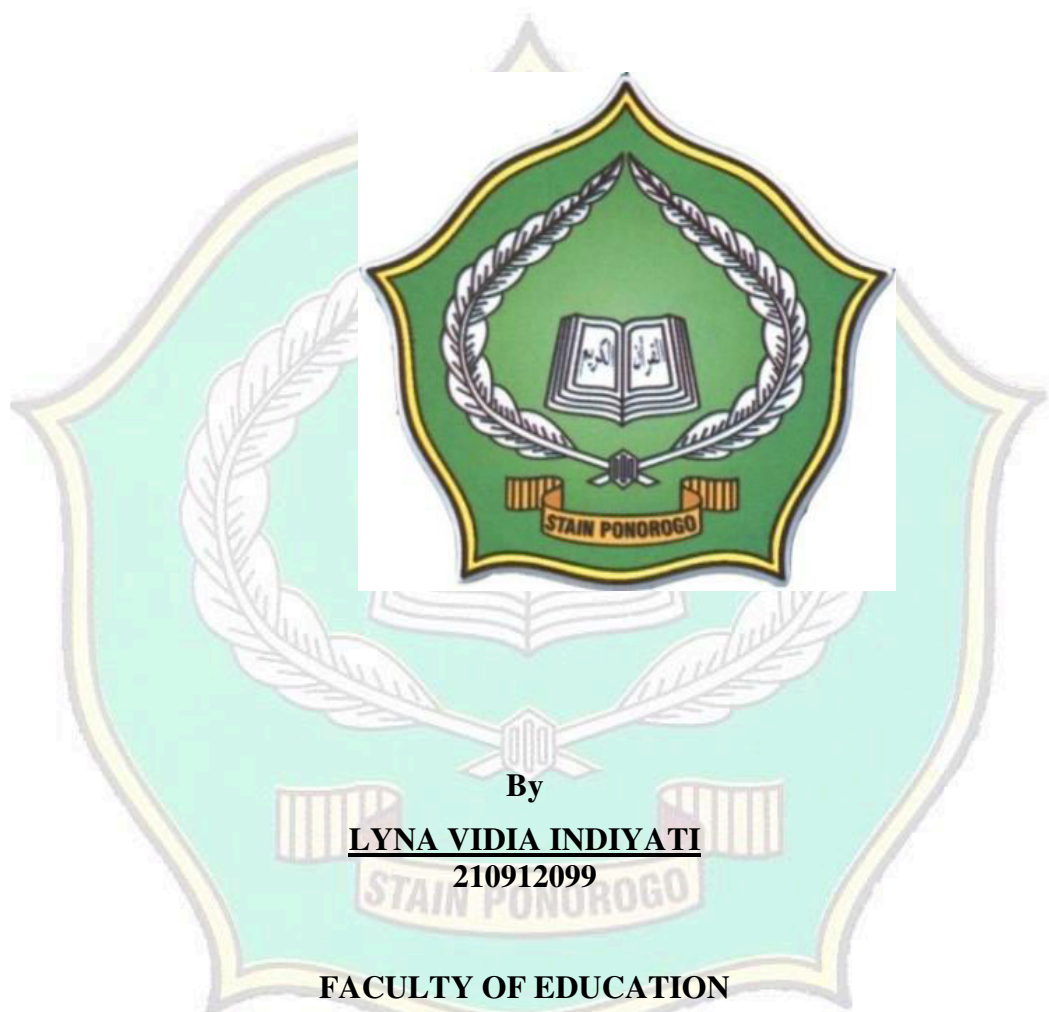# AN ANALYSIS OF WORD FORMATIONS USED IN "JANE EYRE"

NOVEL BY CHARLOTTE BRONTE

THESIS

By

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ABSTRACT

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Key Words: Morphology, Word Formations and Novel.

Language is constructed from words and every words have an internal structure which consists one or more morphemes. The study of word is known by morphology. Morphology is the field of linguistics that examines the internal structure of word and the process of word formation. Every word formation specifies an unique phonological operation. Word formation is the creation of new word in a particular language. One of the kinds of literature that contains language is novel. Novel is the sequential story that commonly taken from real life. The researcher chooses Jane Eyre, a novel by Charlotte Bronte as the source of data. There are at least two reasons why Jane Eyre is chosen to be analyzed. First, in the preliminary research, the researcher found various word formations used inside. Second, Jane Eyre is such a phenomenal literary work and an interesting novel, thus it is very known and very reseanable to be object of analysis.

The aim of this research is to analyze kinds of word formation used in novel by Charlotte Bronte's Jane Eyre. This research applied the theory by O'Grady which describe thorougly type of word formations. O'Grady said in his book, Contemporary Linguistic an Introducing, that there were six kinds of word formation: derivation, compounding, clipping, acronyms, blending and backformation.

In this research, the researcher applied library research method through qualitative approach. It was done by classifying and analyzing the data. In collecting data, the researcher applied documentation technique. As for data analysis, qualitative data analysis is choosen which consists of data reduction, data display, and drawing conclusion.

After the data collection, it was classified based on the kind of word formations. The researcher analyzed the implied meaning from each kind of word formations.

Through the analysis of the novel, it can be concluded that there are 623 data taken from Charlotte Bronte's Jane Eyre. The researcher found only three types of word formation, it was found that types of word formation used in Jane Eyre novel were derivation 292 data (46,87 %), compounding 175 data (28,09 %) and acronym 156 data (25,04 %). The types of word formation used mostly in Jane Eyre novel is derivation.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a social phenomenon that brings people into relationship with their environment.[1] It means that people needs language to share their thought with others in order to maintain good relationship among them. As a social interactional phenomenon, language is continuously developing along with people's mind. Language changes and develops day by day based on people who use it. One of language development is creating new word by using existing word.

People use language as instrument of communication to convey meaning, expressing ideas, thought, and feeling. Language can be used both in written and spoken communication. Spoken language is less formal which is not as complicated as written language. In spoken language, people can speak to the listeners directly. It means that there are no many regulations to speak as long as the listeners understand what is said.

On the other hand, in written language, people use the media to print out their ideas in order to be able to be read by the reader. It means that between the writer and the reader there is indirect relationship in sharing ideas. Moreover, written language is more formal than spoken.

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[1] John I Saeed, *Semantics: Third Edition* (USA: Blackwell Publishing Ltd, 2010), 42.

The researcher has to follow many writing regulations in order to have good information to share to the reader and easy to be understood.

In studying languages, there is a branch of linguistics study that focused about the meaning the word. According to Mark Aronoff, all languages have words and in all languages some words, at least, have an internal structure and consist of one or more morphemes. The study about word can be learned in morphology.[2]

Morphology is the field of linguistics that examines the internal structure of words and processes of word formation.[3] Word Formation specify a set words on which (they) can operate. Every word formation specifies a unique phonological operation which is performed on the base. Every word formation also specifies a syntactic label and sub categorization for the resulting words, as well as semantic reading for it, which is a function of the reading of the base.[4]

One language development is creating new words by using word formation. Word formation can be used in written language. In written language, one of the media to share the ideas is novel. In this research Jane Eyre novel written by Charlotte Bronte will be used as the source of data.

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[2] Mark Aronoff and Janie Reesmiller, The Hanbook of Linguistics (USA: Backwell Publishing, 2003), 89.
[3] Andrew Radford and Martin Atkinson, Linguistics an Introduction (Cambridge: Cambridge University Press, 2009), 102.
[4] Pavol Stekauer and Rochelee Lieber, Handbook of Word-Formation (Dordrecht: Netherlands Springer, 2005), 69.

This research studies about one of language development, word formation in written language. Language always develops along with the user. It means that there are many new words that they created in their daily communication. Word formation can create new words and also can enrich the vocabulary of the language that people used.

There are at least two reasons why word formation is chosen to be researched. First, in the preliminary research, there are many kinds of word formation used inside. For example; the addition of a suffix –er in the word "drive" to "driver" changes verb into a noun is called derivation, for instance the word "driver" in the third sentence: *"I gave the* driver *my twenty shillings and asked him to take me as far as he could."* (Chapter 15. P. 88). Other example can be found in the sentence of number 6 *"Then a* newspaper *gave me an idea."* (Chapter 5, P. 26). In the word newspaper consist of two word has been combined between noun 'news' and noun 'paper' is called compounding.

Second, Jane Eyre is such a phenomenal literary work. Jane Eyre is a novel by English writer Charlotte Bronte. It was published on 16 October 1847. Jane Eyre is an orphan who, after a very unhappy childhood, becomes a private teacher for the daughter of Edward Rochester. Jane and Mr Rochester fall in love and are about to marry when she discovers that he already has a wife, who is mentally ill. Years later the lovers meet again and marry, although Rochester has by this time been badly injured in a fire. The novel is still popular, mainly for the contrast in

character between the shy Jane and the mysterious and violent Rochester. The novel contains elements of social criticism, with a strong sense of morality at its time given the individualistic character of Jane and the novel's exploration of classism, sexuality, religion, and proto-feminism. This is such an interesting novel because the story is really amazing. Thus, it is such an interesting study to be researched.

Based on the background of the research above, the researcher interested to analysis the type of word-formations in used in Jane Eyre novel. The researcher chose **"An Analysis Of Word Formations Used In Jane Eyre Novel By Charlotte Bronte"** as her thesis.

B. Statements of the Problem

Regarding to the background of the study, the problem statements are formulated as follows:

1. What are the types of word formation found in Jane Eyre novel by Charlotte Bronte?
2. What are the types of word formation dominantly used in Jane Eyre novel by Charlotte Bronte?

C. Objectives of the Study

Concerning with the problem statements, this research has same objectives describes as the following:

1. To find what types of word formation are found in Jane Eyre novel by Charlotte Bronte.

2. To find what types of word formation are dominantly used in Jane Eyre novel by Charlotte Bronte.

D. Significances of the Study

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

1. Theoretical Significance

   The result of this research can give knowledge in educational practice. It can contribute as morphology. This research is hoped to give more information and also knowledge about the morphology analysis especially word formation.

2. Practical Significance

   a. For researcher

   This research is to complete the thesis for graduates of English Educational in STAIN Ponorogo.

   b. For readers

   This study is expected to help readers in Stain Ponorogo to know more about word formation, to help them understanding the novel.

c. For other researcher.

This research can give inspiration and can be one of reference for next research about word-formation.

