

**A MORPHOLOGICAL ANALYSIS
OF WORD FORMATION PROCESS
IN FILM SCRIPT “THE ADVENTURES OF TINTIN”**

THESIS



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ABSTRACT

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Morphology is a sub discipline study of linguistics concerning about process of words formation. Word formation is the process of creating new word that is used in daily communication. In this research, the researcher tries to define kinds of word formation process found and to find the most frequent word formation process which is often used in the film script "Adventures of Tintin" being analyzed. There are 10 kinds of word formation process; they are coinage, compounding, clipping, blending, acronym, borrowing, conversion, backformation, derivation, and multiple processes.

This research used descriptive qualitative design. It focused on the utterance of word formation process film script "Adventures of Tintin." The researcher used content analysis, whose data used word formation theory belonging to George Yule.

The nine kinds of word formation process were found in film script that were used on "The Adventures of Tintin." Based on George Yule's classification of word formation, the finding of the analysis showed that, there were 578 words of word formation which consisted of process of coinage words 2 (0,35%), process of compounding words 200 (34,60%), process of clipping words 9 (1,56%), process of blending words 10 (1,73%), process of acronym words 20 (3,46%), process of borrowing words 138 (23,87%), process of conversion words 19 (3,29%), process of back formation words 26 (4,50%) process of derivation words 154 (26,64%), and multiple processes 0 (0%). Based on the data showed that, the most frequent word formation were used in film script "The Adventures of Tintin" was process of compounding words 200 (34,60%).

Based on the analysis about word formation process, it can be concluded that word formation is the process where the new words formed which can be used in human's communication. People will know how to create new words by using word formation theory that can be used in their daily communication either in spoken or written language. The researcher hopes that this study will contribute to common people to get more understanding about the extension of morphology and further studies concerning about word formation process such as coinage, compounding, clipping, blending, acronym, borrowing, conversion, back formation, derivation and multiple processes.

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is an important thing in human's life. Everytime and everywhere people do it to get their needs. They use language as the main tool in this process of communication. Whatever else people do when they come together-whether they play, fight, or make automobiles-they talk. We lived in a world of language. We talk to our friends, our associates, our wives or our husbands, our lover, our teachers, our parents, our rivals and even our enemies.¹ Put in a simplest, a language is a set of signals by which we communicate. We use language as the main tool in this process of communication.

Lim KiatBoey stated that language is a social phenomenon. It is a means of communication between individuals. It is also brings them into relationship with their environment. Language is therefore socially learned behavior, a skill that is acquired as we grow up in society.² Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.³ Although there are a lot of languages in the world, they have the same main use, that is to express ideas in the main of human being so that they can reach their wants.

¹Victoria Fromkin, Robert Rodman, Nina Hyams, An Introduction to Language: Seventh Edition. (USA: Michael Rosenberg, 2003), 3.

² Lim KiatBoey, An Introduction to Linguistic for The Language Teacher, (Singapura: Singapura University Press, 1975), 3.

³<http://www.oxforddictionaries.com/definition/english/language> accessed on december 2015 at 9 pm.

Word as a part of language has important rule in forming a language. People always use it to build a sentence, but they don't know where do actually those millions words come from. People as the user of language sometimes don't think about how a language is formed. There are millions words now used by people. Everytime people get more and more new words unless they know the way it happens. From some reasons above, we can conclude that language is a means to communicate in human's life.

Language itself consists of some parts, such as morphemes, words, sentences, etc. Each part has its own function and rule in forming a language. One language development is creating new words by using word formation mechanisms that can be used in our daily communication. Besides, word form has deep relation with meaning. The meaning of the new word form is influenced by the process of forming a word. This process is usually called word formation process. Word formation can be used both in written and spoken language. Because written and spoken language are different, it is assumed that the uses of word formation in written and spoken language are different too.

Morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they're used in sentences.⁴ Francis Katamba stated that Morphology is the study of word formation and word

⁴Rochele Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), 2.

structure.⁵ Word formation is the process of creating new word that is used in daily communication. The processes might be from the old words to the new uses without changing the meaning or it may create completely new words. Based on George Yule, there are some ways of creating new words, they are; Coinage, Compounding, Clipping, Blending, Borrowing, Backformation, Acronyms, Derivation (Prefix, Infix, Suffix) and Multiple processes.⁶

The phenomena of word formation occurred in some conversation of film. One of them is in film “The Adventures of Tintin” directed by Steven Spielberg. The phenomena found in the conversation such as “Hey, **bud**, how much for the boat?” ; Because I've sailed those waters **countless** times; “Yes! We also have an arrest warrant issued by both interpol and the FBI.” The words “bud”, “countless”, and “FBI” are the examples of word formation taken from the movie script of “**The Adventures of Tintin 2011.**”

The word “Bud” is categorized as Clipping. Clipping refers to the element of reduction that is noticeable in blending is even more apparent in the process. This occurs when a word of more than one syllable is reduced to a shorter form. The word “bud” is come “from “Buddy”. Next, the word “Countless” (from root “ count” + suffix –less) is categorized as derivation. Derivation is the word formation process in which a derivational affix attaches to the base form of a word to create a new word. Affixation is the process where free morphemes or roots are combined by the affixes to create new words. The affixes, which are put in the end of the word, are called

⁵ Francis Katamba, English Words (London & New York: Roudledge, 1994), 3.

⁶ George Yule, The Study of Language (United States: Cambridge University Press, 2006), 52-53.

suffixes (-ness, -ful, -less, -ism,-ish).and the last, the word “FBI” is categorized as acronym. Acronym are formed by taking the initial sounds (or letters) of the words of phrase and uniting them into a combination.The word FBI is stand for “Federal Bureau of Investigation.”

In this research, the researcher chooses “The Adventures of Tintin Movie” in analyzing the word formation. “The Adventures of Tintin” (also known as The Adventures of Tintin: The Secret of the Unicorn) is a 2011 3D motion capturecomputer-animated epic adventure film based on The Adventures of Tintin, the comics series by Belgian cartoonist Hergé. Directed by Steven Spielberg, produced by Peter Jackson, and written by Steven Moffat, Edgar Wright and Joe Cornish, the film is based on three of Hergé’s albums: The Crab with the Golden Claws (1941), The Secret of the Unicorn (1943), and Red Rackham's Treasure(1944). The cast includes Jamie Bell, Andy Serkis, Daniel Craig, Nick Frost and Simon Pegg.

Spielberg acquired rights to produce a film based on The Adventures of Tintin series following Hergé’s death in 1983, and re-optioned them in 2002. Filming was due to begin in October 2008 for a 2010 release, but release was delayed to 2011 afterUniversal opted out of producing the film with Paramount, who provided \$30 million on pre-production. Sony chose to co-produce the film. The delay resulted in Thomas Sangster, who had been originally cast as Tintin, departing from the project. Producer Peter Jackson, whose company Weta Digital provided the computer animation, intends to direct a sequel. Spielberg and Jackson also hope to co-direct a third film. The

world première took place on 22 October 2011 in Brussels. The film was released in the UK and other European countries on 26 October 2011, and in the USA on 21 December 2011, in Digital 3D and IMAX.

“The Adventures of Tintin” grossed over \$373 million, and received positive reviews from critics, being compared to Spielberg's previous work *Raiders of the Lost Ark*. It was the first non-Pixar animated film to win the Golden Globe Award for Best Animated Feature Film. Williams was nominated for an Academy Award for Best Original Score. It was nominated for six Saturn Awards, including Best Animated Film, Best Director for Spielberg and Best Music for Williams. It was also the highest grossing film to be released by Nickelodeon Movies until 19 October 2014, when Nickelodeon Movies' reboot of *Teenage Mutant Ninja Turtles* surpassed its worldwide gross.⁷

From this film the researcher found some morphological processes used on word formation in the conversation. The researcher wants to investigate the word formation by using this film as the main data of the study. From some reasons above, the researcher interested to make a study entitled “**A Morphological Analysis of Word Formation Process In Film Script “*The Adventures of Tintin.*”**”

B. Research Focus

⁷https://en.wikipedia.org/wiki/The_Adventures_of_Tintin_%28film%29 accessed on october 25,2015 at 10 am

In this research the researcher would like to focus the study in analyzing kinds of word formation process by using George Yule theory and to define the most frequent word formation process found in film script “*The Adventures of Tintin.*”

C. Statement of the Problems

Based on the background of the study, the researcher formulated the statement of the problems below:

1. What kinds of word formation process are used in film script “*The Adventures of Tintin*”?
2. Which word formation process is the most frequent used in film script “*The Adventures of Tintin*”?

D. Objectives of the Study

Concerning with statement of the problems, this study has some objectives described as follows:

1. To find out what are kinds of word formation process in film script “*The Adventures of Tintin*”?
2. To find out the most frequent word formation process used in film script “*The Adventures of Tintin*” ?

E. Significance of the Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significance

In this research, the writer expects that this study is able to contribute in English studies material, especially in giving description about word formation.

2. Practically significance

Practically, the result of the study is expected to give benefits for the researcher, and the other researchers, and readers:

a. Researcher

Through this study, the hopefully will add the researcher's knowledge in linguistic study, especially morphology subject.

b. Other Researchers

Through this study, the researcher hopefully that the other researchers can improve their knowledge and also this research can enriching reference the next research to be.

c. Readers

This study is expected to give a contribution to readers, particularly the students of English Department of STAIN PONOROGO, in enriching a reference of linguistic study, in order to they can follow the dynamic language and understand the forming process of new words.

F. Review of Related Literature

1. Linguistics

Linguistic is the scientific study of language. There are three aspects to this study, which include language form, language meaning, and language in context. The linguistics ingredients that language is made up of are arranged in accordance with a set of rules. This set of rules we call the grammar of a language.⁸

Linguistics is the scientific study of human language. There are many approaches to the study of language, emphasizing different scientific traditions and aspects of the subject. Two broad divisions are the following; theoretical linguistics which study of the structural properties of language and experimental and applied linguistics.⁹

The theoretical of linguistics that is concerned with the structure of language is divided into a number of subfields:

1.1 Phonetic

Phonetic is the general study of the characteristics of speech sounds.¹⁰ Phonetics is the study of production, transmission and reception of speech sounds.¹¹ According to Bruce Hayes, phonetics is primarily an experimental science, which studies speech sounds from three viewpoints; Production is how sounds are made in the

⁸Bas Aarts, *English Syntax and Argumentation*, (London: Macmilan Press Ltd, 1997), 3.

⁹http://www.mcgill.ca/files/linguistics/What_is_Linguistics.pdf, accessed on october 29 2015,at 10 am.

¹⁰George Yule, *The Study of Language*, 30.

¹¹Loreto Todd, *An introduction to Linguistics* (Singapore: Longman York Press, 1987),

human vocal tract. Acoustics is the study of the waveforms by which speech is transmitted through the atmosphere. Perception is how the incoming acoustic signal is processed to detect the sound sequence originally intended by the speaker.¹²

The science of phonetics attempts to describe all of the sounds used in language – the sounds that constitute a small but extremely important fraction of the totality of sounds that human beings are capable of producing.

The process by which we use our linguistic knowledge to produce a meaningful utterance is a very complicated one. It can be viewed as a chain of events starting with an “idea” or message in the brain of the speaker and ending with a similar message in the brain of the hearer. The message is put into a form that is dictated by the language we are speaking. It must then be transmitted by nerve signals to the organs of speech articulation, which produce the different physical sounds heard by the listener.

Speech sounds can be described at any stage in this chain of events. The study of the physical properties of the sounds themselves is called acoustic phonetics. The study of the way listeners perceive these sounds is called auditory phonetics. The study of how the vocal

¹² Bruce Hayes, *Introductory Phonology*, (United Kingdom: Wiley-Blackwell Publishing, 2009), 7.

tract produces the sounds of language is called articulatory phonetics.¹³

1.2 Phonology

Phonology is the study of what sounds a language has and how these sounds combine to form words.¹⁴ According to Charles W. Kreidler, phonology is the knowledge or the description how speech sounds are organized in a particular language, there are units called phonemes which combine in various possible ways to express meaningful units such as words.¹⁵

Phonology is concerned with this kind of linguistic knowledge. Phonological knowledge permits a speaker to produce sounds which form meaningful utterances to recognize a foreign “accent” to make up new words, to add the appropriate phonetic segments to form plurals and past tenses, to produce “aspirated” and “unaspirated” voiceless stops in the appropriate context, to know what is or is not a sound in one’s language, and to know that different phonetic strings may represent the same “meaningful unit.”¹⁶

¹³ Victoria Fromkin – Robert Rodman, *An Introduction to Language* 3rd Edition (New York: CBS Collage Publishing, 1983), 36-37.

¹⁴ John I. Saeed, *Semantics: Introducing Linguistics* 2nd Edition (Australia: Blackwell Publishing Ltd, 2003), 23.

¹⁵ Charles W. Kreidler, *Introducing English Semantics* (London & New York: Roudledge, 1998), 7.

¹⁶ Victoria Fromkin – Robert Rodman, *An Introduction to Language* 3rd Edition, 71.

1.3 Syntax

Syntax is the knowledge or the description of the classes of words, sometimes called part of speech, and of how members of these classes go together to form phrases and sentences. Syntax is the study of how words can be combined into sentences.¹⁷

Syntax is the part of grammar that represents a speaker's knowledge of sentences and their structures.¹⁸ In the syntactic structure of sentences, two distinct yet interrelated aspects must be distinguished. The first one is the function of elements as subject and direct object in a sentence. The second aspect concerns the organization of the units which constitute sentences.¹⁹

1.4 Semantic

Semantic is the study of the meanings of words and sentences. The basic task in semantics is as showing how people communicate meaning with pieces of language.²⁰ Semantics is mainly concerned with a speaker's competence to use the language system in producing meaningful utterances and processing (comprehending) utterances produced by others.²¹

¹⁷Charles W. Kreidler, *Introducing English Semantics*, 8.

