

**A STUDY ON STUDENTS' ABILITY IN ENGLISH WORD
FORMATION PROCESS OF FIFTH SEMESTER OF
ENGLISH LANGUAGE EDUCATION AT FKIP UIR**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education
Universitas Islam Riau*



By:

ABI HABIBI
NPM. 166311102

**ENGLISH LANGUAGE EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS ISLAM RIAU**

THESIS APPROVAL

TITTLE

**“A STUDY ON STUDENTS’ ABILITY IN ENGLISH WORD
FORMATION PROCESS OF FIFTH SEMESTER OF ENGLISH
LANGUAGE EDUCATION AT FKIP UIR”**

Name : **Abi Habibi**
Student Number : **166311102**
Study Program : **Teacher Training and Education**

Advisor

Yulianto. S.Pd., M.Pd
NIDN. 1018076901

Head of English Language Education

Muhammad Ilyas. S.Pd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/Lektor/IIIc

This thesis is submitted in partial fulfillment of the requirement
for the Degree of Sarjana of Education in Universitas Islam Riau.

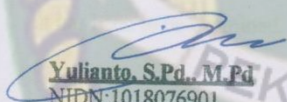
Pekanbaru, July 2020
The Vice Dean of Academic


Dra. Hj. Tity Hastuti. M.Pd
NIP. 195911091987032002
NIDN. 00110959041

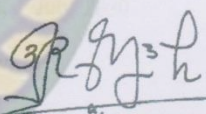
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**A STUDY ON STUDENTS' ABILITY IN ENGLISH WORD FORMATION
PROCESS OF FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION**
FKIP UIR

Name : Abi Habibi
Index Number : 166311102
Study Program : English Education


THE CANDIDATE HAS BEEN EXAMINED
Monday, August 24th 2020
THE EXAMINERS COMMITTEE

Head Advisor

Yulianto, S.Pd., M.Pd
NIDN: 1018076901

Examiners

Dr. Sri Yuliani, M.Pd
NIDN: 1020077102


Siti Hadijah, S.Pd., M.Pd
NIDN: 1020048803

The skripsi has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, August 24th 2020
The Vice Dean of Academic

Dra. Hj. Tity Hastuti, M.Pd
NIP. 195911091987032002
NIDN. 00110959041

LETTER OF NOTICE

We, that the Advisor hereby notice that:

Name : Abi Habibi
Index Number : 166311102
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English

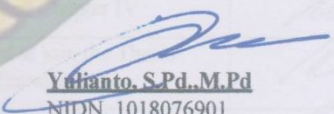
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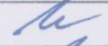


Advisor


Yudianto, S.Pd., M.Pd
NIDN. 1018076901

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : **Abi Habibi**
Student Number : **166311102**
Study Program : **English Language Education**
Faculty : **Teacher Training and Education**
Advisor : **Yulianto, S.Pd.,M.Pd**
Title : **A STUDY ON STUDENTS' ABILITY IN ENGLISH WORD FORMATION PROCESS OF FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION AT FKIP UIR**

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9.	6 th July 2020	Revised Chapter IV	
10.		Approved to join the Thesis Examination	
11.		Join the Skripsi Examination	



Pekanbaru, July 2020
The Vice Dean of Academic

Dra. Hj. Tity Hastuti, M.Pd

NIP. 195911091987032002

NIDN. 00110959041

DECLARATION

The undersigned researcher:

Name : Abi Habibi

Index Number : 166311102

Place/date of birth : Bangko Jaya, 18 October 1996

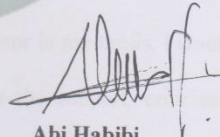
Study Program : English Education (S1)

Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis

Pekanbaru, July 2020

The researcher



Abi Habibi
NPM. 166311102

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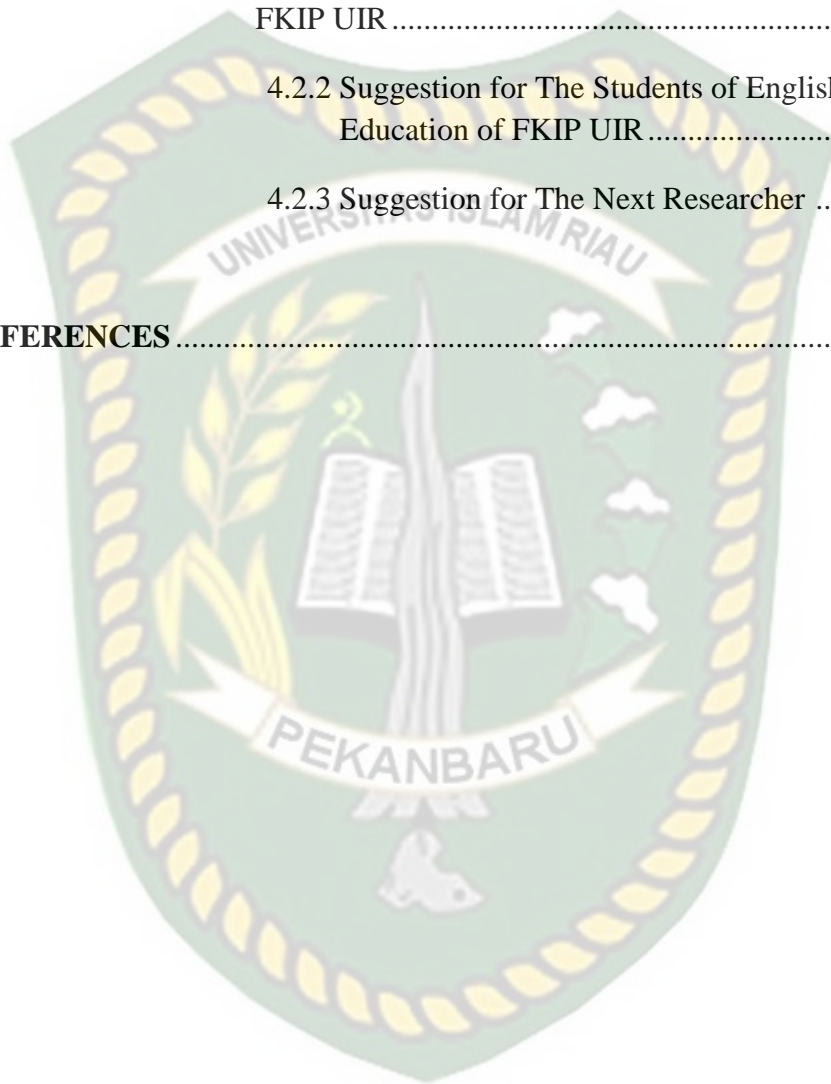
The Researcher