E. Theoretical Background And Previous Research Finding

1. Morphology

Morphology is the study of morphemes. Which are the smallest significant units of grammar.[5] The component of a grammar that deal Morphology is about the structure of words. All languages have words and in all languages some words, at least have an internal structure and consist of one or more morphemes.[6]

As with any other area of linguistic theory, we must distinguish between general morphological theory that applies to all languages and the morphology of a particular language. General morphological theory is concerned with delimiting exactly what types of morphological rules can be found in natural languages. The morphology of particular language, on the other hand, is a set of rules with a dual function. First, these rules are responsible for word formation, the formation of new words. Second, they represent the speakers' unconscious knowledge of

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[5]Richard A. Demers, Linguistics an Introduction To Language And Communication (USA: Massachusetts Institute Of Technology Press, 2001), 28.

[6] Mark Arronoff And Janie Ress-Miller, The Handbook Of Linguistics (USA: Blackwell Publisher, 2001), 213.

the internal structure of the already existing words of their language.[7]

Morphology is the study of how words are put together. One reason for having morphology is to form new lexemes from old ones (Many linguistics 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').[8]

2. **Morpheme**

A more common term in linguistics is morpheme. Linguists define a morpheme as the smallest unit of language that has its own meaning.[9] In the other hand morpheme is "a minimal unit of meaning or grammatical function".[10] Most linguistics sign are arbitrary, which mean that the connection between the sound of a given sign and its meaning is purely conventional, not rooted in some property of the object for which the sign stands.[11]

For example: "The police reopened the investigation".

The word reopened consists of three morphemes. One minimal unit of meaning is open, another minimal unit of meaning

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[7] O'Grady William, Contemporary Linguistics An Introducing (New York: St. Martin Press), 89-90.

[8] Rochelle Lieber, Introducing Morphology (UK: Cambridge University Press, 2009), 39.

[9] Ibid, 3.

[10] George Yule, The Study of Language (Cambridge: Cambridge University press, 2006), 63.

[11] O'Grady William, Contemporary Linguistics An Introducing (New York, St. Martin Press), 91.

is re- (meaning 'again') and a minimal unit of grammatical function is -ed (indicating past tense).

Morphemes are categorized into two classes. They are category of morpheme:

a. **Free morpheme**

A morpheme which can also stand as a word is called a free morpheme.[12] The free morpheme can generally be identified as the set separate English word from such as basic nouns, adjective, verbs, etc.[13]

Example: open, care, tour, read, etc.

b. **Bound morpheme**

A bound morpheme cannot stand alone but must be attached to another morpheme.[14] Exemplified as re-, -ist, -ed, -s. They were identified as affixes. So, it can say that all affixes (prefixes and suffixes) in English are bound morpheme.[15]

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[12] Andrew Radford and Martin Atkinson, Linguistics an Introduction Second Edition (Cambridge: Cambridge University Press, 2009), 140.

[13] George Yule, The Study of Language (Cambridge: Cambridge University Press, 2006), 63.

[14] Adrian Akmajian and Richard A. Demers, Linguistics an Introduction to Language and Communication Fifth Edition (USA: Massachusetts Institute Technology, 2001), 18.

[15] George Yule, The Study of Language (Cambridge: Cambridge University Press, 2006), 63.

Example: undressed

Un-   dress   -ed

(Bound) (Free) (Bound)

3. Word and Lexeme

A word is something small that means something.[16] The word is simply a placeholder for the subject position of the sentence. Therefore, not all sound sequences are words and also native speakers would identify as words have a meaning.[17]

It has long been recognized that words must be classed into at least two categories: simplex and complex. Define a word as one or more morphemes that can stand alone in a language. Words that consist of only one morpheme, like the words in (1), can be termed simple or simplex words. Ward that is made up of more than one morpheme, like the ones in (2), is called complex words.[18]

1. Simplex word	2. Complex word
Giraffe, fraud, just, class, friend, hen, etc.	Opposition, blackboard, repressive Intellectual, etc.

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[16]Rochele Lieber, Introducing Morphology (Cambridge: Cambridge University Press,2009), 4.

[17] Adrian Akmajian and Richard A. Demers, An Introduction to Language and Communication, Fifth Edition (USA: Massachusetts Institute Technology, 2001), 16.

[18] Rochele Lieber, Introducing Morphology (Cambridge: Cambridge University Press, 2009), 4.

A better approach to defining words is to acknowledge that there is no one totally satisfactory definition, but that it can isolate four of the most frequently implied meaning of 'word', they are:

1) An orthographic word is one which has a space on either side of it. In normal speech it rarely pauses between words. Nevertheless, even in speech it is possible to isolate words by pausing between them.

2) A morphological word is a unique. It considers form only and not meaning. 'Ball', for example, is one morphological word, even though it can refer to both a bouncing object and a dance. 'Ball' and 'balls' would be two morphological words because they are not identical in form.

3) A semantic word involves distinguishing between items which may be morphologically identical but differ in meaning. For example: 'Ball' can have two distinct meanings. This phenomenon of 'polysemy' is common in English.

4) A lexical word comprehends the various forms of items which are closely related by meaning. For example: 'chair' and 'chairs' are two morphological words, but one lexical word.[19]

Lexemes can be thought of as families of words that differ only in their grammatical endings or grammatical forms; singular and plural forms of a noun (class, classes), present, past, and

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[19] Loreto Todd, an Introduction to Linguistics (Longman York Press, 1699), 49-50.

participle forms of verbs (walk, walks, walked, walking), different forms of a pronoun (I, me, my, mine) each represent a single lexeme. One way of thinking about lexemes is that they are the basis of dictionary entries; dictionaries typically have a single entry for each lexeme.[20]

Example:

"My friend and I walk to class together, because our classes are in the same building and we dislike walking alone".

Lexemes in the sentence above: class and classes, walk and walking, I and my, and our and we as single lexemes; the sentence then has 16 lexeme.

4. Word-formation

Morphology is the field of linguistics that examines the internal structure of words and processes of word formation.[21] Word Formation specify a set words on which (they) can operate. We will term the base of the rule. Every word formation specifies a unique phonological operation which is performed on the base. Every word formation also specifies a syntactic label and sub categorization for the resulting words, as well as semantic reading

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[20] Rochele Lieber, Introducing Morphology (Cambridge: Cambridge University Press, 2009), 5.

[21] Andrew Radford and Martin Atkinson, an Introduction to introduction and communication (Cambridge: Cambridge University Press, 2009), 45.

for it, which is a function of the reading of the base.[22] They are kinds of word-formation:

1. Derivation

Derivation is the process by which a new word is built from a base, usually though the addition of an affix.[23] Derivational affixes function not to express morph syntactic categories but to make new words. They are somewhat erratic in meaning and distribution.[24]

Here are examples of this kind of word formation process:

a. Noun to Adjective   : boy + ish (boyish)

b. Verb to Noun   : sing + er (singer)

c. Adjective to adverb   : happy + ly (happily)

d. Noun to Verb   : vaccine + ate (vaccinate)

Derivational morpheme forms new words by changing the meaning of the base to which they are attached. For example, kind vs. unkind, obey vs. disobey. In derivation word formation, can take a single word, the base of a word

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[22] Pavol Stekauer and Rochelee Lieber, Handbook of Word-Formation (Dordrecht Netherlands, Springer, 2005), 73.

[23] O'Grady William, Contemporary Linguistics An Introducing (New York, St. Martin Press), 99.

[24] Kirsten Malmkjaer, The Linguistics Encyclopedia; Second Edition (USA; Rouledge Taylor & Francis Group, 2002), 359.

formation rule and change it somehow, usually by adding an affix to form a new word.[25]

Some English derivational affixes.

Suffixes	Change	Semantic effect	Examples
-able	V → Adj	Able to be X'ed	Fixable
-ation	V → N	The result of X'ing	Realization
-er	V → N	One who X's	Worker
-ing	V → N V → Adj	The act of X'ing In the process of X'ing	The shooting The sleeping giant
-ion	V → N	The result or act of X'ing	Protection
-ive	V → Adj	Having the property of doing X	Assertive
-ment	V → N	The act or result of X'ing	Adjournment
-al	N → Adj	Pertaining to X	National
-ial	N → Adj	Pertaining to X	Presidential
-ian	N → Adj	Pertaining to X	Canadian
-ic	N → Adj	Having the property of X	Organic
-ize	N → V	Put in X	Hospitalize
-less	N → Adj	Without X	Penniless

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[25] O'Grady William, *Contemporary Linguistics An Introducing* (New York, St. Martin Press), 103.

-ous	N → Adj	The property of having or being X	Poisonous
-ate	Adj → V	Make X	Activate
-ity	Adj → N	The result of being X	Stupidity
-ize	Adj → V	Make X	Modernize
-ly	Adj → Adv	In an X manner	Quietly
-ness	Adj → N	The state of being X	Happiness

Prefixes	Change	Semantic effect	Examples
Ex-	N → N	Former X	Ex-president
In-	Adj → Adj	Not X	Incompetent
Un-	Adj → Adj V → V	Not X Reverse X	Unhappy Untie
Re-	V → V	X again	Rethink

2. Compounding

A new word by combining two already existing words are called compound. It is defined as combination of some lexical categories such as adjectives, nouns, verbs, or prepositions in purpose of constructing a larger unit of word. Blackbird, doghouse, seaworthy and bluegreen are examples of compounds. Compounding is highly productive in English

and in related languages. It is also widespread throughout the languages of the world.

Compound is lexemes composed from two or more free forms, for examples:

a. Facebook derived from Noun + Noun

b. Anticlimax derived from Adjective + Noun

c. Come-on derived from verb + preposition

d. Swear word derived from verb + noun

Compounding and derivations may also feed each other. The members of a compound are often themselves derivationally complex and sometimes though not often, a compound may serve as the base of a derivational affix.[26]

3. Clipping

Clipping is a process whereby a new word is created by shortening a polysyllabic word. This process, which seems especially popular among students, has yielded forms such as

a. Prof for Professor

b. Phys-ed for physical education

c. Ad for advertisement

d. Poli-sci for political science

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[26] Ibid., 104.

A number of such abbreviations have been accepted in general usage: doc, auto, lab, sub, bike, porn, burger, condo, and prep. The most common abbreviations occur in names such as Liz, Ron, Kathy, and Lyn.[27]

4. Acronyms

Acronyms are formed from the initial sounds or letters of a string of words, such as the name of organization or a scientific expression. Some examples of acronyms include

a. AIDS for acquired immune deficiency syndrome.

b. NASA for national aeronautics and space administration.

c. RADAR for radio detecting and ranging.

d. SNAFU for situation normal all fouled up.

Where the combined initial letters follow the pronunciation patterns of English, the string can be pronounced as a word, such as NATO (National Atlantic Treaty Organization).

