WORD FORMATION IN ANDREA HIRATA'S RAINBOW TROOPS

THESIS

By:

AMANDA NOVITA
NIM : 1042012005

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2017 M / 1438 H

ABSTRACT

Name: Amanda Novita / Date of Birth: Medan, 5 September 1995. Student Number: 1042012002. Title of Thesis: **"Word Formation in Andrea Hirata's Rainbow Troops".**

This study investigated the process of word formation in Andrea Hirata's Rainbow Troops. The writer chose the title because two reasons: first, word formation was an interesting phenomenon to be analyzed. It was a process of creating new words and how new words formed. Second, after reading several reviews and articles about the famous Rainbow Troops in abroad, the writer was interested in analyzing and finding the discussion of word formation on the novel. This also stimulated the writer to increase her reading and insight. There were two objectives of this study, such as; investigated the types of word formation found in the target text and discovered the type of word formation which dominant in Rainbow Troops novel. This study focused on the formations of word in the disciplines of morphology by using William O'Grady's theory to analyze the data. This study applied content analysis to describe the terms and find out the words from word formation process in the novel. This study revealed that inflectional suffix was the most dominant type appearing in the novel. The writer found 3.512 data that included of word formation process in all chapters. There were 747 words in morphological process spreading on compounding word as many 239 data (6,8%), invention as many 106 data (3%), internal change as many 93 data (3%), borrowing with 77 data (2,2%), suppletion with 48 data (1,4%), cliticization and onomatopoeia with 40 data (1,1%), conversion about 36 data (1%), acronyms/abbreviation as many 27 (0,8%), clipping about 15 data (0,4%), backformation about 9 data (0,3%), coinage with 7 data (0,2%), and the last both reduplication and blends with 5 data (0,1%). On the contrary, the writer found 2.765 words in affixation spreading on prefix 115 data (3,3%), suffix 2.593 data (73,8%) and multifix as many 57 data (1,6%).

Keywords: *Word formation process* and *Andrea Hirata's Rainbow Troops*.

ACKNOWLEDGMENT

Alhamdulillah, this thesis has been completed with the blessing of the Merciful and Almighty, Allah S.W.T. Pray and peace are upon to our beloved prophet Muhammad SAW, who becomes the messenger of Allah to make gratifying news, warning and blessing for people in the world.

My eternal thankfulness is also dedicated for my beloved Daddy, alm. Muhammad Hasan and Mommy Vittin Vidia. They are my inspiration, blessing and spirit that always make my life magnificent and triggering me during doing this thesis. I also thank to my beloved sister (Anastasia) and brother (Muhammad Yusuf) for their pray, affection and perturbation as my whip to complete this thesis as soon as possible all day along.

I would like to express my gratitude to Mr. Zulfitri, MA and Mr. Mauloeddin Afna, M.Pd as my supervisors, who have guided and corrected me continually throughout the entire process of thesis writing with constructive comment and suggestion to make this thesis better. I also say thankful to Mr. Ruly Adha, MS who give me ideas, helps and encouragement in finding ideas and solving my problem when doing this thesis. Thank to all of the lecturers in English Department who have taught me much and contributed the knowledge during the academic years.

Then, my heartfelt gratitude goes to Citra Bayu, S.Kom, Mr. Rasyid Barta and Mrs. Saniah for their advice, affection, pray and support. My special appreciation is also for my best friends: Langgeng Prayogi, Dana

Rianty, Ayu Fitri Mahardhika, Dara Fitriani and Dika Setiawati. I thank to you guys for always accompanying me, for the craziness we have done together and the hard time also happiness we shared together. Thank to all my classmates, the amazing PBI Unit 1, 2012 that I cannot mention one by one. Thank for giving me unforgettable experience during studying in this college. At last, hopefully, this thesis can be useful for the readers, especially for the English Department students.

Langsa, 22 March 2017

Amanda Novita

TABLE OF CONTENTS

LIST OF TABLES

Tables	pages

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

As a social creature, human cannot avoid interaction to fill his desire. In his interaction, human uses language as a media of communication to express their mind and feeling. Sapir states language is purely human and non instinctive method of communicating ideas, emotions, and desire by system of voluntary produced symbols.[1] Furthermore, Hornby remarks language as a system of sounds, words, and pattern used by human to communicated thought and feelings.[2] Throughout history, humans have developed a variety of language because of there are many nations and tribes in the world.[3]

In discussing language, it cannot be separated from words. Word is the core element in getting a meaning in language. All human language in the world is formed by combining words. Word is a sound or group of a sound that expresses a meaning and forms an independent unit of language.[4] As the unit of language, understanding it used for communication is absolutely needed. Studying its structure is one way to understand it. In English, the word can be divided into two classes; they are open word and closed word.

---

[1] Edward Sapir , *An Introduction to The Study of Speech*, (New York: Harcourt, Brace, 1921), p. 3

[2] A. S, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 662

[3] Rully Adha, *Morphology, The Study of Word, (Langsa: STAIN ZCK, 2011),* p. 1

[4] Yanis Ermawati, *An Analysis on Morphological Pattern of Adjective Words Used in Narrative Texts in Senior High School English Books*, (Tulungagung: STAIN Tulungagung, 2011), p. 1

1

Open words include parts of speech which are nouns, verbs (not auxiliary verbs), adjective and adverb. On the other hand, prepositions, determiners, or conjunctions are called as close word. Close word means this word cannot build a new word by adding an affix. This kind of word include words like of, the, but and on.[5]

One of the main branches of linguistics which studies structure of word is morphology. Katamba declares morphology is the study of word structure and word formation. He gives the example; the word 'childish' might be analyzed as being composed of the adjective *child* (noun) and the ending *ish* (suffix). So the word becomes an adjective.[6]

Furthermore, word-formation is a process which produces a new word and a new meaning. It can add a thousand of English vocabularies. Word-formation has a great role in maintaining the existence of language especially English. The process in which the words are formed is called morphological process. Morphological process is a way of forming words by connecting one morpheme with other morpheme. There are two kinds of morphological process: inflectional and lexical word-formation. Inflectional is the process of forming words without change the meaning or part of speech but it changes only in grammatical aspects, for example: books (-*s* shows plural), shorter (*er*

---

[5] Yanis Ermawati, *An Analyisis ....,* p. 2
[6] Francis Katamba. *Morphology. (*London: Macmillan Press, 1993), p. 19-20

show comparison). Lexical word-formation is the process of forming words which change the meaning, part of speech or its form.[7]

There are two reasons why word formation is chosen to be researched. First, word formation is an interesting phenomenon to be analyzed. It also stimulates the writer to increase her reading and insight. In this study, the writer would like to present analysis on word formation process. One of her finding is in Nanda, Rosa and Ardi study, a study of word formation process in *Twilight* novel and *Twilight* movie script. They found distinctions of both in word formation. For example, the statements in the novel "*Hello*," said a quiet, *musical* voice. "*My name is Edward Cullen*," he continued. "*I didn't have a chance to introduce myself last week. You must be Bella Swan.*" Meanwhile, the statements in the movie, *Hello, I'm sorry, I didn't get a chance to introduce myself last week. I'm Edward Cullen. You're Bella*? It can be seen the difference usage of word formation between novel and movie. The words *musical, didn't, I'm,* and *you're* are the examples of word formation used both in *Twilight* novel and the *Twilight* movie script. Furthermore, they also found some word formations are involved in the conversation of novel but not in movie and vice versa.[8]

Second, nowadays, novel is such a phenomenal literary works because from a novel, a film rises. It includes the story in which the characters and

---

[7] Tumiayah, *The Word-Formation Analysis on The Article "Are These The Best Years Of Your Life?", (Jember University, 2011),* p. 1

[8] Nanda, Rosa, Ardi, *An Analysis of Word Formation Used in Twilight Novel by Stephenie Meyer and Twilight Movie Script Written by Melissa Rosenberg, (Universitas Negeri Padang, 2012),* p. 12

situation are imagery but it may include reference of real places, people, and events.[9] Reading novels can give entertainment and enrich the reader's knowledge. A novel contains a point of interest or a twist. A novel is usually interesting in a way that readers want to continue reading it because an unusual event may happen unexpected. The twist is something that happens to save the day or it can be something that happens outside of human imagination. In other words, it cannot be expected to see in normal life. Mostly the stories of the classic novels are influenced by the situation and condition that happen in the era in which the novels were made.

In literary works, there must be social values in the novels itself. Usually, there are good and bad characters. The good ones are remembered in terms of the good they do, their achievements or sacrifices. Meanwhile, the bad ones are usually extraordinarily evil and are remembered for the terrible things they do. It happens to make a novel seems like a real life where if there is a white, it must be a black or the combination of both. A novel also becomes a food for reader thought. A good novel stays in mind after the one has completed reading it.[10]

Indonesia has many famous novels, one of them is *Laskar Pelangi* which is written by Andrea Hirata, one of the best novelist in Indonesia. *Laskar Pelangi* is a bestseller novel in Indonesia and attracts the foreigner in

---

[9] Galuh Nur Rohman, *How to write Autonomously,* (Malang: UIN-Malang Press, 2009), p. 11

[10] Just English Sdn Bhd, "English Literature for Secondary School- What is Novel?", 3 December 2007, http://literature.com.my/what-is-novel/ (accessed on 17 November 2016)

abroad through its story. The foreigners are interested because *Laskar Pelangi* contains good message and story to motivate people in catching their dream through education even in pressed condition. Due to many people in abroad are interested in reading *Laskar Pelangi* novel, now *Laskar Pelangi* becomes a famous novel and being translated into twenty one languages, including English, Japanese, Spanish and Deutsch.[11]

After reading an article about the famous Laskar Pelangi novel which has been translated into English, the writer is interested in analyzing and finding the word formation in English version of *Laskar Pelangi* novel which has changed becoming The Rainbow Troops novel, translated by Angie Kilbane.

B. Problem of the Study

Based on the background of the study above, the issues to be examined in this study are;

1. What types of word formation process can be found in the novel?
2. What type is the dominant usage of word formation process in Rainbow Troops novel?

---

[11] Lendabook, "20 Buku Keren Indonesia yang Diterjemahkan ke Bahasa Asing", 2 November 2014, http://blog.lendabook.com/20-buku-keren-indonesia-yang-diterjemahkan-ke-bahasa-asing/ (accessed on 31 October 2016)

C. Purpose of the Study

In this case, the writer has some purposes in doing this study, they are:

1. To investigate the types of word formation found in the target text.

2. To discover the type of word formation which dominant in Rainbow Troops novel.

D. Significance of the Study

This study will be useful in supporting literature materials and English morphology systems. Moreover, the writer hopes that people can understand meaning of a word more after morphological process; not only for English students but also all of others who never study or know about linguistics before. The study is also expected to give a deeper understanding in getting the real meaning of terms occurring in Andrea Hirata's Rainbow Troops.

E. Limitation of the Study

As told above, this study is focused on the formations of word in the disciplines of morphology by using William O'Grady theory. The word formation process that will be analyzed in this study is divided into two processes. First is morphological process such as cliticization, internal change, suppletion, reduplication, conversion, clipping, blending, backformation, acronyms, onomatopoeia, borrowing, coinage, invention, and compounding. The second is affixation such as prefix, suffix, infix and multifix or confix. The objects of studies are the words used in Andrea Hirata's Rainbow Troops.

F. Preceding Research

This study is not the only one which analyze word formation phenomenon. There are some previous studies which have concerned and related to this topic. In this section, three previous studies will be reviewed in this study.

The first study made by Bahrul Hanif, *The Analysis of Word Formation of Soccer Terms in the Jakarta Post's Articles*. The purpose of this study is to analyze the kinds of word formation which is applied on Jakarta Post's Articles. The data is analyzed by using the theory of morphology which contains the kinds and the process of word formation. To find the word change, it has been selected 65 words from twelve articles in twelve different editions of the Jakarta Post articles during 2014-2015. From the analysis by using the theory of word formation process which occurs based upon the analysis on the twelve articles in twelve different editions using two English dictionaries namely Oxford Dictionary and Julia Dictionary, the word formation processes which occur in Jakarta Post articles are *derivation, compound, initialism, reduplication, acronym, clipping and blending.*[12]

Another study is from Nanda, Rusdi and Ardi, *An Analysis of Word Formation Used in Twilight Novel by Stephenie Meyer and Twilight Movie Script Written by Melissa Rosenberg*. The data of this study are 6572 from novel and 796 data from movie script. From the study, it was found that types

---

[12] Bahrul Hanif, *The Analysis of Word Formation of Soccer Terms in The Jakarta Post's Articles,* (Jakarta: UIN Syarif Hidayatullah, 2015), p. 25

of word formation used in Twilight novel were cliticization (8,6%), internal change (26,35%), suppletion (54,6%), conversion (0,36%), clipping (8,32%), blending (0,13%), backformation (0,02%), acronym (1,3%), and coinage (0,3%). Meanwhile, in the Twilight movie script types of word formation used are cliticization (58,42%), internal change (12,06%), suppletion (8,3%), conversion (2,13%), clipping (16,58), blending (0,38%), and onomatopoeia (2,13%). 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.[13]

The last study is written by Afni Utari Paputungan, *Analysis of Word Formation Process in Twitter.* This study finds seven types of processes that occur in Twitter. They are compounding, blending, clipping, conversion, acronyms, prefixes and suffixes and multiple processes. The writer obtains thirty one data in twitter. Six words created by compounding process, two words created by blending process, four words created by clipping process, ten words created by acronyms process, seven words created by prefixes and suffixes process and one word created by multiple processes. Based on the data that writer found, it can be seen that the acronyms process is mostly occur in Twitter. It shows that people like shortening some different words for becoming one new word or term. Moreover, there are some words in different process that do not match with theory of word formation process and

---

[13] Nanda, Rusdi and Ardi, *An Analysis of Word Formation Used in Twilight Novel by Stephenie Meyer and Twilight Movie Script Written by Melissa Rosenberg*, (Padang: Universitas Negeri Padang, 2012), p. 22

English syllable. They are *cigarfest* in blending process, *perf* and *sem* in clipping process, *protestors* in prefixes and suffixes process. Beside it, there are typo process and shortening process that occur in Twitter. There are two words including in typo process. While the shortening process which means omitting some letter of a word found six words. Those both are not include in researcher data.[14]

G. The Organization of the Study

This thesis consists of five chapters. Chapter 1 introduces the study, preceding research and outlined its focus. Chapter 2 contains the literature review. Chapter 3 discusses the research method of the study. Chapter 4 will give an analysis of the results. Finally in chapter 5, conclusions will be drawn from the measurement, followed by recommendations.

