

CHAPTER II

REVIEW OF RELATED STUDY

This chapter covers the previous of the study, definition and theory of analysis, definition and theory of derivational form of noun, definition and theory of noun, and synopsis of the novel.

A. The Previous Studies

In this chapter, some literatures related to study are reviewed as means to clarify the present study. These previous studies gave a view about the issues that were discussed.

First, Maharani Sri Aryati studied about “*An Analysis of 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.¹

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

¹ Maharani Sri Aryati, *An Analysis of Derivational Affixes in the Land of Five Towers Novel* by A. Fuadi Translated by Angie Kilbane, Universitas Muria Kudus, 2014

(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.

Second, Asril conducted study about *The Morphological Process of the English Noun Word Class*. In this research, the researcher used instruments which consist of 50 nouns, 50 verbs, and 50 adjectives have already reflected that there are productive and unproductive categories of affixes. From the chart above, the productive category is inflectional suffix. They are suffix -‘Z1 ‘plural and -Z2 ‘possessive’. We can see the most productive is -‘Z2 ‘possessive, because it can combine with 50 nouns for forming the noun word class or we can say this suffix is the marker of noun. The second productive is -Z1 ‘plural’ because it can only combine with 38 nouns for forming the noun word class.²

²Mochammadastiril, *The Morphological Process of the English Noun Word Class*.

The similarity between this study and the previous study is the object of the study, this study discussed about derivational affixes in novel. Meanwhile the differences between this study and previous study is the writer's study focused on the derivational affixes and this study focused on the derivational form of noun.

B. Morphology

Morphology refers to the study of forms. Linguistics morphology refers to the study of words, their internal structure and the mental process that are involved in word formation.³ It is study of the hierarchical and relational aspects of words and the operation on lexical items according to word formation rules to produce other lexical items.⁴ According to Strork and Widdowson, morphology is concerned with the way in which words and meaningful elements are constructed and with how their function within the grammatical system of a language.⁵

While according to McCarthy, area of grammar concerned with the structure of words and with relationships between words that involve the morphemes that compose them.⁶ Gleason in Arifin states that morphology comprises; first, the analysis of paradigms of the four parts of speech; noun, pronoun, verb, and adjective involving largely the discussion on the

³Badriya al-Farisi, "Morphological Awareness and Its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students", (Online), 2008, p.6, URL:<http://www.asian-efl-journal.com/Thesis/Thesis-Al-Farsi.pdf>, (Accessed on Sunday, April 21st, 2013).

⁴*Ibid.*, p. 34.

⁵ F. C. Strork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, London: Hutchinson Publishing Group, 2012, p. 17.

⁶Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, Great Britain: Edinburgh University Press Ltd, 2002, p. 144.

inflectional suffixes and their allomorphs. The second will be analysis of the formation of stems and words that are not inflected.⁷ Furthermore, Fromkin in Arifin claims that morphology is the study of internal structure of words, and the rules by which words are formed.⁸

Depend on the definitions above, the researcher can be concluded that morphology is the study of the morphemes of language and how they are combined to make new words.

1. Morpheme

There are various definitions of morpheme given by linguists. According to Fromkin in Arifin that morphemes may be defined as the minimal linguistics sign, a grammatical unit in which there is an arbitrary union of sound and meaning that cannot be further analyzed.⁹ Webster in Arifin defines morphemes as a meaningful linguistics unit whether a free form (as *pin*, *child*, *load*, *pray*) or a bound form (as the *-s* of *pins*, the *-hood* of *childhood*, the *un-* and *-er* of *unleader*) that contains no smaller meaningful parts.¹⁰

Morpheme is the smallest meaningful constituents of words that can be identified.¹¹ For example in word “*readable*”, both *read* + *able* are morphemes. It consists of two morphemes; the first one minimal unit of

⁷ZaenalArifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, Published Thesis, Malang: University of Malang, (Online), 2009, p. 5, URL://<http://digilib.uin-malang.ac.id/thesisfullchapter04320061-zaenal-arifin.ps/>, (Accessed on Monday, May 20 2013).

⁸*Ibid.*,

⁹ZaenalArifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 8.