¹⁸Victoria Fromkin, *An Introduction to Language* 10th Edition (Usa: Wadsworth Cengage Learning, 2014), 77.

¹⁹Robert D. Van Valin JR, *An Introduction to Syntax* (United Kingdom: Cambridge University Press, 2001), 21.

²⁰John I. Saeed, *Semantics: Introducing Linguistics* 2nd Edition, 25.

²¹Charles W. Kreidler, *Introducing English Semantics*, 18.

1.5 Pragmatic

Pragmatic is another branch of linguistics that is concerned with meaning. Pragmatics is focus on a person's ability to derive meanings from specific kinds of speech situations to recognize what the speaker is referring to, to relate new information to what has gone before, to interpret what is said from background knowledge about the speaker and the topic of discourse, and to infer or 'fill in' information that the speaker takes for granted and doesn't bother to say.

1.6 Morphology

The study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consist of two morpemes, morph + ology. The suffix-ology means "science of" or branch of knowledge concerning." Thus, the meaning of morphology is "the science of word forms."²² According to Loreto Todd, morphology is the study of morphemes, which are the smallest significant unit of grammar.²³ In addition, Francis Katamba stated that morphology is the study of word formation and word structure.²⁴ From these definitions above, we can conclude that "Morphology" is a branch of Linguistics that studies the word form, the forming

²²Victoria Fromkin, *An Introduction to Language*, 76.

²³ Loreto Todd, *An introduction to Linguistics*, (Singapura: Longman York Press, 1987),

²⁴ Francis Katamba, *English Words* (London & New York: Roudledge, 1994), 3.

process of word and also its changing in forms which creates the difference in function and meaning.

Morphology, Phonology, Phonemics and Syntax are related each other. However, based on the object of study each of them has different scope. The object of Phonology is sound, the object of Phonemics is Phoneme, the object of Syntax is sentence and the object of Morphology is called Morpheme.

1.6.1 Morpheme

Linguists define a morpheme as the smallest unit of language that has its own meaning.²⁵ Simple words like giraffe, wiggle, or yellow are morphemes, but so are prefixes like re- and pre- and suffixes like -ize and -er. There's far more to be said about morphemes – as you'll see in later chapters of this book – but for now we can use the term morpheme to help us come up with a more precise and coherent definition of word. Let us now define a word as one or more morphemes that can stand alone in a language. Words that consist of only one morpheme can be termed simple or simplex words such as giraffe, fraud, murmur, oops, just, pistachio. Words that are made up of more than one morpheme are called complex: such as opposition, intellectual, crystallize, prewash, repressive, blackboard.

²⁵Rochelle Lieber, *Introducing Morphology*. (New York :Cambridge University Press,2009),3-4.

Many linguists use the term word formation in this specific sense, but this usage can be confusing, as all of morphology is sometimes referred to in a larger sense as 'word formation'. Lexeme formation can do one of three things. It can change the part of speech (or category) of a word, for example, turning verbs into nouns or adjectives, or nouns into adjectives, as you can see in the examples in (3):

(3) Category-changing lexeme formation³

V → N: amuse → amusement

V → A: impress → impressive

N → A: monster → monstrous

Some rules of lexeme formation do not change category, but they do add substantial new meaning:

(4) Meaning-changing lexeme formation

A → A 'negative A' happy → unhappy

N → N 'place where N lives' orphan → orphanage

V → V 'repeat action' wash → rewash

And some rules of lexeme formation both change category and add substantial new meaning:

Both category and meaning-changing lexeme formation

V → A 'able to be Ved' wash → washable

N → V 'remove N from' louse → delouse

Morphologically complex words consist of a root and or more affixes. A root is a lexical content morpheme that cannot be analyzed into smaller parts. Some examples of english roots are paint in painter, read in reread and ceive in conceive. A root may not stand alone as a word (Paint does; ceive doesn't). In languages that have circumfixes, the root is the form around which the circumfix attaches. When a root morpheme is combined with an affix, it forms a stem, which may or may not be a word (painter is both a word and a stem; -ceive + er is only a stem).²⁶

A morpheme is “a minimal unit of meaning or grammatical function.”²⁷ The English word forms such as talks, talker, talked and talking must consist of one element talk, and a number of other elements such as -s, -er, -ed and -ing. Units of grammatical function include forms used to indicate past tense or plural, for example in the sentence “The police reopened the investigation”, the word reopened consists of three morphemes. One minimal unit of meaning is open, another minimal unit of meaning is re- (meaning “again”) and a minimal unit of grammatical function is -ed (indicating past tense). The word tourists also contains three morphemes. There is one minimal unit of meaning tour, another minimal unit of

²⁶ Victoria Fomkin, An introduction to language; Seventh edition, 80-81

²⁷ George Yule, pg.63

meaning -ist (marking “person who does something”), and a minimal unit of grammatical function -s (indicating plural).²⁸

Based on the explanation above, it concludes that morpheme is the smallest parts that construct words. Morpheme can be classified into two various, there are:²⁹ free morpheme and bound morpheme.

a. Free Morpheme

Free morphemes is one which can stand by themselves as single words, for example, open and tour.

Free morpheme is one which may stand alone in a language, without the requiring the presence of additional morpheme in order to be freely pronounceable as a word.

Thus, words made up of only one morpheme, such as walk, force, miss, are necessarily free morpheme.

Free morpheme fall into two categories. The first category is that set of ordinary nouns, adjectives and verbs that we think of as the words that carry the ‘content’ of the messages we convey. These free morphemes are called lexical morphemes and some examples are: girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow, break. We can add new lexical

²⁸George Yule, 67-68

²⁹Ibid, 63-64

morphemes to the language rather easily, so they are treated as an 'open' class of words.

Other types of free morphemes are called functional morphemes. Examples are and, but, when, because, on, near, above, in, the, that, it, them. This set consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a 'closed' class of words.³⁰

b. Bound Morpheme

Bound Morpheme is one which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as re-, -ist, -ed, -s. These forms were described as affixes. So, we can say that all affixes (prefixes and suffixes) in English are bound morphemes.

Bound morpheme can also be divided into two types. The first categories are derivational morphemes. We use these bound morphemes to make new words or to make words of a different grammatical category from the stem. For example, the addition of the derivational morpheme -ness changes the adjective good to the noun

³⁰George Yule, . 64

goodness. Thenoun care can become the adjectives careful or careless by the additionof the derivational morphemes -fulor -less. A list of derivational morphemeswill include suffixes such as the -ishin foolish, -lyin quickly, and the -mentinpayment. The list will also include prefixes such as re-, pre-, ex-, mis-, co-, un-,and many more.

The second set of bound morphemes contains what are called inflectional morphemes. These are not used to produce new words in the language, butrather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to showifaword is plural or singular, if it is past tense or not,and if it is a comparative or possessive form. English has only eight inflectionalmorphemes (or ‘inflections’), they are; /-s/ third person-singular present, /-ed/ past tense, /-ing/ progressive, /-en/ past participle, /-s/ plural, /-‘s/ possessive, /-er/ comparative, /-est/ superlative.³¹

1.6.2 Word Formation Process

George Yule defines ‘word formation processes (mechanisms)’ as “*The study of the processes whereby new*

³¹Ibid.,64

words come into being in a language.³²Processes are the processes of forming new words or terms from the use of the old words to the new uses. Yule told that word formation processes consist of Coinage, Borrowing, Compounding, Blending, Clipping, Back formation, Conversion, Acronyms, Derivation (Prefix, Infix, Suffix) and Multiple Processes. The explanation about those processes is written below:

a. Coinage

One of the least common processes of word formation in English is coinage. Coinage is the invention of totally new terms or words which can possibly come from the old to the new uses. The most typical sources are invented trade names for commercial products that become general terms (usually without capital letters) for any version of that product. Older examples are aspirin, nylon, vaseline and zipper; more recent examples are kleenex, teflon, tylenol and xerox. It may be that there is an obscure technical origin (e.g. te(tri)-fl(uor)-on) for some of these invented terms, but after their first coinage, they tend to become everyday words in the language.

New words based on the name of a person or a place are called eponyms. When we talked about a Hoover (or even a

³²George Yule. The Study of Language Education: Third Edition, (New York: Cambridge University Press. 2006. Pg. 62.

spangler), we were using an eponym. Other common eponyms are sandwich (from the eighteenth-century Earl of Sandwich who first insisted on having his bread and meat together while gambling) and jeans (from the Italian city of Genoa where the type of cloth was first made). Some eponyms are technical terms, based on the names of those who first discovered or invented things, such as fahrenheit (from the German, Gabriel Fahrenheit), volt (from the Italian, Alessandro Volta) and watt (from the Scot, James Watt).³³

b. Borrowing

Borrowing is one of the word formation processes to create new words by taking over the words from other languages. (Technically, it's more than just borrowing because English doesn't give them back.). Throughout its history, the English language has adopted a vast number of words from other languages, including croissant (French), dope (Dutch), lilac (Persian), piano (Italian), pretzel (German), sofa (Arabic), tattoo (Tahitian), tycoon (Japanese), yogurt (Turkish) and zebra (Bantu).

Other languages, of course, borrow terms from English, as in the Japanese use of *suupa* or

³³ Ibid., 53

suupaamaaketto(‘supermarket’) and taipuraitaa(‘typewriter’), Hungarians talking about sport, kluband futbal, or the French discussing problems of stress, over a glass of le whisky, during le weekend.³⁴

c. Compounding

Compounding is the process of combining two or more words together to produce a single form. Common English compounds are bookcase, doorknob, fingerprint, sunburn, textbook, wallpaper, wastebasket and waterbed. All these examples are nouns, but we can also create compound adjectives (good-looking, low-paid) and compounds of adjective (fast) plus noun (food) as in a fast-food restaurant or a full-time job.³⁵ In Indonesia, also have the compounding process on words like papan tulis (blackboard), lalu lintas (traffic), and kereta api (train).

d. Blending

The combination of two separate forms to produce a single new term is also present in the process called blending. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word.

³⁴Ibid., 54

³⁵Ibid., 54

Some examples that we can find in everyday talk are the terms ‘smog’ (smoke + fog), ‘gasohol’ (gasoline + alcohol), ‘motel’ (motor + hotel), ‘brunch’ (breakfast + lunch), ‘*telecast*’ (television/broadcast) and the Chunnel (Channel/tunnel).³⁶

e. Clipping

Clipping refers to the element of reduction that is noticeable in blending is even more apparent in the process. This occurs when a word of more than one syllable (facsimile) is reduced to a shorter form (fax). For instance the words like fax (facsimile), gas (gasoline), flu (influenza), lab (laboratorium), fan (fanatic), cab (cabriolet) and prof (professor), etc.³⁷

f. Backformation

A very specialized type of reduction process is known as backformation. Backformation is the process of forming a word in the different part of speech. Typically, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). Backformation is the process by which new words are formed by the deletion of a supposed affix from already existing word. A good example of backformation is the process whereby the noun

³⁶ibid., 55

³⁷ibid.,55

television first came into use and then the verb televise was created from it. Other examples of words created by this process are : donate (from ‘donation’), televise (from ‘television’), babysit (from ‘babysitter’), enthuse (from ‘enthusiasm’) and emote (from ‘emotion’).³⁸

g. Conversion

Conversion is a change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction). Other labels for this very common process are “category change” and “functional shift.” A number of nouns such as bottle, butter, chair and vacation have come to be used, through conversion, as verbs: We bottled the home-brew last night; Have you buttered the toast?; Someone has *to chair the meeting*; *They’re vacationing in Florida*. These conversions are readily accepted, but some examples, such as the noun impact being used

This conversion process can involve verbs and phrasal verbs becoming nouns, with guess, must, print out as the sources of a guess, a must, and a print out. Beside that, adjectives such as dirty, empty, and crazy, can become the verbs to dirty, to empty, or the noun to crazy.³⁹

³⁸Ibid.,56

³⁹Ibid.,56

h. Acronym

Acronyms are new words formed from the initial letters of a set of other words. Acronyms are formed by taking the initial sounds (or letters) of the words of phrase and uniting them into a combination. These new words can remain 'alphabetism' such as CD ("compact disk") or VCR ("video cassette recorder") where the pronunciation consists of the set of letters. More typically, acronyms are pronounced as new single words, as in NATO, NASA or UNESCO. These examples have kept their capital letters, but many acronyms lose their capitals to become everyday terms such as laser ('light amplification by stimulated emission of radiation'), radar ('radio detecting and ranging'), scuba ('self-contained underwater breathing apparatus') and zip ('zone improvement plan') code.

Names for organizations are often designed to have their acronym represent an appropriate term, as in 'mothers against drunk driving' (MADD) and 'women against rape' (WAR). Other examples, such as ATM ('automatic teller machine') and the required PIN ('personal identification number') also categorized as acronym.⁴⁰

⁴⁰Ibid.,57

i. Derivation

This is the most common word formation process to be found in production of new English words. It is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listings in dictionaries. These small “bits” are generally described as affixes. Some familiar examples are the elements un-, mis-, pre-, -ful, -less, -ish, -ism and -ness which appear in words like unhappy, misrepresent, prejudice, joyful, careless, boyish, terrorism and sadness. Affixation is the process where free morphemes or roots are combined by the affixes to create new words. There are three kinds of affixes which can be attached to the word:⁴¹

- The affixes, which are put in front of the word, are called prefixes. For example: un-, mis-, pre-, which appear in the words like unhappy, misrepresent, prejudice.
- The affixes, which are put in the end of the word, are called suffixes. For example: -ness, -ful, -less, -ism, -ish which appear in the words like sadness, joyful, careless, terrorism, and boyish.

