

**AN ANALYSIS OF USING AFFIXES IN THE VIDEO OF
"SPEECH OF SHAKIRA ABOUT EDUCATION CHANGES THE WORLD"
AT ENGLISH SPEECHES CHANNEL**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUSLIM MAROS UNIVERSITY**

2021

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"SPEECH OF SHAKIRA ABOUT EDUCATION CHANGES THE WORLD"
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A THESIS

Submitted to the English Education Department Faculty of Teacher Training and Education Muslim University of Maros. As a Fulfillment of the Requirements for
S1-Degree

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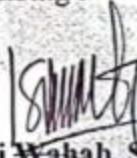
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HALAMAN PENGESAHAN

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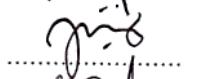
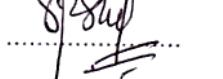
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"SPEECH OF SHAKIRA ABOUT EDUCATION CHANGES
THE WORLD" AT ENGLISH SPEECHES CHANNEL**

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MOTTO AND DEDICATION

Motto

“Pick yourself up and dust yourself off and back in the saddle.

You are on the front line, everyone is watching.

You know it is serious we are getting closer, this is not over.”

~Shakira~

“Do not allow the things of yesterday take a lot of things of this day.”

~Researcher~

Dedication

The researcher faithfully dedicates the thesis to:

1. My lovely parents
2. Thank you for the lecturers who guided the researcher and my beloved friends who have provided assistance and support. Without their inspirations, their encouragements, and their supports, the researcher may not be able to finish this thesis

ABSTRACT

Muh. Ikhsan B. 2021. An Analysis of Using Affixes in the Video of "Speech of Shakira about Education Changes the World" at English Speeches Channel. (Supervised by Isnaeni Wahab and Novalia Tanasy)

This research analyzed the using of affixes in the video of speech of Shakira about education changes the world. The objectives of research were to find out the kinds and the meanings of affixes found and to find out the process of forming new words formed by affixes that mostly found in the video of speech of Shakira about education changes the world. The methodology of research was mixed analysis method. The objects of research were the video of speech of Shakira about education changes the world and its transcript. The instrument of research was researcher himself. The data collection techniques were observation and documentation. The data analysis techniques were data reduction, data display, drawing conclusion/verification. The research results of the research were kind of affixes found are prefixes such as *al-*, *de-*, *dis-*, *ful-*, *en-*, *in-*, *infra-*, *im-*, *mal-*, *para-*, *re-*, *trans-*, *un-* and *uni-*. Furthermore, found suffixes such as *-able*, *-ability*, *-an*, *-al*, *-ar*, *-ary*, *-ate*, *-ed*, *-en*, *-er*, *-es*, *-est*, *-ful*, *-ies*, *-ing*, *-ion*, *-ist*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-or*, *-ren*, *-tion*, *-ment*, *-n*, *-ne*, *-ner*, *-ness*, *-s*, *-ship*, *-s'*, *-s* and their meaning. Then analyzed forming new words formed by affixes that mostly found, there is *-ly* and forming Adverb Formation.

Keywords: *Morphology, Morphemes, Affixes, Inflectional, Derivational*

ABSTRAK

Muh. Ikhsan B. 2021. An Analysis of Using Affixes in the Video of "Speech of Shakira about Education Changes the World" at English Speeches Channel. (Dibimbing oleh Isnaeni Wahab dan Novalia Tanasy)

Penelitian ini menganalisis penggunaan imbuhan dalam video pidato Shakira tentang pendidikan mengubah dunia. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan arti dari afiks yang ditemukan dan untuk mengetahui proses pembentukan kata baru yang dibentuk oleh afiks yang banyak ditemukan dalam video pidato Shakira tentang pendidikan mengubah dunia. Metodologi penelitian adalah metode analisis campuran. Objek penelitian adalah video pidato Shakira tentang pendidikan mengubah dunia dan transkripnya. Instrumen penelitian adalah peneliti sendiri. Teknik pengumpulan data adalah observasi dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, penarikan kesimpulan/verifikasi. Hasil penelitian dari penelitian ini adalah jenis afiks yang ditemukan yaitu prefix seperti *al-*, *de-*, *dis-*, *ful-*, *en-*, *in-*, *infra-*, *im-*, *mal-*, *para-*, *re-*, *trans-*, *un-* dan *uni-*. Selanjutnya, ditemukan suffiks seperti *-able*, *-ability*, *-an*, *-al*, *-ar*, *-ary*, *-ate*, *-ed*, *-en*, *-er*, *-es*, *-est*, *-ful*, *-ies*, *-ing*, *-ion*, *-ist*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-or*, *-ren*, *-tion*, *-ment*, *-n*, *-ne*, *-ner*, *-ness*, *-s*, *-ship*, *-s'*, *-s* and dan maknanya. Kemudian dianalisis pembentukan kata-kata baru yang dibentuk oleh afiks yang paling banyak ditemukan yaitu *-ly* dan pembentukan Adverb Formation.

Kata Kunci: *Morfologi, Morfem, Afiks, Infleksional, Derivasional*

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Maros, 29 July 2021

Researcher

TABLE OF CONTENTS

COVER	i
HALAMAN PERSETUJUAN	ii
HALAMAN PENGESAHAN	iii
MOTTO AND DEDICATION	iv
ABSTRACT	v
PERNYATAAN KEASLIAN KARYA TULIS	vii
PERSETUJUAN PUBLIKASI UNTUK KEPENTINGAN AKADEMIK	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS.....	x
LIST OF TABLE	xii
LIST OF PICTURES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of Research	1
B. Research Questions	4
C. Objectives of Research.....	5
D. Significance of Research.....	5
E. Definition of Terms.....	5
CHAPTER II RELATED OF LITERATURE REVIEW	9
A. Previous of Research Finding	9
B. Theoretical Background	12
1. The Definition of Morphology.....	12
2. The Definition of Morphemes.....	13
3. The Types of Morphemes	14

4. Derivational Morphemes.....	16
5. Inflectional Morphemes	20
6. The Definition of Affixes.....	22
7. The Types of Affixes	23
8. Definition of Word.....	24
9. Root, Stem, and Base	25
CHAPTER III RESEARCH METHODOLOGY	28
A. Type and Design of Research	28
B. Time and Places of Research	29
C. Object of Research	29
D. Implementation Procedures of Research.....	30
E. Instrument of Research	31
F. Data Collection Techniques	31
G. Data Analysis of Techniques	33
CHAPTER IV RESEARCH RESULT AND DISCUSSION	35
A. Research Result.....	35
B. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	63
A. Conclusion	63
B. Suggestion.....	64
REFERENCES	65
APPENDICES	69

LIST OF TABLE

Table 2.1 Words consisting of one or more morphemes	14
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LIST OF PICTURES

Picture 3.1. Sequential exploratory model	29
Picture 4.1. The number of affixes found	56

CHAPTER I

INTRODUCTION

A. Background of Research

Language is a means of communication that is owned by humans, where language is used to interact with others. As we know, language is composed of words, clauses or sentences that are created either spoken or written. So that it is able to become a communication device between us and others. In daily life the language we use very often, it is in line with Andini and Pratiwi (2017: 27) stated that language plays a very important role, because language has many functions in human life. Thus, it can be assumed that language transmits information from one person to another.

In this world, there are various languages in each country that are spoken by its citizens. Based on the diversity of languages scattered in the whole world, there is only one language that is claimed by the world as an international language, namely English. The reason is because the UK (United Kingdom) is a developed country in the field of education and knowledge developed. English has become a key that can grasping all aspects, be it business, political, social or cultural.

On the other hand, as Indonesians who have spoken Indonesian childhood and most of us still have difficulty understanding when we intersect to English. It is because English is not our native language, it is a common problem. Meanwhile, according to Hairuddin *et al*, (2018: 1), English must be taught from junior high school to universities in Indonesia. For basic knowledge of learning English that must be mastered, there are

speaking, listening, reading and writing skills. To understand the English written language, reading is one of the skills that are very essential for us to learn. By reading we can read and understand vocabulary first. It is in line with Napa (cited in Astuti, 2018: 1) stated that vocabulary is one of the elements of language, and there is no language without words. On the other hand, Jubhari (2018: 53) stated that grammar has an important role in direct language learning, because it is the basic knowledge for understanding language. It can be assumed that although grammar plays an important role without vocabulary mastery it is still said to be inefficient. Furthermore, Astri and Wahab (2019: 68) stated that vocabulary is the first and most important aspect of learning English, it must be acquired before learning the language. So, as the most important basic is being able to master vocabulary, to master it starts with reading.

It is intended that the activity had done in this research is reading, which is closely related to morphological linguistics. As said Gleason (cited in Duwit *et al*, (2018: 3), linguistics is a study of how to be able to comprehend language from the perspective of its internal structure. The point is that there is one study that discusses the internal structure which includes phonological units, morphological units, and syntactic units. Therefore, this research had related to morphological units. As said by McCarthy (2002: 16), the grammatical field related to the structure of words and relationship between that make up morphemes called morphology. Morphology studies of word formation and its effect on changing the meaning of words and part of speech. In morphology, there is a study called morpheme. Furthermore,

language usually consists of some aspects there are forms, meanings, and the smallest units are called morpheme. It is in line with Kusumawardhani (2020: 9) stated that morpheme is a unit consisting of the smallest units of meaning or grammatical function. Based on the opinion of the experts above, it can be concluded that the morpheme as the smallest unit plays an important role in word formations.

Free morphemes and bound morphemes are classified into two groups of morphemes. According to O'Grady and Guzman (1996: 93) stated a free morpheme should be a word itself, while a bound morpheme should be attached to a different word. In this study, the researcher focused on free and bound morphemes. In terms of morphemes, inflectional and derivational morphemes are types of bound morpheme. These two morphemes are also known as affixes. According to Katamba (1993: 44), the affixes could be a morpheme that only happens when it is bound to another morpheme or morpheme like a root, stem or base. In addition, by derivational affixes those certain morphemes derive or develop new words by just modifying the meaning of the meaning of the part of speech. When readers are able to recognize derivational affixes, they may be able to develop their vocabulary significantly by reading.

Therefore, there are many ways to learn English in this modern era. For example, reading magazines or novels in English, listening to podcasts or western music, and watching videos or western movies. Therefore, researcher took out the way to watch a video entitled "Shakira: Education Changes the World" accompanied by subtitles and transcript, which are sourced from the

English Speeches channel accounts on YouTube. This channel account actively uploads video conferences content every week about speech that criticize educational, cultural, and political issues. Those who delivered the speech were top Hollywood figures to important people in America such as the currently elected president, Joe Biden.

With regard to the intended analysis, the researcher discussed the use of affixes in a video entitled "Shakira: Education Changes the World". The video discusses the problem of education in Colombia and provides motivation to the younger generations. In addition, the video is accompanied by English subtitles, making it easy for researcher to find the use of affixes from both the inflectional morpheme and derivational morpheme used.

The researcher is interested in discussing research based on the above context that entitled "An Analysis of Using Affixes in the Video of "Speech of Shakira About Education Changes the World" at English Speeches Channel" in relationship fulfilling his final project in university.

B. Research Questions

The problems discuss in this research are:

1. What are the kinds and the meanings of affixes found in the video of speech of Shakira about education changes the world?
2. How is the process of forming new words formed by affixes that mostly found in the video of speech of Shakira about education changes the world?

C. Objectives of Research

The objectives in this research are:

1. To find out the kinds and the meanings of affixes found in the video of speech of Shakira about education changes the world.
2. To find out the process of forming new words formed by affixes that mostly found in the video of speech of Shakira about education changes the world.

D. Significance of Research

The researcher hopes that the findings of this study will be valuable for academic and practical purposes. Academically, this research can contribute to increasing or enhancing knowledge related to understanding affixation in English. Most of us do not know the process of forming new words or new definitions through the results of prefixes and suffixes. Then the researcher hope this research give contribute for the students and lecturers

Practically, the researcher hopes this research could refer to trigger further research on understanding the uses of English affixes. It also enriches vocabulary and provides knowledge about affixes found in media such as books, magazines, videos or films.

E. Definition of Terms

1. Morphology

According to McCarthy (2002: 16) stated the grammar field concerned with arrangement of the words and the relationship of the morphemes between the words that make them technically is morphology.

2. Morphemes

According to Harsa (2014: 26) stated the term of morphemes refers to the smallest indivisible unit composed of grammar of a word. It can be formed from one or more morphemes which change the meaning of the base word.

3. Kinds of Morphemes

a. Free Morphemes

According to Lieber (2009: 32-33), the smallest meaningful unit used to form a word. Some morphemes can be expressed individually as words, such as *walk*, *shoe*, *student*, *learn* are free morphemes. It can be interpreted as free morphemes are morphemes can stand alone.

b. Bound Morphemes

According to Irmayati (2013: 1) stated that a bound morpheme that must be linked to another morpheme before it is used in language. It can be concluded that bound morphemes are morphemes that cannot stand alone, which must be attached to other morphemes to form new words and meanings..

4. Derivational Morphemes

According to Endang S (2014: 3), derivational morphemes are part of bound morphemes, which the part of speech and meaning of words can be changed. It can be concluded that derivational morphemes are the morphology process of producing new morphemes.

5. Inflectional Morphemes

According to Bauer (cited in Purnanto, 2006: 138), inflectional is the morphological process of producing different word forms from the same morpheme. For example, *-s* in a word *teachers*. Based on the example above, it can be concluded that by adding morphemes to the word *teacher* + *-s*, the meaning remains the same and only changes its form (singular to plural).

