

CHAPTER I

INTRODUCTION

A. The Background of The Research

According to Crystal (1997: 225) “Linguistics is the scientific study of language”. As an academic discipline, the development of this subject has been recent and rapid, having become particularly widely known and taught in the 1960s. This reflects partly an increased popular and specialist interest in the study of language and communication in relation of human beliefs and behavior (e.g. in theology, philosophy, information theory, literary criticism), and realization of the need for a separate discipline to deal adequately with the range and complexity of linguistic phenomena. Partly the impact of the subject’s own internal development at this time, arise largely out of the work of the American linguist Noam Chomsky and his associates. It is more sophisticated analytic techniques and more powerful theoretical claims which gave linguistics an unprecedented scope and applicability.

“Linguistics is defined as the study of language system”. (Brinton, 2000: 10). For the purposes of study language, linguistics is divided into levels or components. We learn about components which can help us to understand what is language in detailed. These components are conventional and some extent arbitrary divisions of linguistic investigation, they are interrelated in complex ways in the system of language. The components are phonology, morphology, syntax, semantics and pragmatics.

Language holds the important role in our life. Through language people can know many things in the world. English is also a part of key to socialize internationally. If we have ability in foreign language, that is valuable knowledge. We can communicate with foreigner directly without a translator. Language also shows that through it we can know about other person. Each person can be valued with it. When someone uses polite language, it shows from how he / she talks with the other person. More polite and better in using of language, it is signed he or she understands to use the language.

Language and music are related in so many ways. We can learn language with listening music. It is the interesting way to learn vocabulary. We can know and find a new vocabulary through the song that we heard. We can learn grammar from the lyric and find out the grammar which attached in its words. Music has always been the language of intense emotion. They can create a song with beautiful lyric, or just listen to music. Music can represent someone's feeling. Through music and songs people can learn something while they relax their feeling.

Morphology refers to the mental system involved in **word** formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. Whereas to Katamba (1993: 19) "Morphology is the study of word structure". The claim that word has structure might come as a surprise because normally speakers think of words as indivisible units of meaning. This probably due to the fact that many words are morphologically simple. This term, which literally means "the study of forms," was originally

used in biology, but, since the middle of the nineteenth century, it has also been used to describe the type of investigation that analyze all those basic “elements” used in language. What we have been describing as “elements” in the form of a linguistic message are technically known as “morphemes”.

“Morpheme is the smallest component of a word which contributes to its meaning”. (Radford, Atkinson, Britain, Clahsen, Spencer: 2009: 140). They explained that many words in English can easily be split into smaller components. Consider words like *reader*, *printer*, and *illustrator*. These are all nouns related to the verbs *read*, *print* and *illustrate*, and they all mean roughly ‘person or instrument that *Verb-s*’. Clearly, it is the ending *-er* (with its alternative spelling *-or* in certain words) which conveys this new aspect of meaning and we can say that *-er/-or* creates a new noun from a verb. We can also create new verbs from verbs, as illustrated by pairs such as *read* ~ *re-read*, *print* ~ *re-print* and *illustrate* ~ *re-illustrate*. Here, the new verb begins with *re-* and means to *Verb* something again’. In both these cases, the complex word consists of number of components, each with its own meaning. We call such components morphemes, and to make them easier to identify we can separate them by means of a hyphen (e.g *read -er*). You will often see the morpheme described as the minimal linguistic sign. We will see that if we are to subscribe to this, we have to understand ‘meaning’ rather broadly.

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

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

The morpheme which attached in the end verb such as *-s*, *-es*, *-ing*, *-ed* are called Inflectional morpheme. They only produce alternative grammatical forms of words without change their meaning. According to Yule (2010: 69) “inflectional morpheme is kind of bound morphemes”. These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form. In English, all the inflectional morphemes are suffixes.

Linguistically, morphology is studied after we study and understand the other linguistics aspects hierarchically, they are: Phonetics and Phonology, mean we study something smaller to bigger ones, in this case someone studies and understands the sound productions in Phonetics then the patterns of

sounds which relate to meaning changing in Phonology etc. After having studied and understood those both linguistics aspects, so someone can go on studying Morphology to understand about word constructions until the sentence and meaning aspects in Syntax and Semantics etc.

In the study of morphology, someone usually faces some problems of morpheme constructions which have relations in problem study and solutions, like: Morphology – Phonology interaction which can be found when we sing the lyric's songs. For examples, indefinite articles “an” or “a”. It is “an” before a word that begins with a vowel (*an orange*) and “a” before a word that begins with a consonant (*a fickle*). These kinds of interaction between morphology and phonology show that there must be an interface between the morphological and the phonological properties of word. We cannot describe the phonological shape of indefinite article without referring to the sound at the beginning of the word that follows it.

Phonological conditioning occurs when the English plural marker commonly spelled *s* or *es*, has various morphs /s/, /z/ or /iz/. /-iz/ appears after a sibilant consonant (i.e [s],[z],[ʃ],[ʒ],[tʃ], or [dʒ]) examples: *face-s*, *maze-s*, *bush-es*, *badge-s*. /s/ appears after voiceless phonemes, for examples: *cat-s*, *book-s*, *lip-s*, *cliff-s*. /-z/ appears after voiced phonemes, examples: *bag-s*, *bell-s*, *key-s*.