5. Blend

Blends are two words in which their non-morphemic components are mixed into one. It is taking only the beginning of one word and joining it to the end of the other word.[28]

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[27] Ibid., 106.
[28] Ibid., 106.

Statements above means that blend are words that are created from parts of two already existing lexical items.

Some examples of blending can be seen below:

a. Brunch, from breakfast – lunch.

b. Motel, from motor – hotel

c. Smog, from smoke – fog, etc.

6. Backformation

Backformation is a process whereby a word whose form is similar to that of a derived from undergoes a process of delete affixation.[29] Each mean that, To make a new word by deleting actual affix from other word in a language is called 'Backformation', here are some examples of back formation:

a. Housekeep from housekeeper

b. Biograph from biography

c. Enthuse from enthusiasm

5. **Novel**

A. **Definition of novel**

Novel is a fictions story written in prose where the author depicts emotions, actions or strange adventure in order to

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[29] Ibid., 106.

capture his reader's interest.[30] Among the forms of imaginative literature, the novel has long been the favorite of both writers and readers. The novel has far outdistanced the popularity of other literary forms. Broadly defined, a novel is a book length story in prose, whose author tries to create the sense that, while people read and experience actual life.[31]

The novel is one of the largest of literary forms, the average novel running to some 300 pages.[32] Some definitions of the novel would more strictly limit its province. "The novel is a picture of real life and manners and of the time in which it was written" declared Clara Reeve in 1785, thus distinguishing the novel from the romance, which "describes what never happened nor is likely to happen." By so specifying that the novel depict life in the present day, the critic was probably observing the derivation of the word novel. Akin to the French word for "news" (nouvelles), it comes from the Italia novella (something new and small), a term applied to a newly made story taking place in recent times and not a traditional story taking place long ago.[33]

B. Kinds of Novel

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[30] Michael McKeon, Theory of The Novel A Historical Approach (USA: The Johns Hopkins University Press, 2000), 60.

[31] X. J. Kennedy, An Introduction to Fiction, Third Edition (USA: Little, Brown and Company, 1983), 180.

[32] Graham Little, Approach to Literature: An Introduction to Critical Study of Content and Method in Writing, Third Edition (USA: Science Press), 101.

[33] X. J. Kennedy, An Introduction to Fiction Third Edition (USA: Little, Brown and Company, 1983), 182.

There are many kinds of novels, they are as follows:

1) The Picaresque Novel

The adjective "picaresque" is from a Spanish word referring to a wanderer, often something of rogue. A picaresque novel is one in which episodes are loosely linked through the presence of a wandering central character. Examples are Henry fielding's Joseph Andrews, Samuel Butler's The Way of All Flesh and Joyce Cary's *the Horse's Mouth*.

2) The Novel of Self-fulfillment

The theme of such novels is the way in which people strive to find themselves and to be themselves, to find out what their destiny is and strive to achieve it. For instance: Dickens's David Copperfield and Maugham's The Moon, and Sixpence and T*he Razor's Edge*.

3) The Novel of Social Criticism

The novel can be used as a vehicle for the expression of social, even political, beliefs. For example: Uncle *Tom's Cabin*.

4) Satire

Some novels have been devoted exclusively to satire, criticism of social evils through wit. Swift's

satires are classics which have been followed by modern works in emulation. For example: Brave New World by Aldous Huxley.

5) The Historical Novel

It presents special problems to the author. Then there is the problem is of dialogue. The dialogue full or archaisms (out of date, discarded expressions) will soon lose the reader's interest. On the other hand, if characters speak specifically modern language, the effect will be incongruous, the effect know as anachronism being the use of something out of its proper historical setting, such as striking clocks in ancient Rome. For example: Claudius and Claudius God, is one of the best modern historical novelists.

6) The Romance

There is a wide market for novels which combine adventure, a love story and some exotic background in the past or in faraway places. Such is the romantic novel, a vehicle or pure entertainment and light reading. The novel Baroness Orczy and Geoffrey Farnol are well-known example.

7) The Novel of Adventure

A work whose main point is suspense, action and adventure is perhaps a tale rather than a novel. Classical English examples are the action tales of writers such as Marryat. Stevenson's tales, such as Treasure Island, are excellent example.

8) The Thriller Detective and Mystery Novels

The emphasis in this works is on the problem to be solved, the mystery to be unraveled. The classic tale of this kind is Wilkie Collins' The Moonstone, the pioneer novel of detection. These novels are often written in series given character interest by the popular approach of particular detectives such as those just named.

9) The Regional Novel

A number of novelists have gained success by portraying life and character in particular regions, in which landscape and local customs create a small self contained world in which human dramas can be acted out with intense effect. Thomas Hardy, with his tragic novels of Black Wessex and Anthony Trollope, with his realistic studies of life in the Cathedral town of Barchester are well-known example. A paradoxical

feature of this kind of novel is that care with the particular features of life in particular region seems most readily to touch off reflections about life in society in general.[34]

6. Synopsis of Jane Eyre Novel

Jane Eyre is small girl; she was left alone in the world because her parents were died when she was baby. After that Jane Eyre left with her mother's brother is Uncle Reed. He invited her in their large house called Gateshead. But her aunt that is Mrs. Reed and cousin is John were unkind to her. During she left in uncle's house Jane always tortured by her brother. Jane also was taken in res room; cold, dark bed rooms were her uncle had died. Some week's latter, a guest come to gateshead that is Mr. Brocklehurst. Actually her aunt had planed would be sent Jane at Lowood school. This is run by the hypocritical ogre Mr. Brocklehurst, the students never have enough to eat or warm clothes. At Lowood School she met Mrs. Temple, the headmaster of the school; Mrs. Temple was very kind and sympathetic teacher. Besides that, Jane also fined with best friend that is Helen Burns. Unfortunately, an epidemic of typhus breaks out at the school and Helen dies. Jane remains at Lowood as a student until she's sixteen and then as a teacher until she's eighteen. When Miss Teample

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[34] Graham Little, Approach to Literature: An Introduction to Critical Study of Content and Method in Writing, Third Edition (USA: Science Press), 104-107.

leaves the school to get married, Jane gets a case of wanderlust and arranges to leave the school and became a governess.

During Mrs. Teample and Helen leave Lowood, she stayed for eight years at Lowood, she worked hard at her lesson and at the end of six years, she became heard girl an as a teacher. Than Jane Eyre leave at Lowood School and went to Thornfield Hall. At the Thornfield Hall, the house looked large and cold, she met with Mrs. Fairfax and small girl is Adele Varent, the had very kinds and welcome to her. Jane left in Thornfield Hall in long time and in there Jane Eyre met with her husband that is Mr. Rochester. After various trials experienced by Jane Eyre in her life, in the end he finds his soul on the back of Mr. Rochester, they are married and they get a child in their small family. The ending of Jane Eyre is happiness.

7. **Previous Research Findings**

There are previous studies related to writer's present study. The first is Melisa Nofa Nanda's. A student of Education Faculty of English department, Universitas Negeri Padang, 2012 with title "An Analysis of Word Formation used in Twilight novel By Stephanie Meyer and Twilight Movie Script Written By Melissa Rosenberg". The research analyzed types of word formations, as one of language phenomena, used in Twilight novel and Twilight movie script.[35] The data of this research were of 6572 data

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[35] Melisa Nova Nanda, An Analysis of Word Formation used in Twilight novel By Stephanie Meyer and Twilight Movie Script Written By Melissa Rosenberg (Thesis, Universitas Negeri Padang, 2012), 11.

from novel and 796 data from movie script. From the research, it was found that types of word formation used in Twilight novel were cliticization 564, internal change 1732, suppletion 3589, conversion 24, clipping 547, blending 9, backformation 1, acronym 86, and coinage 20. Meanwhile, in the Twilight movie script types of word formation used were cliticization 465, internal change 96, suppletion 66, conversion 17, clipping 132, blending 3, onomatopoeia 17. It was known that the mostly used of type of word formation in Twilight novel was suppletion and the mostly used of type of word formation in Twilight movie script is cliticization.[36]

The second, the researcher also took the thesis from Ingriani's. A student English Department-Faculty of Letters Andalas University, Padang, 2009 with title "An Analysis of Word Formation Process used in Internet Relay Chat (IRC)". In this study, the writer wants to investigate what kind of word formation processes is used on IRC. In addition, she also wants to know how to create new word formation processes used in Internet Relay Chat. After analyzing all the data of word formation processes, she finds that the expressions that undergo word formation processes in all IRC are formed based on the George Yule's theory. The type of word formation processes that form the uncommon written expression that appear on IRC are 14 clipping, 7 acronyms, 9 pronounced alike, and 4 blending expressions. The writer finds that the expressions

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[36] Ibid., 22.

that appear on IRC (Internet Relay Chat) mostly go through the process of clipping.[37]

The third, also taken from Sika Karisman's, A student of Education Faculty of English Department, Padjadjaran University, Jatinangor, 2012. This thesis is entitled *"Word Formation in Music Magazine Total Guitar"*. The aim of this research is to describe and to explain the word formation that occurs in music terms and to understand meaning contained in the words formation in terminological of music so as produce a new term. The result of the research shows that the processes of word formation that occurs are affixation, compounding, coinage, acronyms, and clipping.[38]

F. Research Methodology

1. Research Approach

This research analyzed word formations used in Jane Eyre novel. So, this research applied qualitative research. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.[39] In other reference, qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social

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[37] Ingriani, An Analysis of Word Formation Process used in Internet Relay Chat (IRC), (Thesis, Andalas University, Padang, 2009), 43.

[38] Sika Karisman, Word Formation in Music Magazine Total Guitar (Thesis, Universitas Padjadjaran, Jatinangor, 2012), 2.

[39] Donald Ary, Introduction to Research in Education (Wadsworth-thomson Learning. Australia, 2010), 29.

and cultural setting in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed view of the people who have been studied. Such inquiry is conducted in setting where people naturally interact, as opposed to specially designated laboratories or clinical/experimental settings.

Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish it is meaning, concepts, and definitions, characteristics, metaphors, symbol and descriptions.[40] This means qualitative research is composed of a variety of genres, elements, and styles, and this is not one but many possible approaches to naturalistic inquiry concerned with subjective assessment of attitudes, opinions and behaviour.

