

AN ANALYSIS OF SOME  
SELECTED PREFIXES

A Thesis

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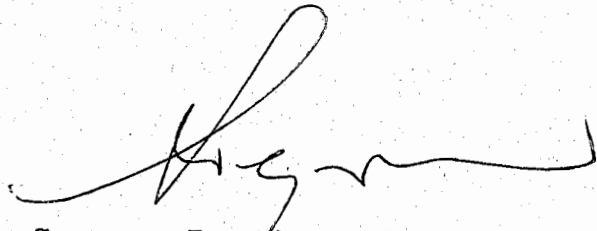
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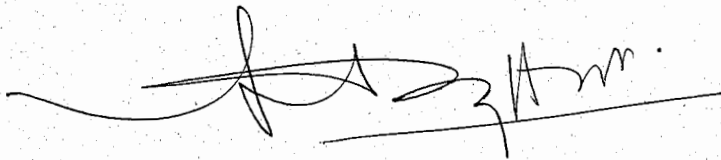
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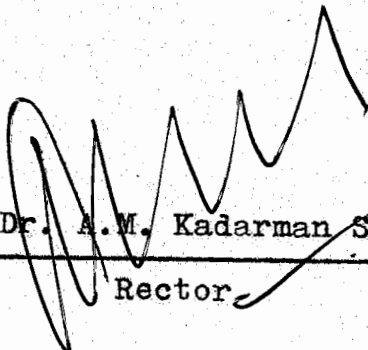
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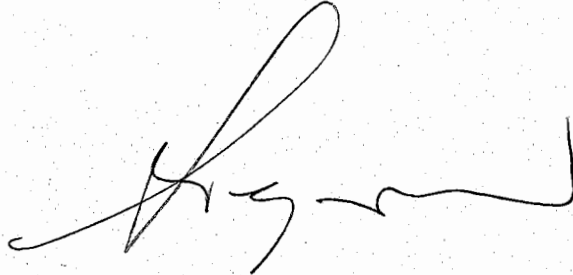
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"Since the close of the Old English period, the vocabulary of our language has been enriched by a multitude of new derivatives formed with the prefixes and suffixes that already existed in Old English, and there can be no doubt that the formation of new words by this means will continue in the future."

English today is widely used in various parts of the world either in English-speaking or non-English-speaking countries as a medium of communication. Being an international language, English influences and is simultaneously influenced by other languages so that it develops vastly and very creatively. It has become such a highly creative language that it is overflowed by a number of new complex words which come into it through the process of word-formation. These new words have come in such a large inflow that sometimes they are not yet found in the newest dictionary. This is the point where the above quotation meets. Indeed "there can be no doubt that the formation of new words by means of prefixation or suffixation will continue in the future."

It is the above facts that inspired the writer to choose the study of some selected prefixes to be the chief discussion in her thesis. In other words, that word-formation through prefixation is assumed to be a promising study gives the inspiration to the writer to use it as an advantageous means of expanding one's vocabulary acquisition. Hence, there are two major points that draw the writer's interest. Firstly, that the study of word-formation by means of prefixation may prove

to be fruitful for the benefit of the study of new words. Secondly, that the study of word-formation by means of prefixation may prove to be useful as a means of expanding one's vocabulary acquisition. By now it should be clear that the main idea in this thesis is the study of word-formation by means of prefixation.

What is then the objective of the thesis? This thesis is aimed to make a preliminary study of some selected prefixes, which are considered very useful for the benefit of word-study, so that it may be used to help learners of English, particularly those of primary university level in Indonesia, to improve their vocabulary acquisition. Thus, this thesis is particularly intended for those who study English literature or are concerned with the study of the language or the teaching since they are those who need an adequate vocabulary acquisition. The writer believes that vocabulary acquisition can be improved through the study of word-formation by means of prefixation.

For the reason that this study is meant for learners of English especially those of primary university level, there should be a limit as to what prefixes are to be presented to them. Naturally, the prefixes selected for the purpose should be those which still serve as living or productive prefixes,<sup>①</sup> and last but not least the most frequently occurring prefixes in passages, textbooks, magazines, newspapers and many other kinds of readings. In other words, the criteria for selecting the prefixes are :

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① The explanation about the living and productive prefixes will be found in Chapter I of this thesis.

1. The Productivity of the prefixes, i.e. are the prefixes able to be used to form new words,
2. The Frequency of occurrence, i.e. do these prefixes frequently occur in passages, textbooks, magazines, and any other readings?

As for the productivity criterion, the writer also bases her judgement on the analysis of some linguists, particularly those of Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik in their book entitled A Contemporary Grammar of English. It should be noted, however, that since this study is dedicated to learners of English, it does not suggest the attempt to create new words.

Based on the above criteria, the writer selects thirteen most important and useful prefixes namely :

- |          |        |
|----------|--------|
| - non-   | - out- |
| - in-    | - pre- |
| - un-    | - re-  |
| - mis-   | - sub- |
| - de-    | - en-  |
| - over-  | - be-  |
| - under- |        |

A discussion on the selected prefixes and the English prefixes will be further talked about in Chapter II of this thesis.

Concerning the organization of the thesis, the writer divides the thesis into four chapters. In the first chapter the writer presents a brief summary on word-formation process in general and English word-formation process in particular. It is then followed by a discussion on English prefixes which is accompanied by



some lists of the selected prefixes which are classified according to their meaning, origin and function. The following chapter is the focus of the thesis which gives a detailed analysis of the selected prefixes. This chapter is divided into three sections in which each section is classified according to the function of the selected prefixes. The last chapter, Chapter IV, talks about the problem that are likely to be met by the learners. This thesis is then closed by a conclusion on the whole discussion. As an addition, the four chapters are completed with an appendix which contains the methods of teaching the negative prefixes, with regard to the meaning.

As what have been explained in the above paragraphs, the thesis is merely focused on a preliminary study on some selected prefixes. In other words, this thesis is merely intended to be of help to those who are interested in word-study, especially those who take great interest in the study of prefixes in order to enlarge their vocabulary acquisition. The writer really believes that vocabulary acquisition can be enlarged by the study of word-formation through prefixation, however, it does not mean that she insists on the opinion that it is the best way. Instead, she is well aware of the so many ways of enlarging one's vocabulary acquisition which is no doubt more useful and fruitful than her suggestions. In spite of the above fact - that there are more useful ways of enlarging vocabulary acquisition - the writer merely wants to suggest another way which is presumably more suitable for learners of English of primary university level.

Finally, the writer hopes that this thesis will really prove to be of help to the reader, particularly

learners of English or even English language instructors who wish to help their pupils or in search of a new way to teach vocabulary. She also hopes that this analysis will be of help to the readers when they encounter new formations with some of the prefixes which are not yet found even in the newest dictionary.

## CHAPTER I

### A BRIEF SUMMARY ON WORD-FORMATION

In this chapter, the writer wants to talk about word-formation process in general and English word-formation process in particular. It is necessary to give this summary since it is the base of our discussion. It should be noted, however, that most of the examples here are taken from English since we are dealing with English prefixes.

"Every civilized language must possess the means of its own growth"<sup>①)</sup>

Being a civilized language, English in particular has enlarged its resources not only by naturalizing foreign words but also by the making of new ones. Many foreign words have been naturalized since English first appeared in England while new words are formed out of existing materials. This phenomenon occurs in the history of many other languages as well. The question is : What is meant by word-formation?

When we talk about word-formation, we are talking in the field of Morphology, i.e. the study of morphemes and their arrangements in forming words.<sup>②)</sup> Morphology treats all combinations that form words or parts of words. In this context, we should have a knowledge of what constitute a word since we are dealing with the making of words through prefixation.

To begin with, let us choose the smallest part of a word, that is a morph. According to Nelson Francis,<sup>③)</sup>

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- ① Barnard Groom M.A. - A Short History of English Words - p. 111  
② Eugene A Nida - Morphology: The Descriptive Analysis of Words - p. 1  
③ Nelson Francis - The Structure of American English - pp119 - 221

and some other linguists, a morph is a combination of phones that has a meaning, for example /ræt/. Sometimes, a morph has another type which is similar in two ways, namely in the allophones of which they are composed and in the meaning which they have. Such a morph is called an allomorph. In this way, we can define allomorph as "a class of phonemically and semantically identical morphs". Some allomorphs usually have the same meaning, for example the three allomorphs /ɔ/, /ɔs/, and /i/, so that they are regarded semantically similar. Each allomorph of this example occurs with morphs beginning with certain phonemes. It means that they are in complementary distribution. A group of allomorphs that are semantically similar and in complementary distribution is called a morpheme, for example, {de-}, {leave}, {-ceive} etc. We put morpheme in between brackets to distinguish it from phonemes. Other linguists define morpheme as the minimal or smallest meaningful unit which may constitute a word or parts of words.

Morphemes are of two kinds. One of them is the morpheme that carries the principal meaning in structures like /ræts/ which is called a base. Other linguists use the term root instead of base. One of them is Eugene A Nida who defines a root as a form that constitutes the core or the nucleus of a word.<sup>①</sup> The other kind of morpheme is called affixes. Affixes are most of the time bound morphemes since they cannot occur in isolation, i.e. they are never uttered independently in normal discourse. The position of the affixes in relation to the base falls into two groups, those which precede the base are called prefixes whereas those which follow the base are called

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① Op cit Eugene A Nida - pp 80-3

suffixes. Thus, the word disgraceful consists of the base {grace}, the prefix {dis-} and the suffix {-full}.

