

DERIVATIONAL WORDS IN DIFFERENT ESSAYS OF WRITING

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ABSTRACT

Penelitian ini bertujuan untuk mengkaji pembentukan kata yang dipergunakan dalam tulisan. Kata adalah satuan atau bentuk bebas dalam tuturan. Kata dapat dibagi secara morfemis menjadi bentuk bebas dan terikat. Bentuk bebas dapat berdiri tanpa terikat dengan bentuk lain sedangkan bentuk terikat tidak dapat berdiri sendiri dan harus melebur ke bentuk lain sehingga mempunyai makna. Penambahan imbuhan lazim digunakan dalam pembentukan kata yang akan mengubah kelas kata dan maknanya.

Kata kunci: *derivational, words, essays*

INTRODUCTION

Word is a sound or combination of sounds that has a meaning and is spoken or written. Moreover, word can be defined as a brief remark or conversation : something that a person says or it is an order or command. A word as one or more morphemes that can stand alone in a language (Lieber, 2009 : 3) . Furthermore, word consists of one or two smallest units that are called morpheme. A morpheme is a smallest unit that has meaning. Words that consist of only one morpheme, e.i. tiger can be termed simple or simplex words. Words that are made up of more than one morpheme, like *agreement*, *responsibility* are called complex. The word could be changed into another class word and this also changes the meaning of it and this is known as derivation. The derivational forms can be as affixes which consist of prefix, infix, and suffix. The addition of affixes changes the simplex word into the complex word. However, the use of derivational can be either spoken or written communication especially in English. Here, the study will be intended to the use of derivational words in different essays and the reasons of using them.

REVIEW OF LITERATURE

A major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of *morphemes*. often defined as the smallest linguistic pieces with a grammatical function. This definition is not meant to include all morphemes, but it is the usual one and a good starting point. Amorpheme

may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into smaller meaningful parts.

The term 'morph' is sometimes used to refer specifically to the phonological realization of a morpheme. For example, the English past tense morpheme that the learners spell *-ed* has various morphs. It is realized as [t] after the voiceless [p] of *jump* (cf. *jumped*), as [d] after the voiced [l] of *repel* (cf. *repelled*), and as [ed] after the voiceless [t] of *root* or the voiced [d] of *wed* (cf. *rooted* and *wedded*). It can be called these morphs *allomorphs* or *variants*. The appearance of one morph over another in this case is determined by voicing and the place of articulation of the final consonant of the verb stem.

According to Lieber (2009 : 32) stated that some of the morphemes can stand alone as words: *wipe*, *head*, *bracelet*, and these are called *free morphemes*. On the other hand, the morphemes that cannot stand alone are called *bound morphemes*. Moreover, according to Jackson (2002 : 8) cited that most English words have an independent (or free) element and the other elements cannot operate as independent words ; they are bound elements. The bound elements can occur only an attachments to the root ; they are 'affixes'. Those that are attached to the left of a root (e.g. *re-*), and so are bound on their ride sides, are called 'prefixes'. Those that are attached to the right of a root (e.g. *-ation*), and so are bound to their left, are called 'suffixes'.

However, according to McChart (2002 : 26) said that there are two characteristics of morphemes. To allow the meanings of some complex words to be predictable, morphemes must :

1. be identifiable from one word to another and
2. contribute in some way to the meaning of the whole word.

Another general point to be made about morphemes is that, although they are the parts out of which words are composed, they do not have to be of any particular length. Some relatively long words, such as *catamaran* and *knickerbocker*, may consist of just one morpheme; on the other hand, a single-syllable word, such as *tenths*, may contain as many as three morphemes (*ten*, *-th*, *-s*). What this shows is that the morphological structure of words is largely independent of their *phonological* structure (their division into sounds, syllables and rhythmic units). This reflects a striking difference between human speech and all animal communication systems: only speech (so far as we know) is analysable in two parallel ways, into units that contribute to meaning (morphemes, words, phrases etc.) and units that are individually meaningless (sounds, syllables etc.).

The morphemes in the word *helpfulness* do not all have the same status. *Help*, *-ful* and *-ness* are not simply strung together like beads on a string. Rather, the core, or starting-point, for the formation of this word is *help*; the morpheme *-ful* is then added to form *helpful*, which in turn is the basis for the formation of *helpfulness*. In using the word ‘then’ here, it is not referring to the historical sequence in which the words *help*, *helpful* and *helpfulness* came into use; it is talking rather about the structure of the word in contemporary English – a structure that is part of the implicit linguistic knowledge of all English speakers, whether or not they know anything about the history of the English language. There are two reasons for calling *help* the core of this word. One is that *help* supplies the most precise and concrete element in its meaning, shared by a family of related words like *helper*, *helpless*, *helplessness* and *unhelpful* that differ from one another in more abstract ways. Another reason is that, of the three morphemes in *helpfulness*, only *help* can stand on its own – that is, only *help* can, in an appropriate context, constitute an utterance by itself. That is clearly not true of *-ness*, nor is it true of *-ful*. (Historically *-ful* is indeed related to

the word *full*, but their divergence in modern English is evident if one compares words like *helpful* and *cheerful* with other words that really do contain *full*, such as *half-full* and *chock-full*.) In self-explanatory fashion, morphemes that can stand on their own are called **free**, and ones that cannot are **bound**.

