BUDDHI DHARMA UNIVERSITY

THE MORPHOLOGICAL ANALYSIS OF DERIVATIONAL AFFIXES

IN THE NOVEL ENTITLED "THE BOY WHO KNEW EVERYTHING"

WRITTEN BY VICTORIA FORESTER

Presented as a partial fulfillment of the requirement for the Undergraduate Program

YOHANES K S PUTRA

20180610002

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

ENGLISH DEPARTMENT

TANGERANG

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FINAL PROJECT PROPOSAL

Name	:	Yohanes K S Putra
Student Number	:	20180610002
Faculty	:	Faculty of Social Sciences and Humanities
Study Program	:	English Literature
Final Project Title	:	**The Morphological Analysis of Derivational Affixes in the Novel Entitled "The Boy Who Knew Everything" Written by Victoria Forester**

The Final Project Proposal has been approved.

Tangerang, March 4th, 2020

Approved by
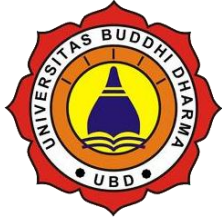
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FINAL PROJECT APPROVAL

Final Project Title : **The Morphological Analysis of Derivational Affixes in the Novel Entitled "The Boy Who Knew Everything" Written by Victoria Forester**

Name : Yohanes K S Putra

Student Number : 20180610002

Faculty : Faculty of Social Sciences and Humanities

Study Program : English Literature

The Final Project has been approved to be examined as a partial fulfillment of the requirement for the Undergraduate Program

Tangerang, June 26, 2020

Approved by

Supervisor

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RECOMMENDATION FOR THE ELIGIBILITY OF FINAL PROJECT EXAMINATION

The Undersigned

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Position	:	Supervisor

Certify

Name	:	Yohanes K S Putra
Student Number	:	20180610002
Faculty	:	Faculty of Social Sciences and Humanities
Study Program	:	English Literature
Title of Final Project	:	**The Morphological Analysis of Derivational Affixes in the Novel entitled "The Boy Who Knew Everything" Written by Victoria Forester**

It has been eligible to take the final project examination.

Tangerang, June 26, 2020

Approved by,

Acknowledged by,

Supervisor

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Faculty   :   Faculty of Social Sciences and Humanities

Study Program   :   English Literature

Title of Final Project   :   **The Morphological Analysis of Derivational Affixes in the Novel entitled "The Boy Who Knew Everything" Written by Victoria Forester**

This thesis has been examined by the board of examiners on August 4, 2020.

Name of Examiners

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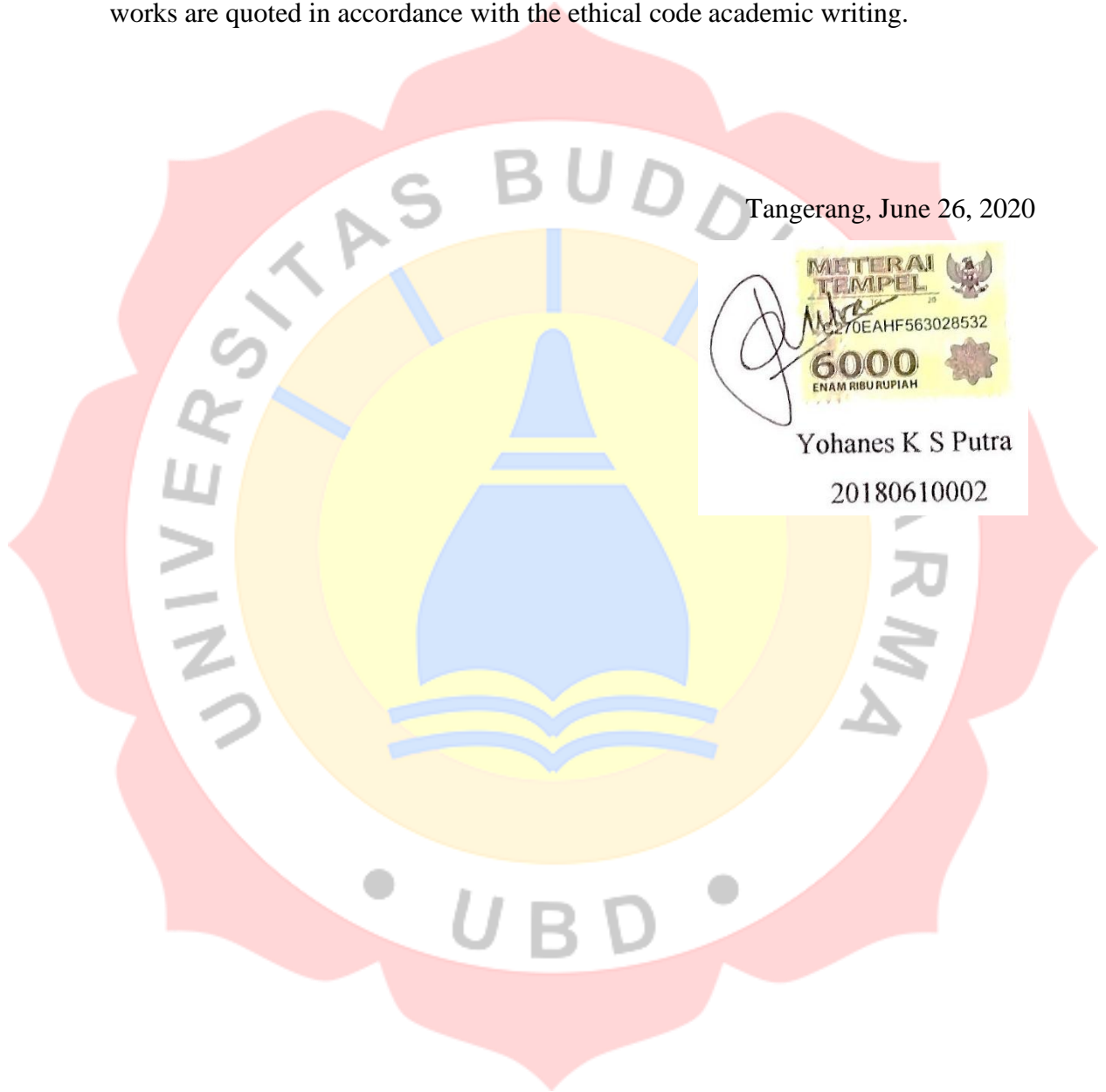**NIDN: 8875430017**