---

[14] Afni Utari Paputungan, *Analysis of Word Formation Process in Twitter*, (Gorontalo: Universitas Negeri Gorontalo, 2015), p. 15

CHAPTER II
LITERATURE REVIEW

A. Concept of Morphology

1. Morphology

Before knowing what morphology is, the term of morphology consists of two words in Greek *morph* which means 'form' and logos which means 'science'. Morphology also has used in three scopes of knowledge which are biology, geology and linguistics. In biology, morphology is the study of the form and structure of plants and animals. Meanwhile in geology, it is the study of characteristics, configuration and evolution of rocks and land forms. And the last is in linguistics, it first usage by German linguist August Schleicher in 1859 refers to scientific study of form.[15] The form itself signifies the concrete form of sound, which is word. For example, **car,** it is a concrete form meanwhile the abstract form is /ka(r)/.

Morphology as a part of linguistic has a lot of definitions from some experts. O'gradys describes morphology as the study of word formation and its analysis which has system of class and rules involved in it[16] There are also some definitions given by some linguists. The definitions are as follows:[17]

[15] Geert Booij, *The Grammar of Word: An Introduction to Linguistic Morphology*, Second Edition, (US: Oxford University Press, 2007), p. 7

[16] William O'Grady, M. Dobrovolsky and M. Aronoff. *Contemporary Linguistics: An Introduction.* (NY: St. Martin Press, 1993), p. 50

[17] Ruly Adha, *Morphology, The Study of Word, (Langsa: STAIN ZCK, 2011),* p. 3

1. Crystal express morphology is the branch of linguistics studying the structure of words.

2. Nida remarks morphology is the study of morpheme and their arrangement in forming words.

3. Varshney declares that morphology is the science and the study of the smallest meaningful units of language and of their formation into words, including inflection, derivation and composition.[18]

Based on the explanation above, the writer concludes morphology is the study of word, its structure and its formation.

1. Morpheme

The term morpheme refers to the smallest unit that has meaning and serves a grammatical function in a language. In a glance, both morpheme and word are equally having a meaning and function in a language but there is a distinctive dissimilarity between them. A word can be a morpheme but a morpheme cannot be a word. Look at the example below:

⟩ The word **cook** consists of one morphemes and stand as one word. It also has a meaning. As a verb, it means preparing food by heating it whereas as a noun means person who cooks food.

⟩ The word **friends** (consist of two morphemes: friend and –s which indicates plural form). **Friend** is a word and has a meaning otherwise the adding of **–s** is not a word and does not has a meaning. The word **friends**

---

[18] Ruly Adha, *Morphology....,* p. 3

stand up as one word meanwhile for morpheme, it stands as two morphemes.

Moreover, some linguists try to give the definition of morpheme. The definitions are:[19]

1. Katamba pronounces morpheme is the smallest meaningful and functional unit of linguistics

2. O' Grady says morpheme is the smallest unit of language that carries information about meaning or function.

3. Aronoff and Fudeman mention morpheme is the smallest linguistic pieces with a grammatical function.

4. Stageberg defines morpheme is a short segment of language that meets three criteria;[20]

   a. It is a word or part a word that has meaning

   b. It cannot be divided into smaller meaningful parts without violation of its meaning or without meaningless reminders.

   c. It recurs in differing verbal environments with a relatively stable meaning.

Morpheme can be classified into several types. The classifications of morpheme are as follows:[21]

---

[19] Ruly Adha, *Morphology...,* p. 4

[20] Norman. C. Stageberg, *An Introductory English Grammar,* (New York: Holt Rinehart and Winston, 1997), p. 93

[21] Ruly Adha, *Morphology...,* p. 5-6

1. Lexical Morpheme and Grammatical Morpheme

Ronald W. Langacker in Rully Adha's book divides morpheme into lexical and grammatical morpheme. Lexical derives from lexeme which signifies word. Lexical morpheme consists of noun, verb, adjectives and adverb. Those lexical morphemes have their own meaning. Meanwhile, grammatical morpheme consists of preposition, article, conjunction, tenses, plurality, etc. Yule also declares free morpheme can be divided into lexical and functional morpheme. The examples of lexical morpheme are book, sit and cat. Meanwhile the examples of functional morpheme are but, and, because and that.[22]

2. Free Morpheme and Bound Morpheme

Morphemes can be free or bound. Free morpheme is a morpheme that can stand by itself as a single word and has its own meaning. For instance, the word **table** is a free morpheme. Free morpheme sometimes refers as the base for bound morpheme. Meanwhile, bound morpheme is a morpheme which does not have a meaning and must be attached to free morpheme. The example of bound morpheme is affix and suffix. Look at the example below:[23]

ﺝ Undressed

un-   dress   ed

---

[22] George Yule, *The Study of Language*, (London: Cambridge University Press, 1996), p. 76

[23] George Yule..., p. 75

prefix	base	suffix
(bound)	(free)	(bound)

） Carelessness

care	-less	-ness
base	suffix	suffix
(free)	(bound)	(bound)

3. Inflectional Morpheme and Derivational Morpheme

Inflectional and derivational morpheme is affixes which attach to free morpheme (lexical morpheme). However, there is a difference between them. Inflectional morpheme does not produce new word because it does not change the meaning and the class of word of the free morpheme such as plural marker and past marker.[24] For instance, the word **potato** and **potatoes** are nouns. The adding of –es is only a plural marker to show the quantity of thing and does not change both meaning and class of word. The word **walk** and **walked** are verbs. The adding of –ed is only a past marker to show time in the past and does not change both meaning and class of word.

Meanwhile, derivational morpheme produces new word with new meaning or makes word of a different grammatical category from the base such as suffixes –ment, -ful, -ness, -ize, etc. For example, the addition of the derivational morpheme *-ness* changes the adjective **good** to the noun

---

[24] Ruly Adha, *Morphology...,* p. 6

goodness. Other illustration like the word manage and **management**. **Manage** is a verb which signifies control or be in charge of something. Meanwhile **management** is a noun which signifies act of running and controlling a business.[25]

Furthermore, a word can contain many derivational affixes but it only has one inflectional affix and if a word contains an inflectional suffix and one or more derivational suffixes, the derivational suffixes will always precede the inflectional suffixes. In the example below, the inflectional affixes are in boldface and the derivational affixes in italics:[26]

⟩ declassified : *de* + class + *ify* + **ed**

⟩ unlikeliest : *un* + like + *ly* + **est**

In essence, morpheme refers to the smallest unit of language which has meaning or function. The classifications of morpheme are free morpheme which same like lexical morpheme, bound morpheme which same like grammatical morpheme, inflectional morpheme and derivational morpheme.

2. Root and Base

Root and base are the used terms in literature to designate the part of a word which remains when all affixes have been removed. Root is a base form or lexical categories such as noun, verb or adjective. Meanwhile, base is the form to which an affix is added. The base is also the root if the word is

---

[25] Ruly Adha, *Morphology...,* p. 6
[26] Charles F. Meyer, *Introducing English Linguistics,* (NY: Cambridge University Press, 2009), p. 154

attached by an affix. For example, the word **replaceable,** place becomes root and base for re– in **replace** whereas **replace** become a base for –able in **replaceable.**[27]

```
              A
             / \
            V   \
           / \   \
          /   \   \
        Af    N    Af
        |     |    |
        re  place  able
             |___|
        root and base for re-
        |_____|
        base for –able
```
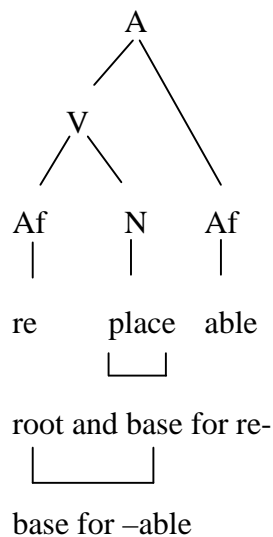
2. Word Formation

Word-formation is a process which produces a new word and a new meaning. It can add a thousand of English vocabularies. Word-formation has a great role in maintaining the existence of language especially English language. Crystal makes distinction between two senses of the term word formation. He informs in general sense, word-formation denotes the whole process of morphological variation in the constitution of words, i.e. including inflection and derivation, while in a more restricted sense, word-formation refers only to derivational processes.[28] Štekauer assumes that the basic difference between word-formation and inflection lays in the fact that only

---

[27] Rully Adha, *Morphology...*, p. 8
[28] D. Crystal, *The Cambridge Encyclopedia of the English Language*, (UK: Cambridge University Press, 2004), p. 523-525

word-formation, but not inflection, creates new naming units[29]. Plag defines word-formation as a process of creating new words on the basis of already existing words, including the addition and subtraction of phonetic (or orthographic) material.[30]

Moreover, Bauer declares word-formation simply as the production of complex forms.[31] By complex forms he means both products of derivation and compounding although he admits that there are some other categories of word-formation which cannot be completely subsumed under these processes. Meanwhile, Marchand express word formation is the branch of the science of language which studies the pattern on which a language forms new lexical units, i.e word.[32] In this study, the writer uses the theories of word formation from O'Grady to analyze the data. It classifies into two categories, first is morphological process meanwhile the second is affixation.[33]

1) Morphological Process

Morphological process is defined as a process of morpheme combination in order to make morphological construction. Morphological process is also defined as a linguistic process that creates word forms by

---

[29] Peter Štekauer, *An onomasiological theory of English word-formation*, (Amsterdam NL: John Benjamins, 1998), p. 49

[30] Ingo Plag, *Word-Formation in English*, (New York: Cambridge University Press, 2003), p. 17

[31] L. Bauer, *English word-formation*, (UK: Cambridge University Press, 1983), p. 30

[32] Marchand, *The Categories and Types of Present-day English Word Formation, (1999), p. 2*

[33] William O'Grady, M. Dobrovolsky and M. Aronoff. *Contemporary Linguistics: An Introduction*. (NY: St. Martin Press, 1993), p. 50

applying the morphological rules within a morphological system.[34] That morphological rule can be compounding rule, derivational rule and inflectional rule. Here are the word formation processes in morphological process which will be explained as below:[35]

1. Cliticization

Cliticization is the process of word formation when some words cannot stand alone as a free morpheme and must be attached to other words. Cliticization or clitic is also a morpheme that has syntactic characteristics of a word but shows evidence of being phonologically bound to another word.[36] Clitic which attach to the end of word is called enclitic whereas clitic which attach to the beginning of a word is called proclitic.

In addition, clitic can be found in many languages but in English, typically, clitic is marked by an apostrophe in contraction of to be, modal and negative word. For example:

⟩ She is a nurse becomes She's a nurse

⟩ I will do my best becomes I'll do my best

⟩ He cannot come today becomes He can't come today

---

[34] Gabor Melli's Research Knowledge Base, "Morphological Process", 16 May 2015, www.gabormelli.com/RKB/Morphological_Process (accessed on 15 December 2016)

[35] William O'Grady, M. Dobrovolsky and M. Aronoff. *Contemporary...*, p. 57

[36] SIL International, "What is a clitic" www.01.sil.org/linguistics/glossaryoflinguisticterms/whatisacliticgrammar.htm (accessed on 15 December 2016)

Meanwhile in Indonesia, clitic is found in possessive word without apostrophe. For example:

⟩ Buku kamu becomes <u>bukumu</u>

⟩ Buku dia becomes <u>bukunya</u>

2. Internal Change

Internal change is a process of replacing one segment into another segment. For example:

s<u>i</u>ng (present)	s<u>a</u>ng (past)
dr<u>i</u>ve (present)	dr<u>o</u>ve (past)
f<u>oo</u>t (singular)	f<u>ee</u>t (plural)
t<u>oo</u>th (singular)	t<u>ee</u>th (plural)

3. Suppletion

Suppletion is a morphological process where the root is replaced by another word which is different from the root.[37] It can be said that suppletion is an internal modification which totally changes the root of a word. For example:

go (present)	went (past)
buy (present)	bought (past)
foretell (present)	foretold (past)

---

[37] Ruly Adha, *Morphology...,* p. 10

overbear (present)   overbore (past)

4. Reduplication

Reduplication is a process of reduplicating of all part or part of the base. Reduplication can be found in Thai, Indonesian, Niutao and etc. In Thai, for example the word **di** = to be good becomes di:di = to be extremely good.[38] In English, there are several reduplications. Phrase Finder identifies three types of reduplications as below:[39]

a. Exact, several of these are baby talk but there others in common parlance like knock-knock, bye-bye, bling-bling, no-no, pee-pee and etc.

b. Rhyming is different words with near duplicated sounds resulting in rhyming or reduplication when the second half of the word rhymes with the first. For instance: willy-nilly, hocus-pocus, chick-flick, lovey-dovey, okey-dokey and etc.

c. Ablaut is changing vowels of words that nearly rhyme such as criss-cross, ding-dong, ping-pong, zig-zag, chit-chat, tick-tock and etc.

