

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some references to support the analysis, the references are reviewed which include; the nature of morphology, morphological process, transposition word, productivity, and thesis abstract.

A. Morphology

1. The Nature of 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.¹⁶ 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.¹⁷ According to Stork 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.¹⁸

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.¹⁹ Gleason in Arifin states that morphology

¹⁶ Badriya 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).

¹⁷ *Ibid.*, p. 34.

¹⁸ F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, London: Hutchinson Publishing Group, 2012, p. 17.

¹⁹ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, Great Britain: Edinburgh University Press Ltd, 2002, p. 144.

comprises; first, the analysis of paradigms of the four parts of speech; noun, pronoun, verb, and adjective involving largely the discussion on the inflectional suffixes and their allomorphs. The second will be analysis of the formation of stems and words that are not inflected.²⁰ Furthermore, Fromkin in Arifin claims that morphology is the study of internal structure of words, and the rules by which words are formed.²¹

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.

a. Word

The existence of word cannot be separated from the existence of language because only by words we can produce the language to convey our thought and feeling to other people. So, what do the words mean actually?. Richard in Asril claims that a word is the smallest of the linguistic units which can occur on its own in speech or writing.²² While According to Brinton in Arifin states that a word has an internal cohesion and indivisible by other units; a word may be modified only externally by the addition of suffixes and prefixes.²³ Words can categorize into different types according

²⁰ Zaenal Arifin, *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).

²¹ *Ibid.*,

²² Mochammad asril, *The Morphological Process of the English Noun Word Class*.

²³ Zaenal Arifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 8.

to the way in which words are formed from their constituent morphemes.

More detail explanation of words is given in the following example²⁴:

- 1) A simple word consists of a single morpheme (which must, of course, be a free morpheme), e.g. *cat, dog, home, elephant, etc.*
- 2) A compound word is made up of two free morphemes used together to form a single lexical unit, e.g. *homework, headland, blackbird, toothbrush, etc.*
- 3) A complex word consists either of a free morpheme together with a bound morpheme, or of two bound morphemes.

e.g. of the first kind; free + bound, are *homes, quickly, loudness, kingdom*, and also words such as *befriend, return, prefabricate, untie*, where the bound form precedes the free morpheme,

In this present study, the researcher will concern only on the type of word: compound complex word built from free + bound morpheme.

e.g. of the second kind; bound + bound, are: *resist, conclude, perceive*, and *invest*.

The schema that summarized four types of word as follows

Table 2.1 Schema four types of word

1	Free morpheme	Simple	W O R D
2	Free morpheme + free morpheme	Compound	
3	Free + bound morpheme	Complex	
4	Bound + bound morpheme		

²⁴ F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, p. 80.

The study of morphology has been approached by two complementary approaches; analytic and synthetic.²⁵ These approaches reflect two dimensions of learners' morphological knowledge of word formation. The analytic approach is concerned with morpheme identification or breaking words down into its meaningful components. For example, *notebooks* can be recognized as *note-book-s*. Learners can segment different meaningful chunks that constitute a word. On the other hand, the syntactic approach is concerned with productivity of morphological structure or bringing the smallest pieces (morphemes) together to form word.

Based on the explanation above, it can be concluded that words are units of language that represent a sound with particular meaning.

b. Word Class

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. Dealing with the limitation of the study, the researcher only explains two kinds of word class, they are shown below:

1) 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.

²⁵ Mark Aronoff & Kirsten Fudeman, *What is morphology?*, USA: Blackwell Publishing, 2011, p.12.

Noun here is can be defined as name of person, place, thing, quality, activity, concept, or condition.²⁶ 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

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

²⁶ Marcella Frank, *Modern English: a practical reference guide*, New jersey: Prentice-hall inc, 1972, p.6.

2) Verb

Verb is a word that expresses action or state of being.²⁷ Verb is word or phrase indicating what somebody or something does, what state somebody or something is in, what is becoming of something or somebody. In this present study, the researcher will only focus on action verbs. Action verbs talk about what the subject is doing in the sentence.²⁸

There are two types of action verbs which describe the verb and the subject doing the action and the object on which the action is done, they are:

a. Transitive verb

Transitive verb is verbs that are followed by an object.²⁹ On the other word, the verbs need object and usually followed by noun. These action verbs have a definite object on which, or for which the action is being performed. That means the action has a definite recipient or object. Effendi points out that transitive verb have subject and direct object of the action verb.³⁰ To identify them, we can ask the question *what is the/did the subject –verb?*

For example:

Hannah *gave* him a big hug

²⁷ *Ibid.*, p.109.