¹⁰*Ibid.*,

¹¹ Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, p. 3.

meaning is *read*, and the second one minimal unit is *-able* (meaning ‘able to be Xed’). The word *illegal* also consists of two morphemes. These are one minimal unit of meaning *legal* and another minimal unit is prefix *il-* (indicating ‘negative meaning of X’).

Depend on the explanation above, it point out that morpheme is the smallest functioning unit of meaning or grammatical function in the composition of words. So, morpheme uses as the part from which words are built.

There are two kinds of morphemes:

a. Free Morpheme

Free morphemes are meaningful units of language structure which can be used independently or in combination with other morpheme. A word which consists of only one morpheme must consist of a free morpheme.¹² Yule in Arifin explains that free morphemes fall into two categories.¹³ The first is that set of nouns, adjectives, and verbs are categorized as lexical morphemes, such as *boy, man, house, beautiful, flower, etc.* The second is called functional morphemes. This set consists of largely of the functional words in the language such as conjunction, prepositions, articles, and pronouns. For example; *and, but, when, because, near, in, that etc.*

1) Lexical

¹² F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, p. 79.

¹³ ZaenalArifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 7.

Words can be classified as lexical or nonlexical. Lexical words are those that have independent meaning such as a noun, verb, adjective, adverb, or preposition.

a) Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification.

Noun here is can be defined as name of person, place, thing, quality, activity, concept, or condition.¹⁴ For example:

Person

Abraham Lincoln is known throughout the world for his humanity
Pele, the Brazilian soccer player, scored more goals than any other player before him

Place

Afghanistan is no longer visited by most tourists
Travelers find Scotland one of the most beautiful places to visit

Thing

The committee gathered around the conference table
A beach is unsurpassed for relaxation

Quality

¹⁴Marcella Frank, *Modern English: a practical reference guide*, New jersey: Prentice-hall inc, 1972, p.6.

She discerned deceitfulness in his proposal

The shopkeeper accused the salesman of opportunism

Activity

The horse show listed six events, of which jumping was considered most important

One of the best books on cooking is now out of print

Concept or condition

The newspaper carried major articles on changes in capitalism

Monarchy was prevailing form of government in Europe at the time

b) Verb

A verb expresses an action or a condition (a state of being). Examples:

- Robert will eat the hamburger.(action)
- Sara is happy. (condition or state of being)

c) Adjective

An adjective describes or limits a noun. Examples: tall, young, pretty, light, blue,

d) Adverb

An adverb describes a verb, adjective, or other adverb. Adverbs usually tell how (for example: slowly), when (e.g., lately), where (e.g., there), how much (e.g., very), or why (e.g., therefore).

Example: He always chews his gum loudly.

e) Preposition

A preposition usually shows the relationship between a noun or pronoun and another part of a sentence. There are many prepositions, including: about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, between, beyond, beside, besides, by, down, during, except, from, for, in, inside, into, like, near, next, of, off, on, out, out of, outside, over, past, round, since, than, through, till, to, toward, towards, under, underneath, unless, until, upon, up, with, within, without.

Examples: My pencil is under my desk .

2) Functional

Functional words might be preposition, pronoun, auxiliary verbs, conjunction, grammatical article or particle.

a) Pronoun

A pronoun is usually a substitute for a noun. The noun is called the "antecedent" (but an indefinite pronoun has no antecedent).

b) Auxiliary verb

Auxiliary verbs are auxiliary verbs that are grammatically function form or add meaning to the phrase. Generally, auxiliary verbs are used in conjunction with the main verb and helped form the grammatical structure of a sentence. There are three auxiliary

verbs: *To Be*, *To Do*, and *to Have*. *Be*, *Do*, and *have* had no meaning if it stands alone as auxiliary verbs.