⁴¹Ibid., 57-58

- The affixes which are put inside the word are called infixes. For example: hallebloodylujah! And Absogoddamlutely!

Derivation can occur when an affix (prefixes and suffixes) attach inside noun, verb, adjective, or adverb. Marcella Frank said that only nouns, verbs, adjectives and adverbs have derivational forms.⁴² Derivational forms consist chiefly of special ending that may:

- Change one part of speech to another. It is like a suffix that attached to a word that already exists (engage + ment=engagement, destroy+tion=destruction etc).
- Distinguish one part of speech from another (distance-noun,distant –adjective).

The process of derivation is large. So, in this research the researcher will analyse the derivation process by categorizing the affixes whether create a noun making, a verb making, an adjective making or an adverb making.

1. Verb

The word ‘verb’ comes from the Latin verbum meaning ‘word’. Verbs are doing, being or having

⁴² Marcella, Frank, Modern English a Practical Reference Guide. (USA: Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972), 15.

words. A verb needs a noun (or a pronoun) in front of it for it to make sense. For example: John waves.

Verbs are of two kinds, non-finite or finite. Non-finite means not complete. Non-finite verbs are not complete, because they do not have a subject, that is, the person or thing that does the action, or that the sentence is about. Non-finite verbs also do not show a sense of time, i.e. tense. Finite verbs have both a subject and a tense. For example: - I hope (present), - John hoped (past)

The most common and recognisable form of non-finite verb is the to-infinitive. For example: to drink, to be, to laugh...

2. Noun

The word 'noun' comes from Latin *nomen* meaning 'name'. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. There are four kinds of nouns.

- Common nouns

These are names of everyday things that we can see, hear or touch. For example: table, banana, volcano, song. We can put the word 'the' in front of them and

make sense, as in: **the** rope, **the** poison. If it does not make sense, the word cannot be a noun.

- Proper nouns

Proper nouns are the special names that we give to people, places and particular things like the days of the week, months of the year, or even the titles of books or TV shows. For example: Jason, Town Hall, China, French, The Wishing Chair.

- Collective nouns

These are names for groups of things, animals or people, which go together, or have something in common. For example: A number of people in a group singing is a choir. A number of cows in a group is a herd. If the group word is singular then the verb following.

- Abstract nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that you can see or touch.

- The idea may be of quality, for example: beauty, greed, intelligence

- The idea may be a state that is felt or suffered, for example: joy, misery, neglect.
- It may be the act of something, for example: duty, aggression.
- It may even be an event or happening, for example: conversation, pause.

3. Adjective

The word 'adjective' is from Latin *ad* + *jacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something, i.e. to qualify it. Adjectives formed from nouns and verbs.

- Adjectives can be formed from nouns to express the quality of the noun. For example: hope [noun], hopeful [adjective].
- Adjectives can also be formed from verbs. For example: to believe [verb], believable [adjective]

4. Adverb

An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective). Adverbs are best understood as being of two kinds, those that add to the meaning of a verb and those that add to the meaning of other parts of speech and other adverbs.

- Adverbs of place ('where' adverbs)

These tell us where the action of the verb does or does not happen. For example: here, somewhere.

- Adverbs of manner ('how' adverbs)

These tell us the way in which the action of the verb does or does not happen. For example: well, rudely.

- Interrogative adverbs ('question' adverbs)

These adverbs are the question words that apply to the verb in a sentence. For example: how, why, where.

- Comparative adverbs ('comparing' adverbs)

Adverbs of comparison follow a similar pattern to comparative adjectives while maintaining their function of modifying words. For example: fast, faster [comparing two], fastest [comparing more than two].

In the case of longer adverbs we use more and most – again to avoid clumsiness. What a colourful tie. This one's more colourful. But that one is most colourful.

- Irregular adverbs of comparison

These irregular forms cause difficulty for some students who use them wrongly and use an adjective instead (He did it good– or performed real bad).⁴³

j. Multiple Processes

Although we have concentrated on each of these word-formation processes in isolation, it is possible to trace the operation of more than one process at work in the creation of a particular word. For example, the term *deli* seems to have become a common American English expression via a process of first borrowing *delicatessen* (from German) and then clipping that borrowed form. Forms that begin as acronyms can also go through other processes, as in the use of *lase* as a verb, the result of backformation from *laser*. In the expression *waspish attitudes*, the acronym *WASP* (“white Anglo-Saxon Protestant”) has lost its capital letters and gained a suffix (-ish) in the derivation process.⁴⁴

2. FILM

2.1 Definition of Film

Film derives from the celluloid strip on which the images that make up motion pictures were originally captured, cut, and

⁴³Barbara Dykes, *Grammar for Everyone; Practical tools for learning and teaching grammar*. (Australia: ACER Press, 2007), 22-64

⁴⁴George Yule., 58-59

projected.⁴⁵ Analyzing film as a text is based upon the assumption that, over time, film apparatuses and the cultural convention that govern actions, objects and events within the film frame, have combined to create a structure in which there is something like a film grammar, syntax and vocabulary. Such film language involves the combination of the distinct technical practices of cinematography, acting, scripting, and editing, which has coalesced over time and in different cultural contexts to form the distinctive rules of specific cinemas.⁴⁶ Film and TV programs are polysemiotic; several channels, i.e. picture, dialog, music, and effects, contribute to the total communicative effect, whereas books are monosemiotic, putting all their faith in the printed word.⁴⁷

2.2 Types of Film

Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, a way to have fun. For some people, fun movies can mean movies that make them

⁴⁵ Richard M. Barsam, *Looking At Movies: An Introduction to Film* 3rd Edition (New York: W. W. Norton & Company, Inc, 2010), 60-61.

⁴⁶ Andrew Dewdney and Peter Ride, *The New Media Handbook* (Taylor and Francis e-Library, 2006), 41

⁴⁷ Trosborg, *Text Typology and Translation*, (Philadelphia: John Benjamin B.V, 1997), 309.

laugh, while for others it can mean movies that make them cry, or feel afraid.⁴⁸ There are some types of film.⁴⁹

- a. Action films usually include high energy, big budget physical stunts, possibly with rescues, fights, spectacular rhythm and pacing, and adventurous, often two-dimensional 'good-guy' heroes battling 'bad guys'-all designed for pure audience escapism.
- b. Adventure films are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre.
- c. Comedies are light-hearted plots designed to amuse and provoke laughter by exaggerating the situation, the language, action, relationship, and characters.
- d. Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life.
- e. Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction.

⁴⁸<http://simple.wikipedia.org/wiki/Movie> accessed on 20 March 2015. at 10 am

⁴⁹<http://www.filmsite.org/genres.html> accessed on Thursday, 18 April 2015 at 9 pm.

- f. Horror films are designed to frighten our hidden worst fears, often in a terrifying while captivating and entertaining us at the same time in a cathartic experience.
- g. Musical / dance films are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way.
- h. War film acknowledge the heartbreak of war, letting the combat fighting on land, sea, or in the air provide the primary plot from the action film.

Based on the statement above, the researcher concludes that the “The Adventures of Tintin” in this research is categorized as an adventure film. This movie tells about the adventures of Intrepid young reporter named Tintin and his loyal dog Snowy are thrust into a world of high adventure when they discover a ship carrying an explosive secret. The story revolves around young reporter Tintin, his dog Snowy, and his friend Captain Haddock, who discover a riddle left by Haddock's ancestor, the 17th century Sir Francis Haddock, which could lead them to the hidden treasure of the pirate Red Rackham. To unravel the riddle, Tintin and Haddock must obtain three identical models of Sir Francis's ship, the Unicorn, but they discover that criminals are also after these model ships and are willing to kill in order to obtain them.⁵⁰

⁵⁰https://en.wikipedia.org/wiki/The_Secret_of_the_Unicorn accessed on november 2015 at 11 am.

G. Previous Research Finding

There have been several researchers who conducted their research on morphology. There are some previous research findings found by the researcher. First, Journal of the students of Padang State University, Melisa Nofa Nanda, Rusdi Noor Rosa, Havid Ardi entitled “An Analysis Of Word Formation Used In Twilight Novel By Stephenie Meyer And Twilight Movie Script Written By Melissa Rosenber.” This study focussed on analysed the different word formation process between Twilight Novel And Twilight Movie Script by using O’Grady (1997) theory.⁵¹

Second, Nurrahmi Hidayati (2008) studied “*A Morphological study on word formation of ERP Software Terms in www.wiley.com*”. She used qualitative research and she found there types of word formation namely affixation, non affixation and compounding by using Plag theory.

Third, a study entitled “Word Formation Process In Outdoor Advertisement” by Desita Anggraeni from Faculty of Humanity of Diponegoro University. She analyzes the data by using Hatch & Brown (1995), Katamba (1993), dan O’Grady (1996) theories. This study analysis the data by using the word in billboard advertisement in Semarang. The result shown that Compounding was the most frequently word formation process used in billboard advertisement in Semarang .⁵²

⁵¹Melisa Nofa Nanda, Rusdi Noor Rosa, Havid Ardi Thesis, An Analysis Of Word Formation Used In Twilight Novel By Stephenie Meyer And Twilight Movie Script Written By Melissa Rosenberg, English Language and Literature E-Journal, Universitas Negeri Padang.

⁵²Desita Anggraeni Thesis, Word Formation Process In Outdoor Advertisement; A Case Study of Billboard Installed in Semarang. Faculty of Humanity, Diponegoro University Press, 2011.

Those three studies have similarities in analyzing the same area of linguistics study, morphology which focussed on word formation process. However, the difference aspects from the previous researches are the subjects and theories used. Melisa Nofa Nanda, Rusdi Noor Rosa, Havid Ardi analysed word formation between “Twilight” in novel and “Twilight” in movie script, Desita Anggraeni used outdoor advertisement as the subject of the study, Nurrahmi Hidayati studied “A Morphological study on word formation of ERP Software Terms in www.wiley.com” while, this research investigates the word formation process taken from film script “The Adventures of Tintin.”

The different theories also occurred among the researchers. Nurrahmi Hidayati analysed types of word formation of ERP the software term by using Plag theory, Melisa Nofa Nanda, Rusdi Noor Rosa, Havid Ardi used O’Grady and Desita Anggraeni used Hatch & Brown (1995), Katamba (1993), and O’Grady (1996) theories in their study, while this research uses George Yule theory to analyze kinds of word formation process.

H. Theoretical Framework

Morphology is a sub discipline study from linguistics that concerns with the process of words formation. Word as a part of language has important rule in forming a language. The processes might be from the old words to the new uses without change the meaning or it may create completely new words. If there is a new thing and the language community has no word for it, there are several options to create a new one.

This study uses the theory of word formation according to George Yule (2006) in *The Study of Language*. Based on Yule's theory, there are some ways of creating new words; they are coinage, compounding, clipping, blending, acronym, borrowing, conversion, back formation, derivation (prefixes, infixes, suffixes and multiple processes). The creation of new word formation depends on the creativity that language users have chosen. People as the users of language sometimes do not think about how a language is formed. In this research, the researcher discusses about language which it has variations in words. The theory of word formation according to George Yule is chosen because it is useful to analyze the data to find types of word formation and the most frequent process which is used by the entire utterances in film script "The Adventures of Tintin."

I. Research Methodology

a. Research Design

This research applies descriptive qualitative design. The descriptive qualitative design does not intend to find a new theory but to find a new evidence to prove the theory. Qualitative is descriptive that data collected take the form of words or pictures rather than numbers.⁵³ Qualitative research is a naturalistic, interpretative approach concerned with

⁵³ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theories and Methods*, (Boston: Pearson, 2007), 28.

understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values etc.) within their social world.⁵⁴

The purpose of qualitative research is to understand something specifically, not always looking for the cause and effect of something and to deepen comprehension about something that studied.⁵⁵ Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.⁵⁶ Qualitative research deals with the data in the form of words or pictures rather than statistical and numerical data. The researcher is not able to find the variable in this kind of research. Qualitative research just focused to the depth understanding the thing and describing the thing which is in the form of words or pictures.

A simplistic explanation of qualitative techniques might lead researchers to believe in the adequacy of any procedure resulting in nominal rather than numerical sorts of data.⁵⁷ The researcher doesn't not conduct research only to a mass data. The purpose of research is to discover answers to questions through the application of systematic procedures.

⁵⁴ Jane Ritchie, Jane Lewis, *Qualitative Research Practice: A Guide For Social Science Students and Researchers* (London: SAGE Publications, 2003), 3.

⁵⁵ Lexy J. Moloeng, *Metedologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2009, 31.

⁵⁶ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education* (United States of America: Wadsworth, Cengage Learning, 2010), 29.

⁵⁷ Bruce L. Berg, *Qualitative Research Methods for Social Sciences* (Long Beach: California State University, 2001), 6.

In conducting this research, the researcher took descriptive qualitative research. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.⁵⁸ Descriptive analysis refers to unpacking the content and nature of a particular phenomenon or theme.⁵⁹ The main task is to display data in a way that is conceptually pure, makes distinctions that are meaningful and provides content that is illuminating.