²⁸ English Leap, *Verbs*, (Online), 2014, URL: [//http.englishleap.com/grammar/verbs//](http://http.englishleap.com/grammar/verbs//), (Accessed on Friday, March 14th, 2014).

²⁹ Betty Schramper Azar, *Understanding and Using English Grammar*, 3rd Ed, United States of America: Prentice-Hall inc, 1999, p. A1.

³⁰ Effendi, *English Structure Self Remedy*, Jakarta: PT. Gramedia Widiasarana Indonesia, 2013, p. 102.

Here, see that the action verb 'gave' is being performed by the subject Hannah. So the question is *what did Hannah give?* And the answer is *a big hug*. Here, it also has an indirect object as 'him'. The indirect object would be the answer to the question *'who did the subject (Hannah) – verb (give) – the object (hug) to?'*

b. Intransitive verb

Intransitive verb is verbs that are not followed by an object.³¹ On the other word, the verbs does not need object, but it needs adverbial modifier. These verbs also show an action but here there is no specific object on which the action is being done. Effendi points out that intransitive verb have no direct object of the action verb.³² To recognize these verbs, we ask the question *what is the/did the subject - verb- ?* If there is no answer present, then the verb in the sentence is an Intransitive Verb.

For example:

Hannah sneezed repeatedly.

Here, the verb is sneezed. If we ask the question *what did Hannah sneeze?* There is no answer present for it making sneezed (an intransitive verb). It is telling us about the action of the subject but there is no specific object for the action.

³¹ Betty Schramper Azar, *Understanding and Using English Grammar*, p. A1.

³² Effendi, *English Structure Self Remedy*, p. 103.

c. 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.³³ 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.³⁴

Morpheme is the smallest meaningful constituents of words that can be identified.³⁵ For example in word “*readable*”, both *read* + *able* are morphemes. It consists of two morphemes; the first one minimal unit of 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.

³³ Zaenal Arifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 8.

³⁴ *Ibid.*,

³⁵ Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, p. 3.

There are two kinds of morphemes:

1) 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.³⁶ Yule in Arifin explains that free morphemes fall into two categories.³⁷ 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.*

2) Bound Morpheme

Bound morphemes are meaningful units of language structure which can only be used in conjunction with other morphemes.³⁸ Yule in Arifin also divided bound morphemes into two types.³⁹ 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

³⁶ F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, p. 79.

³⁷ Zaenal Arifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 7.

³⁸ F. C Stork & J.D.A. Widdowson, *Learning about Linguistics: An Introductory Workbook*, p. 79.

³⁹ Zaenal Arifin, *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.

2. Morphological Process

Morphological process is a means of changing a stem to adjust its meaning to fit its syntactic and communicational context.⁴⁰ Yule in Arifin argues that "morphological process is the process of forming words by connecting one morpheme with another one".⁴¹ There are two kinds of morphological process, they are:

a. Inflectional Process

Some words (lexemes⁴²) 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'.⁴³ 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*).

⁴⁰ Mochammad Asril, *The Morphological Process of The English Noun Word Class*, p. 4.

⁴¹ Zaenal Arifin, *A Morphological Study on English Compound Words Found In Kangguru Radio English Magazine*, p. 8.

⁴² Lexeme 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*.

⁴³ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p. 42.

For example:

1) Form of nouns

Most countable nouns in English have two word forms: a singular and a plural. Inflectionally, for any noun lexeme X, there are just two grammatical words, ‘singular of X’ and ‘plural of X’, contrasting in number.⁴⁴

For example:

- ✓ I saw a *cat* in the garden
- ✓ I saw (some) *cats* in the garden

Depending on the example above, the researcher sees that to the lexeme “*cat*” there corresponds a singular form “*cat*”, consisting of just one morpheme, and a plural form “*cats*”, consisting of a root “*cat*” and the suffix *-s*. we note that suffix *-s* is the regular suffix for forming plurals, it means “more than one X”, whatever X may be.