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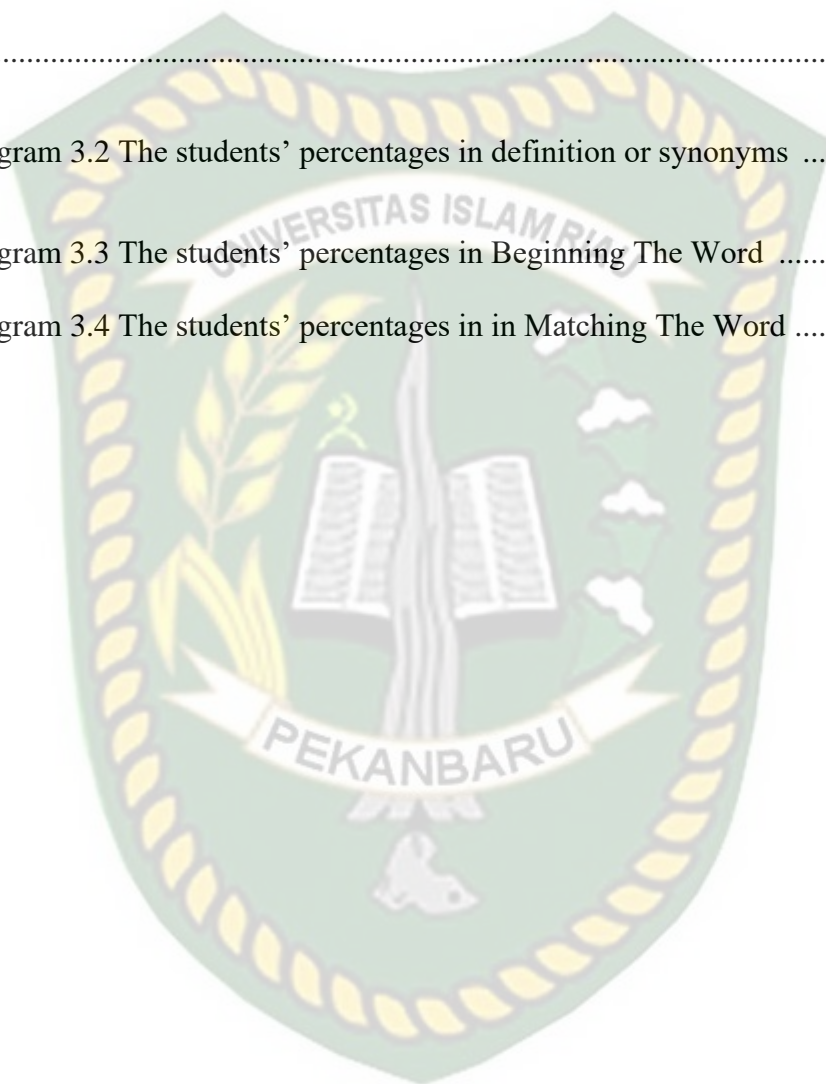


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ABSTRACT

Abi Habibi. 2020. *A Study on Students' Ability in English Word Formation Process of Fifth Semester of English Language Education at FKIP UIR*

Keywords: English Word Formation Process, Test

English word formation processes are some processes created and used by the speakers (language community) unconsciously and regularly. It is very important to learn and master especially for students. Therefore this study aims to analyze the level of ability of fifth-semester students in understanding for English word formation process.

In conducting this research, researchers used descriptive qualitative. The population is the fifth semester students amounting to 20 students randomly selected each class of 5 students as representatives of their respective classes. The technique used in this research is a test in taking data from fifth semester students and eight English word formation processes are indicators in the test.

After conducting the research, the researcher concluded that the ability to understand the English word formation processes fifth semester was very good, as seen from the three parts of the test given that almost all participants were able to answer well and only a few were unable to answer. This was evident from the 35 samples taken as many as 28 students who received excellent, 6 students got good and only 1 person who received average grades. From the data that has been analyzed, it appears that fifth-semester students are very knowledgeable about the English word formation processes.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is used by humans to communication with each other and it can be the culture of humans and also it can help humans to get social to each other. Every language has linguistic to make the language to be better and easier to understand. Linguistics has a close relationship with human behavior so that language has changed throughout its history. Linguistics is the systematic inquiry into human language-into its structures and uses and the relationship between them, as well as into the development and acquisition of language. Edward F (2008)

The branches of linguistic are micro linguistics and macro linguistics, Micro linguistics directs its studies to the internal structure of a particular language or the internal structure of a particular language or the internal structure of a language in general. In micro linguistics, there are phonology, phonemes, morphology, syntax, semantics, pragmatics. Linguistics examines language activities in other fields, such as economics and history. Language is used as a tool to see language from the point of view from outside the language. Macro linguistics includes sociolinguistics, psycholinguistics, stylistics, philology, dialectology, philosophy of language, and neurolinguistics.

Furthermore, one of the parts of the micro linguistics is morphology. Morphology talks about the English word formation process as a scientific study

about how to form a word and parts of it are morphemes, affixation, prefix, suffix, compound, and the other. A morpheme is a small unit that has the meaning of language. Morpheme is divided into two kinds of morphemes those are free and bound morpheme.

From the researcher's perspective, it is necessary to learn about a several cases of the English word formation process. Based on the experience of researchers in the field with several of fifth semester students that most students do not understand about it. For example, this research will also be analyzed about the process of forming English words and researchers must learn about morphology and be able to explain their development.

Based on the explanation above, this research will focus on analyzing English word formation process by find out misunderstandings or ignoring the fifth semester of the Faculty of English Education. Therefore this study will analyze the ability of the fifth semester by providing tests of the process of forming English words.

In the several fact of the cases and reason above the writer would like to conduct a research about English word formation process from fifth semester of English language education faculty entitled "A STUDY ON STUDENTS' ABILITY IN ENGLISH WORD FORMATION PROCESS AT FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR" as a purpose to give some significant effect for understanding of English word formation process in English language.

1.2 Identification of the Problem

In this case, to succeed in English communication, English word formation process is very important for students to know, not only grammar and organizing texts but also aspects of morphology in English. But the problem is still many students confused about the process of word formation.

According to Lieber (2009:6), word formation or lexeme formation is a morphological study about the process of forming new words from old ones, which can change the category of a word and add important meaning, or only change the category of a word but not add important meaning, and vice versa.

According to (Yousefi, 2009:1). It means that word formation processes are some processes which created and used by the the speakers (language community) unconsciously and regularly.

Based on the explanation above, the English word formation process as a scientific study about how to form a word and parts of it are affixation, prefix, suffix, compound, and the others, but most of the students in university still misunderstanding to identify part of the English word formation process. For example in compounding word "fireman", fire and man are different but if they are combined to be one word that it will make new meaning.

1.3 Limitation of the Problem

In the identification of the problem, the researcher mentioned some types of English word formation process. In this case, the researcher will focus on

identifying the understanding of an English word by using the test English word formation process.

1.4 Formulation of the Problem

The problem of this research is formulated in the following question:
how is the students' ability of the fifth-semester English word formation process?