However, in Indonesia, Chaer divides reduplication into some types:[40]

a. *Dwilingga* is the repetition of base word such as buku becomes *buku-buku*

---

[38] Lingnet, "Morphological Process", www.linguisticsnetwork.com/morphological-process-101/# (accessed on 15 december 2016)

[39] Phrase Finder, "Reduplication", www.phrases.org.uk/meanings/reduplication.html (accessed on 15 December 2016)

[40] Rully Adha, *Morphology...,* p. 10

b. *Dwilingga salin suara* is the repetition of the base by changing the vowel and another phoneme such as *mondar-mandir, bolak-balik.*

c. *Dwipurwa* is the repetition of the first syllable such as *lelaki.*

d. *Dwiwasana* is the repetition at the end of the word such as *cengengesan* which derives from *cenges.*

e. *Trilingga* is the repetition of the base until two times such as cas-cis-cus, dag-dig-dug.

5. Conversion

Conversion is a word formation process where some words in English can function as noun, verb, adverb or adjective without getting a change and without adding an affix.[41] Sometimes internal change called as zero derivation which is changing a word category without any commitment change of form. For example:

a) Switch off the light. (noun)

Light as a noun means something, especially an electric lamp that produces light.

b) Light the way. (verb)

Light as a verb means give light to something or to a place.

c) The bag is light. (adjective)

Light as an adjective means easy to lift or move; not heavy.

d) He is observing a fast today. (noun)

---

[41] Rully Adha, *Morphology...,* p. 11

Fast as a noun means period of fasting..

e) He ran <u>fast</u> to catch the bus. (adverb)

Fast as an adverb means quickly without delay.

f) This is a <u>fast</u> colour. (adjective)

Fast as an adjective means not likely to fade or spread when washed.

g) I am fast<u>ing</u> these days. (verb)

Fast as a verb means go without food especially for religious reason.

6. Clipping

Clipping is a process of shortening a polysyllabic word by deleting one or more syllables or it can be defined as the abbreviation of longer words into shorter ones.[42] Some products of clipping are names such Ron, Rob, etc. Clipping consists of three types as the following:[43]

a. Back clipping (apocopation) is the loss of one or more syllables at the end of word such as photo (photograph), doc (doctor), prof (professor), fax (facsimile), lab (laboratory), sec (second) and etc.

b. Fore clipping (aphaeresis) refers to the omission of one or more syllables at the beginning of a word such as burger (hamburger), phone (telephone), sample (example), gator (alligator), graf (paragraph) and etc.

c. Middle clipping retains the middle part of a word such as flu (influenza), jams (pajamas), fridge (refrigerator) and tec (detective).

---

[42] Victoria Franklin, Robert Rodman and Nine Hyams, *An Introduction to Language*, (UK: Wadsworth Cengage Learning, 2003), p. 504
[43] Issaa, "Clipping", 13 March 2012, www.esl.ph/lessons/vocabulary/word-formation-process/clipping.html (accessed on 16 December 2016)

This process also called as **hypocorisms,** by removing a word into one syllable, then suffix '-y' or 'ie' is added at the end of the word, for example, the word 'movie' from moving pictures, the word 'telly' from television, the word 'Aussie' from Australian, the word 'hankie' from handkerchief, etc.[44]

7. Blends

Blends or blending is a process of combining two words into a new word by taking the first syllable of the first word and join it with the last syllable of the second word. For example, smog (smoke and fog), brunch (breakfast and lunch), infomercial (information and commercial), motel (motor and hotel), podcast (ipod and broadcast), docudrama (documentary and drama), blog (web and blog), snizzle (snow and drizzle), chortle (chuckle and snort) and stagflation (stagnation and inflation).[45]

8. Backformation

Backformation is a process of creating new word by removing a real or supposed affix from another word in the language to make a word with new class. The examples of backformation are 'televise' from television, 'donate' from donation, 'emote' from emotion, 'enthuse' from enthusiasm, etc.

---

[44] George Yule, *The Study of Language*, *3rd ed*, (UK: Cambridge University Press, 2005), p. 55

[45] Charles F. Meyer, *Introducing English Linguistics,* (NY: Cambridge University Press, 2009), p. 181

9. Acronyms

Acronyms are formed by taking the initial letters of some words. These initial letters are combined and read as one word, for example, UNICEF (United Nations International Children's Emergency Fund), AIDS (Acquired Immune Deficiency Syndrome), NATO (North Atlantic Treaty Organization), MADD (Mothers against drunk drivers), RAM (random access memory), NIMBY (not in my backyard), radar (radio detecting and ranging), laser (light amplification by simulated emission of radiation), yuppie (young urban professional).

In addition, acronyms and abbreviations are formed by using the first letters of two or more words to form a single word. The difference between the two processes is acronyms can be pronounced as a single word while abbreviations have to be spelled out. For instance, DVD (digital video disc), ID (identification), CPA (certified public accountant), LSD (lysergic acid diethylamide), IED (improvised explosive device), etc.[46]

10. Onomatopoeia

Onomatopoeia is a process of making new word by taking or imitating its sound. In English, the word 'buzz', 'hiss', 'sizzle','cuckoo', 'breeze' and 'mumble' are the examples of onomatopoeia. In Bahasa Indonesia,

---

[46] Charles F. Meyer, *Introducing English...*, p. 181

onomatopoeia can be found in the words *mengebom, berdering, bercicit,*
mengeong and *mengaum*.[47] It imitates animal and things sound.

11. Borrowing

Borrowing is the process that actually borrowing words from foreign languages. It is aimed to enrich the vocabulary of language which adopts it. A language may borrow a word directly and indirectly. A direct borrowing means that the borrowed item is a native word in the language from which it is borrowed. For example, *feast* was borrowed directly from French. By contrast, the word *algebra* was borrowed from Spanish, which is turn had borrowed it from Arabic. Thus, *algebra* was indirectly borrowed from Arabic, with Spanish as an intermediary.[48]

English has borrowed extensively. From 20.000 words in common use, about three-fifths are borrowed. Although English has borrowed heavily from Latin, Greek and French, other languages have contributed vocabulary as well:[49]

Old Norse (many words beginning with /sk/ sounds): skirt, sky, skin, scrape.

German: blitz, kindergarten, hamburger, strudel

Arabic: coffee, alcohol, jar, albatross, giraffe

Yiddish: bagel, schlep, schmooze

Chinese: chow mein, chopstick, tai chi, kung fu

Spanish: avocado, barrio, taco, mosquito, mesa, adobe.

---

[47] Rully Adha, *Morphology...,* p. 13
[48] Victoria Franklin, Robert Rodman and Nine Hyams, *An Introduction to Language*, (UK: Wadsworth Cengage Learning, 2003), p. 505
[49] Charles F. Meyer, *Introducing English...*, p. 180

12. Coinage

Coinage or word manufacture is the invention of a new word by taking a name of product which is very familiar in society. The name of the product is used by societies continually and it is regarded as a new word, for example, aspirin, nylon, zipper, kodak, teflon, etc.[50]

13. Inventions

Invention is making a new word by taking the name of things from a scientific invention. The word X-rays, laser, sputnik, astronaut, google are the examples of inventions.

14. Compounding

Compounding is a combination of two words (noun, adjective, verb) with hyphen or not to create a larger word but it is regarded as one word with one meaning. Here are the examples of compounding.

⟩ Noun + Noun

Bookcase

⟩ Noun + Adjective

home-sick

trustworthy

⟩ Verb + Noun

swear-word

⟩ Preposition + Noun

Overload

Outhouse

---

[50] Ruly Adha, *Morphology...,* p. 14

In speech, compound words have a specific pattern of stress. One syllable in the first element will receive primary stress and one syllable in the second element will receive secondary stress.[51] Consider the example below:

ʃ white house (a house colored white)

ʃ whitehouse (the house in Washington, DC where the president of the Unites States lives)

In the first pair of words, the adjective *white* merely modifies *house*. Thus, both words would receive relatively equal stress. In the second pair of words, however, the first element, *White*, would receive much greater stress than *house*.

In brief, word formation means a process of morphology which produces new words by combining word or affix and the way forms of the word are varied depending on how they are used in sentence.

2) Affixation

Affixation is the morphological process in which bound morpheme is attached to a root to change meaning or part of speech.[52] In simple way, affixation is a process of adding an affix to a root. Affixes take on several forms and serve different functions such as prefix (attaches at the beginning of a word), suffix (attaches at the end of a word) and infix (attaches in the middle of a word).

---

[51] Charles F. Meyer, *Introducing English...*, p. 179
[52] Lingnet, "Affixation in English", www.linguisticsnetwork.com/affixation-in-english/ (accessed 17 Desember 2016)

a. Prefix

Prefix is abundant in English. Prefix is only used to derive new meaning. Here are several of prefix as below:

꙳ The prefix *ab-* (away from)

abnormal

꙳ The prefix *aero-* (air)

aeroplane

꙳ The prefix *ad-* (to)

administer

꙳ The prefix *dis-* (not)

disagree

꙳ The prefix *il-, im-, in-, ir-* (not)

illegal

impossible

independent

irregular

b. Suffix

Suffix can either be derivational or inflectional. Below are several common derivational suffixes, such as:[53]

---

[53] Rully Adha, *Morphology...., * p. 20

⟩ The suffix –*ess*

hostess

⟩ The suffix –*ly*

leisurely

⟩ The suffix –*able*

acceptable

⟩ The suffix –*ful*

careful

Meanwhile there are eight inflectional suffixes in English, but the writer only give several such as:[54]

⟩ The suffix –s (plural)

horses

⟩ The suffix –ed (past tense)

walked

⟩ The suffix –en (past participle)

eaten

⟩ The suffix –ing (progressive verbal inflection)

reading

⟩ The suffix –er (comparative)

brighter

---

[54] Charles F. Meyer, *Introducing English...,* p. 153

c. Infix

English does not have any productive processes of infixation, but there is one marginal process that comes close, which is affectionately referred to by morphologists as "fucking" infixation. In colloquial spoken English, this kind of infixation is used to emphasize a word, to make it stronger. Someone will often take favorite taboo word to express it –in American English *fucking, goddamn* or *frigging*, in British English bloody, *hell-* and insert it into a base word such as halle**bloody**lujah, abso**goddamn**lutely, ala**frigging**bama.[55] In Bahasa Indonesia, there are infixes such as *–el, -em, -er*, for example, the word *gigi* becomes *gerigi*, *gembung* becomes *gelembung*, *getar* becomes *gemetar*.[56]

d. Multifix

Multifix is a combination between prefix and suffix. Here are some examples of multifix.[57]

1. dis – able

   *dis*agree*able*

2. dis – ance

   *dis*appear*ance*

3. dis – ful

   *dis*respect*ful*

---

[55] Rochelle Lieber, *Introducing Morphology*, (NY: Cambridge University Press, 2009), p. 77

[56] Rully Adha, *Morphology...*, p. 24

[57] Rully Adha, *Morphology...*, p. 24

4. dis – tion

   *dis*qualifica*tion*

5. dis – ment

   *dis*place*ment*

      Meanwhile, based on Rochelle Lieber's book, *Introducing Morphology*, there are five semantic categories of affixes as bellow:[58]

) Personal affixes: these are affixes that create 'people nouns' either from verb or from nouns. Among the personal affixes in English are the suffix –er which forms agent nouns (the 'doer' of the action) like writer or runner.

) Negative and privative affixes: negative affixes add the meaning 'not' to their base, like prefixes un-, in- and non- (unhappy, inattentive, non-functional). Privative affixes mean something like 'without x', in English, the suffix –less (shoeless, hopeless) is a privative suffix and the prefix de- (debone : cause to be with out bone) has a privative flavor as well.

) Prepositional affixes: Prepositional affixes often convey notions of space and time. Examples in English might be prefixes like over- and out- (overfill, outrun).

) Quantitative affixes: these are affixes that have something to do with amount. The affixes, in English, such as –ful (handful, helpful), multi- (multifaceted) and re- (repeated, reread).

) Evaluative affixes: evaluative affixes consists of **diminutives**, affixes that signal a smaller version of the base (for example in English –let as in

---

[58] Rochelle Lieber, *Introducing Morphology...*, p. 40

booklet or *droplet*) and augmentatives, affixes that signal a bigger version of the base (for example in English like mega- as in *megastore* or *megabite*).