Do Auxiliary verbs is used *Do*, *Does*, *Did*. As auxiliary verbs, to do normally used together the main verb in negative or interrogative sentences. And also used to apply pressure or avoid repeating the main verb.¹⁵

c) Conjunction

A conjunction connects words, phrases, and clauses.

d) Article

An article is a word used to modify a noun, which a person, place, object or idea.

b. Bound Morpheme

Bound morphemes are meaningful units of language structure which can only be used in conjunction with other morphemes.¹⁶ Yule in Arifin also divided bound morphemes into two types.¹⁷ The first is derivational morphemes which include suffixes such as the *-er* in *walker*, the *-ment* in *development*, the *-able* in *believable*. It also includes prefixes such as *re-*, *pre-*, *ex-*, *un-*, *il-*, *im-*, and so on. The second types is inflectional morphemes which are used to show if word is plural or singular, if it is

¹⁵*Foresman Handbook for Writers* by Maxine Hairston and John J. Ruskiewicz. 4th ed. Harper Collins: New York. 1996

¹⁶ F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, p. 79.

¹⁷ZaenalArifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 7.

past tense or not, and if it is a comparative or possessive form. To note that in English all inflectional morphemes are suffixes.

1) Affixes

According to Crowley, “affixes are morphemes that are not free, in that they must always attach to root morpheme”. While, According to Boey, “affixes are bound morphemes, which generally combine with the base to change its part of speech class”.¹⁸

From some theory above, it can be known that affixes are bound morphemes that must be combined with the base to change its meaning and its function; they can be added in the beginning and in the end of word. An affix is not able to be used alone in language but must be attached to another unit such as a root word. The word affix is a general term for a prefix, a suffix. According to Carter affixes attached to the beginning of words are prefixes; those attached to the ends of words are suffixes.¹⁹ Types of affixes:

a) Prefixes

From theory above, it can be known that prefix is the bound morphemes, which are added to the beginning of a word to change its meaning.

¹⁸Lim KiatBoey, *An Introduction To Linguistic*, p. 39

¹⁹Carter, Ronald, Michael McCarthy. 2006. *Cambridge Grammar of English (a Comprehensive Guide Spoken and Written English Grammar and Usage)*. UK: Cambridge University Press.p 471

Plag states that the prefixes can be classified semantically into the following groups. Those are:²⁰

1) Quantified Prefixes

There is a large group that quantify over their base words meaning, for example, *uni-* (unilateral, unification), *bi-* (bilateral, bifurcation) and *di-* (disyllabic), *multi-* (multi-purpose, multi-lateral) and *poly-* (polysyllabic, polyclinic), *semi-* (semi-conscious, semi-desert), *micro-* (micro-surgical, microwave), *macro-* (macroeconomics, macro-biotic), *hyper-* (hyperactive, hypermarket) and *over-* (overestimate, overtax).

2) Locative Prefixes

There are numerous locative prefixes such as *circum-* (circumnavigate, circumscribe), *counter-* (counterbalance, counterexample), *endo-* (endocentric, endocrinology), *epi-* (epiglottis, epicentral), *inter-* (interbreed, intergalactic), *intra-* (intramuscular, intravenous).

3) Temporal Prefixes

There are temporal prefixes expressing notions like *ante-* (antechamber, antedate), *pre-* (preconcert, predetermine, premedical), *post-*, (post-structuralism, post-modify, post-modern) and *neo-* (neoclassical, Neo-Latin).

²⁰ Plag, Ingo. 2002. *Word-Formation in English*. UK: Cambridge University Press. p 123-127

4) Negation Prefixes

The fourth group consists of prefixes expressing negation *a-* (achromatic, asexual), *de-* (decolonize, deplete), *dis-* (disassociate, disconnect), *in-* (illegal, irregular), *non-* (non-biological, non-commercial), *un-* (unhappy, unsuccessful).

b) Suffixes

Suffix is also categorized as bound morpheme, such a Prefix. However, it is rather different. Broukal states that a Suffix is a combination of letters added to the end of a word or word root. Suffixes are used either to form new words or show the function of a word. Plag divided suffix into several types, they are:²¹

a. Nominal Suffixes

In Plag nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like. There are the examples of nominal suffixes. They are: *-age* (marriage, coverage), *-al* (approval, arrival), *-ance* (and with its variant *-ence/-ency/ancy*) (performance, independence), *-ant* (applicant, defendant), *-ee* (employee, interviewee), *-er* (performer, actor), *-ess* (stewardess, waitress), *-ful* (cupful, handful), *-ing* (running, building), *-ion* (education, connection), *-ist* (novelist, scientist), *-ment*