1.5 Objective of the Research

This study is expected to find out the ability of fifth-semester students at the Faculty of English Language Education UIR in the English word formation process and understanding of it.

1.6 Assumption

Based on the explanation above, the researcher assumes that the students of the fifth semester in the English Study Program of FKIP UIR, they already understand in English word formation process because they had studied about it in the third semester in the linguistics lesson.

1.7 Significance of the Research

The result of this research hopeful will give some aspect that could contribute, there are: For the students, this research can give an understanding English word formation process especially in using the English language with the correct meaning. And may guide the writers and readers to avoid them from

the wrong meaning in writing and reading the texts. This research would be the way to better vocabulary mastery for students as English Language Education of FKIP UIR with a focus on morphology and grammatical context.

For the lecturer, by this research hopefully, all teachers can motivate their students to study about English word formation process as much as possible. Because it should be considered as a knowledge competence in a better understanding of the English language.

For the researcher, this finding was also expected to be reinforced in the understanding of translated texts and carry out the reference of the study in a similar meaning. And hopefully, the mistake found in this research couldn't be replaced in the next study.

1.8 Definition of the Key Terms

There are several terms used to provide clear explanations related to this research. These terms are defined to give readers a better understanding and also make them clear to avoid misunderstandings. :

1. Ability is competence in an activity or job because of someone's skills, training, or qualifications. In this study, the researchers want to find out the extent of the abilities of the fifth-semester students to understand and distinguish the English word formation process.
2. The fifth semester of English education in FKIP UIR. In this study, researchers take samples from the fifth semester because the fifth semester had studied the English word formation process in the previous semester.

3. English word formation process

According to Trask (1997), word formation process is a way to construct new words from existing materials. Meanwhile, according to Hacken and Thomas (2013), word formation process is how to produce new words based on some rules. Besides, Plag (2003) stated that word formation process is the process to create new words from other words.

Becker & Bieswanger, (2006:86), the word formation process is the way of creating new words by adding affixes and using the existing words. According to O'Grady and Archibald (2016), types of word formation are inflection, derivation, cliticization, suppletion, compounding, conversion, blending, clipping, and acronyms and initialisms. (Kastovsky, 1990: 46). Word formation is the linguistic science that studies the patterns in which a language forms new lexical units.

From the explanation above, it can be concluded that the word formation process is the way to construct new words from the existing words based on some rules. The word formation process can be productive and non-productive.

1.9 Grand Theories

The researcher uses some experts' theories to review the related literature. They are such as Edward F.(2008) explained about the definition of inter-language Linguistics. Then, in Rugaiyah (2016) told about the descriptive qualitative research method. Geert Booij (2005; 2007) introduced the morphology. Elisa Ratih, Rosalin Ismayoeng Gusdian(2018) told about word formation processes in English. Alabi and Babatunde (2001) identified three

purposes of language tests. This research is a morphology analysis of English word formation process.

1.10 Research Methodology

This section will discuss about research method where the researcher can explain clearly below.

1.10.1 Research Design

The researcher chose these participants to obtain data used a test that was divided into 3 parts and the entire test contained 30 questions in it, while the test form was adopted from Edward F. (2008) and prof. Argenis A. Zapata. In relation to research, researchers use morphology as a linguistic element to analyze data. In this study, the English word formation process was a characteristic of suprasegmental morphology.

In this research, the researcher used a descriptive qualitative to analyze the data. This research used descriptive survey because it was to describe the nature of existing conditions. According to N.J Salkind (2012) the purpose of descriptive research is to describe the current state of affairs at the time of the study. It's mean that qualitative research will describe the current state of some phenomenon that happened at a certain time, in Rugaiyah (2016) argue that: Qualitative descriptive is a method used to distinguish a phenomenon in the field, qualitative descriptive research is a method that describes and findings in the field. The researcher conducted the research at Universitas Islam Riau especially in English Department and chooses fifth-semester.

So, based on both of argument above, the research will explain a phenomenon about pragmalinguistic English word formation process writing and reading in english language of the fifth semester of English Language Education of FKIP UIR by adapt a descriptive qualitative method.

1.10.2 Source of the Data

This study will take students' tests as a sample to get the analysis data about the English word formation process in the fifth semester of English Language Education of FKIP UIR.

1.10.3 Instrument of the Research

In qualitative research commonly uses interview or test to get data even the other method may be applied. The research instrument of this research is morphology test.

1.10.4 Data Collecting Technique

In data collection, researchers used a morphological test instrument adopted from the books of Edward F. (2008) and prof.argenis A. Zapata. The instrument contains 30 word questions which were divided into 3 parts. Data collection from the research sample was carried out using a written test. The following are some of the steps applied in conducting this research:

1. Researchers make appointments with students before taking data.
2. The test maker adopted from the book Edward F. (2008) , prof. Argenis A. Zapata and collaborate with the supervisor.

3. . Then the researcher asked the students one by one to read slowly and carefully the questions and answers them with duration of 60 minutes.
4. Researchers used observation tables. This table was used by researchers when collecting data. This aims to find out how respondents show 30 questions

To collecting the data the research was analyzed and interpreted English word formation process on students to test based on the indicators below

Table 1.1 Blueprint of Indicators

NO	INDICATOR	SUB-INDICATORS
1	English word formation process	Affixation
		Borrowing
		Compounding
		Reduplication
		Blending
		Clipping
		Acronym
		Back-formation

Adopted from: Elisa Ratih
(2018)

1.10.5 Time and Place of the Research

This study takes place at English Language Education on the fifth semester academic 2017/2018 of FKIP UIR where the location on Kaharuddin Nasution street No 113 Perhentian Marpoyan Pekanbaru, and it will investigate and analyze as well the pragmalinguistic English word formation process through writing test of their class. The study is conducted on February-March 2020.

1.10.6 The Population

The population in this research was taken from the fifth semester of English Department students that was about 4 classes. Each about 31-37 students and the entire of fifth-semester students was about 142 students. The total population can be seen in the following table below:

Table 1.2 Population of the Research

NO	CLASS	NUMBER OF STUDENTS
1	A	31
2	B	37
3	C	37
4	D	37

1.10.7 The Sample

Sample is the process to selecting a number of individual to represent the large of group from which that selected. Creswell (2012) states that, in purposeful sampling, research intentionally select individuals and site to learn or understand the central phenomenon. The purpose of sample is gain information about population that include the total of interest of the subject.

The sample technique of this research was purposive sampling. According to arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level of area, but is taken based

on the specific purpose. The sample of this research was fifth semester at English department of FKIP UIR which was about 35 students.

1.10.8 Data Analysis Technique

After getting the data, the researcher applies qualitative approach to analysis the data of this research.

1. The researcher collected recording from 35 students
2. the researcher listened carefully and continually how the students stressed the words.
3. Then, the researcher identified on the table list to know whether they pronounced the word stress.
4. Finally, the researcher analyzed and described those data according to the total of students' result based on the theory of word stress.