There is another element beside a base which remain morphemically constant. This element is called a stem. A stem always contains a base. To distinguish a stem from a base, let us look at the following paradigmatic set :

reader - readers

In this paradigmatic set, the stem is reader which consists of the base {read} and the suffix {-er}. Thus it can be concluded that a base is the smallest etymological form to which a rule of word-formation is applied. A stem may also contain affixes, for example, {read} + {-er}. Sometimes, the stem is also the base as in friendly. In this word, friend is both the base and the stem while -ly is the suffix.

Either a stem or a base may or may not be a free morpheme. Let us study the combinations conclude, preclude, include, exclude. In these combinations, {con-}, {pre-}, {in-} and {ex-} are all prefixes. In that case, {-clude} should have been a morpheme that serves as a stem for these derivatives. However, the morpheme -clude never stands by itself. In other words, it is a bound morpheme or commonly called a bound base. Bound bases usually constitute bound stems. It is such combinations with bound stems that constitute primary derivatives.<sup>②</sup>)

Logically speaking, when bound stems exist, there should have been free stems as well. Such stems exist indeed. These stems may appear as either a simple word, i.e. that which consists of a single free base and a superfix -stress phonemes- and or without an inflectional suffix

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② Op cit Nelson Francis - pp 196 - 8

as do, does, did, done, doing or primary derivatives as prepare, conceive, agree. Combinations of free stems and affixes are usually secondary derivatives, e.g. unprepared reconceive, disagreement.<sup>@)</sup>

In the previous paragraphs, it has been mentioned that English prefixes are always derivational whereas its suffixes are of two kinds, derivational and inflectional. Derivational suffixes are suffixes which may be final in the morpheme group to which they belong or they may be followed by other derivational suffixes. Inflectional suffixes, on the other had, are always final in the morpheme group to which they belong and their distribution tend to be regular.<sup>@@)</sup> In short, derivational suffixes, like prefixes, form new words out of other words whereas inflectional suffixes do not. However, inflectional suffixes, for instance the plural suffix or the past tense suffix may be added to derived forms. Thus, a word may have several derivational suffixes, but only one inflectional suffix which is always final, for example :

The word disresponsibilities consists of :

- the stem {response},
- the derivative suffix {-ible},
- another derivative suffix {-ity},
- an inflectional suffix {-es},
- and a prefix {dis-}

So far, we have discussed about what constitute a word. Now, what is then a word and how is it composed? The definition of word is difficult to be made since languages differe from one culture to another. Each language has its own system. In addition, there is a

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<sup>@</sup> *ibid.* Nelson Francis - pp 196 -8  
<sup>@@</sup> *idem*

difference between the spoken and written language. In English, for example, where words are notoriously inconsistent, drug-store are two words while sidewalk is one word. However, in terms of languages in general we may quote Robert Lado's definition of words as "free units of expression in the sense that they do not have to occur exclusively as part of other words."<sup>①</sup>) Thus, it is easy to recognize words as separable units of language. However, since we are dealing with English prefixes, we may limit ourselves to the basis of English words. How are the English words composed?

According to Nelson Francis, there are four principal types of spoken-English words, namely :<sup>②②</sup>)

Simple words: these are words which are composed of

- a. a base only, as in door, silver, aspirin
- b. a base and an inflectional suffix as in sings, largest, furnishing, impresarios

Complex words: these are words that are composed of

- a. a bound stem and a derivational suffix, as in placate, rupture, legible
- b. a prefix and a bound stem, as in preclude, corrupt, deceive, uncouth
- c. a free stem and a derivational suffix, In this case, the stem may be :  
a simple word, as in dancer, durable, manly  
or complex word, as in conductor, manliness, easily, pliability
- d. a prefix and a free stem, as in undo, improve, disgrace, return. In these words the stems are simple words while in reconstruct, uneasy,

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① Robert Lado - Language Teaching - p 13

②② Op. cit. Nelson Francis - p 205

subatomic, intolerable the stems are complex words.

Compound words : these are words that are composed of :

- a. two elements both simple words, as in black-board, by-pass, lookout
- b. three elements, all simple words, as in : son-in-law, instead of, in spite of
- c. two elements, one complex, as in Christmas tree, postage-stamp, easy chair
- d. two elements both complex, as in cigarette lighter, movie goer
- e. two elements one or both compound, as in football player, hardware salesman

Compound-complex words : these are words that are composed of :

- a. compound word and derivational suffix, as in dry-cleaner, folklorist, moonshiner
- b. a prefix and a compound word, as in ex-housewife, rebroadcast<sup>@)</sup>

Up to this point we have come to know about the types of the English words in particular. Nevertheless, we have not named the ways in which words are formed. In his book entitled "The Making of English",<sup>@@</sup> Henry Bradley describes three major ways in which English words both the old and new ones are formed, namely :

1. By Composition, i.e. the joining together of two existing words to form a compound, for example, apple-tree, thirty-five
2. By Derivation, i.e. the making of a new word out an old one. It is usually done by affixation or

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@ ibid. Nelson Francis - pp 205 - 6

@@ Henry Bradley - Words:Forms and Meanings, Word-Making in English - Wallace L. Anderson and Norman C Stageberg - Introductory Readings on Language - p 63



the addition of some prefix or suffix which is not itself a word, but is significant in the combination, for example, distrust, estimation, pre-war.

3. By Root-creation, i.e. the invention of an entirely new word, usually either imitative of some inarticulate noise or suggested by some instinctive feeling of expressiveness, for example, jingle, twiddle, fumble

In addition to these three major ways, there are several minor ways such as reduplication, acronyms, clipping, blends, etc.

In word-formation processes, where an element is added to another form of words, some elements usually undergo morphophonemic changes. As we know, a morpheme usually has more than one allomorph in their combination into word. In accordance to this fact, the phonemic structure of the allomorphs varies. In this case, there are ten types of morphophonemic changes<sup>@)</sup>, they are :

1. Loss of phonemes : It is when one phoneme of the principal allomorph of a morpheme drops in another allomorph, e.g. the negative prefix in- has the allomorph /i-/ when joined to stems or words with initial phoneme /m,r/ or /l/ as in immoral.
2. Addition of Phonemes : It is when one of two allomorphs of the same morpheme does not have one or more phonemes which exist in the other. Usually the longer one is considered normal or principal while the other one has lost one or more phonemes as in /lɒŋ - lɒŋər - lɒŋɪst/ where /g/ is added before inflectional suffix -er and -est.

3. Simple Consonant Change : Occasionally, one allomorph of the same morpheme differs from the principal in the changing of one or more consonants, usually the final consonant. For example, the stem {-mit}, as in permit, commit, admit, has the principal allomorph /mit/. But, before certain suffixes, the final phoneme /t/ changes into /s/ as in permissive, permissible.
4. Assimilation : It happens when two morphemes are combined. Sometimes, it results in the change of phonemes in which the neighboring phonemes become more like each other, e.g. the prefix {en-} becomes {em-} when joined to stems with initial /p/ or /b/ in which /m,p/ and /b/ have the same place of articulation.
5. Dissimilation : It is the opposite of assimilation in which the combining of two morphemes brings together two identical phonemes. The result is, one of them change into a phoneme less like its neighbor, e.g. the prefix {in-} becomes {ig-} before stems with initial phoneme /n/ as in ignoble.
6. Synthesis : This is the fusion of two consonants into a single new phoneme which are both different from the original phonemes in the morphemes which are combined, e.g. :  
    {moist} + {-ure} becomes /mɔɪstʃəʊ/  
    {permit} + {-ion} becomes /pəmiʃən/
7. Change of syllabic vowel or diphthong : It is the substitution of another syllabic vowel or diphthong for the one which appears in the principal allomorph, e.g. /teik-tuk/, /raid-roud/

8. Stress shift : When a stem is joined with an affix, usually it undergoes a shift in its stress, e.g. /'impəls/ - /im'pəlsiv/
9. Gradation : Stress shift usually involves certain types of vowel change, e.g. 'instrument - instrumental ----->e
10. Suppletion : The occurrence of an allomorph completely different in its phonemic structure from the principal allomorph, e.g.

{ox} + {-en} --- /'ksən/

Sometimes, when a morpheme is combined with affixes or other kinds of morphemes, there is a change in the writing system. To represent written words, we usually use the term grapheme, i.e. a family of allographs - different shapes of a letter. To indicate a single grapheme, we usually use angle brackets, thus, <a> represents four different allographs A, a, α, 4. In standard English writing or printing, there are thirty-seven graphemes which can be classified into two groups, namely :

- a. Twenty-six letters of the alphabet : a,b,c, ... z
  - b. Eleven marks of punctuation : <, ; : . ? ! ' - \_ " (>)
- In addition, space is considered a zero grapheme.

## CHAPTER II

### ENGLISH PREFIXES

In the previous chapter we have recognized three major ways in the making of words in English. Among these three major ways, derivation plays an important part in the growth of English. By the end of the English period, English vocabulary has been enriched by an overflow of new derivatives. Some authorities even believe that word-formation by this means will continue in the future. With regard to these facts, this linguistic analysis has its focus of interest on it. In this chapter, the writer will give a broad description of the English Prefixes.