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STATEMENT OF AUTHENTICITY

I honestly declare that this final project is my own writing. It is true and correct that I do not take any scholarly ideas or work from other dishonestly. That all citied works are quoted in accordance with the ethical code academic writing.

Tangerang, June 26, 2020
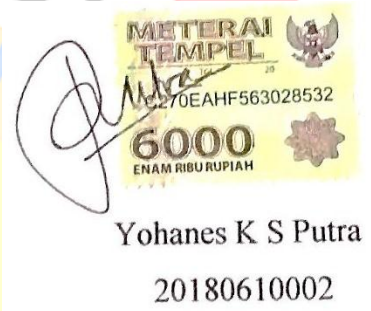
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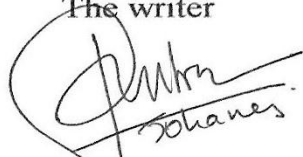
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Finally, the writer hopes that this thesis would be useful for the readers on understanding morphology and as a reference for those who are interested to further analyze about derivational affixes.

Tangerang, June 26, 2020

The writer

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ABSTRACT

This research is entitled *"The Morphological Analysis of Derivational Affixes in the Novel Entitled "The Boy Who Knew Everything" Written by Victoria Forester"*. This research aims to show kinds and functions of derivational affixes found in the selected novel. The data source was taken from a novel entitled *The Boy Who Knew Everything* by Victoria Forester, which was published in 2015. The theory used in this research was Ingo Plag in his book *Word-formation in English* (2002) combines with Laurie Bauer in his book *English Word Formation* (1983). The method used in this research was qualitative method. Began with reading a novel as a whole, paying attention to words contained derivational affixes, and underlining it. The theory of Plag (2002) and Bauer (1983) were employed in this research. From this research, the writer found that, first, kinds of derivational affixes found in the selected novel are **nominal suffixes** such as –age (2), –al (5), –ance (11), –ence (3), –ancy (1), –ant (2), –cy (5), –ce (18), –dom (2), –er (30), –or (6), –(e)ry (3), –ian (2), –ing (17), –ion (62), –ation (27), –ism (3), –ity (29), –ment (24), –ness (37), –ship (3), –th (4), and –ure (4), **verbal suffixes** such as –en (5), –ify (3), and –ize (5), **adjectival suffixes** such as –able (26), –ible (3), –al (31), –ual (4), –ial (2), –ary (5), –ed (51), –ful (32), –ic (18), –ical (3), –ing (75), –ish (6), –ive (22), –less (25), –ly (4), –ous (19), –y (23), –ant (1), –ate (1), –atory (1), and –en (1), **adverbial suffixes** such as –ly (281) and –ward (4), and **prefixes** such as over– (10), a(n)– (1), anti– (1), dis– (17), in– (20), mis– (1), non– (1), un– (63), re– (21), extra– (1), pro– (1), fore– (2), and counter– (1). Second, functions of derivational affixes found in the selected novel are **verb maker** (48), **noun maker** (309), **adjective maker** (289), and **adverb maker** (283). The writer suggests the student to learn morphology, especially affixation, so they can enrich the vocabulary and practice it on the writing or reading activity. If students do not learn morphology, students will get a misinterpretation of using words.

Keywords*: derivational affixes, kinds, functions, prefixes, suffixes.*

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CHAPTER I

INTRODUCTION

1.1   Background of the Study

Language is a vital thing in human's life. With language, people can interact and socialize each other. According to Oxford Dictionary, language is a system of communication in speech and writing used by people of a particular country. From the definition above, language takes a part as a communication tool in a daily life. When learning a certain language, people sometimes get some difficulties on listening, speaking, reading, or writing. One way to learn another language is that people have to master in vocabularies, so they can use it in the daily conversation.

Mastering in vocabularies is important. "Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use" (Hatch & Brown, 1995, p. 1). It means that vocabulary is used by people in the conversation. Knowing vocabularies makes them able to convey their thoughts and ideas clearly to the interlocutor. However, each language has a different rule of word formation. This phenomenon happens in morphology, one of branches of linguistics.

Morphology is a branch of linguistics dealing with words, their internal structure, and how they are formed. "In linguistic, morphology is the study of the formation and internal organisation of words" (Katamba, 1994, p. 19). From this definition, learning morphology is important, so we know how words are formed. In other words, morphology is a study of morphemes. Two types of morpheme are free morpheme and bound morpheme. While free morpheme can stand alone as its

own word, bound morpheme only occurs as a part of a word. Generally, bound morphemes are well-known as affixes.

Furthermore, there are two kinds of affixes in morphology; derivational affixes and inflectional affixes. In both derivation and inflection, morphemes have various kinds of meanings. Some meanings are easily to describe, but other meanings are abstract and difficult to describe. Morphologists often use special terms for different kinds of affixes, depending on position in the word; suffix, prefix, infix, and circumfix. Simply, affixes bound with root. In addition, while inflectional affixes do not change the word class, derivational affixes change the word class. For example, the word *hopeful* is formed from *hope* **(v)** + *-ful* = *hopeful* **(adj)**. The root is hope. The addition of affix *–ful* makes the word class change, from *hope* (verb) to *hopeful* (adjective). So, *hope* is root*, -ful* is derivational affixes, and *hopeful* is derivational morpheme. This process above is known as an affixation.