6. Affixes

According to Jackson (cited in Rakhmatika, 2015: 17), a generic term that cannot be used in a morpheme that functions as a simple word, they just happen to be “attached” to another morpheme. In this case, affixes are divided into three parts namely prefix such as *a-* + *sleep*, suffix such as *friend* + *-ly*, and infix such as *run* + *-s-* *away*. The morphemes; *sleep*, *friend*, and *run away* are called root, whereas the morphemes; *a-*, *-ly*, *-s* are called affixes.

7. Types of Affixes

In English there are two types of affixes (Katamba, 1993: 44), are follow;

- a. Prefixes, at the beginning of the base or root (word), the prefixes are attached. Such as *re-* in *remake*.
- b. Suffixes, at the end of the base or root (word), the suffixes are attached. Such as *-ed* in *walked*.

8. YouTube

According to Ramadhanti (2020), YouTube is a video-sharing website where you can share, watch, and upload videos. On YouTube,

there are lots of channels and also interesting content uploaded by people (YouTuber) that can help us. Of course, in learning language.

9. Video

Video is a technology that records, captures, and processes moving pictures. For today's millennial, video is frequently used as a source of information, news, entertainment, and as well as a learning tool.

10. Transcript

A collection of letters or compositions consisting of the same words as the original (copies) that derived from images, sounds or videos.

We can get information from a transcript through the words written in it.

11. English Speeches

English Speeches is the pioneer of speech channel and the largest on YouTube that has joined since March 28, 2017. This channel already has more than 2 million subscribers. The content they upload is intended for those who want to learn English. By presenting high-quality speech videos. So, it is very helpful for those who want to improve their reading and listening skills.

CHAPTER II

RELATED OF LITERATURE REVIEW

Previous of research and the definitions of the theories in this study are discussed in this chapter.

A. Previous of Research Findings

The researcher realized that this is not the first study in the field of linguistics about affixes. There are some previous researchers who have researched this study of linguistics earlier. As reference for the first previous study that the researcher found, came from Astuti (2018) entitled *A Morphological Analysis of Derivational Affixes in the Video of Obama's Speech about Back to School Event 2009*. She tried to know many kinds of derivational processes and to know the derivate affixes function found in Obama's speech video with English transcript. She used descriptive qualitative research to find out the processes and meanings of derivational affixes through transcript of Obama's speech video. Then, she founded many derivational affixes such as *-or + -y, -ful, -er + -s, -ly, -able, -ship, -ment, -ed, -ly + -ity, -ion + er, -ivy, -less, -ness, -ful, -ure, -tion, -ies*. It can be assumed on the basis of the study findings that in the video of Obama's speech about back to school event 2009. She found that certain derivational affixes may change the word class or language component. In her study, she discovered that there are four derivational processes in the video. There are forming of noun, verb, adjective and adverb.

The second study from Musa (2013) entitled *Afiksasi dalam Album Up All Night dari One Direction*. She discussed the inflectional and

derivational affixes in the lyrics during her study based on the album Up All Night. The approach is qualitative descriptive for data collection in her study from One Direction's Up All Night album which aims to describe, identify and analyze affixations. This study found many types of affixes such as prefixes and suffixes found in the Up All Night Album of One Direction. There are inflectional affixes that appear as plural, third-person singular, possessive, progressive, past tense, past participle, comparative, and superlative (-s, -'s, -es, -ing, -ed, -en, -er, -est). Besides, the derivational affixes that consist of two types there are prefix and suffix, each of them have their own functions and meanings. The prefixes data appears in different prefix forms, such us *in-*, *im-*, *re-*. Whereas, the suffixes are *-ly*, *-ed*, *-ful*, *-ing*, *-ish*, *-ize*, *-ment* *-less*, each having its own features, forms, and significances. Based on the results of her study, it can be concluded that mostly she found the forms of inflectional affixes were found; on nouns, verbs, and adjectives. And she found two types of derivational affixes, namely prefixes and suffixes.

The third study comes from Arsita *et al* (2014) their study entitled *Afiks dalam Berita Utama Surat Kabar Lampung Post*. The objectives of their study are to describe the affixes in the Lampung Post headline and its relevance for high school Indonesian learning. Their approach is qualitative descriptive to obtain their data. Although this study focuses on affixes in the Indonesian context, it is still related to English affixes. They were found the use of affixes namely prefixes, suffixes, *konfiks* and the combination of affixes. Based on the result found in this study, they revealed that not all use

of affixes appeared in the data source, but the use of affixes that appear in data sources includes the use prefixes, such as *ber-*, *se-*, *pe-*, *peN-*, *di-*, *meN-*, *ter-*; for suffixes such as *-an*, *-nya*, *-al*, *-if*, *-tas*; for confixes such as *ke-an*, *per-an*, *peN-an*, *ber-kan*, *se-nya*, *ber-R*; and there are combination of affixes, such as *me-kan*, *di-kan*, *me-i*, *di-i*, *diper-kan*, *memper-kan*, *diper-i*, *se-nya*, *keber-an*, *keter-an*, *ber-an*. Based on the result of their study, it can be concluded that there are affixes equations in Indonesian with English, but there is no *konfiks* in English. And the use of affixes that appear in the source can be classified into four types of affixes in Indonesian context, namely prefixes, suffixes, *konfiks*, and combination of affixes. Besides that therefore the results of this study have implications for learning Indonesian Language in High School, especially in writing skills, namely producing text.

Based on the gaps found between the three previous of research findings, there are several differences and this research have advantages over previous of research findings. The first study only focuses on the analysis of derivational affixes, while in this study it focused on two types of affixes, namely derivational and inflectional. In the second study only focused on the affixes found in the song album as the object of research and found quite a lot of affixes for each song studied, but the results found tended to be repeated from the classification of affixes found. Meanwhile, in this study using video as the object of research and found more affixes in the video. And the third study focused on affixes in the Indonesian context in newspapers. From the research found a number of affixes of the types of prefixes, suffixes, *confixes* and the combination of affixes. While, this study focused on the types of

affixes that found, except *confixes*. Because, in English there is no *confix* term. Thus it can be concluded that this study provides new research results. The evidence of this statement can be confirmed through the theory used in this research. In previous of research findings, no one has discussed the kinds, meanings of affixes, and the process of forming new words formed from affixes that are mostly found.

B. Theoretical Background

1. The Definition of Morphology

As a communication tool, language learning is closely related to morphology. Morphology is a branch of linguistics that deals with the basic units in languages including morphemes (Priyono, 2012: 2). It is in line with Kridalaksana (1982: 111) in the *Kamus Linguistik* explained that morphology is a field of linguistics that modifies morphemes and their combinations, as well as a part of the structure of language including words and parts of words, namely morphemes. According to Dewi (2013: 1), as a linguistics branch, that focus on word formation, namely morphology. Thus, it can be concluded that morphology is the smallest unit of grammar namely morphemes and compounding morphemes into a word.

In this case, according to Lieber (2009: 2), morphology focuses on word formation, including how new words are created and how different types of usage are used in a sentences. Therefore, morphology discuss about the complexity of word forms and the effect of changing word forms on word categories and their meanings. On the other hand,

Kusumawardhani (2015: 33) said that in linguistics, morphology focuses on the composition of morphemes, affixes, part of utterance and pressure of language, implicit context (words in a lexicon are subject matter in the word forms). Furthermore, Samsuri (cited in Titi, 2010: 10) said that the morphological process is also defined as the process of forming words by binding one morpheme to more morphemes. Therefore, it can be concluded that morphology is the study of meanings and forms, and also the research of morphemes in the combination of words. In terms of meaning, the smallest unit of meaning in the language is the morphemes.

2. The Definition of Morphemes

Morpheme is determined as a language's smallest meaningful unit (Endang S, 2014: 1). It is in line with O'Grady and Guzman (1996: 101) stated that morpheme is the smaller unit that contains material concerning roles and meanings. The word *buyer*, it includes two morphemes; *buy* (with function as a verb which means 'payment') and *-er* (it means that the whole word works as a substantive with meaning "the one who buys"). Likewise, the word *nests* formed from the morpheme *nest* (with the meaning 'place to settle, mostly for animals') and *-s* (with meaning 'more than one'). Thus, it can be assumed that the internal structure of word is composed of smaller, specifically organized units.

Some words in a language are formed from a single morpheme. For example, the word *woman* (say, *wo* and *man*) the meaning or function of a word cannot be separated into smaller parts. O'Grady and Guzman (1996: 102) stated in his book that dividing the words into several morphemes:

Table 2.1
Words consisting of one or more morphemes

One	Two	Three	More than three
And			
Couple	Couple- <i>s</i>		
Hunt	Hunt- <i>er</i>	Hunter- <i>er-s</i>	
Act	Act- <i>ive</i>	Act- <i>iv-ate</i>	<i>Re-act-iv-ate</i>

According to Harsa (2014: 3), morpheme is a grammatical word segment that represents a choice from a set of options that make up a grammatical category. For example in the use of articles *a* and *an* (they are the same thing). Then it can be said that these various groups of morph are forming the same morpheme. Therefore, Bloomfield (cited in Rakhmatika, 2015: 9) added morpheme is a form of language which does not contain parts, either sound nor meaning that are close to another form. Morphology understands morphemes, thus it can be concluded that morphemes are the smallest unit in the process of word formation in a sentence and adapted to grammatical rules.

3. The Types of Morphemes

Morphemes are divided into two types; there are free and bound morphemes. As said by Khan *et al*, (cited in Kusumawardhani, 2020: 9), there are two sub-categories of morphemes, called morphemes that can stand alone (free morphemes) and morphemes that are not independent (bound morphemes)

a. Free Morphemes

Andini and Pratiwi (2013: 28) added a free morpheme is a morpheme that stands alone in a language structure and is able to

produce words without adding another morpheme to have a function or meaning. On the other hand, Handoko (2019: 47) said that free morphemes are usually be identified as a unit of individual English word form groups, such as root or base (nouns, adjectives, verbs, etc). Thus, it can be concluded that free morphemes can stand alone and words containing only one morpheme (such as *table*, *white*, *run*, etc) are free morphemes. Therefore, the free form is an attachable morpheme by itself and all the forms from the above example are base or root.

b. Bound Morphemes

A bound morpheme is a morpheme not able to stand alone. According to Boey (cited in Nandito, 2016: 22), bound morphemes are always attached to free morphemes which cannot meaningfully stand alone. It is in line with Andini and Pratiwi (2013: 28) added bound morphemes consist of morphemes which cannot stand alone which requires other morphemes to be a word and meaningful. For example, *-ful* in *useful*. According to Prayogo (2002: 21), the morpheme which is usually attached to different forms is the bound morpheme, also known as it cannot stand alone. In addition, Rugaiyah (2018: 77) added morphemes that must be tied or are unable to stand alone are called bound morphemes. Thus, it can be concluded that bound morphemes occur due to the formation of new words through affixation.

Furthermore, the bound morphemes can only appear in combination with several other morphemes, the morpheme cannot be used as an independent word alone. The bound morphemes cannot

appear alone, as well as with the *-s* of *students* (it is part of the bound morpheme which means “plural”). Furthermore, Fromkin *et al.* (2014: 48) mentioned the meanings and the kind of bound morphemes are derivational and inflectional morphemes.

4. Derivational Morphemes

a. The Definition of Derivational Morpheme

Derivational morpheme is bound morpheme, it is combined with the root or base word to create new words and meanings. According to O’Grady and Guzman (cited in Rahmawati, 2012: 10) stated that derivation is the process of creating a term with a different meaning or category than its base by adding an affix. It is in line with Fromkin *et al.* (2014: 44) said that derivational morpheme, when it is added to the base, it could give new meaning. The addition of *-ify* when attached to *pure—purify*—means ‘to make pure’. Derived words are forms that arise from the inclusion of derived morphemes. Afterward, according to VanPatten and Benati (cited in Yusuf, 2017: 24), derivational morphemes are definitely focus on how new words from other words. From the experts’ opinion above, it means that the derivational morphemes create a new word and meaning from the other morphemes. In addition, the results of a new word always involve a change in meaning or can change the grammatical function.

In addition, Yusuf (2017: 24) added the grammatical categories of derivative words differ from those of the base words. As indicated by the suffix such as *-able*. When a verb suffixed with *-able*, the result is

an adjective, for example *afford* (V) + *-able* (Suffix) becomes *affordable* (Adj). An adjective suffixed with *-en*, the result is a verb, for example *dark* (Adj) + *-en* (Suffix) becomes *darken* (V).

b. The Function of Derivational Morphemes

The function of some derived morphemes is to change the meaning of the base to which they are attached to produce new words (word formation). According to Fromkin *et al.* (2014: 44) stated that function of derivational morphemes is creating a new word with a new meaning, if they are added to a base. Furthermore, in the book of Fromkin *et al.* (2014) described several forms of word formation from the base. In addition, in the research about morphology, some common functions are used related to the word changes that occur in derivational morpheme. Below are the forms of word formation:

Noun to Adjective	Verb to Noun	Adjective to Adverb
Boy + <i>-ish</i>	Acquit + <i>-al</i>	Exact + <i>-ly</i>
Virtu + <i>-ous</i>	Clear + <i>-ance</i>	
Elizabeth + <i>-an</i>	Accus + <i>-ation</i>	
Pictur + <i>-esque</i>	Sing + <i>-er</i>	
Affection + <i>-ate</i>	Conform + <i>-ist</i>	
Health + <i>-ful</i>	Predict + <i>ion</i>	
Alcohol + <i>-ic</i>		
Noun to Verb	Adjective to Noun	Verb to Adjective
Moral + <i>-ize</i>	Tall + <i>-ness</i>	Read + <i>-able</i>
Vaccin + <i>-ate</i>	Specific + <i>-ity</i>	Create + <i>-ive</i>

Hast + <i>-en</i>	Feudal + <i>-ism</i>	Migrat + <i>-ory</i>
<i>Im-</i> + prison	Free + <i>-dom</i>	Run + <i>-y</i>
<i>Be-</i> + friend		
<i>En-</i> + joy		
<i>In-</i> + habit		

Adjective to Verb

En- + large

En- + rich

Some derivational affixes do not cause a change in grammatical class.

