the girls were mad for him, but he never seemed to settle down. He just followed Isabel around until she left. "I can't remember the last time I saw you," Isabel said.

"I can. I brought you up to your room on the night of Matt's funeral." When Isabel flushed with embarrassment, Johnny added, "Don't worry, I was a gentleman. I could tell you didn't know who the hell I was. Anyway, it was years ago." He nodded to the girl with the sign on the dock. "It was before Violet was born."

An older man was peering at them. "John, I need you. And not in five minutes when the lady's gone."

"My father," Johnny said of the older man. "You don't want to cross him even though I'm the one who's supposedly in charge now."

The old captain had been her enemy once upon a time, always catching her when she stowed away and reporting back to Isabel's father. "Hey, Mr. Lenox," Isabel called. "Remember me?"

The older Mr. Lenox didn't seem to remember her, or maybe he did; either way he looked displeased. Isabel had always believed that people on the island resented anyone who wanted more.

"Get going, Miss," Mr. Lenox called to her. "We've docked."

"You always wanted to get out of here," Johnny said. "You kept running away until you succeeded. I haven't forgotten you one bit, Isabel." He gave her a sidelong look. "But it appears you've forgotten me even after what transpired after Matt died."

"What transpired?" Isabel asked, uncertain and feeling a fool.

"You fell in love with me," Johnny said.

Isabel laughed out loud, then covered her mouth. "Sorry."

"I'm not making it up. That's what you told me."

"If I did, you should know I'm well known to be a liar."

"I knew you pretty well, and you were never a liar." He nodded to the girl on the dock, who'd caught sight of Isabel and was now waving. As it turned out, Isabel was the last person to disembark. "Your niece seems to be waiting for you, but it looks like you don't notice that sort of thing."

The older Mr. Lenox called out to ask what the hell Johnny thought he was doing when they were due back across the bay in half an hour.

"He still thinks he's the captain," Johnny said as he turned from Isabel. "Just like you still think you'll be happier if you run away."

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Passengers leaving the island had already begun to board when Isabel made her way off the ferry.

"Violet?" Isabel said when she reached the dock. Staring at the girl was like seeing her sister in black-and-white, unlike Sophie who had always been so bright. *Sunlight,* their father used to call her. *Then what am I?* Isabel had once said, wounded by how he seemed to favor Sophie. *Oh, you're moonlight,* he'd said. *Harder to see, but there for those who look.*

"It took you long enough," Violet said. "You're the last person off."

Violet was eleven, but she seemed older, just as Sophie always had. When their mother became ill, Sophie took over the house. She made their dinners, washed up, hung the laundry out on the line. Sometimes Isabel noticed that her sister was crying at the sink, and instead of standing beside her and drying the dishes, Isabel would run out and head for the marshes. She would watch the seagulls and the herons and wish she could fly away.

Hank bounded over, pulling his leash free from Isabel's hands, delighted to be free on an island that smelled of the sea. When he leaped to lick Violet's face, the dog was almost as tall as she. Her bleak expression vanished, and she began to laugh, but soon enough she turned to Isabel and brutally assessed her. "You don't look anything like my mother."

"You do," Isabel said.

"I'm nothing like her," Violet said. "But you wouldn't know since you don't know the first thing about me. I found your address on an old envelope in my mother's night table drawer. I didn't know if you'd really come, but now that you're here, maybe you can help for once in your life. Just don't expect me to like you."

"Fine," Isabel said—that was just as well with her. "Don't expect me to like you either."

Once they reached Shore Road, Isabel unclasped Hank's leash. And after one wild foray into the marsh, where he frightened the geese into taking to the air, honking and squawking, he returned to follow Violet, who appeared to pay him no attention, although she petted his head once or twice.

"My mother's been in the hospital in Portland," Violet told Isabel. "She fell down the stairs and broke her leg and had to have surgery, and she can't walk for six more weeks, and so she can't run the shop."

"I don't care about the shop," Isabel said, but she was shocked to hear the news about her sister. "How is her leg?"

"She's improving, but we've been closed for a month." Violet threw Isabel a look of contempt. "That's why I wrote to you. I thought you owed her something. I hope you can cook, because I can't. And there's a week's worth of laundry. My mother always did all of that, but I guess you knew that. She told me she did that for you, too, when you didn't have a mother."