Derivatives, forms which derive through the process, fall into two groups, namely the primary derivatives and the secondary derivatives. The primary derivatives are usually complex words with a bound stem. In other words, a primary derivative is composed of two bound morphemes, one of which is a base and a superfix (stress phoneme) with or without an inflectional suffix. The second bound morpheme may be a prefix or a suffix, as in disturb, prepare, deceive, missile, version, amity. These words may have inflectional suffixes as in disturbed, preparing, missiles. Whereas the second derivatives are complex words with a free stem. Thus, it consists of a stem which is itself a word plus a prefix or a derivational suffix with a superfix and or without an inflectional suffix as undo, receiver, misconceived, hopeless, fissionable.<sup>①</sup>)

By now it should be clear that derivation in English is mostly done by affixation, which in this case falls into two main types, prefixation and suffixation. We

speak of prefixation and suffixation if the element is added at the beginning of a stem. If the element is added at the end of a stem the process is called suffixation.

At times, derivation is confused with composition. Is the word counter-attack, for instance, a compound or a derivative word? The prefix counter- exists as a separate word so that it may be used in a sentence like :

She acted counter to her instruction.

On the other hand, the word counter in Concised Oxford Dictionary appears as a derivative which is a substraction from words like counter-attack but not the reverse. <sup>①</sup>) The same case also occurs in combinations with prefixes over-, under- and out-. These prefixes also exist as separate words. Such cases will be further discussed in the section of Ambiguous Prefixes which consists of prefixes which can either be prepositions or adverb particles.

It should be noted, however, that English word-formation has been influenced by neo-classicism from the Renaissance to the early twentieth century. <sup>②</sup>) During this period English has been adapting a large number of foreign word-elements especially affixes which gradually become so common that their derivatives are regarded native. Considering the major sources from which the affixes derive, they can be classified into three main types :

1. Latin affixes or Romanic affixes. These are affixes which derive either directly through Latin or through French or some other Romanic Languages such as Spanish or Italian.
2. Greek affixes. These are affixes which derive ei-

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① R.W. Zandvoort - A Handbook of English Grammar - p 292  
② Op. cit. Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Startvik - p 977

ther directly through Greek or French or Latin. Most of Greek affixes are used with words of the same origin and they usually form scientific derivative words.

3. Teutonic or Old English affixes. These are affixes which are considered native. They derive from Anglo-Saxon with a few Norse and Dutch.®)

Nevertheless, not all derivatives consist of elements of the same origin. Some affixes are attached to stems of different origin, for instance, the word remind which consists of the Romanic prefix re- and the Latin stem mind.

On the other hand, the word unseal consists of the English prefix un- and the Old French word seel which derive from Latin sigillum and turn to be an English stem seal. Such cases are called Hybrids, i.e. derivatives of which their elements are of mixed origins.

Some English prefixes and suffixes are no longer used to form new words, some others are still used. Due to these facts, prefixes and suffixes may be classified into two groups. In the former case, they are called dead or unproductive while in the latter living or productive. Speaking of productivity, it does not mean that any new words that are formed by means of living or productive prefixes or suffixes are acceptable. Thus, a word like \*unFrench though comprehensible is not acceptable. The acceptability itself completely depends on the rule of word-formation. About the matter, Quirk, Greenbaum, Leech, and Startvik state as follows :

"A rule of word-formation usually differs

from a syntactic rule in one important respect: It is of limited productivity, in the sense that not all words which result from the application of the rule are acceptable; they are freely acceptable only when they have gained an institutional currency in the language. Thus there is a line to be drawn between 'actual English words' (eg: sandstone, unwise) and 'potential English words' (eg: ( ) lemonstone, ( ) unexcellent, both of these being distinct from 'non-English' words like ( ) selfishness which, because it shows the suffix -less added to an adjective rather than to a noun, does not even obey the rules of word-formation."@)

Further the linguists draw the following conclusion:

"Rules of word-formation are therefore at the intersection of the historical and contemporary (synchronic) study of the language, providing a constant set of 'models' from which new words, ephemeral or permanent, are created from day to day. Yet on a larger scale, the rules themselves (like grammatical rules) undergo change: affixes and compounding processes can become productive or lose their productivity; they can increase or decrease their range of meaning or grammatical applicability."@@)

Based on the above opinion, the linguists concentrate their analysis on productive or on marginally productive rules of word-formation and leave aside dead processes.

According to them, a corollary of this approach is that the historical study of word is irrelevant to its status as an illustration of present day rules. In other words, using words that already exist in the language since Anglo-Saxon times, for instance, for the purpose of illustration, is not considered a digression from the rules.

What is actually a prefix? Since one linguist differs from the other in defining a prefix let us see what some of them say about the matter. In his book entitled Outline of English Grammar, Nesfield defines a prefix as a particle (i.e. a syllable that does not make a complete word, or is not used as one at the

@ op cit - Randolph Quirk, Sidney Greenbaum, Geoffrey Leach, Jan Svartvik - p. 977

@@ idem

present) added to the beginning of a stem.①) According to Nelson Francis, affixes, i.e. prefixes and suffixes, have no free allomorph and thus they always appear with a base to which they are bound either directly or with one or more intervening affixes. Thus, according to Francis, they can be defined as bound morphemes which precede the base.②) Up to this point, both linguists agree on two things, that affixes are bound morphemes which precede and follow the base and they cannot stand by themselves as complete words. In other words, Nesfield's particle is identical with Francis' bound morpheme. Yet some other linguists have different definitions for prefixes, among others The Advanced Learner's Dictionary which defines it as a word or syllable, e.g. pre-, co-, placed in front of a word to add or change its meaning. What the definition implies is a prefix can be a free morpheme since it may be a complete word. ✓ According to The Lexicon Webster Dictionary, a prefix is a letter, syllable or word put to the beginning of a stem, root or base usually varying its signification. Like the first definition, it implies that a prefix may be a free morpheme. Here again we are facing the problem of distinguishing between compound and derivation which will be discussed in the following chapter. However, we may define it in a simpler way, i.e. a prefix is the element that precedes a stem, root or base.

Generally, English prefixes do not alter the word-class of the bases to which they are attached to, instead they alter their meanings.③) Let us observe the following example :

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① Op cit - Nelson Francis - p 181

② Op cit - Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik - p 981



The verb to appear which means "come into view" or "become visible" becomes a noun when the suffix -ance is attached to it, thus it becomes appearance. But when we attached the prefix dis- to it, we will have the word disappear which is of the same part of speech as the word to appear, i.e. a verb. Its meaning, however, alters into "go out of sight or be seen no more" which is contrary to the meaning to appear.

In spite of that, there are some prefixes which sometimes convert the part of speech of the bases to which they are attached to, among others the prefixes be-, en-, and a-. For example :

danger (noun) becomes endanger (verb)

witch (noun) becomes bewitch(ed) (verb/adjective)

wash (verb) becomes awash (adjective)

Speaking about stress, prefixes, mainly the productive ones, normally have light stress on their first (or only) syllable. ①) The primary stress is usually put on first syllable of the base:

For example:

decline /di'klaɪn/

enlarge /ɪn'lɑ:dʒ/

insane /ɪn'seɪn/

Some prefixes do not follow the rule. For example:

disarrange /,dɪsə'reɪndʒ/

undeniable /,ʌndi'naɪəbl/

Prefixes which are words usually receive stress, as:

For example:

overact /'oʊvər'ækt/

underprivileged /ʌndə'prɪvɪlɪdʒd/

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① op cit - Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik - p 981

Some prefixes are joined to the base or stem by a hyphen. It seems that some strong prefixes such as non-, ex- and others which receive primary stress, are often hyphenated. But this is not always the case. About the matter Alice Morton Ball writes the following rules:

Prefixes and suffixes form derivatives, not compound words. A hyphen is not generally necessary, but exceptional use thereof is indicated in the following rule:

The hyphen should be used with prefixes, suffixes and combining forms only as indicated hereunder:

- a. To avoid doubling a vowel, except after the short prefixes co-, de-, pre-, pro- and re- when unaccented.
- b. To avoid tripling a consonant or making any other confusing sequence of letters.  
(In derivation a ligature is optional:  
ball-less co-author - ununiformity.
- c. To avoid mispronunciation; especially, to indicate a primary accent (definite vocal stress) on the prefix as well as on the basic word.  
re-emerge pre-evite non-combatant  
pre-fourteenth pre-ode de-cohere
- d. To join the prefixes ex- (former), quasi-, and self- to any basic word.  
ex-trader quasi-deposit self-interest
- e. To join repetitive prefixes  
sub-committee -sub-sub-committee
- f. To join the basic affixes, as well as the other basic elements, in forming an improvised word.  
un-get-at-able non-civil-service  
pre-fourteenth-century
- g. To join a prefix or a combining form to a proper name, unless official usage demands otherwise or unless the proper name loses its capital letter. (Composite proper names should themselves be hyphenated in the application of this rule. Official usage is indicated by an asterisk).  
non-Socialist un-American Pan-American,  
but, Pan American Union Indochina
- h. To prevent confusion with a similarly spelt word of different meaning  
recite (declaim) ..... re-cite (cite again)  
retreat (go back) ..... re-treat (treat again)  
unionizes (formed onto unions) .....  
un-ionized (not divided into ions)®)

However, there is a tendency in the present day American spelling to omit the hyphen.®) Such cases usually occur in technical words such as:

nonalcoholic  
noncooperation  
nonpolitical

Looking back at the previous chapter - in the discussion about types of words - we may sum up that prefixes may be added to:

1. bound stems to form complex words  
eg. preclude, receive, defend
2. Free stems which may either be a simple word as disgrace, insane, undo, or complex word as in intolerable, disgraceful, insanity.
3. Compound words to form compound-complex word as in ex-housewife, rebroadcast, supersalesman.®®)

In addition, prefixes which occur with bound stems usually form primary derivatives, while those which occur with simple or complex or compound words are secondary derivatives.