Learning morphology, especially affixation, helps students break down the morphemes and decode their meaning and also increase their vocabulary. They can expand their vocabulary with a different word class, and also they can practice it in their reading and writing skill. If students do not learn affixation, they will not be able to use the word with a different word class.

Affixation can be found in literary works, one of which is novel. Many authors use derivational and inflectional affixes to develop the vocabulary. It makes the writer interested to analyze what kind of derivational affixes used in the novel entitled *The Boy Who Knew Everything* written by Victoria Forester. *The Boy Who*

Knew Everything is a fantasy fiction which is originally published on June 4, 2015. This novel is a companion of the previous novel titled *The Girl Who Could Fly* which is originally published on June 24, 2008. The author of this novel is Victoria Forester. She was graduated from University of Toronto – St. George Campus in Canada. She is praised as "A Booklist Editor's Choice and Bank Street Best Children's Book of the Year". Now, she lives in Los Angeles with her husband, daughter, and cat.

1.2   Statement of the Problem

Based on the background of the study, derivational affixes are worth to discuss, because learning affixation is important for students to enrich their vocabulary and avoid a misinterpretation on their writing and reading activity. The writer is interested in analyzing derivational affixes used in the novel titled *The Boy Who Knew Everything* by Victoria Forester. Because this novel has a complex character and event, the description drawn by Victoria Forester determines the using of words. It makes the writer interested to use this novel as the data to be analyzed. On the process of analyzing the novel, the writer employs some theories of morphology.

1.3   Research Question

Based on the statement of the problem explained above, this research aims at answering the following question:

a. What are kinds of derivational affixes found in the novel entitled *The Boy Who Knew Everything* written by Victoria Forester?

b. What are functions of derivational affixes found in the novel entitled *The Boy Who Knew Everything* written by Victoria Forester?

1.4   Goals and Functions

Generally, research is a detailed study into a specific problem using the scientific method. This research has goals and functions. The details of goals and functions are as follows:

1.4.1 The Goal of Study

Based on the research questions, the writer determines the goals of the research as follows:

a. To show kinds of derivational affixes found in the novel entitled *The Boy Who Knew Everything* written by Victoria Forester.

b. To show functions of derivational affixes found in the novel entitled *The Boy Who Knew Everything* written by Victoria Forester.

1.4.2 The Function of Study

The writer determines the functions of the research as follows:

a. This research provides the information about how words are formed, so students who are learning a foreign language will not get wrong in interpreting the word on the writing activity.

b. This research helps the students on learning derivational affixes and word class, to increase their vocabulary.

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c. Moreover, this research will be useful for the next researcher as their references who would like to further analyze derivational affixes with the different data.

1.5   Scope and Limitation

The research concerns about affixes in morphology. Due to a limited time, the writer limits the discussion only on analyzing the derivational affixes. The writer uses the novel entitled *The Boy Who Knew Everything* written by Victoria Forester as the data, which consists of 49 chapters. The writer analyzes all the chapters to find out all the words that contains derivational affixes in the chosen novel.

1.6   Conceptual Framework

The concept will explain briefly and way until result the discussion.

Figure 1.6 Conceptual Framework

INPUT	→	The Morphological Analysis of Derivational Affixes in a Novel Entitled "The Boy Who Knew Everything" By Victoria Forester

Affixes

Derivational Affixes
Plag (2002), Bauer (1983)

Inflectional Affixes

OUT-PUT	→	To show **kinds and functions of derivational affixes** found in the chosen novel.
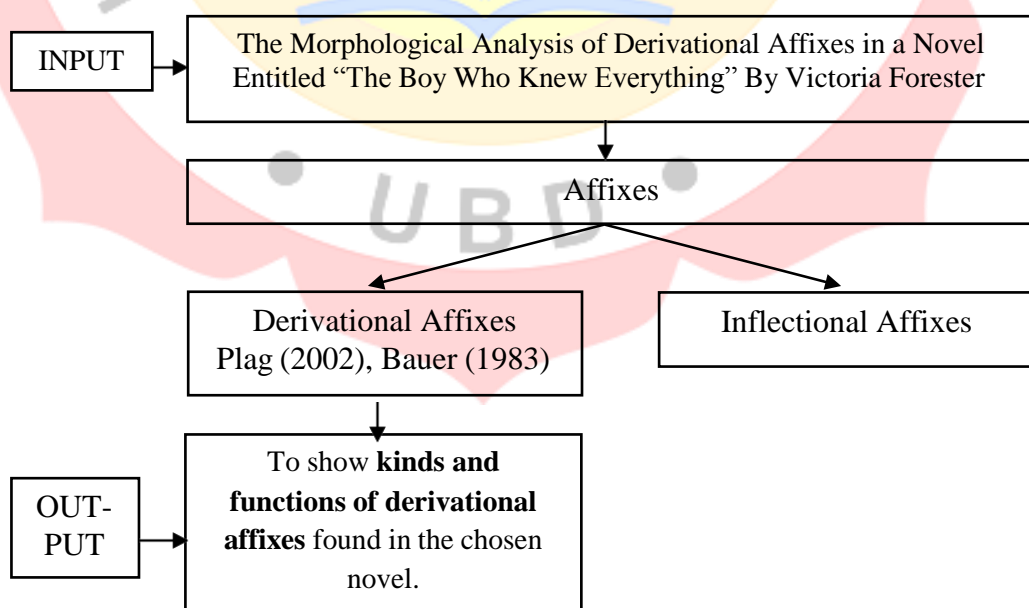
1.6.1 Conceptual Framework

