

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A standard definition of the word can be found in a paper written in 1926 by the American linguist Leonard Bloomfield, one of the twentieth century's greatest linguists. Bloomfield defines a word as "a minimum free form." He intended for a word to be the smallest independent, meaningful unit of language. It is a form that cannot be divided into more manageable pieces that could be used to express meaning independently (Katamba, 1994, p. 6). The study of words and their internal structures is called morphology. It is concerned with the rules and patterns that govern the formation, composition, and interpretation of words in a language. Morphology investigates the smallest meaningful units of language, known as morphemes, and how these units combine to form words and convey meaning.

Word-formation processes, also known as morphological processes, are the mechanisms by which new words are formed or existing words are modified. These processes involve the addition, deletion, rearrangement, or modification of morphemes to create new lexical items. These processes contribute to the expansion of vocabulary and the creation of new words, allowing speakers and authors to express a diverse range of meanings and concepts.

This study examines the morphology of a selected narrative, *The Witch of Blackbird Pond*, written by American author Elizabeth George Speare and

published in 1958, using the theoretical framework of Yule's (2010) theory of word-formation processes. This study focuses on morphology and the various word-formation processes used in narrative. Using Yule's theory, this study aims to identify and classify various types of word-formation processes within the narrative, as well as shed light on their specific functions.

Furthermore, by systematically examining the data, this study aims to contribute to the understanding of word-formation processes in narratives, providing insights into the creative use of morphology in storytelling. The findings have implications for both linguistics and literary text analysis, providing a deeper understanding of the relationship between language and narrative construction.

1.2 Research Problems

This study has two research problems, there are:

1. What types of word-formation processes are used in the children's novel *The Witch of Blackbird Pond*?
2. How do these processes function within the narrative?

1.3 Objectives of the Study

The objectives of the study are:

1. To identify the types of word-formation processes used in the children's novel *The Witch of Blackbird Pond*.

2. To describe the different types of these processes and their contribution within the narrative.

1.4 Previous Studies

Clearly, there have been studies and research that have applied Yule's (2010) theory of word-formation processes. Yule's theory is a widely recognized framework for understanding how words are formed in language, and it has been applied in various fields of linguistics, including psycholinguistics, sociolinguistics, and computational linguistics.

The first study, *Dahl's Neologisms*, by Cheetham (2015), gives a summary of the evolution and patterns of Dahl's word invention as found via a manual search for neologisms throughout all of his children's books. The design of this study was descriptive qualitative research. The information is then utilized as a technique to look into how young readers handle the many invented, and therefore unfamiliar, terms in a story. It has been said that one of Dahl's distinctive writing styles is his use of neologisms, which he employs for a variety of reasons. They can serve to construct the fanciful and imaginative worlds that he creates, as well as lend a sense of humor and playfulness to his writings. Moreover, it was contended that a common characteristic of Dahl's invented language is that it sounds largely like English with a high degree of wordlikeness. Therefore, readers ought to be able to discern that, akin to children's amusing language play, words do not necessarily require a comprehensive understanding if they are recognized as both unique and entertaining.

In *Children's Novel NN Compounding in Swedish Diary Data: Function and Form*, Rosenberg and Mellenius (2018) examined the formal features and functions of 420 novel noun-noun (NN) compounds in diary data from three Swedish children, discussing the significance of fantasy and imagination in children's language and literature. According to the results, it might be simpler for children to create compounds than it is for them to completely understand compounds—whether they are new or well-known—that come from outside sources. The function analysis revealed that the children's novel NN compounds served as naming or referencing devices, which are the general functions of novel compounds. In addition, it seemed that the naming function, the highest form of creative word-formation, emerged either by bringing a dream thought to life or by performing a precise discrimination.

Conversely, Haqqi's (2020) *Wordplay in Children's Literature: A Morphological Study of Derivation and Word-Formation in an Extract from Roald Dahl's The BFG (1982)*, Dahl's use of derivational affixation and word-formation processes was analyzed in *The BFG (1982)*. Based on Weisser's (2014) theory of word-formation, this study used a descriptive qualitative methodology. The findings demonstrate Dahl's use of word-formation and derivational affixation in this chapter 10 passage from *The BFG*. It was argued that Dahl employs wordplay and derivation for a number of reasons, such as entertaining young readers, drawing them completely into the narrative, offering vivid descriptions, bringing a degree of originality to his literary work, and helping children visualize and understand the story at its core.

In their 2019 study, *An Analysis of Word-Formation Processes Found in Instagram*, Faradisa, Aziz, and Yasin concentrated on the word-formation processes present in Instagram. A qualitative descriptive research approach was employed in this investigation. The tools used for this investigation were records. The word-formation processes theoretical framework was advanced by Plag (2003) and Delahunty and Garvey (2010). Seventy-eight data points pertaining to acronym, borrowing, abbreviation, blending, coinage, and affixation were discovered on Instagram in the form of captions, photographs, video, and hashtags. It suggests that in order to help individuals avoid making mistakes in their writing, different kinds of word-formation procedures aim to help people understand how each word-formation process functions.

Another study, Widia's (2022) *An Analysis of Word-Formation Process Found in Educational Articles of The Jakarta Post Website* is primarily concerned with dissecting the word-formation processes that occur in instructional articles on The Jakarta Post Website, identifying their types, most prevalent types, and ways in which they alter word meaning and class. This study employed Yule's (2006) theory of word-formation. The descriptive qualitative research methodology was used. The findings support Yule's theory and indicate that there are six different categories of word-formation processes: derivation, borrowing, compounding, clipping, acronyms, and multiple processes. In five instructional articles on The Jakarta Post website, derivation was the most frequently found type of word-formation process. In addition, it was stated that while compounding and multiple processes alter and do not change meanings, borrowing, clipping, and

acronyms are examples of word-formation processes that do not alter word class or meaning. Derivation, on the other hand, is one kind that has the potential to do so.