In this analysis, the writer chooses several of the English prefixes which are considered very fruitful for the benefit of learners of English in Indonesia in their effort to enlarge their vocabulary acquisition through word study. The selecting of the prefixes, however, is based on the frequency of occurrence and the productivity of the prefixes with regard on the opinions of some authorities.

In order to give a broad description of what is going to be presented in the following pages, the writer will enclose some lists of the selected prefixes.

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® English Language Service - The Key to English Vocabulary - p 82.  
®® op.cit. Nelson Francis - p 205

The first list consists of the selected prefixes, categorized according to their origin. In the second list, the prefixes are categorized according to the meaning. This list is accompanied by some examples. The last list is a list of the selected prefixes which are categorized according to the function. It should be noted, that in the detailed analysis the selected will be treated according to the last list merely for the purpose of practicality.

In this case, the prefixes will be categorized as follows :

chording prefixes : The prefixes included in this type are those which have the function of creating new stems with new meanings out of existing stems.

conversion prefixes : These are prefixes which have the function of converting the stems they are attached to into new words of different part of speech.

ambiguous prefixes : These prefixes are so called since sometimes they are adverb particles which are used as prefixes and in other times they are prefixes.

THE CLASSIFICATION OF THE SELECTED PREFIXES  
ACCORDING TO THE ORIGIN  
(in alphabetical order)

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| TEUTONIC    | ROMANIC        | GREEK |
|-------------|----------------|-------|
| Old English | Latin . French |       |

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BE-

DE-

DIS-

EN-

EN-

IN-

IN-

MIS-

NON-

OUT-

OVER-

PRE-

RE-

SUB-

UN-

UNDER-

---

THE CLASSIFICATION OF THE SELECTED PREFIXES  
ACCORDING TO THE MEANING

| General<br>Meaning<br>Category | FORM | PARTICULAR<br>MEANING                          | STEMS AFFIXED                                             | EXAMPLES                                                                                     |
|--------------------------------|------|------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Negative Prefixes              | UN-  | the opposite of; not; the absence of a quality | adjectives<br>participles<br>adverbs with -ly<br>nouns    | unfortunate,<br>unlucky<br>uninterested<br>uninteresting<br>uncertainly<br>uncertainty       |
|                                | NON- | not                                            | adjectives<br>participles<br>nouns<br>verbs               | noneffective<br>nonscheduled<br>non-payment,<br>non-conformist<br>non-stop                   |
|                                | IN-  | as for un-                                     | adjectives and the corresponding verbs, nouns and adverbs | irresponsible,<br>immortal,<br>insane,<br>immortalize,<br>irresponsibility,<br>irresponsibly |
|                                | DIS- | as for un-                                     | adjectives<br>verbs<br>abstract nouns                     | disloyal,<br>discourteous<br>disappear<br>disfavour                                          |

|                                   |      |                                                 |                                        |                                                                                                |
|-----------------------------------|------|-------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------|
| Reversative or Privative Prefixes | UN-  | to reverse action; to deprive of; released from | verbs<br>nouns                         | undo, untie<br>unhorse, unleash                                                                |
|                                   | DIS- | as for un-                                      | verbs<br>participles<br>nouns          | disconnect, disinfect, discolored, dishearten, discontent                                      |
|                                   | DE-  | to reverse action; to get rid of; to deprive of | verbs<br>nouns                         | dehumanize, decentralize, deforest, deforestation, detrain                                     |
|                                   | MIS- | wrongly; astray                                 | verbs<br>abstract nouns<br>participles | misinform, mislead, mishear, misconduct, misfortune, misleading, misinterpreted, mispronounced |

|                            |               |                                                                                         |                                                 |                                                                             |
|----------------------------|---------------|-----------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------|
| Prefixes of Degree or Size | <b>OUT-</b>   | to do something better, faster, longer, etc... than ...; surpassing to a greater extent | intransitive verbs                              | outrun, outlive, outwear                                                    |
|                            | <b>OVER-</b>  | too much, above the average; to an excessive degree.                                    | verbs<br>nouns<br>adjectives<br>-ed participles | overdo, overeat, over-population, overconfident, overconscious, overdressed |
|                            | <b>UNDER-</b> | too little, not enough; to an inadequate or insufficient degree                         | verbs<br>-ed participles                        | undercook, underfeed, underworked, underprivileged, underdone               |
|                            | <b>SUB-</b>   | lower in rank; less than; secondary; not quite; almost or imperfectly                   | adjectives<br>nouns                             | subhuman, substandard, subcommittee                                         |



|                            |         |                                                        |                                                 |                                                                                                            |
|----------------------------|---------|--------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Prefixes of Time and Order | PRE-    | before in place, time or degree                        | nouns<br>adjectives<br>-ed participles<br>verbs | prewar,<br>prenatal<br>premarital,<br>preconscious<br>prepackaged,<br>preoccupied<br>precook,<br>prestress |
|                            | RE-     | again, back, to repeat the action                      | verbs<br>abstract nouns<br>adjectives           | rebuild,<br>reread<br>reincarnation<br><br>reiterative                                                     |
| Locative Prefixes          | SUB-    | beneath, under<br><br>secondary repetition             | nouns<br>adjectives<br>verbs                    | subway,<br>subsoil<br>subconscious<br>subdivide                                                            |
|                            | *OUT-   | located outside; away from (usual or normal) condition | nouns<br>verbs                                  | outhouse, outdoor, outskirts<br>outstretched,<br>outspoken                                                 |
|                            | *OVER-  | across; above<br>to cover, in excess, more             | nouns<br>verbs                                  | overland, overseas, overhead<br>overtop, overflow, overmaster                                              |
|                            | *UNDER- | located beneath; lower in rank or importance           | nouns                                           | undercurrent,<br>underwear,<br>understudy                                                                  |

\* out-, over-, under- are adverb particles used as locative prefixes.

|                                                                                                | FORM | PARTICULAR MEANING                                                                                      | STEMS AFFIXED                                  | TO FORM                                               | EXAMPLES                                                                                                                   |
|------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Conversion Prefixes                                                                            | EN-  | to make;<br>to cause<br>to be                                                                           | adjectives                                     | verbs                                                 | enrich,<br>embitter,<br>empurple                                                                                           |
|                                                                                                |      | to put in<br>in to or<br>to place<br>into<br>to take<br>or get<br>into                                  | nouns<br>nouns                                 | verbs<br>verbs                                        | empower, endear<br>encase, emplane                                                                                         |
|                                                                                                | BE-  | equipped<br>with; co-<br>vered with,<br>or beset<br>with; to<br>make or<br>put some-<br>thing in-<br>to | nouns<br>nouns<br>adjectives<br>nouns<br>verbs | partici-<br>ples<br>verbs<br>verbs<br>transi-<br>tive | bespectacled,<br>bewigged<br>befog<br>bedevil,<br>bewitch, benumb,<br>becalm<br>befriend, befool<br>bedraggle,<br>bedazzle |
| <p>"Be- plus nouns are especially common as past participles" (op.cit. Zandvoort - p 293).</p> |      |                                                                                                         |                                                |                                                       |                                                                                                                            |
| *                                                                                              | PRE- | Before<br>the<br>period<br>of                                                                           | nouns                                          | adjectives                                            | prewar                                                                                                                     |
| *                                                                                              | DE-  | to get rid<br>of                                                                                        | nouns                                          | verbs                                                 | de-ice<br>de-flower                                                                                                        |
| *                                                                                              | UN-  | to release<br>from                                                                                      | nouns                                          | verbs                                                 | unhorse                                                                                                                    |

\*Pre-, de- and un- as conversion prefixes are not popular. They are more popular as reversative or negative prefixes rather than conversion prefixes.

THE CLASSIFICATION OF THE SELECTED PREFIXES  
ACCORDING TO THE FUNCTION

A. CHORDING PREFIXES

|      |      |     |      |      |
|------|------|-----|------|------|
| NON- | UN-  | IN- | DIS- | MIS- |
| DE-  | PRE- | RE- | SUB- |      |

B. AMBIGUOUS PREFIXES

|        |       |      |
|--------|-------|------|
| UNDER- | OVER- | OUT- |
|--------|-------|------|

C. CONVERSION PREFIXES

|     |     |
|-----|-----|
| BE- | EN- |
|-----|-----|



### CHAPTER III

#### DETAILED ANALYSIS OF THE SELECTED PREFIXES

As mentioned before, the selected prefixes will be divided into three sections according to the last list in Chapter II. Hence, in the following analysis the prefixes will be grouped as follows :

- A. Chording prefixes<sup>®)</sup>: included in this section are the prefixes non-, un-, in-, dis-, mis-, de-, pre-, re-, and sub-. These prefixes are grouped together since they have something in common, that is, their function is to create new stems out of existing ones.
- B. Ambiguous prefixes : The prefixes analyzed in this section are the prefixes over-, under-, and out-. The purpose of grouping them together is that they sometimes function as prefixes and in other times they are adverb particles functioning as prefixes. In other words, they have ambiguous function.
- C. The Conversion Prefixes : Included in this section are the prefixes be- and en-. These two prefixes have the same function, that is, to convert one part of speech of a word into another.

