

An Analysis of Derivational Suffixes Found in Reading Texts of English Textbook

Analisis Akhiran Derivasi Yang Ditemukan dalam Teks Bacaan pada Buku Cetak Bahasa Inggris

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Abstract This research aimed to analyze the function of derivational suffixes found in reading texts of English textbook for the eleventh-grade students of senior high school. The methodology used descriptive content analysis. The samples were selected in which words containing derivational suffixes found in reading texts of English textbook. Data were collected through data reduction, data display and concluding. The researcher found that there were four basics of types and functions of derivational suffixes. The types of derivational suffixes are nominal, verbal, adjectival, and adverbial suffixes. The most frequently suffixes used in English textbook is the nominal suffix -ing as a noun marker and followed by adverbial suffix -ly as an adverb marker. The researcher concludes that the functions of derivational suffixes are to create new a word by adding the suffixes to the end of root word by following the pattern: noun-forming to create noun, verb-forming to create verb, adjective-forming to create adjective, and adverb-forming to create adverb.

Keywords Derivation, Suffix, Textbook

Abstract Penelitian ini bertujuan menganalisis fungsi dari imbuhan akhir derivasi yang ditemukan dalam teks bacaan pada buku cetak bahasa Inggris untuk kelas sebelas SMA/SMK/MA. Metode yang digunakan analisis deksripsi konten. Sampel dipilih didalam kata-kata yang mengandung imbuhan akhir derivasi yang ditemukan dalam teks bacaan pada buku cetak bahasa Inggris. Data dikumpulkan melalui pengurangan data, tampilan data, dan menggambarkan kesimpulan. Peneliti menemukan bahwa ada empat dasar jenis dan fungsi akhiran derivasi. Jenis akhiran derivasi adalah akhiran nominal, verbal, adjectival, dan adverbial. Akhiran yang paling sering digunakan dalam buku teks bahasa Inggris adalah akhiran nominal -ing sebagai penanda kata benda dan diikuti oleh akhiran adverbial -ly sebagai penanda kata keterangan. Peneliti menyimpulkan fungsi akhiran derivasi untuk membuat kata baru dengan menambahkan akhiran ke akhir kata akar dengan mengikuti pola: akhiran pembentukan kata benda, akhiran pembentukan kata kerja, akhiran pembentukan kata sifat, dan akhiran pembentukan kata keterangan.

Kata Kunci Derivasi, Suffiks, Teks Bacaan

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1. Introduction

Language includes many types of formation. One of them is affixation. Affixation is forming words by adding derivational prefixes and suffixes to roots. A research done by Wolley and Heggie (2015) in the article knowing prefixes and suffixes is knowledge that

can support the students to predict the word of decoding skills. The findings take the importance of morphology and phonology as a key factor in the way English-speaking readers approach multisyllabic, morphologically complex words. Vocabulary is imperative in language acquisition. Vocabulary is the essential aspect of English such as grammar, spelling, pronunciation, and other aspects in listening, speaking, reading, and writing. As stated by Nation (2001), that vocabulary items play a vital role in language skills such as listening, speaking reading, and writing.

By learning vocabulary, students will be able to express simply their ideas in writing and speaking. It also helps them in reading comprehension for determining how well the students comprehend the texts they read in college. According to Nunan (1991), acquiring an appropriate vocabulary is necessary for successful second-language use because the students will not be able to use the structures and functions they have learned for comprehensible communication without an intensive vocabulary.

Enlarging vocabulary can be improved by using some methods. The method used to enlarge vocabulary is called word formation. Understanding on prefixes and suffixes as well as their meaning can help the students to improve their vocabulary (Graves, 2004). After considering the students' problem, the researcher was attracted to conduct the research by analyzing derivational suffixes found in reading texts of English textbook. Its importance in conducting this research is derivational suffixes overly mark words for part of speech. They potentially provide additional syntactic clues which can be helpful in sentence processing. The other possible functions of derivational suffixes are syntactic parsing, vocabulary in acquisition, and lexical access.