Qualitative research is situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible.[41] These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting

[40] Muhammad Adnan Latief, Research Method on Language Learning (Malang: UM Press, 2013), 75.
[41] Uwe Flick, Designing Qualitative Research (Los Angeles: Sage Publications, 2007), 2.

to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (2005a, p. 3).[42]

Qualitative research uses several methods including ethnographic, case study, phenomenological, constructivist, participant observational, interpretive, naturalist enquiry, and exploratory descriptive.[43] This research discussed about word formation in novel. This research is qualitative descriptive, because the research is not in numerical form but the research is a thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

Qualitative descriptive is the method of choice when straight descriptions of phenomena's desired.[44] This means qualitative descriptive presents a factual event of the fieldwork observation to answer the question, what is going on here. One characterictic of qualitative research is data descriptive. Data descriptive is the data collected take the from of words or pictures rather than numbers.[45] The data can be variant such as memos, photgraph, biography, paragraph, and others. This research used descriptive qualitative. This research organize and analyze the research literature and summarizing data

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[42] Ibid., 3.

[43] Muhammad Adnan Latief, Research Method on Language Learning (Malang: UM Press, 2013), 85.

[44] Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods (London: Sage Publications, 2008), 191.

[45] Ibid., 209.

from that literature.[46] 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. In social science and business research quite often use the term Ex post facto research for descriptive research studies. 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.[47]

2. **Data Sources**

Data sources is a subject where the data come from. Data sources to get description about situation of problem and to make decision and to solve the problem.[48] The data sources are needed in conducting research into two categories, they are :

a. **Primary data sources**

Primary data is a data which are collected a fresh and for the first time, and thus happen to be original in character.[49] Moreover, primary data sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts.[50]

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[46] Uwe Flick, Designing Qualitative Research, (Los Angeles: Sage Publications, 2007), 3.

[47] C. R. Kothari, Research Methodology Methods and Techniques (New Dehli: Newage International (P) Limited Publishers, 2004), 2.

[48] Ibid., 95.

[49] Ibid., 96.

[50] Donald Ary, Introduction to Research in Education (Wadsworth-thomson Learning. Australia, 2010), 467.

The source of main data was taken from the novel Jane Eyre which Charlotte Bronte. This novel was published in 1847. In this novel was kind of popular novel. Charlotte believed art was most convincing when based on personal experience into a novel with universal appeal. Commercially it was an instant success, and initially received favorable reviews.

b. **Secondary data source**

Secondary data is a data that are already available i.e., They refer to the data which have already been collected and analyze by someone else. Secondary data may either be published data or unpublished data.[51] The mind of a non observer comes between the event and the user of the record.[52]

To support the main data, it was taken other sources such as books, essays, journals, articles and all the printer matters, and sources from internet which one related to the study. In this research, the data is taken from:

1) Muriel Fyfe, Oxford English Picture Readers, Firts Colour Edition "Jane Eyre" by Charlotte Bronte. London: Oxford University Press, 1971.

2) McKeon, Michael. Theory of the Novel a Historitical Approach. USA: The Johns Hopkins University Press, 2000.

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[51] C. R. Kothari, Research Methodology Methods and Techniques, 95.
[52] Donald Ary, Introduction to Research in Education (Wadsworth-thomson Learning. Australia, 2010), 467.

3) Kennedy, X. J. An Introduction to Fiction, Third Edition. USA: Little, Brown and Company, 1983.

4) Little, Graham. Approach to Literature: An Introduction to Critical Study of Content and Method in Writing, Third Edition. USA: Science Press.

5) Richard A. Demers, Linguistics an Introduction to Language and Communication, USA: Massachusetts Institute of Technology Press.

6) Mark Arronoff and Janie Ress-Miller, The Handbook of Linguistics, USA: Blackwell Publisher.

7) O'Grady William, Contemporary Linguistics an Introducing, New York: St. Martin Press.

8) Rochelle Lieber, Introducing Morphology, UK: Cambridge University Press.

9) George Yule, The Study of Language, Cambridge: Cambridge University Press.

10) Andrew Radford and Martin Atkinson, Linguistics an Introduction: Second Edition, Cambridge: Cambridge University Press.

11) Loreto Todd, An Introduction to Linguistics, Longman York Press.

12) Pavol Stekauer and Rochelee lieber, Handbook of Word Formation, Dordrecht Netherlands: Springer.

13) Kirsten Malmkjjaer, The Linguistics Encyclopedia: Second Edition, USA: Rouledge Taylor & Francis Group.

3. Technique of Collecting Data

Technique of collecting data is a data that combine to be the collected information such as numbers, words, pictures, video, audio, and concepts. Many definitions of data include the word fact, or facts, but this implies an inference about the data and not the data themselves.[53]

From that statement, the researcher concluded that on qualitative research there is one step of get the collecting data. This research used one way in collecting data that is called documentation. This way used because the object of this research is in the form of text or transcription.

A documentation is a written material and other documents from organizational, clinical, or programs records, memoranda and coinformance, official publications and report, personal diaries, letter, artistic works, photographs, and memorabilia, and written responses to open-ended surveys. Data consist of excerpts from documents captured in a way that records and preserves context.[54]

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[53] Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods, 190.
[54] Bogdan and Biklen, Qualitative Research for Education: An Introduction to Theories and Methods (United States of America: Pearson International Edition, 2007), 133.

The researcher was conducted only to analyze word formations used in the English novel title Jane Eyre. By reading Jane Eyre novel and trying to find word formations in it, the researchers also want to find out the data collections. Some tools such as dictionaries and textbook have been used in analyzing and investigating the data where word formations were found.

4. **Technique of Analyzing Data**

Technique of analyzing data is a integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order concepts. There are many variants of qualitative research involving many forms of data analysis, including interview transcripts, field notes, content analysis, conversational analysis, and visual data, whether photographs, film, or observations of internet occurrences (for the purpose of brevity, this entry calls all of these forms of data text).[55]

Data analysis is may seem like the most enigmatic and daunting aspect of qualitative research. On the one hand, there are so many pages of field notes, interview transcripts, and images that the task seems overwhelming. No matter how much data one has, there is always the fear that there might not be anything of importance. The

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[55]Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods (London: Sage Publications, 2008), 186.

following features of data analysis affirm the dictum of "trusting the process,"[56]

To answer the question in problem statement, the researcher chose content analysis because content analysis consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed.

Content analysis is the analysis of content is a central activity whenever one is concerned with the study of the nature of the verbal materials. A review of research in any area, for instance, involves the analysis of the contents of research articles that have been published. The analysis may be at a relatively simple level or may be a subtle one.[57] In the other definition content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes. Qualitative content analysis is sometimes referred to as latent content analysis. This analytic method is a way of reducing data and making sense of them of deriving meaning, often used sloppily. In effect, it simply defines the process

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[56] Ibid., 186.
[57] C. R. Kothari, Research Methodology Methods and Techniques (New Dehli: newage international (P) limited publishers, 2004), 110.

of summarizing and reporting written data, the main contents of data and their messages.[58]

Based on the statement above, data analysis was conducted when the researcher collected data and the data analysis can be conducted when the researcher completes the process of collecting data. The stages do analysis applied in this research.

There are three steps of analyzing data presented in the following :

1) Data Reduction

Data reductions refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs coantinously throughout the life of any qualitatively oriented project.[59]

The research will use O'Grady theory about types of word formation to analyze the data. They were derivation, compounding, clipping, acronym, blending and backformation.

2) Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action.

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[58] Lisa M. Given, The Sage Encyclopedia of Qualitative Research Methods (London: Sage Publications, 2008), 120.

[59] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, 11.

Data display helps us to understand what is happening and to do something, either analyze further or take action.[60] The example of derivation found in Jane Eyre Novel

Derivation (V → N)					
No.	Words	Chapter	Page	Sentence	Frequency
1.	Reading	1	8	5,7	2
2.	Running	1,9	8,52	10,8	2
3.	Teacher	4,5,6	22,25,33	4,4,4	3
4.	Wedding	11,12,12,12, 12,13,13	64,66,68 ,69,70,7 4,75	10,3,3,1, 16,1,5	7
5.	Dressing	12	70	10	1

3) Drawing Conclusion / Verification

Analyzing the data contantly during or after data being collected to get conclusion research.[61] The qualitative analysis is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, causal flows, and preposition. Conclusion drawing in our view is only half of a Germaine configuration.

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[60] Ibid., 11.
[61] Donal Ary, Introduction Research in Education (United State: Wadworth), 465.

Conclusions are also verified as the analysist proceeds. Verifications may be asbrief as a fleeting second throught crossing the analysist mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develope "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.[62]

G. Organization of the Thesis

The thesis will be divided into three chapters as follow:

Chapter 1 : Introduction.

This chapter introduces the whole of the research content that involves: back ground of the study, statement of the problem, objectives of the study, significance of the study, theoretical background, previous research finding, research methodology and organization of the thesis.

Chapter 2 : Analysis

This is the main discussion of this thesis. In this chapter all of word formations used in Charlotte Bronte's Jane Eyre would be presented and criticized. This chapter discusses about data and analysis of the statement problem.

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[62] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, 11.

Chapter 3: Conclusion

The conclusion and the recommendation of this research are applied in this chapter.

CHAPTER II

RESEARCH FINDING AND DISCUSSION

A. **Kinds of word formations found in Charlotte Bronte's Jane Eyre**

Jane Eyre is the novel by Charlotte Bronte retold by Muriel Fyfe that contains 20 chapters. There were 623 data of kinds of word ormatins taken from this novel. In this research found only three types of word formation. There are derivation, compounding and acronym. The complete data description for each types of word formation can be seen in the table.

1. **Derivation**

Derivation is the process by which a new word is built from a base, usually though the addition of an affix (suffix or prefix). The researcher presented detail analysis of derivation in Charlotte Bronte's Jane Eyre in the table below.

Table 1.1
Derivation changes verb into noun by adding suffix -er

Nu.	Words	Chapter	Page	Number of sentences	Frequency
1	Prayers	2,2,6	14,16,31	12,2,5	3
2	Winter	4	21	1	1
3	Warmer	4	21	1	1
4	Happier	3	20	6	1
5	Teacher	3,4,5,6	20,22,25,3 3	4,4,4,4	4
6	Corner	3	18	3	1
7	Plaster	6	31	4	1
8	Ladder	6,6	34,35	53,51	2
9	Laughter	10,10	57,57	7,8	2
10	Stranger	13,13,13,1 5	77,77,77,9 2	4,9,20,4	4
11	Lawyer	13,14,14,1 6	77,83,84,1 02	14,1,1,3	4

12	Driver	15	88	3	1
13	Corner	3	18	3	1
14	Teachers	3	20	4	1
15	Happier	3	20	26	1
16	Plaster	6	31	4	1
17	Prayer	6	31	5	1
18	Ladder	6	34	3	1
19	Ladder	6	35	1	1
20	Laughter	10	57	7	1
21	Laughter	10	57	8	1
Total			-		35

The addition of a suffix –er in the word "drive" to "driver" changes verb into a noun, for instance the word "driver" in the third sentence: *"I gave the* driver *my twenty shillings and asked him to take me as far as he could."* (Chapter 15. P. 88). The word "driver" belong to a noun that means 'one who drives a vehicle'.
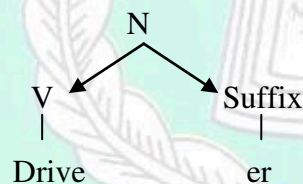
Drive (V) → Driver (N)

As shown in table 1.1 derivation changes verb into noun by adding suffix –er. It used in 35 sentences from 11 chapters. The other examples are:

The sentence number 12 *"After supper we had* prayers, *and then we went to bed."* (Chapter 2. P. 14) suffix –er in the word prayers changes a verb "pray" into a noun "prayers" which means 'person who say to God'. The ending 's' has the function to explain the plural form.