Each prefix will be further analyzed in detail according to the identification, the allomorphs and allo-graphs, and the miscellaneous peculiarities that they have. In the identification, each prefix will be identified according to its origin, meaning and function, i.e. to which part of speech or which stems it is usually attached to. Sometimes, a prefix changes its form

when added to a base or stem or word beginning with certain initial sound, as the prefix in- which becomes il- when added to the word logical which has the initial phoneme /l/. Such a case will be talked about under the subheading of allomorph and allograph. As for miscellaneous peculiarities, any unusual things about the prefix, such as ambiguous words, etc. will be discussed.

It should be noted, however, that most of the illustrations in this analysis are adapted with reference to the following sources :

1. The Chamber's Twentieth Dictionary of the English Language.
2. The Lexicon Webster Dictionary
3. The Webster's New American Dictionary
4. The Collin's Graphic English Dictionary
5. The Oxford Advanced Learner's Dictionary of Current English,

and many other references which are enlisted in the bibliography.

#### A. THE CHORDING PREFIXES

In this section, the prefixes are going to be analyzed in the following order :

1. The Prefix non-
2. The Prefix un-
3. The Prefix in-
4. The Prefix dis-
5. The Prefix mis-
6. The Prefix de-
7. The Prefix pre-
8. The Prefix re-

9. The Prefix sub-

These are all English chording prefixes which serve as living or productive prefixes. With regard to their meanings, prefixes no. 1 to 6 can be included in the negative prefixes.

1. The Prefix NON-

a. Identification. Non- is a chording Romanic prefix which always has the negative meaning 'not'. It derives from the Latin prefix non- which itself derives from the word ne unum, meaning 'not one'. It expresses the same idea as the negative chording Teutonic prefix a- which denotes the mere absence of a quality as in amoral, asexual, etc. Non- is often used to replace the prefix un- or in- which have the same negative meaning. However, with respect to its meaning, non- is less forcible or less emphatic rather than in- or un-<sup>@</sup>): Compare: non-Christian school with un-Christian deed non-Christian implies something which has nothing to do with Christianity whereas un-Christian implies something which is not like what Christians have to be or do.

non-effective with ineffective

non-effective implies something which is entirely not effective whereas ineffective implies a temporary ineffectiveness.

non-professional with unprofessional

non-professional implies something which has nothing to do with profession whereas unprofessional means something which is not like what professionals have to be or do.

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@ F.J. Rowe, MA and W.T. Webb, MA - A Guide To The Study of English -p.23

This prefix is widely used and often used to form new words as non-athletic, nonalcoholic, etc. Formerly, non- is joined with a hyphen, but nowadays American English spelling tends to omit it, as in nonalcoholic.

Most of the time non- is attached to free stems which are usually:

1. nouns (of action) as non-payment, non-aggression
2. adjectives as non-effective, non-chalant
3. Occasionally to verbs as non-stop rain, non-drip paint
4. To other nouns as non-membership, non-alignment
5. To participles as nonscheduled, non-commissioned

Thus, non- is most of the time added to words either simple or complex words to form other words.

b. Allomorphs and Allographs. Non- does not undergo any morphophonemic changes when added to any stems. In other words, it has only one principal allomorph /nɒn/. It is often pronounced with even or initial stress, as:

- 'non-'moral /'nɒn'mɔrəl/
- 'non-'member /'nɒn'membə/
- 'non-'commissioned /'nɒnkə'mɪʃənd/
- 'nonpareil /'nɒnpərel/
- 'nondescript /'nɒndɪskrɪpt/
- but 'nonage /'nɒnɪd /

As for the allograph, it is always written as non-

c. Miscellaneous Peculiarities. As for hyphenation, most of words beginning with the prefix non- are formerly joined with a hyphen, only a few

are not. However, non- which is joined with words beginning with capital letter is always hyphenated, eg.

non-Christian

non-Arab

non-English

Although non- always occur in its original form, not all words beginning with non- contains the prefix. Non- which is a prefix should not be confused with the Latin word nonus, which means 'ninth', as occur in nonagenarian; the word derives from the Latin word nonegenarius which itself derives from the words non ageni, meaning 'ninety each' and novem, meaning 'nine'. The derivative meaning becomes 'a person who is ninety, or between 90 and 100 years old'. It can also be used as an adjective with the meaning 'being between 90 and 100 years old'.

Sometimes, the derivative meaning of the word is different from the original meaning, for example:

The word nonego derives from Latin with the meaning 'not I' but the derivative meaning becomes 'that which is external to consciousness or the objective world'

Non- also appear as a complete word, but it usually appears in phrases which have been completely taken into English such as:

non sequitor, a Latin phrase which means 'it does not follow', with the derivative meaning 'an inference or a conclusion which does not follow the premises'

non troppo, which is an Italian phrase used as a musical term with the meaning 'moderately fast or not too rapidly'

In the word nonjurring, non- does not occur with a free stem instead it occurs with the bound



stem jur, as occur in conjur. If we trace back the etymology of the word, it becomes clear that the word non-jurring consists of the prefix non- and the Latin word juro which means 'to swear'. The word juro then becomes an English bound stem. The derivative meaning of the new word becomes 'not swearing allegiance; applied especially to clergyman of the Church of England who would not swear allegiance to the English government after the revolution of 1688'.

According to Quirk, Greenbaum, Leech and Startvik, non- can normally be regarded as derivable from clause negation, such as:

non-smoker ('one who does not smoke')

non-member ('one who is not a member')

Some new formations, especially noun formations imply pejorative overtone, ie. it denotes something which is depreciating or deteriorating in use or meaning; in other words become worse, as:

non-person which means 'a person who is not (ie. does not count as) a person.

nonentity, which means 'an unimportant person' or thing that does not really exist or that only exists in imagination'.

When contrasted with the prefixes in- or un- the meaning of non- is less forcible than the other two.

Compare: non-scientific      with unscientific  
          noneffective         with ineffective'  
          non-professional    with unprofessional @@)

About the matter, the linguists give the following comment:

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@ op cit Randolph Quirk, Sidney Greenbaum, Georffrey Leech - p 982  
@@ See the explanation on p

"Non- frequently contrasts with un- in expressing binary (non-gradable contrast, rather than the opposite end of a scale: non-scientific vs unscientific, etc."@)

Non- is not hyphenated in the word nonconformist in spite of even stress for the reason that nonconformist is far more common than conformist so that it is hardly felt as deriving from the latter.

## 2. The Prefix UN-

a. Identification. The Teutonic prefix un- is the most common negative prefix that still serves as a living or productive prefix. It consists of two kinds, the one that denotes negation, as in unanswering, unavailing, derives from the Old English un-, meaning 'not' which is allied to Latin in- with the same meaning, while the other one that denotes "reversal of action", as in undo, untie, derives from Old English un- which is akin to German ent-, Gothic and- or English an- as in answer. The prefix un- is attached to a large number of native words, a few to words of foreign origin, so that it is far more productive than the other English native prefixes. About the matter, R. W. Zandvoort gives the following comment:

"It is more firmly rooted in the linguistic consciousness of English people than the negative prefix in- which is far less productive"@)

He then quotes Otto Jespersen's comment:

"It should also be noted that while most of the in- words are settled once for all, and have to be learned by children as wholes, there is always a possibility of forming new words on the spur of the moment with the prefix un-."@@)

Un- is indeed a very productive prefix

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@ Op cit R. W. Zandvoort - pp 297-8  
@@ idem

Most of the time, un- is used with native words, but occasionally it is attached to words of foreign origin as unimportant, unethical, unfortunate, etc.

The chording prefix un- which has negative meaning 'not' or 'the opposite of' is usually attached to stems which are:

- adjectives, as in uncertain, 'not certain', unkind, 'not kind', unfair, 'not fair'
- participles, as in unwilling, 'not willing', uninterested, 'not interested'
- adverbs with -ly, as in uncertainly, 'not certainly', unwillingly, 'not willingly'
- nouns, as in uncertainty, 'the opposite of certainty, unwillingness, 'the opposite of willingness'

The chording prefix un- with the meaning 'reversal of an action' is called the Privative or Reversative Prefix', with regard to its meaning. It also has the meaning 'to deprive' or 'to release from' or 'to get rid of'. With the above meanings, the Privative prefix may be attached to :

- verbs, as in:

|          |   |            |
|----------|---|------------|
| to screw | - | to unscrew |
| to roll  | - | to unroll  |
| to lock  | - | to unlock  |
| to zip   | - | to unzip   |
| to dress | - | to undress |

Verbs with the prefix un- in this respect are not numerous in number and they are usually used transitively, as:

To unlock the door

- nouns, as in:

|       |   |            |
|-------|---|------------|
| horse | - | to unhorse |
| man   | - | to unman   |
| earth | - | to unearth |
| leash | - | to unleash |

Un- in this respect forms verbs out of nouns so that actually, it may be grouped in the class of the Conversion Prefixes. Such formations, however, are rarely found.