Isabel felt her heart beating too fast, but Violet didn't stop charging forward, and Isabel had no choice but to hurry to catch up with her, dragging along her suitcase and the ridiculously large bag of dog food. "I'm sorry, I didn't know," she said.

"You should have known, but I can already tell you don't care about those sorts of things."

"What sorts of things?" They were passing by the landscape Isabel had painted time and time again in New York City. The marsh was so green

and familiar it made her feel like crying, something she hadn't done for years.

"Things like family and loyalty," Violet said. "You're probably dishonest as well."

"You're pretty rude," Isabel said. "Maybe you inherited that from me."

"I doubt it," Violet said. "I'm nothing like you."

They went on in silence along the marsh. Isabel remembered walking along this road with her mother and sister, looking for sea lavender to twist into wreaths. She remembered climbing a tree with Sophie in a hidden grove in the marsh so they could sit in a heron's nest and pretend they were birds. *This place is secret,* Sophie had told Isabel. *You can only show it to someone you love.*

At last, they reached Main Street, passing the post office and the market and the Cricket Shop, which sold clothes that were only slightly out of fashion, finally turning the corner onto Center Street, and there was the bookstore. The front door was still blue, and the roses that had no name still bloomed in early June. All the same, the bookstore beside the cottage looked dark and haunted. The curtains were drawn, and flies were caught behind the screens. They went into the cottage, with Hank running on ahead, plowing through the door and racing into the parlor. The house was definitely smaller than Isabel had remembered.

"What on earth is going on?" she heard her sister shout, and then there was a peal of laughter when Hank raced ahead of them. By the time Isabel and Violet entered the room, Hank was sitting on the couch beside Sophie. She was delighted with him, even though her leg was in a huge cast, her foot propped up on a stool.

"Where did you find this beast?" Sophie said warmly as she scratched the dog's head. When she glanced up and saw Isabel, she stopped talking.

"Are you calling me a beast?" Isabel joked, but the joke fell flat.

"She's come to help," Violet explained.

"She would never come and help," Sophie said.

"Well, I wrote to her," Violet said. "And now she's here."

"You should never have done that," Sophie told her daughter. "You know we don't speak."

They were talking about Isabel as if she weren't even in the room, and Isabel supposed she deserved that. She'd been something of a ghost all

these years, so she couldn't quite expect to be treated like a person.

Sophie was still beautiful, but she was wearing a gray nightgown Isabel thought she recognized from their youth, and she seemed twenty pounds lighter, so thin her eyes appeared even larger and darker than usual. "I hate to tell you this," Sophie said to her daughter, "but you can't make things that have gone wrong right again."

"Actually, that's not true," Violet contradicted. "If you couldn't, then nobody would go to a doctor or have surgery, and you've done so, and you'll be right again in six weeks." Violet looked back and forth at the way the sisters were staring at each other, as if they were strangers. "I see," Violet said, now understanding her mother's meaning. "You mean Isabel can't be made right again."

It was bad enough to be judged by one person, and somewhat overwhelming to be judged by two, especially when one wasn't much more than eleven.

"I guess you were a lousy sister," Violet said. "I'm a lousy person, but I'm a great daughter."

Sophie grinned, and anyone could see who the light of her life was. "You are not lousy at anything."

"Isabel is staying," Violet said. "Lousy or not, we need her."

"I'll sleep in my old room," Isabel suggested. She had the rising desire to prove her niece wrong.

"That's Violet's room now," Sophie said.

"Then I'll sleep in the attic."

"We have bats," Sophie said stiffly. "Quite a lot of them."

"Dad's room," Isabel said.

"It was also Mom's room, no matter how much you want to pretend she never existed."

"I never pretended that," Isabel said.

"You wouldn't even walk into the room during her last week."

Isabel remembered now. That was when she had begun plotting out her getaway. Back when every day seemed dark as night and even books couldn't help. All she wanted was to get to a place where every road and lane wouldn't remind her of her mother and all she had lost.

"I went into her room when I was with you," she said to Sophie, suddenly remembering their mother's last day and how they'd stood there

together, holding hands.

"I remember," Sophie said. "I just didn't think you did."