This research will be shown the connection of one word to another new unknown word. It also supports students to enrich their vocabulary in the area of morphology by showing how words change from one to another. For example, the words that can create new words by attaching suffixes at the end of word roots are *beauty* (noun) means "kecantikan/keindahan", the *beauty* word is a root where added suffix *-ful* becoming *beautiful* (adjective) means "cantik/indah". *Beautiful* can create new word by adding suffix *-ly* which is *beautifully* (adverb) means "dengan indah". Those are the explanation of word changing by analyzing derivational suffixes can change the functions and meaning of words in sentences on texts. Thus, the students effortlessly improve their vocabulary.

Derivational suffix is the process of words changing by putting suffix to the end of words. The suffix can be a mark to indicate what class of word it is. The suffixes derive new words belonging to the part of speech alter the meaning of word. Additionally, they create different forms of the same of word. As mentioned by O'Grady (2005), derivational suffix is an affixation process that transforms a word with a meaning and class category of its root. Derivational suffix can change either only the meaning or the meaning and the class category of its roots. For instance, when *-ly* added to an adjective *consequent*, it transforms its meaning as well as its own type and makes it verb *consequently*. On the other

hand, when adding *-dom* to noun can alter only its meaning of roots *free* and make it noun *freedom*.

When using suffixes, it is added to a simple word. Simple word is a word that cannot be broken into morphemes. Simple words are free morphemes. Therefore, they do not have morphological structure, and they can just appear as base or simple elements in morphological structures; such as *good* and *work*. Additionally, a simple word is the basic word form with nothing added to it. A word such as *act* has a meaning of its own and has not been altered in any way. The word *act* is a simple word can become complex when adding one or more affixes.

Complex word is a word made up of two or more morphemes. It can consist of a base or root and one or more affixes. It defined as a base word combined with a derivational element, such as an affix or a suffix. Trevor (2001) states “Complex word is semantically transparent if its meaning is obvious from its parts” (p.174). For example *unpredictable* is semantically transparent, being made up in a recognizable morphemes from *un-*, *predict*, and *-able*. The other example is *guitarist* consisted of two morphemes; *guitar* and *-ist*. Besides, *guitar* is called root because it is not a further analysis, meanwhile the suffix *-ist* is attached to the root. To conclude, morphological analysis shows what morpheme a word consist of and describes the morphemes in terms of their type (Plag et al., 2007).

Likewise, it is important to know the kinds of suffixes in order to use suffixes. By doing all exercises on the English textbooks, the students are expected to get more new words. The students instantly will know the class category of words by recognizing the suffixes added on the new words and how to use the words in sentence or paragraph. Moreover, they will comprehend the meaning in reading comprehension. Moreover, mastering certain amount of vocabulary is considered that students can communicate fluently, comprehend the meaning of reading text,, easily in parsing sentence, and use the words appropriately. Thus, the researcher found that the derivational suffixes can help students in order to achieve what they are expected to master in learning English by using the English textbook for the eleventh grade students.

The research was conducted to find out the types and functions of derivational suffixes found in reading texts of English textbook for the eleventh grade students of senior high school published by ministry education and culture. This research consisted of a formulated problem. The problem discussed was the function of the derivational suffixes found in English textbook. Furthermore, the categories of words are useful to look for the characteristics of the roots getting the suffixes. The distribution of the derivational suffixes was analyzed in the problem formulation. The theory of derivational suffixes was necessarily needed in order to identify the process of adding the suffixes to root words. Then, the researcher applied the theories of words categories and derivational suffixes. Likewise, when a derivational suffix was attached to a root, there was an alteration of word functions and meaning before and after the suffixes added to the roots.

Related to the derivational suffixes, a research done by Arbain (2017), there are three types of derivations in headline articles of the Jakarta newspaper. They are derivational prefix, derivational suffix, and multiple derivations. Derivational prefix changes in meaning and derivational suffix changes both in meaning and class category of words.

In order to gain the specific data for this research, the researcher analyzed the reading text in English textbook for the eleventh grade students of senior high school. The reason why the researcher used it, was simply because the book is used by the students and designed to achieve what they are expected in learning English of senior high school. Therefore, this research aimed to look for any words containing the suffixes from English textbook published by ministry of education and culture, revised edition 2017.