The sentence of number 4 *"The* teachers *shook hand me and kissed me."* (Chapter 3. P. 20). Suffix –er in the word teachers change a

verb "teach" into a noun "teachers" which means 'person who teaches, especially in a school'. The ending 's' has the function to explain the plural form.

The sentence of number 1 *"when the* <u>lawyer</u> *and Mr. Mason Had gone, I locked myself in my room, took of my wedding gown and put on my old woollen dress."* (Chapter 14. P. 84). Suffix –er in the word lawyer change a verb "law" into a noun "lawyer" which means 'person who is trained and qualified to advice people about the law'.

Table 1.2
Derivation changes verb into noun by adding suffix –ing

Nu.	Words	Chapter	Page	Number of sentences	Frequency
1	Reading	1,1	8,8	5,7	1
2	Running	1,9	8,52	10,8	2
3	Carrying	2,4	14,24	8,14	2
4	Growing	4,	21,	3	1
5	Leaving	5	28	2	1
6	Earning	5	27	9	1
7	Going	4,6,9,12	24,33,48, 67	6,4,20,6	4
8	Coming	3	18	4	1
9	Looking	6,6,8,8,9, 9,12,12,1 4	34,35,42, 42,50,52, 72,73,80	3,11,3,5,1,8, 2,3,4	9
10	Smoothing	14	86	9	1
11	Being	14	86	10	1
12	Nursing	4	22	4	1
13	Thinking	4,8,12	22,44,70	7,9,12	3
14	Trying	4,7,9	24,37,48	6,6,10	3
15	Coughing	4	24	7	1
16	Teaching	5	26	1	1
17	Asking	5,10	26,55	7,10	2
18	Writing	5,11	27,60	5,5	2
19	Travelling	5	28	4	1
20	Putting	6	29	3	1
21	Knitting	6	30	2	1
22	Shutting	6	35	13	1
23	Riding	7,12	37,70	1,4	2
24	Barking	7	38	1	1

25	Getting	7	38	20	1
26	Lying	7	40	1	1
27	Drawing	8,8	41,42	3,5	2
28	During	8	42	10	1
29	Talking	8	45	6	1
30	Listening	9	46	2	1
31	Shaking	9,9	47,48	5,2	2
32	Leaping	9	48	1	1
33	Hurrying	9	48	14	1
34	Burning	9	48	14	1
35	Leaving	9,17	51,103	2,15	2
36	Taking	9,12	51,67	7,4	2
37	Sewing	9	52	3	1
38	Dreaming	9	52	9	1
39	Charming	10	53	7	1
40	Waiting	10	54	2	1
41	Standing	10,13	57,77	3,4	2
42	Dying	11,11	58,58	2,4	2
43	Hating	11	58	8	1
44	Sitting	11,19	60,114	5,1	2
45	Enjoying	11	63	1	1
46	Marrying	11	63	17	1
47	Making	11	63	20	1
48	Watching	11	64	7	1
49	Wedding	11,12,12, 12,12,13, 13,13	64,66,68, 69,70,74, 75,78	10,3,3,1,16, 1,5,4	8
50	Hearing	12,12	70,70	3,5	2
51	Crumbling	12	70	7	1
52	Dressing	12	70	10	1
53	Doing	12	70	12	1
54	Hanging	12	70	25	1
55	Staring	12	72	7	1
56	Walking	13	75	7	1
57	Living	13	77	10	1
58	Raving	13	78	7	1
59	Holding	13	78	11	1
60	Cooking	14	80	3	1
61	Looking	14	80	4	1
62	Saying	14	83	4	1
63	Marrying	14,14	83,85	4,3	2
64	Wedding	14,14,14	83,84,85	5,1,4	3
65	Sitting	14	85	1	1
66	Waiting	14	85	1	1
67	Begging	14	86	1	1
68	Shillings	15,15	87,88	3,3	2
69	Carrying	15	87	5	1
70	Pouring	15	89	4	1
71	Fallings	15,16	89,102	6,2	2

72	Shining	15	89	7	1
73	Knitting	15	90	4	1
74	Talking	15	90	7	1
75	Wanting	15	95	5	1
76	Drawing	16,16,16	101,101,102	1,3,5	3
77	Painting	16	101	1	1
78	Calling	18	106	3	1
79	Going	18	107	2	1
80	Leaving	18	107	5	1
81	Burning	18	109	2	1
82	Waving	18	109	6	1
83	Shouting	18	109	6	1
84	Leaping	18	109	6	1
85	Killing	18	111	2	1
86	Fearing	18	111	3	1
87	Coming	18	111	7	1
88	Feeling	19	112	4	1
89	Seeing	19	113	3	1
90	Resting	19	115	2	1
91	Taking	19	116	6	1
92	Beginning	20	118	9	1
93	Lighting	20	120	1	1
94	Wearing	20,20	122,122	2,3	2
95	Shinning	20	123	3	1
96	Being	20	123	1	1
97	Coming	3	18	4	1
98	Going	4	24	6	1
99	Carrying	4	24	14	1
100	Earning	5	27	9	1
101	Leaving	5	28	2	1
102	Looking	6	34	3	1
103	Smoothing	14	86	9	1
104	Being	14	86	10	1
105	Opening	15	92	5	1
106	Coming	18	106	5	1
107	Boarding	20	121	5	1
Total		-			150

In table 1.2 the addition of suffix –ing changes verb into noun used in 150 sentences from 19 chapters. For instance, on the sentence of number 5 *"I was* <u>reading</u>, but I stopped at once because I was afraid of him.*"* (Chapter 1, P. 8). Suffix –ing in the word reading change a verb

"read" into a noun "reading" with the meaning 'act of reading something uncountable books, articles etc. that are intended to be read'.

On the sentence of number 10 *"His mother heard him yell and* came <u>running</u> *into the room."* (Chapter 1, P. 8). Suffix –ing in the word running change a verb "run" into a noun "running" with the meaning 'action or sport of running / activity of managing or operating something'.

On the sentence of number 4 "When I had been <u>teaching</u> for two years, Miss Temple married a elergyman and left Lowood." (Chapter 5, P. 26). Suffix –ing in the word teaching change a verb "teach" into a noun "teaching" with the meaning 'work of a teacher'.

On the sentences of number 4 *"The teachers were too busy* <u>nursing</u> *the sick to give lessons."* (Chapter 4, P. 22). Suffix –ing in the word nursing change a verb "nurse" into a noun "nursing" with the meaning 'job or skill of caring for the sick' The other are:

(6) By the time I reached them the man was trying to get to his feet. (Chapter 7, P. 37).

(5) I looked at the old-fashioned writting. (Chapter 5, P. 27).

(10) All the guests were at their dors asking, ... (Chapter 10, P.55).

(12) ... I asked, thinking it must be the maid. (Chapter 12, P. 70).

(3) We climbed a ladder to the roof and stood behind the battlements looking at the garden, field and woods which stretched out below us. (Chapter 6, P. 34).

(6) ... I enjoyed talking to him. (Chapter 8, P. 45).

Table 1.3
Derivation changes Adjective into adverb by adding suffix -ly

Nu.	Word	Chapter	Page	Number of sentences	Frequency
1	Especially	1	7	8	1
2	Certainly	1	11	12	1
3	Kindly	2	13	4	1
4	Quickly	2	14	15	1
5	Quickly	2	16	2	1
6	Slowly	2	16	5	1
7	Carefully	3	17	9	1
8	Friendly	3	18	6	1
9	Healthy	4	21	4	1
10	Elderly	6	30	2	1
11	Lonely	6	30	12	1
12	Fortunately	6	33	10	1
13	Suddenly	6	35	4	1
14	Probably	6	35	9	1
15	Suddenly	7	37	4	1
16	Difficulty	7	38	15	1
17	Quickly	7	38	18	1
18	Suddenly	7	38	19	1
19	Properly	8	41	1	1
20	Kindly	8	42	6	1
21	Carefully	8	44	6	1
22	Suddenly	8	44	7	1
23	Friendly	8	45	6	1
24	Angrily	9	48	6	1
25	Gravely	9	48	15	1
26	Calmly	9	52	9	1
27	Suddenly	10	55	2	1
28	Quickly	10	55	9	1
29	Quickly	10	57	8	1
30	Quietly	11	60	3	1
31	Lovely	11	63	1	1
32	Suddenly	11	63	15	1
33	Truly	11	63	24	1
34	Really	11	65	2	1
35	Greatly	11	65	8	1
36	Lovely	12	69	2	1
37	Clearly	12	70	22	1
38	Early	13	74	2	1
39	Scarcely	13	75	1	1
40	Quickly	13	75	4	1
41	Quietly	13	77	5	1

42	Lawfully	13	77	6	1
43	Fairly	14	80	8	1
44	Suddenly	14	81	5	1
45	Quickly	14	86	11	1
46	Quietly	15	87	5	1
47	Lonely	15	88	4	1
48	Slowly	15	89	10	1
49	Loudly	15	92	4	1
50	Hardly	15	95	3	1
51	Greedily	15	95	3	1
52	Lonely	16	100	7	1
53	Quickly	16	101	5	1
54	Heavily	16	102	2	1
55	Happily	17	105	2	1
56	Lonely	18	111	11	1
57	Lonely	19	112	2	1
58	Silently	19	112	9	1
59	Really	19	113	4	1
60	Quickly	19	116	2	1
61	Really	19	117	1	1
62	Quietly	20	121	1	1
63	Faintly	20	122	5	1
64	Clearly	20	122	8	1
65	Slowly	6	29	5	1
	Total		-		65

From table 1.3 in above, the addition of suffix –ly canges adjective into adverb used in 65 sentences from 19 chapter. For instance, on the sentence of number 4 *"'are you tired, my dear?' she asked kindly*." (Chapter 2, P. 13). Suffix –ly in the word kindly change an adjective "kind" into an adverb "kindly" with the meaning 'in a kind way (old fashioned, formal) used to ask or tell somebody to do something, especially when you are annoyed'. Some other are:

On the sentence of number 12 *"It can be lonely here."* (Chapter 6, P. 30). Suffix –ly in the word lonely change an adjective "lone" into an

adverb "lonely" with the meaning 'sad because you have no friends or people to talk to'.