Noun to Noun	Verb to Verb	Adj. to Adj.
Friend + <i>-ship</i>	<i>un-</i> + do	Pink + <i>-ish</i>
Human + <i>-ity</i>	<i>re-</i> + cover	<i>a-</i> + moral
King + <i>-dom</i>	<i>dis-</i> + believe	<i>il-</i> + legal
America + <i>-n</i>	<i>auto-</i> + destruct	<i>un</i> + happy

From the description above, there are several things from derivational affixes that do not change in part of speech. It means the base (root) word attached with a certain affix, it forms a new word and a new meaning, but does not affect the word class of the morpheme. In addition, some of the word formations that have been described above represent ways to identify morphemes and their distribution and combinations to form new words and meanings from parts of speech that act as root or base. The Researcher tried to develop the above theory, there are explanations about word formation are as follow:

a. Verb Formation: verb formation is a type of derivational process that involves the formed of a current part of speech into a verb. Verb formations consist of:

1. Noun to verb

For example: Smoke (N) + *-s* → Smokes (V)

2. Adjective to verb

For example: Sweet (Adj) + *-en* → Sweeten (V)

3. Verb to verb

For Example: Do (V) + *-ne* → Done (V)

b. Adjective Formation: adjective formation is a type of derivational process that involves the formed of a current part of speech into an adjective. Verb formations consist of:

1. Noun to adjective

For example: Mother (N) + *-ly* → Motherly (Adj)

2. Verb to adjective

For example: Read (V) + *-able* → Readable (Adj)

3. Adjective to adjective

For example: Hard (Adj) + *-ish* → Hardish (Adj)

c. Noun Formation: noun formation is a type of derivational process that involves the formed of a current part of speech into a noun. Noun formations consist of:

1. Adjective to noun

For example: Lucky (Adj) + *-ness* → Luckiness (N)

2. Verb to noun

For Example: Write (V) + *-er* → Writer (N)

3. Noun to noun

For example: Journal (N) + *-ist* → Journalist (N)

d. Adverb Formation: adverb formation is a type of derivational process that involves the formed of a current part of speech into an adverb.

Noun formations consist of:

1. Verb to Adverb

For example: Read (V) + *-ly* → Readily (Adv)

2. Adjective to Adverb

For example: Lazy (Adj) + *-ly* → Lazily (Adv)

3. Noun to adverb

For example: Fear (N) + *-fully* → Fearfully (Adv)

4. Adverb to Adverb

For example: Fair (Adv) + *-ly* → Fairly (Adj)

5. Inflectional Morphemes

a. The Definition of Inflectional Morpheme

Inflectional morpheme is a type of bound morphemes that mark attributes such as tense, number, person, and so on (Fromkin *et al*, 2014: 46). It means that inflectional is used to describe a tense, number, and person in the sentence. In addition, they never affect the grammatical category of the stems to which they are attached, unlike

derivational morphemes (Fromkin *et al*, 2014: 46). On the other hand, Hatch and Brown (cited in Rahmawati, 2012: 10) stated that the inflectional is the result of the process by adding an affix to the root, thus affecting a word form without changing the word class or its meaning. Based on experts' opinion, it can be assumed that inflectional morpheme cannot change the grammatical category, but only affects the related word form.

In addition, Andini and Sukma (2013: 30) added morphemes do not modify the meaning of words, but instead refine and also provide additional grammatical function regarding the meaning of words that are known as inflectional morphemes. Thus, morphemes that change the grammatical function of the base words are inflectional affixes. Such as a morpheme *-s* in the word of *bottles*. The base word is *bottle* as noun is singular, but when it is added *-s* the word can change to be a plural.

b. The Types of Inflectional Morphemes

Involves adding affixes to words to produce new forms without affecting the part of speech or meaning of the word. Generally, Fromkin *et al*, (2014: 47) divided several types of inflectional morphemes that commonly used:

English Inflectional Morphemes	Examples
-s Third-person singular present	She wait- <i>s</i> at home.
-ed Past tense	She wait- <i>ed</i> at home.
-ing Progressive	She is eat- <i>ing</i> the donut.

-en	Past participle	Mary has eat- <i>en</i> the donuts.
-s	Plural	She ate the donut- <i>s</i> .
-‘s	Possessive	Disa- ‘s hair is short.
-er	Comparative	Disa has short- <i>er</i> hair than Karin.
-est	Superlative	Disa has the short- <i>est</i> hair.

6. The Definition of Affixes

Affixes are clusters of letters that are added before or after a word. It is in line with Fromkin (cited in Astuti, 2018: 9) explained affixes are bound morphemes, which can be attached at the beginning, middle, end or at the same time at the beginning and the end of a word. On the other hand, Andini and Pratiwi (2013: 31) argued that affixes are basically morphemes, which are usually attached to the basic morpheme which is the root or stem to add to the formation of new words both in forming and meaning.

On the other hand, Srijono (cited in Setyawan, 2014: 5) stated that affix is a bound morpheme which has a limited number, although the number varies from one language to another. Furthermore, some affixes may be derivational such as *-less* and *-un*, or an inflectional as plural such as *-s*, *-es* and as past tense *-ed*. On the other hand, according to O'Grady and Guzman (1996: 102), a bound morpheme is one that has to be attached to another morpheme. Thus, it can be concluded that the affixes must be attached to the base to be a new word, they are called bound morphemes.

Other than that, Muslihatun (2008: 4) stated that the affixes are bound morphemes. Therefore, one way to identify affixes is to analyze the

parts that cannot exist independently because they are meaningless. According to O'Grady and Archibald (2015: 104) stated that affixes are always bound morphemes and do not belong to any lexical category. In addition, the affix *-er* is a bound morpheme that combines with a verb such as *teach*, giving a noun with the meaning 'one who teaches'. In other words, the affixes are the parts that are forgotten after we can identify all the smallest meaningful parts of the morphemes. For example, in the word 'successful', the word *success* can exist independently and have meaning. While, *-ful* cannot be identified as a free morpheme, because *-ful* cannot be used as a meaningful and independent word.

7. The Types of Affixes

There are two types in Affixes, namely prefix and suffix. Affixes which are put on before the base are prefixes (Katamba, cited in Rugaiyah, 2018: 77). While, affixes which are added after the root are suffixes (Crowley cited in Duwit, 2018: 4). Furthermore, According to O'Grady and Archibald (2015:105) described that there are two types of affixes in English namely prefixes and suffixes. Furthermore, the explanations are as follow:

a. Prefixes

. On the other hand, according to O'Grady and Archibald (2015: 105) added affixes attached to the beginning of words are called prefixes. In addition, some kind of English prefixes, such as;

- *Dis-appear*
- *Re-play*

- *Il*-legal
- *In*-accurate

b. Suffixes

Furthermore, O'Grady and Archibald (2015: 105), suffixes are affixes that are added to the end of a word. In addition, some kind of English suffixes, such as;

- Faith-*ful*
- Govern-*ment*
- Hunt-*er*
- Kind-*ness*

Based on the definitions and examples of two kinds of affixes, namely prefixes and suffixes which are bold and italicized above. Then it can be concluded again that the prefix is the affix that is added before the base, whereas, after the base, the suffix is added.

8. Definition of Word

When discusses about language, it definitely intersects with words. According to McCarthy (2002: 4), words as the basic unit of language that have meaning. Furthermore, Kridalaksana (cited in Puruhita, 2012: 10) suggests that the word has meaning; 1) linguists regard a morpheme (or a set of morphemes) to be the smallest unit that may be articulated as a free form., 2) a language unit made up of a single morpheme or a group of morphemes that can stand alone, 3) The smallest unit of syntax that originates from a morphologically processed lexeme. From the opinions of the experts above, it can be concluded that the

smallest part of the linguistic system that can be written or spoken, is defined as a word.

As the smallest grammatical unit with meaning and significance that may be ordered into a sentence, clause, or phrase, is the purpose of words. This element of language is important because it can explain about objects, time, properties, and so on. Moreover, words are the most crucial aspect of language. Words have meaning, unlike phonemes and syllables, which are only sound parts (O'Grady and Archibald, 2015: 100). So, it can be concluded that words have an important position in language.

9. Root, Stem, and Base

a. Definition of Root

Root is the basic part of the word or the original form of a word. In addition, the root is the component of the word structure that remains, when all the affixes are removed. According to McCarthy (2002: 20) usually, the root of a complicated term is unrestricted or free. It is in line with, Katamba (cited in Rahmawati, 2012; 6) said that root is defined as a word's irreducible core, with nothing else imbedded in it. Furthermore O'Grady and Archibald (2015: 103), the root is the most important part of the word because it contains the majority of its meaning. Based on the opinion of experts' opinion, it can be concluded that the root is the original form of a word without added affixes.

For example: **disappear**

From the example above, the root is 'appear' which is the original form of the word (disappear), while *dis-* is a prefix. So, it can be

assumed that the word 'appear' should not be added any affixes to become a root.

b. Definition of Stem

In contrast to root, stem is a word that is given certain affixes. But cannot change the type of word or part of speech, it is commonly referred to as inflectional morpheme. It is in line with, O'Grady and Archibald, 2015: 115) mentioned that a stem refers to the base to which an inflectional affix is applied. From the experts' opinion above, it can be assumed that a word can be said to be a stem, when an inflectional affix is added

For example: **appeared**

From the example above, 'appeared' is a stem. That is, if you add a certain affix (appear + *-ed*) then it forms a stem. In addition, by adding certain affixes to a base (root) it does not change the form or class of the word, because appear and appeared are the same form as the verb.

c. Definition of Base

In the morphological process, a base is a form to which an affix can be added; both inflectional and derivational affixes can be added to the root. According to Katamba (2005: 38) stated that a base is any form to which affixes are applied in word formation. In other words it can be assumed that all roots are base. On the other hand, sometimes stem can also be referred to as base but not all bases can be root or stem. In addition, Fromkin *et al.* (2014: 43) stated that linguists use the term "base" to refer to any root or stem attached with an affix.

For example: **disappeared**

From the example above, the base can be in the form of *appear*, *disappear*, or *appear* from the word 'disappeared'. That happens because from the explanation of the base above it can be said that root can be root or stem.

CHAPTER III

RESEARCH METHODOLOGY

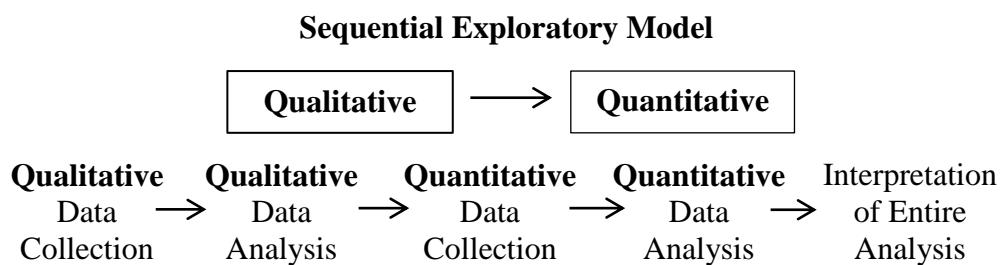
The research methodology is necessary to find out the research results. In this chapter the researcher discuss about the methodology there are consists of type and design of research, time and location of research, object of research, implementation procedures of research, instrument of research data collection techniques, and data analysis techniques.

A. Type and Design of Research

In this research, the researcher used one type of research methods, namely mixed methods approaches (combination of two research methods). According to Brannen (cited in Mustaqim, 2016: 4), quantitative and qualitative research each has advantages and disadvantages, by combining the two methods is one of the complementary steps. It is possible to conduct mixed methods on a problem or aspect to be researched at the same time (concurrent) or in sequence (sequential) in order to acquire a more detailed and comprehensive result of the phenomena or problem being researched (Yusuf, 2014: 428).

Based on the mixed methods strategies, concurrent and sequential strategy, the researcher used a sequential strategy. According to Creswell (2009: 209), the sequential strategies are divided into three types, namely *Sequential Explanatory*, *Sequential Exploratory*, and *Sequential Transformative*. Furthermore, Creswell (2009: 211) explained that *Sequential Explanatory* is a strategy that start from the data collection and analysis of quantitative and then continues with the data collection and analysis of qualitative, *Sequential Exploratory* is a strategy that start from the data collection and analysis of

qualitative and then continues with the data collection and analysis of quantitative, and *Sequential Transformative* is a strategy that begins by combining two data collections from two types of research to continues data analysis. Thus, it can be concluded that in a sequential strategy, the researcher used Sequential Exploratory Strategy. In the first stage, the researcher used qualitative research and then continued quantitative research.



Picture 3.1. Sequential exploratory model

B. Time and Places of Research

The time of this research conducted from February to August. The places of the research were in the library of Muslim University of Maros and the house of researcher.

This research conducted in public areas by following the standard health protocols of Covid-19. The protocols were: (1) Putting on face mask and face shield, (2) Applying hand sanitizer, (3) Spraying disinfectant on (table, chair, ladder, and laptop) surface, (4) bringing personal drink or meal stuff.

C. Object of Research

The researcher chose the object of research from one of the videos in English Speeches channel on YouTube, entitled “Shakira: Education Changes the World” with a duration of 11 minutes 13 seconds. Then, researcher used a

transcript which has been provided in the description of the video “Shakira: Education Changes the World” at English Speeches channel on YouTube.