3. Summary of Rainbow Troops

Rainbow Troops occurred in Gantung village, East Belitong with Belitong-Malays culture. This story began when Muhammadiyah Elementary School was threatened to disperse by the Department of Education and Culture of South Sumatera, if the students did not attain ten students at least, to operate the school. Suddenly when nine registered students attended Pak Harfan (the headmaster) speech to close the school, Harun, a new student came with his mother to register himself in that unpretentious school.

Since that the rainbow troops began with the story of seat placement, their meeting with Pak Harfan, their humorous introduction with Bu Mus, Borek stupid incident, Kucai rebuttal in class leader election, the discovery of Mahar incredible talent, Ikal first love until Lintang paddling sacrifice in 80 km in one way trip from home to school. They were **rainbow troops**, a name by Bu Mus because they liked gazing the rainbow.

The Rainbow troops lived in Belitong's mine community. High education and pleasant facility were only for certain people and PN Timah staff's children. The Rainbow troops consisted of Ikal, Lintang, Mahar, Syahdan, A Kiong, Sahara, Harun, Borek, Kucai, and Trapani. The member

of Rainbow troops were increase to eleven when a new rich student from PN Timah Elementary school, Flo, attracted with the uniqueness of Muhammadiyah Elementary school. They were the children who born in the richest tin island, Indonesia. But, the richest island was poor of economy and education. The restrictive condition and facility could not stop their pace and their incredible enthusiasm in study.

Moreover, the Rainbow troops successed in giving well repute to Muhammadiyah Elementary School on 17 August festival. They performed Mahar's African Dance whereas Lintang won quiz contest. Indeed, Lintang challenged Drs. Zulfikar, a famous cleverest teacher at PN Timah School. This thing proved if poor was not resemble with stupid. They believed if poverty only could be beaten by education.

The Rainbow troops went through laugh and cry together. Their infancy was full of happiness, miracle and living perception which formed in childhood. This friendship story ended in heartwarming when the little Einstein, Lintang, forced to drop out because of his father has gone. Then the story continued twelve years later where Ikal struggle to come back to his hometown, Belitong along with others Rainbow troops who had changed differently.

At the end, A Kiong and Sahara married and opened a grocery which named Sinar Perkasa, the coolie was Borek (Samson) while Lintang became truck driver and Harun was still same as before with his autism. Next, Flo

married with BRI's staff in Tanjong Pandan and failed to make her dream came true. Then Mahar taught and organized various culture events while the poor Trapani recovered gradually from *mother complex* disorder. Syahdan tried his fortune to become an actor in Jakarta. Kucai became floor leader of Regional House of Representatives, Belitong and Ikal received scholarship in abroad.

4. Author Biography

1. Short Biography of Andrea Hirata

Andrea Hirata, the author of Rainbow Troops has named Andrea Hirata Seman Said Harun by his parent. He is the fourth child of the couple Seman Said Harun and NA Masturah. He was born on 24 October 1967 in Gantong, Belitong, East Sumatra, Indonesia.[59] Andrea spent his childhood in Belitong and after he graduated his high school, he wandered to Java and studied in University of Indonesia at Economy faculty.

Moreover, he graduated his bachelor in University of Indonesia and received Master of Degree of Europe Union scholarships in University of Paris, Sorbonne, French and Sheffield Hallam University, England and graduated with cum laude. Although Andrea took economy studies, he was fond of literary, science, chemist, biology, and astronomy. He called himself as an academician and backpacker. His dream which does not come true is

---

[59] Wikipedia, "Andrea Hirata", en.m.wikipedia.org/wiki/Andrea_Hirata (accessed on 20 December 2016)

living in Kye Gompa Village, Himalaya. Now Andrea lives in Bandung and works in PT Telkom.[60]

At first, Andrea never will to publish his Rainbow Troops script as commercial book. He writes his memories to give it as a birthday present to his beloved teacher, NA Muslimah Hafsari Hamid. However, Arai, his childhood friend, gives the script to Bentang Publisher secretly and now his novel becomes best seller. Through Rainbow Troops, Andrea Hirata becomes a celebrity in literary. He often invited to give seminar and discussion both in society and university.[61]

2. Andrea Hirata's Works

Andrea has created eight literary works. The first is a scientific book entitles *The Science of Business* in 2003. That book is the first economy-telecommunication theory which is written by Indonesian person. *The Science of Business* adapts from his thesis and becomes scientific reference. Andrea is not only writes scientific book but also fiction books as below:[62]

1. Laskar Pelangi (2005)

2. Sang Pemimpi (2006)

3. Edensor (2007)

4. Maryamah Karpov (2008)

---

[60] Dimensa Ovariavel, "Biography of Andrea Hirata- Novel Writer", 30 May 2013, dimensaovariavel.blogspot.com/2013/05/biography-of-andrea-hirata-novel-writers.html?m=1 (accessed on 20 December 2016)

[61] Farih Lidinnillah, *Nilai-Nilai Edukatif Dalam Film Laskar Pelangi Perspektif Pendidikan Islam,* (Semarang: IAIN Walisongo, 2010), p. 35

[62] Wikipedia, "Andrea Hirata", http://id.wikipedia.org/wiki/Andrea_hirata (accessed on 20 December 2016)

5. Padang Bulan dan Cinta di Dalam Gelas (2010)

6. Sebelas Patriot (2011)

7. Ayah (2015)

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, the writer applied content analysis to analyze novel. Analysis was a process of resolving data into its component to reveal the elements and structures. Content meant subject written in a text. Thus, content analysis was the analysis of what was contained in a book. In literature content analysis, experts have provided three kinds of definition of this research method as; 1) definition that took content to be inherent in a text, 2) definition that took content to be a property of the source of a text, 3) definition that took content to emerge in the process of a researcher analyzing a text to a particular context.[63]

Broadly, Namias described content analysis may be seen as a method where the content of the message be a basis for drawing conclusions about the content.[64] Weber declared it was a research method that used a set of procedure to make valid inferences from text. These inferences are about sender of message, the message itself, or the audience of message.[65] Meanwhile, Krippendorff remarked content analysis was a scientific tool for

---

[63] Klaus Krippendorff, *Content Analysis – An Introduction of Its Methodology,* (London: Sage), p. 19

[64] C. Namias & D. Namias, *Research Methods in the Social Sciences*, (UK: Edward Arnold, 1976), p. 132-139

[65] Robert P. Weber, *Basic content analysis*, (New Delhi: Sage, 1985), p. 37

making inferences from text or other meaningful matter.[66] The reference to text was not only intended to restrict content analysis in written material but also included in works of art, images, sound, signs, symbols and even numerical records might be included as data. Likewise, Stone referred content analysis was a procedure for assessing specified references, attitudes, or themes in a given message or document.[67] This study included as specified reference which related in discussing text to find word formation in a novel.

Moreover, in literary works, analysis of literature took two forms: within-study literature analysis or a between-study literature analysis.[68] Both types of analyses were essential and should be conducted in all literature reviews, except in the very rare occasion when the literature review involved a purposive selection of one work (e.g., single article, or book chapter), such that this work was not compared to any other work. A within-study literature analysis involves analyzing the contents of a specific work. It involves analyzing every component of the work, including the title, literature review section, theoretical framework, procedures used, results section, and discussion section. In contrast, a between-study literature analysis involved comparing and contrasting information from two or more literature sources.

---

[66] Klaus Krippendorff, *Content Analysis..*, p. 18

[67] P.J. Stone and others, *The General Inquirer: A Computer Approach to Content Analysis*, (Cambridge: MIT Press, 1966), p. 241

[68] Anthony J. Onwuegbuzie, Kathleen M. T. Collins and Nancy L. Leech, "Qualitative Analysis Techniques for the Review of the Literature", The Qualitative Report 17, no. 56 (2012): 1-28

Meanwhile in analyzing the content of literary works such as novel or poetry would described some elements as below;

1) Narrator/ speaker is person who tells a story

2) Plot is series of events which form the story

3) Setting is place and time which the action of book, poem takes place

4) Theme is central idea or point of a literary work

5) Character is person in a story

6) Interpretation is the understanding about the story

7) Style of language is the way an author writes his writing depends on his choice of word and tone.

Based on the explanation above, in this literary work analysis, the writer was focus on style of language. It was not discuss about figure of speech, choice of word and tone but discussing its structure. Here, the structure meant organization of words or word formation in novel. Thus, this content analysis analyzed words in Andrea Hirata's novel.

Besides it design, the kind of this study was library research. As Rohman remarked library research referred to an activity where the writer conducted a deep analysis on the references. The reference related to the writer's subject matter such as from book, magazines, and even newspaper.[69] Meanwhile, Moh. Nazir defined library research as a technique of collecting

---

[69] Galuh Nur Rohman, *How to write Autonomously,* (Malang: UIN-Malang Press, 2009), p. 9

data which studied, examined and understood data source through books or others that related to the research.[70]

B. The Source of Data

Data was a fact or information which needed, can be heard, observed, felt and thought by the researcher from the activity and place which will be researched.[71] Therefore data was important in doing a research.

There were two data source in this study namely:

1. Primary Data

Primary data was data which obtained from the subject of research by using measurement or taking data from the subject directly as a source of information.[72] From the statement above, the writer concluded primary data was only obtained from the subject of research. In this study, the writer took data from Andrea Hirata's Rainbow Troops. This novel was chosen because it became bestseller both in our country and abroad.

2. Secondary Data

Secondary data was data which was not obtained by researcher from research subject. Secondary data was usually sourced from books or journalist in the library. The writer used several books, e-books which described about word formation process.

---

[70] Mohammad Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2005), p. 65

[71] Harun Rasyid, *Metode Penelitian Kualitatif Bidang Ilmu Sosial dan Agama*, (Pontianak : STAIN Pontianak, 2000), p. 36

[72] Saifuddin Azwar, *Metode Penelitian* (Yogyakarta : Pustaka Pelajar, 2007), p. 91

C. Procedure of the Research

The writer had some steps in analyzing data such as:

1) Reading

The first step on analyzing the data was reading the whole text of Andrea Hirata's Rainbow Troops. The writer scanned each sentences to find the words that were possibly defined as word formation.

2) Collecting

This process was applied to collect all the needed data from the novel. After scanning the novel to find the words, the writer recorded and classified them into some categories.

3) Confirming

After the raw data were collected, the data were confirmed or recheck to decide whether they included in word formation or not[73]. This step would use Oxford Advanced Learner's Dictionary and some online dictionaries as reference.

4) Counting

After confirming, the writer count all the total of word formation and their percentage by dividing each result with the total of process and times it with 100%.

---

[73] Ilhamsyah, *The Analysis of Word Formation Processes Used in Nicholas Sparks' Novel "The Last Song"*, (Banjarmasin: IAIN Antasari, 2015), p. 10

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter dealt with the findings of the study. The findings contained the classification of word formation in Andrea Hirata's Rainbow Troops.

A. Research Findings

After conducting a library research to analyze word formation used in the novel, the writer got 3.512 words in forty eight chapters. The findings would be showed in the following:

Table 4.1 Morphological Process

No	Type of Morphological Process	Total	Percentage (%)
1.	Cliticization	40	5,4 %
2.	Internal change	93	12,5 %
3.	Suppletion	48	6,4 %
4.	Reduplication	5	0,7 %
5.	Conversion	36	4,8 %
6.	Clipping	15	2 %
7.	Blends	5	0,7 %
8.	Backformation	9	1,2 %
9.	Acronyms/ abbreviation	27	3,6 %
10.	Onomatopoeia	40	5,4 %
11.	Borrowing	77	10,3 %
12.	Coinage	7	0,9 %

13.	Inventions	106	14,2 %
14.	Compounding	239	32 %
	Total	**747**	**100 %**

The writer also classified each morphological process into some subcategories that could be seen as follows.

Table 4.2 the subcategory of reduplication

No	Category	Sub-category	Total
1.	Reduplication	Exact	1
		Rhyming	0
		Ablaut	4
	Total		**5**

Table 4.3 the subcategory of clipping

No.	Category	Sub-category	Total
1.	Clipping	Backclipping	12
		Foreclipping	2
		Middle clipping	1
	Total		**15**

Table 4.4 the subcategory of compounding

No	Category	Sub-Category	Total
1.	Noun	Noun – Noun	115
		Noun – Verb	9
		Noun – Adjective	1
		Adjective – Noun	23
		Adjective – Verb	1
		Adjective – Adverb	1
		Adverb – Verb	4
		Adverb – Adverb	1
		Adverb – Noun	13
		Verb – Adverb	4
		Verb – Noun	5
		Total	**177**
2.	Adjective	Adjective – Verb	2
		Adjective – Noun	2
		Adjective – Adjective	3
		Adverb – Noun	7
		Adverb – Verb	3
		Adverb – Adjective	2
		Noun – Adjective	4
		Noun – Noun	1
		Noun – Verb	3
		Noun – Adverb	1
		Verb – Adjective	2
		Verb – Adverb	2
		Verb – Noun	3
		Preposition – Adjective	1
		Total	**36**

		Adverb – Verb	6
3.	Verb	Adverb – Noun	1
		Adjective – Verb	1
		Noun – Noun	1
		Noun – Verb	3
		Total	**12**
4.	Adverb	Adverb – Adjective	1
		Adverb – Adverb	2
		Adverb – Noun	3
		Adverb – Preposition	1
		Adverb – Verb	3
		Adjective – Noun	2
		Noun – Noun	2
		Total	**14**
Total 239			

There were 747 words of morphological process in Andrea Hirata's Rainbow Troops. The writer would explain each of the process as below:

1. Clitics

Clitics or ctiticization was a contraction of verb with the subject or verb with negation word. There were 40 clitics used in Andrea Hirata's Rainbow Troops. Because of the large number of data, the writer just wrote two clitics as follows.

a) *"**I can't** take it anymore..."* (p. 68)

Can't was a contraction of can not

b) *They **must've** been expensive*. (p. 305)

Must've was a contraction of must have.