Analyzing Qualitative Data (2012) by Creswell, is requires understanding how to make sense of text and images so that you can from answers to your reseach questions. In order to answer the research question, data analysis was needed. It covered the anxiety level perceived by the students in understanding of the English word formation Process. The data was analyzed to manually to categorize students' understanding level and put into percentage.

Based on explanation above, the researcher get individual score of students, the data was analyzed by using the formula below.

$$P = (F/ N) \times 100\%$$

Information:

P: Percentage,

F: The frequency of each answer that the respondent has chosen

N: Number of respondents

To measure, the Students' ability in English word formation process presented as below.

Table 1.3 Score Comparison

NO	TEST SCORE	LEVEL OF ABILITY
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

Adopted from: Harris in Azlina Kurniati (2015)

The researcher used the table above to see the level of understanding the ability of the English word formation process based on a scaled score. The students who get scaled score between 0-49 it means they were on the poor level, the students who get scaled score between 50-59 it means they were on average level, the students who get scaled score between 60-79 it means they were in good level, the students who get scaled score between 80-100 it means they are in excellent level.

Then, to find out the average score from the test given, the formula below

:

$$M = \frac{\sum FX}{N} \times 100\%$$

N

Where : M = The arithmetic mean

FX = The Total of Scores

N = The Number of Students



CHAPTER II

RELATED THEORIES

2.1 Linguistics

Linguistics is all about human language that means it is primarily concerned with the uniquely human capacity to express ideas and feelings by voluntarily produced speech sounds or their equivalents, such as gestures in sign languages used by deaf persons. Becker and Bieswanger: (2016)

Linguistics can be defined as the systematic inquiry into human language—into its structures and uses and the relationship between them, as well as into the development and acquisition of language. Edward F(2008)

Based on the theory above, linguistics can be said habitual in language speech which is usually to express themselves in language and it is very important to English word formation process and also the branch of linguistics are phonetics, morphology, phonology, syntax, semantics, pragmatics, sociolinguistics, applied linguistics, and corpus linguistics.

2.2 Morphology

The word morphology can be used in two ways: it refers to a subdiscipline of linguistics, but it may also be used to refer to that part of the grammar of a language that contains the rules for inflection and word-formation, that is, the word grammar. Morphology also serves to get a better understanding morphology: basic notions 23 of the nature of linguistic rules and the internal organization of the grammar of natural languages. Thus we may get to know

more about the architecture of the human language faculty and the nature of rule-governed creativity in the domain of language (Part IV). Geert Booij (2005; 2007)

Morphology deals with the internal structure of word forms and studies the formation of the word in a language, or it is the science of the construction of word in a language (Banner, 1984; Hadge, 1973; Nida 1946; Rahmat, 1990; Tomori, 1977) in Seno Putra (2004).

Based on the theory above, morphology talks about the English word formation process as the scientific study about how to form a word and parts of it are morphemes, affixation, prefix, suffix, compound, and other. The morpheme is the small unit that has the meaning of language, morphemes are divided into two kinds of morphemes those are free and bound morpheme.

2.2.1 Morpheme

Embick (2015:14) defined morpheme as: morphemes are primitive elements of syntactic derivation.’ Also, Ingason (2016:14) stated the same: ‘The atoms of syntax are morphemes. Dr.George Kolancherya (2015) a morpheme can be defined as the minimal meaningful unit that cannot be further subdivided.

Based on the theory above, it explained that morpheme is a field of science that discusses the smallest units in morphology such as basic words and affixes. the morpheme is divided into two parts, namely free morpheme and bound morpheme.

According to Wardhaugh (1977:83), morphemes can be classified into free and bound morphemes. A free morpheme is a morpheme that can occur alone as an independent word; for example, cat, man, go, like, and quite.

2.2.1.1 Free Morpheme

Free morphemes are morphemes that stand alone in a language, without requiring the presence of additional morphemes to say a word. Thus, words that consist of only one morpheme, such as books, dogs, are certainly free morphemes. Of course, this does not mean that free morphemes always appear by themselves, without other morphemes such as kill-ed, dog-s, re-write, and mishearing. Morphemes can also be classified according to whether their roots or not. Sukma Nur Andini, Leni Pratiwi (2013)

2.2.1.1.1 Lexical Morpheme

The lexical morpheme is a free morpheme that can rise on its own but also can be given an affix (affix) either the prefix (prefix) or suffix (suffix). Word classes that include lexical morpheme are nouns, verbs, and adverbs.

2.2.1.1.2 Functional Morpheme

The functional morpheme can rise on its own, but unable to be added like lexical morpheme. Which includes functional morpheme that is pronoun similar to she, they, this, those, that, whose, etc. conjunction similar to and, or, if, since, after, etc. interjection similar to waow, oops, auch, etc. Prepositions are similar to, in, at, under, etc., and articles similar to the, a and an.

2.2.1.2 Bound Morpheme

A bound morpheme is one that cannot stand alone. It requires the presence of other morphemes. Thus, morphemes in English such as –ed “past”, –s plural (more than one), re- (again, back) or mis- (wrongly) are bound morphemes. (Sukma Nur Andini, Leni Pratiwi 2013).

The bound morpheme is divided into 2 types, namely inflectional morpheme, and derivational morpheme.

2.2.1.1.1 Morpheme Inflective

This morpheme does not change the meaning of the free morpheme it attaches, nor does it change the class of words, for example from nouns to nouns, from verbs to verbs, etc. Some inflectional morphemes are er, est, s, es, ed, id, and ing. Morpheme inflection functions include superlative and comparative degrees (est, er), form V2 and V3 (ed, en), make things plural (s, es), for verbs in 3rd person (s, es) and the present participle (V1 + ing).

2.2.1.1.2 Derivational Morpheme

This morpheme changes the meaning of the morpheme it attaches, for example from positive to negative / the opposite of the morpheme attached, forms a new term, and changes its word class, for example from noun to adjective, from adjective to noun, from verb to noun, from verb to noun-adjective, etc.

- in + correct = incorrect (correct = true, to incorrect = false)
- ir + regular = irregular (regular = irregular, being irregular = irregular)
- mis + understand = misunderstand (understand = understand, become misunderstand = misunderstand)
- un + happy = unhappy (happy = happy, being unhappy = unhappy) friend + ship = friendship (friend = friend, become friendship = friendship)

2.3 English Word Formation Process

2.3.1 Compound

Compounding (sometimes also called composition) rather loosely as the combination of two words to form a new word. (Ingo Plag.2002) and the compound is words formed by combining roots, and the much smaller category of phrasal words, that is items that have the internal structure of phrases but function syntactically as words. (Andrew Carstairs-McCarthy 2002)

(Rochelle Lieber 2009). Compounds are words that are composed of two (or more) bases, roots, or stems. In English, we generally use free bases to compose compounds, as the examples in (18) show: (18) English compounds of two nouns: windmill, dog bed, book store compounds of two adjectives: icy cold, blue-green, red hot compounds of an adjective and a noun: greenhouse, blackboard, hard hat compounds of a noun and an adjective: sky blue, cherry red, rock hard

Based on the theory above, a compound word is a combination of two or more words that function as a single unit of meaning, the meaning of it is usually to some extent structure, though it is often not predictable like many others, uses it frequently. English compounds may be classified in several ways, such as the word classes or the semantic relationship of it. Compounding can divide some part adjective compounding, verbal compounding, neoclassical compounding and other. Compounding word is usually used in many media like newspaper, social media, and textbook.