A salient characteristic of English – a respect in which English differs from many other languages – is that a high proportion of complex words are like *helpfulness* and *un-Clintonish* in that they have a free morpheme (like *help* and *Clinton*) at their core.

Moreover, derivational can be defined as the formation of a word from another word base (as by addition of a usually non-inflectional affix or it is an act of ascertaining or stating the derivation of a word. In line with the derivational of word, there are two types of word namely content word and function word. According to Jackson (2002 : 4) cited that the word class such as noun, verb, adjective and adverb are known as the open word classes, because new words in the language are added to one of these. The other classes – pronoun, determiner, preposition, conjunction – have a relatively small membership, which is rarely added to known as closed classes.

Furthermore, languages make an important distinction between two kinds of words—content words and function words. Nouns, verbs, adjectives, and adverbs are the *content words*. These words denote concepts such as objects, actions, attributes, and ideas that we can think about like *children*, *build*, *beautiful*, and *seldom*. Content words are sometimes called the *open class* words because we can and regularly do add new words to these classes, such as *agreement* (noun), *statement* (noun, verb), *offer* (verb), *beautiful* (adjective), and *weak* (adjective). Other classes of words do not have clear lexical meanings or obvious concepts associated with them, including conjunctions such as *and*, *or*, and *but*; prepositions such as *in* and *of*; the articles *the* and *a/an*, and pronouns such as *it*. These kinds of words are called *function words* because they specify grammatical relations and have little or no semantic content. For example, the articles indicate whether a noun is definite or indefinite—*the boy* or *a boy*. The preposition *of* indicates possession, as in “*the book of yours*,” but this word indicates many other kinds of relations too. The *it* in *it’s raining* and *the archbishop found it advisable* are further

examples of words whose function is purely grammatical—they are required by the rules of syntax and we can hardly do without them. Function words are sometimes called *closed class* words. This is because it is difficult to think of any conjunctions, prepositions, or pronouns that have recently entered the language. The small set of personal pronouns such as *I, me, mine, he, she*, and so on are part of this class.

Derivational forms consist chiefly of special endings that may :

- Change one part of speech to another
 - examples : engage + ment = engagement
 - destroy + tion = destruction
- Distinguish one part of speech from another
 - examples : distance = noun,
 - distant = adjective

The derivational forms of nouns consist of the following suffixes :

1. Suffixes changing verbs to nouns :
 - a. suffixes indicating the state of _____ -ing
 - : -age, -al, -ance or ence, -(ery), -ment, -t, -tion, or -sion, -ure
 - e.g: marriage, arrival, allowance, persistence, bribery, arrangement
 - b. suffixes indicating a person who _____ -s, or a person who is active in _____, or a person who comes from _____ (agent suffixes) : -ant or -ent, -er or -or, -eer, -i(an) or -arian, -ist
 - e.g. defendant, attendant, manager, governor, auctioneer, New Yorker, Bostonian, librarian, typist
 - c. the suffix -ing, which expresses some of the verbal force of the word to which it is attached, recreational activities, adjunct in compounds, adjective modification, or used in plural e.g. : fishing, dancing, engineering, mining, swimming pool, ironing board, a good cleaning, excellent hunting, blessings, weddings
2. Endings distinguishing nouns from verbs :

<u>verb</u>	<u>noun</u>
believe	belief
prove	proof
live	life
defend	defense
receive	receipt
descend	descent
advise	advice

3. Suffixes changing adjective to nouns to indicate the state of being _____ : -ity, -ess, -th.
 - e.g. : activity, sterility, happiness, usefulness, warmth, strength.
4. Suffixes distinguishing nouns from adjectives: -ant or -ent adjective . -ance or -ence noun.
 - e.g.: intelligent – intelligence, distant – distance, brilliant – brilliance, radiant – radiance
5. Suffixes changing concrete nouns to abstract nouns, to indicate the state _____ of being a _____ : -hood, -ism, -ship.
 - e.g.: brotherhood, childhood, heroism, fellowship, friendship
6. Suffixes changing nouns to other nouns, to indicate (1) a doctrine, theory, or school, of belief – ism ; (2) a follower or advocate of such a doctrine, theory, or school or belief – ist. In a few cases these suffixes are added to adjectives .
 - e.g. capitalism – capitalist, communism – communist, terrorism – terrorist, realism – realist, idealism – idealist, socialism – socialist, pessimism - pessimist
7. The suffix -ess, -ine, -ix, -ette to distinguish a female person from a male person
 - e.g. waiter – waitress, actor – actress, host – hostess, steward – stewardess, hero - heroine, aviator – aviatrix, suffragist - suffragette

A smaller group of nouns have the same forms as verbs or adjectives

- e.g. answer, control, cough, dance, defeat, exchange, favor, fight, average, equal, ideal, principal, native, public, secret, standard

In fact, the derivational words can be used in English either in spoken and written. In line with the written skill, derivational can be used in many types of different essays. An essay can be defined as a short of writing that tells a person's thought or opinions about a subject. According to Kane (1988 : 45) stated that an essay is a relatively short composition and it does not claim scholarly thoroughness (that belongs to the *monograph*), but it does exhibit great variety.