²¹ Plag, Ingo. 2002. *Word-Formation in English*. UK: Cambridge University Press.p 109-123

(development, treatment), *-ness* (happiness, darkness), *-ship* (friendship, relationship).²²

b. Verbal Suffixes

There are four suffixes which derive verbs from other categories (mostly adjectives and nouns), *-ate*, *-en*, *-ify* and *-ize*. The examples of them are: *-ate* (dominate, irritate), *-en* (harden, lengthen), *-ify* (identify, magnify), *-ize* (feminize, Americanize).

c. Adjectival Suffixes

Adjectival suffixes are the suffixes that can form adjective meaning. The word that can change into adjective is noun and verb. Suffixes form adjectival meaning from verb is *-able*, *-ive*. From noun into adjectival meaning, the suffixes are *-al*, *-ed*, *-ful*, *-ic*, *-ing*, *-ish*, *-less*, *-ly*, *-ous*, *-y*.

b. Adverbial Suffixes

There are three suffixes which form adverb meaning. That is the examples of them, *-ly* (slowly, aggressively), *-wise* (clockwise, weather-wise).

From some theories above, it can be known that prefixes and suffixes is bound morphemes combine with the root words to change the meaning and the function of those words in English text.

²² Plag, Ingo. 2002. *Word-Formation in English*. UK: Cambridge University Press. p 109

2. Morphemic Processes

Morphological process is a means of changing a stem to adjust its meaning to fit its syntactic and communicational context.²³ Yule in Arifin argues that "morphological process is the process of forming words by connecting one morpheme with another one".²⁴ There are two kinds of morphological process, they are:

a. Inflectional Forms

Some words (lexemes²⁵) have more than one word form, depending on the grammatical context or on choices that grammar forces us to make (for example, in nouns, between singular and plural). This kind of word formation is called 'inflectional'.²⁶ These morphemes which serve a purely grammatical function, never creating a different word, but only a different form of the same word, are called inflectional morphemes. Inflectional morphemes encode grammatical categories such as plural (*workers*), person (*works*), tense (*picked*), or case (*John's*).

b. Derivational Forms

Derivational morphemes create new words. They **derive** new words from other words. e.g., unhappy un + happy; happiness happy + ness; preview pre + view. Derivational morphemes have clear semantic

²³MochammadAsril, *TheMorpholgical Process of The English Noun Word Class*, p. 4.

²⁴ZaenalArifin, *A Morphological Study on English Compound Words Found In Kangguru RadioEnglish Magazine*, p. 8.

²⁵Lexeme is word seen as an abstract grammatical entity, represented concretely by one or more different inflected word forms according to the grammatical context. Where the distinction is important, lexemes are conventionally represented in small capitals while word forms are in italics. For example, the verb lexeme "Perform" has four inflected word forms: *perform*, *performs*, *performing* and *performed*.

²⁶Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p. 42.

content. In this sense they are like content word, except that they are not words. As we have seen, when a derivational morpheme is added to a root or stem, it adds meaning. The derived word may also be of a different grammatical class than original word, as shown by suffixes such as *-able* and *-ly*.

Further properties change part of speech or the meaning of a word.

- 1) Part of speech: *us-able* (V !A), *trouble- some* (N !A), *judg-ment*(V !N).
- 2) Meaning: *dis-comfort*, *ex-boyfriend*
- 3) Both: *use-less* (V !A) are not required by syntax, are not very productive: *dis-like*, **dis-hate*, usually occur before inflectional su_xes: *work-er-*. can be either su_xes or pre_xes (*in english*).

Since the term ‘derivation’ is used for all aspects of word-structure involving affixation that is not inflectional. Derivational morphology is concerned with one kind of relationship between lexemes. There are some kinds of derivational itself, they are elaborated as follow:

- 1) Adverb Derived from Adjectives

Some introductory treatments of English grammar talk as if not just many but all adverbs end in *-ly*. If that were true, it would be an unusual word class, all of its members being derived. In fact, simple or mono- morphemic adverbs, though few in number, include some very common words (OFTEN, SELDOM, NEVER, SOON), and some other adverbs are morphologically complex without containing

-ly). Also, there are common adverbs that are formed by conversion: FAST (as in the car was driven fast) and HARD (as in They worked hard), derived from the adjective FAST (as in a fast car) and HARD (as in hard work).