There are three types of compound words :

1. Closed Compound words

These words are written as a single word, such as haircut, newspaper, grandmother, etc. For example: can I see your newspaper?

2. Open Compounds

Compound words that are written as separate words such as high school, living room, school bus, etc. For example: Where is your living room?

3. Hyphenated Compounds

Words that use a hyphen in between two words, such as well-known, second-rate, merry-go-round, etc. For example: She is well-known.

2.3.2 Affixation

An affix is a bound morpheme that occurs before or after or within a base, commonly known as prefixes, suffixes, and infixes. (Dr. Rami Hamdallah.1992):

1. 1 Prefixes

Prefixes are morphemes that happen before a base as in prefix. Prefixes in English are a small part of morphemes, the numbering about seventy-five. Their meanings are often those of English prepositions and adverbials.

2. Suffix

Suffix is a bound morpheme that appears after a base like a win, quiet, dream, etc. Unlike the prefix, suffixes often change word class. The four main types of suffixes are usually distinguished.

a. Suffixes forming nouns :

From nouns: kingdom

For example: England is a kingdom country

From verbs: categorization, flirtation, -- etc.

The next morning after a brief flirtation with the idea of going for a swim

From adjectives: militancy, excellency.

Abi is an excellency person

b. Suffixes forming verbs :

There are two main suffixes deriving verbs from nouns, ify and ize

as in purify colonize , - .etc

Another suffix forming verbs is -en as in shorten , widen.

c. Suffixes forming adjectives :

- From nouns : educational, environmental, transformational.

- From verbs : believable, tireless .

- From adjectives : greenish .

2.3.3 Reduplication

Reduplication is the process by which a morpheme or part of a morpheme is repeated to create a new word with a different meaning or different category.

Edward F(2008)

For example :

1. ding-dong : sound of a bell : I've had some ding-dong battles with Mike, and Saturday should be no different.
2. nick – nack : small ornament
3. knick-knack : small ornament
4. sing- song : meeting friends to sing song together
5. wishy –washy : sloppy
6. zig-zag : line/part which turn right and left

2.3.4 Borrowing

Elisa Ratih1, Rosalin Ismayoeng Gusdian1 (2018) Borrowing is how to borrow words from other languages without any change. The borrowing is the

process of forming words by borrowing or taking vocabulary from other languages. Example: burglar, accuse, etc. The borrowing process found in the findings is kinara, emoji, Naqada, mabuhay, angpow.

For example: I unlike to be a burglar

2.3.5 Acronym

Dwi Astuti Wahyu Nurhayati (2016). Acronyms are the process whereby a word is formed from the initials or beginning segments of the succession of words. These acronyms often consist of capital letters as MP (military Police or Member of Parliament), UNESCO (United Nation Education Scientific and Cultural Organization), radar (radio detecting and ranging). Danks (2003). Acronym is “ a word coined by taking the initial letters of the word in a title or phrase and using them as a new word.

The acronym is the process of forming new words by taking initial phonemes of a set of other words. For example, is the word LOL formed from initial phonemes of the words Laugh Out Loud. (Hana Puspa Sari Dewi 2013)

For example: ESL – (English as a Second Language)

Mary moved to Japan to teach ESL to second graders.

2.3.6 Blending

Similar to compounding, blending also involves the combination of two separate forms to produce a single new term. However, blending is typically

accomplished by taking only the beginning of one word and joining it to the end of the other word (Yule, 2006: 53-9).

Siti Zubaidah Binti Mustafa, (2015). Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words.

Sonia Rizki and Leni Marlina, (2018). Blending is the combination of two separate forms to produce a single new term. Different from compounding; blending is typically accomplished by taking only the beginning of one word and joining it to the end of other words.

Based on the theory above, blending processes found in the findings are cybercast, digipak, irone, chugger, backronym, brunello, etc. The word 'cybercast' is coming from cyber+broadcast. First, the word 'broadcast' is clipped to become 'cast'. combines with cyber. It can be concluded that blending has two processes which are clipping and compounding. Then it blends into a word. Some other examples are digipak, irone, clicktivist, etc.

For example: portmanteau (pronunciation port-MAN-toe)

You see it's like a portmanteau—there are two meanings packed up into one word.

2.3.7 Clipping

Marchand: (1969) clipping is the word formation process which consists of the reduction of a word to one of its parts. (Yousef Tahaineh 2012) The

element of reduction which is noticeable in blending is even more apparent in the process called clipping. This usually occurs when a word of more than one syllable eg „fanatic“ is reduced to a shorter form„fan“ often in casual speech. Common examples are „ad“ (advertisement“), „fax“ („facsimile“), „gas“ („gasoline“), „bra“ („brassiere), bro (< brother), pro (< professional), prof (< professor), math (< mathematics), veg (< 'vegetate', as in veg out in front of the TV), sub (< substitute or submarine), flu(<fluenza), fan (<fanatic). In other words, shortening of a polysyllabic word. More examples: “Perm bra, cab, phone, plane, pub, condo, etc“.

Francis Katamba (2005). Clipping is the term for the formation of a new word-form, with the same meaning as the original lexical term, by lopping off a portion and reducing it to a monosyllabic or disyllabic rump.

Based on the theory above, clipping is the process of forming words by cutting off parts of the word itself. Clipping is also defined as the process of forming words derived from words that have more than one syllable that gets the word cutting process at the beginning or end. Example: Gasoline became Gas, Professor-Prof, Influenza-Flu, etc.

For example: bro (< brother)

Bro, do you have money?

2.3.8 Back Formation

Dwi Astuti Wahyu Nurhayati (2016) Backformation: A very specialized type of reduction process is known as backformation. Typically, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb).

Back Formation is the process of forming words by separating affixes or which are the basic words of a word. Back Formation is also defined as truncation of parts of words that result in changes to the class of words from their new formations. Example: Editor (N), morpheme or it will be edited (V). Back Formation is a process that reduces a word of one type becomes a word of another type (Yule, 2006:56).