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Isabel was restless up in her parents' old room. Knowing she'd never sleep, she went downstairs to the bookstore. It was indeed a mess, and she did her best to begin cleaning up. The front room merely needed to be vacuumed, but the back room was a disaster, with piles of dusty books everywhere, the paper suffering from the damp. It looked as if what they called the Fairy-Tale Room had sat undisturbed for years. Isabel began to divide the piles into fiction and nonfiction, fairy tales and cookbooks. While rummaging around she found something unexpected in a drawer in a bureau. There, behind the unpaid bills and the check stubs, was the cardboard box of index cards that her mother called her baking library.

Susan Gibson had been an amazing baker, and even though Isabel had never baked, she took her mother's recipes and went up to the kitchen. She remembered the You'll Feel Better in the Morning Cupcakes, the ones her mother had baked to cheer them during times of chicken pox or poison ivy or snowstorms. The cupcakes were made of golden cake and vanilla icing, dotted with cheerful gumdrops. Isabel checked the cabinets for flour and baking powder and vanilla. There was butter and milk in the fridge, but there were no gumdrops, so Isabel made do by chopping up a yellow lollipop she found on a counter.

"What do you think you're doing?" Violet said when she came downstairs early in the morning, sleepy eyed. It was a Saturday, and she could have slept late if she hadn't heard someone tinkering around in the kitchen. Hank was right behind her, having slept on her bed. The Labrador likely had to go out, but when he saw the cupcakes, he, too, was riveted.

"I'm baking," Isabel answered. She remembered when her mother had mixed up a batch of You'll Feel Better in the Morning Cupcakes, served with mugs of sugary tea, when Isabel and Sophie had the flu one winter.

"You don't seem the type." Violet let Hank out in the backyard, where he raced around like a madman set free.

"What type is that?" Isabel dared to say.

Violet looked at her and raised an eyebrow. "Are you sure you want me to say?"

"Go ahead," Isabel said.

"I always thought only good-hearted people baked," Violet said.

"Well, I guess you were wrong." Isabel shrugged, even though Violet was likely right. Since this was her first attempt, the results might be wretched. It was time to find out, so Isabel took the cupcakes from the counter. The frosting was a bit sloppy, and the lemon candy pieces had fallen off, but they actually smelled delicious. "Have one," she said.

"What are they supposed to be?"

"They're made from your grandmother's recipe. Try it."

They stared at one another; then Violet took a dainty, suspicious bite.

"What do you think?" Isabel said.

Violet gave her a look, devoured the cupcake, then wiped her mouth with her sleeve. "Not bad," she granted. "My mother could be talked into having some toast and tea if you know how to make that."

Embarrassed she hadn't thought of bringing her sister breakfast, Isabel put on the kettle, toasted the last two slices of bread, then brought a tray upstairs. She knocked on Sophie's door, and when there was no answer, opened it anyway.

"I don't eat breakfast," Sophie said when she saw the tray. She'd been crying, so she turned her head away. She'd had so many losses, and now, with her leg in a cast, she clearly couldn't even manage her everyday tasks.

Isabel placed the tray on the night table. To give her sister a bit of privacy while she wiped her eyes, Isabel gazed out the window that overlooked the bookstore path. Violet was out there with a plate of cupcakes and a tin box. "What could she be doing?" Isabel wondered.

Sophie sat up in bed. "She seems to be selling something."

"I made cupcakes," Isabel admitted.

The look on Sophie's face changed. "Did you?"

"You'll Feel Better in the Mornings."

"I made those for you every week," Sophie told her.

After their mother was gone, Sophie had begun to bake in earnest, and those cupcakes had been Isabel's favorite, even though she never did feel better in the morning.

When Isabel went outside, Violet informed her that she had started off selling the cupcakes for a dollar apiece, but had raised the price to two after seeing people's enthusiasm. "What else can you make?" she asked Isabel.

"I'm not sure."

"Well, find out, because we're going to sell them in the bookstore."

"Are we?"

"It will bring people in, and then it won't matter if they buy books."

"Of course it will matter. It's a bookstore."

"It doesn't matter to me," Violet said. "I don't read. It's a waste of time. It's just for people who want to escape real life."