2) Nouns Derived from Nouns

Not all derivational processes change word class. English has derivational processes that yield nouns with meanings such as ‘small X’, ‘female X’, ‘inhabitant of X’, ‘state of being an X’ and ‘devotee of or expert on X’.

3) Nouns Derived from Members of Other Word Class

Nouns derived from adjectives and from verbs are extremely numerous, and it should be easy for you to think of many other examples on the lines of those given here. Here are some suffixes used to derive nouns from adjectives:

- a) -ity, e.g. purity, equality, ferocity, sensitivity
- b) -ness, e.g. goodness, tallness, fierceness, sensitiveness
- c) -ism, e.g. radicalism, conservatism

Even more numerous are suffixes for deriving nouns from verbs.

Here are just a few:

- a) -ance, -ence, e.g. performance, ignorance, reference, convergence
- b) -ment, e.g. announcement, commitment, development, engagement
- c) -ing, e.g. painting, singing, building, ignoring
- d) -(a)tion, e.g. denunciation, commission, organisation, confusion

e) -al, e.g. refusal, arrival, referral, committal

f) -er, e.g. painter, singer, organiser, grinder

4) Adjectives derived from adjectives

Another negative prefix is in-, with allomorphs indicated by the variant spellings il-, ir- and im-, as in INTANGIBLE, ILLEGAL, IRRESONSIBLE and IMPOSSIBLE. One of which is negated with un- and the other with in- or one of its allomorphs.

5) Adjectives Derived From Members Of Other Word Classes

Suffixes that form adjectives from nouns are more numerous.

Here are some:

a) -ful, e.g. joyful, hopeful, helpful, meaningful

b) -less, e.g. joyless, hopeless, helpless, meaningless

c) -al, e.g. original, normal, personal, national

d) -ish, e.g. boyish, loutish, waspish, selfish

6) Verbs derived from verbs

This section is unusual in that all the affixes that I will mention in it are prefixes. Most prominent are re- and the negative or 'reversive' prefixes un-, de- and dis-, as in the following examples:

a) paint, enter

b) repaint, re-enter

c) tie, tangle

7) Verbs derived from members of other word classes

Verbs derived from nouns and from adjectives are numerous.

Some affixes for deriving verbs from nouns are:

- a) de-, e.g. debug, deforest, delouse
- b) -ise, e.g. organise, patronise, terrorise
- c) -(i)fy, e.g. beautify, gentrify, petrify

Some words (Lexemes) are related to one another (or in which one lexeme is derived from another) through processes such as affixation (*prefix, suffix and infix*).²⁷ These are called derivational morphemes. Derivational morphemes encode lexical meaning and is not relevant syntactically relevant. While Andrew Carstairs points out that affixes are indeed always bound morpheme.²⁸

C. Content Analysis

Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education. The following are some of the purposes of content analysis in educational research:²⁹

1. *To identify bias, prejudice, or propaganda in textbooks.* For example, a researcher might analyze high school history texts in a particular school

²⁷ *Ibid.*, p. 142.

²⁸ *Ibid.*, p. 20.

²⁹ Introduction to research in education, donad ary page457.

district to determine how often women are mentioned and how much discussion is given in each mention.

2. *To analyze types of errors in students' writings.* For example, we could look at students' written work to classify spelling or grammatical errors and their nature and frequency.
3. *To describe prevailing practices.* For example, we could identify the entrance requirements of Big Ten universities by analyzing their bulletins.
4. *To discover the level of difficulty of material in textbooks or other publications.* For example, we could ask, "What is the vocabulary level of the fourth-grade social studies textbooks in this district?"
5. *To discover the relative importance of, or interest in, certain topics.* For example, we might analyze popular educational research textbooks to see the coverage given to qualitative research and changes in that coverage over time.