For example: donate is from the donation (Yule, 2006:56)

2.4 Test

Alabi and Babatunde (2001) identified three purposes of language tests:

- i. to determine how much has been learned from a particular syllabus; (achievement test falls into this category)
- ii. to determine the strength and weaknesses found in students' language, (diagnostic test is an example here)

Desheng and Varghese (2013) classified language test broadly into two types as (i) testing skills; and (ii) testing knowledge of content (i) Skill testing: various skills of listening, speaking reading and writing and sub-skills which include comprehension, vocabulary, grammar, spelling, punctuation are involved in skill testing. (ii) Knowledge testing: According to them, different kinds of tests in that examine students' knowledge in language include non-

referential tests, aptitude tests, proficiency tests, achievement tests, and diagnostic tests.

Based on the explanation above, states that the provision of tests is very important as a guideline to know the extent to which students' understanding and knowledge of the subjects that have been learned through the test.

2.5 Past Study

The first past study talks about morphology by Elisa Ratih, Rosalin Ismayoeng Gusdian on them research about “Word Formation Processes In English New Words Of Oxford English Dictionary (Oed) Online”. This research is to determine the level of understanding and identify the process of word formation in new words in English and to find out which process of word formation is the most productive. Researchers used qualitative research designs to obtain data from OED online documents. So, the results of their research, there are several theories that the researcher will use as a reference because the theories and discussion are in sync with the research like compounding, borrowing, coinage, initialization, blending, clipping, reduplication, back-formation that researcher doing.

The second Study is about morphology by Geert Booij in his book "Introduction to Linguistic Morphology" in this book was explained by Geert Booij about Morphology: basic understanding, morphological analysis, word formation, morphology and thought morphology and psycholinguistics and so on. So, the material and theory above, researchers will use several to help in

research such as an explanation of morphology, word formation, morpheme and so on.

The third study is about test by DR. Foyewa, R. A in this research DR.Foyewe explained about “Testing And Evaluation In English Language Teaching – A Case Of O Level English In Nigeria” in this study explained how to measure the ability of children living in West Africa (WAEC) and the National Examination Board (NECO) in understanding language and in this study also the teacher must make a good method of teaching English and using methods yes both in the learning process and always making themselves available to students and willing to help them in the field difficulty in O Level English. From DR. Foyewas’ research, the researchers will use several theories because of the many similarities in the theory and discussion in the research.

The last researchers' study is about “A Study On Students’ Ability In English Word Formation Process Of Fifth Semester Of English Language Education At FKIP UIR in this study hopefully will find several results to identification about word formation and understanding about morphology. to analyze this study, the researcher will apply in the fifth semester of English language education.



CHAPTER III

FINDING AND DISCUSSION

3.1 Data Description

This chapter presented analytical data about the types of English word formation processes carried out in English Language Education Teacher Training and Education Faculty, Universitas Islam Riau Pekanbaru.

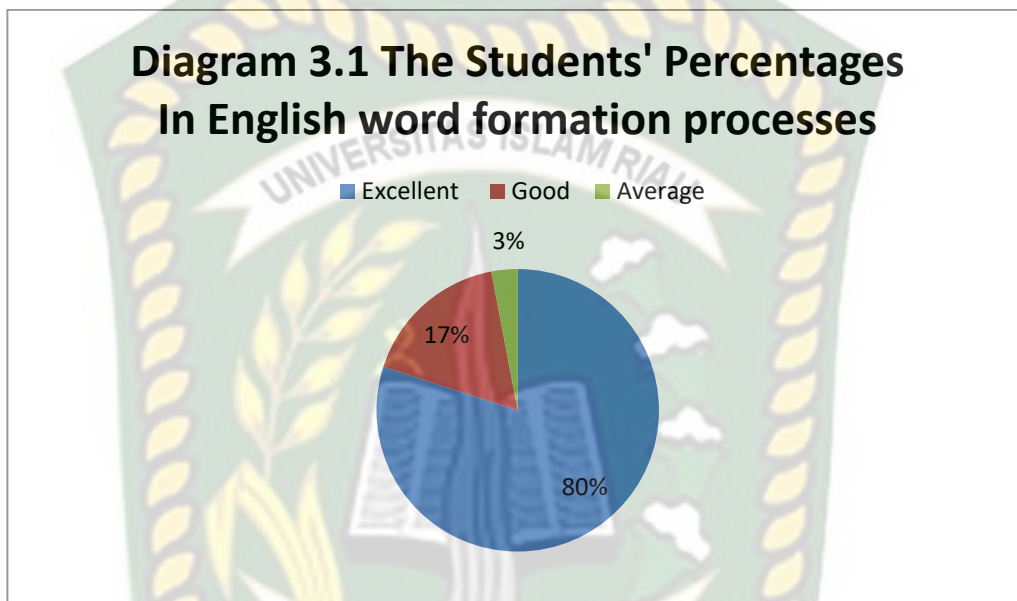
3.2 Data Analysis

Table 3.1. The students' individual scores

No	Sample	Definition or Synonyms	Beginning the Word	Matching	Score	Classification
1	A	3	9	10	73	Good
2	B	7	9	8	86	Excellent
3	C	8	8	10	86	Excellent
4	D	9	9	10	93	Excellent
5	E	9	9	8	86	Excellent
6	F	8	10	10	93	Excellent
7	G	9	10	10	96	Excellent
8	H	8	10	8	86	Excellent
9	I	8	9	10	90	Excellent
10	J	8	10	10	93	Excellent
11	K	9	10	10	96	Excellent
12	L	5	9	10	80	Excellent
13	M	8	10	6	80	Excellent
14	N	6	8	10	80	Excellent
15	O	8	10	10	93	Excellent
16	P	7	8	6	70	Good
17	Q	6	9	10	83	Excellent
18	R	8	9	10	90	Excellent
19	S	8	9	10	90	Excellent
20	T	10	10	10	100	Excellent
21	U	8	6	7	73	Good
22	V	10	10	8	93	Excellent
23	W	8	8	10	86	Excellent
24	X	10	10	10	100	Excellent
25	Y	7	9	7	76	Good
26	Z	4	2	10	53	Average
27	A1	8	7	10	83	Excellent
28	B1	4	7	10	70	Good
29	C1	9	7	6	73	Good
30	D1	7	8	10	83	Excellent
31	E1	7	8	10	83	Excellent
32	F1	8	10	10	93	Excellent
33	G1	7	7	10	80	Excellent
34	H1	8	8	10	86	Excellent
35	I1	8	6	10	80	Excellent