2. Methodology

The design used in this research was a descriptive qualitative. The researcher used content analysis as a method of this research in order to look closely the pattern in qualitative analysis. Krippendorff (2004) mentions “Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.” The other meaningful matter is included of documents which can be texts of various formats, pictures, art, maps, audio or video.

The object of this research was English textbook for the eleventh grade students of senior high school published by Ministry of Education and Culture, revised edition 2017. The data collection used sampling method. It means in getting the sample data, the researcher only collected all words receiving the derivational suffixes from reading texts of English textbook for the eleventh grade students of senior high school published by Ministry of Education and Culture. Besides, Cambridge Advanced Learner’s Dictionary used as an open–source tool to check the lexical category of each word, the meaning, and the word formation which shows the base or root.

To conduct this research, the researcher used documentation as the instrument for collecting data accurately. The researcher chose twenty two reading texts including texts, conversation, lyric of songs, letters, and poems to be analyzed in this research. The data were gained by taking the words having the derivational suffixes from the English textbook. The word having prefixes were not included to the data collection. The English textbook consists of fifteen chapters with 170 pages. The materials of each chapter related to the materials of reading, grammar, speaking and writing.

The researcher found four basic types of derivational suffixes from 282 data. They are 13 noun-forming suffixes, a verb-forming suffix, 12 adjective-forming suffixes, and 2 adverb-forming suffixes. The researcher found there are 135 roots for forming noun, a root for forming verb, 95 roots for forming adjective, and 51 roots for forming adverb. In analyzing the data the researcher followed some steps in order to answer the problems formulation. Firstly, identifying the words having suffixes. In this step, the researcher

collected the data from twenty two reading texts; six conversations, a lyric song, two poems, an invitation and twelve texts from English textbook. The data collection was words with receiving derivational suffixes. Secondly, in order to reduce the error in the analysis of data, the researcher used Cambridge dictionary as a tool to identify the roots of words analyzed that have suffixes. Cambridge Advanced Learner's Dictionary helped the researcher to check the lexical category words given suffixes. Clearly, the second step was to classify of each root based on the lexical category. Thus, the researcher display the changing of words before and after added the derivational suffixes in the tables. Thirdly, the researcher determined the change of the word before and after the derivational suffixes added to the root by performing this classification. In this step, the researcher drew explanation in narrative form based on the word changing process. Finally, the researcher made conclusion. In addition, the researcher was able to find out the functions and the characteristics of the root adding on suffixes. This research was descriptive qualitative. Therefore, it described the morphological process on derivational suffixes found in the reading texts of English textbook for the eleventh grade students of senior high school published by ministry education and culture, revised edition 2017.

3. Research Findings and Discussion

Findings

Noun-forming suffixes

After collecting the data, there are 13 forms of nominal suffixes. They are –ion/-ation, -ing, -ity/-ty, -ment, -ance/-ence, -hood, -ness, -er, -ry/-ary, -ism, -cy, and -ist as showed in Table 1.

Table 1. Noun-Forming Suffixes and Their Roots

Types of suffixes	Root	Word
-ion	act	action
-ing	bully	bullying
-ity	possible	possibility
-ment	govern	government
-ance	instant	instance
-hood	neighbor	neighborhood
-ness	sick	sickness
-er	travel	traveller
-ry	injure	injury
-ism	patriot	patriotism
-cy	urgent	urgency
-ist	art	artist
-an	politic	politician

The function of suffix –ion/-ation is to form noun by adding the suffix –ion/-ation at the end of verbs, for examples: *opinion, invitation, foundation, conclusion, action, deforestation, organization, presentation, consideration, and determination*. These nouns come from verb roots *opine, invite, found, conclude, act, deforest, organize, present, consider, and determine*. The roots undergo the alteration of lexical categories from verbs to nouns after suffixation of suffix –ion/-ation. It means that the verbs roots receiving suffix –ion/-ation.