2. Internal change

Internal change was a process of replacing one segment into another segment. There were 93 of internal change used in the novel. The writer just showed two of them as below.

a) *We folded up our pieces of paper and **gave** them to Bu Mus*. (p. 68)

Gave was a past form of give. It was modified by changing the vocal *i* with *a* in the middle of the word.

b) *The wind **blew** fiercely*. (p. 277)

Blew was a past form of blow. It was modified by changing the vocal *o* with *e* in the middle of the word.

3. Suppletion

Suplletion was an internal modification which totally changed the root of a word. The writer got 48 suppletions in the novel, two of them would be showed as below:

a) *The next day, I **went** to Bu Mus to ask permission ...* (p. 280)

The word went changed differently from its base form (go)

b) *I **saw** the trial facing the teacher*. (p. 285)

The word saw changed differently from its base form (see).

4. Reduplication

Reduplication was a process of reduplicating of all part of base form. The writer only got five reduplications in the novel, two of them would be showed as below:

a) *A Miauw of intentionally engineering such a linguistic* **mishmash** *for his own benefit.* (p. 172)

Mishmash was categorized as ablaut reduplication because it changed the structure from *i* in the first part and *a* in the second part. *Mishmash* meant a confused mixture.

b) *... and* **crisscrossed** *wooden posts.*(p. 171)

Crisscross was categorized as ablaut reduplication because it changed the structure from *i* in the first part and *o* in the second part. *Crisscross* meant cross each other in different route.

5. Conversion

Conversion was a process where some words in English could swtich its function getting affix. There were 36 conversion words in the novel. The writer would explain two examples in the following:

a) Test

⟩ *When Pak Harfan wanted to* **test** *us on the story...* (p. 35) (verb).

Test as a verb meant giving a short written or oral examination of their proficiency or knowledge.

⟩ *"OK, Harun, final* **test.** *What is two plus two?"* (p. 103) (noun).

Test as a noun meant a short written or spoken examination of a person's proficiency or knowledge.

b) Close

⟩ *The threat to* **close** *our school was still very much alive* (p. 283) (verb).

Close as a verb which meant stop operating something.

) *Flo was very **close** with Mahar* (p. 292) (adjective).

Close as an adjective which meant connected or involved in strong relationship.

) *As the afternoon grew older, the joyous report card festivities came to a **close*** (p. 145) (noun).

Close as a noun meant end of time on the report card activity.

6. Clipping

Clipping could be defined as the abbreviation of longer words into shorter ones. The writer got fifteen clippings where two from them would be showed in the following:

a) ***Flo** had been missing for ten hours* (p. 236)

Flo was a shortening of Floriana and it included as backclipping where it lost one syllable at the end of word.

b) *... it was—diarrhea, swelling, cough, **flu**, itch...* (p. 275)

Flu was a shortening of influenza. It included as middle clipping where it remained middle part of a word.

7. Blends

Blends was a process of blending two words into a new word by taking the first syllable of the first word and join it with the last syllable of the second word. There were only five blends words in the novel. The writer would show two words as follow:

a) *They **smashed** coral reefs, took down trees with trunks...* (p.39)

Smashed was a blending of smack and mash which meant broke something violently into small pieces.

b) *The lowest caste was comprised of **none** other than our parents...* (p. 40)

None was a blending of no and one.

8. Backformation

Backformation is a process of creating new word by removing a real or supposed affix from word to make a word with different class. There were nine backformation. Here the writer would give two examples:

a) *Sahara had **opted** to sit out and Mahar himself played the table* (p. 193)

Opted was backformation from option. It changed from noun into verb. Opted meant making a choice from a range of possibilities.

b) *He was **obsessed** with the number three.* (p. 72)

Obsessed was backformation from obsessive. It changed from adjective into verb. Obsessed meant thinking and talking about someone or something too much.

9. Acronym/ Abbreviation

Acronyms or abbreviation are formed by taking the initial letters of some words. It has found twenty seven in the novel. The example was below:

a) *...their heads were blown off on the spot with an **AK 47*** (p. 240)

AK 47 was an abbreviation of Automat Kalashnikova 1947. It was a Russian assault rifle designed in 1947 by Mikhail Kalashnikov and

first used in 1949. The AK 47 quickly became famous and spread all around the world because it was simple to fire and reliable in a long time using without jamming.[74]

b) *We were waiting for the other members of Laskar Pelangi who had deserted and gone **AWOL*** (p. 363)

AWOL was an acronym of absent without official leave. A term used in US Military to describe a soldier or other military members who had leaved his post without permission. This was one of many military terms that had trickled down into everyday speech.[75]

10. Onomatopoeia

Based on the theory of onomatopoeia, there were 40 words found in this novel. The analyzing was as follow.

a) *....the serenity of the morning **breeze***. (p. 33)

Breeze imitated the sound of light wind. Breeze was a gentle wind.

b) *The paintings **hissed** in my ear...* (p. 339)

Hiss imitated making a sharp sibilant sound as of the letter s as a snake did, or as steam did when forced under pressure through a small opening. Hiss meant to express disapproval or contempt by making this sound.

---

[74] Wikipedia, "AK-47, Soviet Assault Rifle", 7 October 2016, .m.wikipedia.org/wiki/AK-47 (accessed on 20 February 2017)
[75] Urban Dictionary, 25 January 2005, urbandictionary.com/define.php?term=AWOL (accessed on 20 February 2017)

11. Borrowing

In this study, the writer found that Indonesia, Latin, Chinese, Malay and Dutch were the source of English borrowing in Rainbow Troops novel. There were two borrowing words that writer explained as below:

a) *...the itch was being caused by the sap from our **aren** fruit necklaces.* (p. 199)

Aren borrowed a name of plant in Indonesia. It was a kind of multifunction palm tree and preserved by the government.

b) *IB is the local way of saying EB, **emmer bager**, Dutch for dredges .*(p. 219)

Emmer Bager was a dredge in Dutch. It operated in Sijuk 7 July 1920.[76] At first the name was de Eersteling then it transformed as *KK Sidjoek* but the Belitong-Malays preferred to call it as EB (Emmer Bager).

12. Coinage

Coinage was making a new word from a product which was familiar in society. There were seven coinage words but the writer would explain two as below:

a) *At the time, I could still smell something putrid; it was trays of **Revenol**.* (p. 458)

---

[76] Dasril Iteza, "De Eesteling – Kapal Keruk (Emmer Bager)", 13 July 2014, http://kodzan.blogsopt.in//de-eersteling.html?m=1 (accessed on 20 February 2017)

Revenol was a supplement with powerful antioxidant formula in protecting body from free radicals.[77]

b) ....*a bonus calendar of women in **bikinis**. (p. 171)*

Bikini was a two piece swimming costume for women. It referred to an atoll in Marshall Islands, used by the US between 1946 and 1958 as a site for testing nuclear weapons. Bikini came as the explosive effect which created by garment.[78]

13. Inventions

In this study, the writer found that name of mineral, plants, medicine and disease were the source in Rainbow Troops novel. There were 106 invention words. Two of them would be showed as follow:

a) *The PN School classrooms were adorned with educational cartoons, basic math tables, the periodic table, world maps, **thermometers**... (p. 43)*

Thermometer was an instrument for measuring temperature.

b) *I dare say that if his chest were **X-rayed**, it would definitely be black... (p. 445)*

X-ray was a form of electromagnetic radiation. In many languages, X-ray referred as *Rontgen* radiation. It used to examine an area where somebody experienced pain or disease.[79]

---

[77] Anewlife, "Revenol antioxidants", http://m.vitaminelife.org/revenol_antioxidants.html, (accessed on 20 Ffebruary 2017)

[78] Oxford Living dictionary, http://en.oxforddictionaries.com/definition/bikini, (accessed on 20 February 2017)

[79] Wikipedia, "X-ray", http://en.m.wikipedia.org/wiki/x-ray, (accessed on 20 February 2017)

14. Compounding

There were 239 compounding words. It was dominated word as the greatest in morphological process. Two of them would be showed as follow:

a) *...and other ingredients from her **pillbox** containers for making tobacco...* (p.77)

Pillbox was a noun plus noun compounding with the first noun as modifier. It meant a small container that pills or other medicines were carried in.

b) *...narrow shack of a very poor Malay family on the edge of nowhere far off on the **seashore**...* (p. 91)

Seashore was a compound word of sea and shore. First noun modified the second word. Seashore meant the part of coast where the land sloped down into the sea.

Meanwhile in affixation, the writer found data as below:

Table 4.5 Affixation

No.	Type of Affixation	Total	Percentage (%)
1.	Prefix	115	4,2 %
2.	Suffix	2.593	93,7 %
3.	Infix	0	0
4.	Multifix	57	2,1 %
Total		**2.765**	**100 %**

Table 4.6 Prefix

No.	Prefix	Total
1.	co-	1
2.	dis-	13
3.	en-, em-	6
4.	il-, im-,in-, ir-	20
5.	inter-	1
6.	mal-	1
7.	mis-	3
8.	poly-	1
9.	re-	9
10.	pre-	1
11.	un-	58
12.	ex-	1
Total		115

Table 4.7 Derivational Suffix

No.	Class of Word	Suffix	Total	Total of Each Class
1.		-ate	5	
2.	Verb	-ize	6	22
3.		-en	11	
4.		-age	1	
5.		-ance	10	
6.		-er, -or, -ar	54	
7.		-ment	28	
8.	Noun	-tion	29	404
9.		-ing	214	
10.		-ness	33	
11.		-dom	4	

No.		Suffix	Total	
12.		-ess, -ee	3	
13.		-hood	3	
14.		-ism	8	
15.	Noun	-ist	9	404
16.		-ship	7	
17.		-ette	1	
18.		-al	15	
19.		-ful	24	
20.		-less	32	
21.		-ar	2	
22.		-ary, -y	45	
23.		-ic	19	
24.		-ish	5	
25.	Adjective	-en	1	368
26.		-ed	179	
27.		-able	14	
28.		-ous	19	
29.		-ent	1	
30.		-ive	5	
31.		-ing	7	
32.	Adverb	-ly	335	335
Total				1.129

Table 4.8 Inflectional Suffix

No.	Inflectional suffix	Total
1.	Plural	728
2.	Present	35
3.	-ed (past tense)	614
4.	-en (past participle)	12

5.	-ing (progressive)	33
6.	-er	18
7.	-est	24
Total		1.464

Table 4.9 Multifix

No.	Multifix	Total
1.	dis – ful	1
2.	en – ment	1
3.	im – able	1
4.	im – ly	1
5.	in – able	5
6.	in – ly	5
7.	ir – able	2
8.	ir – ly	1
9.	re – tion	2
10.	un Z able	16
11.	un Z ate	1
12.	un – en	1
13.	un Z istic	1
14.	un – ive	1
15.	un – ful	1
16.	un Z ly	17
Total		57

There were 2.765 affixation words in Andrea Hirata's Rainbow Troops. The writer would explain each of the process as below:

A. Prefix

Prefix was a process of adding affix at the beginning of word. Prefix did not change the class and meaning of word. The writer found 115 prefixes in Rainbow Troops novel. Due to the large data, the writer would explain several examples in each prefixes as below:

1) The prefix co-

*Syahdan acted as my **co-pilot** as we slid sideways...* (p. 49)

Co-pilot derived from prefix co- and pilot. Prefix co- meant together. Thus, co-pilot in this novel meant somebody who assisted in doing something.

2) The prefix dis-

a) *...or a teacher he **disliked** could be exiled to an isolated island...* (p. 94)

Disliked derived from prefix dis- and liked. The word like meant having a kindly or friendly feeling for something, while prefix dis- meant not. Thus, disliked in this context was not having a kindly or friendly feeling for a new teacher.

b) *But today, the misery briefly **disappeared** for one poor coastal family...* (p. 146)

Disappeared derived from prefix dis- and appeared. The prefix dis- meant not, while appeared meant becoming visible. Therefore, the word disappeared in this case meant vanish or pass away.

3) The prefix en-

a) *This land has been **entrusted** to us...* (p. 371)

Entrusted derived from prefix en- and trusted. The prefix en- meant causing to be in, while trusted meant believing something. Therefore, the word entrusted in this case meant giving a trust to protect the school.

b) *There were only three reasons why parents **enrolled** their children here* (p. 12)

Enrolled derived from prefix en- and rolled. The prefix en- meant causing to be in, while enrolled meant writing the name in a roll/ register. Therefore, the word enrolled in this case meant entering or registering children to school in Muhammadiyah Elementary School.

4) The prefix ex-

*My **ex-deskmate**, who was now an occupant of a coolie...* (p. 450)

Ex-deskmate derived from prefix ex- and compounding word desk and mate. The prefix ex- meant out, while deskmate was person who sat in the same the desk. Thus, the word ex-deskmate meant somebody did not have seat together anymore.