From the conceptual framework above, the writer focuses on the discussion of affixes. It is limited only discussing derivational affixes found in the chosen novel with employing the theory of Ingo Plag in his book *Word-Formation in English* (2002) and Laurie Bauer in his book *English Word-Formation* (1983). As the output, the writer would answer two research questions as the output, dealing with kinds and functions of derivational affixes found in the novel entitled *The Boy Who Knew Everything* by Victoria Forester.
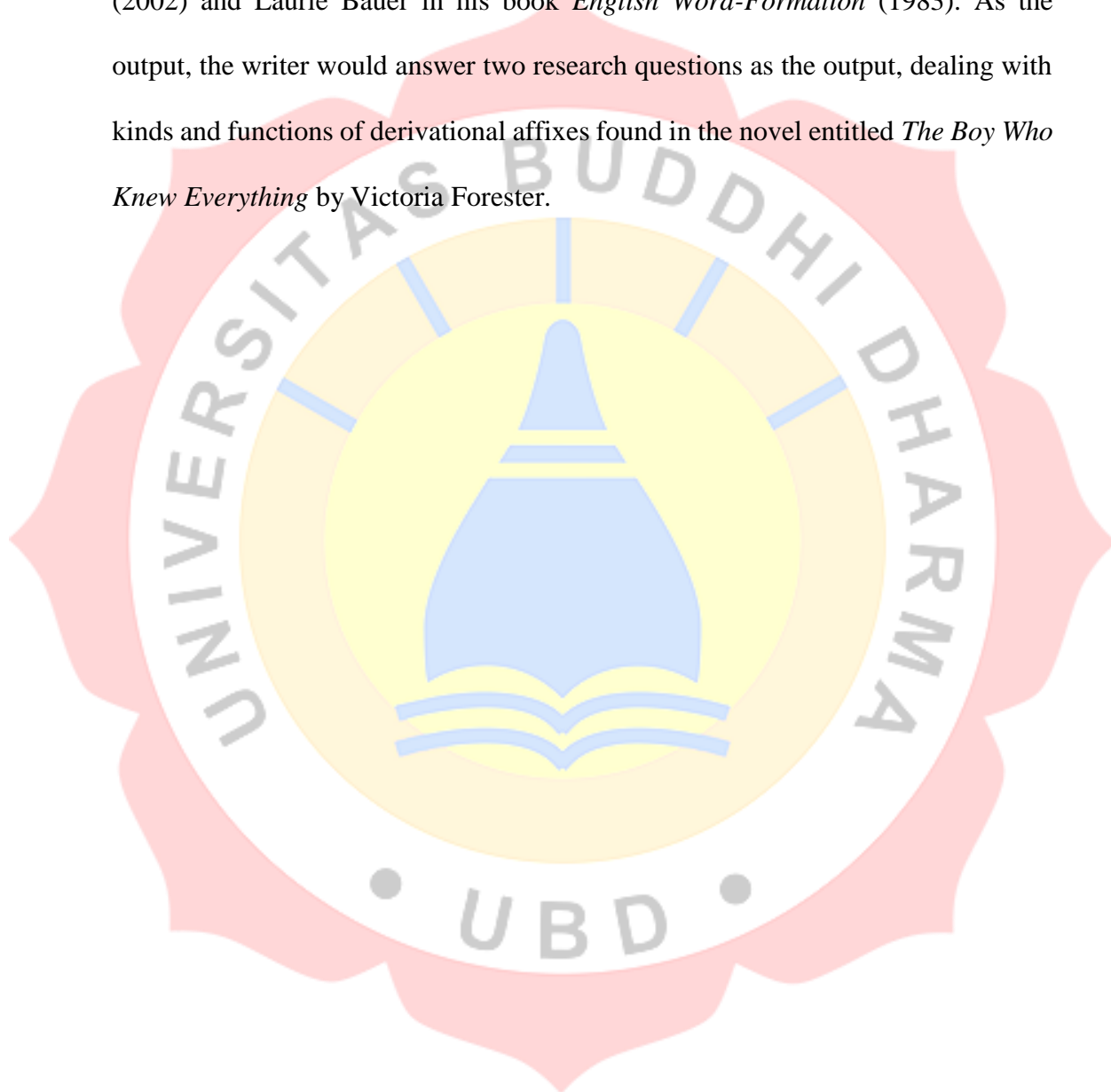
CHAPTER II

THEORETICAL BACKGROUND

2.1   Review of Previous Studies

There are some people who have written about derivational affixes in their thesis. In this section, the writer obtained two previous studies gotten from the repository website of the university.

First, the writer obtained the thesis by Ahmad Chudhori from from State Institute for Islamic Students (IAIN) Salatiga (2017) with the title *The Analysis of Derivational Affixes of Research Proposal* (*A Study of English Alumni of Education Department Teacher Training and Education Faculty in the Academic Year 2012/2013).* In Ahmad's thesis, he discussed about the derivational affixes found in the research proposal. The goal of his research were to show the morphological process on derivational affixes and count the most dominant use of derivational affixes found in the research proposal. He used descriptive qualitative method for his research. He used the data from the research proposal made by English Alumni of Education Department of Teacher Training and Education Faculty in the Academic Year 2012/2013. The findings were that there was interesting morphological process dealing with roots, bases, and stems, for example *explain + -ation = explanation. Explain* was a root and its base was *explanation.* Then, the most dominant use of morphological process on derivational affixes found in the research proposal was the suffix "*-ing*".