On the sentence of number 4 *"Suddenly I heard a strange sound, like a short harsh laugh."* (Chapter 6, P. 35). Suffix –ly in the word suddenly change an adjective "sudden" into an adverb "suddenly" with the meaning 'happening unexpectedly and quickly'.

On the sentence of number 3 *"At first I could hardly swallow, but soon I ate greedily."* (Chapter 15, P. 95). Suffix –ly in the word hardly change an adjective "hard" into an adverb "hardly" with the meaning 'used to emphasie that it is difficult to do something'. The other are:

(15) The girls undressed quickly and two got into each bed. (Chapter 2, P. 14)

(1) The next day Adele was exited and would not do her lessons properly. (Chapter 8, P. 41)

(2) Has Mr. Rochester really asked you to marry him? And you've accepted him?. (Chapter 11, P. 65)

(4) The strenger knocked loudly on the door. (Chapter 15, P. 92)

(22) At the moment I could see her face quite clearly in the dark glass. (Chapter 12, P. 70)

(2) I rose early and Shopie helped me to put on my dress. (Chapter 13, P. 74)

Table 1.4
Derivation changes adjective into noun by adding Suffix –ness

Nu.	Word	Chapter	Page	Number of Sentences	Frequency
1	Darkness	2	13	1	1
2	Thankfulness	6	31	5	1
3	Governess	6	33	3	1
4	Governess	7	38	9	1
5	Governess	7	38	10	1
6	Governess	12	68	1	1
7	Darkness	15	89	6	1
8	Spotless	15	90	3	1
9	Governesses	16	96	8	1
10	Governess	16	97	8	1
11	Kindness	20	118	5	1
12	Sadness	3	19	3	1
	Total		-		12

In table 1.4 in above, derivation changes adjective into noun by adding suffix –ness used in 12 sentences from 8 chapters. For instance on the sentence of number 3 *"Have you cried all your* sadness *away?"* (Chapter 3, P. 19). Suffix –ness in the word sadness change an adjective "sad" into a verb "sadness" with the meaning 'unhappy or causing sorrow'. The other are:

On the sentence of number 5 *"Then I told him about the Moor House and the* kindness *of the rivers."* (Chapter 20, P. 118). Suffix –ness in the word kindness change an adjective "kind" into a verb "kindness" with the meaning '(uncountable) quality of being kind, (contable) kind act'.

On the sentence of number 1 *"Through the* darkness I could just *see a large house with many windows."* (Chapter 2, P. 13). Suffix –ness in

the word darkness change an adjective "dark" into a noun "darkness" with the meaning '(uncountable) lack of light'.

Table 1.5
Derivation changes noun into adjective by adding Suffix -less

Nu.	Word	Chapter	Page	Sentences of Number	Frequency
1	Careless	3	17	3	1
2	Spotless	15	90	3	1
3	Helpless	18	111	2	1
Total			-		3

In table 1.5 in above, the addition of suffix –less change a verb into an adjective used in 3 sentences from 3 chapters. For instance, on the sentence of number 2 *"He is* helpless *now, blind and a cripple."* (Chapter 18, P. 111). Suffix –less in the word helpless change a verb "help" into an adjective "helpless" with the meaning 'needing the help of others, powerless'. The other are:

On the sentence of number 2 *"There was a* spotless *kitchen, with polished plates on a shelf."* (Chapter 15, P. 90). Suffix –less in the word spotless change a noun "spot" into an adjective "spotless" with the meaning 'completely clean'.

On the sentence of number 3 *" '*Careless *girl', said Mr. Brocklehurst."* (Chapter 3, P. 17). Suffix –less in the word careless change a noun "care" into an adjective "careless" with the meaning 'not taking care; thoughtless, resulting from lack of attention and thought a mistake'.

Table 1.6
Derivation changes verb into noun by adding Suffix –ment

Nu.	Word	Chapter	Page	Sentences of Number	Frequency
1	Advertisement	5	26	7	1
2	Contentment	20	123	4	1
Total			-		2

In table 1.6 in above, derivation changes verb into noun by adding suffix –ment used in 2 sentences from 2 chapters. For instance on the sentence of number 7 *"I put an* advertisement *in the –shire Herald, asking for replies t be sent to J.E at Lowton Post Office."* (Chapter 5, P. 26). Suffix –ment in the word advertisement change a verb "advertise" into a noun "advertisement" with the meaning 'notice in newspaper, on television, etc, telling people about a product, job or service'. The other example are:

On the sentence of number 4 *"These years have been full of joy and* contentment *for us both."* (Chapter 20, P. 123). Suffix –ment in the word contentment change a verb "content" into a noun "contentment" with the meaning 'state of being content'.

Table 1.7
Derivation changes noun into Adjective by adding Suffix –ful

Nu.	Word	Chapter	Page	Sentences of Number	Frequency
1	Cheerful	3	19	1	1
2	Cheerful	6	31	3	1
3	Painful	7	38	13	1
4	Cheerful	7	38	22	1
5	Fearful	9	46	10	1
6	Beautiful	10	53	3	1
7	Cheerful	10	54	10	1

8	Beautiful	12	69	5	1
9	Fearful	12	70	4	1
10	Thoughtful	15	90	6	1
11	Cheerful	19	117	5	1
Total		-			11

In table 1.7 in above, derivation changes noun into adjective by adding suffix –ful used in 11 sentences from 8 chapters. For instance on the sentence of number 3 *"It had bright blue curtains and* cheerful *wallpaper and carpet on the floor."* (Chapter 6, P. 31). Suffix –ful in the word cheerful change a noun "cheer" into an adjective "cheerul" with the meaning 'happy or giving someone a feeling of happiness'. The other example are:

On the sentence of number 13 *"He tried to stand,* but found it was too painful*."* (Chapter 7, P. 38). Suffix –ful in the word painful change a noun "pain" into an adjective "painful" with the meaning '(pain) feelings of suffering that you have in your body when you are hurt or ill, (painful) causing pain'.

On the sentence of number 10 *"Then I heard a* fearful *sound a low, wicked laugh."* (Chapter 9, P. 46). Suffix –ful in the word fearful change a noun "fear" into an adjective "fearful" with the meaning '(fear) bad feeling you have when you are in danger, when something bad might happen or when somebody or something frightens you, (fearful) nervous and afraid'.

On the sentence of number 3 *"Among them was Miss Blanche* Ingram, a very beautiful *and rich young lady."* (Chapter 10, P. 53). Suffix

–ful in the word beautiful change a noun "beauty" into an adjective "beautiful" which means '(beauty) quality or state of being beautiful, (beautiful) very pretty or attractive giving pleasure to the senses'.

On the sentence of number 6 *"They had delicate, thoughful faces."* (Chapter 15, P. 90). Suffix –ful in the word thoughtful change a noun "though" into an adjective "thoughful" with the meaning '(thought) something that you think of or remember, power or process of thinking, (thoughtful) quie because you are thingking'.

Table 1.8
Derivation changes verb into noun by adding suffix –ion

Nu.	Word	Chapter	Page	Sentences of Number	Frequency
1	Relation	17	104	5	1
2	Relation	16	99	9	1
Total			**-**		2

In table 1.8 in above, derivation changes verb into nuon by adding suffix –ion used in 2 sentences from 2 chapters. For instance on the sentence of number 5 *"Now I have relations of my own."* (Chapter 17, P. 104). Suffix –ion in the word relation change a verb "relate" into a noun "relatins" which means '(relate) show or make a connection between two people or thing, (relations) why in which two people, countries, etc behave towards or deal with each other'. The ending '*s*' has the function to explain the plural form.

Table 1.9
Derivation changes verb into verb by adding preffix un-

No.	Word	Chapter	Page	Sentences of Number	Frequency
1	Undressed	2	14	15	1
2	Undress	2	14	16	1
3	Unlocked	14	79	6	1
4	Unlocked	14	80	1	1
5	Unless	6	32	5	1
Total		-			5

In the table 1.9 in above, the addition of preffix un- changes verb into verb used in 5 sentences from 3 chapters. For instance on the sentence of number 16 *"Miss miller helped me to* <u>undress</u> *and told me that I was to share her bed that night."* (Chapter 2, P 14). Preffix un- in the word undress change a verb "dress" into a verb "undress" with the meaning 'take off clothes on somebody'. Some other example are:

On the sentence of number 1 *"Then he* <u>unlocked</u> *the door behind the curtain, and led us into the inner room."* (Chapter 14, P. 80). Preffix un- in the word unlock change a verb "lock" into a verb "unlocked" with the meaning 'not lock the door'. The ending 'ed' has the function to explain simple pass.

On the sentence of number 5 *"But it will get out of order unless Mr. Rochester visits it more often."* (Chapter 6, P. 32). Prefix un- in the word less to unless change a verb "less" into a verb "unless" with the meaning 'not so much'.

Table 1.10
Derivation changes adjective into adjective by adding preffix Un-

No.	Word	Chapter	Page	Sentences of Number	Frequency
1	Unhappy	1	9	7	1
2	Unkind	1	7	8	1
3	Unhappy	12	66	5	1
4	Unhappy	20	121	6	1
5	Unable	11	63	12	1
6	Untrue	3	20	5	1
Total		-			6

In table 1.10 in above, the derivation changes adjective into adjective by adding preffix un- used in 6 sentences from 5 chapters. For instance on the sentence of number 12 *"... I cried,* unable *to hide my tears."* (Chapter 11, P. 63). Preffix un- in the word unable change an adjective "able" into an adjective too "unable" with the meaning 'not having the power, means or opportunity to do something'. Some other example are:

On the sentence of number 6 *"I found she was* unhappy*, so I brought her home."* (Chapter 20, P. 121). Preffix un- in the word unhappy change an adjective "happy" into an adjective too "unhappy" with the meaning 'feeling, giving or expressing not pleasure to do something'.

On the sentence of number 8 *"My aunt and causins were very* unkind to me, especially John, the el*dest."* (Chapter 1, P. 7). Preffix un- in the word unkind change an adjective "kind" into an adjective too "unhappy" with the meaning 'not friendly with others'.