From the explanation above, the researcher used descriptive qualitative design on her research because the word formation here has general form and the more specific form of word formation are coinage, compounding, clipping, blending, acronym, conversion, backformation, derivation and multiple processes. The researcher uses this method to describe the linguistics phenomena found in the movie. Furthermore, the utterances were analyzed descriptively to be described and explained in detail phenomena based on word formation process theory.

⁵⁸C.R Khotari, *Research Methodology: Method and Technique*, (New Delhi: New Age International (p) Ltd., Publishers,2004). 31.

⁵⁹Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (London: British Library,2003),237.

b. Data Sources

According to SuharsimiArikunto,” Data source is subject where the data come from”.⁶⁰ To get description about situation of problem and to make decision and to solve the problems, the data sources are needed in conducting research. Based on types of data, there are two types of data; Primary and secondary. The methods of collecting primary and secondary data differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation. We describe the different methods of data collection, with the pros and cons of each method.⁶¹

1. Primary source

Primary data are those which are collected a fresh and for for the first time,and thus happen to be original in character. In educational research, it means the description of an investigation by the researchers themselves or description of the theory by its discoverer. The resources contain complete, detailed, and technical research report text or theory. In this research, the primary data source is the result of the analysis. There are 578 words of word formation processes which consists of process of coinage words 2, process of compounding words 200, process of clipping words 9, process of blending words 10, process of acronym words 20, process of

⁶⁰SuharsimiArikunto, *ProsedurPenelitian*, (Jakarta: RinekaCipta, 2013), 172.

⁶¹C.R. Kothari, *Research Methodology : Methods and Techniques* (New Delhi:New AgeInternational(P) Ltd,2004),95

borrowing words 138, process of conversion words 19, process of backformation words 26, the process of derivation words 154, and Multiple processes word 0 were found in documentation transcript of film “The Adventures of Tintin.”

2. Secondary source

Secondary source are materials which written and published by authors who does not directly observe or participate in the fact that they describe or not invent the theory. This resource contains the result of the synthesis of materials that are derived from primary sources, both empirically and theoretically. The secondary data sources of this research related to the film are books, dictionaries, essays, journals, and all printer matters, and sources from internet related to the study about the word formation processes in film’s script “The Adventures of Tintin.”

c. Technique of data collecting

Data refers to the rough materials researchers collect from the world they are studying; data are the particulars from the basic analysis. data include material the people doing the study actively record, such as interview transcripts and participant observation fieldnotes. Data also include what others have created and researcher finds, such as

diaries, photographs, official documents, and newspaper articles.⁶² In this research, the researcher uses documentation in collecting the data. Therefore, this technique is suitable in order to get and collect the data from film “The Adventures of Tintin.”

Basrowi points out that “*documentation is a way of collecting data that produce important records related to the problem under study, so that it will obtain complete data, legitimate, and not based on estimates*”. Guba and Lincoln defined that “*document is any material written or compiled movie person or institution for the purposes of testing an event*”.⁶³

Based on the statement above, the researcher uses the film transcription of “The Adventures of Tintin” in collecting the data of her study.”

d. Technique of data analyzing

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁶⁴ According to Donald Ary, “*Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, audio recordings, video data,*

⁶²Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods* fifth edition (United States of America : Pearson International Edition, 2007), 117. pearson education, Inc

⁶³Basrowi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 158-159.

⁶⁴ Robert C. Bogdan, Sari Knopp Biklen, *Qualitative Research for Education, An Introduction to Theory and Methods*, (United States: Library Congress Publication, 1992), 153.

reflections, or information from documents, all of which must be examined and interpreted.⁶⁵ From the explanation above, we can conclude that data analysis was conducted when the researcher collected data while the data analysis can be conducted when the researcher completes the process of collecting data.

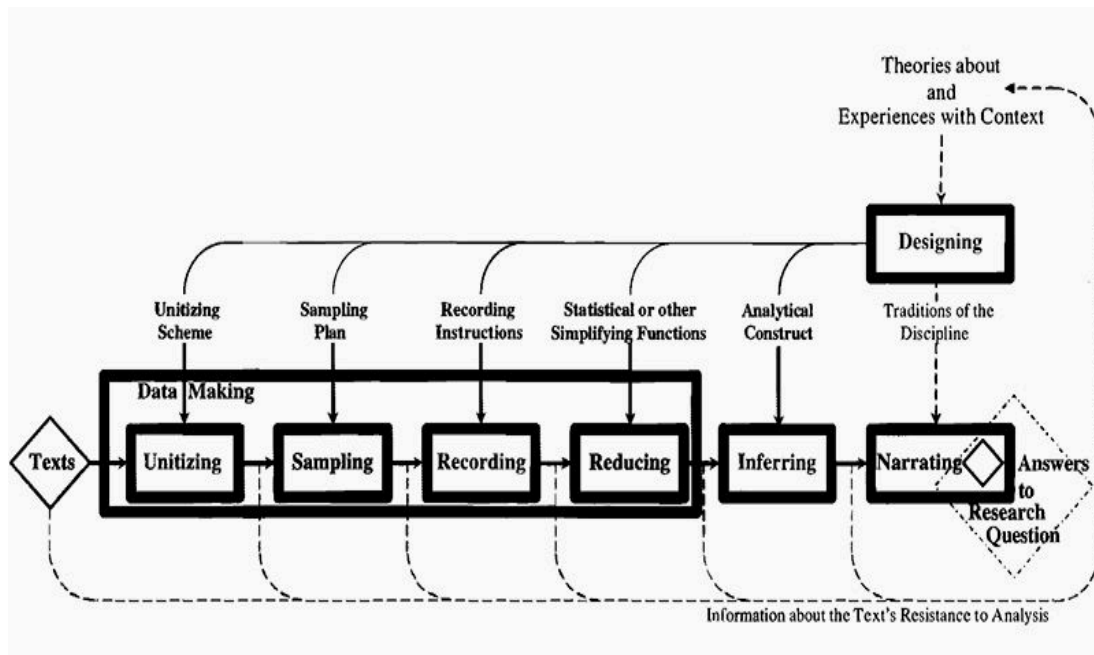
In this research, the researcher uses content analysis since this study tries to analyze and identify data of word formation in film script. Content analysis is a quantify oriented technique by which standardized measurements are applied to metrically defined units and these are used to characterize and compare documents.⁶⁶ Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analyst to make inferences about the characteristics and meaning of written and other recorded.⁶⁷ This study analyzed on using content analysis because the researcher analyzed the context of film script “The Adventures of Tintin” utterances. It tries to classify data uses word formation theory according to George Yule. This following picture is the framework for content analysis taken from the concept by Klaus Krippendorff (2004:30).⁶⁸

⁶⁵Donald Ari dkk, Introduction to research in Education, 481.

⁶⁶Norman and Yvona.1994.Handbook Of Qualitative Research, USA: Sage Publications, Pg.464

⁶⁷ Eleanor Chelimsky, Content Analysis: A Methodology for Structuring and Analyzing Written Material, (Washington: United States General Accounting Office, 1989),6.

⁶⁸K. Krippendorff , “Content Analysis: An introduction to Its Methodology”, (Sage Publication Inc: London,2004).



The stages of data analysis applied in this research are presented below:

1. Reading and observing the dialogue from the film script “The Adventures of Tintin”
2. Watching the movie, trying to understand, finding any important details that supported this research and looking for all of utterances.
3. Collecting the data by classifying it into types of word formation process by using George Yule theory, the researcher defines whether the utterances in the film script are categorized into coinage, compounding, clipping, blending, acronym, borrowing, conversion, backformation or derivation.
4. Examining each category in detail and consider if it fitted and its relevance

5. Reviewing all of the categories and ascertaining whether some categories could be merged or matched according to their categories or not, or if some needed to them be sub-categorized as the data to be analyzed.

J. Organization of the Thesis

This research report will be organized in four chapters that interact one each other:

CHAPTER I Introduction

This chapter introduces the whole of the research content that involves: background of the study, research focus, statement of the problems, objectives of the study, significance of the study, objective of the study, review of related literature, previous research, theoretical framework, research methodology and organization of the thesis

CHAPTER II Kinds of Word Formation Process in Film Script “The AdventuresOf Tintin”

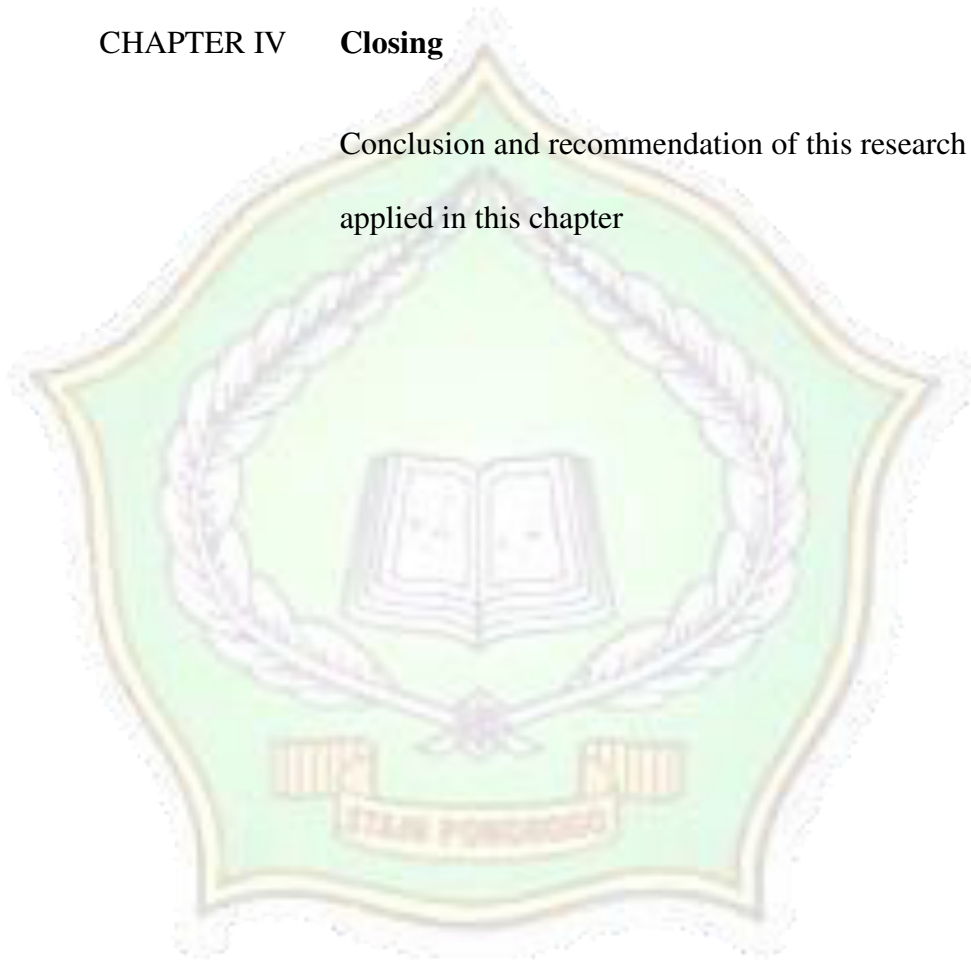
This chapter explains the analysis process in identifying kinds of word formation processthat is used in this movie by using George Yule theory

**CHAPTER III The Most Frequent of Word Formation Process
in Film Script “*The Adventures of Tintin*”**

This chapter explains the percentage of each kind of word formation process found in “The Adventures of Tintin” movie.

CHAPTER IV Closing

Conclusion and recommendation of this research are applied in this chapter



CHAPTER II
KINDS OF WORD FORMATION PROCESS
IN FILM SCRIPT
“ THE ADVENTURES OF TINTIN”

In this chapter, the researcher describes mainly the findings of her study and analyzes of the analysis based on the first statement of the problems which the researcher will use George Yule theory to define kinds of the word formation process found in film script “*The Adventures of Tintin*”

Based on George Yule theory, there are 10 kinds of word formation processes; they are Coinage, Compounding, Clipping, Blending, Acronym, Borrowing, Conversion, Backformation, Derivation and Multiple Processes. But, only 9 kinds of word formation processes were found by the researcher in film script “*The Adventures of Tintin*.”

A. Research Findings

Kinds of word formation process found in film script “*The Adventures of Tintin*” are presented on the table below.