Second, the writer obtained the thesis by Puji Astuti from State Institute for Islamic Students (IAIN) Salatiga (2018) with the title *A Morphological Analysis of*

Derivational Affixes in the Video of Obama's Speech About Back to School Events 2009. In Puji's thesis, she discussed about the derivational affixes found in the speech. The goal of her research were to show kinds of derivational affixes and function of derivational affixes found in the speech. She used qualitative method for her research. She used the data from The Obama White House Official YouTube entitled "President Obama's Message for American Students". The findings were that the total data of prefixes in the speech was 3 data, while the total data of suffixes in the speech was 18 data. Then, she found functions of derivational affixes used in the speech; noun maker (19), verb maker (1), adjective maker (8), and adverb maker (6).

In this research, there were similarities and differences compared to the previous studies above. From Ahmad's thesis, the similarity was the writer use the same discussion and method of the research as Ahmad's thesis. The differences were, first, Ahmad used research proposal as the data, but the writer used a novel as the data. Second, Ahmad did not show the function of derivational affixes, but the writer showed the function of derivational affixes (verb maker, noun maker, adjective maker, and adverb maker) and counted it.

Furthermore, from Puji's thesis. The similarity was the writer had the same goal of the research, the discussion of the research, and the method of the research as the previous studies. The differences were, first, Puji used Obama's speech as the data, but the writer used a novel as the data. Second, Puji did not count the most dominant of derivational affixes used, but the writer counted the derivational affixes used for each types (nominal suffixes, verbal suffixes, adjectival suffixes, adverbial affixes and prefixes) and showed each of them with table and pie diagram.

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2.2   Morphology

Because affixation is taught in morphology, it is appropriate to explain morphology first. "In linguistic morphology is the study of the formation and internal organisation of words" (Katamba, 1994, p. 19). "The study of the internal structure of words, and of the rules by which words are formed, is **morphology**" (Fromkin, Rodman, & Hyams, 2009, p. 81)**.** Those mean that morphology discusses how words are formed with other words, so they would have a new lexical meaning and new part of speech.

Learning morphology has some benefits. First, morphology helps students understand the meaning and spelling of words easily. Second, learning morphology helps students increase their vocabulary. They can expand their vocabulary with a different word class. For example, the word *beautiful* (adj) are formed of *beauty* (n) and suffix *-ful*. Then, *beautiful* and *beauty* has a different word class – *beautiful* is adjective and *beauty* is noun. Students should say *"the girl sitting under the tree is beautiful"* instead of *"the girl sitting under the tree is beauty"*. Last, learning morphology helps people increase their reading and writing skill. If students do not learn morphology, they will not be able to use the word with a different word class. In other words, students will get wrong in interpreting the word.

2.3   Morphemes

After knowing what morphology is, the writer would like to explain about morphemes. Haspelmath and Sims (2010, p. 14) and Yule (2010, p. 67) defines morphemes as the smallest element which contain a meaning. It means that morphemes are something that cannot be divided into the smaller part again.

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The concept of morphemes is different depend on the characteristic of morphemes themselves. Katamba (1994, p. 26) divides morphemes into two major groups in terms of where they appear. One, morphemes that are able to stand on their own individually as a word, and two, morphemes that cannot stand individually as a word but they have to bound with some other morpheme(s).

2.3.1 Free Morpheme and Bound Morpheme

Free morpheme and bound morpheme are a major kinds of morpheme. Katamba (1994, p. 27) defines free morpheme as the morphemes that can stand individually as a words while bound morphemes as the morphemes that cannot stand individually as a word and they need to bound with other morphemes. In other words, while free morpheme can stand on their own as a word, bound morpheme need to bound with other words.

After knowing the definition of free morpheme and bound morpheme above, the writer would show the example of free morphemes and bound morphemes according to Lieber (2009, pp. 32-33):

(1) un   /   wipe

head / bracelet

McDonald / ize / ation

These pieces are called morphemes, the minimal meaningful units that are used to form words. Some of the morphemes in (1) that can stand independently as words: *wipe, head, bracelet, McDonald*. These are called **free morphemes**. The morphemes that cannot stand alone are called bound morphemes. From the examples above, *un-, -ize,* and *–ation* are **bound morphemes**.

2.3.2 Root, Stem, and Base

2.3.2.1   Root

Katamba (1993, p. 41) defines root as the word that cannot be reduced again, with no other morphemes attached to it. "Roots are bases that cannot be analyzed further into morphemes" (Plag, 2002, p. 13). Roots which are able of standing independently as an own word are called **free morphemes**.

Then, Katamba (1993, p. 42) states that not all roots are free; many roots cannot stand on their own. To occur, they need to attach with other elements. In other words, they need to bound with other words. Such roots are called **bound morphemes**. The examples of root of free morpheme and bound morpheme would be briefly illustrated in the following table below.

Table 2.3.2.1 Root of Free Morpheme and Bound Morpheme

Free Morphemes				
Man	Book	Tea	Sweet	Cook
Bet	Very	Aardvark	Pain	Walk

Bound Morphemes	
-mit	as in permit, remit, commit, admit
-ceive	as in perceive, receive, conceive
pred-	as in predator, predatory, predation, deprecate
sed-	as in sedan, sedate, sedent, sedentary, sediment

2.3.2.2   Stem

Katamba (1993, p. 45) defines a stem as the word that appears before inflectional affixes is added. In other words, stem mainly deals with inflectional affixation. For example:

Table 2.3.2.2 Stem

Noun Stem	Plural
Cat	-s
Worker	-s

2.3.2.3   Base

Katamba (1993, p. 45) defines a base as a unit that any kind of affixes, whether inflectional affixes or derivational affixes can be attached. For example, a simple root like *boy* can be a base since it can have attached to it; whether inflectional affixes like *–s* to form the plural *boys* or derivational affixes like *–ish* to turn the noun *boy* into the adjective *boyish.* He concludes that all roots are bases. Bases are called stems only in the context of inflectional morphology.