D. Implementation Procedures of Research

In order to gain data, the implementation procedures of the research were as follows:

1. The researcher found the object of the research. The object of the research is the video of Shakira’s speech about education changes the world at English Speeches on YouTube.
2. The researcher watched the video of Shakira’s speech about Education Changes the World on English Speeches channel
3. The researcher re-watched the video while matching the subtitles on the video with the transcript
4. The researcher re-wrote the transcript then divide it into several paragraphs
5. The researcher put a mark on the words that attach by affixes.
6. The researcher analyzed the words that attach by affixes that found
7. The researcher determined the kinds of affixes using the Oxford English Dictionary app
8. The researcher found the meaning of each affixes attached in the words using the Oxford English Dictionary app
9. The researcher counted the number of affixes that mostly found
10. The researcher analyzed the process of forming new word by affixes that mostly found

E. Instrument of Research

The tools or facilities used by researcher to collect data, namely research instrument. In mixed methods research (qualitative and quantitative methods), the researcher used one of the instrument of research from qualitative methods. In research that used qualitative methods, the researcher was an instrument of this research. In addition, the success of data collection is highly dependent on the researcher's ability to understand the social conditions that are the focus of the research (Yusuf, 2014: 372).

According to Sugiono (cited in Sumarmi, 2015: 71), the research instrument or method in qualitative research is the researcher himself to be validated. Furthermore, as a human instrument, qualitative research in mixed methods can decided on a study topic, chose data sources, collected data, assessed data quality, evaluated data, and drew conclusions based on the findings.

Based on the opinions of the experts above about the instrument of research, it can be concluded that this research used researcher himself as an instrument of research in mixed methods. As the steps in sequential exploratory strategy which start from qualitative then quantitative methods.

F. Data Collection Techniques

Sugiyono (cited in Budrisari, 2014: 49) stated that the primary goal of research is get data, data collection procedures are the most crucial phase in the process. In addition, in qualitative research there are data collection techniques, such as observation and documentation. Thus, the data collection strategies

used in this _mixed methods analysis used two techniques, namely observation and documentation.

1. Observation

According to Arikunto (cited in Budrisari, 2014: 49), observation is one of the data collection technique that is carried out through in depth research and systematic recording. On the other hand, Astuti (2018: 25) stated that observation refers to the activity of collecting data by paying attention and remembering to the object of research.

In order to obtain qualified data, the researcher adopted observation procedures, the procedures are as follows:

- Watched the video of speech of Shakira about education changes the world at English speeches channel
- Re-watched the video while matching the subtitles on the video with the transcript
- Re-wrote the transcript then divide it into several paragraphs
- Put a mark on the words that attach by affixes.
- Analyzed the words that attach by affixes that found
- Determined the kinds of affixes using the *Oxford English Dictionary* app
- Found the meaning of each affixes attached in the words using the *Oxford English Dictionary* app
- Counted the number of affixes that mostly found
- Analyzed the process of forming new word by affixes that mostly found

2. Documentation

According to Arikunto (cited in Astuti, 2018: 25), documentation is a measure of obtaining data about cases or variable such as notes, transcripts, books, magazines, etc. On the other hand, Fatmawati (2013: 36) added the research that uses documentation in the implementation of research activities through photos or pictures is a form of physical evidence of research implementation. Furthermore, Syahrum and Salim (2012: 113) added documentation as a support and complement in fulfilling the required data as the focus of research. To get the data, the researcher used the transcript of the video of speech of Shakira about education changes the world as the data source and focused on the use of affixes that found in its transcript.

G. Data Analysis Techniques

According to Bogdan and Biklen (cited in Syahrum and Salim, 2012: 146), the process of compiling or processing data, so that it can be more deeply interpreted is called data analysis. On the other hand, there are three models in data analysis consisting of data reduction, data display, and conclusion drawing or verification (Miles and Huberman, 1994: 10).

Thus, it can be concluded that the researcher used three techniques of data analysis into this research based on Miles and Huberman (1994) that written in their book. The explanations are follows:

1. Data Reduction

At this stage, the researcher chose and focused on simplifying and transforming the crude data obtained.

2. Data Display

At this stage, the researcher described structured information to draw conclusions and take further action.

3. Drawing Conclusion or Verification

At this stage, the researcher tried to draw conclusions and verified by finding the meaning of each symptom obtained.

From the explanation of the three data analysis techniques above, it was the part of descriptive analysis that aims to answer the problem of this research. Furthermore, the researcher used an addition data analysis technique called crosstabs (cross-tabulation) analysis method to answer another problem of this research. Crosstabs analysis is a method of analysis by crossing variables, this data analysis technique is the simplest method but has strong enough explanatory power to explain the relationship between variables (Kurniawan and Puspitaningtyas, 2016: 106). By using the crosstab analysis technique, the researcher began the calculation of each affixes that found, then the researcher took the average (mean) of the affixes that mostly found and find out the process of forming new words caused by affixes.

CHAPTER IV

REARCH RESULT AND DISCUSSION

This chapter consists of research result and discussion. In research result, the researcher presents the result of this research and the researcher discusses about research result in the discussion.

A. Research Result

Based on the object of the research, which are the video of Shakira's speech about education changing the world and the transcript. It is found that several words indicate affixes from the object of this research. The analysis of affixes found includes prefixes and suffixes.

1. The kinds and the meanings of affixes found in the video of speech of Shakira about education changes the world

a. Prefixes

Prefixes are types of affix (bound morphemes). Affixes attached to the beginning of base (root) to form a new word or have meaning.

1. Prefix *a-*

- *a-* to *around* (derivative form) gives meaning, about the surrounding region, as well as for calculating estimates

2. Prefix *al-*

- *al-* to *already* (derivative form) gives meaning, a declaration that it has been completed, prepared, or is being prepared.

3. Prefix *de-*

- *de-* to *denominate* (derivative form) gives meaning, be denominated in a certain monetary unit.

4. Prefix *dis-*

- *dis-* to *discover* (derivative form) gives meaning, on the spur of the moment found or while conducting research.

5. Prefix *en-*

- *en-* to *enroll* (derivative form) gives meaning, officially register as a member of an institution or a student on a course.

6. Prefix *ful-*

- *ful-* to *fulfill* (derivative form) give meaning, achieve or materialize (a goal, pledge, or expectation).

7. Prefix *in-*

- *in-* to *inequality* (derivative form) give meaning, different in size, not the same, or lack of equality.
- *in-* to *inaction* (derivative form) give meaning, the inability to be agile in work, and so forth.
- *in-* to *intolerant* (derivative form) give meaning, not tolerant of other people's opinions, ideas, or actions.
- *in-* to *incredible* (derivative form) give meaning, impossible to believe or tough to accept.

8. Prefix *infra-*

- *infra-* to *infrastructure* (derivative form) give meaning, the community or company's basic physical and organizational structures and facilities (for example; buildings, roads, and electrical supply).

9. Prefix *im-*

- *im-* to *impossible* (derivative form) give meaning, unable to occur, exist, or be accomplished.

10. Prefix *mal-*

- *mal-* to *malnutrition* (derivative form) give meaning, a condition characterized by a lack of sufficient nutrition as a result of not eating enough.

11. Prefix *para-*

- *para-* to *paramilitary* (derivative form) give meaning, structured organizations of or similar to military security forces organized in the same way that military security forces are organized.

12. Prefix *re-*

- *re-* to *resign* (derivative form) give meaning, an act to leaves a job or an office on your own volition.
- *re-* to *resource* (derivative form) give meaning, a store of money, commodities, personnel, or other assets that a person or organization can rely on in order to function efficiently.
- *re-* to *rewrite* (derivative form) give meaning, write (something) in order to improve or change it.

13. Prefix *trans-*

- *trans-* to *transform* (derivative form) give meaning, make a marked of the form, nature, or appearance of anything.

14. Prefix *un-*

- *un-* to *unjust* (derivative form) give meaning, being unbalanced, one-sided, or biased to something that is not true.

15. Prefix *uni-*

- *uni-* to *uniform* (derivative form) give meaning, a distinctive set of clothes worn by members of the same organization or by students at a same school

The researcher needs the *Oxford English Dictionary* application, to find out the kinds and meanings of each affix (prefix) attached to the word or base.

b. Suffixes

In contrast to prefixes, suffixes are types of affix (bound morphemes). Affixes attached to words base (root) to form new words or have meaning.

1. Suffixes *-able*

- *-able* to *accessible* (derivative form) give meaning, a location that is easily to access, enterable, understandable, or approachable.

2. Suffix *-ability*

- *-ability* to *responsibility* (derivative form) give meaning, having a duty to deal with something or having control over someone is the state or fact of having an obligation to deal with something or having control over someone.

3. Suffix *-an*

- *-an* to *Colombian* (derivative form) give meaning, Colombian's people, or people from Colombia.

4. Suffix *-al*

- *-al* to *academical* (derivative form) give meaning, relating to a college or university.
- *-al* to *professional* (derivative form) give meaning, pertaining to or related to a profession, or deserving of being applied to a professional; competent, skilled, or confident.
- *-al* to *internal* (derivative form) give meaning, referring to internal affairs and activities of a country rather than external affairs and activities, or located within a country.

5. Suffix *-ar*

- *-ar* to *familiar* (derivative form) give meaning, something with common features, or something that is seen or heard frequently.

6. Suffix *-ary*

- *-ary* to *primary* (derivative form) give meaning, not derived from, caused by, or based on anything else, major importance, principal, first in time or order.

7. Suffix *-ate*

- *-ate* to *passionate* (derivative form) give meaning, caused from strong thoughts, beliefs, or passionate feelings of sexual love.

8. Suffix *-al*

- *-al* to *educational* (derivative form) give meaning, pertaining to the delivery of education.

9. Suffix *-ed*

- *-ed* to *educated* (past tense form) give meaning, the behavior of students or the learning process.
- *-ed* to *imagined* (past tense form) give meaning, the act of imagining or daydreaming in one's mind.
- *-ed* to *started* (past tense form) give meaning, (event or process) occurs or takes place.
- *-ed* to *trapped* (past tense form) give meaning, being caught in a trap, or being put in an unpleasant circumstance or scenario as a result of anything.
- *-ed* to *asked* (past tense form) give meaning, requesting information or an explanation of anything you'd like to know.
- *-ed* to *signed* (past tense form) give meaning, to identify oneself as the writer or sender, write one's name on (anything).
- *-ed* to *wanted* (past tense form) give meaning, characterized by feeling or exhibiting fond affection for, desired or yearned for, or sought.
- *-ed* to *worked* (past tense form) give meaning, completing a task that was previously completed or is already being completed.
- *-ed* to *needed* (past tense form) give meaning, when something is required, it is said to be in this state.

- *-ed* to *decided* (past tense form) give meaning, making a decision, or making a decision.
- *-ed* to *recruited* (past tense form) give meaning, occurrences in which new members or employees are admitted into a workplace.
- *-ed* to *realized* (past tense form) give meaning, knowing, clearly comprehending, or fully comprehending something as a fact.

10. Suffix *-en*

- *-en* to *citizen* (derivative form) give meaning, a state's or commonwealth's state-recognized subjects, whether indigenous or naturalized.

11. Suffix *-er*

- *-er* to *entertainer* (derivative form) give meaning, who works in the entertainment field like a comedian.
- *-er* to *greater* (comparative form) give meaning, a type of degree, amount, or intensity that is far higher than the norm.
- *-er* to *equalizer* (derivative form) give meaning, who has a balancing impact.
- *-er* to *partner* (derivative form) give meaning, who takes part with another people in doing something.
- *-er* to *teacher* (derivative form) give meaning, who teaches, for example in a school.

12. Suffix *-es*

- *-es* to *opportunities* (plural form) give meaning, the period of time or combination of circumstances that allow you to perform something.
- *-es* to *paramilitaries* (plural form) give meaning, a person who is a member of a paramilitary group.
- *-es* to *communities* (plural form) give meaning, a group of people who live in the same place or share certain features.
- *-es* to *stories* (plural form) give meaning, statements that describe the process of something.
- *-es* to *countries* (plural form) give meaning, nations controlling certain territory with their governments.
- *-es* to *families* (plural form) give meaning, a group of family members who live together as a unit.
- *-es* to *strategies* (plural form) give meaning, a variety of action plans aimed at achieving long-term or overall objectives.

13. Suffix *-est*

- *-est* to *surest* (superlative form) give meaning, most definitely, most importantly, cannot say no, or most should say no.
- *-est* to *biggest* (superlative form) give meaning, the size of this object is larger than that of other items of the same type.

14. Suffix *-ful*

- *-ful* to *meaningful* (derivative form) give meaning, being serious, important, or worthwhile, and communicating something that cannot be communicated directly.

15. Suffix *-ing*

- *-ing* to *meaning* (progressive form) give meaning, what a meant, text, notion, or action means
- *-ing* to *amazing* (progressive form) give meaning, the state is brought on by events that generate astonishment or significant shock.
- *-ing* to *getting* (progressive form) give meaning, a state of accepting something in a continuous process.
- *-ing* to *exciting* (progressive form) give meaning, have an effect on the desire to observe objects or things in their natural state.
- *-ing* to *beginning* (progressive form) give meaning, something starts at a certain moment in time or space.
- *-ing* to *calling* (progressive form) give meaning, it is carried out to invite or mention by shouting out (the name or so that).
- *-ing* to *doing* (progressive form) give meaning, something's performance or execution.
- *-ing* to *working* (progressive form) give meaning, doing work, or completing a task.