2.1 Kinds of word formation process in film script “*The Adventures of Tintin*”

No.	Kinds of Word Formation Process	Word used in the text	Frequency	Number of dialogues
1.	Coinage	(1).Sandwich, (2).Jumbo	2	(1).442,(2).445
2.	Compounding	(1).Newspaper,(2).Longtime,(3).Runoff,(4).Oceanfloor,(5).Starboard,(6).Anywhere,(7).Pickup,(8).Goodevening,(9).Somewhere,(10).Ridoff,(11).Longboat,(12).Get off,(13).Bloodline,(14).Noonday,(15).Get out,(16).Good boy,(17).Without,(18).Cheer sup,(19).Something,(20).Living room,(21).Go up,(22).Anything,(23).Put on,(24).Figure out,(25).Sour faced,(26).Two timing,(27).Po-faced,(28).Nothing,(29).Another,(30).a long way,(31).Shipwreck,(32).Someone,(33).Granddaddy,(34).Eyelids,(35).Anybody,(36).Good night,(37).A card game,(38).Hurry-up,(39).Hard times,(40).Anyway,(41).Comeback,(42).Somebody,(43).Lifeboat,(44).Holiday,(45).Nobody,(46).Hang on,(47).Everything,(48).Radio room,(49).Get up,(50).Bad luck,(51).Halfprice,(52).Get down,(53).Stay down,(54).Good day,(55).Bowler hats,(56).Bump off,(57).Good fortune,(58).Awee	200	(1).4,1172(twice),(2).1123,(3).14,(4).1068,(5).699,699,699,1070,1110(5Times),(6).886,1018(twice),(7).1029,(8).1053,(9).1067,(10).46,(11).371,(12).323,96(twice),(13).404,(14).175,418(twice),(15).46,498(twice),(16).118,172(twice),(17).301,708(twice),(18).470,(19).9,86,104,212,213,300,756,1031,1033,1037,1059(11Times),(20).131,581(twice),(21).414,(22).15,219,447,532,532,965(6times),(23).131,(24).1043,(25).999,(26).1004,(27).1064,(28).16,382,413,456(4times),(29).31,140,318,672,866,866,1022(7times),(30).383,(31).391,(32).141,425,780(3Times),(33).396,(34).430,431(twice),(35).51,(36).162,(37).432,(38).448,657(twice),(39).65,(40).186,(41).860,(42).403,(43).451,485(twice),(44).1009,(45).357,1011,1012,1097(4Times),(46).372,112,700,708,1982(5Times),(47).65,402,757,807,808,1095(6times),(48).59,460(twice),(49).511,927,927(3times),(50).66,(51).222,225(twice),(52).497,497,648,1075(4times),(53).501,(54).70,(55).222,225(twice),(56).347,(57).1164,(58).1163,(59).1171,(60)

	<p>tipple,(59).Old life,(60).A young man,(61).Top agent,(62).Babyfaced,(63).Landlubbers,(64).Dressing room,(65). Good lord,(66).A wee boy,(67).Grandfather,(68)Walled-up,(69).Anyone,(70).Pipsquawk,(71).Everybody,(72).A sugary name,(73).Trick up,(74).Puts down,(75).Gunpowder,(76).Magnifying glass,(77).Downstairs,(78).Gentlemen,(79).Good gracious,(80).Ill-fated,(81). Good heavens,(82).Lightfingered,(83).Run away,(84).Come on,(85).Pickpocket,(86).Keep up,(87).Goodheavens,(88).Kleptomaniac,(89).A bad person,(90).Calm down,(91). A naval man,(92).Steady on,(93). Sour faced,(94).Pulled off,(95). Bedtime,(96).Upshot,(97).Come in,(98).Good grief,(99).Abag-snatching,(100).Purse-pilfering,(101).Wallet lifting,(102).Sidekick,(103). Bad news,(104).Good news,(105).take off,(106).Finishoff,(107).Freshwater,(108).A wee fire,(109).Halfway,(110).Fresh water,(111).Portside,(112).Figurehead,(113).Run out,(114).Give-up,(115).Onboard,(116).a</p>	<p>).71,(61).206(twice),(62).348,(63).544,(64).918,(65).1080,(66).1120,(67).1141,(68).1141,(69).196,461(twice),(70).540,(71).72,798(twice),(72).354,(73).833,(74).840,(75).844,(76).76,(77).230,(78).58,243,1061(3times),(79).552,(80).90,(81).232,(82).234,(83).558,(84).260,255,457,707,847,962,969,1080(8times),(85).235,245,257,559,560,574,575,589(8times),(86).230,(87).584,(88).579,(89).578,(90).709,(91).779,(92).210,(93).354,(94).561,(95).181,(96).898,(97).566,(98).570,(99).577,(100).577,(101).577,(102).591,(103).651,(104).652,(105).657,(106).669,(107).650,(108).618,(109).630,(110).611,(111).744,(112).635,(113).704,705(twice),(114).822,(115).815,(116).896,(117).210,(118).200,(119).324,561(twice)</p>
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		long story,(117).Paperwork,(118).Doorstep,(119).Inside		
3.	Clipping	(1).Van,(2).Plane,(3).Lad,(4).Bud,(5).Gent	9	(1).274,(2).682,778,779,898(4times),(3).444,745(twice),(4).37,(5).38
4.	Blending	(1).Gonna,(2).Ain't,(3).Interpol,(4). Gotcha	10	(1).194,386,641(3times),(2).338,(3).206,209,1044,1062(4times),(4).986,991 (twice)
5.	Acronym	(1)Mr.,(2)Mrs.,(3).FBI,(4).TNT,(5)St.	20	(1).151,187,313,313,428,438,440,548,553,553,741,746,1071,1106,1117(15times), (2).191,200(twice),(3).1062,(4).326,(5).1144
6.	Borrowing	(1).Whiskey,(2).Alcohol,(3).Magazine,(4)Sheikh,(5).Police,(6).Radio,(7).Sultanate,(8).Insane,(9)Evidence,(10).Sir,(11).Idiot,(12).Check,(13).Assassin,(14)Sahara,(15).Company(16).Jewel,(17).Music,(18).Boss,(19).Cacao,(20)Captain,(21).Ambulance,(22)Miles,(23).Pound,(24).Master,(25)Jacket	138	(1).361,(2).681,956(twice),(3).843,(4).474,517(twice),(5).211,550,550(3times),(6).1039,1040(twice),(7).473,(8).800,(9).232,226,228(3times),(10).24,90,95,102,139,146,155,156,158,162,256,319,376,404,420,533,558,564,558,564,633,736,746,766,788,789,789,812,829,832,829,832,872,1053,1083,1115,1121,1129,1115,1175(40times),(11).324,503,503,967,1059(5times),(12).407,766(twice),(13).349,354(twice),(14).761,(15).174,(16).824,(17).475,(18).308,456,467,504,506,510,1048(7times),(19).188,189(twice),(20).24,64,383,448,461,497,520,536,615,622,624,648,651,655,669,676,680,687,688,689,690,695,706,709,713,719,727,734,741,752,756,759,762,755,775,777,787,794,806,851,862,892,933,938,950,979,1007,1038,1111,1124,1135,1138,1148(53times),(21).201,(22).244,681

				(twice),(23).33,(24).541,576 (twice),(25).561
7.	Conversion	(1).Look,(2).Flat,(3).Lead,(4).Help,(5).Flare,(6).Hold,(7).Fight,(8).Face,(9).Visit,(10).Guard,(11).Board,(12).Curse,(13).Drink,(14).Stand	19	(1).105,546(twice),(2).181,(3).209,658(twice),(4).301,(5).496,(6).731,(7).735,802,803(3times),(8).860,(9).917,(10).926,(11).1087,(12).863,863(twice),(13).1093,(14).598
8.	Backformation	(1).Aware,(2).Sail,(3).Discover,(4).Follow,(5).Make,(6).Fail,(7).Kill,(8).Presume,(9).Cause,(10).Expect,(11).Suppose,(12).Run,(13).Move,(14).Catch,(15).Keep,(16).Try,(17).Pray,(18).Exhibit,(19).Insist,(20).Resist,(21).Work,(22).Secure,(23).Lose,(24).Exploits,(25).Suspect,(26).Form	26	(1).63,(2).91,(3).103,(4).124,(5).139,(6).147,(7)196,(8).245,(9).141,(10).244,(11).248,(12).279,(13).332,(14).343,(15).365,(16).365,(17).470,(18).522,(19).567,(20).582,(21).634,(22).746,(23).964,(24).635,(25).785,(26).1103
9.	Derivation			
	- Verb Making	(1).Unload,(2).Discover,(3).Disguise,(4).Reclaim,(5).Returned,(6).Imagine,(7).Realise	10	(1).739,(2).101,103,531,1090(4times),(3).894,(4).813,(5).95,(6).575,(7).43
	- Adjective Making	(1).Beautiful,(2).Careful,(3).Useful,(4).Asleep,(5).Wonderful,(6).Successful,(7).Hopeless,(8).Clueless,(9).typical,(10).Restless,(11).Identical,(12).Harmless,(13).Countless,(14).Ruinous,(15).Delirious,(16).Miserable,(17).Valuable,(18).Industrial,(19).Surgical,(20).Medicinal,(21).Medical,(22).Irrational,(23).Childish,(24).Passionate,(25).Unfinished,(26).Unarmed,(27).Alike,(28).Alive,(29).Asleep,(30).Acute,(31).Lovely,(32).Lively,(33).Handy,(34).Lucky,(35).Familiar,(36).Tricky,(37).Funny,(38).Worthy,(39).Selfish,(40).typical,(41).Identical,(42).Extraordinary,(43).Resourceful,(44).Unquen	57	(1).721,(2).36,430,462,574(4times),(3).302,(4).437,543(twice),(5).49,50,671(3Times),(6).1053,(7).378,629,1027(3times),(8).208,(9).544,(10).430,(11).137,(12).583,(13).1152,(14).92,(15).771,(16).631,(17).815,(18).238,(19).676,(20).676,(21).936,(22).67,(23).241,(24).916,(25).384,1084(twice),(26).835,(27).139,(28).505,765(twice),(29).437,543(twice),(30).771,(31).190,(32).745,(33).439,(34).659,(35).2111,604(3times),(36).386,(37).1171,(38).1115,(39).628,(40).544,(41).137,(42).220,(43).239,(44).1179

		chable		
	- Noun Making	(1).Reporter,(2).Gunner,(3). Hunter,(4).Shooter,(5).Quitter,(6).Picker,(7).Keeper,(8). Delivery,(9).Sleeper,(10).Miserer,(11).Information,(12).Prisoner,(13).Likeness,(14).Permission,(15).Commander,(16).Consciousness,(17).Officer,(18).Business,(19).Handful,(20).Generations,(21)Location,(22).Attention,(23)Collection,(24)Action,(25).Distortion,(26).Ignition,(27).Dehydration,(28)Congratulation,(29).Concussion,(30).Historians,(31).Politicians,(32). Behaviour,(33).Frequency,(34).Emergency,(35).Legacy,(36).Professionals,(37).Criminal,(38).Signal,(39)Visitor,(40).Survivor,(41).Razor,(42).Bowler,(43)Malingers,(44).Sailors,(45).Journalis,(46).Realist,(47).Loser,(48). Seamanship,(49)Traders,(50).Failure,(51).Inheritance,(52).Psychologist	63	(1).5,(2).738,(3).813,(4).335,(5).1022,(6).899,(7).429,(8).272,(9).430,(10).639,(11).1042,(12).572,(13).9,(14).1087,(15).541,(16).213,(17).550,550(twice),(18).384,1084(twice),(19).456,(20).67,395,395(3times),(21).878,1104(twice),(22).74,(23).518,571(twice),(24).468,(25).520,(26).658,(27).771,(28).762,1061(twice),(29).785,(30).101,(31).630,(32).67,(33).1040,(34).936,(35).533,(36).265,(37).576,(38).1029,1037,1043(3times),(39).187,774(twice),(40).94,(41).439,(42).222,(43).649,(44).732,(45).5,(46).1021,(47).1027,(48).539,(49).649,(50).147,1033,(51).1115,(52).587
	- Adverb Making	(1).Nearly,(2).Hardly,(3).Occasionally,(4).Positively,(5). Gently,(6).Actually,(7).Childishly,(8).Recently,(9).Absolutely,(10).Rightfully,(11).Possibly,(12)Quietly,(13).Exactly,(14).Barely,(15).Quickly,(16).Terribly,(17).Easily,(18).Completely,(19).Simply	24	(1).1,559(twice),(2).223,(3).3,(4).227,(5).34,(6).589,(7).240,(8).62,(9).509,(10).1095,(11).78,(12).599,(13).139,302(twice),(14).730,(15).340,1110,1110(3times),(16).758,(17).163,(18).208,782(twice),(19).241
10.	Multiple Processes	-	-	-

According to the data above, there are 10 kinds of word formation process based on George Yule; they are Coinage, Compounding, Clipping,

Blending, Acronym, Borrowing, Conversion, Backformation, Derivation and Multiple Processes. The researcher found 578 words of word formation processes that consisted of coinage words 2, process of compounding words 200, process of clipping words 9, process of blending words 10, process of acronym words 20, process of borrowing words 138, process of conversion words 19, process of backformation words 26, the process of derivation words 154 (verb making 10, adjective making 57, noun making 63, adverb making 24), and the last, Multiple processes aren't found in "*The Adventures of Tintin*" movie script.

B. Research Discussions

The analysis of word formation process found in film script "*The Adventures of Tintin*" are coinage, compounding, clipping, blending, acronym, borrowing, conversion, backformation, and derivation (verb making, adjective making, noun making, adverb making) as follow:

1. Coinage

Coinage is the invention of totally new terms or words which can possibly come from the old to the new uses. The most typical sources are invented trade names for commercial products that become general terms (usually without capital letters) for any version of that product. In analyzing the word formation processes in film script "*The Adventures of Tintin*", the researcher found 2 words of coinage process below:

- a. **Sandwich** {(443). 00:35:58,073 --> 00:35:59,657“Not the *sandwich*”}

The word “Sandwich” in the film script above means an item of food consisting of two pieces of bread with meat, cheese, or other filling between them, eaten as a light meal. The word “Sandwich” is categorized as coinage because it is include of the type of coinage “**Eponyms**” which new words based on the name of a person or a place.

This food was named after John Montagu, the Fourth Earl of Sandwich (1718 - 1792). Legend says that he was too busy gambling one night to stop for a meal and ordered a waiter to bring him roast beef between two slices of bread, allowing him to continue his gambling without leaving the table. The bread kept his fingers from getting greasy while he was playing cards.