2) Form of verbs

In English, a verb lexeme has at most five distinct forms, as illustrated here with “*Perform*”:

- ✓ Third person singular present tense: *performs*
- ✓ Past tense: *performed*
- ✓ Progressive participle: *performing*
- ✓ Perfect or passive participle: *performed*
- ✓ Basic form (used everywhere else): *perform, performs*

⁴⁴ *Ibid.*, p. 34.

The difference between “*Perform*” in present, past progressive participle and perfect or passive participle is a difference of **tense**. The other sides of difference manifested in basic form are **person** (third person versus the rest).⁴⁵

3) Form of adjective

English adjectives exhibit three forms, for example “*Green*” here:

- ✓ Grass is *green*.
- ✓ The grass is *greener* now than in winter.
- ✓ The grass is *greenest* in early summer

The grammatical words that green, greener and greenest express are the positive, comparative and superlative of “*green*”, contrasting on the dimension of comparison.⁴⁶

b. Derivational Process

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*).⁴⁷ 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.⁴⁸

⁴⁵ *Ibid.*, p. 39-40.

⁴⁶ *Ibid.*,

⁴⁷ *Ibid.*, p. 142.

⁴⁸ *Ibid.*, p. 20.

1) Affixes

Affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base.⁴⁹ Affix as a bound morpheme that attaches to bases. There are some kinds of affix, such as prefix, suffix and infix.

a) Prefix

When bound morpheme added to the beginning of a word or morphemes they are called *prefixes*. Like in enlarge (*en-*large), the bound morpheme *en-* that precede the root (large) are called prefix.

b) Suffix

When bound morpheme added to the end of a word or morpheme they called *suffixes*. Like in readable (read-*able*), whiteness (white-*ness*), the bound morpheme *-able*, *-ness* that follow the root (read, white) are called suffix.

c) Infix (English has no infix)

Morphologists usually agree that English has no infixes. However, there is possibility of inserting expletives in the middle of words to create new words expressing the strongly negative attitude of the speaker (e.g. *kanga-bloody-roo*, *abso-blooming-lutely*).⁵⁰ Thus we could say that English has a process

⁴⁹ Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 19 (see also on page 319).

⁵⁰ Ingo Plag, *Word-formation in English*, Universitat Siegen: Cambridge University Press, 2007, p. 127.

of infixation of (certain) words, but there are no bound morphemes that qualify for infix status. Such forms raise two questions. The first is what structural properties these infixed derivatives have, and the second is whether we should consider this type of infixation as part of the English word-formation component or not. We will deal with each question in turn.

3. Transposition word

Andrew Spencer and Arnold M. Zwicky in Asril point out that transposition word is another type of derivational which reflects a simple change of category without any functional change.⁵¹ While according to Haspelmath and Sims state that transposition word is to be defined here as a derivational process, when the process changes the word-class of the base lexeme.⁵² On the other word, transposition word is change of word-class by a morphological operation.

There are two kinds of a morphological operation, they are:

a. Function-changing operation

Function-changing operation is a morphological operation that changes the way semantic roles are linked to syntactic functions⁵³; function-changing operations are often encoded by the inflectional features of voice.⁵⁴ Function-changing operations are generally inflectional and involve

⁵¹ Mochammad Asril, *The Morphological Process of The English Noun Word Class*, p. 3.

⁵² Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 253.

⁵³ Syntactic Function is function structure (grammatical function). e.g. as subject, object, and oblique.

⁵⁴ Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 236 (see also on page 327).

no change in the argument structure⁵⁵ of the base, like transpositional inflection.

b. Event-changing operation

Event-changing operation is a morphological operation that changes the argument structure of verb.⁵⁶ Event-changing operations are generally derivational and involve a change in the argument structure of the base, like most transpositional derivation.

There are several types of transpositional derivation are shown below⁵⁷:

1) Deverbal Verbs

Deverbal verbs is to be defines here as formation of a verb directly from a verb base.

For example:

Table 2.2. Deverbal Verbs

VERB	Meaning	DERIVATION	VERB	Meaning
Paint	To put paint onto sth	Re + paint	Repaint	To put paint again onto sth
Frost	Become covered with frost	De + frost	Defrost	Removing sth from frost
Believe	To feel sure of the truth of sth	Dis + believe	Disbelieve	Do not feel sure of the truth of sth

⁵⁵ Argumanet is a semantic role that is assigned to a noun by the verb (adjunct). While argument structure is the set of semantic roles (grammatical roles: e.g. as agent, predicate, patient) that is assigns.