On the sentence of number 5 *"That the story that Jane Eyre is wicked is quite <u>untrue</u>."* (Chapter 3, P. 20). Preffix un- in the word untrue change an adjective "true" into an adjective too "untrue" with the meaning 'not connected with facts rather than things that have been invented or guessed'.

Table 1.11
Derivation changes verb into verb by adding prefix Re-

No.	Word	Chapter	Page	Sentences of Number	Frequency
1	Repay	14	86	10	1
	Total		**-**		1

In table 1.11 in above, the derivation changes verb into verb by adding preffix re- used only one sentence from one chapter. For instance on the sentence of number 10 *"God keep you from harm and wrong, and <u>repay</u> you for being so kind to me."* (Chapter 14, P. 86). Preffix re- in the word repay change a verb "pay" into a verb "repay" with the meaning 'return something to somebody for goods services'.

All the data in tables above include some English derivation affixes. Derivation creates a new word by changing the category and the meaning of the base to which it applies.

2. **Compounding**

Creating a new word by combining two already existing words are called compound. It is defined as combination of some lexical categories such as adjectives, nouns, verbs, or prepositions in purpose of

constructing a larger unit of word. The researcher presented detail analysis

of compounding in Charlotte Bronte's Jane Eyre in the table below.

Table 2.1
Data used compounding in charlotte Bronte's Jane Eyre

Nu.	Word	Chapter	Page	Sentences of number	Frequency
1	Elergyman	1	7	2	1
2	Gateshead	1	7	4	1
3	Hearthrug	1	11	3	1
4	Gateshead	1	11	1	1
5	Everyone	1	11	6	1
6	Headmistress	1	11	11	1
7	Holiday	1	11	14	1
8	Anyone	1	11	19	1
9	Gateshead	2	12	1	1
10	Someone	2	12	4	1
11	Headmistress	2	13	3	1
12	Homework	2	14	2	1
13	Candlelight	2	14	2	1
14	Oatcake	2	14	8	1
15	Bedroom	2	14	13	1
16	Schoolroom	2	14	13	1
17	Everything	2	14	17	1
18	Schoolroom	2	16	2	1
19	Breakfast	2	16	2	1
20	Something	3	18	7	1
21	Gateshead	3	19	5	1
22	Bedroom	3	19	6	1
23	Everyone	3	19	8	1
24	Sunshine	4	21	1	1
25	Another	4	21	6	1
26	Nearby	4	21	3	1
27	Someone	4	24	14	1
28	Elergyman	5	26	1	1
29	Without	5	26	2	1
30	Another	5	26	3	1
31	Nothing	5	26	5	1
32	Outside	5	26	5	1
33	Newspaper	5	26	6	1
34	Fortnight	5	28	1	1
35	Staircase	6	31	1	1
36	Bedroom	6	31	2	1

37	Wallpaper	6	31	3	1
38	Housekeeper	6	32	10	1
39	Understand	6	33	9	1
40	Without	6	35	15	1
41	Afternoon	7	36	3	1
42	Pathway	7	36	4	1
43	Horseback	7	36	6	1
44	Schoolgirl	8	44	6	1
45	Someone	9	46	6	1
46	Something	9	46	13	1
47	Outside	9	47	6	1
48	Bedroom	9	47	7	1
49	Somebody	9	48	10	1
50	Anything	9	50	9	1
51	Tonight	9	50	9	1
52	Myself	9	50	10	1
53	Tonight	9	51	3	1
54	Nothing	9	51	5	1
55	Schoolroom	9	52	1	1
56	Downstairs	9	52	2	1
57	Bedroom	9	52	2	1
58	Anything	9	52	5	1
59	Footsteps	9	52	8	1
60	Fortnight	10	53	2	1
61	Someone	10	55	6	1
62	Bedroom	10	55	9	1
63	Something	10	55	7	1
64	Nightmare	10	57	13	1
65	Everything	10	57	13	1
66	Outside	10	57	3	1
67	Upstairs	10	57	5	1
68	Armchair	10	57	10	1
69	Bedroom	10	57	10	1
70	Gateshead	11	58	1	1
71	Gateshead	11	58	4	1
72	Gateshead	11	58	9	1
73	Myself	11	60	3	1
74	Everybody	11	60	12	1
75	Welcome	11	61	2	1
76	Another	11	63	11	1
77	Upstairs	11	64	8	1
78	Everything	12	68	3	1
79	Bedroom	12	68	4	1
80	Overtake	12	70	4	1

81	Without	12	70	5	1
82	Someone	12	70	11	1
83	Someone	12	70	16	1
84	Herself	12	72	2	1
85	Myself	13	74	2	1
86	Downstairs	13	74	3	1
87	Breakfast	13	74	4	1
88	Breakfast	13	75	1	1
89	Graveyard	13	75	6	1
90	Elergyman	13	77	2	1
91	Elergyman	13	77	6	1
92	Forward	13	77	5	1
93	Elergyman	13	77	10	1
94	Cannot	13	77	7	1
95	Elergyman	13	77	9	1
96	Forward	13	77	19	1
97	Frightened	13	77	22	1
98	Elergyman	13	77	25	1
99	Elergyman	13	78	1	1
100	Today	13	78	4	1
101	Nothing	13	78	8	1
102	Innocent	13	78	9	1
103	Invite	13	78	10	1
104	Elergyman	13	78	12	1
105	Today	14	79	2	1
106	Forward	14	79	3	1
107	Upstairs	14	79	6	1
108	Behind	14	80	1	1
109	Something	14	80	3	1
110	Backwards	14	80	4	1
111	Forwards	14	80	4	1
112	Today	14	80	6	1
113	Towards	14	81	2	1
114	Herself	14	81	6	1
115	Behind	14	82	9	1
116	Downstairs	14	83	1	1
117	Myself	14	84	1	1
118	Myself	14	84	4	1
119	Outside	14	85	1	1
120	Himself	14	86	6	1
121	Midnight	15	87	3	1
122	Coachman	15	88	4	1
123	Whitcross	15	88	4	1
124	Without	15	89	4	1

125	Towards	15	89	8	1
126	Myself	15	89	10	1
127	Fireside	15	90	5	1
128	Nowhere	15	91	4	1
129	Mistresses	15	91	6	1
130	Indeed	15	91	7	1
131	Doorstep	15	92	1	1
132	Bonnet	15	95	2	1
133	Anyone	15	95	5	1
134	Yourself	15	95	8	1
135	Nothing	15	95	9	1
136	Tonight	15	95	9	1
137	Upstairs	15	95	15	1
138	Downstairs	16	96	5	1
139	Elerrgyman	16	96	9	1
140	Holiday	16	96	10	1
141	Handsome	16	97	5	1
142	Elergyman	16	97	7	1
143	Forget	16	97	12	1
144	Anything	16	98	4	1
145	Another	16	98	6	1
146	Fortune	16	99	9	1
147	Another	16	99	9	1
148	Anyone	17	103	4	1
149	Yesterday	17	103	5	1
150	Elergyman	17	103	15	1
151	Schoolmistress	16	100	2	1
152	Sometimes	16	101	2	1
153	Begged	18	106	1	1
154	Fortnight	18	107	1	1
155	Orchard	18	107	5	1
156	Myself	18	107	6	1
157	Everything	18	108	2	1
158	Indeed	18	109	2	1
159	Upstairs	18	109	3	1
160	Herself	18	111	2	1
161	Herself	18	111	2	1
162	Coachman	18	111	13	1
163	Tonight	19	113	7	1
164	Bonnet	19	114	2	1
165	Someone	19	114	4	1
166	Anyone	19	114	6	1
167	Mantelpiece	19	115	2	1
168	Tonight	19	117	6	1

169	Sunshine	20	118	2	1
170	Schoolmistress	20	118	5	1
171	Handsome	20	118	7	1
172	Another	20	121	7	1
173	Without	20	123	1	1
174	Cannot	20	123	1	1
175	Something	20	122	2	1
	Total		**-**		175

Table 2.1 in above compunding used in 175 sentences from 20 chapters. For instance, Compound can be found in the sentence of number 6 *"Then a* <u>newspaper</u> *gave me an idea."* (Chapter 5, P. 26). In the word newspaper consist of two word has been combined between noun 'news' and noun 'paper' to create a new word noun 'newspaper' with the meaning 'printed publication, issued daily or weekly, with news, advertisements, etc'. From two words '(news) new information about something that has happened recently' and '(paper) substance in thin sheets used for writting, printing and drawing'. Some other example are:

On the sentence of number 3 *"It had bright blue curtains and cheerful* <u>wallpaper</u>*, and a carpet on the floor."* (Chapter 6, P. 31). In the word wallpaper consist of two word has been combined between noun 'wall' and noun 'paper' to create a new word noun 'wallpaper' with the meaning 'paper usually with a coloured design, for covering the walls of a room'. From two word '(wall) long upright solid structure of stone, brick, etc that surrounds, divides or protects something' and '(paper) substance in thin sheets used for writting, printing and drawing'.

On the sentence of number 2 *"We dressed quickly*, and then we had prayers and a Bible lesson in the schoolroom before <u>breakfast</u>*."*

(Chapter 2, P.16). In the word breakfast consist of two word has been combined between verb 'break*'* and adjective 'fast*'* to create a new word verb 'breakfast*'* with the meaning 'first meal of the day or eat breakfast'. Breakfast from two words '(break) do smething that is against the law not keep a promise, etc' and '(fast) quick or showing a time leter than the true time'.

On the sentence of number 1 *"*When spring came after the cold hard winter, the weather became warmer and we began to enjoy the sunshine.*"* (Chapter 4, P. 21). In the word sunshine consist of two word has been combined between noun 'sun*'* and verb 'shine*'* to create a new word sunshine (noun) with the meaning 'light and heat of the sun'. Sunshine from two words they are '(sun) star round which the earth moves and which gives it heat and light' and '(shine) give out or reflect light or shine the light from a lamp, etc in particular direction'.

On the sentence of number 7 *"The air was filled with smoke which came in clouds from Mr. Rochester's* bedroom.*"* (Chapter 9, P. 47). In the word bedroom consist of two word has been combined between noun 'bed*'* and noun 'room*'* to create a new word bedroom (noun) with the meaning 'room for sleeping in'. Bedroom from two words they are '(bed) piece of furniture that you sleep on' and '(room) part of building with its own walls, ceiling and door'.

On the sentence of number 3 *"*Mr. Rochester was standing outside my door with a candle in his hand.*"* (Chapter 10, P. 57). In the

word outside consist of two word has been combined between adverb 'out' and noun 'side' to create a new word outside (adverb) with the meaning 'on or to the outside of something; in the open air'. Outside from two words they are '(out) away from the inside of a place or thing' and '(side) either of the two halves of a surface, an object or an area'.