Isabel remembered what books had meant to her so long ago, and she suddenly had a longing for all those fictional worlds that had helped her through the worst years of her life.

They went inside and were passing by the back room. "What a mess," Violet said, which certainly was true enough.

Isabel looked through the piles of children's books and chose one that had been a favorite of hers. *Half Magic.* Edward Eager. A summer day, a found coin, magic that thwarts four children and must be tamed, a book wherein there were endless possibilities.

"Even if you don't read, try this one," Isabel said.

Violet stuck out her hand. "Fine," she said, taking the novel. "Don't blame me if I hate it."

Violet sat in the kitchen reading while Isabel made a list of ingredients for some of her mother's most beloved baked goods. Never Get Lost Oatmeal Cookies, great for hikes or adventures. Orange You Glad Cake, an orange loaf with buttercream icing, certain to cheer up the day. Sin No More Cinnamon Rolls, delicious and sticky, good for both the well behaved and the unruly. Fall in Love Fruitcake, rich with raisins and apricots and a secret ingredient Isabel had never managed to figure out. At the end of the recipe, her mother had written *Add the thing you want most of all.*

"What is that supposed to mean?" Violet said as she peered at the list. "A million dollars? A yacht? A bookstore that sells books?"

"I'll figure it out," Isabel said.

"I doubt it," Violet said as she shared the last cupcake with Hank. The sugar rush may have caused Hank to race off, out the door and down the road.

Isabel dashed upstairs to borrow one of her sister's dresses, hoping to look somewhat presentable when she went into town looking for Hank.

"The dog that doesn't belong to me is missing," she told her sister.

"Of course he's not yours," Sophie said. "That would be a commitment."

"You sound like my ex," Isabel said.

"I never liked your ex," Sophie said, which made Isabel laugh out loud.

"That's one thing we can agree on," she said.

"The dog has a better personality," Sophie granted.

"I'm going to get him a tag with his current address on it so he can be returned if found. That's a commitment."

When she opened the closet, Isabel discovered all the bags and clothing she'd charged on her ex's card piled up, still in their wrapping paper. At least Sophie hadn't thrown them away.

"I had no use for them," Sophie explained, sheepish, for she had neither thanked Isabel nor returned the gifts.

"Yes, you do," Isabel said. "I'm listing them for sale, and from the money we earn, we can have new bookshelves made."

They looked at one another because they'd both heard the most important word Isabel had said, one that had not been spoken for more than twelve years. *We*.

"Fine," Sophie said. "We should do that."

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Isabel walked to the hardware store on Main Street to buy Hank a new collar and a tag that was engraved with the address of Red Rose Cottage. The air was fresher here—that much was true. There was birdsong everywhere.

"I heard you were back," Mr. Hawley said. He was Matt's father, and Violet's grandfather, and he didn't say anything about Isabel's past bad

behavior. He'd run the store longer than Isabel had been alive and used to play poker with her father on Friday evenings in their kitchen. He used to bring licorice for Isabel and Sophie, and even though neither girl could stomach the candy, they always made certain to thank him.

"I'm not back," Isabel said.

"And that you've got a dog that's running all over town."

"He's not my dog."

"I heard he was over at the inn sitting on the porch." Mr. Hawley held up the finished dog tag. "This is for your nonexistent dog,"

"I'm sorry about Matt," she said.

"We're all sorry about Matt," Mr. Hawley responded. After Isabel had paid and thanked him, he called, "A lot of people don't know what to do about grief. I don't blame you for a thing."

Isabel turned back to him, as grateful as she'd ever been. "My sister does," she said.

"It's likely she loves you more than she blames you," Mr. Hawley said. "The worst part is when you blame yourself."

Isabel went on to the market. She tried to forget how lovely it was to have neighbors who knew you and cared for you, but all she could think of was what a good man Mr. Hawley was. She filled two large paper sacks with flour, sugar, several pounds of butter, vanilla, raisins, dried fruit, and blocks of dark chocolate, remembering at the last minute to pick up some noodles and fresh asparagus for supper. Isabel was heading back, struggling with the weight of the grocery sacks, when a truck slowed down on Shore Road. The driver was Johnny Lenox, and he was grinning behind the steering wheel. "I think you forgot something," he called out the window.