⁵⁶ Martin Haspelmath & Andrea D. Sims, *Understanding Morphology*, 2nd Ed, p. 237 (see also on page 329).

⁵⁷ *Ibid.*, p. 87- 89.

2) Denominal Verbs

Denominal verbs is to be defines here as formation of a verb directly from a noun base.

For example:

Table 2.3. Denominal Verbs

NOUN	Meaning	DERIVATION	VERB	Meaning
Origin	The point where sth starts, a source	Origin + -ate	Originate	From/with sb to start from or to occur first in sth
Hospital	An institution providing medical treatment and care for ill or injured people	Hospital + -ize	Hospitalize	To send or admit sb to hospital
Class	A system that divides people into such groups	Class + -ify	Classify	To arrange sth in categories pr groups

3) Deadjectival Verbs

Deadjectival verbs is to be defines here as formation of a verb directly from an adjective base.

For example:

Table 2.4. Deadjectival Verbs

ADJECTIVE	Meaning	DERIVATION	VERB	Meaning
Pure	Not mixed with any other substance, color, emotion, etc	Pure + -fy	Purify	To make sth/sb pure

Weak	Having little strength or energy; not physically strong	Weak + -en	Weaken	To become or make sth/sb weak or weaker
Modern	Of the present or recent times	Modern + -ize	Modernize	To make sth modern, to change sth that it is suitable for modern needs or habits

4) Deadjectival Adjectives

Deadjectival adjectives is to be defines here as formation of an adjective directly from an adjective base.

For example:

Table 2.5. Deadjectival Adjectives

ADJECTIVE	Meaning	DERIVATION	ADJECTIVE	Meaning
Fast	Moving or able to move quickly; rapid	Fast + -er	Faster	Moving or able to move more quickly; more rapid
Small	Not large in size, degree, number, value, etc	Small + -ish	Smallish	Fairly small, quite small
Happy	Feeling or expressing pleasure, etc	Un- + happy	Unhappy	Not feeling or expressing pleasure, etc

5) Deverbal Adjectives

Deverbal Adjectives is to be defines here as formation of a adjective directly from a verb base.

For example:

Table 2.6. Deverbal Adjectives

VERB	Meaning	DERIVATION	ADJECTIVE	Meaning
Break	To be damaged or separated into two or more parts as a result of force or strain (but not by cutting)	Break + -able	Breakable	Able to be broken
Educate	To train the mind and character of sb; to teach sb over a period of time at school, university etc	Educate + -ed	Educated	Having been educated
Entertain	Sb (with sth) to provide sth interesting or enjoyable for sb; to amuse sb	Entertain + -ing	Entertaining	Interesting and enjoyable; amusing

6) Denominal Adjectives

Denominal adjectives is to be defines here as formation of an adjective directly from a noun base.

For example:

Table 2.7. Denominal Adjectives

NOUN	Meaning	DERIVATION	ADJECTIVE	Meaning
Self	A person's inner being	Self + -ish	Selfish	Thinking first of one's own interests or needs, etc without concern for others
Hope	A belief that sth desired will happen	Hope + -less	Hopeless	Feeling or showing no hope
Joy	A feeling of great happiness or pleasure	Joy + -ful	Joyful	Filled with, showing or causing joy

7) Denominal Nouns

Denominal nouns is to be defines here as formation of a noun directly from a noun base.

For example:

Table 2.8. Denominal Nouns

NOUN	Meaning	DERIVATION	NOUN	Meaning
Library	A building or room in which collections of books, tapes, newspapers, etc are kept for	Library + -ian	Librarian	A person in charge of or assisting in a library

	people to read, study or borrow			
Friend	A person one knows and likes, usu sb who is not a member of one's family	Friend + -ship	Friendship	The feeling or relationship that friends have; the state of being friends
Employ	Service or employment	Employ + -ee	Employee	A person who works for sb or for company in return for wages

8) Deadjectival Nouns

Deadjectival nouns is to be defines here as formation of a noun directly from an adjective base.