NO	Classification		Frequency (Person)	Percentage (%)
	Score	Level Ability		

1	80-100	Excellent	28	80%
2	60-76	Good	6	17%
3	53	Average	1	3%
TOTAL			35	100%



The diagram and table above showed us the percentage of students' ability in understanding English word formation process. In this test the researcher used 35 participants from representatives of each fifth semester class, which in the test above were divided into 3 parts of the test, namely definition or synonyms, beginning the word and matching. There were three categories of scores in this test, the first were excellent, good and average, students who got an excellent predicate of 80%, students who got a good score of 17%, and students who got an average predicate of 3%. Who got very good grades as many as 28 people, who got good scores about 6 people and who got an average score of only 1 person. In the table above, it can be seen that there was only one sample A-O that got a good score, namely sample A and the rest got excellent scores. In the

sample P-D1 there were 5 samples that got good scores samples P, U, Y, B1, C1 and other got excellent scores. In the sample E1-I1 all participants got excellent scores. In the table above it was also seen that in the first part of the definition or synonyms test, there were still many participants who still got low scores as seen from sample A which only got 3 correct answers out of the 10 questions that had been given and in the second part, the beginning the questions. In the words of the participants, there was an increase in answering the questions that were given. It was seen that there were 11 participants who could answer 10 questions correctly and matching the word questions were the last questions where almost all participants could answer the questions correctly seen from the 35 questions given there were 26 people who answered with it's all true. Based on the data above, students can understand the process of forming English words because the highest percentage on this test were excellent.

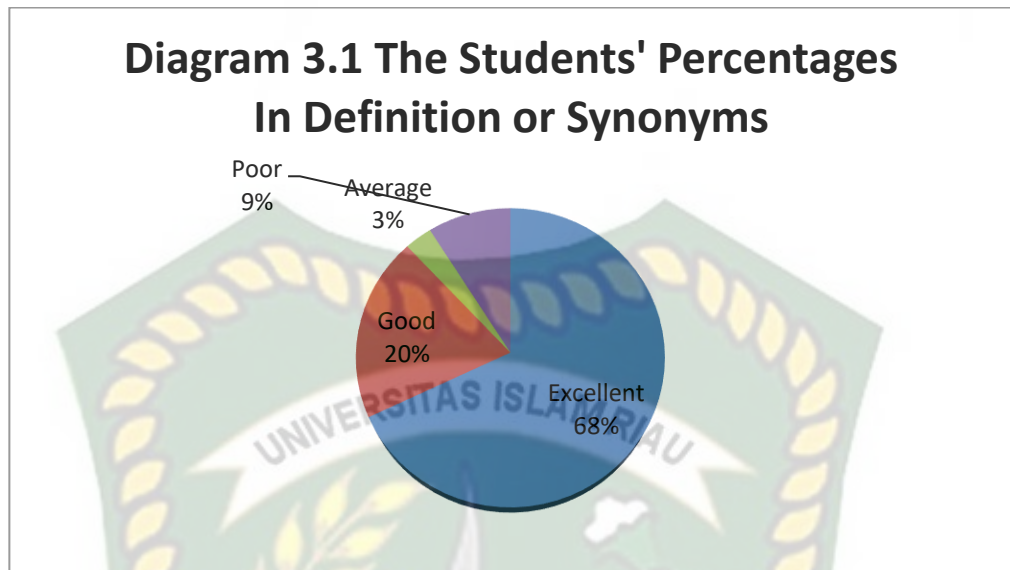
Table 3.2 The Students Score in Definition or Synonyms

No	Sample	Definition or Synonyms	Classification
1	A	3	Poor
2	B	7	Good
3	C	8	Excellent
4	D	9	Excellent
5	E	9	Excellent
6	F	8	Excellent
7	G	9	Excellent
8	H	8	Excellent
9	I	8	Excellent
10	J	8	Excellent
11	K	9	Excellent

12	L	5	Average
13	M	8	Excellent
14	N	6	Good
15	O	8	Excellent
16	P	7	Good
17	Q	6	Good
18	R	8	Excellent
19	S	8	Excellent
20	T	10	Excellent
21	U	8	Excellent
22	V	10	Excellent
23	W	8	Excellent
24	X	10	Excellent
25	Y	7	Good
26	Z	4	Poor
27	A1	8	Excellent
28	B1	4	Poor
29	C1	9	Excellent
30	D1	7	Good
31	E1	7	Good
32	F1	8	Excellent
33	G1	7	Good
34	H1	8	Excellent
35	I1	8	Excellent

NO	Classification		Frequency (Person)	Percentage (%)
	Score	Level Ability		
1	8-10	Excellent	24	68%
2	6-7	Good	7	20%
3	5	Average	1	3%
4	3-4	Poor	3	9%
TOTAL			35	100%

**Diagram 3.1 The Students' Percentages
In Definition or Synonyms**



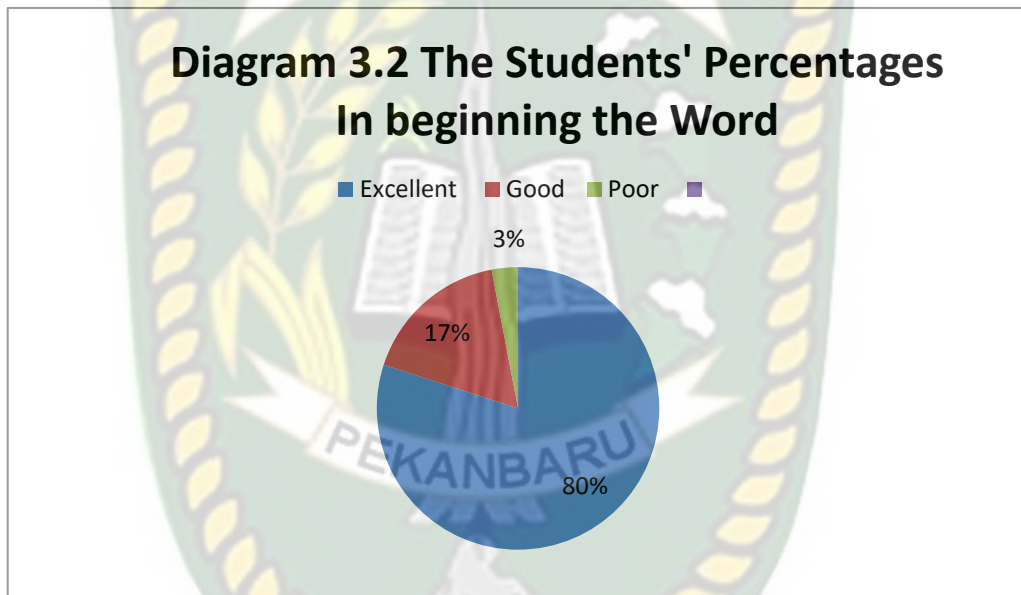
Diagrams and tables above showed us the percentage of students' ability to understand the English word formation process from definitions or synonyms. In the first part of this test there were some students who still didn't understand how to answer the questions on the test, there were still many participants who got poor scores such as samples A, Z, B1 who got poor scores but on the other hand, the other samples have scored well. There were four categories of scores in this test, namely very good, good, average, and poor. We can see that in sample A-II there were differences in scores, including sample A, Z, B1 got a poor score, sample B, N, P, Q, Y, D1, E1, G1 got a good score, sample L got the average score and samples C, D, F, G, H, I, J, K, M, O, R, S, T, U, V, W, X, A1, C1, F1, H1, I1 got an excellent score. Students who got an excellent predicate are 68%, students who get good grades 20%, students who get an average score of 3%, and students who got an poor score of 9%. Based on the data above, students understood the English word formation Process with definitions or

synonyms tes based on rubrics and table because the highest percentage in this test is excellent.