"Really?" Isabel said. "Did I forget we got engaged that night when nothing happened?"

"Something happened—you're just choosing to forget it."

"I remember," Isabel shot back. "I'm madly in love with you."

"Now you've got it. But you did forget your dog." Hank was in the passenger seat, happy as could be, head out the window. "He was over at the inn. Get in. I'll give you a ride. It looks like you're weighted down."

Isabel went around and got in on the passenger side, so that the dog was between them. She put the groceries by her feet and attached the new

tag to Hank's collar. "There," she said to the dog. "Now everyone will know where to return you."

"I thought he didn't belong to you," Johnny said.

"He doesn't," Isabel insisted. "But his owner is a jerk. He was my divorce lawyer."

"I see," Johnny said, staring right at her.

"Fifty percent of marriages end in divorce." Isabel was touchy when it came to this matter, as if divorce and failure meant the same thing.

As they headed to the bookstore, Johnny said, "I'm not married if that's what you want to know."

Isabel laughed. "Did I ask?"

"I already knew you were divorced, so I thought you should know what my marital status was. It's only fair."

Isabel gave him a look. "How would you know?"

Johnny was staring straight ahead at the road. He was too handsome; that had always been his problem. Or one of them. He'd gone off to California for a while and had been in the navy, if she remembered correctly, and had come home when his father had called him back to take over the ferry.

"Your sister hired your divorce lawyer," Johnny said.

"She did not. I got my own terrible lawyer all by myself."

"Well, she paid for him. She thought you couldn't afford a decent lawyer. I took her over to Hensley to meet with him at the diner. She cried over you."

"She did not." Isabel lifted her eyes to meet Johnny's stare. "Did she?"

"You're very dense," Johnny said. "Are you still a painter?"

"No. I gave it up."

"Too bad. I remember that you were good even back in school. But probably someone with your lack of sensitivity shouldn't be an artist. Too much emotional stress."

"Stop acting like you know me," Isabel said.

"Well, you for sure do not know me. I'm not the person I used to be," Johnny said.

"We're always the people we used to be," Isabel said.

"Then I must still be in love with you." When Isabel turned to him, Johnny added, "It happened in sixth grade. Believe me, it was nothing I

wanted. You used to make me run away with you and hide in the marshes."

"I didn't have to force you."

"No," Johnny said. "You didn't."

Isabel didn't know how to respond to that remark. She looked at him and felt something she hadn't expected. She remembered the night in the hallway of the tavern and the kisses outside her door. She remembered him following her along the road on a snowy day, too shy to say anything. She remembered how they'd always run away together. That stopped soon after her mother had died, when Isabel had decided to turn and ask, "Why are you here?" and he'd responded by saying, "Because you need me." Isabel had left him there and run all the way home, her heart pounding. She'd run because it was true. She'd never gone into the marshes with him again, even though there was something she had wanted to show him that last day.

"Can you help me?" Isabel asked when they pulled up in front of the cottage. She had decided they had to move Sophie to the first floor so she wouldn't be so isolated. The staircase was crooked and uneven, and the only way to do it was to have her carried down.

"Johnny Lenox," Sophie said when she saw him in the doorway of her room. She glanced at her sister, then back at Johnny. "Shouldn't you be on the ferry?" What she really meant was clear. *Shouldn't you stay far away from my sister?*

"I should be, and my father will be having a fit, but I'm here to transport you."

He carried her down to the couch in the parlor, carefully, making certain not to bang her leg against the railings. Johnny was surprisingly gentle, which upset Isabel. Apparently, she didn't know him at all, and he certainly didn't know her, even though they had spent so much time together. The couch was old and sagging but very comfortable. Johnny stood back and surveyed the sisters. He was a cousin of Matt's and had been there for Sophie when she was at her worst before Violet was born. "Maybe you'll both be who you always were if you're given time."

"I don't think that's happening, Johnny," Sophie said. "Some things stay lost."

Johnny nodded to the Labrador retriever snoozing on the rug. "He didn't."

When Johnny left, Isabel sat and faced her sister. "Violet doesn't read?"

"She thinks the bookstore brought us bad luck. She's just like you."

"No, she isn't. She can't be."