For example:

Table 2.9. Deadjectival Nouns

ADJECTIVE	Meaning	DERIVATION	NOUN	Meaning
Happy	Feeling or expressing pleasure, etc	Happy + -ness	Happiness	The state of being happy
Equal	The same in size, quantity, quality, extent level, status, etc	Equal + -ity	Equality	The state of being equal
Sensitive	Easily offended or emotionally upset	Sensitive + -ness	Sensitiveness	The state of being sensitive

9) Deverbal Nouns (Noun derived from verb)

A word can be derived from another word classes. Noun also can be derived from another word classes. As the researcher has explained above, Noun can be derived from adjective, noun itself and also from verb. Dealing with the research focus, the researcher will explore only about deverbal nouns. Deverbal noun here is to be defines here as formation of a noun directly from a verb base.

a) Form of deverbal nouns⁵⁸

Suffix:

(1) –ance / -ence

For example:

Table. 2. 10. Form of deverbal nouns by suffix –ance / -ence

VERB	DERIVATION	NOUN
Perform	Perform + -ance	Performance
Refer	Refer + -ence	Reference
Accept	Accept + -ance	Acceptance

The rules to form words ending in –ance and –ence, as follow:⁵⁹

1. If the word is formed from a verb that ends in -y, -ure, or -ear, then the ending of the noun will be spelled –ance., for example: *appliance* (from *apply*), *insurance* (from *insure*), *appearance* (from *appear*).

⁵⁸ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p. 51.

⁵⁹ Catherine Soanes, *Words ending in –ance and –ence*, (Online), 2013, p. 1, <http://blog.oxforddictionaries.com/2013/05/ance-ence-suffixes/>, (Accessed on Friday, December 5th, 2014)

2. If the stem of the word (the part before the ending) ends in a ‘hard’ *c* (pronounced like the *c* in *cab*) or a ‘hard’ *g* (pronounced like the *g* in *get*), then the ending will be spelled –*ance*, for example: *significance*
3. If the noun is related to a verb which ends in *-ate*, then the ending is–*ance*, or example: *tolerance* (from *tolerate*)
4. If the verb end in a stressed *-er* syllable, then *-ence* is the correct ending, as in: *refer –reference*. Note that, although the verb *differ* is stressed on the first syllable rather than the final –*er*, *difference* is still spelled with *-ence* at the end.
5. If the word contains the syllables *-cid-*, *-fid-*, *-sid-*, or *-vid-* immediately before the ending, the correct suffix is *-ence*, for instance: *confidence*.
6. If the stem of the word ends in a soft *c* (pronounced like the *c* in *cell*) or a soft *g* (pronounced like the *g* in *gin*), then the ending will be –*ence*, for example: *innocence*.

(2) –ment

For example:

Table. 2. 11. Form of deverbals nouns by suffix –ment

VERB	DERIVATION	NOUN
Develop	Develop + -ment	Development
Announce	Announce + -ment	Announcement
Commit	Commit + -ment	Commitment

(3) –ing

For example:

Table. 2. 12. Form of deverbals nouns by suffix –ing

VERB	DERIVATION	NOUN
Paint	Paint + -ing	Painting
Sing	Sing + -ing	Singing
Build	Built + -ing	Building

(4) –((a)t)ion

For example:

Table. 2. 13. Form of deverbals nouns by suffix –((a)t)ion

VERB	DERIVATION	NOUN
Organize	Organize + -ation	Organization
Confuse	Confuse + -ion	Confusion
Commiserate	Commiserate + -ion	Commiseration

The rules to form words ending in *-ation*, *-tion*, *-sion*, *-ion*, as follow:⁶⁰

1. The noun is related to a word ending in *-ate*, then the ending will be *-ation*, for example: *vacation* (from *vacate*), *education* (from *educate*).
2. If the ending is pronounced as in *station*, then it's spelled *-tion*, for example: *addition*.

⁶⁰ Catherine Soanes, *Words ending in -sion, -tion, and -cion*, (Online), 2013, p.1, URL: <http://www.oxforddictionaries.com/words/words-ending-in-sion-tion-and-cion/>, (Accessed on Friday, December 5th, 2014).

3. If the ending comes after any consonant apart from *-l*, *-n*, or *-r*, then the ending is spelled *-tion*, for example: *description*, *collection*.
4. After *-n* and *-r*, the ending can be *-tion* or *-sion*. It's more likely to be *-tion* if the word's related to another one that ends in *-t* or *-tain*, for example: *assertion* (from *assert*) or *retention* (from *retain*).
5. If the ending is pronounced as in *confusion*, then it should be spelled *-sion*, for example: *revision*.
6. When the ending comes after an *-l*, it's always spelled *-sion*, for example: *compulsion*.
7. When the ending follows an *-n* or *-r*, it's often spelled *-sion*, especially if the word is related to one that ends in *-d* or *-se*. For example: *comprehension* (from *comprehend*).
8. Nouns based on words that end in *-ss* or *-mit* always end in *-sion*: *discussion* comes from *discuss*.