The writer gives two examples of the above data in the songs by Adele:

I'll Be Waiting

Hold me *closer* one more time (L.1)

The word *closer* is made of two morphemes {close} + {-er}. The adjective *close* is free morpheme, because it can stand alone and *-er* is a bound morpheme, because incapable to function as free standing words. The morpheme {-er} is the Inflectional, we typically add to new words coming into the language. We add {-er} to the adjective *closer* to make it comparative function. The addition comparative inflection *-er* to the adjective *close* gives *closer*, which is not a different lexical item, but an inflectional variant of the same word. In morphologically, the inflectional suffix {-er} only has one allomorph and one pronunciation /-ər/. The morpheme {-er} constantly, it means the morpheme {-er} not similar phonologically like morpheme {-es} and {-ed} which have three allomorphs, the morpheme {-er} in the word *closer* can be pronounced /kləʊzər/.

Rumor Has It

Bless your soul, you've got your head in the *clouds* (L.8)

The word *clouds* is made of two morphemes {cloud} + {-s}. The noun *cloud* is free morpheme, because it can stand alone and *-s* is a bound morpheme, because incapable to function as free standing words. The morpheme {-s} is the Inflectional, we typically add to new words coming into the language. We add {-s} to the noun *cloud* to make it plural function.

In morphologically, the inflectional suffix {-s} selects allomorph /-z/ because it appears voiced consonant. The plural morpheme {-s} in word *cloud* realized by a phonologically conditioned allomorph whose distribution is stated. The morpheme {-s} of the noun plural *clouds* is pronounced /-z/,

therefore the pronunciation of word *clouds* /klaʊdz/ because the sound preceding is voiced consonant /d/.

From the explaining and statements above, it can be concluded that we have known about morphology especially inflectional morphemes through the song. In English inflectional morphemes can be occur at the end of the base words whereas regular inflectional is always expressed by suffixes.

For these reasons, the writer is interested and wants to improve the knowledge about morphemes, especially inflectional suffix. To analyze it, data are taken from three songs by Adele which titles are “I’ll Be Waiting, Rumor Has It, and Rolling in The Deep. The writer chose Adele because, she is the writer’s favorite singer, she has beautiful voice and she got the awards for Best New Artist and Best Female Pop Vocal Performance at the 51st Annual Grammy Awards in 2009. From the above explanations, the writer chooses the title of the paper: *Analysis of Inflectional suffixes through phonological conditioned in the three songs by Adele.*

B. The Scope of the Problem

This research focused on the morphemes which have inflectional suffix through phonological conditioned. The analyses used Katamba and Federika Gebhardt’s theories and the data of the inflectional suffix are taken from three songs by Adele. This research will be explained that the inflectional suffix has related to phonology which called phonological conditioned.

C. The Questions of the Research

From the above explanation, the problems which will be analyzed are how to classified morpheme which has inflectional suffixes through phonological conditioned. This problem can be mentioned detail as the following questions:

1. How do the data classify into inflectional suffix kinds of the morphemes through phonological conditioned in three songs by Adele?
2. What kinds of inflectional suffix do exist in those three songs through phonological conditioned approaches?
3. What kind of inflectional suffix do exist the most?

D. The Objective of the Research

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

1. To know how to classify those inflectional suffix kinds of the morphemes through phonological conditioned in three songs by Adele.
2. To understand the inflectional suffixes which exist in those three songs through phonological conditioned approach.
3. To find out those inflectional suffix which most exist in three songs.

E. The Significance of the Research

1. For the Writer

- a. Writer is able to know and understand deeply about morphology, especially inflectional suffix.
- b. Writer can differ clearly about free morphemes and bound morphemes which are the types of morpheme.
- c. Writer can differ clearly about derivational morphemes and inflectional morphemes which are the parts of morpheme.
- d. Writer can identify the fact of inflectional suffix in three songs by Adele.
- e. Writer is able to know and understand about phonological conditioned.
- f. Writer is able to know about background information the singer “Adele” and her songs.

2. For the Reader.

- a. They are able to know and understand about free morpheme and bound morpheme which are the types of morpheme.
- b. They can differ between derivational morphemes and inflectional morphemes which are the parts of morpheme.
- c. They are able to know that inflectional morpheme is a part of morpheme.

F. The Systematic of The Paper

The systematic of the paper means to present the paper in well edited composition. The systematic of the paper is divided into 5 chapters as follows:

The chapter I explains about background of the research, the scope of the problems, the questions of the research, the objectives of the research, the significant of the research, the systematic of the research.

This chapter II consists of knowledge linguistic, definition of morphology, definition of morpheme, definition of inflectional suffix, definition of phonological condition, definition of song.

The chapter III describes about subject of the research, method of the research, instrument of the research, technique of data analysis and procedure of the research.

The chapter IV gives explanation about the data description, data analysis, data interpretation, and the discussion. And the last chapter consists of the summary from all chapters and some suggestion relating to the result of the research.