5) The prefix il-, im-, in-, ir-

a) *...or to submit to modern demands to free their children from **illiteracy*** (p. 11)

Illiteracy derived from prefix il- and literate. The prefix il- meant not, while literate was able to read and write. In this case, the word illiteracy meant inability to read or write.

*b) ...before starting up again with an **irregular** rhythm, like an SOS...* (p. 178)

Irregular derived from prefix ir- and regular. The prefix ir- meant not, while regular was arranged uniformly. In this case, the word irregular meant not conforming to establish the right rhythm.

*c) We began to doubt the power of the **invisible** shaman.* (p. 241)

Invisible derived from prefix in- and visible. The prefix in- meant not, while the word visible was being perceptible to the eye. Therefore, the word invisible shaman meant not being perceptible by the mind.

*d) It is denser than steel and **impossible** to be shaped.* (p. 262)

Impossible derived from prefix im- and possible. The prefix im- meant not, while possible was something could be done. In this case, the word impossible meant unable to be done.

6) The prefix inter-

*The clipping contained an **interview** between a senior American journalist and the late John Lennon.* (p. 280)

Interview derived from prefix inter- and view. The prefix inter- meant between, while view was to look at. Thus, in this case the word interview meant a conversation or a meeting between John Lennon and a journalist.

7) The prefix mal-

*...He suffered from serious **malnutrition** as a small child...* (p. 66)

The word malnutrition derived from prefix mal- and nutrition. The prefix mal- meant bad whereas nutrition was process of living things received food to be healthy. So, malnutrition was lack of proper nutrition for body.

8) The prefix mis-

*a) His father had even **misquoted** the answer...* (p. 88)

Misquote derived from prefix mis- and quote. The prefix mis- meant wrong, while quote was repeating the exact words of another person has said or written. Thus, the word misquote meant repeating something incorrectly.

*b) These are **misunderstandings**, because the limpai story..* (p. 334)

The word misunderstanding derived from prefix mis- and understand. The prefix mis- meant wrong, while understand was comprehend something. Therefore, misunderstanding meant failure to understand something correctly.

9) The prefix poly-

*...rational thinking and to avoid the **polytheist** world of shamanism...* (p. 238)

Polytheist derived from prefix poly- and theist. The prefix poly- meant many, whereas theist was one who believed the existence of god. Thus,

the word polytheist meant somebody who believed the existence of gods.

10) **The prefix pre-**

*... everything has already been **preordained**...* (p. 469)

Preordained derived from prefix pre- and ordained. The prefix pre- meant before, whereas ordained was destined or fate. Thus, the word preordained meant believed that something would be happen in the way god has been decided.

11) **The prefix re-**

a) *...he was too proud to correct himself and **replace** it with a harder one.* (p. 105)

Replace derived from prefix re- and place. The prefix re- meant again or back, whereas place was a space, area used for particular purpose. Thus, the word replace meant putting something in the place.

b) *...one too many times and was now too short to be **reconnected**.* (p. 78)

Reconnected derived from prefix re- and connected. The prefix re- meant again or back, whereas connected was established communication. Therefore, the word reconnected meant joined with something else again after becoming separated.

12) **The prefix un-**

a) *...some people are often **unaware** that they have been chosen...* (p. 91)

Unaware derived from prefix un- and aware. The prefix un- meant not, whereas aware was realizing something. So, the word unaware meant not realizing something.

b) *We were perplexed by his **unusual** behavior.* (p. 124)

Unusual derived from prefix un- and usual. The prefix un- meant not, whereas usual was accordant with custom or habit. Thus, the word unusual meant different from usual in a way that was surprising.

B. Suffix

Suffix was a process of adding affix at the ending of word. The writer found 2.593 suffixes in Rainbow Troops novel. Due to the large data, the writer would explain several examples only in derivational suffix as below:

a) Suffix derived verbs

1. The suffix –ate

) *It took me a very long time to **formulate** this theory...* (p. 465)

Formulate derived from formula and suffix -ate. The suffix –ate changed the word formula which was noun becoming verb. Thus, formulate meant developing a method or system.

) *To think that such a beautiful flower **originates** from the damp wilderness of the Brazilian hills.* (p. 166)

Originate derived from origin and suffix -ate. The suffix –ate changed the word origin which was noun becoming verb. Thus, originate meant arise.

2. The suffix –ize

) *...one I couldn't be held accountable for: the ability to **fantasize**.*
(p. 302)

Fantasize derived from fantasy and suffix -ize. The suffix –ize changed the word fantasy from was noun becoming verb. Thus, fantasize meant thinking about something very pleasant.

) *Because so many people **sympathized** with our school...* (p. 375)

Sympathize derived from sympathy and suffix -ize. The suffix –ize changed the word sympathy from adjective becoming verb. Thus, sympathize meant understood and cared about someone's problem.

3. The suffix –en

) *My chest **tightened**.* (p. 156)

Tightened derived from tight and suffix -en. The suffix –en changed the word tight from adjective becoming verb. Thus, tightened meant made tight something or in this story meant the chest was tightened by feeling sad.

) *The sky **darkened**.* (p. 146)

Darkened derived from dark and suffix -en. The suffix –en changed the word dark from adjective becoming verb. So, darkened meant made dark something or in this story the sky was raining.

b) Suffix derived nouns

1) The suffix –age

*Once inside, that smells mixed with the odor of plastic toy **packages**...* (p. 168)

Package derived from pack and suffix -age. The suffix –age changed the word pack (verb) becoming noun. So, package meant a bundle of something which wrapped.

2) **The suffix –ance**

⎠ *...a state **governance** lawyer who graduated from a top university in Jakarta...* (p. 374)

Governance derived from govern and suffix -ance. The suffix –ance changed the word govern (verb) becoming noun. So, governance meant the way that organization managed at the highest level.

⎠ *I wouldn't be surprised if the new store's name had been inspired by the coolie's **appearance**.* (p. 439)

Appearance derived from appear and suffix -ance. The suffix –ance changed the word appear (verb) becoming noun. Thus, appearance meant the way a person looked to other people.

3) **The suffix er, ar,or**

⎠ *Lintang was very rational; Mahar was a **daydreamer**.* (p. 130)

Daydreamer derived from daydream (compounding noun) and suffix -er. The suffix –er modified daydream referring as a person. Thus, daydreamer meant someone who liked dreaming pleasant things.

⎠ *I was willing to work overtime and extra odd jobs as an English **translator**...* (p. 432)

Translator derived from translate and suffix -or. The suffix –or modified translate (verb) referring as a person. Thus, translator meant person who translated.

) *He wasn't a **beggar** or a criminal*. (p. 82)

Beggar derived from beg and suffix -ar. The suffix –ar modified beg (verb) referring as a person. Therefore, beggar meant person who begged for something.

4) The suffix –ment

) *Harun indeed received special **treatment***. (p. 100)

Treatment derived from treat and suffix -ment. The suffix –ment changed the word treat (verb) becoming noun. Thus, treatment meant the way someone behaved towards somebody.

) *"You have only one more chance and if there's no **improvement**, you're finished!"* (p. 107)

Improvement derived from improve and suffix -ment. The suffix –ment changed the word improve (verb) becoming noun. Thus, improvement meant an occasion when something got better.

5) The suffix –tion

) *...PN kids made all of our weeks of hard work and **memorization** vanish in an instant.* (p. 306)

Memorization derived from memorize and suffix -tion. The suffix –tion changed the word memorize (verb) becoming noun. So, memorization meant the act of committing something to memorizing.

) *We had been through painstaking **preparations** with Bu Mus.* (p. 306)

Preparation derived from prepare and suffix -tion. The suffix –tion changed the word prepare (verb) becoming noun. Thus, preparation meant a proceeding by which one prepared for something.

6) **The suffix –ing**

) *...a coolie achieved a wage above 35,000 rupiah before **reaching** retirement...* (p. 52)

Reaching derived from reach and suffix -ing. The suffix –ing modified the word reach (verb) becoming noun (gerund) because gerund must be used when a verb came after a preposition.

) *Unlike at the Estate, when **eating**, the PN coolies were not accompanied by Mozart's Haffner No. 35 in D Major.* (p. 50)

Eating derived from eat and suffix -ing. The suffix –ing modified the word eat (verb) becoming noun (gerund) because gerund must be used when a verb came after a preposition.

7) **The suffix –ness**

) *At that time, many scientists believed that mixing light and **darkness**..* (p. 137)

Darkness derived from dark and suffix -ness. The suffix –ness changed the word dark (adjective) becoming noun. Thus, darkness meant the quality of being dark.

) *...the little people had cured their **blindness**.* (p. 375)

Blindness derived from blind and suffix -ness. The suffix –ness changed the word blind (adjective) becoming noun. Thus, blindness meant unable to see something.

8) The suffix –dom

⟩ *...palm trees looked like a **kingdom** of evil spirits...* (p.244)

Kingdom derived from king and suffix -dom. The suffix –dom modified the meaning of king (noun/person) become a place whose ruler by a king.

⟩ *I asked them about the **wisdom** of life.* (p. 468)

Wisdom derived from wise and suffix -dom. The suffix –dom changed the word wise (adjective) becoming noun. Thus, wisdom meant the ability to know what is true or right or the collection of one's knowledge.

9) The suffix –ess, -ee

⟩ *The rest were pilots, **stewardesses** and ship captains.* (p. 184)

Stewardess derived from steward and suffix -ess. The suffix –ess modified steward (noun) referring as a person. Therefore, stewardess meant person who worked on a plane looking after passengers.

⟩ *The VIP podium was the place for the most respectable **attendees**...* (p. 185)

Attendee derived from attend and suffix -ee. The suffix –ee modified attend (verb) referring as a person. Therefore, attendee meant person who was present at a specific time or place.

10) The suffix –hood

⌡ ...*the one I had discovered in **childhood**...* (p. 428)

Childhood derived from child and suffix -hood. The suffix –hood modified the meaning of child (noun/person) (noun/ person) become a part or time of someone's life when they were child (noun/ thing).

⌡ ...*treated me unkindly in my **adulthood**...* (p. 440)

Adulthood derived from adult and suffix -hood. The suffix –hood modified the meaning of adult (noun/ person) become a part or time of someone's life when they were adult (noun/ thing).

11) The suffix –ism

⌡ ....*avoid the polytheistic world of **shamanism**...* (p. 238)

Shamanism derived from shaman and suffix –ism. The suffix –ism modified the meaning of shaman (noun/ person) become a belief of shaman power (noun/ thing).

⌡ *Lintang and the **magnetism** of his mind...* (p. 116)

Magnetism derived from magnet and suffix –ism. The suffix –ism modified the meaning of magnet become a power to attract something which was not thing anymore.

12) The suffix –ist

⌡ *Sahara was the **typist**.* (p. 380)

Typist derived from type and suffix -ist. The suffix –ist modified type (verb) referring as a person. Thus, typist meant person who type something.

） *Filicium decipiens are usually planted by **botanists** to attract birds.* (p. 59)

Botanist derived from botani and suffix -ist. The suffix –ist modified botani (noun) referring as a person. Thus, botanist meant person who scientist who studied about plant or botany.

13) The suffix –ship

） *Studying was entertainment that made him forget life's **hardships**.* (p. 90)

Hardship derived from hard and suffix -ship. The suffix –ship modified hard (adjective) becoming noun and its meaning. So, hardship meant a condition that was difficult to endure.

） *But because of his inherited sense of **entrepreneurship**...* (p. 217)

Entrepreneurship derived from entrepreneur and suffix -ship. The suffix –ship modified the meaning of entrepreneur becoming the activity of setting up a business not a person.

14) The suffix –ette

） *...smoker was already settled inside with a **cigarette** hanging from his lips.* (p. 444)

Cigarette derived from cigar and suffix -ette. The suffix -ette meant little and modified the meaning of cigar which was big into the small one.

c) Suffix derived adjective

1) The suffix –al

  *) *Bu Mus admits that she has still never met students as **phenomenal** as Lintang and Mahar.* (p. 463)

Phenomenal derived from phenomenon and suffix -al. The suffix –al changed the word phenomenon (noun) becoming adjective. Thus, phenomenal meant extremely special in a surprising way.

  *) *...they were drawn from the **mystical** rituals of the cycle of life*. (p. 202)

Mystical derived from mystic and suffix -al. The suffix –al changed the meaning of word mystic becoming something related to supernatural things.

2) The suffix –ful

  *) *In the **peaceful** mountains where the prospectors were seen as thieves...* (p. 240)

Peaceful derived from peace and suffix -ful. The suffix –ful changed the word peace (noun) becoming adjective. Thus, peaceful meant quite and calm without noise.

  *) *...we felt we were more **truthful** and upstanding...* (p. 206)

Truthful derived from truth and suffix -ful. The suffix –ful changed the word truth (noun) becoming adjective. Thus, truthful meant honest, did not telling lies.

3) The suffix –less

⟩ *What have you learned of the **godless** peoples of the past?* (p. 286)

Godless derived from god and suffix -less. The suffix –less changed the word god (noun) becoming adjective. So, godless meant having no god or wicked.

⟩ *Anxious because of the **restless** Bu Mus...* (p. 10)

Restless derived from rest and suffix -les. The suffix –less changed the word rest (noun) becoming adjective. So, restless meant unable to rest, busy or being stress.

4) The suffix –ar

⟩ *For days, my chest was encircled by two dark red **circular** marks..* (p. 76)

Circular derived from circle and suffix -ar. The suffix –ar changed the word circle (noun) becoming adjective. So, circular meant shape like a circle.