(5) *-al*

For example:

Table. 2. 14. Form of deverbals nouns by suffix *-al*

VERB	DERIVATION	NOUN
Refuse	Refuse + <i>-al</i>	Refusal
Arrive	Arrive + <i>-al</i>	Arrival
Renew	Renew + <i>-al</i>	Renewal

(6) –er

For example:

Table. 2. 15. Form of deverbals nouns by suffix –er

VERB	DERIVATION	NOUN
Highlight	Highlight + -er	Highlighter
Drive	Drive + -er	Driver
Compose	Compose + -er	Composer

b) Function of deverbals nouns

According to McCarthy, deverbals noun suffixes; *-ance/-ence*, *-ment*, *-ing*, *-((a)t)ion*, *-al* have same function. These suffixes used to form abstract nouns⁶¹ meaning ‘activity or result of Xing, but they are certainly not freely interchangeable. Nevertheless, suffix *-ing* is the most general and indeed all verbs can form nouns with it irrespective of whatever other suffixes they may use; but even suffix *-ing* nouns may have semantic and grammatical idiosyncrasies (one can look at a painting or a building, but one listens to a song rather than to a singing).

Whereas, suffix *-er* is a deverbals noun suffix that used generally to form nouns denoting a person performing the action of the corresponding verb (agent noun).⁶²

⁶¹ Abstract noun is a type of noun that refers to something with which a person cannot physically interact. In this instance, abstract means to exist apart from concrete existence. A noun that is abstract is an aspect, concept, idea, experience, or other entity that cannot be experienced with the five senses.

⁶² Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p. 51.

c) Meaning of deverbal nouns⁶³

Suffixes:

(1) *-ance / -ence*

Meaning:

“Activity or result of X-ing”

(action noun or patient noun)

For example:

Table. 2. 16. Meaning of deverbal nouns by suffix *-ance / -ence*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Perform	To act a play etc to entertain an audience	Performance	An act of performing sth
Refer	To mention or speak or sb / sth	Reference	The action of mentioning sb/ sth
Accept		Acceptance	the action or an instance of accepting sth

Example in sentence:

Performance

He criticized the recent poor performance of the company

Reference

I try to avoid making any reference to his illness

Acceptance

Since we sent out the invitations, we have five acceptances and one refusal

⁶³ *Ibid.*, p. 51.

(2) *-ment*

Meaning:

“Activity (process) or result of X-ing”

(action noun or patient noun)

For example:

Table. 2. 17. Meaning of deverbal nouns by suffix *-ment*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Develop	To grow or cause sb / sth to grow gradually	Development	The action or process of developing or being developed
Announce	To make sth known publicly	Announcement	The action of announcing sth
Commit	To promise to do sth in a way that makes it impossible to change one’s plans	Commitment	The action of committing sb / sth or of being committed

Example in sentence:

Development

We must await further development

Announcement

The announcement of the result has been delay

Commitment

I will honor my existing commitments but am reluctant to take on any more work at present

(3) *-ing*

Meaning:

“Activity (process) or result of X-ing”

(action noun or patient noun)

For example:

Table. 2. 18. Meaning of deverbals nouns by suffix *-ing*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Paint	To put paint onto sth	Painting	The process or art of using paint
Sing	To make musical sounds with the voice in the form of a song, tune, etc	Singing	the action or sound of singing
Build	To make or construct sth by putting parts or material together	Building	The process of constructing, shaping, developing, or forming sth

Example in sentence:

Painting

Wash and rub down the walls in preparation for painting

Singing

I heard singing next door

Building

There is building work going next door

(4) *-(a(t)ion*

Meaning:

“Activity (process) or result of X-ing”

(action noun or patient noun)

For example:

Table. 2. 19. Meaning of deverbal nouns by suffix *-(a(t)ion*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Organize	To put sb/sth into working order; to arrange parts, people, etc into an efficient system	Organization	The activity of organizing sth
Confuse	To make sb unable to think clearly	Confusion	A state of being not clear in one’s mind because of lack of understanding, embarrassment etc
Commiserate	To feel or say that one feels sympathy	Commiseration	An expression of sympathy for sb