"When was the last time you were in a bookstore? When did you last read a novel?"

"I used to read," Isabel said. "And Violet will too. I gave her *Half Magic* today."

Sophie burst into tears.

"Was I not supposed to?" Isabel asked.

Sophie shook her head. "It was exactly what you were supposed to do."

They both thought that over. "Did you pay for my divorce lawyer?"

Sophie shrugged. "It was money you would have gotten if we'd sold the bookstore."

Hank was on the floor between them, exhausted from running around the island. He looked extremely happy.

"Do you think we can keep the bookstore open?" Sophie had always been the one to make the decisions, but that time seemed to have passed.

"We can try," Isabel said.

That was what their father had always said. They left out the part that came next, though they both remembered how it went. *The worst we can do is fail.*

They spent the rest of that glorious June in the overheated kitchen, with Sophie's leg propped up on a stool. Violet and Isabel got the bookstore ready to open at the end of the month, once the bakery was finished. Johnny Lenox and his father made a lovely bakery case, which they installed, and Mr. Hawley donated a small refrigerator and a rather complicated coffee maker. On the week of the opening, Sophie went to the clinic and had her cast removed. Isabel went with her, and afterward, they did a dance in the parking lot, just a few small joyful steps.

Two days before the opening, while the I Must Be in Heaven Chocolate Brownies were baking, Isabel couldn't find Violet anywhere. As it turned out, she was in the meadow reading *Mary Poppins*.

"What happened to Edward Eager?" Isabel asked.

Violet shrugged. "Finished. I read all seven. He should have written more."

"Well, there are eight *Mary Poppins* books, so they should keep you busy for a while. The author P. L. Travers once said, 'A writer is, after all, only half his book. The other half is the reader and from the reader the writer learns.'"

"Are we supposed to believe Mary Poppins arrives on the west wind?"

"It's magic."

"There was a west wind when you arrived," Violet said thoughtfully.

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"You're right," Isabel said to her sister that night. The sisters were sitting on the porch drinking iced tea and testing the brownies. Isabel had been rereading *Half Magic*, and she'd been remembering how wonderful a book could be. "She is like me."

"I told you so." Sophie started to cry.

"Should I be insulted?" Isabel asked.

"Not at all," Sophie said, wiping her eyes. "It's just that you are very dense."

"That's what Johnny said."

"Of course he would. You've been dense about him your whole life long."

"He told me I was in love with him," Isabel said.

"Let me guess. You didn't believe him."

"I don't think I'm the smart sister," Isabel said.

"You are," Sophie told her. "You just have a lot to learn."

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The next day Isabel went out to the garage and found some old wood and paint cans and got to work on a sign for outside the bookstore. It was only supposed to say *grand opening*, but then she decided to add the marshes and the lupines and everything she had made herself forget about Maine that she now remembered. She brought the sign outside and leaned it

against an old lawn chair. It was early in the morning, and there were starlings in the trees, and the marsh was thick with green reeds. She remembered that Johnny once told her he would never stop following her unless she ran away. She remembered where the Lenoxes lived, and found that she knew the route by heart. Their house was out on the point, beyond the marshes. There Johnny was, hanging up laundry on the line.

"Don't you have a dryer?" Isabel said.

"It's better when it dries outside. It smells like the marsh."

"Do you want to see what I never showed you that day I ran away?" Isabel asked.

She'd forgotten her shoes, and she now realized she was in paint-splattered pajamas that had belonged to her father, but she was done forgetting now. She was remembering everything about the way she used to feel.

"I do," Johnny said.

He put on high boots and loaned her a pair, and they headed through the marsh, which was so muddy a person could sink to their knees if they weren't careful. Once or twice, Johnny grasped Isabel's arm when it seemed that she might be sinking. She brought him to the hidden rookery of the herons where she and Sophie and their mother used to go, their secret place.

"How did I never see this before?" he asked.

As it turned out, Isabel remembered how to climb a tree. She went into the huge nest of reeds first, then reached out her hand and Johnny caught it and climbed into the nest as well. You could see to the ocean from here. You could see Main Street and the ferry building and the fields of lupines.

"If you had brought me here instead of running away after you lost your mother, our whole lives would have been different," Johnny said, and Isabel really couldn't disagree.