- Un- may also be added to participles to form privative participles, as:

unmasked, meaning 'deprived of masked'

unbending, meaning, 'changing from bent position, relaxing'.

It should be noted, however, that when added to participles the prefix un- may be interpreted in more than one ways, as:

- unbound, i. as an adjective which means 'not bound'
  - ii. as the past participle of to unbind which means 'released'
- unsaid, i. as an adjective with the meaning 'not said or expressed'
  - ii. the past participle of the verb to unsay, meaning 're-

tracted' or 'to take something that has been said'

- undeceived

- i. as an adjective with the meaning 'not deceived', freed from deception'
- ii. the past participle of the transitive verb to undeceive meaning 'to cause to be no longer deceived' or 'in error'

- unlearnt

- i. as an adjective with the meaning 'not gained through instruction, ignorant, illiterate, not learned' or 'erudite'
- ii. the past participle of to unlearn, with the meaning 'to put aside or dismiss, as certain knowledge, to forget the knowledge of'

- unbending

- i. as an adjective with the meaning 'not bending'
- ii. as the present participle of the verb to unbend with the meaning 'changing from bent position, relaxing'

b. Allomorphs and Allographs. The prefix un- does not undergo any morphophonemic change. It always occur as /ʌn-/ with or without stress, in other

word, it has only one allomorph.

unanswerable /,ʌn'ɑ:nsəɹəbl/

unbeknown /,ʌnbi'noun/

but

unbend /ʌn'bend/

unclouded /ʌn'klaudid/

c. Miscellaneous Peculiarities. The chording negative prefixes un- and in- are often alternatives. There is only a slight difference in meaning between words with un- and words with in-. However, those attached with the prefix un- are more numerous in number. Among others:

- unalienable - inalienable

unalienable means 'that cannot be taken away or separated' as in unalienable rights.

inalienable means (of rights etc.) that cannot be given or taken away. It is used in formal discourse.

- uncontrollable - incontrolable

uncontrollable means 'that cannot be controlled, ruled or restricted, ungovernable'

incontrolable means 'not governable, delinquent, unmanagable'

- unalterable - inalterable

unalterable means 'not alterable, unchangable, immutable' whereas inalterable means 'not alterable, unalterable'

- indiscriminating - indiscriminating

indiscriminating means 'not discriminating or distinguishing; disregarding or not perceiving differences', whereas indiscriminating means 'not discriminating, selecting in

random manner; without making a distinction;  
lacking perception; confused; promiscuous'

The prefixes un- and in- are alternatives especially when added to adjectives with the suffix -able or -ible. Usually the prefix un- takes words in -able while the prefix in- those with the suffix -ible, as:

- |                  |                 |
|------------------|-----------------|
| - unbreakable    | - indigestible  |
| - unteachable    | - inexpressible |
| - unenjoyable    | - invisible     |
| - uncontrollable | - illegible     |
| - unreadable     | - incorruptible |
| - unsuitable     | - impermissible |

However, this is not always the case.

Some adjectives especially those of Latin origin which end in -able often take in- rather than un-, as:

- inexcusable
- intolerable
- inadvisable
- inconceivable
- imperishable
- indisputable
- ineluctable

When contrasted with non-, the prefix un- may have the meaning 'not good enough (to be)' or 'not what certain people do', for example:

An action which is not good enough to be called scientific is called an unscientific action while an action which is not usually done by Americans is called an un-American action

the prefix non- on the other hand can have the meaning 'not connected with', for example:

A non-scientific book, is a book which is not science, whereas an unscientific book is a book that is not good enough to be called scientific.

A non-American action is action which is not connected with America or Americans, while an un-American action is an action which is not what Americans do.

Such comparison can be found in the following pairs:

- |                  |                    |
|------------------|--------------------|
| - uneconomic     | - non-economic     |
| - undramatic     | - non-dramatic     |
| - unmusical      | - non-musical      |
| - unacademic     | - non-academic     |
| - unprofessional | - non-professional |
| - unmedical      | - non-medical      |
| - un-British     | - non-British      |
| - un-Russian     | - non-Russian      |
| - un-French      | - non-French, etc. |

In some cases, the prefixes un- and in- are attached to the same word with different part of speech. Un- is usually used before the adjective whereas in- is used before the corresponding noun, as in:

- unable (adjective) - inability (noun)
- uncertain (adjective - uncertainty or incertitude)

In the case of uncertain, the noun can be uncertainty, uncertainness or incertitude. Incertitude derives from Middle Latin incertitudo which is a derivative of the Latin incertus, meaning 'uncertain' while uncertain is a hybrid of the native prefix un- and the Latin stem certus, meaning 'certain'.

- unequal (adjective) - inequality (noun)
- unjust (adjective) - injustice (noun)



- unstable (adjective) - instability (noun)

Unstableness exists but instability is more common.

The adjective instable also exists.

- unappetizing (adjective)- inappetance (noun)

The prefix un- is usually added to participles while in- to common adjectives, as in:

- uncompleted - incomplete

- unappreciated - inappreciative

Unappreciated exists but there is a slight difference in meaning between the adjective with in- and the participial adjective: unappreciated means 'not appreciated', 'not properly valued or esteemed as in an unappreciated masterpiece while inappreciative means 'not appreciative', wanting in appreciation, lacking or not showing gratitude' as in an inappreciative person

- uncorrected - incorrect

uncorrected means 'not corrected, not revised, rectified, or amended; not punished; restrained or rebuked', while incorrect means 'not correct, not exact, not according to the fact, improper or unsuitable'

The prefixes un- and in- often occur with the same stem, but the combinations have different meanings. Un- and in- in this case are not alternatives, for example:

- unborn - inborn

The prefix un- in the word unborn is not an alternative of the prefix in- in the word inborn and the meanings of both words are completely different. Unborn means 'not yet born', eg. Future unborn generation. Inborn means '(of a quality) possessed by a person or animal at birth, implanted' eg. A boy with an inborn love of mischief or an inborn talent for art.

The prefix in- in this case is not the negative prefix instead it is the prefix in- with the meaning 'into'.

In some words, the prefix un- is joined to stems which are not complete words, as in:

uncouth - ungainly - unruly

These words derive from the origin completely with the prefix already attached to the stems:

- uncouth derives from Old English word uncuth which means 'unknown', un- and cuth which is the past participle of cunnan meaning 'to know'. The derivative meaning becomes 'lacking manners or social graces, crude; awkward or ungainly, odd, especially in appearance, unusual, archaic; unknown or unfamiliar. The corresponding noun is uncouthness while the adverb is uncouthly.

- ungainly consists of the prefix un- and old stem gainly, geinly which derives from the Icelandic gegn which means 'ready or serviceable; The word is related to -gain in again. The derivative meaning is 'clumsy, awkward; illshaped' as in An ungainly person.

- unruly; there is no obvious source as to etymology of this word, however, the meaning indicates the existence of the prefix un-. The word means 'disregarding, restraint; disposed to violate laws, lawless, turbulent; ungovernable; disorderly'. The corresponding noun is unruliness.

There is a possibility that the Teutonic chording prefix un- with the negative meaning is confused with the Latin prefix uni- with the meaning 'one'. Seemingly these words contain the prefix un- since it has the initial letters <u> and <n>, but, the pronunciation is different. Uni- is pronounced as /juni/ while un- is pronounced as /ʌn/. Thus the pronunciation clar-

ifies the distinction.

The prefix un- also occurs with stems which is found in combinations with dis-. Thus they are sometimes alternatives, eg.:

unbelief - disbelief      unproved - disproved

Sometimes, dis- is attached to the noun while un- to the corresponding adjective, as in:

discomfort - uncomfortable

If we compare them accurately, there is a slight distinction in meaning between the two prefixes. Un- merely implies 'the absence of something' while dis- implies an active meaning. Thus when a theory is unproved, it is 'not yet proved' whereas if it is disproved it has been proved to be false. A further discussion on this comparison can be found in the analysis of the prefix dis-.

### 3. The Prefix IN-

a. Identification. The prefix in- consists of three types which, as a consequence, differ from each other in origin and meaning.

- i. The prefix in- which derives from the Old English and English preposition in which is cognate with the Latin in which has the same meaning. It appears with words such as inborn, insight, etc. and sometimes becomes im- as in imbed, imbody.
- ii. The Latin prefix in- which derives from its preposition and prefix in-, meaning 'in, into'. It is cognate with Greek en, English and Gothic in, Icelandic inn and German ein. It appears in words as in-

clude, inclose. Before words with initial sound /b,m,p/ it becomes im- as in imbibe, immune, implant and before /r or l/ it becomes ir- or il-.

iii. The negative prefix in- which derives from Latin in- meaning 'not'. It is allied to Greek en- and English un-.

Among the three types, only the negative prefix in- serves as a living or productive prefixes. However, as what has been talked about in the analysis of the prefix un-, this prefix is far less productive compared with the native chording prefix un-.