Example in sentence:

Organization

She is brilliant but her work lack organization

Confusion

She looked back as well as she could; but it was all confusion

Commiseration

We offer our congratulations to the winner and commiserations to the gallant losers

(5) *-al*

Meaning:

“Activity (process) or result of X-ing”

(action noun or patient noun)

For example:

Table. 2. 20. Meaning of deverbal nouns by suffix *-al*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Refuse	To say or show that one is unwilling to give, accept or do sth	Refusal	The action of refusing or being refused
Arrive	To reach a place, esp at the end of journey	Arrival	The action of arriving
Renew	To replace sth with sth new of the same kind	Renewal	The action (process) of renewing sth

Example in sentence:

Refusal

His refusal to discuss the issue is annoying

Arrival

It was impossible for her to have forgotten to feel that this arrival of their common friends must be soon bringing them together again

Renewal

Any renewal of negotiations will be welcomed

(6) *-er*

Meaning:

“A person or thing performing the action of the corresponding verb (Agent noun)”

“A person or thing having to do with X (Agent noun)”⁶⁴

For example:

Table. 2. 21. Meaning of deverbal nouns by suffix *-er*

Before adding suffix		After adding suffix	
VERB	Meaning	NOUN	Meaning
Highlight	To use a special colored pen to mark part of a text	Highlighter	A thing like a thick colored pen for highlighting words in a text
Drive	To operate, control, and direct the course of a vehicle	Driver	A person who drives a vehicle
Compose	To write music, opera, poetry, etc	Composer	A person who composes esp music

Example in sentence:

Highlighter

Students highlight the main information use yellow highlighter

Driver

He was still deeply absorbed when the cab stopped and the driver knocked on the window

Composer

She had no great admiration of the sentimental Sicilian composer

⁶⁴ Ingo Plag, *Word-formation in English*, Universitat Siegen: Cambridge University Press, 2007, p. 112.

3. Productivity

According to Haspelmath in Asril points out a morphological rule or pattern is said to be productive if (and to extent that) it can be applied to new bases and new words.⁶⁵ Some affixes are often used to create new words, whereas others are less often used, or not used at all for this purpose. The property of an affix to be used to coin new complex words is referred to as the productivity of that affix. Not all affixes possess this property to the same degree; some affixes do not possess it at all. Productive processes are characterized by many low-frequency words and thus do not depend on the storage of many individual words, whereas unproductive processes show a preponderance of high-frequency forms, i.e. stored words.

C. Thesis Abstract

The thesis abstract is what will be read first, to give an indication of the parameters of the study, its depth and breadth, its context and the scholarly contribution it makes. It may be the basis on which a prospective examiner agrees (or not!) to examine the thesis. It is important that it is written in a concise and focused manner so that it identifies the salient features of the research, the problem or research question, the approach adopted, and its findings.⁶⁶ Abstracts are very often printed through abstracting services and are generally the primary step in finding out about a paper. They are usually 100-150 words in length,

⁶⁵ Mochammad Asril, *The Morphological Process of The English Noun Word Class*, p. 5.

⁶⁶ Learning Support for Higher Degree Research Students Monash University, *Write the Abstract*, (Online), 2009, p.1, URL: <http://monash.edu.au/lls/hdr/write/5.11.html>, (Accessed on Thursday, March 27th, 2014).

although there is variation depending on where the article is published.⁶⁷ According to Fahmi that thesis abstract is a conclusion of scientific writing is gate before entering the whole content.⁶⁸ While Ary points out that an abstract is a very brief summary of the major aspects of the qualitative inquiry: problem, design, methods, and outcomes.⁶⁹ For example of abstract, see on appendix.

⁶⁷ Alison Mankey & Susan M. Gass, *Second Language Research: Methodology and Design*, USA: Lawrence Erlbaum Associates. inc, 2005, p. 7.

⁶⁸ Arfan Fahmi, *Summary: Analisis Kesalahan Struktur Kalimat pada Abstrak Bahasa Inggris dalam Tugas Akhir Mahasiswa Program Pasca Sarjana ITS*.

⁶⁹ Donald Ary, Jacobs Lucy Cheser and Chris Sorensen, *Introduction to Research in Education*, USA: Wadsworth, Cengage Learning, 2010, p. 491.