- b. **Jumbo** {(455). 00:36:54,504 --> 00:36:55,838“Any sign of him, *Jumbo?*”}

The word Jumbo” also categorizing as coinage ‘Eponym’ which means "large." The word jumbo is probably "umjumba" Bantu for elephant. Jumbo (1865 - 1885) was the largest elephant in captivity and was part of the Barnum and Bailey circus. Jumbo died when he was hit by train. He is the mascot of Tufts University, where his stuffed hide is on display (really - take a look.

2. Compounding

Compounding is the process of combining two or more words together to produce a single form. The researcher found some compounding words process below:

- a. **Newspaper** {(4). 00:04:11,543 --> 00:04:14,295 “Of course! I've seen you in the newspaper”}

The word “Newspaper” derives from Noun + Noun. “*Newspaper*” means a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, feature articles, advertisements, and correspondence.

○ News (Noun) + Paper (Noun) → Newspaper (Noun)

- b. **Gentleman** {(58). 00:07:36,623 --> 00:07:39,500 “I'm sorry. I already explained to the other gentleman”}

The word “Gentleman” derives from Adjective + Noun. “Gentleman” means a man who is polite and behaves well towards other people, especially women.

○ Gentle (Adjective) + Man (Noun) → Gentleman (Noun)

- c. **Bedtime** {(187). 00:19:06,395 --> 00:19:11,316 “and Mr. Tintin is most particular about not admitting visitors after bedtime”}

“Bedtime” derives from Noun + Noun. “Bed time” is the usual time when someone goes to bed.

○ Bed (Noun) + Time (Noun) → Bedtime (Noun)

- d. Top agents** {(206). 00:20:45,453 --> 00:20:47,913 “He was one of the top agents *at Interpol,*”}

“Top agents” derive from Noun + Noun. “Top agents” are the people who expert in doing their job secretly for the government or other organization. Ending –s here indicating plural form..

○ Top (Noun) + Agent (Noun) + -s → Top Agents (Noun)

- e. Paperwork** {(210). 00:20:54,587 --> 00:20:57,172 “Steady on, Tintin.- We're still filling out the paperwork”}

The word “Paperwork” derives from Noun + Noun. “Paperwork” means the part of a job which involves writing letters and reports and keeping records.

○ Paper (Noun) + Work (Noun) → Paperwork (Noun)

- f. Pickpocket** { (257). 00:23:00,129 --> 00:23:03,715 “The pickpocket, Tintin! *He's getting away!*”}

“Pickpocket” derives from Verb + Noun. “Pickpocket” means a person who steals from other people's pockets.

○ Pick (Verb) + Pocket (Noun) → Pickpocket (Noun)

- g. Bloodline** {(404). 00:33:30,217 --> 00:33:33,469 “ Sir Francis had three sons. All but my **bloodline failed**”}

The word “Bloodline” derives from Noun + Noun. “Bloodline” means a set of ancestors or line of descent of a person.

○ Blood (Noun) + Line (Noun) → Bloodline (Noun)

- h. Halfway** {(630). 00:48:41,377 --> 00:48:43,336 “ ...while Sakharine and his men are halfway to Bagghar”}

The word “Halfway” derives from Noun +Noun. “Halfway” means in the middle of something, or at a place which is equally far from two other places.

- Half (Noun) + Way (Noun) → Halfway (Noun)

- i. Holiday** {(1009). 01:25:22,451 --> 01:25:25,411 “- You said you wanted a holiday. - Quite“}

The word “Holiday” derives from Adjective + Noun. “Holiday” means an official day when you do not have to go to work or school.

- Holy (Adjective) + Day (Noun) → Holiday (Noun)

- j. Grandfather** {(1141). 01:37:08,740 --> 01:37:11,408 “

My grandfather must have walled it up before he lost the house”)

“Grandfather” derives from Adjective + Noun. “Grandfather” means a person who is the father from father or mother.

- Grand (Adjective) + Father (Noun) → Grandfather (Noun)

3. Clipping

Clipping is the word formation process in which a word is reduced or shortened without changing the meaning of the word. This

occurs when a word of more than one syllable is reduced to a shorter form. The researcher found some clipping words process below:

- a. **Van** {(274). 00:24:03,359 --> 00:24:05,401“ Quick, get him in the van! “}

The word “Caravan” is shortened by deleting one syllable to become “Van” only. This process called clipping when a word of more than one syllable (**Caravan**) is reduced to a shorter form (**van**) which means “car”.

○ **Van** ← **Caravan**

- b. **Plane** {(682). 00:53:35,170 --> 00:53:38,673 “ I need you to climb out of the plane and pour it into the fuel tank”}

The word “Plane” is clipping. It comes from the word “Aeroplane / Airplane” which is shortened to become “Plane” which means a powered flying vehicle with fixed wings and a weight greater than that of the air it displaces.

○ **Plane** ← **Aeroplane**

- c. **Lad** {(444). 00:36:20,720 --> 00:36:22,555 “You're a brave lad, Tintin”}

The word “Lad” is also categorized as clipping. The word “Laddie” is reduced to be a shorter form become “Lad” which means a boy or young man.

○ **Lad** ← **Laddie**

- d. **Bud** {(37). 00:06:42,652 -->00:06:44,737“Hey, **bud**, how much for the boat?”}

The word “Buddy” is shortened to become “Bud” which means man. The word “Bud” used to address another man.

○ **Bud** ← **Buddy**

- e. {(38). **00:06:44,821 --> 00:06:46,947** “ I’m sorry, I just sold it to this young **gent** “}

The word “Gent” derives from “Gentleman” which means polite man who behaves well towards other people, especially woman. This reducing syllable from “Gentleman” to become “Gent” is called clipping.

○ **Gent** ← **Gentleman**

4. Blending

The combination of two separate forms to produce a single new term is also present in the process called blending. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. The researcher found some blending words process below:

- a. **Gonna**{(386). 00:32:38,081 --> 00:32:42,251 “We have to reach a locked door at the end of this corridor. This is gonna be tricky”}

“Gonna “ is categorized as blending. It is blended from “going “ and “to”.

○ **Gonna** ← **Going + to**

- b. Ain't** {(338). 00:29:47,536 --> 00:29:50,037 “He ain't here. He's vanished”}

The word “*Ain't*” is blending from “be” + “not”. Because the subject of the sentence is “He” as the third person singular, so we use to be – “is.”

○ **Ain't** ← **is + not**

- c. Gotcha** {(986). 01:23:10,319 --> 01:23:11,402Gotcha! ” }

The word “Gotcha” is blending from “got” and “you”. Said to mean 'I have got you' in order to surprise or frighten someone you have caught, or to show that you have an advantage over them.

○ **Gotcha** ← **Get + you**

- d. Interpol** {(206).00:20:45,453 --> 00:20:47,913“ He was one of the top agents at Interpol, ”}

The word *interpol* is blending from “International” + “Police. This process combines 2 separate forms to produce a single new term. The word ‘Interpol’ derives from the two words ‘international’ and ‘police’ and stands for the International Criminal Police Commission. The job of the Interpol is to trace criminals.

○ **Interpol** ← **International + Police**

5. Acronym

Acronyms are new words formed from the initial letters of a set of other words. Acronym are formed by taking the initial sounds (or letters) of the words of phrase and uniting them into a

combination. These new words can remain essentially 'alphabetism. The researcher found some acronym words process below:

- a. **Mr.**{(151). 00:16:24,525 --> 00:16:27,903 "I'm looking for answers, Mr. Sakharine" }

Mister, usually written in its abbreviated form **Mr.** "Mr" means a title used before a surname or full name to address or refer to a man without a higher or honorific or professional title. So, the word "*Mr*" is categorized as acronym.

- b. **Mrs.**{(200). 00:20:05,454 --> 00:20:09,374 " Mrs. Finch! A man's been shot on our doorstep! " }

Mrs. is formed from "**Mistrees**". "**Mrs.**" means a title used before a surname or full name to address or refer to a married woman, or a woman who has been married, without a higher or honorific or professional title **Mistress**(Mrs).

- c. **FBI** {(1062)01:28:26,802--> 01:28:30,972 "Yes! We also have an arrest warrant issued by both interpol and the FBI" }

The word FBI stands for "**Federal Bureau of Investigation**." The Federal Bureau of Investigation is the domestic intelligence and security service of the United States, which simultaneously serves as the nation's prime Federal law enforcement organization.

- d. **TNT** {(326). 00:28:32,169 --> 00:28:33,586 " Get the TNT" }

The word TNT is formed from the capital letter also namely “**Trinitrotoluene**” [/ˌtrɪnəˈtrɒlʊːiːn/](#). It is a high explosive formed from toluene by substitution of nitro groups for three hydrogen atoms (C₆H₂(NO₂)₃CH₃). It is relatively insensitive to shock and can be conveniently melted.

- e. **St.** {(1144). 01:37:25,048 --> 01:37:26,673 “ St. John the Evangelist, ”}

St. is abbreviation for “**Saint**” means “holy person” which used only before personal names.

6. Borrowing

Borrowing is one of the word formation processes to create new words by taking over the words from other languages. The researcher found some borrowing words process below:

- a. **Whiskey**{ (361). 00:31:02,903 --> 00:31:07,740 “with only whisky to sustain my mortal *soul*”}

The term “Whisky or Whiskey” comes from the Gaelic / Irish. Whiskey derives from the word “uisge (oo-sh-keh) which means water. In 1715, from Gaelic uisge beatha. Uisce comes from the Old Irish for ‘water’ and beatha from bethad, meaning ‘of life’. So, “whisky,” literally means “water of life”.

- b. Alcohol** {(681). 00:53:30,624 --> 00:53:34,168 “The alcohol in that bottle may give us a few more miles”}

The term “Alcohol” derives from Arabic al-kuḥl : al-, the + kuḥl "[alcohol](#)" (al-kuḥūl) which means essence (A chemical used in drinks and as a solvent).

The Arabic word denotes kohl, a fine powder of antimony used as an eye makeup. The word alcohol originally denoted any fine powder. The alchemists of medieval Europe later applied it to essences obtained by distillation and this led to the current usage. It was not until the 18th century that the word came to designate the intoxicating ingredient in liquor

- c. Miles**{(681). 00:53:30,624 --> 00:53:34,168 “ The alcohol in that bottle may give us a few more miles “}

The term “Mile” derives from Latin (milia [passuum] 'a thousand paces'): mil. The term “Mile” is from [apocopated](#) forms of the [Latin](#) *mīlia* or *mīllia*, the plural of *mīle* or *mīlle*, literally "thousand" but used as a [clipped](#) form of *mīlle passus* or *passuum*, the [Roman mile](#) of one thousand [paces](#). A minimal unit of grammatical function -s in the word “Miles” to indicate plural form.

- d. **Boss** {(308). 00:27:21,140 --> 00:27:22,890 “ We searched him all over, boss“}

The term “Boss” derives from [Dutch](#) “[baas](#)”, from [Middle Dutch](#) “[baes](#)” means “master of a household, friend”, and from [Old Dutch](#) “[baso](#)” means “uncle”, kinsman. Today, Boss is the person who is in charge of an organization and who tells others what to do.

- e. **Ambulance**{(201). 00:20:09,458 --> 00:20:12,002 “ - Not again. - *Call an ambulance!*”}

The term “Ambulance” derives from the Latin word “*ambulare*” means “*to walk or move about*” which is a reference to early medical care where patients were moved by lifting or wheeling. The word originally meant a moving hospital, which follows an army in its movements. The first ambulances specifically used to transport patients to a medical facility were developed in the late 1700s in France by Dominique-Jean Larrey, surgeon-in-chief in Napoleon's army.

- f. **Jacket** {(561). 00:45:28,726 --> 00:45:32,020 “*We pulled his jacket off and inside we found a wallet*” }

The term “Jacket” derives from the French word “*jaquette*”. The term comes from the [Middle French](#) noun *jaquet*, which refers to a small or

lightweight [tunic](#). In [Modern French](#), jaquette is synonymous with jacket. Speakers of [American English](#) sometimes informally use the words jacket and coat interchangeably.

- g. Sir**{(146). 00:16:04,213 --> 00:16:07,132 “ *Sir Francis Haddock was a drunkard and a hopeless reprobate*”}

The term "Sir" derives from the [Middle French](#) honorific title sire. Sire developed alongside the word “*seigneur*”, also used to refer to a feudal lord. The form "sir" is first documented in [English](#) in 1297, as title of honor of a knight, and latterly a [baronet](#), being a variant of [sire](#), which was already used in English since at least c.1205 as a title placed before a name and denoting knighthood, and to address the (male) Sovereign since c.1225, with additional general senses of "father, male parent" is from c.1250 and "important elderly man" from 1362.

- h. Cocoa**{(189). 00:19:14,070 --> 00:19:17,072 “ *I've got a very good book and a cup of cocoa*”}

The term "cocoa" is borrowing. It derives from the [Nahuatl](#) word “cacahuatl.”The Nahuatl word, in turn, ultimately derives from the reconstructed Proto Mije-Sokean word *kaka-w~*kakawa. Seed from which cocoa and chocolate are made, 1550s, from Spanish cacao, from Nahuatl (Aztecan)

cacaua, root form of cacahuatl "bean of the cocoa-tree." The word "chocolate" comes from the [Classical Nahuatl](#) word *chocolātl*, and entered the English language from Spanish.

- i. **Master**{(541). 00:44:01,514 --> 00:44:05,559 "*I am master and commander of the seas!*"}

The term "Master" derives from [Latin](#) "[magister](#)" which means "chief, teacher, leader". In addition, it is from [Old Latin](#) [magester](#), from root [mag-](#) (as in [magnus](#) ("great")) + [-ester/ister](#) (compare [minister](#) ("servant")).