In- has the same meaning as un-, ie. it denotes 'the absence of a quality', 'the opposite' or, 'not, and it is joined to adjectives and the corresponding nouns, verbs, and adverbs:

- to adjectives as insane, independent, indefectible, inactive
- nouns as insanity, independence, indefectibility
- adverbs as insanly, independently, indefectibly
- verbs as immortalize

The negative chording prefix in- sometimes has the meaning 'that cannot be ...', as in:

- invaluable, 'that cannot be valued'
- immeasurable, 'that cannot be measured'
- inextinguishable, 'that cannot be extinguished'
- intolerable, 'that cannot be tolerated'

In- is also an efficient prefix since it can be used to condense two words into one:

- not finite - infinite
- not moral or contrary to morality - immoral
- not possible - impossible
- not balance - imbalance
- not limitable - illimitable
- not relevant - irrelevant

b. Allomorphs and Allographs. The negative chording prefix in- has more than one allomorph which occur in certain environments. It thus undergoes several morphophonemic changes:

- i. The prefix in- has the allomorph /im-/ when it is added to morphemes with the initial phoneme /b/ or /p/ or the bilabial phonemes, as in:

{in-} + {balance} - {imbalance}

{in-} + {possible} - {impossible}

Thus, the alveolar nasal phoneme /n/ of the prefix in- assimilates into /m/, which is a bilabial nasal phoneme, before the initial bilabial stops phonemes /b/ or /p/ of the morpheme it is added to.

- ii. The prefix in- has another allomorph, ie /i/ when it is added to morphemes with the initial phonemes /m,r or l/ and sometimes /n/. For example:

{in-} + {mature} - {immature}

{in-} + {reducible} - {irreducible}

{in-} + {logical} - {illogical}

{in-} + {noxious} - {innnoxious}

In such cases, the prefix in- has under-

gone a loss of phonemes so that the allomorph becomes /i-/. In the above cases, the alveolar nasal phoneme /n/ of the prefix in- drops before the initial bilabial nasal /m/, the alveolar /r/, lateral alveolar /l/ and the alveolar nasal /n/. Thus, the allomorph of in- is not /il-, im-, ir-/ but /i-/ since phonemically the words are /imətʃua/, /iridʒu:səbl/, /ilɔdʒikal/ and /inɔkʃəs/.

iii. Another allomorph of the morpheme /in-/ is /ig-/. It appears only before a few words which has become inseparable, as in:

|         |             |
|---------|-------------|
| ignore  | ignominious |
| ignoble | ignominy    |

In this case, /n/ dissimilates into /g/, a velar stop, before morphemes with initial alveolar nasal phoneme /n/.

Concerning the grapheme, combinations which undergo loss of phoneme usually have a somewhat different spelling. In these combinations, the initial letter of the morpheme which is attached to the prefix is doubled. Thus the grapheme becomes <irrrelevant>, <immoral>, <innnoxious>.

c. Miscellaneous Peculiarities. As what has been discussed in the analysis of the prefix un-, the prefixes in-, and un- are sometimes alternatives. However, being a native prefix, un- is much more productive than the prefix in-.

Concerning the meaning, adjectives with in- has a sense of unfavorableness or unapproval whereas

those with un- has a neutral sense of meaning, like:

inartistic - unartistic

Thus, in the sentence That picture is inartistic, there is a sense of personal judgement, in other words the speaker is not in favor of the picture whereas unartistic in the sentence That is an unartistic picture implies that the picture has nothing to do with art, so there is a more neutral sense of meaning.

immoral - unmoral

When a speaker says Murder is immoral, he is speaking more from his point of view rather than when he says Murder is unmoral. Thus, with regard to the meaning, the prefix un- gives a neutral sense.

Some adjectives with in- has lost its negative idea so that the derivative meaning becomes quite different, as:

different - indifferent

different means 'not the same or separate, distinct' while indifferent has two meanings:

i. Having no interest in something neither for or against

ii. Commonplace; not of good quality or ability as in an indifferent book, a very indifferent footballer

famous - infamous

The word famous has two meanings:

i. known widely; having fame; celebrated

ii. excellent, satisfactory

while infamous means, 'wicked, shameful, disgraceful

valuable - invaluable

valuable means 'of great value; worth or use' while invaluable means 'of value too high to be measured'.

The negative chording prefix in- is usually attached to words of French or Latin origin, as in: inscrutable

The word derives from French prefix in- which derives from Latin and the word scrutable which means 'to search'. The derivative meaning becomes 'incapable of being searched into'

impregnable

The word derives from Old French imprenable (the letter g being inserted as in pregnable) which derives from im- for in- and prendre meaning 'to take'. The derivative meaning is 'not able to be taken or conquered by force, not to be moved, impressed or shaken'

immune

The word derives from Latin immunus which is a derivative of the negative prefix in- and the word munis which means 'bound; under obligation' with the derivative meaning 'free from secure, exempt, not susceptible to'

4. The Prefix DIS-

a. Identification. The prefix dis- derives from Latin preposition and prefix dis-, with the meaning 'asunder' as in disarm, dismember, divulge, which is allied to Greek dis-, di- with the meaning 'double' and to Latin bis- with the meaning 'twice'. The derivative meaning of dis- becomes 'apart, away, asunder' as in discharge, distract or 'negative' as in disbelief, discontent. As a matter of fact, dis- has various forms such as dis-, di-, dif- but these variations only occur in older formations. Sometimes dis- derives through French or directly from Latin, however, the negative idea in the borrowed words with the



prefix dis- is no more apparent. There are two possible reasons as to the lost of meaning, namely, the lack of corresponding words or forms without the prefix (ie. -cuss, -turb as in discuss, disturb do not exist as separate words in English, in other words they are bound stems). and the new meaning develops (eg. disease, dis-tribute)<sup>®</sup>. On the contrary, dis in new formations mainly means, negative, and thus form a number of words.

As a living prefix, generally dis- means the 'reversal or opposite of the idea expressed by the original word or changing the original word to express negative'. However, through close observation it can be seen that the living prefix dis-, like the negative and privative prefix un-, has various meanings. As a negative prefix, dis- may have the meaning 'not, the opposite of, the absence of a quality (and it may be added to stems which are:

- i. adjectives, as in loyal - diloyal  
corteous - discourteous
- ii. verbs, as in appear - disappear  
agree - disagree  
continue - discontinue
- iii. abstract nouns, as in favor - disfavor  
honor - dishonor  
honesty - dishonesty

As a reservative or privative prefix, dis may have the meaning 'to reverse the action, to get rid of, to deprive of', and it may be added to stems which are:

- i. verbs, as in: connect - disconnect  
inflect - disinfect

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<sup>®</sup> Panitia Penyusunan Bahan Pelajaran Bahasa Inggris untuk SLTA Departemen Pendidikan dan Kebudayaan - English for the SLTA - pp 440 - 1

ii. participial adjective, as in

colored - discolored

hearten - dishearten

iii. nouns, as in :

grace - disgrace

use - disuse

b. Allomorphs and Allographs. As what has been discussed in the identification of the prefix dis-. the prefix has other allomorphs ie. /dai-/ & /di-/ usually occurs before roots or stems with initial phoneme /g/, /v/, and /l/, as in:

digest /daɪdʒest/ or /dɪdʒest/

divulge /daɪvʌldʒ/ or /dɪvʌldʒ/

dilate /daɪleɪt/

However, not all stems beginning with the above phonemes are always added with the allomorph /di-/ and /dai-/. In other words, the allomorph /di-/ and /dai-/ only occurs with bound stems which begin with the above phonemes.

When added to stems which begin with initial phoneme /f/ the prefix dis- undergoes a loss of phoneme, thus:

{dis-} + {-fer} - /dɪfə:/

{dis-} + {-fract} - /dɪfrækt/

So is it with the combination diffuse

{dis-} + {-fuse} - /dɪfju:s/

Concerning the allograph, in combinations of the prefix dis and stems with initial phoneme /f/ the initial letter of the stem is doubled, thus:

{dis-} + {-fer} is written as differ

{dis-} + {-fuse} is written as diffuse

{dis-} + {-fract} is written as diffract

Thus, /di-/, /dai-/, and /dis-/ are allomorph of the

same morpheme in which /dis-/ is the principal allomorph. It may be written as follows:

/dis-~~ɔ~~dai-~~ɔ~~di- /

Despite the allomorphs, the prefix dis- which serves as a living prefix always has one allomorph /dis-/ either with strong or weak stress. Usually when it emphatically negates the word it is attached to, the prefix dis- receives strong stress, eg.:

'disbe'lief - to 'disbe'lieve

Before a stressed syllable, it receives weak stress,

as: dis'arm

Occasionally, /dis-/ has an allomorph /diz-/ besides the principal allomorph /dis-/, as in:

dis'arm /dis'ɑ:m/ or /di'zɑ:m/

dishonest /dis'ʌnist/ or /di'zʌnist)

In older formations, where dis- always occurs with the allomorph /diz-/ the words have lost their negative meaning, thus:

disease is not the opposite of ease

disaster means 'great misfortune or suffering'

Dis- also receives medium stress before an unstressed syllable, as in ,diso'bedient, ,disa'bility, ,disad'vantage

Before nouns, usually dis- receives strong stress, as in:

'discount, 'discourse,

but this is not always the case.

c. Miscellaneous Peculiarities. As for the meaning, the prefix dis- implies an emphatic reversal of the action or state so that it is more emphatic than the reversative prefix un-.<sup>②</sup>) Compare:

disproved                      with                      unproved

disarmed                      with                      unarmed

② For further explanation, please see the analysis of Prefix UN-

|               |   |              |
|---------------|---|--------------|
| disinterested | - | uninterested |
| disburdened   | - | unburdened   |
| disembodied   | - | unembodied   |
| dissatisfied  | - | unsatisfied  |
| discover      | - | uncover      |
| discorteous   | - | uncorteous   |
| disabled      | - | unable       |

The prefix dis- is an intensive in the words, dissever, disannal, diminish, disannual. In these words the prefix dis- strengthened the meaning of the corresponding word or stem.