⟩ *This hand was very peculiar, like an evil copper blade: **muscular**, dirty, black and oily.* (p. 262)

Muscular derived from muscle and suffix -ar. The suffix –ar changed the word muscle (noun) becoming adjective. So, muscular meant someone's hand with well-developed muscles and great strength.

5) The suffix –ary, -y

⟩ *Who had the audacity to disagree with that **legendary** scientific expert?* (p. 318)

Legendary derived from legend and suffix -ary. The suffix –ary changed the word legend (noun) becoming adjective. Therefore, legendary meant famous or extremely well known.

⟩ *...Bu Frischa sent a young, **flashy** PN teacher to approach her.* (p. 394)

Flashy derived from flash and suffix -y. The suffix –y changed the word flash (noun) becoming adjective. Therefore, flashy meant fancy in a way that was meant to attract attention.

6) The suffix –ic

⟩ *...the **heroic** national symbol—which included that strange bird with an eight feathered tail.* (p. 43)

Heroic derived from hero and suffix -ic. The suffix –ic modified the word hero (noun) becoming adjective. Therefore, in this case heroic meant things noted for courageous acts or nobility of character.

⟩ *We really liked Mahar's **energetic** choreography...* (p. 192)

Energetic derived from energy and suffix -ic. The suffix –ic modified the word energy (noun) becoming adjective. Therefore, energetic meant showing a lot of energy.

7) The suffix –ish

⟩ *...a man with an important looking face and a **boyish** young girl* (p. 287)

Boyish derived from boy and suffix -ish. The suffix –ish modified the word boy (noun) becoming adjective. Therefore, boyish meant a characteristic like a boy.

⟩ *...children trapped in a **devilish** circle with little hope of schooling...* (p. 331)

Devilish derived from devil and suffix -ish. The suffix –ish modified the word devil (noun) becoming adjective. Therefore, devilish meant wicked.

8) The suffix –en

*Her slender body rested on top of a pair of blue, **wooden** sandals.* (p. 231)

Wooden derived from wood and suffix -en. The suffix –en modified the word wood (noun) becoming adjective. Therefore, wooden meant consisting of wood.

9) The suffix –ed

⟩ *...to become a teacher and teach in **isolated** areas...* (p. 70)

Isolated derived from isolate and suffix -ed. The suffix –ed modified the word isolate (verb) becoming adjective. Therefore, isolated meant separated from other persons or things.

⟩ *The one and only **exalted** one among them was the head of the tribe...* (p. 138)

Exalted derived from exalt and suffix -ed. The suffix –ed modified the word exalt (verb) becoming adjective. Therefore, exalted meant raised in honor.

10) **The suffix –able**

⟩ *They immediately became a **respectable** elite group...* (p. 408)

Respectable derived from respect and suffix -able. The suffix –able modified the word respect (verb) becoming adjective. Thus, respectable meant a good social reputation.

⟩ *...he would later be a **dependable** husband.* (p. 254)

Dependable derived from depend and suffix -able. The suffix –able modified the word depend (verb) becoming adjective. Thus, dependable meant worthy.

11) **The suffix –ous**

⟩ *...one **glorious** symbol hung in our classroom.* (p. 281)

Glorious derived from glory and suffix -ous. The suffix –ous modified the word glory (noun) becoming adjective. Thus, glorious meant deserving great admiration.

⟩ *We never bored of his fresh and **rebellious** ideas.* (p. 420)

Rebellious derived from rebel and suffix -ous. The suffix –ous modified the word rebel (noun) becoming adjective. Thus, rebellious meant showing a desire to break the rule.

12) The suffix –ent

*But he was **insistent** on still attending school.*(p. 215)

Insistent derived from insist and suffix -ent. The suffix –ent modified the word insist (verb) becoming adjective. Thus, insistent meant compelling something to be done.

13) The suffix –ive

⟩ *The woman, who was quite **attractive** for her age, examined me closely.* (p. 425)

Attractive derived from attract and suffix -ive. The suffix –ive modified the word attract (verb) becoming adjective. Hence, attractive meant very pleasing in appearance.

⟩ *Because he was so **imaginative**...* (p. 132)

Imaginative derived from imagine and suffix -ive. The suffix –ive modified the word imagine (verb) becoming adjective. Hence, imaginative meant having exceptional powers of imagination.

14) The suffix –ing

⟩ *He went on to tell a **mesmerizing** story...* (p. 32)

Mesmerizing derived from mesmerize and suffix –ing. The suffix –ing changed the word mesmerize (verb) becoming adjective. Hence, mesmerizing meant very attractive.

⟩ *Then, the **living** legend of the snatching ritual took a single jump...* (p. 227)

Living derived from live and suffix –ing. The suffix –ing changed the word live (verb) becoming adjective. Hence, living meant someone who was vigorous or strong in snatching ritual.

d. Suffix derived adverb

    1) –ly

⟩ *Bu Mus smiled **bitterly**.* (p. 280)

Bitterly derived from bitter and suffix –ly. The suffix –ly changed the word bitter (adjective) becoming adverb. Hence, bitterly meant having an unpleasant smiling.

⟩ *Pak Harfan **patiently** guided Lintang and often let him borrow the books.* (p. 113)

Patiently derived from patient and suffix –ly. The suffix –ly changed the word patient (adjective) becoming adverb. Hence, patiently meant guiding someone in a patient manner.

C. Multifix

Multifix was a combination of prefix and suffix. The writer found 57 multifixes in Rainbow Troops novel. Due to the large data, the writer would explain several examples in each type as below:

  1) dis > ful

*We were not going to take this **disrespectful** attitude...* (p. 287)

Disrespectful derived from prefix dis-, respect and suffix –ful. The prefix dis- meant not meanwhile suffix –ful changed the word respect

(verb) becoming adjective. Hence, disrespectful meant actions were rude and showed a lack of respect.

2) **en** > **ment**

*But that **enlightenment** didn't get through to the young children...* (p. 331)

Enlightenment derived from prefix en-, lighten and suffix –ment. The prefix im- meant not meanwhile suffix –ment changed the word measure (verb) becoming adjective. So, immesaurable meant incapable of being measured.

3) **im** > **able**

*The sea's depth is **immeasurable**, a lie's depth is unpredictable* (p. 160)

Immeasurable derived from prefix im-, measure and suffix –able. The prefix im- meant not meanwhile suffix –able changed the word measure (verb) becoming adjective. So, immesaurable meant incapable of being measured.

4) **im** > **ly**

*...I waited **impatiently** for the magical moment...* (p. 212)

Impatiently derived from prefix im-, patient and suffix –ly. The prefix im- meant not meanwhile suffix –ly changed the word patient (adjective) becoming adverb. So, in this case impatiently meant unable waiting in patient manner.

5) in > able

⟩ *It was **indisputable**, let the world be jealous.* (p. 221)

Indisputable derived from prefix in-, dispute and suffix –able. The prefix in- meant not meanwhile suffix –able changed the word dispute (verb) becoming adjective. So, indisputable meant unable to deny.

⟩ *Their input and corrections have been **invaluable**.* (p. 477)

Invaluable derived from prefix in-, value and suffix –able. The prefix in- meant not meanwhile suffix –able changed the word value (noun) becoming adjective. So, invaluable meant beyond calculable.

6) in > ly

⟩ *PN treated unauthorized prospectors and smugglers very harshly, **inhumanely**.* (p. 240)

Inhumanely derived from prefix in-, human and suffix –ly. The prefix in- meant not meanwhile suffix –ly changed the word human (noun) becoming adverb. So, inhumanely meant cruel.

⟩ *...shouted to the planes flying above, and screamed loudly and **incoherently** to the rain* (p. 148)

Incoherently derived from prefix in-, coherent and suffix –ly. The prefix in- meant not meanwhile suffix –ly changed the word coherent (adjective) becoming adverb. Thus, in this case incoherently meant scream in a way that was unclear.

7) ir > able

⟩ *It was also a truly **irresistible** temptation in the midst of their tiring lives. (p. 224)*

Irresistible derived from prefix ir-, resist and suffix –able. The prefix ir- meant not meanwhile suffix –able changed the word resist (verb) becoming adjective. Thus, irresistible meant impossible to refuse because it was attractive.

⟩ *It is **irrefutable** proof of anthropological theories...* (p. 229)

Irrefutable derived from prefix ir-, refute and suffix –able. The prefix ir- meant not meanwhile suffix –able changed the word refute (verb) becoming adjective. Thus, irrefutable meant impossible to prove wrong or deny.

8) ir > ly

*Like most brokenhearted people, I was thinking **irrationally**. (p. 276)*

The word irrationally derived from prefix ir-, rational and suffix –ly. The prefix ir- meant not whereas suffix –ly modified the word rational (adjective) becoming adverb. Therefore, irrationally meant thinking absurdly.

9) re > tion

⟩ *Many generations beyond his **recollection**...* (p. 22)

The word recollection derived from prefix re-, collect and suffix –tion. The prefix re- meant again or back whereas suffix –tion modified the

word collect (verb) becoming noun. Therefore, recollection meant remembering something.

⎫ *A Kiong listened intently to my story, but he showed no **reaction**.* (p. 216)

The word reaction derived from prefix re-, act and suffix –tion. The prefix re- meant again or back whereas suffix –tion modified the word act (verb) becoming noun. Therefore, reaction meant responding of something.

10) **un** > **able**

⎫ *...an **unthinkable** amount of stupidity. All the bad luck would be borne by me.* (p. 305)

Unthinkable derived from prefix un-, think and suffix –able. The prefix un- meant not meanwhile suffix –able changed the word think (verb) becoming adjective. Thus, unthinkable meant very shocking that could not imagined.

⎫ *For A Miauw, we were **unprofitable** customers...* (p. 176)

Unprofitable derived from prefix un-, profit and suffix –able. The prefix un- meant not meanwhile suffix –able modified the word profit (noun) becoming adjective. Thus, unprofitable meant moneyless.

11) **un** > **ate**

*...an **unfortunate** man with an unrequited love.* (p. 230)

Unfortunate derived from prefix un-, fortune and suffix –ate. The prefix un- meant not meanwhile suffix –ate modified the word fortune (noun) becoming adjective. Thus, unfortunate meant unlucky.

12) **un> en**

*...Lintang clumsily grasping a large, **unsharpened** pencil...* (p. 23)

Unsharpened derived from prefix un-, sharpen and suffix –ed. The prefix un- meant not meanwhile suffix –en modified the word sharpen (verb) becoming adjective. Thus, unsharpened meant dull.

13) **un> istic**

*His forlorn expression was, like the elongated dry season, highly **uncharacteristic**.* (p. 155)

Uncharacteristic derived from prefix un-, character and suffix -istic. The prefix un meant not whereas suffix –istic modified the word character (noun) becoming adjective. Hence, uncharacteristic meant different.

14) **un > ive**

*The dark, small and **unattractive** Syahdan became handsome.* (p. 180)

Unattractive derived from prefix un-, attract and suffix -ive. The prefix un meant not whereas suffix –ive modified the word attract (verb) becoming adjective. Hence, unattractive meant not pleasing in appearance.

15) un > ful

*One of the signs of an **unsuccessful** life is being yelled at by a customer...* (p. 426)

Unsuccessful derived from prefix un-, success and suffix -ful. The prefix un meant not whereas suffix –ful modified the word success (noun) becoming adjective. Hence, unsuccessful meant not achieving the goal.

16) un > ly

⟩ *...and jutted out **ungracefully** as they grew, like the prongs of a rake.* (p. 175)

Ungracefully derived from prefix un-, graceful and suffix -ly. The prefix un meant not whereas suffix –ly modified the word graceful (adjective) becoming adverb. So, ungracefully meant a manner which is not elegant, lacking charm or odd.

⟩ ***uncontrollably*** *fearful in others.* (p. 201)

Uncontrollably derived from prefix un-, controllable and suffix -ly. The prefix un meant not whereas suffix –ly modified the word controllable (adjective) becoming adverb. So, uncontrollably meant a condition when something was unable to control.

B. Discussion

1. The types of word formation used in Andrea Hirata's Rainbow Troops

After finding and analyzing the data which focus on word formation process proposed by Michael O Grady. There were 3.512 data which indentified as morphological and affixation process. The rank of greatest quantity to lowest in morphological process was compounding word as many 239 data, invention as many 106 data, internal change as many 93 data, borrowing with 77 data, suppletion with 48 data, cliticization and onomatopoeia with 40 data, conversion about 36 data, acronyms/ abbreviation as many 27, clipping about 15 data, backformation about 9 data, coinage with 7 data, and the last both reduplication and blends with 5 data. On the other side, affixation had suffix as the greatest with 2.593 data, prefix in the second place with 115 data and the last was multifix with 57 data.

2. Most dominant type of word formation used in Andrea Hirata's Rainbow Troops

It could be seen from table 4.8 that the most dominant type of word formation used in Andrea Hirata's Rainbow Troops was inflectional suffix with total 1.464 data or almost half of the total of the word formation found. It was plural marker as the greatest suffix. It occurred because this novel used numerous countable nouns in describing the plot of story.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the discussion in the preceding chapter, the conclusion of this study drew on the formulation of research problems. Whereas, the suggestion was specified for future research and also intended for those who interested in field of linguistics study.