- j. **Music**{(475). 00:38:35,897 --> 00:38:39,692 "*whose love of music and culture is matched only by his love of...*"}

The term "Music" derives from [Greek](#) *mousike* means "*art of the [muses](#)*". According to the Online Etymological Dictionary, the term is derived from "mid-13c., *musike*, from Old French *musique* and directly from Latin *musica* "the art of music," also including poetry (also source of Spanish *musica*, Italian *musica*, Old High German *mosica*, German *Musik*, Dutch *muziek*, Danish *music*).

7. Conversion

Conversion means assigning an already existing word to a new syntactic category. Conversion can also be defined as a change in the function of a word, as for example when a noun comes to be

used as a verb (without any reduction). The researcher found some conversion words process below:

- a. Look** {(105). 00:11:51,461 --> 00:11:53,462 “ We need to take *a closer look at that model*”}

The word “Look” comes from class of verb which means “see.” *The word “Look”* can be changed into different function as noun which means “appearance.”

○ Look (Verb) → Look (Noun)

- b. Flat** {(181). 00:18:49,045 --> 00:18:51,630 “ *But it does explain why they ransacked the flat*” }

The word “Flat” which comes from class of adjective means “level or not high.” In this case, the word “Flat” changes the class function of the word from adjective to become noun which means “Apartment / House.”

○ Flat (Adjective) → Flat (Noun)

- c. Leads**{(209). 00:20:52,877 --> 00:20:54,502 “ Interpol doesn't have any other leads? ”}

“Leads” come from root “Lead” means control which comes from class of verb. Here, there is a change of class function of word from Lead as verb to become noun which means “information.” Ending –s added to indicate plural form.

○ Lead (Verb) + - s → Leads (Noun)

- d. Help** {(301).00:26:41,225 --> 00:26:45,061 “ I will find it, with or without your help “}

The word “Help” derives from class of verb means “to give something to someone or to take something for yourself.” There is a change of class function from a verb to become a noun of the word “Help” which means “*when someone helps another person.*”

○ Help (Verb) → Help (Noun)

- e. Flare** {(496). 00:40:47,862 --> 00:40:49,404 “ *Get me a flare!*”}

The word “Flare” derives from class of verb means “make wider.” There is a change of class function of word from a verb to become a noun which means “brightness.”

○ Flare (Verb) → Flare (Noun)

- f. Hold** {(731). 00:58:02,604 --> 00:58:05,314 “ *a hold full of rum and the finest tobacco*”}

The word “Hold” which comes from class of verb means “keep” can be conversed to become a noun which means “space.”

○ Hold (Verb) → Hold (Noun)

- g. Fight**{(802). 01:04:50,303 --> 01:04:53,681 “ If it's a fight you want, you've met your match!”}

The word “Fight” comes from class of verb means “to use physical force to try to defeat another person or group of people.” It can be changed the class function from a verb to become a noun which means “an argument or an occasion when someone uses physical force to try to defeat someone.”

○ Fight (Verb) → Fight (Noun)

- h. Face** {(860). 01:10:15,461 --> 01:10:17,963 “ Come back and face me!,”}

The word “Face” comes from class of noun which means “front part of the head.” Here, the word “Face” changes the class function of word from a noun to become a verb which means “deal with.”

○ Face (Noun) → Face (Verb)

- i. Visit** {(917). 01:14:41,978 --> 01:14:45,313 “ It's my first visit to the Third World”}

The word “Visit” comes from class of verb which means “to go to a place “ can be changed the class function from a verb to become a noun which means”when you visit a place or person.”

○ Visit (Verb) → Visit (Noun)

- j. Drink** {(1093). 01:33:20,845 --> 01:33:24,098 “ *That's right. Why don't you have a drink?*” }

The word “Drink” comes from class of verb which means “to take liquid into the body through the mouth.” The word “*Drink*” can be conversed to become a noun which means “a liquid.”

○ Drink (Verb) → Drink (Noun)

8. Backformation

Backformation is reducing a word of one type (usually a noun) to form a word of another type (usually a verb). Backformation is the process by which new words are formed by the deletion of a supposed affix from already existing word. The researcher found some Backformation words process below:

- a. Aware** {(63). 00:07:51,054 --> 00:07:55,141 “ *and this ship, as I'm sure you're aware, was once part of the estate*” }

The word “Aware” is formed by deleting suffix –ness from the word ”Awareness”. There is also a change of class function of word from noun to become adjective.

○ Awareness (Noun) → Aware (Adjective)

- b. Discover** {(103). 00:11:18,928 --> 00:11:22,931"Only a true Haddock will discover the secret of the Unicorn" }

The word "Discover" comes from the word 'Discovery' by deleting suffix -y. There is also a change of class function of word from noun to become verb.

- Discovery (Noun) → Discover (Verb)

- c. Expect** (" *Mind you, I expect he's miles away by now*")

"Expectation" from class of noun also can be deleted the suffix -ation to become "Expect" and changes the word function from noun to become a verb. There is also a change of class function of word from noun to become verb.

- Expectation (Noun) → Expect (Verb)

- d. Move** {(332). 00:29:18,674 --> 00:29:20,466 "-Don't move.- What..." }

The word "Move" comes from class of verb which is formed by deleting suffix -ment from the word "Movement" from class of noun. There is also a change of class function of word from noun to become verb.

- Movement (Noun) → Move (Verb)

- e. Try** {(365). 00:31:20,254 --> 00:31:24,382 " I have to *keep moving. Try and find my way off this drunken tub*" }

The word “Trial” which comes from class of noun can be deleted the suffix –“al” to become “Try” and the function of class word changes from a noun to become a verb.

○ Trial (Noun) → Try (Verb)

- f. Resist**{(582). 00:46:27,034 --> 00:46:30,787 “Wallets. I just can't resist the lovely little things.”}

The word “Resist” from class verb is formed from the word “Resistance” which comes from class noun by deleting suffix -ance. There is also a change of class function of word from a noun to become a verb.

○ Resistance (Noun) → Resist (Verb)

- g. Work**{(634). 00:48:52,179 --> 00:48:53,597 “Tell me, how did you work that one out?”}

The word “Work” which comes from class of verb is formed from the word “Worker” from class of noun by deleting suffix -er. There is also a change of class function of word from noun to become verb.

○ Worker (Noun) → Work (Verb)

- h. Secure**{(746). 00:59:44,581 --> 00:59:48,084 “-Mr. Nicholls, secure the cargo.- Right you are, sir.”}

The word “Secure” from class of verb is formed from the word “Security” which comes from class of noun by

deleting suffix- ty. There is also a change of class function of word from noun to become verb.

○ Security(Noun) → Secure (Verb)

i. Form{(1103). 01:34:31,291 --> 01:34:35,502 “- It took all three scrolls to form the numbers.-Latitude and longitude.”}

The word “Form” which comes from class of verb is formed from the word “Formation” from class of noun by deleting suffix -ation. There is also a change of class function of word from noun to become verb.

○ Formation (Noun) → Form (Verb)

j. Guard {(926). 01:15:26,814 --> 01:15:28,857 “I will guard this with my life! “ }

The word “Guard” which comes from class of verb is formed from the word “Guardian” from class of noun by deleting suffix -ian. There is also a change of class function of word from noun to become verb.

○ Guardian(Noun) → Guard (Verb)

9. Derivation

This is the most common word formation process to be found in production of new english words. Derivation is the process of forming new words by adding affixes. The researcher

found some derivation words process which divided into verb, adjective, noun, and adverb making below:

▪ **Verb Making**

- a. **Unload** {(739). 00:58:57,326 --> 00:59:00,077 “Let's unload the King's shot into these yellow-bellied, lily-livered sea slugs!”}

“Unload” derives from root “Load” which comes from class of noun means *“things that is carried by a person, vehicle, etc.”* + prefix –“Un” which means “not, lacking or opposite.” After adding prefix “Un”-, the word “Unload” changes the class function of word from a noun to become a verb which means “remove the contents of something, especially a load of goods from a vehicle.”

○ Un - + Load (Noun) → Unload (verb)

- b. **Discover**{(531). 00:43:23,518 --> 00:43:27,145 “ That only a true Haddock can discover the secret of the Unicorn ”}

“Discover” derives from root “Cover” which comes from class of verb which means *“place one thing over or in front of another”* + prefix –“Dis” which means “negative, opposite.” After adding prefix “Dis”- the word “Discover” changes the class function of word from a verb to verb means “to find information, a place or an object, especially for the first time.”

- Dis- + Cover (Verb) → Discover (Verb)

c. **Disguise** { (894). 01:13:15,975 --> 01:13:18,143 “ - We're in disguise. - *So I see*” }

“Disguise” derives from root “Guise” which comes from class of noun which means “outward appearance” + prefix –“Dis” means “negative,opposite.” After adding prefix “Dis”-, the word “Disguise” changes the class function of word from noun to verb means “to give a new appearance to a person or thing, especially in order to hide its true form.”

- Dis - + Guise (Noun) → Disguise (Verb)

d. **Reclaim** {(813). 01:05:47,986 --> 01:05:52,156 “A pirate hunter sent to reclaim their hard-won plunder” }

The word “Reclaim” derives from root “Claim” which comes from class of verb means “to say that something is true or is a fact” + prefix ‘re’- which means “again;repeatedly.”After adding prefix “re”-, the word “Reclaim” changes the class function of word from verb to verb which means “to take back something that was yours.”

- Re- + Claim (Verb) → Reclaim (Verb)

- e. **Returned** {(95). 00:10:50,442 --> 00:10:52,985 "When Sir Francis was rescued and returned home," }

The word "Returned" derives from root "Turn" which comes from class of verb means "to move" + prefix 're'- which means "again, repeatedly." After adding prefix "re"-, the word "Return" changes the class function of word from verb to verb which means "to come or go back to a previous place." Ending- "ed" here showed past tense form (indicating past tense).

o Re- + Turn (Verb) + -ed →

Returned (Verb)

- f. **Imagine** {(575). 00:46:07,265 --> 00:46:11,017" - Yes, he'd love this. Can you imagine?- What do you mean, "pickpocket"?" }

The word "Imagine" derives from root "Image" which comes from class of noun means "picture" + suffix - "ne" which means "to form ; become." After adding suffix -"ne", the word "Imagine" changes the class function of word from noun to verb which means "to form or have a mental picture or idea of something."

o Image (Noun) + -ine → Imagine
(Verb)

- g. Realise** {(43). 00:06:56,917 --> 00:06:58,751 “ I don't think *you realise this,*” }

The word “Realise” derives from root “Real” which comes from class of adjective means “existing in *fact; not imaginary*” + suffix – “ise“ means “become.” After adding suffix –‘ise’’, the word “Realise” changes the class function of word from adjective to verb which means “to understand a situation, sometimes suddenly.”

○ Real (Adjective) + -ise → Realise (Verb)

▪ **Adjective Making**

- a. Unfinished** {(384). 00:32:30,032 --> 00:32:32,908 “We've unfinished business.”}

“Unfinished” derives from stem “Finished” with the root “ Finish” which means “ to complete something or come to the end of an activity“ + Ending – “Ed” used as adjectival, and then prefix –“Un” which means “not,opposite” added. After adding ending – “ed” and prefix “Un”-, the word “Unfinished” changes the class function of word from adjective to adjective which means “not ended or completed. ”

○ Un + Finish (Verb) + -ed → Unfinished (Adjective)

- b. Unarmed** {(835). 01:07:45,311 --> 01:07:47,396“On the pirates? Like that? Unarmed ? ”}

“Unarmed” derives from root “Arm” means “weapon“ + ending –“ed” used as adjectival, and the last added by prefix –“Un” which means “without,not,opposite.” After ending – ed and suffix –“Un” added, the word “Unarmed” changes from class of noun to become adjective means “notarmed.”

- Un - + Arm (Noun) + - ed → Unarmed (Adjective)

- c. Familiar** {(2). 00:04:07,164 --> 00:04:10,333 “I have to say, *your face is familiar. Have I drawn you before?*” }

“Familiar” derives from root “Family” which comes from class of noun means “a group of people who are related to each other, such as a mother, a father, and their children” + suffix – “ar” which means “being a characteristic or disposition.”After adding suffix – “ar” , the word “Familiar” changes the class function of word from verb to adjective which means “Easy to recognize.”

- Family (Noun) + -ar → Familiar (Adjective)

- d. Funny** {(1171). 01:39:50,068 --> 01:39:52,361 “ It’s a funnyold life, eh? ”}

“Funny” derives from root “Fun” which comes from class of noun means “pleasure, enjoyment, entertainment”

+suffix – “y” which means “being a characteristic or disposition.” After adding suffix – “y”, the word “Funny” changes the class function of word from noun to adjective which means “humorous; causing laughter.”

○ Fun (Noun) + - y → Funny (Adjective)

- e. **Worthy** {(1155). 01:37:58,498 --> 01:38:02,584 “Sir Francis wanted his inheritance to go to a man who was worthy of it” }

“Worthy” derives from root “Worth” which comes from class of adjective means “having a value in money” + suffix – “y” which means “being a characteristic or disposition.” After adding suffix – “y”, the word “Worthy” changes the class function of word from adjective to adjective which means “deserving respect.”