- *-ing* to *eradicating* (progressive form) give meaning, utterly destroying or eliminating anything, especially something harmful.
- *-ing* to *growing* (progressive form) give meaning, condition of something on its way to becoming great, perfect, or advance.
- *-ing* to *living* (progressive form) give meaning, now used or practiced for living rather than working in.
- *-ing* to *improving* (progressive form) give meaning, raise, improve, either in terms of quality or quantity.
- *-ing* to *suffering* (progressive form) give meaning, pain, distress, or difficulty are all states of being in.
- *-ing* to *fighting* (progressive form) give meaning, instances of violence, confrontations, or circumstances involving physical violence.
- *-ing* to *building* (progressive form) give meaning, walled structure, such as a house or school, or the process and work of.
- *-ing* to *feeding* (progressive form) give meaning, giving or receiving food.
- *-ing* to *training* (progressive form) give meaning, the act of imparting a skill to someone or an animal.
- *-ing* to *showing* (progressive form) give meaning, the act of displaying something or something that is displayed
- *-ing* to *dropping* (progressive form) give meaning, the act of allowing or forcing something to fall vertically.

- *-ing* to *thriving* (progressive form) give meaning, flourishing, prosperous, and growing.
- *-ing* to *seeing* (progressive form) give meaning, the act of seeking (someone or something).
- *-ing* to *rewarding* (progressive form) give meaning, providing something to someone in appreciation of their labor, skills, or accomplishments.
- *-ing* to *writing* (progressive form) give meaning, the act or ability of writing, as well as the act or occupation of composing text or publication.
- *-ing* to *developing* (progressive form) give meaning, maturing and becoming more advanced, complex, or elaborate
- *-ing* to *achieving* (progressive form) give meaning, by exerting effort, talent, or courage, one can effectively achieve (a desired target or result).
- *-ing* to *reading* (progressive form) give meaning, understanding a written language article.
- *-ing* to *functioning* (progressive form) give meaning, work or operate in an appropriate or specific manner as something beneficial.
- *-ing* to *attending* (progressive form) give meaning, visiting (meeting) or attending an event.
- *-ing* to *mapping* (progressive form) give meaning, making a map is an act or a process.

- *-ing* to *going* (progressive form) give meaning, leaving a location or making progress that is hampered by the state of the ground.
- *-ing* to *searching* (progressive form) give meaning, attempting to locate anything by looking or searching diligently and extensively.
- *-ing* to *talking* (progressive form) give meaning, the act of talk, speaking, or debating.
- *-ing* to *giving* (progressive form) give meaning, transfer ownership of something to someone else
- *-ing* to *putting* (progressive form) give meaning, relocating to or establishing a presence in a specific location
- *-ing* to *including* (progressive form) give meaning, a process of composing or containing as part of a larger totality.

16. Suffix *-ion*

- *-ion* to *intervention* (derivate form) gives meaning, the action of intervening.
- *-ion* to *dedication* (derivate form) gives meaning, being dedicated or committed to an activity or objective is a trait.
- *-ion* to *education* (derivate form) gives meaning, the systematic method of absorbing or imparting knowledge, particularly at school or university.
- *-ion* to *generation* (derivate form) give meaning, in a lifetime, there isn't enough time for individuals or the like.

- *-ion* to *action* (derivate form) gives meaning, the act or process of doing something, or usually with the goal of achieving a goal.

17. Suffix *-ist*

- *-ist* to *artist* (derivate form) give meaning, someone who has artistic talent or creates a work of art.

18. Suffix *-ity*

- *-ity* to *opportunity* (derivate form) give meaning, a circumstance in which you have a possibility.
- *-ity* to *equality* (derivate form) give meaning, the state of being on an equal footing, especially in terms of status and rights.
- *-ity* to *reality* (derivate form) give meaning, the situation of things as they are right now.
- *-ity* to *mobility* (derivate form) give meaning, the ability to freely and easily move or be moved
- *-ity* to *electricity* (derivate form) give meaning, a form of energy that is produced when charged particles are present (such as electrons or protons),
- *-ity* to *security* (derivate form) give meaning, the state of not being in danger or under threat.

19. Suffix *-ive*

- *-ive* to *comprehensive* (derivate form) give meaning, encompasses or deals with all or almost all of something's features or aspects.

20. Suffix *-ize*

- *-ize* to *organize* (derivate form) give meaning, regulate or arrange in a systematic manner.
- *-ize* to *realize* (derivate form) give meaning, thoroughly comprehend (something) or become fully aware of it as a truth.
- *-ize* to *equalize* (derivate form) give meaning, uniform in amount, size, or degree throughout a location or group.

21. Suffix *-less*

- *-less* to *relentless* (derivate form) give meaning, an action or behavior that does not come to a halt.

22. Suffix *-ly*

- *-ly* to *sadly* (derivate form) give meaning, a sorrowful character characteristic or expression.
- *-ly* to *certainly* (derivate form) give meaning, employed to suppress belief in order to ensure that what is done is correct.
- *-ly* to *completely* (derivate form) give meaning, employed to suppress belief in order to ensure that what is done is correct.
- *-ly* to *really* (derivate form) give meaning, about the truth, in light of the circumstances, or not lying.
- *-ly* to *literally* (derivate form) give meaning, exactly, or in a literal sense.
- *-ly* to *nearly* (derivate form) give meaning, close to, almost, or in close proximity to.

- *-ly* to *academically* (derivate form) give meaning, in a way that has something to do with education and scholarship.
- *-ly* to *possibly* (derivate form) give meaning, probably (to express skepticism or uncertainty), or in light of what is likely or possible.
- *-ly* to *safely* (derivate form) give meaning, in a way that protects against danger or risk.
- *-ly* to *ultimately* (derivate form) give meaning, finally, or at the most fundamental level.
- *-ly* to *extremely* (derivate form) give meaning, to an extreme degree, within a certain height or scope, agree with or have great respect.

23. Suffix *-or*

- *-or* to *nominator* (derivate form) give meaning, one who suggests or nominates a candidate for appointment.

24. Suffix *-tion*

- *-tion* to *organization* (derivate form) give meaning, a group of individuals gathered in one location for a single purpose, such as a business or government department.

25. Suffix *-ment*

- *-ment* to *government* (derivate form) give meaning, a system in which an area is ruled by the government, a group of persons with the authority to govern a region.

- *-ment* to *improvement* (derivate form) give meaning, a system in which the government, or a group of people with the ability to manage a region, rules over an area.
- *-ment* to *investment* (derivate form) give meaning, the act or process of putting money or earnings to work.

26. Suffix *-en*

- *-en* to *shown* (past participle form) give meaning, things or objects that are already visible or can be viewed with the sense of sight are in the process of becoming visible.

27. Suffix *-ne*

- *-ne* to *done* (past participle form) give meaning, there is no longer anything happening or existing.

28. Suffix *-ness*

- *-ness* to *highness* (derivate form) gives meaning, a place or thing that is thought to be in a superior position.

29. Suffix *-s*

- *-s* to *friends* (plural form) give meaning, people who have a relationship with or know each other.
- *-s* to *forces* (3rd person singular present form) give meaning, the application of physical, energy, or force to a specific object.
- *-s* to *colleagues* (plural form) give meaning, concerning friendship between persons in the workplace, such as at the office, at school, and so on.

- *-s* to *years* (plural form) give meaning, the amount of time it takes the earth to complete one rotation around the sun
- *-s* to *marks* (3rd person singular present form) give meaning, delivering many signs or indicators is the action of giving multiple signs or indications.
- *-s* to *becomes* (3rd person singular present form) give meaning, it is common to change the original state (form or object) in order to form a new formation.
- *-s* to *kids* (plural form) give meaning, the immature people's bodily conditions
- *-s* to *streets* (plural form) give meaning, places or paths for people or vehicles to move through.
- *-s* to *circumstances* (plural form) give meaning, occurrences or situations that are now taking place.
- *-s* to *adults* (plural form) give meaning, the bodily state of those who have acquired a certain level of self-awareness.
- *-s* to *sources* (plural form) give meaning, something comes from or can be received from certain places, persons, or things.
- *-s* to *wrongs* (plural form) give meaning, untruthful or erroneous comments or behaviors.
- *-s* to *lives* (3rd person singular present form) give meaning, because of anything, the state of still remains, resides, animates, or continues.

- *-s* to *roots* (plural form) give meaning, portion of underground plants that can also be construed as the source of something or the cause of something
- *-s* to *reasons* (plural form) give meaning, an action or caused by event, explanations, or justifications.
- *-s* to *guerillas* (plural form) give meaning, people who as members of an irregular armed group, use sabotage and harassment to fight a stronger force.
- *-s* to *issues* (pliural form) give meaning, the state of news that has no obvious source and cannot be guaranteed to be accurate.
- *-s* to *schools* (plural form) give meaning, children's and adolescent educational institutes.
- *-s* to *areas* (plural form) give meaning, a city, a country, or the entire world can be divided into areas.
- *s* to *places* (plural fom) give meaning, particular positions, points, or area in spaces.
- *-s* to *models* (plural form) give meaning, a three-dimension (3D) representation of a people or things, or something that are used as an example to be followed.
- *-s* to *programs* (plural form) give meaning, similar to activities with specified goals performed at events or locations, such as televisions or radios
- *-s* to *results* (plural form) give meaning, things that are brought about or produced by someone or something else.

- -s to *improvements* (plural form) give meaning, the act of improving, or things that make something better or superior to others.
- -s to *athletes* (plural form) give meaning, the act of improving, or things that make something better or superior to others.
- -s to *professionals* (plural form) give meaning, people who engage or qualified in the professions, in specialized activities, people who are competent, knowledgeable in certain activities, or those who are related to or belong to the professions.
- -s to *matters* (plural noun) give meaning, things that are substantial or important, the source of unhappiness or troubles
- -s to *facts* (plural form) give meaning, information that used as evidence or in reports or news pieces
- -s to *numbers* (plural form) give meaning, a set of arithmetic values written in words, symbols, or pictures, or representing specific quantities that are used in calculating and making calculations.
- -s to *provides* (3rd person singular present form) give meaning, supplies for usage, planning, or backups
- -s to *students* (plural form) give meaning, a group of people who attend universities or other educational institutions
- -s to *skills* (plural form) give meaning, the skills that have been honed via training.

- -s to *begins* (3rd person singular present form) give meaning, execute or go through the initial stages of an action or activity
- -s to *times* (plural form) give meaning, to demonstrate a multiple of time
- -s to *needs* (3rd person singular present form) give meaning, be necessary, as a desired or required items
- -s to *takes* (3rd person singular present form) give meaning, third person singular reach for and hold (something) with one's hands.
- -s to *interventions* (plural form) give meaning, a group of friends or family members confronts a person with an addiction or other behavioral problem in an attempt to urge them to address the problems.
- -s to *parents* (plural form) give meaning, someone's mother and father.
- -s to *teachers* (plural form) give meaning, people who teach, especially in a school.
- -s to *members* (plural form) give meaning, people, countries, or organizations that have joined a group, society, or team
- -s to *classrooms* (plural form) give meaning, about classrooms where students or kids are taught.
- -s to *kits* (plural form) give meaning, a collection of things or equipment required for a specific task
- -s to *forms* (plural form) give meaning, something's shapes, bodies, sorts, or variants.

30. Suffix *-ship*

- *-ship* to *partnership* (plural form) give meaning, being a partner, a cooperation of two or more persons, or a business or firm owned and controlled by two or more partners.

31. Suffix *-s'*

- *-s'* to *excellences'* (possessive form) give meaning, people who have more intelligence than others.

32. Suffix *-'s*

- *-'s* to *child's* (possessive form) give meaning, the state of having, owning, or controlling something by child.

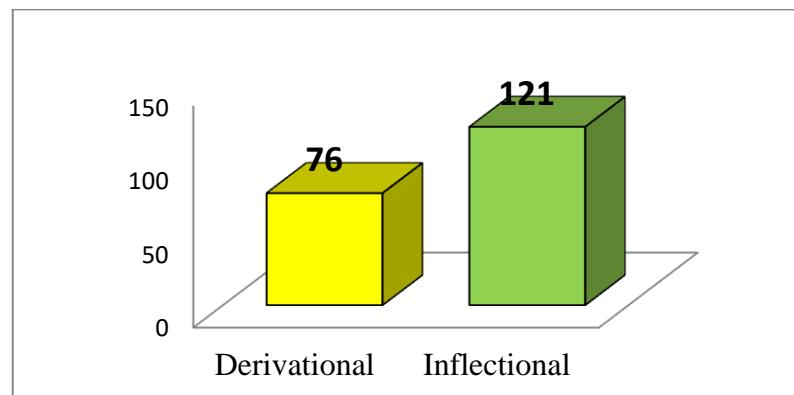
The researcher needs the *Oxford English Dictionary* application, to find out the kinds and meanings of each affix (suffix) attached to the word or base.

2. The process of forming new words formed by affixes that mostly found in the video of speech of Shakira about education changes the world.

To find out the process of forming new words formed by affixes that mostly found. The researcher needs an analytical method to find out the amount of affixes data. Furthermore, the researcher chose the crosstab analysis method. Crosstab analysis is an analysis method by crossing variables.

Based on the crosstab analysis results, the researcher found 76 kinds of affixes in derivational types such as, *a-*, *al-*, *de-*, *dis-*, *ful-*, *en-*,

in-, infra-, im-, mal-, para-, re-, trans-, un-, uni-, -able, -ability, -an, -al, -ar, -ary, -ate, -en, -er, -ful, -ion, -ist, -ity, -ive, -ize, -less, -ly, -or, -tion, -ment, -ness, and -ship. While, affixes in inflectional types found 121 kinds such as, *-ed, -en, -es, -est, -ing, -n, -ne, -s, -s'*, and *-s*.



Picture 4.1. The number of affixes that found

Based on the picture 4.1, it can be concluded that inflectional morphemes shows the highest number that found as many as 121 kinds. In comparison derivational morphemes that found as many as 76 kinds. Then, it can be known that the whole total of the kinds of affixes found are 197 kinds.