A. Conclusion

There were two processes of O Grady's word formation theory which found in this study. First was morphological process with fourteen types of word formation such as ctitic, internal change, suppletion, reduplication, conversion, clipping, blending, backformation, acronym, onomatopoeia, borrowing, coinage, invention and compounding. The second was affixation such as prefix, suffix and multifix. Infix was not found at all because this was a translated novel. The infix in original version has changed into English but it was not become English infix because of different rule of using it. Among of those processes, the most type of word formation used was suffix in plural marker (as be seen in table 4.8). For more details, the result of morphological process is as follow: compounding word as many 239 data (6,8%), invention as many 106 data (3%), internal change as many 93 data (3%), borrowing with 77 data (2,2%), suppletion with 48 data (1,4%), cliticization and onomatopoeia with 40 data (1,1%), conversion about 36 data (1%), acronyms/abbreviation as many 27 (0,8%), clipping about 15 data (0,4%),

84

backformation about 9 data (0,3%), coinage with 7 data (0,2%), and the last both reduplication and blends with 5 data (0,1%). On the contrary, the result of affixation is as follow: prefix 115 data (3,3%), suffix with 2.953 data (73,8%) and multifix as many 57 data (1,6%).

B. Suggestion

This present study investigated the word formation in a novel. It also suggested that the study of word formation did not stop here. Further research might also employ this study by conducting a similar research with different media. The writer hoped the future research might use other printed media such as comic and advertisement. Moreover, it was expected offering a new knowledge for everyone who was interested in the similar study or a study that was still related to this present study.

REFERENCES

Adha, Rully. 2011. *Morphology, The Study of Word.* Langsa: STAIN ZCK.

Anewlife, "Regular Revenol Antioxidants",
www.vitaminelife.org/revenol_antioxidants.html (accessed on 20 February 2017)

Anonymous. 2008. *Oxford Learner's Pocket Dictionary* (4th ed). Oxford: Oxford University Press.

Bauer, L. 1983. *English Word-Formation.* UK: Cambridge University Press.

Booij, Geert. 2007. *The Grammar of Word: An Introduction to Linguistic Morphology*, second edition. US: Oxford University Press.

Crystal, D. 2004. *The Cambridge Encyclopedia of the English Language.* (UK: Cambridge University Press.

Ermawati Yanis, 2011. *An Analysis on Morphological Pattern of Adjective Words Used in Narrative Texts in Senior High School English Books.* Tulungagung: STAIN Tulungagung.

Franklin, Victoria, Robert Rodman and Nine Hyams. 2003. *An Introduction to Language.* UK: Wadsworth Cengage Learning.

Gabor Melli's Research Knowledge Base, "Morphological Process", (16 May 2015), www.gabormelli.com/RKB/Morphological_Process (accessed on 15 December 2016).

Hanif, Bahrul. 2015. *The Analysis of Word Formation of Soccer Terms in The Jakarta Post's Articles.* Jakarta: UIN Syarif Hidayatullah.

Hornby A. S. 1995. *Oxford Advanced Learner's Dictionary of Current English.* Oxford: Oxford University Press.

Ilhamsyah. 2015. *The Analysis of Word Formation Processes Used in Nicholas Sparks' Novel "The Last Song".* Banjarmasin: IAIN Antasari.

Issaa. "Clipping", (13 March 2012). www.esl.ph/lessons/vocabulary/word-formation-process/clipping.html (accessed on 16 December 2016).

Iteza, Dasril. "De Eesteling – Kapal Keruk (Emmer Bager)". (13 July 2014) http://kodzan.blogsopt.in//de-eersteling.html?m=1 (accessed on 20 February 2017)

Just English Sdn Bhd. "English Literature for Secondary School- What is Novel?". (3 December 2007), http://literature.com.my/what-is-novel/ (accessed on 17 November 2016).

Katamba, Francis. 1993. *Morphology.* London: Macmillan Press

Krippendorff, Klaus. -. *Content Analysis – An Introduction of Its Methodology.* London: Sage.

Lendabook. "20 Buku Keren Indonesia yang Diterjemahkan ke Bahasa Asing". (2 November 2014) http://blog.lendabook.com/20-buku-keren-indonesia-yang-diterjemahkan-ke-bahasa-asing/ (accessed on 31 October 2016).

Lidinnillah, Farih. 2010. *Nilai-Nilai Edukatif Dalam Film Laskar Pelangi Perspektif Pendidikan Islam.* Semarang: IAIN Walisongo.

Lieber, Rochelle. 2009. *Introducing Morphology*. NY: Cambridge University Press.

Lingnet, "Affixation in English", www.linguisticsnetwork.com/affixation-in-english/ (accessed 17 Desember 2016).

Lingnet, "Morphological Process, www.linguisticsnetwork.com/morphological-process-101/# (accessed on 15 december 2016)

Marchand. 1999. *The Categories and Types of Present-day English Word Formation. - : -*

Meyer, Charles F. 2009. *Introducing English Linguistics.* NY: Cambridge University Press.

Namias, C & D. Namias. 1976. *Research Methods in the Social Sciences*. UK: Edward Arnold.

Nanda, Melisa Nofa and others. 2012. *An Analysis of Word Formation Used in Twilight Novel by Stephenie Meyer and Twilight Movie Script Written by Melissa Rosenberg.* Padang: Universitas Negeri Padang.

Nazirꞌ Mohammad. 2005. *Metode Penelitian*. Jakarta: Ghalia Indonesia.

Nur Rohman, Galuh. 2009. *How to Write Autonomously.* Malang: UIN-Malang Press.

O'Grady, William, M. Dobrovolsky and M. Aronoff. 1993. *Contemporary Linguistics: An Introduction*. NY: St. Martin Press.

Onwuegbuzie, Anthony J, Kathleen M. T. Collins and Nancy L. Leech, "Qualitative Analysis Techniques for the Review of the Literature", The Qualitative Report 17, no. 56 (2012): 1-28

Ovariavel, Dimensa. "Biography of Andrea Hirata- Novel Writer", (30 May 2013),dimensaovariavel.blogspot.com/2013/05/biography-of-andrea-hirata-novel-writers.html?m=1 (accessed on 20 December 2016).

Oxford Living Dictionary, http://en.oxforddictionaries.com/definition/bikini, (accessed on 20 February 2017).

Paputungan, Afni Utari. 2015. *Analysis of Word Formation Process in Twitter*. Gorontalo: Universitas Negeri Gorontalo.

Phrase Finder, "Reduplication", www.phrases.org.uk/meanings/reduplication.html (accessed on 15 December 2016)

Plag, Ingo. 2003. *Word-Formation in English*. (New York: Cambridge University Press.

Rasyid, Harun. 2000. *Metode Penelitian Kualitatif Bidang Ilmu Sosial dan Agama*. Pontianak : STAIN Pontianak.

Saifuddin Azwar. 2007*Metode Penelitian*. Yogyakarta : Pustaka Pelajar.

Sapir, Edward. 1921. *An Introduction to the Study of Speech*. New York: Harcourt, Brace.

SIL International, "What is a clitic", www.01.sil.org/linguistics/glossaryoflinguisticterms/whatisacliticgrammar.htm (accessed on 15 December 2016)

Stageberg, Norman. C. 1997. *An Introductory English Grammar.* New York: Holt Rinehart and Winston.

Štekauer, Peter. 1998. *An Onomasiological Theory of English Word-Formation*. Amsterdam NL: John Benjamins.

Stone, P.J. and others. 1966. *The General Inquirer: A Computer Approach to Content Analysis*. Cambridge: MIT Press.

Tumiayah. 2011. *The Word-Formation Analysis on The Article"Are These The Best Years Of Your Life?".* Jember: Jember University.

Urban Dictionary, (25 January 2005), www.urbandictionary.com/define.php?term=AWOL (accessed on 20 February 2017)

Weber, Robert P. 1985. *Basic Content Analysis*. New Delhi: Sage.

Wikipedia, "AK-47, Soviet Assault Rifle", (7 October 2016), http://simple.m.wikipedia.org/wiki/AK-47 (accessed on 20 February 2017)

Wikipedia. "Andrea Hirata", http://id.wikipedia.org/wiki/Andrea_hirata (accessed on 20 December 2016)

Wikipedia, "X-ray", http://en.m.wikipedia.org/wiki/x-ray. (accessed on 20 February 2017)

Yule, George. 1996. *The study of language*. London: Cambridge University Press.
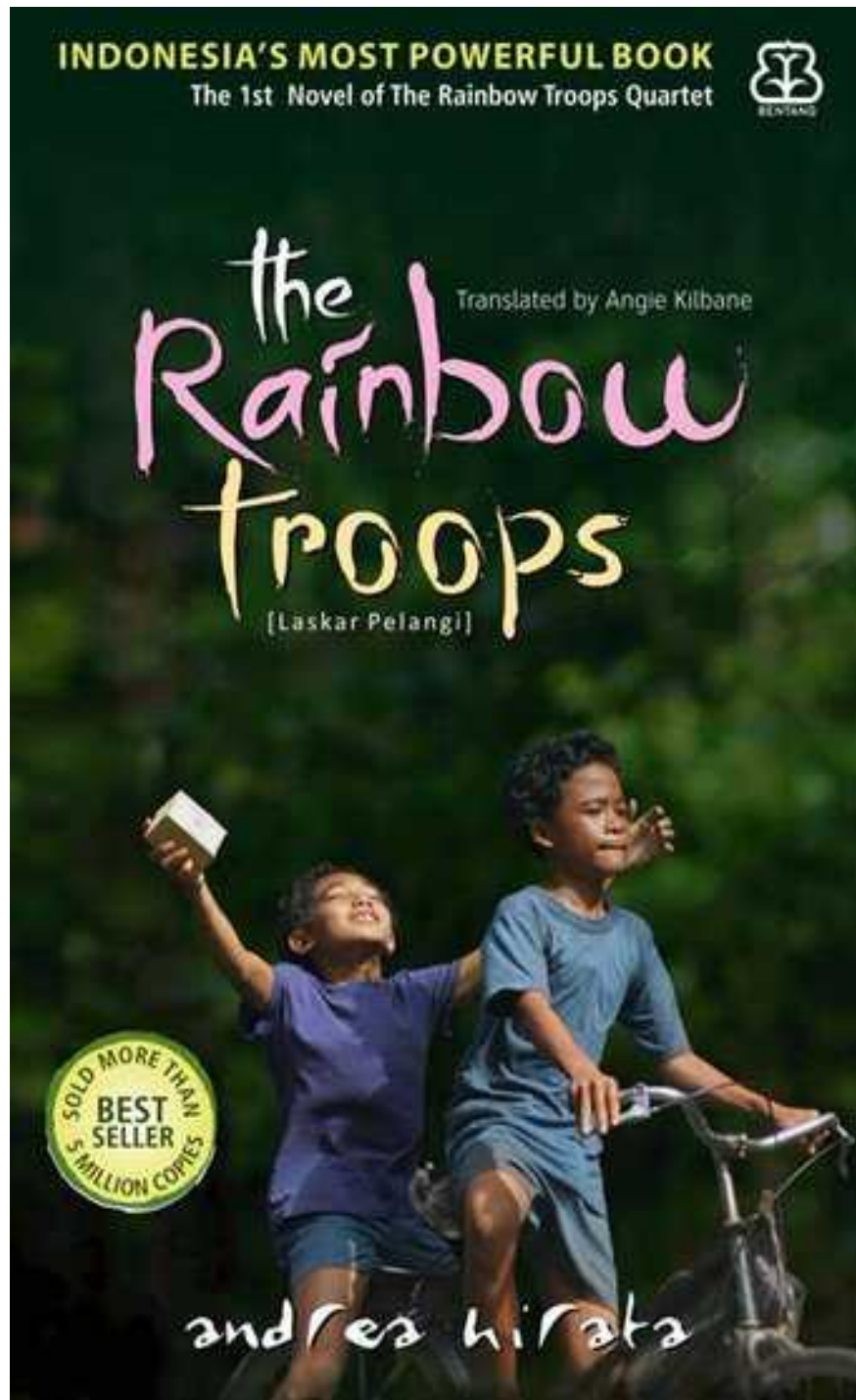
THE RAINBOW TROOPS
by Andrea Hirata

Translated from *Laskar Pelangi*, Published by Bentang Pustaka

Andrea Hirata's *Official Websites*:
www.andrea-hirata.com
www.sastrabelitong.multiply.com

BIOGRAPHY

Name	: Amanda Novita
Date of birth	: Medan, 5th September 1995
Sex	: Female
Religion	: Islam
Nationality / Ethnic	: Indonesia / Chinese
Marital Status	: Unmarried
Occupation / Hp	: Student of IAIN ZCK Langsa / 0822 9727 2228
No. Register	: 1042012005
Address	: Lor. Permai, Gampong Teungoh, Kota Langsa

FAMILIES NAME

1. Father's Name : Alm. Muhammad Hasan

2. Mother's Name : Vittin Vidia

3. Sister's Name : Anastasia

4. Brother's Name : Muhammad Yusuf

5. Address : Lor. Permai, Gampong Teungoh, Kota Langsa

EDUCATION BACKGROUND

1. Elementary School : SD Supriyadi Medan (2000-2006)

2. Junior High School : SMPN No. 1 Sunggal (2006-2009)

3. Vocational High School : SMKN No. 1 Langsa (2009-2012)