Essays can be about almost anything; they can be speculative or factual or emotional; they can be personal or objective, serious or humorous. The very looseness of the term is a convenience; it would be a mistake to define it precisely. Here *essay* really will simply mean a short prose piece. There are differences among articles and reports and essays. But they have

much in common, and what we say about the essay—its beginning, closing, structure, and so on—applies to compositions generally. The types of essays can be seen as follows:

1. Narrative Essay

A narrative essay achieves a certain purpose through telling a story, which makes it interesting to the reader and also results in getting some point across. For example, you might write a story about meeting someone special to you. The purpose may be to tell how meeting this person affected your decision to attend college or to entertain the reader with a funny story about that person. The purposes of writing narratives include the following: to create a sense of shared history, to provide entertainment, to offer instruction, and to provide insight. Some examples of narrative essay topics include a special person, event, or place. After choosing a topic, you should determine the main point you want to make about that topic and then concentrate on that throughout the rest of the paper

2. Descriptive Essay

A descriptive essay tells about a certain topic or story, using details to appeal to the five senses. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write a descriptive essay, you could choose a person, place, event, object, or experience and describe it thoroughly using many sensory details.

3. Comparison and/or Contrast Essay

A comparison and/or contrast essay tells about two or more main subjects by pointing out similarities and/or differences. One way to write this type of essay would be to choose two or more objects, people, places, events, experiences, or ideas and compare and/or contrast them according to a few specific points.

4. Cause and Effect Essay (also called causal analysis)

A cause and effect essay analyzes what causes certain things to happen or why things are a certain way, the results brought about by certain events, or both. For example, you may want to write an essay about an event that happened and then tell how it affected your life. This would tell the cause (the event) and the effect (how it affected your life). To begin writing a cause and effect essay, you may want to first decide on a

topic, such as an event or a person, and then decide what you will tell about that topic, such as what happened to make that specific event take place or what made the person have a certain attitude or personality. You could also tell about a specific topic and what effects it had on future events.

5. Argumentative Essay

An argumentative essay makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative essay by deciding on a certain topic, such as something about a belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observations, and other facts. Use the information throughout the essay to argue your point and convince the reader.

METHODOLOGY

This study was conducted by using descriptive qualitative design. The subjects were 2 narrative essays entitled 1) *The Chosen One*, and 2) *The Scholar Jacket*, 2 descriptive essays entitled 1) *Hong Kong* and 2) *Sysco*, and 2 argumentative essays entitled 1) *The Ad Revolution Will Not Be Televised*, and 2) *Don't waste Your Money on Innovation*. The documentation was used as the technique of collecting data of this study, and the technique of analyzing the data was applied by Bogdan and Biklen (1992 :153) that involved working with the data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what you tell others.

THE RESULTS

After analyzing the data, the result can be seen as the following table :

No	Essay Form	Adj N	V N	V Adj	N N	V V	Adj Adj	Adj V	N Adj	Adj adv	
1	Narrative										
		Essay 1	7	8	1	7	1	5	-	2	4
		Essay 2	2	6	1	3	-	1	1	1	13
2	Descriptive										
		Essay 1	2	10	-	3	-	2	-	1	5
		Essay 2	2	11	2	2	-	-	-	6	1
3	Argumentative										
		Essay 1	1	17	-	5	-	-	-	4	5
		Essay 2	2	24	4	7	-	1	1	5	4
		Total	16	76	8	27	1	9	2	19	32

According to the total numbers of mentioned table, it could be observed that the

most dominant of derivational words formed by *verb* into *noun*. Moreover, from each essay it could figured out that the dominant word formation from *verb* to *noun* belonged to argumentative essays. However, the least form belonged to *verb* into *verb*. According to Gentner in Kersten (1998) figured out the evidence that nouns tend to dominate over verbs when the two convey discrepant information about the actions of an object. However, when the verb in a sentence specifies an action that the object implicated by the noun is not capable of performing, the action specified by the verb is adjusted more than the the action specified by the noun.

CONCLUSIONS

In conclusion, a morpheme can be divided into free and bound morpheme. The free morpheme can stand by itself and has meaning whereas the bound morpheme can not stand alone and meaningless therefore, it must attach to the free morpheme. The change of morpheme needed the affixes such as prefix, infix, and suffix called derivational. The affixation will change the class words and meanings. The dominant word formation in this study is from *verb* to *noun* and that nouns tend to dominate over verbs when the two convey discrepant information about the actions of an object.

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