○ Worth (Noun) + - y → Worthy (Adjective)

- f. **Careful** (36). 00:06:39,649 --> 00:06:40,941 “Here you go. Careful” }

“Careful” derives from root “Care” which comes from class of noun means “protection ; attention” + suffix –“ful” which means ““having the stated quality to a high degree, or causing it.” After adding suffix – “ful”, the word “Care” changes the class function of word from noun to adjective which means “giving a lot of attention.”

○ Care (Noun) + -ful → Careful (Adjective)

- g. Beautiful** {(721). 00:57:28,612 --> 00:57:32,198 “Did you ever see a more beautiful sight?” }

“Beautiful” derives from root “Beauty” which comes from class of noun means “the quality of being pleasing, especially to look at, or someone or something that gives great pleasure, especially by being looked at” + suffix –“ful” which means “having the stated quality to a high degree, or causing it.” After adding suffix – “ful”, the word “Beautiful” changes the class function of word from noun to adjective which means “very attractive.”

○ Beauty (Noun) + -ful → Beautiful (Adjective)

- h. Hopeless** {(146). 00:16:04,213 --> 00:16:07,132 “Sir Francis Haddock was a drunkard and a hopeless reprobate” }

“Hopeless” derives from root “Hope” which comes from class of verb means “to want something to happen or to be true, and usually have a good reason to think that it might” + suffix –“less” which means “without.” After adding suffix – “less”, the word “Hopeless” changes the class function of word from verb to adjective which means “without hope.”

○ Hope (Verb) + -less → Hopeless (Adjective)

- i. Valuable** {(815). 01:05:58,079 --> 01:06:01,123 “when you have a more valuable cargo onboard” }

“Valuable” derives from root “Value” which comes from class of noun means “the importance or worth of something for someone” + suffix –“able” which means “capable of being.” After adding suffix – “able”, the word “Valuable” changes the class function of word from noun to adjective which means “very helpful or important.”

○ Value (Noun) + - able → Valuable (Adjective)

j. Resourceful{(239). 00:22:10,413 --> 00:22:12,163 “Very resourceful” }

“Resourceful” derives from root “Source” which comes from class of noun means “the place something comes from or starts at, or the cause of something” + prefix “re”- means “again, repeatedly” which forms to become a stem “Resource.” Then, the stem “Resource” is added by suffix – “ful” which means “having the stated quality to a high degree, or causing it ”to become “Resourceful.” After adding prefix “re”- and suffix –“ful”, the word “Resourceful” changes the class function of word from noun to adjective which means “skilled at solving problems and making decisions on your own.”

○ Re- + Source (Noun) + -ful → Resourceful
(Adjective)

▪ **Noun Making**

- a. **Reporter** {(5). 00:04:14,379 --> 00:04:17,214 “-You're a reporter?- I'm a journalist”}

The word “Reporter” derives from root “Report” which comes from class of a verb means “to give a description of something or information about it to someone” + suffix –“er” which means “*create an agent ; actor.*” After adding suffix –“er”-, the word “Reporter” changes the class function of word from verb to noun which means “a person who reports news for a newspaper or on radio or television.”

○ Report (Verb) + - er → Reporter (Noun)

- b. **Commander**{(541). 00:44:01,514 --> 00:44:05,559 “ I am master and commander of the seas!”}

The word “Commander” derives from root “Command” which comes from class of a verb means “to *give someone an order*”+ suffix –“er” which means “*create an agent ; actor.*” After adding suffix –“er”-, the word “Commander” changes the class function of word from verb to noun which means “a person who gives an order.”

○ Command (Verb) + - er → Commander (Noun)

- c. **Delivery** {(272). 00:23:53,933 --> 00:23:56,434 “- Delivery for you.- But I didn't order anything” }

“Delivery” derives from root “Deliver” which comes from class of verb means “to take goods, letters, *parcels, etc. to houses or buyers*” + suffix “y” which means “*create an agent or actor.*” After adding suffix – “y”, the word “Delivery” changes the class function of word from verb to noun which means “act of delivering goods, letters, parcels, etc. to houses or buyers.”

○ Deliver (Verb) + -y → Delivery (Noun)

d. Consciousness {(213). 00:21:02,470 --> 00:21:04,930 “

Before he lost consciousness, Dawes tried to tell me something.”}

“Consciousness” derives from root “Conscious” which comes from class of adjective means “thinking and knowing what is happening around you” + suffix -“ness” which means “*create a quality or condition.*” After adding suffix – “ness”, the word “Consciousness” changes the class function of word from adjective to noun which means “the state of being awake, thinking and knowing what is happening around you .”

○ Conscious (Adjective) + -ness → Consciousness

(Noun)

e. Business {(384). 00:32:30,032 --> 00:32:32,908 “We've unfinishedbusiness”}

“Business” derives from root “Busy” which comes from class of adjective means “having a lot to do” + suffix - “ness” which means “*create a quality or condition.*” After adding suffix – “ness”, the word “Business” changes the class function of word from adjective to noun which means “the things that you do or the matters which relate only to you.”

○ Busy (Adjective) + -ness → Business
(Noun)

f. Action {(468). 00:37:57,984 --> 00:38:03,238 "The Milanese Nightingale has landed. Waiting in the wings for action."}

“Action” derives from root “Act” which comes from class of verb means “do something” + suffix -“ion” which means “*create condition or condition ,actor.*” After adding suffix – “ion”, the word “Action” changes the class function of word from verb to noun which means “something done.”

○ Act (Verb) + -ion → Action (Noun)

g. Collection {(571). 00:45:54,293 --> 00:45:56,336
“It'smycollection?”}

“Collection” derives from root “Collect” which comes from class of verb means “get” + suffix - “ion” which means “*create an condition or situation.*” After

adding suffix – “ion”, the word “Collection” changes the class function of word from verb to noun which means “a group of objects of one type that have been collected by one person or in one place.”

○ Collect (Verb) + - ion → Collection (Noun)

h. Behaviour {(67). 00:08:03,316 --> 00:08:07,987 “We are talking generations of drinking and irrationalbehaviour...”}

“Behaviour” derives from root “Behave” which comes from class of verb means ” to act in a particular way, or to be good by acting in a way which has society's *approval*” + suffix – “our” which means “*create an action, or agent.*” After adding suffix – “our”, the word “Behaviour” changes the class function of word from verb to noun which means “ someone's behaviour is how they behave.”

○ Behave (Verb) + - our → Behaviour (Noun)

i. Visitor {(774). 01:03:13,290 --> 01:03:16,167 “ Good! I have a visitor for you ”}

“Visitor” derives from root “Visit” which comes from class of verb means ” to go to a place in order to look at it, or to a person in order to spend time with them” + suffix - “or” which means “*create an agent or actor.*” After

adding suffix - “or”, the word “Visitor” changes the class function of word from verb to noun which means “someone who visits a person or place.”

○ Visit (Verb) + - or → Visitor (Noun)

j. Psychologist {(587). 00:46:40,882 --> 00:46:44,009 “ No, no, no, it's Thompson with a "P," as in "psychologist" }

“Psychologist” derives from root “Physic” which comes from class of adjective means “having a special mental ability” + suffix - “ology” which means “knowledge”, and then added by suffix – “ist” means “create an actor.” After adding suffix – “ology” and -ist, the word “Psychologist” changes the class function of word from verb to noun which means “someone who studies the human mind and human emotions and behaviour, and how different situations have an effect on them.”

○ Psychic (Adjective) + - ology + - ist → Psychologist (Noun)

CHAPTER III

THE MOST FREQUENT WORD FORMATION PROCESS

IN FILM SCRIPT

“THE ADVENTURES OF TINTIN”

This chapter discussed about the second statement of the problem, where the most frequent of word formation process found in film script “*The Adventures of Tintin*” based on George Yule theory.

A. The Most Frequent Word Formation Process in Film Script “*The Adventures of Tintin*”

There are five hundred and seventy eight (578) word formation process were found in film script “*The Adventures of Tintin*” based on George Yule theory and they could be classified as follows;

1. Coinage : 2
2. Compounding :200
3. Clipping :9
4. Blending :10
5. Acronyms : 20
6. Borrowing : 138
7. Conversion : 19
8. Backformation : 26
9. Derivation (prefix,infix,suffix) :154

10. Multiple Process : 0

To show the result of each classification in percentage, the researcher uses the following formula :

$$P = \frac{n1}{\sum N} \times 100\%$$

In which;

P = percentage of each word formation process

n1= total of types of eachword formation process

$\sum N$ = total of the whole word formation process

The percentage of each classification can be calculated bellow;

1. Coinage

The number of word formation of coinage in this classification is 2. Therefore the percentage is 0,35%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{2}{578} \times 100 \%$$

$$= 0,35 \%$$

2. Compounding

The number of word formation of compounding in this classification is 200. Therefore the percentage is 34,60%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{197}{578} \times 100 \%$$

$$= 34,60\%$$

3. Clipping

The number of word formation of clipping in this classification is 9. Therefore the percentage is 1,56%.

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$P = \frac{9}{578} \times 100\%$$

$$= 1,56\%$$

4. Blending

The number of word formation of blending in this classification is 10. Therefore the percentage is 1,73%.

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$P = \frac{10}{578} \times 100\%$$

$$= 1,73\%$$

5. Acronyms

The number of word formation of acronym in this classification is 20. Therefore the percentage is 3,46%.

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$P = \frac{20}{578} \times 100\%$$

$$= 3,46\%$$

6. Borrowing

The number of word formation of borrowing in this classification is 138. Therefore the percentage is 23,87%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{138}{578} \times 100 \%$$

$$= 23,87 \%$$

7. Conversion

The number of word formation of conversion in this classification is 19. Therefore the percentage is 3,29%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{19}{578} \times 100 \%$$

$$= 3,29 \%$$

8. Backformation

The number of word formation of back formation in this classification is 26. Therefore the percentage is 4,50%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{26}{578} \times 100 \%$$

$$= 4,50 \%$$

9. Derivation (prefix,infix,suffix)

The number of word formation of derivation in this classification is 154. Therefore the percentage is 26,64%.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{154}{578} \times 100 \%$$

$$= 26,64\%$$

10. Multiple Processes

The number of word formation of multiple processes in this classification is 0. Therefore the percentage is 0 %.

$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{0}{578} \times 100 \%$$

$$= 0 \%$$

The result of the calculation above can be seen in the table 3.1 below. The table shows that there are 578 words of word formation process which consists of process of coinage words 2, process of compounding words 200, process of clipping words 9, process of blending words 10, process of acronym words 20, process of borrowing words 138, process of conversion words 19, process of backformation words 26, the process of derivation words 154, and Multiple processes word 0.

Table 3.1 The percentage of word formation process in film script “*The Adventures of Tintin*”

No.	Kinds of Word Formation	Frequency	Percentage (%)
1.	Coinage	2	0,35 %
2.	Compounding	200	34,60%.
3.	Clipping	9	1,56%.
4.	Blending	10	1,73%.
5.	Acronym	20	3,46%.
6.	Borrowing	138	23,87%.
7.	Conversion	19	3,29%
8.	Backformation	26	4,50%
9.	Derivation	154	26,64%
10.	Multiple Processes	0	0 %
TOTAL		578	100 %

B. Discussions

The researcher found 578 words (100%) of word formation process in the result of her analysis that total of word formation process found in film script “*The Adventures of Tintin*” based on George Yule theory. The result showed process of coinage words 2 (0,35%), process of compounding words 200 (34,60%), process of clipping words 9 (1,56%), process of blending words 10 (1,73%), process of acronym words 20 (3,46%), process of borrowing words 138 (23,87%), process of conversion words 19 (3,29%), process of backformation words 26 (4,50%), the process of derivation words 154 (26,64%), and multiple processes word 0 (0%). From that explanation above, it can be concluded that the dominant word formation process found in film script “*The Adventures of Tintin*” based on George Yule theory is the process of compounding with 200 words (34,60%), and the lowest one is multiple processes with 0 word (0%). So, the most frequent word formation process used in film script “*The Adventures of Tintin*” based on George Yule theory is compounding process.

CHAPTER IV

CLOSING

After analyzing the data, the conclusion and the suggestion of the study will be presented in this chapter.

A. Conclusion

After finishing the discussion on the analysis, the researcher comes to the final step of this thesis. In this chapter, the researcher interprets the result and concludes some notes.

Based on George Yule's classification of word formation, the finding of the analysis shows that there are 578 words of word formation process in film script "*The Adventures of Tintin*." The process consists of process of coinage words 2 (0,35%), process of compounding words 200 (34,60%), process of clipping words 9 (1,56%), process of blending words 10 (1,73%), process of acronym words 20 (3,46%), process of borrowing words 138 (23,87%), process of conversion words 19 (3,29%), process of backformation words 26 (4,50%), the process of derivation words 154 (26,64%), and Multiple processes word 0 (0%).

Based on the result above, it can be concluded that 200 words of compounding process is the most frequent of word formation process found in film script "*The Adventures of Tintin*" based on George Yule theory. However, the most frequent of word formation process is compounding, whereas multiple processes is the word formation process with the lowest one.

B. Suggestions

Based on the whole analysis in this paper, the researcher will give some suggestions that can be considered by readers, learners, researcher and whoever in learning word formation in morphology.

1. For readers

The readers in general are suggested to learn more about the process of word forming, also to give the feedback on it.

2. For learners

For study word forming, they will know how to create new words by using word formation theory that can we use in daily communication either in spoken or written language.

3. Reseachers

The researcher is suggested to study a lot about linguistics study, especially word formation process in morphology where the new words are formed by using some processes such as coinage,compounding,clipping, blending, acronym, borrowing,conversion,back formation, derivation and multiple processes.

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