Fatmawaty and Anggraini (2019) wrote *An Analysis of English Word-Formation Processes in "Beats Apart" Novel by Alanda Kariza and Kevin Aditya* in order to describe how English words are created and to discover the different types of word-formation processes used in "Beats Apart" novel. The descriptive qualitative research methodology was used. Yule's (2006) *The Study of Language*, Third Edition served as the basis for the primary theory used in this investigation. It was discovered that the novel used a variety of methods, including derivation, acronyms, blending, borrowing, clipping, back-formation, conversion, and multiple processes. Furthermore, it demonstrates that the most common English word-formation processes discovered in this study are back-formation, derivation, and multiple processes.

Likewise, both studies, *Word-Formation Process in Novel Alice's Adventures in Wonderland by Lewis Carroll and Movie Alice in Wonderland by Walt Disney* which was written by Rizki and Marlina (2018) and *Word-Formation Processes in Children's Literature: L. Frank Baum's Novel Wonderful Wizard Of Oz (1900) and its Animation Movie Produced by Little Fox Youtube Channel (2021)* which was written by Indahyani (2022). Utilizing Yule's (2010) theory of word-formation processes, they concentrate on examining word-formation processes in children's books and associated adaptations, or movies. While the second study concentrates on word-formation processes in L. Frank Baum's novel

“The Wonderful Wizard of Oz” and its animation produced by Little Fox Youtube Channel, the first study looks at word-formation processes in Lewis Carroll’s novel “Alice’s Adventures in Wonderland” and the Walt Disney film “Alice in Wonderland.” Numerous word-formation processes, including blending, borrowing, compounding, derivation, backformation, and multiple processes, were found in both studies. Both results indicated that the most often utilized word-formation technique in books and movie adaptations was derivation or affixation.

Similarly, A study *An Analysis of Word-Formation Process in I Am Malala Novel by Malala Yousafzai* written by Sinulingga and Deliana (2022) aims to identify the types of word-formation processes that are used in Malala Yousafzai’s “I Am Malala” novel and which type is most prevalent. In accordance with Miles and Huberman’s (2014) methodology, a descriptive qualitative study design was adopted. The words were examined using the theory of O’Grady and Guzman (2010). According to the study, there are 1,068 words in the “I Am Malala” novel that contain word-formation processes from 12 different categories, with derivation being the most frequently used type. It makes up 392 of the 1,068 total words.

Last but not least, Auli’s *An Analysis of Word-Formation in English Translation of Holy Quran by Maulawi Sher ‘Ali* (2020) offers additional evidence that the derivation process is the most common one in English, notably in Maulawi Sher ‘Ali’s English translation of the Holy Quran. This study employed the word-formation theory put forth by O’Grady and Alchilbald (2016)

to identify the various word-formation types found in Surah Al-Qalam. The study found 125 word-formation data, including derivation, inflection, suppletion, reduplication, compounding, conversion, back-formation, and internal change processes, in the English translation of Surah Al-Qalam of the Holy Quran. With 39 out of the 125 data points in Surah Al-Qalam, derivation is the most common process.

Comprehensively, the findings of these studies show that word-formation processes are widely used for introducing new words or creating variations of existing words. All of the study employed a descriptive qualitative method. Qualitative descriptive research methodologies are often used when the data to be analyzed is rich in textual information such as written documents or narratives. The studies applied several framework of word-formation processes proposed by different notable linguists such as Weisser (2014), Delahunty & Garvey (2010), Plag (2003), Yule (2006), Yule (2010), O'Grady & Guzman (2010), and O'Grady & Alchilbald (2016). The majority of the studies focused on the dominance or prevalence of specific types of word-formation processes in their respective datasets. Some study suggests a link between word-formation processes and changes in word class and meaning. However, there are some gaps or limitations in these studies, such as a lack of explanation about the function of each process or the use of analytical tools. This study aims to bridge the existing knowledge gap by investigating the different kinds of word-formation processes and their role in a narrative, particularly in children's novels. Additionally, AntConc

software—an analytical tool that facilitates the investigation of linguistic patterns and frequencies—will be employed in this study.

1.5 Scope of the Study

The research has a limited focus on morphology, more especially on word-formation processes in narrative contexts. The objective of this study is to examine and classify different kinds of word-formation processes and their role in the story of the children's novel *The Witch of Blackbird Pond*. Yule's (2010) theory of word-formation processes is used in the study as a theoretical framework for analysis. This study does not cover other areas of linguistics or literary analysis; rather, it only analyzes how words are formed and used in the chosen novel.

1.6 Writing Organization

The study consists of following chapters:

CHAPTER 1: INTRODUCTION

The introduction of study, which includes the background of the study, research problems, objectives of the study, previous studies, scope of the study and writing organization, is contained in this chapter.

CHAPTER 2: THEORY AND METHOD

This chapter contains the theoretical framework of the study which is the word-formation processes theory proposed by Yule (2010), which includes terms like coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, inflection, and multiple processes. Furthermore, this chapter carries the research method which consists of the explanation of research design and method of collecting and analyzing the data.

CHAPTER 3: RESULT AND DISCUSSION

The result and findings of the research investigation are covered in this chapter. The result is predicated on the findings made throughout the data collection and analysis process, which subsequently ought to address the research questions.

CHAPTER 4: CONCLUSION

This chapter concludes the result and discussion also emphasizes the objectives of the study.