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Isabel went into the bookstore early on opening day, just to make certain everything was perfect. Or near to perfect. Or just terrifically good. She set out the cups and spoons and plates that had belonged to their mother, and looked over at the books now in neat rows on the new shelves Mr. Hawley

had recently built. There were chairs to sit in when you paged through books you might want to buy, and in the small room in back was the younger readers' section. It was practically perfect, but it needed something more. Before the morning light had broken, Isabel painted the walls and turned them into marshes, and the tables and chairs were turned into pieces of the ocean, with starfish and sharks and seals.

One hundred and thirty-three people attended the opening, along with six dogs, not including Hank. Violet kept count. Some were neighbors; some were summer people—all of them bought something. The cupcakes and brownies and slices of cake went quickly, and Sophie was stationed at the espresso machine, and everyone was delighted to see her, for she'd been hidden away for weeks. Johnny bought six Robert Parker mysteries, and his father bought an old book of maps of New England, and people seemed to realize they had to pay for the books they wanted rather than just borrow them.

"We're not exactly rich," Violet said at the end of the day. "But we're getting there."

Isabel had noticed that her niece had hidden away Andrew Lang's fairy books, for she planned to read them when she was done with Mary Poppins. Once she began reading an author, she didn't like to stop, a trait she may well have inherited from her aunt, who had read those same fairy books one summer, one after the other, still wishing for more when she was through.

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That night, when Isabel went to tidy up, she noticed a last pile of books on the floor behind a chair, likely left there from her father's time. He had loved the store so. It had saved him when the girls' mother died, and if he hadn't paid much attention to finances, well, who could blame him? Isabel moved the books and saw that there on the wall was a hinge that had been obscured by the books, and a very small door that she'd never seen before. She crouched down to open it. Inside, there was a small blue notebook, and when she peered in, she found a page meant for both sisters. Isabel

recognized the handwriting, even though it had been years since she'd seen it. Their mother's.

How Much Do I Love You?

I love you more than pancakes, more than ice cream, more than pickles, more than my life. I love you more than dogs or cats or diamonds or gold, more than anyone else in the world. I loved brushing your hair every night and walking you to school. I told you every story you knew.

I want you to remember our last day. I read you a story about two sisters who could find their way through the woods even if it was dark. I want you to remember the last evening we had. We drank tea made of roses. We baked a peach pie. We had spaghetti with butter for supper. We looked at the stars with your father, sitting high up on the roof, and then I took you inside. I kissed you both good night.

I hope you remember everything.

Someday you will find this and you'll know that to the very end I thought about you. There is no ending to that. You still hold my heart in your hands. I loved you girls more than a fish loves a river, more than a bird loves the sky.

Remember that. Remember me.

When Isabel went into the kitchen, she made the Fall in Love Fruitcake even though it was very late, almost morning. She used her mother's mixing bowls and her cake tins. She'd decided it was a good time to finally bake this cake. She knew what the secret ingredient was now. When the fruitcake was done, she went up to her sister's room and got into bed beside her.

"What's wrong?" Sophie asked, half-asleep.

"Nothing," Isabel said. "Everything is absolutely right."

She was thinking about the way a fish loved a river, and a bird loved the sky, and a mother loved her daughters. She was remembering everything. How love could change a person, how it could cause you the greatest sorrow or shelter you from harm. There were moths hitting against

the windowpanes. A night heron called in the marshland as if its heart were breaking.

Isabel remembered how it felt to walk up the path to the cottage, how bright the stars were at night, how many books she could read in a week, how it felt to sit in the marsh and be so quiet the herons didn't know she was there, how her sister had always been there for her, even in that terrible year. She remembered that Johnny used to come to the house at night after she had stopped talking to him, just waiting for her to recognize what they were to each other. Isabel went to the window and looked out, and there he was. She gave her sister the notebook their mother had left for them, and then she went downstairs. By the time she did, he was waiting at the door.

ABOUT THE AUTHOR

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Alice Hoffman is the *New York Times* bestselling author of more than thirty novels, including the Practical Magic series, *The Dovekeepers*, and *The World That We Knew*. Her works have been translated into more than twenty languages, nominated for multiple awards, and adapted for the screen. She lives in Boston.