

CHAPTER IV

CONCLUSION

Finally, the purpose of this research was to investigate and categorize various word-formation processes and their functions in Elizabeth George Speare's *The Witch of Blackbird Pond* narrative. By applying a descriptive qualitative research methodology and Yule's (2010) theory of word-formation processes, the study found and examined the presence of several word-formation processes in the novel, there are: clipping, multiple processes, derivation, conversion, back-formation, blending, borrowing, and compounding. Among these, derivation emerged as the most common process, accounting for 73.43% of the total word-formation processes found in the novel followed by compounding with a percentage of 13.41%. Although other word-formation processes like conversion, blending, backformation, clipping, and acronyms can be quite significant, compounding and derivation are the most common ones.

Despite the extensive analysis conducted in this study, certain word-formation processes, namely coinage and acronyms, were noticeably absent in *The Witch of Blackbird Pond*. The absence of coinage and acronyms was notable, implying that the author drew from established linguistic resources rather than inventing entirely new words or abbreviated forms. This demonstrates the adaptability and resourcefulness of the author, who skillfully used existing word-formation processes to create new and captivating language within the context of children's literature. It is possible that the avoidance of coinage and

acronyms is a deliberate effort to maintain clarity and comprehension for young readers, as unfamiliar word forms could impede their reading experience. Overall, children's literature serves as a valuable platform for language learning and exploration as well as a gateway to exciting adventures.

In conclusion, this research study on word-formation processes in children's literature emphasizes the important role language plays in shaping young minds. By skillfully using borrowing, compounding, blending, clipping, back-formation, conversion, and derivation, authors are able to create an enriching linguistic environment that fosters language development, cultural awareness, and creativity among young readers. The linguistic adaptability exhibited by authors in crafting stories ensures that children are exposed to a wide range of vocabulary and wordplay, laying the groundwork for a lifelong love of reading and language exploration. As educators and parents continue to harness the power of children's literature, these findings can inform and inspire the creation of enthralling stories that not only entertain but also nurture our children's linguistic potential. Further research in this area should provide more insight into the cognitive and educational effects of word-formation processes on children's language acquisition and development.