On the sentence of number 6 *"As* I sat, a great black dog came out of the bushes and a man on horseback *came along the path."* (Chapter 7, P. 36). In the word horseback consist of two word has been combined between noun 'horse' and noun 'back' to create a new word horseback (adverb) with the meaning 'sitting on a horse'. Horseback from two words they are '(horse) large four legged animal that people ride on or use for pulling carts, etc' and '(back) part of a person's or an animal's body between the neck and the bottom'.

On the sentence of number 13 *"A servant has had a* nightmare.*"* (Chapter 10, P. 55). In the word nightmare consist of two word has been combined between noun 'night' and noun 'mare' to create a new word 'nightmare' (noun) with the meaning 'frightening dream (informal) very frightening or unpleasant experience'. Nightmare from two words they are '(night) time of darkness between one day and the next' and '(mare) female horse or donkey'.

On the sentence of number 5 *"I told hi*m how I had been a scholmistress, how uncle John had left me money and how we had *discovered that the Rivers were my causins."* (Chapter 20, P. 118). In the

word schoolmistress consist of two word has been combined between noun 'school' and noun 'mistress' to create a new word 'schoolmistress' (noun) with the meaning 'teacher in a school, especially a private school'. Schoolmistress from two words they are '(school) place where children go to be educated or where people go to learn a particular skill' and '(mistress) women that a married man is having a regular sexual relationship with and who is not his wife'.

The other example are:

(4) ... looking more like an animal than human being, run <u>backwards</u> and <u>forwords</u>. (Chapter 14, P. 80)

(7) He is twenty-nine, tall, fair, <u>handsome</u> and clever. (Chapter 20, P. 118)

(8) Can't you tell us about <u>yourself</u>?. (Chapter 15, P. 95)

(3) Then, soon after midnight, I got up and put some food and clothes in a parcel ... (Chapter 15, P. 87)

3. Acronym

Acronyms are formed from the initial sounds or letters of a string of words, such as the name of organization or a scientific expression. The researcher presented detail analysis of acronym in Charlotte Bronte's Jane Eyre in the table below.

Table 3.1
Data of used acronym in charlotte Bronte's Jane Eyre

Acronym					
Nu.	Word	Chapter	Page	Number of Sentences	Frequency
1	Mr.	1	11	4,10,17,	3
2	Mrs.	1	11	15,24	2
3	Mr.	3	17	1,3,6	3
4	Mr.	3	18	1,9	2

5	Mr.	3	19	4	1
6	J.E	5	26	7	1
7	J.E	5	27	5	1
8	Mrs.	5	27	5,7	2
9	Mrs.	5	28	1	1
10	Mrs.	6	30	9	1
11	Mrs.	6	31	1	1
12	Mrs.	6	32	2	1
13	Mr.	6	32	5,6	2
14	Mrs.	6	32	9	1
15	Mr.	6	33	2	1
16	Mrs.	6	33	6	1
17	Mrs.	6	34	1,5	2
18	Mr.	6	34	4	1
19	Mrs.	6	35	7,8,12,15	4
20	Mrs.	6	36	2	1
21	Mr.	7	38	9,11	2
22	Mrs.	7	38	24	1
23	Mrs.	7	40	1,1	2
24	Mr.	7	40	3,6	2
25	Mrs.	7	40	9	1
26	Mrs.	8	41	2	1
27	Mr.	8	41	3	1
28	Mr.	8	42	2,7,8,9	4
29	Mrs.	8	42	5,7,8	3
30	Mrs.	8	45	1	1
31	Mr.	8	45	2,5	2
32	Mrs.	9	47	2,7	2
33	Mr.	9	47	6,8	2
34	Mrs.	9	48	17	1
35	Mr.	10	53	1,4,7	3
36	Mr.	10	54	1,5,9	3
37	Mr.	10	55	10	1
38	Mr.	10	57	3	1
39	Mrs.	10	57	6	1
40	Mr.	10	57	10,11,14,15,19,20	6
41	Mrs.	11	58	1,7,9	3
42	Mr.	11	58	3,9,11	3
43	Mrs.	11	60	2,7	2
44	Mr.	11	60	4	1
45	Mrs.	11	61	1,4	2
46	Mr.	11	61	3	1
47	Mr.	11	63	1	1
48	Mrs.	11	63	4	1
49	Mr.	11	64	6,10	2
50	Mrs.	11	64	7,10	2
51	Mr.	11	65	2,10	2
52	Mrs.	11	65	12	1

53	Mr.	12	66	1	1
54	Mr.	12	67	4,6	2
55	Mr.	12	68	2,6	2
56	Mrs.	12	68	6	1
57	Mr.	12	69	1,6	2
58	Mr.	12	70	4	1
59	Mrs.	12	70	18	1
60	Mr.	12	72	9	1
61	Mr.	12	73	7	1
62	Mr.	13	74	3	1
63	Mr.	13	75	1,6,8	3
64	Mrs.	13	75	4	1
65	Mr.	13	77	9,10,11,19,19,21,23	7
66	Mrs.	13	78	2	1
67	Mr.	13	78	3,11,12	3
68	Mr.	14	79	2	1
69	Mrs.	14	79	3	1
70	Mrs.	14	80	6	1
71	Mr.	14	81	6	1
72	Mr.	14	82	3,9	2
73	Mr.	14	83	1,3,4,5,8	5
74	Mr.	14	84	1	1
75	Mr.	14	85	1	1
76	Mr.	14	86	1	1
77	Mrs.	15	87	6	1
78	Mr.	15	92	5	1
79	Mr.	16	100	8	1
80	Mr.	17	103	3,9	2
81	Mr.	17	105	6	1
82	Mr.	18	106	3	1
83	Mr.	18	108	8	1
84	Mr.	18	109	1,8	2
85	Mr.	18	111	6	1
86	Mr.	19	112	9	1
87	Mr.	19	113	6	1
88	Mr.	19	115	5,7	2
89	Mr.	19	117	5	1
90	Mr.	20	118	1,7,9	3
91	Mr.	20	122	1	1
92	Mr.	20	123	1	1
Total			-		156

In table 3.1 shown some acronym used in 156 sentences from 20 chapters. For instance, acronym can be found in the sentence of number 7 *"I put an advertisement in the shire Herald, asking for replies to be sent to*

J.E *at Lowton Post Office."*(Chapter 5, P. 26). In the word J.E stand or Jane Eyre which is created from taking the initial latters of some or all of the words in a phrase or title and reading them as a word or separately. In this case, the word J.E. is read separately and writen in capital latters.

From all the table above, the first column is number, the secound column is word included word formations, the third column is chapter, fourth column is page, the five is number of sentences (the word used word formation) and the last column is frequency.

From the explanation above, it can be said that type of word formation used in Jane Eyre novel were derivation, compounding and acronym. Meanwhile, clipping, blend and backformation were not used in Jane Eyre novel. The analysis of this reasearch it was found out that the total data of types of word formation used in Jane Eyre novel were 623. They were 292 data of derivation, 175 data of compounding, and 156 data of acronym.

The tabel below represented the percentage of the finding of the types of word formation used in Jane Eyre novel.

Table 4.
The percentage of types of word formation used in Jane Eyre novel.

Nu.	Types of Word Formation	Frequency	Percentage
1	Derivation	292	46,87 %
2	Compunding	175	28,09 %
3	Clipping	0	0%
4	Acronym	156	25,04 %
5	Blend	0	0%
6	Backformation	0	0 %
Total		623	100 %

CHAPTER III

CLOSING

This is the last chapter of this thesis. It consists of conclusion and suggestion.

A. Conclusion

This research studies about word formations used in Jane Eyre Novel by Charlotte Bronte. In analyzing the data, the researcher used O'Grady's theory in his book Contemporary Linguistic an Introducing. He said that there are six kinds of word formation processes, those are: derivation, compounding, clipping, acronym, blending and backformation.

After analyzing the kinds of word formations found in Charlotte Bronte's Jane Eyre, the researcher found that there are 623 data of word formation processes taken from this novel. They were 292 data of derivation (46,87 %), 175 data of compounding (28,09 %), and 156 data of acronym (25,04 %). Meanwhile, clipping, blending and backformation were not used in Jane Eyre novel.

The detail of data analyzing as follow: The first kind of word formations processes in Charlotte Bronte's Jane Eyre are derivation, any eleven process of derivation find out, there are: 1). Thirty five data derivation changes verb into noun by adding suffix –er. For example: drive into driver. 2). One hundred and seven data derivation changes verb into noun by adding suffix –ing. For example: read into reading. 3). Sixty five data derivation changes adjective into adverb by adding suffix –ly. For example: kind into

kindly. 4). Twelve data derivation changes adjective into noun by adding suffix –ness. For example: sad into sadness. 5). Three data derivation changes noun into adjective by adding suffix –less. For example: care into careless. 6). Two data derivation changes verb into noun by adding suffix –ment, for example: advertise into advertisement. 7). Eleven data derivation changes noun into adjective by adding suffix –ful. For example: fear into fearful. 8). Two data derivation changes verb into noun by adding suffix –ion. For example: relate into relation. 9). Five data derivation changes verb into verb by adding preffix un-. For example: dress into undress. 10). Six data derivation changes adjective into adjective by adding preffix un-. For example: happy into unhappy. 11). One data derivation changes verb into verb by adding preffix re-. For example: pay into repay. Total all the data of derivation process are 292 data. The second of word formations processes found in Charlotte Bronte's Jane Eyre are compounding with 175 data. For example: newspaper, wallpaper, breakfast, etc. The last of word formations processes found in Charlotte Bronte's Jane Eyre are acronym with 156 data. For example: J.E is Jane eyre. The types of word formations used mostly in Jane Eyre novel is derivation.

B. Suggestions

Based on the conclusion above, there are some suggestions are enclosed as follows:

1. For readers

   The readers in general are suggested to be interested and learn about word formations, especially for type of word formation. The resercher hope to get valuable suggestion as well as advice from the readers in order to repair to be more accurate and complete in the feature.

2. For students

   The students in general and especially for students of English Departement of STAIN Ponorogo are suggested to learn more and well about word formation.

3. For other researcher

   This study is expected to give inspiration and provide reference for the next researchers who are interested to analyze word formations. As suggestion, for the feature researches will analyze about word formation not only the types but also the meaning. The feature researches can continue this analysis more deeply and elaborate each types of word formation and also the meaning of each of type of word formations.

4. For lecturers

   This study is expected to give lecturers new evaluation object and review about word formation and hopfully this thesis will give a bit of inspiration for lecturers to give the topic in the teaching-learning process.

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