Table 3.4 The Students Score in Beginning The Word

No	Sample	Beginning the Word	Classification
1	A	9	Excellent
2	B	9	Excellent
3	C	8	Excellent
4	D	9	Excellent
5	E	9	Excellent
6	F	10	Excellent
7	G	10	Excellent
8	H	10	Excellent
9	I	9	Excellent
10	J	10	Excellent
11	K	10	Excellent
12	L	9	Excellent
13	M	10	Excellent
14	N	8	Excellent
15	O	10	Excellent
16	P	8	Excellent
17	Q	9	Excellent
18	R	9	Excellent
19	S	9	Excellent
20	T	10	Excellent
21	U	6	Good
22	V	10	Excellent
23	W	8	Excellent
24	X	10	Excellent
25	Y	9	Excellent
26	Z	2	Poor
27	A1	7	Good
28	B1	7	Good
29	C1	7	Good
30	D1	8	Excellent
31	E1	8	Excellent
32	F1	10	Excellent
33	G1	7	Good
34	H1	8	Excellent
35	I1	6	Good

NO	Classification		Frequency (Person)	Percentage (%)
	Score	Level Ability		
1	8-10	Excellent	28	80%
2	6-7	Good	6	17%
3	2	Poor	1	3%
TOTAL			35	100%



The diagrams and tables above showed us the percentage of students' ability to English word formation process from the beginning of the word. In the second part of this test, participants experienced an increase in understanding of the test, tables above showed us in sample A-II there were differences in scores, including sample Z got a poor score, sample U, A1, B1, C1, G1, I1 got a good score, and samples A, B, C, D, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, V, W, X, Y, D1, E1, F1, H1 got an excellent score. as seen from the table above, only

1 person who got a poor score, and others scored above average such as 28 participants who got an excellent score. There were four categories of scores in this test, namely very good, good, average, and poor. Students who got excellent were 80%, students who got good grades 17%, and students who got poor grades 3%. Based on the data above, students understood the English Word Formation Process in beginning the word tests based on rubrics and tables, because the highest percentage in this test is excellent.

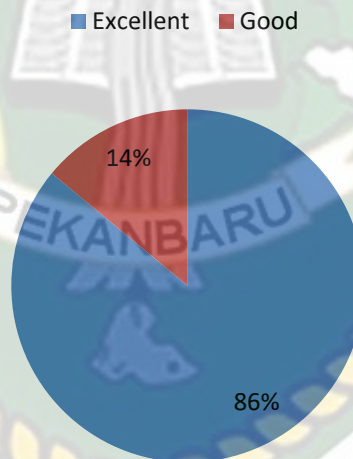
Table 3.5 The Students Score in Matching The Word

No	Sample	Matching	Classification
1	A	10	Excellent
2	B	8	Excellent
3	C	10	Excellent
4	D	10	Excellent
5	E	8	Excellent
6	F	10	Excellent
7	G	10	Excellent
8	H	8	Excellent
9	I	10	Excellent
10	J	10	Excellent
11	K	10	Excellent
12	L	10	Excellent
13	M	6	Good
14	N	10	Excellent
15	O	10	Excellent
16	P	6	Good
17	Q	10	Excellent
18	R	10	Excellent
19	S	10	Excellent
20	T	10	Excellent
21	U	7	Good
22	V	8	Excellent
23	W	10	Excellent
24	X	10	Excellent
25	Y	7	Good
26	Z	10	Excellent
27	A1	10	Excellent

28	B1	10	Excellent
29	C1	6	Good
30	D1	10	Excellent
31	E1	10	Excellent
32	F1	10	Excellent
33	G1	10	Excellent
34	H1	10	Excellent
35	I1	10	Excellent

NO	Classification		Frequency (Person)	Percentage (%)
	Score	Level Ability		
1	8-10	Excellent	30	86%
2	6-7	Good	5	14%
TOTAL			35	100%

Diagram 3.3. The Students' Percentages Matching



The diagram and table above showed us the percentage of students' ability in English word formation process from matching the word. In the third part of this test, participants experienced an increase in understanding of the test, it saw from the table above, that none of the participants got an average or poor score,

but on the contrary, there were many who scored above average as many as 30 people who got very good scores and only 5 people got good grades. The tables above showed us in sample A-I1 there were differences in scores, sample M, P, U, Y, C1 got a good score, and samples A, B, C, D, E, F, G, H, I, J, K, L, N, O, Q, R, S, T, V, W, X, Y, Z, A1, B1, D1, E1, F1, H1, I1 got an excellent score. There were four categories of scores in this test, namely excellent, good, average, and poor. Students who got excellent scores were 86%, students who got good grades were 14%. Based on the data above, students understood the English Word Formation Process in matching the word test based on rubrics and tables, because the highest percentage on this test was excellent.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

After analyzing the data, the researcher found the students' ability to understand in the **English word formation process** from the fifth semester of

English Education at FKIP UIR, which in this study the researcher divided the three forms of tests to Definition or synonyms, Beginning the word and Matching the word from **English word formation process** with a total of 30 questions.

Based on data analysis from the English formation process, there were eight categories of it, that were affixation, borrowing, compounding, reduplication, blending, clipping, acronym, and back-formation. based on the results of the test data that had been collected from all classes of the fifth semester of English language education at FKIP UIR, it turns out they were very master in English word formation process seen from 35 test participants, students that got excellent predicate in the test were 28 people, students that got good 6 people and students that got average 1 people. based on the data above, students can understand in English word formation process because the highest percentages in this test were excellent.

4.2 Suggestions

Based on the research result and the conclusion above, the writer would like to give some suggestions.

4.2.1 Suggestion for The Lectures of English Education of FKIP UIR

The suggestion is to increase the ability of students to understand morphology, especially in the English word formation process because actually, they are still many confused to understanding it, but after being given lessons and material before the test they finally understand well and can answer all questions in the test very well.

4.2.2 Suggestion for The Students of English Education of FKIP UIR

The writer suggests for all students of English education at FKIP UIR to further increase interest in learning English and be more creative in finding subject matter, especially English formation formation because if only expecting lessons from lecturers is certainly not enough to become an expert in mastering all English.

4.2.3 Suggestion for The Next Researcher

The writer knows many problems found in the English word formion process, especially in distinguishing word formation from back-formation, afficiation, compounding, and blending. So the authors hope for further research to better research the English word formation process and can be better at making designing questions in the test.

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