Similarly, both noun and adjectives roots can be added suffix –ion/-ation. For instance, *solute* (noun), *intent* (adjective), *distinct* (adjective), and *public* (adjective) change to noun after getting –ion/-ation at the end of words; *solution, intention, distinction, and publication*. The other words receiving nominal suffixes happened similarly to suffix –ion/-ation. To sum up, the functions of nominal suffixes are to form noun from verb, form noun from adjective, and form noun from noun which does not change the lexical category but only change the meaning.

Verb-forming suffix

After analyzing the data, the researcher found only a word that can be attached to verbal suffix. Table 2 was the data example taken from the English textbook of forming verb. The root is an adjective. The root *stable* is considered as an adjective before attached the suffix –ize. Therefore, the suffix –ize forming verb by added it at the end of the adjective which is its root. Automatically, the lexical category changes from adjective *stable* to verb *stabilize*. Furthermore, the function of verbal suffix is to form verb by adding the suffix directly to adjective.

Table 2. Verb-forming suffix and its root

Types of suffix	Root	Word
-ize	stable	stabilize

Adjective-forming suffixes

Based on data, there were alterations of the words forming adjectives after receiving suffixes. Some words called roots have different lexical categories before adding the suffixes. The roots can be both nouns and verbs. Besides, adjectives can also create another adjective when added the suffix. The data listed in Table 3 are 12 adjectival suffixes; -able/-ible, -ed, -ful, -al, -ic, -ing, -ly, -ous, -y, -ive, -ish, and -less. The suffixes used to form adjective.

The suffix –able/-ible alters from verb and noun into adjective. Forming adjectives by adding the suffixes –able or –ible has a meaning can be done. In the data source, the researcher found the roots from transitive verbs such as *accept, refute, notice, and suit* and abstract nouns such as *miser* and *response*. To derive adjective, the verbs and noun are attached suffix –able or –ible for example *accept – acceptable, refute – refutable, notice –*

noticeable, suit –suitable, miser – miserable, and response – responsible. Thus, all adjectival suffixes have the same function as suffix –able/-ible. based on the explanation, it can be concluded that the functions are to change verb into adjective, change noun into adjective, and change adjective into adjective (in the meaning only).

Table 3. Adjective-forming suffixes and their roots

Types of suffixes	Root	Word
-able	accept	acceptable
-ed	print	printed
-ful	wonder	wonderful
-al	politic	political
-ic	economy	economic
-ing	pollute	polluting
-ly	love	lovely
-ous	glamor	glamorous
-y	blood	bloody
-ive	cumulate	cumulative
-ish	fool	foolish
-less	help	helpless

Adverb-forming suffixes

Based on the data, the researcher also found words, roots, and the derivational suffixes forming adverb. The suffixes form adverb by adding –ly and –wise at the end of words (see Table 4). Basically, the roots attached by –ly and –wise are adjectives. The suffix –ly is placed at the end of adjectives to form adverb. The data found *real*, *extreme*, *direct*, *swift*, and *late* are roots which are adjectives. To alter adjective words, adverbial suffix –ly is added so that derives adverb. The result of alteration is mentioned as *real* - *really*, *extreme* – *extremely*, *direct* – *directly*, *swift* – *swiftly*, and *late* – *late*ly. Similarly, the researcher found noun as root attached –ly at the end word to acquire adverb. The root is *second* which noun alter to adverb after getting –ly at the end such as *second*ly. Besides, A few adverbs are formed from nouns with the suffix –wise. Its meaning is in this/that way. The researcher found root *other* is a noun added –wise at the end to create adverb for example *otherwise*. Overall, it can be concluded that the functions are which to change from adjective to adverb and from noun to adverb.

Table 4. Adverb-Forming Suffixes and Their Roots

Types of suffixes	Root	Word
-ly	silent	silently
-wise	other	otherwise

Discussion

There are thirteen derivational suffixes forming noun, twelve derivational suffixes forming adjective, two derivational suffixes forming adverb and only one for forming verb.