Due to inflectional affixes do not form new words, the researcher just focus on derivational affixes that are able to form new words. Based on the results of crosstab analysis, affixes that mostly found are suffix (-ly) as many as 11 kinds. Furthermore, the researcher focuses on the process of forming new words by affixes (-ly) that mostly found in the video of speech of Shakira about education changes the world. As for the analysis of the process of forming new words are as follows:

1. Sufiks (-ly)

- a. Sad (adj) + (-ly) → Sadly (adv)

The word '*sad*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *sadly* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

- b. Certain (adj) + (-ly) → Certainly (adv)

The word '*certain*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *certainly* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

- c. Complete (adj) + (-ly) → Completely (adv)

The word '*complete*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *completely* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

- d. Real (adj) + (-ly) → Really (adv)

The word '*real*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *really* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

e. Literal (adj) + (-ly) → Literally (adv)

The word '*literal*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *literally* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

f. Near (adv) + (-ly) → Nearly (adv)

The word '*near*' is an adverb that acts as a root, when the suffix *-ly* is attached, it forms a new word *nearly* (adv) but does not change the part of speech. Because this word form belongs to certain derivational morphemes that Fromkin's described. Although it does not change the part of speech, it still indicates that the resulting morpheme has a different meaning and consists of two morphemes.

g. Academic (adj) + (-al) + (-ly) → Academically (adv)

The word '*academic*' is an adjective that acts as a root, after the word '*academic*' there is a suffix '*al*' which is attached to the root, thus forming a new word '*academic*'. When the suffix *-ly* is attached, it forms a new word and changes the part of speech to adverb '*academically*'. This indicates that the resulting morpheme has a different meaning and consists of three morphemes.

h. Possible (adj) + (-ly) → Possibly (adv)

The word '*possible*' is an adjective that acts as a root, when the *-ly* suffix is attached, it forms a new word and changes the part of

speech to *possibly* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

i. Safe (adj) + (-ly) → Safely (adv)

The word '*safe*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *safely* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

j. Ultimate (adj)+ (-ly) → Ultimately (adv)

The word '*ultimate*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *ultimately* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

k. Extreme (adj) + (-ly) → Extremely (adv)

The word '*extreme*' is an adjective that acts as a root, when the suffix *-ly* is attached, it forms a new word and changes the part of speech to *extremely* (adv). This indicates that the resulting morpheme has a different meaning and consists of two morphemes.

B. Discussion

In this discussion, there are previous researches that related with this research. Astuti (2018) analyze the kind and function of derivational affixes in the video of Obama's speech about back to school event 2009. Furthermore, Musa (2013) analyze the process of affixation in the album Up All Night from

One Direction. The other researchers, Arsita *et al.* (2014) analyze the use of affixes in newspaper headlines of Lampung Post.

Astuti (2018) explains the kinds and the functions of derivational, but she did not discuss about inflectional morphemes. Furthermore, Musa (2013) discusses about the process of found affixation. She discussed the process of inflectional and derivational affixes. From the results of Musa's research finding related to this research, but she only included one example for each affixes found. On the other hand, Arsita *et al.* (2014) describes the use of affixes in the Indonesian context. They found the use of affixes, there are prefixes, suffixes, *konfiks*, and combinations of affixes. But they do not discuss about how the process of forming new words by affixes found. Based on the three previous of research findings above, this research try to find the kinds and meanings of the affixes found. Then, try to find the process of forming new words formed by affixes that mostly found.

In this research, it is found the kinds of affixes, the meanings of the affixes, and the process of forming new words formed by affixes that mostly found. In this research uses the theories from O'Grady and Archibald (2015) and Fromkin *et al.* (2014) as the grand theory of this research.

This research focuses on the bound morpheme by using the theory of O'Grady and Archibald (2015) about the type of affixes. According to O'Grady and Archibald (2015: 501) stated that affix is a bound morpheme that must be attached to another morpheme. Previously, there are two types of bound morphemes, namely derivational and inflectional. From each type of bound morphemes which were the focus of this research, there are two types of

affixes called prefix and suffix. Furthermore, the kinds of prefixes found, such as *al-*, *de-*, *dis-*, *ful-*, *en-*, *in-*, *infra-*, *im-*, *mal-*, *para-*, *re-*, *trans-*, *un-* and *uni-*. While on the kinds of suffixes found, such as *-able*, *-ability*, *-an*, *-al*, *-ar*, *-ary*, *-ate*, *-ed*, *-en*, *-er*, *-es*, *-est*, *-ful*, *-ies*, *-ing*, *-ion*, *-ist*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-or*, *-ren*, *-tion*, *-ment*, *-n*, *-ne*, *-ner*, *-ness*, *-s*, *-ship*, *-s'*, and *'s*. Then, it found the meaning of the affixes attached to the base (root).

This research analyzes the process of forming new words by affixes that mostly found. This research takes the theory of Fromkin *et al.* (2014) about the function of derivational morphemes. In this research, there are found 121 affixes of the inflectional that mostly found in the video of speech of Shakira about education changes the world. Thus, the kind of affixes that mostly found of inflectional morphemes are found 45 affixes (*-s*), which consist of the third-person singular present (for example, *-s* to *begins*) and plural forms (for example, *-s* to *friends*).

Based on the theory of Fromkin *et al.* (2014), they have suggested that affixes of the inflectional does not form new words, but only affect the form or grammatical category. According to Fromkin *et al.* (2014: 46), not like derivational morphemes, they (inflectional morphemes) never affect the grammatical category to which they are attached. So, it can be assumed that affixes of inflectional morphemes does not answer the second research question. Therefore, this research focuses on the type of derivational morphemes.

According to Fromkin *et al.* (2014: 44) stated that the function of derivational morphemes is creating a new word with a new meaning, if they are

added to a base. Furthermore, the type of derivational morphemes found as many as 76 affixes in this research. Based on the research results of the affixes found, there are affixes (-ly) that mostly found as many as 11 affixes. After analyze 11 affixes (-ly) from the research results, the researcher found the process of forming new words. There are sad + -ly, certain + -ly, complete + -ly, real + ly, literal + -ly, academical + -ly, near + -ly, possible + -ly, safe + -ly, ultimate + -ly, extreme + -ly that forms *Adverb Formation*.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the concluding chapter on the results of this research related to the kinds and the meanings of affixes found in the video of speech of Shakira about education changes the world and the process of forming new words formed by affixes that mostly found in the video of speech of Shakira about education changes the world.

A. Conclusion

Based on the analysis, the researcher concluded that the kinds and meanings of affixes found in the video of speech of Shakira about education changes the world, there are prefixes and suffixes. The prefix data appeared, such as *a-*, *al-*, *de-*, *dis-*, *ful-*, *en-*, *in-*, *infra-*, *im-*, *mal-*, *para-*, *re-*, *trans-*, *un-* and *uni-*. While on the suffix data appeared, such as *-able*, *-ability*, *-an*, *-al*, *-ar*, *-ary*, *-ate*, *-ed*, *-en*, *-er*, *-es*, *-est*, *-ful*, *-ies*, *-ing*, *-ion*, *-ist*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-or*, *-ren*, *-tion*, *-ment*, *-n*, *-ne*, *-ner*, *-ness*, *-s*, *-ship*, *-s'*, and *'s*. Affix data of derivational types found in the video of speech of Shakira about education changes the world, they consist of *around*, *already*, *discover*, etc. Affix data of the inflectional types found in the video of speech of Shakira about education changes the world, they consist of *accessible*, *Colombian*, *interal*, *opportunities*, *meaning*, *intervention*, *friends*, etc.

Based on the results of the analysis of the crosstabs method, the total data of affixes of derivational types found in the video of speech of Shakira about education changes the world are 76 affixes. Meanwhile, the total affix data of the inflectional type found in the video of speech of Shakira about

education changes the world are 121 affix. Based on the results of the analysis of affixes that forming new words formed by affixes that are mostly found in the video of speech of Shakira about education changes the world is (-ly) with a total of 11 affixes. After analyzed the formation process, they forming *Adverb Formation*, they consist of *sadly*, *certainly*, *completely*, *really*, *literally*, *academically*, *nearly*, *possibly*, *safely*, *ultimately*, and *extremely*.

B. Suggestion

Based on the conclusion above, the researcher proposed suggestions to parties that may be useful for the results of this study.

1. For readers, the researcher hopes that this research can increase the knowledge of readers about the branch of linguistics, especially on the use of affixes in the field of morphology. This research can be a reference for readers when making research on the use of affixes.
2. For the next researchers, the researcher hopes that this research can help other researchers to know about the use of affixes, especially derivational morphemes and inflectional morphemes. The next researcher who wants to carry out the same research hat to complete his research can use this research as a previous of research finding.
3. For Education, the researcher hopes that this research can add information about the use of affixes that can be found in any form of literacy, especially in the form of video with subtitles.

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Appendix 1: Transcript

Good morning.

Your Highness, excellences', friends, and colleagues. I would like to thank you for the opportunity to be here today. It is also an honor to join forces with Educated Child, an organization led by a woman who is an amazing role model, a woman who has shown such relentless dedication to getting every child in school.

This is such an exciting day for us because it marks the beginning of a new era in my home country Colombia. Most of you may know me as an artist, as an entertainer, and that is indeed my calling and what I have been doing since I was 13 years old, but I never would have imagined when I started out that my work as an artist would end up being the vehicle for me to serve my greater purpose in life of working towards eradicating poverty through the power of Education.

As a Colombian citizen inequality as a concept that sadly one becomes very familiar with at a very young age. It is a country like many others in Latin America where a few have a lot; a lot have almost nothing and where if you are born poor, you will almost certainly die poor. Where people do not access equal opportunities, and because of that generation after generation, after generation live trapped in the same vicious cycle fed by prejudice and inaction.

Growing up in my country when I was around eight years old, I remember I saw kids my age who, instead of being in school were already working in the streets, were barefoot in the park. Kids like me whose reality was completely different than mine only because of the circumstances into which they were born.

It was really hard for me to accept that to accept that something so unjust did not have a solution. There had to be something that could be done. So I often asked myself why the adults, around me were so resigned to the fact that these kids who were just like me or even their own children we are living in a parallel reality so different and so cruel. As Kofi Annan put it, poverty is intolerable in a world of plenty, so as soon as I had some success, the first thing I wanted to do was to invest as many resources I could into what later would become the most meaningful project of my life, working for children.

So I set out to find a team, a team of people who dream big and worked hard and thought like me to help me right the wrongs that I had witnessed throughout my entire childhood, and that is when our foundation The Barefoot Foundation, 'Pies Descalzos Fundacion' was born.

I knew, and I was only 18 years old then, but I knew that I wanted to focus on children and improving their lives, but I did not know where to start. So, I really felt that I needed to learn what the roots of inequality and low social mobility were. So, I decided to study the reasons why children were working in the streets or why some children were being recruited by the violent organizations, like the paramilitary or the guerrillas, why were so many children suffering from chronic malnutrition and I realized that most of the issues that children face in my country had and have a common denominator; the lack of access to quality education.

To me, it became crystal clear that Education was a surest way to give all these kids the best fighting chance of improving their circumstances in life because Education is the great equalizer. When I started building schools in Colombia, which shows the most remote areas, areas where there was literally nothing, no infrastructure, no paved roads, no electricity, no potable water, and we decided to build in those places but not only build schools but state-of-the-art schools.

Schools with comprehensive models that included ECD programs, school feeding programs, parent and teacher training, and another very important part is we have decided to engage the government as a strategic partner and made it nearly impossible for them to say no to doing their part by showing them results through our holistic model that really proved to work.

We noticed that as soon as a school is built in those places, everything is transformed. The improvements to the infrastructure were jaw-dropping electricity, and potable water were made available, made accessible. Roads were paved, malnutrition plummeted, but the best part of all is the academic results, the kids really responded academically, and now those kids who could have been recruited by the guerrillas or paramilitaries or that could have had a completely different outcomes for their lives, they are now on their way to the

University and thriving in their communities. Some of them are athletes, some of them are professionals.

That is why... I am so...It really is a thrill to work for Education that is why I am so passionate about it because I have really seen results that are as palpable as this podium and seeing all these success stories that have a name and a last name has been the one of the most rewarding things I have done in my lifetime even more so than winning Grammys, I think.

Now that said, our work is far from being done, many developing countries are still rife with inequality and internal conflict, and there are a lot of kids who still need to be reached.

History is not only the past. History it is made every day in the present, and what matters now is how we go forward and how we will fix what is wrong, and that is the real challenge. This is the goal of the SDGs and what people like Her Highness and myself, and so many more of you who are adamant about achieving are here for.

Facts don't lie, and numbers show what an incredible return on investment a quality education provides. For instance, if all students in low-income countries left primary school with basic reading skills, a hundred and seventy-one million people could be lifted out of poverty. Systemic change often begins from the bottom up rather than the top down. The government must take responsibility, and we should all put as much pressure as we possibly can, but the rest of all the civil society should also do their part.

What we have discovered both here IPS discuss and educated child is that many times only one single barrier to entry, such as no access to transportation or basic needs like a functioning bathroom, can prevent a kid from attending school or even put them at risk of dropping out. Sometimes all it takes to change a child's life is the security of a hot meal in school or the ease of being able to hop on a bus that will leave you safely at your classroom door, it is as simple as that, and these are simple interventions, and they do not cost a lot.

The biggest effort really is in mapping the communities, in going door-to-door searching for the out of school children talking to the parents talking to their families, giving a name and putting a story behind these children is the first step to start rewriting their story.

Over the next three years, we pledge to get fifty-four thousand kids who are out of school or at risk of drop out into the educational system. Ultimately, more than two hundred ninety-five thousand people will benefit from this project, including children, teachers, families, and community members. New schools and classrooms will be built, school kits and uniforms will be distributed, children will be enrolled in school, feeding, and transportation programs.