2.4   Affixes

Any morphemes that are attached to the root are called affixes. Katamba (1994, p. 38) states that words are complex because they contain root and other morphemes. Affixes is another name of bound morphemes – they cannot stand alone as its own words, but they need to bound with other morphemes.

Morphologists use special terms for different kinds of affixes, depending on their position within the word. Haspelmath and Sims (2010, pp. 19-20) states that an affix attaches to a word or a main part of a word. He defined suffixes as affixes that attach **after** the main part of the word, also prefixes as affixes that attach **before** the main part of the word. There are still other kinds of affixes besides prefixes and suffixes according to Haspelmath and Sims (2010, p. 20), which are briefly described and illustrated in the table below.

Table 2.2 Types of Affixes

Types of Affixes		Examples
Suffix	follows the base	Russian *-a* in *ruk-a* 'hand' English *-ful* in *event-ful*
Prefix	precedes the base	Classical Nahuatl *no-* in *no-cal* 'my house' English *un-* in *unhappy*
Infix	occurs inside the base	Arabic *-t-* in (*i*)*š-t-ag·ala* 'be occupied' (base: *šag·ala*) Tagalog *-um-* in *s-um-ulat* 'write' (base: *sulat*)
Circumfix	occurs on both sides	German *ge-…-en*, e.g. *ge-fahr-en* 'driven' of the base (base: *fahr*)

2.4.1 Derivational Affixes

Generally, derivational affixes are affixes that is bounded to the root or base to create a new word or a new form of a word. Haspelmath and Sims (2010, p. 87) states that derivational affixes commonly changes the word class of root or base. It means that the addition of derivational affixes in the existing word would create a new meaning and new part of speech.

2.4.1.1 Suffixes

As explained above, suffixes are affixes that attach at the end of a root or base. It is clearly stated by Fromkin et al (2009, p. 83) that suffixes follow other morphemes. The addition of suffixes after a root or base changes its meaning or tense. There are four kinds of suffixes, namely nominal suffixes, verb suffixes, adjective suffixes, and adverb suffixes. Plag (2002, pp. 109-123) gives examples of suffixes which the writer briefly illustrates in the table below.

Table 2.4.1.1 Derivational Suffixes

Nominal Suffixes	
Suffixes	**Example**
-age	*cover**age**, leak**age**, acre**age**, volt**age***
-al	*arriv**al**, referr**al**, renew**al**, recit**al***
-ance (with its variants –ence/-ancy/-ency	*absorb**ance**, ridd**ance**, expect**ance**, expect**ancy***
-ant	*applic**ant**, defend**ant**, dispers**ant**, attract**ant***
-cy/-ce	*convergen**ce**, emergen**ce**, adequa**cy**, intima**cy***
-dom	*clerk**dom**, slum**dom**, professor**dom**, king**dom***
-ee	*employ**ee**, stand**ee**, pickpocket**ee**, amput**ee***
-eer	*auction**eer**, budget**eer**, mountain**eer**, camel**eer***

-or/-er	*teach**er**, blend**er**, conduct**or**, compress**or***
-(e)ry	*bak**ery**, eat**ery**, cann**ery**, pott**ery**, machin**ery***
-ess	*princ**ess**, steward**ess**, lion**ess**, waitr**ess***
-ful	*cup**ful**, boot**ful**, hand**ful**, stick**ful***
-hood	*adult**hood**, child**hood**, farmer**hood***
-an (and its variants –ian, -ean)	*technic**ian**, histor**ian**, Boston**ian**, Mongol**ian***
-ing	*build**ing**, wrapp**ing**, stuff**ing**, beg**ging**, run**ning***
-ion	*colonializat**ion**, starvat**ion**, sedimentat**ion***
-ism	*blond**ism**, conservat**ism**, revision**ism**, Marx**ism***
-ist	*ballon**ist**, minimal**ist**, career**ist**, fantas**ist***
-ity	*curios**ity**, productiv**ity**, readabil**ity**, formal**ity***
-ment	*assess**ment**, endorse**ment**, involve**ment***
-ness	*thing**ness**, us-**ness**, all-or-nothing-**ness***
-ship	*apprentice**ship**, friend**ship**, member**ship***

Verbal Suffixes	
Suffixes	**Example**

-ate	*fluorinate, methanate, regulate, mercurate,*
-en	*blacken, broaden, quicken, ripen*
-ify	*humidify, solidify*
-ize	*computerize, hospitalize, memorize, emphasize*

Adjectival Suffixes	
Suffixes	**Example**
-able	*serviceable, fashionable, knowledgeable, flexible*
-al	*cultural, federal, instructional, colonial*
-ary	*bomplementary, evolutionary, fragmentary*
-ed	*broad-minded, wooded*
-esque	*Chaplinesque, picturesque, Hemingwayesque*
-ful	*forgetful, beautiful, insightful, purposeful*
-ic	*economic, historic, parasitic*
-ing	*changing, ex: the changing weather.* *boring, ex: the film was boring*
-ish	*clearish, freeish, sharpish, childish, vampirish*

-ive	*connect**ive**, fricat**ive**, prevent**ive**, explos**ive***
-less	*hope**less**, speech**less**, thank**less**, expression**less***
-ly	*brother**ly**, daughter**ly**, dai**ly**, month**ly***
-ous	*curi**ous**, barbar**ous**, fam**ous**, synonym**ous***

Adverbial Suffixes	
Suffixes	**Example**
-ly	*short**ly**, hard**ly**, cold**ly**, dark**ly**, hot**ly***
-wise	*length**wise**, status**wise***

The writer combines the discussion of derivational affixes from Bauer's theory (1983) to complete the discussion about types of suffixes. There are some suffixes that are showed by Bauer (1983, pp. 220-226) but are not mentioned by Plag (2002, pp. 109-123), which the writer briefly illustrates in the table below.