It can be predictable that the most derivational suffixes found for forming noun and adjective since they have the most types of suffixes. The other noun forming suffixes that do not appear in the English textbook are –dom, –age, –al, –ee, –ess, and –or, while adjective forming suffixes is suffix –ary. It is different from noun and adjective forming suffixes, adverb and verb have only a few types. The types of suffixes not included in the English textbook are the uncommon word used in daily activities. The most verb forming suffixes used in the English textbook are inflectional suffixes which do not change the class category of words and their meaning. Inflectional suffix in verb forming suffix is more common used in conversation and reading than derivational suffixes. Moreover, the unfamiliar verb and adverb forming suffixes used in reading and speaking are –en and –ward. The used of the infrequent suffixes can be a reserve when the students need more new more words in a specific topic.

To know the types of suffixes, the researcher found the roots and suffixes in the texts as presented in findings section. The researcher could identify the function of the suffixes by looking at the lexical categories of each root and its alteration after the suffixes added.

Derivational suffixes forming noun

Based on the collected data the researcher found 13 nominal suffixes. The researcher found the suffixes are –ion/-ation, –ing, –ity/-ty, –ment, –ance/-ence, –hood, –ness, –er, –ry/-ary, –ism, –cy/-acy, –ist and –an. The suffixes' function is to create noun which is namely nominal suffixes. The nouns are derived by adding the suffixes to nouns, verbs, and adjectives.

Based on the data analysis, in deriving noun, words are attached nominal suffixes at the end either directly or indirectly with a little bit change for example *public* – *publication* and *conclude* – *conclusion*. In this research, the researcher classified the roots based on the lexical category. The researcher analyzed suffixes –ing and –ment mostly have the roots from verb for example *develop* – *developing* and *develop* – *development*. In the data written, verbs received suffixes –ing and –ment to form noun. Similarly, verb can also receive suffixes –ion/-ation, –er, –ance and –ry. Further, adjectives basically can receive nominal suffixes such as –ity/-ty, –ness, and –cy/-acy such as *major* – *majority*, *poor* – *poorness*, and *urgent* – *urgency*. The other suffixes can also added to adjectives to form noun are –ion/-ation, –ance/-ence, –er, –ism, and –an. Not only verb and adjective can receive nominal suffixes but also noun. Noun can create new noun by receiving nominal suffixes. The noun can be attached suffixes –ion, –ist, –ism and –hood for instance *solute* – *solution*, *art* – *artist*, *patriot* – *patriotism*, and *neighbor* – *neighborhood*. In conclusion, noun, verb, and adjective can be added nominal suffixes to form new noun.

Derivational suffixes forming verb

The researcher determined only one verbal suffix in the data. The suffix is *-ize*. Its function is to derive verb which took adjective as a root by put suffix *-ize* to the roots for example *stable – stabilize*. However, there is not only suffix *-ize* to form verbs but also suffixes *-en* and *-ify*. Suffix *-en* can be attached to noun in deriving verb for instance *strength – strengthen*, meanwhile suffix *-ify* can be added to adjective for example *pure – purify*.

Derivational suffixes forming adjective

From the gathered data, the researcher found that there are 12 suffixes forming adjectives. It names adjectival suffix. Its function is to form an adjective by putting the suffixes at the end of roots. The roots can be noun, verb, or adjective. The adjectival suffixes are *-able/-ible*, *-ed*, *-ful*, *-al*, *-ic*, *-ing*, *-ly*, *-ous*, *-y*, *-ive*, *-ish*, and *-less*. The researcher grouped the suffixes based on the lexical category of roots in order to make the data easier to analyze.