Teachers will be trained in strategies and how to identify those students who are at risk so they can receive psycho-social support, and we are extremely confident that this partnership is only the beginning and will be the model to replicate throughout my country until not a single child is out of school.

This is our responsibility...Thank you...This is our responsibility to our children and our debt to fulfill for the generations to come.

Thank you very much.

Appendix 2: Data Reduction

SHAKIRA - Education Changes the World (Transcripts)

Good morning.

Your Highness, excellences, friends, and colleagues. I would like to thank you for the opportunity to be here today. It is also an honor to join forces with Educated Child, an organization led by a woman who is an amazing role model, a woman who has shown such relentless dedication to getting every child in school.

This is such an exciting day for us because it marks the beginning of a new era in my home country Colombia. Most of you may know me as an artist, as an entertainer, and that is indeed my calling and what I have been doing since I was 13 years old, but I never would have imagined when I started that my work as an artist would end up being the vehicle for me to serve my greater purpose in life of working towards eradicating poverty through the power of Education.

As a Colombian citizen inequality as a concept that sadly one becomes very familiar with at a very young age. It is a country like many others in Latin America where a few have a lot; a lot have almost nothing and where if you are born poor, you will almost certainly die poor. Where people do not access equal opportunities, and because of that generation after generation, after generation live trapped in the same vicious cycle fed by prejudice and inaction.

Growing up in my country when I was around eight years old, I remember I saw kids my age who, instead of being in school were already working in the streets, were barefoot in the park. Kids like me whose reality was completely different than mine only because of the circumstances into which they were born.

It was really hard for me to accept that to accept that something so unjust did not have a solution. There had to be something that could be done. So I often asked myself why the adults, around me were so resigned to the fact that these kids who were just like me or even their own children we are living in a parallel reality so different and so cruel. As Kofi Annan put it, poverty is intolerable in a world of plenty, so as soon as I had some success, the first thing I wanted to do was to

30 So I set out to find a team, a team of people who dream big and **worked** hard and
31 thought like me to help me right the **wrong** that I had **witnessed** throughout my
32 **entire childhood**, and that's when our **foundation** The **Barefoot Foundation** 'Pies
33 Descalzos Fundacion' was born.

34 I knew, and I was only 18 **years** old then, but I knew that I **wanted** to focus on
35 **children** and **improving** their **lives**, but I didn't know where to start. So, I **really**,
36 **needed** to learn what the **roots** of **inequality** and low social **mobility**
37 were. So, I **decided** to study the **reasons** why **children** were **working** in the **streets**
38 or why some **children** were being **recruited** by the violent **organizations**, like the
39 **paramilitary** or the **guerrillas**, why were so many **children** **suffering** from chronic
40 **malnutrition** and I **realized** that most of the **issues** that **children** face in my country
41 had and have a common denominator; the lack of access to quality **education**.

42 To me, it became crystal clear that **Education** was a surest way to give all these
43 **kids** the best **fighting** chance of **improving** their **circumstances** in life because
44 **Education** is the great **equalizer**. When I **started building schools** in Colombia,
45 which **shows** the most remote **areas**, **areas** where there was literally nothing, no
46 **infrastructure**, no **paved roads**, no **electricity**, no potable water, and we **decided** to
47 build in those places but not only build **schools** but state-of-the-art **schools**.

48 Schools with **comprehensive models** that **included** ECD **programs**, school **feeding**
49 **programs**, parent and teacher **training**, and another very important part is we've
50 **decided** to engage the **government** as a strategic **partner** and made it nearly,
51 **impossible** for them to say no to **doing** their part by **showing** them **results** through
52 our holistic model that **really proved** to work.

53 We **noticed** that as soon as a school is built in those **places**, everything is
54 **transformed**. The **improvements** to the **infrastructure** were jaw-dropping
55 **electricity**, and potable water were made **available**, made **accessible**.
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57 academic **results**, the kids really **responded academically**, and now those **kids** who
58 could have been **recruited** by the **guerrillas** or **paramilitaries** or that could have had
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62 them are professionals.

63 That's why... I'm so... It really is a thrill to work for Education that's why I'm so
64 passionate about it because I've really seen results that are as palpable as this
65 podium and seeing all these success stories that have a name and a last name has
66 been the one of the most rewarding things I've done in my lifetime even more so
67 than winning Grammys, I think.

68 Now that said, our work is far from being done, many developing countries are
69 still rife with inequality and internal conflict, and there are a lot of kids who still
70 need to be reached.

71 History is not only the past. History it's made every day in the present, and what
72 matters now is how we go forward and how we'll fix what's wrong, and that is the
73 real challenge. This is the goal of the SDGs and what people like Her Highness
74 and myself, and so many more of you who are adamant about achieving are here
75 for.

76 Facts don't lie, and numbers show what an incredible return on investment a
77 quality education provides. For instance, if all students in low-income countries
78 left primary school with basic reading skills, a hundred and seventy-one million
79 people could be lifted out of poverty. Systemic change often begins from the
80 bottom up rather than the top down. The government must take responsibility, and
81 we should all put as much pressure as we possibly can, but the rest of all the civil
82 society should also do their part.

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86 even put them at risk of dropping out. Sometimes all it takes to change a child's
87 life is the security of a hot meal in school or the ease of being able to hop on a bus
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101 risk so they can receive psycho-social support, and we are extremely confident
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103 throughout my country until not a single child is out of school.

104 This is our responsibility...Thank you...This is our responsibility to our children
105 and our debt to fulfill for the generations to come.

106 Thank you very much.

(4)

Appendix 3: Data Reduction 2

No	Words	Duration to	Part of Speech	Base Words	Part of Speech	Kinds of Affix	
						Prefixes	Suffixes
1.	Highness	00:13	Noun	High	Adj	-	-ness
2.	Excellences'	00:15	Noun	Excellence	Noun	-	-s'
3.	Friends	00:18	Noun	Friend	Noun	-	-s
4.	Colleagues	00:18	Noun	Colleague	Noun	-	-s
5.	Opportunity	00:22	Noun	Opportune	Adj	-	-ity
6.	Forces	00:25	Noun	Force	Verb	-	-s
7.	Educated	00:26	Verb	Educate	Verb	-	-ed
8.	Organization	00:28	Noun	Organ	Noun	-	-ize -tion
9.	Amazing	00:31	Adj	Amaze	Verb	-	-ing
10.	Shown	00:33	Verb	Show	Verb	-	-n
11.	Relentless	00:35	Adj	Relent	Verb	-	-less
12.	Dedication	00:35	Noun	Dedicate	Verb	-	-ion
13.	Getting	00:37	Verb	Get	Verb	-	-ing
14.	Exciting	00:41	Adj	Excite	Verb	-	-ing
15.	Marks	00:45	Noun	Mark	Verb	-	-s
16.	Beginning	00:45	Verb	Begin	Verb	-	-ing
17.	Artist	00:52	Noun	Art	Noun	-	-ist
18.	Entertainer	00:54	Noun	Entertain	Verb	-	-er
19.	Calling	00:56	Noun	Call	Verb	-	-ing
20.	Doing	00:57	Noun	Do	Verb	-	-ing
21.	Years	00:59	Noun	Year	Noun	-	-s
22.	Imagined	01:02	Verb	Imagine	Verb	-	-ed
23.	Started	01:03	Verb	Start	Verb	-	-ed
24.	Greater	01:09	Adj	Great	Adj	-	-er
25.	Working	01:11	Noun	Work	Verb	-	-ing
26.	Eradicating	01:12	Noun	Eradicate	Verb	-	-ing
27.	Education	01:14	Noun	Educate	Verb	-	-ion
28.	Colombian	01:17	Noun	Colombia	Noun	-	-an
29.	Citizen	01:18	Noun	City	Noun	-	-en
30.	Inequality	01:19	Noun	Equal	Adj	In-	-ity
31.	Sadly	01:21	Adv	Sad	Adj	-	-ly
32.	Becomes	01:22	Verb	Become	Verb	-	-s
33.	Familiar	01:13	Adj	Family	Noun	-	-ar
34.	Certainly	01:39	Adv	Certain	Adj	-	-ly
35.	Opportunities	01:44	Noun	Opportune	Noun	-	-es
36.	Generation	01:46	Noun	Generate	Verb	-	-ion
37.	Trapped	01:50	Verb	Trap	Verb	-	-ed
38.	Inaction	01:54	Noun	Act	Verb	in--	-ion
39.	Growing	01:56	Adj	Grow	Verb	-	-ing
40.	Around	01:59	Adv	Round	Noun	a-	-
41.	Kids	02:02	Noun	Kid	Noun	-	-s
42.	Already	02:08	Adv	Ready	Adj	al-	-
43.	Streets	02:09	Noun	Street	Noun	-	-s
44.	Reality	02:14	Noun	Real	Adj	-	-ity
45.	Completely	02:15	Adverb	Complete	Verb	-	-ly

46.	Circumstances	02:19	Noun	Circumstance	Noun	-	-s
47.	Really	02:22	Adv	Real	Adj	-	-ly
48.	Unjust	02:27	Adj	Just	Adj	un-	-
49.	Adults	02:36	Noun	Adult	Noun	-	-s
50.	Asked	02:34	Verb	Ask	Verb	-	-ed
51.	Resigned	02:38	Adj	Sign	Verb	Re-	-ed
52.	Children	02:43	Noun	Child	Noun	-	-en
53.	Living	02:44	Noun	Live	Verb	-	-ing
54.	Intolerable	02:51	Adj	Tolerant	Adj	In-	-able
55.	Wanted	02:59	Verb	Want	Verb	-	-ed
56.	Resources	03:02	Noun	Source	Noun	re-	-s
57.	Meaningful	03:06	Adj	Mean	Verb	-	-ing -ful
58.	Worked	03:16	Verb	Work	Verb	-	-ed
59.	Wrongs	03:19	Noun	Wrong	Adj	-	-s
60.	Improving	03:36	Adj	Improve	Verb	-	-ing
61.	Lives	03:37	Verb	Live	Verb	-	-s
62.	Needed	03:46	Verb	Need	Verb	-	-ed
63.	Roots	03:48	Noun	Root	Noun	-	-s
64.	Mobility	03:50	Noun	Mobile	Noun	-	-ity
65.	Decided	03:52	Verb	Decide	Verb	-	-ed
66.	Reasons	03:52	Noun	Reason	Verb	-	-s
67.	Recruited	03:57	Verb	Recruit	Verb	-	-ed
68.	Paramilitary	04:00	Noun	Military	Noun	para-	-
69.	Guerillas	04:01	Noun	Guerilla	Noun	-	-s
70.	Suffering	04:05	Noun	Suffer	Verb	-	-ing
71.	Malnutrition	04:06	Noun	Nutrition	Noun	mal-	-
72.	Realized	04:08	Verb	Real	Adj	-	-ize -ed
73.	Issues	04:10	Noun	Issue	Noun	-	-s
74.	Denominator	04:16	Noun	Nominate	Verb	de-	-or
75.	Surest	04:25	Adj	Sure	Adj	-	-est
76.	Fighting	04:28	Noun	Fight	Verb	-	-ing
77.	Equalizer	04:34	Noun	Equal	Adj	-	-ize -er
78.	Building	04:37	Noun	Build	Verb	-	-ing
79.	Schools	04:37	Noun	School	Noun	-	-s
80.	Shows	04:38	Verb	Show	Verb	-	-s
81.	Areas	04:40	Noun	Area	Noun	-	-s
82.	Literally	04:42	Adv	Literal	Adj	-	-ly
83.	Infrastructure	04:45	Noun	Structure	Noun	Infra-	-
84.	Paved	04:46	Verb	Pave	Verb	-	-ed
85.	Roads	04:46	Noun	Road	Noun	-	-s
86.	Electricity	04:47	Noun	Electric	Adj	-	-ity
87.	Places	04:53	Noun	Place	Noun	-	-s
88.	Comprehensive	04:59	Adj	Comprehend	Verb	-	-ive
89.	Models	05:00	Noun	Model	Noun	-	-s
90.	Included	05:00	Verb	Include	Verb	-	-ed
91.	Programs	05:01	Noun	Program	Noun	-	-s
92.	Feeding	05:04	Noun	Feed	Verb	-	-ing