An advantage of content analysis is its unobtrusiveness. The presence of the observer does not influence what is being observed. We do not need to enlist the cooperation of subjects or get permission to do the study. Another advantage of content analyses is that they are easily replicated.³⁰

The process of qualitative content analysis often begins during the early stages of data collection. Generally it can be divided into the following steps :³¹

³⁰ Ibid, page 459

³¹ Qualitative Analysis of Content by Yan Zhang and Barbara M. Wildemuth, page 3

1. Prepare the Data

Qualitative content analysis can be used to analyze various types of data, but generally the data need to be transformed into written text before analysis can start.

2. Define the Unit of Analysis

The unit of analysis refers to the basic unit of text to be classified during content analysis. Messages have to be unitized before they can be coded, and differences in the unit definition can affect coding decisions as well as the comparability of outcomes with other similar studies. Therefore, defining the coding unit is one of the most fundamental and important decisions.

3. Develop Categories and a Coding Scheme

Categories and a coding scheme can be derived from three sources: the data, previous related studies, and theories. Coding schemes can be developed both inductively and deductively.

4. Test Coding Scheme on a Sample of Text

Coding sample text, checking coding consistency, and revising coding rules is an iterative process and should continue until sufficient coding consistency is achieved.

5. Code All the Text

When sufficient consistency has been achieved, the coding rules can be applied to the entire corpus of text. During the coding process, writer will need to check the coding repeatedly, to prevent “drifting into an

idiosyncratic sense of what the codes mean”. Because coding will proceed while new data continue to be collected, it’s possible (even quite likely) that new themes and concepts will emerge and will need to be added to the coding manual.

6. Assess Your Coding Consistency

After coding the entire data set, writer need to recheck the consistency of writer’s coding.

7. Draw Conclusions from the Coded Data

At this stage, writer will make inferences and present writer’s reconstructions of meanings derived from the data. Writer’s activities may involve exploring the properties and dimensions of categories, identifying relationships between categories, uncovering patterns, and testing categories against the full range of data. This is a critical step in the analysis process, and its success will rely almost wholly on your reasoning abilities.

8. Report the Methods and Findings

In the case of qualitative content analysis, writer need to report your decisions and practices concerning the coding process, as well as the methods you used to establish the trustworthiness of the study.

Qualitative content analysis is a valuable alternative to more traditional quantitative content analysis, when the researcher is working in an interpretive paradigm. The goal is to identify important themes or categories within a body of content, and to provide a rich description of the

social reality created by those themes/categories as they are lived out in a particular setting. Through careful data preparation, coding, and interpretation, the results of qualitative content analysis can support the development of new theories and models, as well as validating existing theories and providing thick descriptions of particular settings or phenomena.

D. Synopsis of “A Child Called ‘It’” “

David J. Pelzer's mother, Catherine Roerva, was, he writes in this ghastly, fascinating memoir, a devoted den mother to the Cub Scouts in her care, and somewhat nurturant to her children--but not to David, whom she referred to as "an It." This book is a brief, horrifying account of the bizarre tortures she inflicted on him, told from the point of view of the author as a young boy being starved, stabbed, smashed face-first into mirrors, forced to eat the contents of his sibling's diapers and a spoonful of ammonia, and burned over a gas stove by a maniacal, alcoholic mom. Sometimes she claimed he had violated some rule--no walking on the grass at school!--but mostly it was pure sadism. Inexplicably, his father didn't protect him; only an alert schoolteacher saved David.

This novel based on the true story happened in Daly city, California March 5th 1973, the settings are mostly in the day. The atmosphere is very sad, the plot is going back. This novel tells us about child abuse. The culture which is taken from this novel is an American culture, for instance the mother of the

role is a runkard woman that always irritate her child, and the social is also individualism and get bullying in school.

E. Frame of Thinking

Derivational form of noun is derivational morphemes that created new word to frm of noun. There are some kind of derivational form of noun: 1) noun derived from noun, 2) noun derived from adjective, and 3) noun derived from verb.

In this research, the writer want to describe and analyze the derivational form of noun used in a novel entitled “A Child Called ‘It’ “ by Dave Pelzer. It can be seen from the scheme below :

Figure 2.1 Frame of Thinking