The pattern of deriving adjectives is putting the suffix at the end of noun, verb, or adjective. Based on the data analyzed, the researcher generally found verbs can be attached suffixes *-ed*, *-ing*, *-able*, *-ive*, and *-less* to form adjectives, for instance *print – printed*, *pollute – polluting*, *accept – acceptable*, *cumulate – cumulative*, and *help – helpless*. There is a difference among suffix *-ing* noun and adjective. The function of nominal suffix *-ing* is categorized as gerund which is a noun such as *global warming*, meanwhile the function of adjectival suffix *-ing* is to modify noun such as *the shifting weather*. Nevertheless, the other adjectival suffix found on the data forming adjectives which took noun basically as root is suffix *-al*, *-ous*, *-ish*, *-ible*, and *-y* such as *education – educational*, *poison – poisonous*, *fool – foolish*, *response – responsible*, and *blood – bloody*. In case of suffix *-able*, *-ed*, *-ful*, *-al*, *-ic*, and *-ly*, they can be added to both noun and verb to form adjective, for example *notice – noticeable*, *miser – miserable*, *use – used*, *privilege – privileged*, *wonder – wonderful*, *beauty – beautiful*, *theorize – theoretical*, *globe – global*, *economy – economic*, *terrify – terrific*, *love – lovely*, and *heaven – heavenly*. Besides, the researcher found adjective can derive new adjective by adding suffix *-ly* and *-al* such as *dead – deadly* and *politic – political*. Moreover, noun, verb, and adjective can be roots after attaching adjectival suffixes in order to derive adjectives.

Derivational suffixes forming adverb

After analyzing the data, the researcher found two adverbial suffixes. They are suffix *-ly* and *-wise*. The function is to form adverb by adding the suffixes at the end of roots. To derive adverb, the roots are mostly taken from adjectives such as *extreme – extremely* and *other – otherwise*.

4. Conclusion

Based on the data analysis, the researcher concludes that there are four basic types of suffixes found in reading passages of English textbook for the eleventh grade students of senior high school published by ministry education and culture. Moreover, the four types of suffixes and their functions as follows:

1. Nominal suffixes are suffixes used to form noun by following the pattern:
 - Verb + nominal suffix → noun
 - Adjective + nominal suffix → noun
 - Noun + nominal suffix → noun
2. Verbal suffixes are suffixes used to form verb by following the pattern:
 - Adjective + verbal suffix → verb
3. Adjectival suffixes are suffixes to form adjective by following the pattern:
 - Noun + adjectival suffix → adjective
 - Verb + adjectival suffix → adjective
 - Adjective + adjectival suffix → adjective
4. Adverbial suffixes are suffixes used to form adverb by following the pattern:
 - Adjective + adverbial suffix → adverb
 - Noun + adverbial suffix → adverb

The alteration of a word to another word can be identified by the pattern. The process is simple suffixation and replacement. The simple suffixation means that derivational suffixes attached to the end of root word directly either with or without any changes. Overall, it can be seen that the most frequently used are suffix –ing as a noun marker with seventy one words which shows meaning as an action or result and followed by suffix –ly as an adverb marker with fifty roots appeared and found in the English textbook for the eleventh grade students of senior high school.

The English teachers should not only focus on the language skills (listening, speaking, reading, and writing) but also on the language components (vocabulary, pronunciation, and grammar) because these skills and components are associate each other. Learning derivational suffixes for an English teacher is needed as significance as learning how to teach English. As understanding of derivational suffixes concepts, hopefully the English teachers will be able to apply it when they are teaching English to the students in the class. Using suffixes as early as possible when studying English is really relevant for students because it significantly improves their vocabulary. In English words, there is word-formation that should be paid attention by the students. When the students have never heard about derivational suffixes, they know nothing about complex words and their word-formations. In English, words can create new words by adding derivational suffixes. As

explained before, noun can be created by adding nominal suffixes to verb, adjective, or noun, verb can be created by adding verbal suffixes to adjective or noun, adjective can be produced by adding adjectival suffixes to verb or noun, and adverbial suffixes can be produced by adding adverbial suffixes to adjective or noun. At the end of this research, the researcher found that the functions of derivational suffixes as mentioned before.

Relating to word containing derivational suffixes, they are very useful for the students. If the students have mastered the rule-pattern, they can recognize the lexical category of words easily by looking at their suffixes and can predict the meaning of words by looking at their roots. It means that the students understanding derivational suffixes can improve their vocabulary mastery. Teaching students the root words is important to develop their basic reading skills, as is knowing suffixes, and the usage of suffixes significantly improves students' vocabulary (Onish, 2010).

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