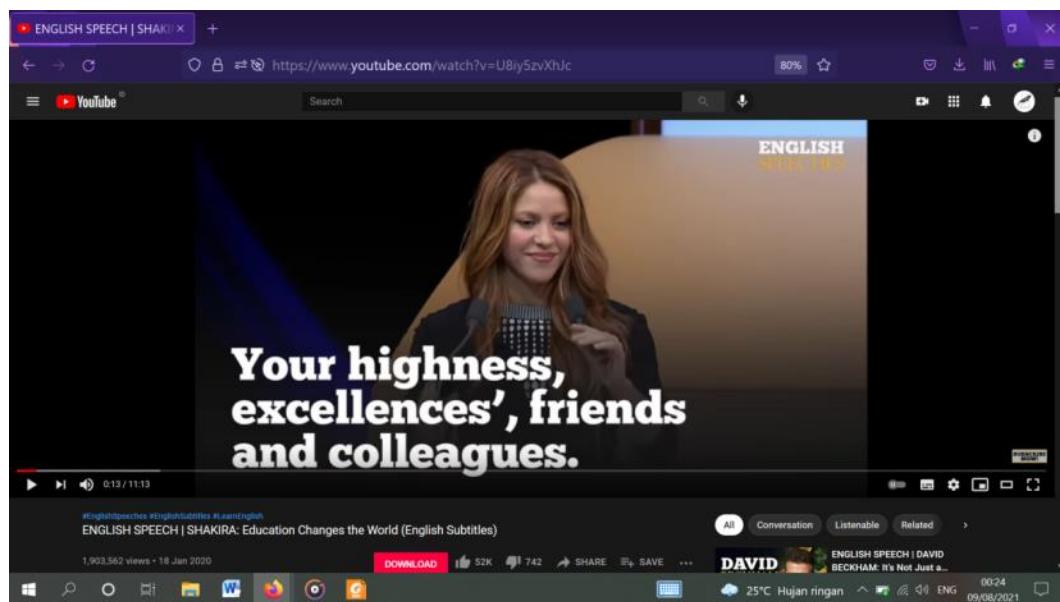
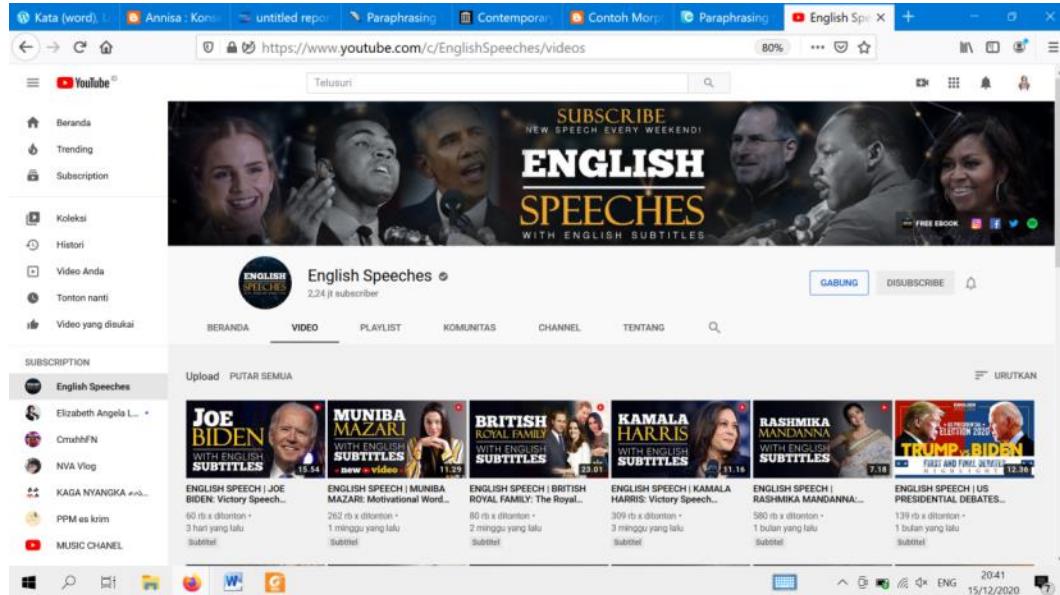
93.	Training	05:05	Noun	Train	Verb	-	<i>-ing</i>
94.	Government	05:10	Noun	Govern	Verb	-	<i>-ment</i>
95.	Partner	05:12	Noun	Part	Noun	-	<i>-er</i>
96.	Nearly	05:14	Adv	Near	Adv	-	<i>-ly</i>
97.	Impossible	05:15	Adj	Possible	Adj	<i>Im-</i>	-
98.	Showing	05:17	Noun	Show	Verb	-	<i>-ing</i>
99.	Results	05:18	Noun	Result	Noun	-	<i>-s</i>
100.	Proved	05:20	Verb	Prove	Verb	-	<i>-ed</i>
101.	Noticed	05:28	Verb	Notice	Noun	-	<i>-ed</i>
102.	Transformed	05:35	Verb	Form	Noun	<i>trans-</i>	<i>-ed</i>
103.	Improvements	05:37	Noun	Improve	Verb	-	<i>-ment</i> <i>-s</i>
104.	Dropping	05:40	Noun	Drop	Verb	-	<i>-ing</i>
105.	Accessible	05:48	Adj	Access	Noun	-	<i>-able</i>
106.	Plummeted	05:53	verb	Plummet	Verb	-	<i>-ed</i>
107.	Academically	06:00	Adv	Academic	Adj	-	<i>-al</i> <i>-ly</i>
108.	Responded	05:59	Verb	Respond	Verb	-	<i>-ed</i>
109.	Paramilitaries	06:05	Noun	Military	Noun	<i>para-</i>	<i>-es</i>
110.	Thriving	06:14	Adj	Thrive	Verb	-	<i>-ing</i>
111.	Communities	06:15	Noun	Community	Noun	-	<i>-es</i>
112.	Athletes	06:16	Noun	Athlete	Noun	-	<i>-s</i>
113.	Professionals	06:17	Adj	Profession	Noun	-	<i>-al</i> <i>-s</i>
114.	Passionate	06:30	Adj	Passion	Noun	-	<i>-ate</i>
115.	Seeing	06:41	Noun	See	Verb	-	<i>-ing</i>
116.	Stories	06:42	Noun	Story	Noun	-	<i>-es</i>
117.	Rewarding	06:49	Adj	Reward	Noun	-	<i>-ing</i>
118.	Done	06:50	Verb	Do	Verb	-	<i>-ne</i>
119.	Winning	06:53	Adj	Win	Verb	-	<i>-ing</i>
120.	Said	07:03	Verb	Say	Verb	-	<i>-ed</i>
121.	Developing	07:07	Adj	Develop	Verb	-	<i>-ing</i>
122.	Countries	07:08	Noun	Country	Noun	-	<i>-es</i>
123.	Internal	07:10	Adj	Intern	Noun	-	<i>-al</i>
124.	Reached	07:14	Verb	Reach	Verb	-	<i>-ed</i>
125.	Matters	07:22	Noun	Matter	Verb	-	<i>-s</i>
126.	Achieving	07:38	Noun	Achieve	Verb	-	<i>-ing</i>
127.	Facts	07:40	Noun	Fact	Noun	-	<i>-s</i>
128.	Numbers	07:42	Noun	Number	Noun	-	<i>-s</i>
129.	Incredible	07:43	Adj	Credible	Adj	<i>In-</i>	-
130.	Investment	07:44	Verb	Invest	Noun	-	<i>-ment</i>
131.	Provides	07:46	Noun	Provide	Verb	-	<i>-s</i>
132.	Students	07:48	Noun	Student	Noun	-	<i>-s</i>
133.	Primary	07:51	Adj	Prime	Adj	-	<i>-ary</i>
134.	Reading	07:52	Noun	Read	Verb	-	<i>-ing</i>
135.	Skills	07:52	Noun	Skill	Noun	-	<i>-s</i>
136.	Lifted	07:56	Verb	Lift	Verb	-	<i>-ed</i>
137.	Begins	08:00	Verb	Begin	Verb	-	<i>-s</i>
138.	Responsibility	08:07	Noun	Response	Verb	-	<i>-ability</i>
139.	Possibly	08:11	Adv	Possible	Adj	-	<i>-ly</i>
140.	Discovered	08:18	Verb	Cover	Verb	<i>dis-</i>	<i>-ed</i>

141.	Times	08:22	Noun	Time	Noun	-	<i>-s</i>
142.	Needs	08:28	Noun	Need	Verb	-	<i>-s</i>
143.	Functioning	08:30	Noun	Function	Noun	-	<i>-ing</i>
144.	Attending	08:32	Noun	Attend	Verb	-	<i>-ing</i>
145.	Takes	08:39	Verb	Take	Verb	-	<i>-s</i>
146.	Child's	08:40	Noun	Child	Noun	-	<i>-'s</i>
147.	Security	08:41	Noun	Secure	Verb	-	<i>-ity</i>
148.	Safely	08:48	Adv	Safe	Adj	-	<i>-ly</i>
149.	Interventions	08:55	Noun	Intervention	Noun	-	<i>-ion</i> <i>-s</i>
150.	Biggest	08:57	Adj	Big	Adj	-	<i>-est</i>
151.	Mapping	09:01	Noun	Map	Noun	-	<i>-ing</i>
152.	Going	09:03	Noun	Go	Verb	-	<i>-ing</i>
153.	Searching	09:05	Noun	Search	Verb	-	<i>-ing</i>
154.	Talking	09:08	Noun	Talk	Verb	-	<i>-ing</i>
155.	Parents	09:09	Noun	Parent	Noun	-	<i>-s</i>
156.	Families	09:10	Noun	Family	Noun	-	<i>-es</i>
157.	Giving	09:11	Noun	Give	Verb	-	<i>-ing</i>
158.	Putting	09:12	Noun	Put	Verb	-	<i>-ing</i>
159.	Rewriting	09:16	Verb	Write	Verb	<i>re-</i>	<i>-ing</i>
160.	Educational	09:28	Adj	Educate	Verb	-	<i>-ion</i> <i>-al</i>
161.	Ultimately	09:30	Adv	Ultimate	Adj	-	<i>-ly</i>
162.	Including	09:36	Adj	Include	Verb	-	<i>-ing</i>
163.	Teachers	09:37	Noun	Teach	Noun	-	<i>-er</i> <i>-s</i>
164.	Members	09:40	Noun	Member	Noun	-	<i>-s</i>
165.	Classrooms	09:42	Noun	Classroom	Noun	-	<i>-s</i>
166.	Kits	09:46	Noun	Kit	Noun	-	<i>-s</i>
167.	Uniforms	09:46	Noun	Form	Noun	<i>uni-</i>	<i>-s</i>
168.	Distributed	09:48	Verb	Distribute	Verb	-	<i>-ed</i>
169.	Enrolled	09:49	Verb	Roll	Verb	<i>en-</i>	<i>-ed</i>
170.	Trained	09:54	Verb	Train	Verb	-	<i>-ed</i>
171.	Strategies	09:55	Noun	Strategy	Verb	-	<i>-es</i>
172.	Extremely	10:03	Adv	Extreme	Adj	-	<i>-ly</i>
173.	Partnership	10:05	Noun	Part	Noun	-	<i>-er</i> <i>-ship</i>
174.	Fulfill	10:26	Verb	Fill	Verb	<i>ful-</i>	-

Appendix 6: Crosstabs Analysis

No	Affixes	Kinds of Affix		Total of Affixes
		Derivational	Inflectional	
1	<i>a-</i>	1	0	1
2	<i>al-</i>	1	0	1
3	<i>de-</i>	1	0	1
4	<i>dis-</i>	1	0	1
5	<i>ful-</i>	1	0	1
6	<i>en-</i>	1	0	1
7	<i>in-</i>	4	0	4
8	<i>infra-</i>	1	0	1
9	<i>im-</i>	1	0	1
10	<i>mal-</i>	1	0	1
11	<i>para-</i>	2	0	2
12	<i>re-</i>	3	0	3
13	<i>trans-</i>	1	0	1
14	<i>un-</i>	1	0	1
15	<i>uni-</i>	1	0	1
16	<i>-able</i>	2	0	2
17	<i>-ability</i>	1	0	1
18	<i>-an</i>	1	0	1
19	<i>-al</i>	4	0	4
20	<i>-ar</i>	1	0	1
21	<i>-ary</i>	1	0	1
22	<i>-ate</i>	1	0	1
23	<i>-ed</i>	0	26	26
24	<i>-en</i>	1	1	2
25	<i>-er</i>	6	0	6
26	<i>-es</i>	0	7	7
27	<i>-est</i>	0	2	2
28	<i>-ful</i>	1	0	1
29	<i>-ing</i>	0	36	36
30	<i>-ion</i>	6	0	6
31	<i>-ist</i>	1	0	1
32	<i>-ity</i>	6	0	6
33	<i>-ive</i>	1	0	1
34	<i>-ize</i>	3	0	3
35	<i>-less</i>	1	0	1
36	<i>-ly</i>	11	0	11
37	<i>-or</i>	1	0	1
38	<i>-tion</i>	1	0	1
39	<i>-ment</i>	3	0	3
40	<i>-n</i>	0	1	1
41	<i>-ne</i>	0	1	1
42	<i>-ness</i>	1	0	1
43	<i>-s</i>	0	45	45
44	<i>-ship</i>	1	0	1
45	<i>-s'</i>	0	1	1
46	<i>-'s</i>	0	1	1
Total		76	121	197

Appendix 7: Documentation of English Speeches Channel on YouTube



Appendix 8: Documentation of Research Activities



Appendix 9: Documentation of Using Oxford English Dictionary App

The screenshots illustrate the use of the Oxford English Dictionary app on a mobile device. The top row shows the search for 'highness' and the bottom row shows the search for 'ness'.

Top Left Screenshot: Shows the app's main interface with the 'WORD OF THE DAY' section featuring the word 'obscurity'. Below it is a 'RECENT' section with the word 'intervention'. A 'Word Look up' feature is also visible.

Top Right Screenshot: Shows the search results for 'highness'. The search bar contains 'highness', and the results list 'highness' as the first match. A progress bar indicates 'Searching...'.

Bottom Left Screenshot: Shows the detailed entry for 'highness'. The word is shown with its pronunciation '/hɪnəs/'. The definition 1 states: '(His/Your etc. Highness) a title given to a person of royal rank, or used in addressing them: *I am most grateful, Your Highness.*' Definition 2 states: '[mass noun] the quality of being high: *the highness of her cheekbones.*' A note at the bottom indicates it's from Old English *hēanes*.

Bottom Right Screenshot: Shows the detailed entry for 'ness'. The word is shown with its pronunciation '/nəs/'. The definition 1 states: '(forming nouns chiefly from adjectives) denoting a state or condition: *liveliness*, *sadness*.' Definition 2 states: '(forming nouns chiefly from adjectives) an instance of a state or condition: *a kindness*.' Definition 2 also states: '(forming nouns chiefly from adjectives) something in a certain state: *wilderness*.' A note at the bottom indicates it's from Old English *-nes*, *-ness*, of Germanic origin.

Appendix 10: Matrix of Research