Nominal Suffixes	
Suffixes	**Example**
-iana	*Butterfield**iana***
-let	*Stream**let***
-ling	*Duck**ling***

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-scape	*Sea**scape***
-ette	*Kitchen**ette***
-ure	*Clos**ure***
-th	*Warm**th***

Adjectival Suffixes	
Suffixes	**Example**
-ate	*Passion**ate***
-y	*Cat**ty***
-ant/-ent	*Absorb**ent***
-atory	*Affirm**atory***
-some	*Queer**some***

Adverbial Suffixes	
Suffixes	**Example**
-ward	*After**ward***

2.4.1.2 Prefixes

As explained above, prefixes are affixes that attach before a root or base. It is clearly stated by Fromkin et al (2009, p. 83) state that prefixes occur before any morphemes. Also, Plag (2002, p. 124) states that most of prefixes does not change the syntactic category of the base. They only appear as a modifier. It means that the addition of prefixes does not change the word class. Furthermore, Plag (2002, pp. 123-127) gives a list of prefixes, which the writer briefly illustrates in the table below.

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Table 2.4.1.2 Derivational Prefixes

Derivational Prefixes	
Prefixes	**Example**
Quantify over their base word meaning	
over-	***over****estimate,* ***over****tax*
uni-	***uni****lateral,* ***uni****fication*
bi-	***Bi****lateral*
di-	***Di****syllabic*
multi-	***multi****-purpose*
poly-	***Poly****syllabic*
semi-	***semi-****conscious*
omni-	***Omni****potent*
micro-	***Micro****wave*
macro-	***macro-****economics*
hyper-	***Hyper****market*
Locative prefixes	
circum-	***Circum****scribe*
counter-	***Counter****balance*
endo-	***Endo****centric*
epi-	***Epi****central*
inter-	***Inter****breed*
intra-	***Intra****venous*
para-	***Para****medic*
retro-	***Retro****spection*
trans-	***Trans****continental*
Temporal prefixes expressing notions	
pre-	***Pre****determine*
ante-	***Ante****chamber*
fore-	***Fore****father*

post-	**Post**structuralism
neo-	**Neo**classical
Prefix expressing negation	
a(n)-	**a**chromatic, **a**sexual
anti-	**anti**-war, **anti**-abortion
de-	**de**colonialize, **de**flea
dis-	**dis**assemble, **dis**charge
in-	**ir**regular, **in**active
non-	**non**-biological, **non**-profit
un-	**un**bind, **un**wrap, **un**wind
Prefix expressing diverse notions	
mis-	**mis**pronounce, **mis**report
mal-	**Mal**function

The writer combines the discussion of derivational affixes from Bauer's theory (1983) to complete the discussion about types of prefixes. There are many prefixes that are showed by Bauer (1983, pp. 216-220) but are not mentioned by Plag (2002, pp. 123-127), which the writer briefly illustrates in the table below.

Derivational Prefixes	
Prefixes	**Example**
arch-	**arch**-exponent
pro-	**pro**-consul
mini-	**mini**computer, **mini**war
step-	**step**grand-mother
cis-	**Cis**lunar
re-	**re**cycle, **re**-election
mid-	**mid**-morning, **mid**-November

ex-	**ex-**president
extra-	**Extra**sensory
sub-	**Sub**conscious
co-	**co-**author, **co-**equal

2.4.2 Inflectional Affixes

Inflectional affixes are affixes that express a grammatical contrast that is obligatory for its stem's word class in a grammatical context. "These are not used to produce new words in the language, but rather to indicate aspects 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." (Yule, 2010, p. 69). Furthermore, Katamba (1994, p. 47) gives a sample of inflectional affixes shown in the table below.

Table 2.4.1 Inflectional Affixes

Inflectional Affixes		
Suffixes	**Function**	**Example**
Verbal Affixes		
-*s*	'3rd person, singular, present'	He snore-s
-*ing*	'progressive aspect (denoting action in progress)'	He is snor-ing
-*ed*	'past tense'	He snor-ed
Noun Affixes		
-*s*	'noun plural marker'	road-s
Adjective Affixes		
-*er*	'comparative adjective/ adverb'	slow-er, sooner

-est	'superlative adjective/ adverb'	slow-est, soonest

2.5   Functions of Derivational Affixes

Basically, derivational affixes (prefixes or suffixes) attach to root or base. This process creates a new base forms (or a new stems) and a new meaning that other derivational or inflectional affixes can attach too. In addition, the last syllable of derivational affixes attached to the root or base determines the word class of the word. In this research, the writer would analyze functions of derivational affixes found in the novel titled *The Boy Who Knew Everything* by Victoria Forester. There are four functions of derivational affixes that would be analyzed.

2.5.1 Verb Maker

Verb maker is a kind of derivational process that is formed by the change of current part of speech into verb. It means that if derivational affixes attach to the root, the root will form to be a new word with a verb word class. Verb maker consists of:

a. Forms verb from noun

Bauer (1983, p. 222) gives some examples of forming verb from noun.

fish (noun) + -ify = fishify (verb) 'supply with fish'

Cambodian (noun) + -ize = Cambodianize (verb)

b. Forms verb from adjective

Bauer (1983, p. 223) gives some examples of forming verb from adjective.

short (adjective) + -en = shorten (verb)

white (adjective) + -en = whiten (verb)

2.5.2 Noun Maker

Noun maker is a kind of derivational process that is formed by the change of current part of speech into noun. It means that if derivational affixes attach to the root, the root will form to be a new word with a noun word class. Noun maker consists of:

a. Forms noun from noun

Bauer (1983, p. 220) gives some examples of forming noun from noun.

girl (noun) + -dom = girldom (noun)

kin (noun) + -ship = kinship (noun)

b. Forms noun from verb

Bauer (1983, p. 221) gives some examples of forming noun from verb.

categorize (verb) + -ation = categorization (noun)

arrive (verb) + al = arrival (noun)

c. Forms noun from adjective

Bauer (1983, p. 222) gives some examples of forming noun from adjective.

excellent (adjective) + -cy = excellency (noun)

close (adjective) + -ure = closure (noun)

2.5.3 Adjective Maker

Adjective maker is a kind of derivational process that is formed by the change of current part of speech into adjective. It means that if derivational affixes attach to the root, the root will form to be a new word with an adjective word class. Adjective maker consists of:

a. Forms adjective from noun

Bauer (1983, p. 223) gives some examples of forming adjective from noun.

environment (noun) + -al = environmental (adjective)

venom (noun) + -ous = venomous (adjective)

b. Forms adjective from verb

Bauer (1983, p. 224) gives some examples of forming adjective from verb.

generate (verb) + -ive = generative (adjective)

resent (verb) + -ful = resentful (adjective)

c. Forms adjective from adjective

Bauer (1983, p. 225) gives some examples of forming adjective from adjective.

green (adjective) + -ish = greenish (adjective)

good (adjective) + -ly = goodly (adjective)

2.5.4 Adverb Maker

Adverb maker is a kind of derivational process that is formed by the change of current part of speech into adverb. It means that if derivational affixes attach to

the root, the root will form to be a new word with an adverb word class. Adverb maker consists of:

a. Forms adverb from adjective

Bauer (1983, p. 225) gives some examples of forming adverb from adjective.

after (adjective/particle) + -ward = afterward (adverb)

circadian (adjective) + -ly = circadianly (adverb)

2.6 Novel

Novel is one of literary works written in narrative form. According to Longman Dictionary, novel is a long written story in which the characters and events are usually imaginary. Generally, novel tells a story from beginning, how the character faces the particular case, until the resolution the character did. Nurgiyantoro (1995, p. 11) states that novel is longer than short story because novel tells the story more detail and it involves some complex conflicts faced by the character inside.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Approach

In the research methodology, research approach is important. It effects the choice of specific research methods that people would like to do in their research. Generally, research approach is divided into two major kinds – quantitative research and qualitative research. Walliman (2011, p. 113) states that quantitative research focusses on analyzing data in the form of numbers and use a mathematical operation to conduct the research.

With regard to qualitative research, Walliman (2011, p. 130) states that qualitative research focusses on analyzing data mostly in the form of words (for example descriptions, accounts, opinions, feelings, etc). In addition, people in the social groups or individuals are the focus of this research. Based on the definition above, the writer decided to use qualitative research. The aims of this study were to find out and describe kinds and functions of derivational affixes found in the selected novel used by the author.

3.2   Data Types

In conducting the research, people should know that data types they are used in doing certain research. Referring to the types of the data, there are two major kinds, there are primary data and secondary data. Walliman (2011, p. 70) defines primary data as the first data that are recorded immediately in the certain situation. It means

that people get the data by observing directly in the spot. Furthermore, Walliman (2011, p. 70) defines secondary data as the data that had been recorded and interpreted before. It means that the data has already existed that can be used by people to analyze and investigate. From the definition above, the writer used secondary data. He did not directly do the observation on the field, but he used an already-existed data.

3.3   Data Source

Based on the data types, the writer used a secondary data. The writer did not do some interviews or observations on the field to gather the data. The data source that was finally used was a printed novel entitled *The Boy Who Knew Everything* by Victoria Forester¸ which the writer obtained by buying it. This novel is a fantasy novel which is published around 2015 by a Canadian author Victoria Forester. It tells about the friendship of Piper McCloud (a girl who has an ability to fly) and Conrad Harrington III (a boy who has a high intelligences), together with their team, to solve the problem. "*There is a prophecy that there was a girl who could fly and a boy who knew everything; they have a power to bring about great change…*". Because this novel has a complex character and event, the description drawn by Victoria Forester determines the using of words. It makes the writer interested to use this novel as the data to be analyzed with the morphological theory.

3.4   Data Collection Method

Before conducting the research, people need to collect several data that would be analyzed. The writer did three procedures to gather the data, which is explained on the following steps:

1. First, the writer read the novel entitled *The Boy Who Knew Everything* by Victoria Forester as a whole, which consisted of 403 pages and 49 chapters.

2. Second, he paid attention to the words that contained derivational affixes (prefix, suffix, or both).

3. Last, he collected the data with underlining all words that contained derivational affixes to be analyzed with employing the theory of Plag (2002) combined with Bauer (1983).

The other sources to support the research were dictionary, and internet sources, electronic books, and library books relating with this topic, in this case is morphology books.

3.5   Data Analysis

Analyzing derivational affixes is an action of analyzing the word attached by derivational affixes, while prefixes, suffixes or both. This research was a non-statistical analysis. In addition, this research had four steps of data analysis that the writer had to do in order to finish the research. The steps were as follows:

1. The writer listed all the words that contain derivational affixes from the chapter 1 to the chapter 49 on the Microsoft Excel 2016 and made the code as a reference. **(P, L)**

P = page of the novel.

L = line in the novel.

Example: Beautiful **(P5, L12)**

From this example, the code means that the word "beautiful" is in the page 5 of the novel in line 12.

2. After listing the words, he divided all the words into prefix, root, and suffix.

3. He analyzed all types of prefixes and suffixes according to Plag's theory in his book titled *Word Formation in English* (2002) combined with Bauer's theory in his book titled *English Word-Formation* (1983), classified them into functions of derivational affixes; verb maker, noun maker, adjective maker, and adverb maker, and counted it.

4. Finally, he drew the conclusion and suggestion from the research.