When compared to the prefix mis-, dis- has a stronger meaning, ie. it makes the meaning of the word the exact opposite, whereas the prefix mis- generally means that the action has been incorrectly or inadequately performed. Compare:

disbelief (not believing) with misbelief  
(wrongly believing)

disuse (no longer used) with misused (wrongly used)

distrust (have no trust in) with mistrust  
(feel no confidence in)

displace (put out the right or usual position)  
with misplace (put in a wrong place)

The Latin prefix dis- should not be confused with the Greek prefix di- and its variants di- which has the meaning 'two' or 'double' as occur in the words: dilemma, which means 'a choice between equally disagreeable alternatives'

disyllabic, which means 'of two syllables'

digraph, which means 'two letters that represent a single sound'

5. The Prefix MIS-

a. Identification. Looking at the origin, the prefix mis- consists of three types, namely:

i. The Teutonic Prefix mis-. It derives from Old English, Icelandic, Danish and Dutch mis-, Swedish miss- and Gothic missa- which all mean 'wrongly'. The derivative meaning of the prefix is then 'wrong, wrongly, bad, badly' as in misdeed, mishap, misinformed.

ii. The Latin prefix mis- which derives either directly through Latin word minus, meaning 'less' or through Old French mes-, meaning 'less' as well. The derivative meaning is then 'ill, unfortunate, astray' as in misalliance, misadventure, mischance.

iii. The Greek prefix mis- which derives from Greek mis ein which means 'to hate' as in misogynist, misanthropy.

Among the three kinds of prefix mis- only the Greek prefix mis- has a completely different meaning and does not serve as a living prefix. While the Teutonic and Latin prefix mis- has more or less the same meaning so that it can be classified into the Pejorative Prefixes category, with regard to its meaning. It is called the pejorative prefix since it denotes something which becomes worse and worse.

As a living prefix, the prefix mis- can be added almost freely to verbs, nouns and participles: When added to verbs, usually mis- means 'wrongly', 'badly', as in:

pronounced - mispronounced



manage - mismanage ('manage wrongly')

lead - mislead ('Lead wrongly')

judge - misjudge ('judge wrongly')

When added to nouns usually it means 'bad, wrong, astray' or 'the action has been incorrectly or inadequately performed', as:

pronunciation - mispronunciation ('wrong or bad, incorrect pronunciation')

government - misgovernment ('bad government')

print - misprint ('make an error in printing')

When added to participles, mainly -ed participles, it has the meaning 'to be performed wrongly, badly, or incorrectly', as:

directed - misdirected ('to be wrongly directed')

guided - misguided ('to be guided wrongly')

begotten - misbegotten ('illegitimate')

shapen - misshapen ('badly shaped')

b. Allomorphs and Allographs. The prefix mis- does not undergo any morphophonemic changes. Thus, it has only one allomorph /mis-/. It is sometimes stressed or unstressed.

strong stressed: 'mis'calculate /'mis'kælkjuleit/

'mis'conduct /'miskɒndəkt/

'misunder'stand /'misʌndə'stænd/

'misin'form /'misin'fɔ:m/

weak stressed: mis'fortune /mis'fɔ:tʃən/

mis'call /mis'kɔ:l/

mis'chance /mis'tʃɑ:ns/

mis'rule /mis'ru:l/

Concerning the allograph, usually when attached to stems with initial letter s, the s must be retained, as in:

shape - misshape

spelling - misspelling

spend - misspend

state - misstate

c. Miscellaneous Peculiarities. Mis- is not always hyphenated, however, in some words, it is, as

mis-spell

mis-spend

In the word miscarriage, mis- has more than one meaning: "failure of a court to administer justice properly", "failure to deliver to or to arrive at the destination", "delivery by a woman of an embryo or baby before it is able to live". With the last meaning, the 'wrong' meaning is not so apparent. Thus, in some words the prefix mis- has lost its meaning.

Mis- always occur with a free stem, therefore it serves as a living prefix. In the word misnomer, nomer is also a free stem which derives from French. Nomer is the French word for "to name".

## 6. The Prefix DE-

a. Identification. The prefix de- is a Romanic prefix which derives either directly from Latin as in deduce, or through French as in descend. Occasionally, de- which derives through French represents the Old French des-, which derives from Latin dis-, meaning 'apart', as in defer. However, it may also represent French-Latin de-sa in describe.

As for the meaning, usually de- means 'down' as in descend, 'apart' as in depart or 'astray' as in deviate. But sometimes, de- has a negative or opposite meaning as in deform. De- may also serve as a reversative or privative prefix, that is when it has the meaning

'to reverse the action , to get rid of, or to deprive of'. In short, de- may be included in the class of the reversative or privative prefixes. In some words, de- does not have the above meaning, instead it strengthens the meaning of the word or the stem as in denominate, denude, deliberate. In such cases, de- functions as an intensive, with the sense of 'entirely or completely'.

In his book entitled "A Handbook of English Grammar", Zandvoort observes as follows :

"de- is a living prefix when it means: 'to remove, to undo (what is indicated by the second element') ... de- is not a living prefix and, consequently, unstressed in such words as defend, departure."@)

His opinion does not differ much from that of Quirk, Greenbaum, Leech and Startvik who believe that:

"Productive prefixes normally have a light stress on their first (or only) syllable, the main stress of the word coming on the base: ,pre'fabricated." @@)

These linguists consider de- as a living prefix with the meaning 'to reverse the action', 'the opposite of an action' or 'to get rid of'. Thus de- is a reversative prefix which serves as a living prefix with the above meaning. De- may also mean 'down', as in the words descend, decelerate, decrease, which are all primary derivatives.

In most words, de- does not occur with an existing word, instead it occurs with a bound morpheme. However, the meaning is 'to reverse the action' but unstressed so that it does not serve as a living prefix any longer.

eg.        depreciate which is the opposite of appreciate  
            derange which is the opposite of arrange

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@ R.W. Zandvoort - A Handbook of English Grammar - p  
@@ idem



In these words, de- is not a living prefix.

As a living prefix, de- can be added mostly to verbs as in:

|            |   |              |
|------------|---|--------------|
| humanize   | - | dehumanize   |
| centralize | - | decentralize |
| frost      | - | defrost      |
| magnetize  | - | demagnetize  |
| populate   | - | depopulate   |

De- is also attached to nouns as in:

|             |   |               |
|-------------|---|---------------|
| louse       | - | delouse       |
| mist        | - | demist        |
| forestation | - | deforestation |
| ice         | - | de-ice        |

Apparently, de- in the above combinations convert nouns into verbs. Somehow, such combinations are rare.

b. Allomorphs and allographs. De- has two allomorphs, namely /di-/ and /di:-/, but their occurrence is not regular.

eg. decentralize /di:'sentrəlaiz/  
decarbonize /di:'kɑ:bənaiz/  
debunk /di:'bʌŋk/  
declutch /di:'klʌtʃ/

but

decamp /di'kæmp/  
decipher /di'saɪfə(r )/  
decry /di'krai/  
deform /di'fɔ:m/  
degenerate /di'dʒenəreɪt/  
demobilize /di'məubləɪz/

There is no specific rule as to the choice of /di:-/ or /di-/ but the long vowel /di:-/ has strong stress while the short vowel /di-/ is unstressed. In this case, de-

does not undergo any morphophonemic changes.

c. Miscellaneous peculiarities. De- is not necessarily hyphenated, but some combinations with de- are hyphenated, as :

de-escalate

de-industrialization

de-ice

de-horn

de-cohere

In the first three words, the hyphen is used to avoid doubling a vowel after accented prefixes or any other confusing sequence of letters. In the other two words, the hyphens are used to avoid mispronunciation, especially to indicate a primary stress on the prefix and on the base.

Some new formations with the prefix de- proves that de- is a living or productive prefix. Many new formations are colloquially used, among others:

debag /di'bæg/ meaning 'forcibly take off the trousers from, eg. during rough play among students'

debug /'di'bæg/ meaning 'search for and remove (possible cause of trouble, faults, errors, eg. from a computer programme, engines on a production line')

debunk /di'bʌŋk/ meaning 'reveal the truth about person, idea, institution by stripping away false sentiments, traditions, etc.'

Some other new formatives are used formally:

de-escalate /'di'eskəleɪt/ meaning 'decrease the area or intensity of, eg. bombing'

deflate /di'fleɪt/ meaning i.) 'make (a tyre

ballon, etc.) smaller by letting out air or gas; ii.) take action to reduce the amount of money in circulation in order to lower or keep steady the prices of salable goods.'

de-horn /'di'hɔ:n/ meaning 'remove the horns from' (cattle)

de-ice /'di'ais/ meaning 'free, eg. the surface of an aircraft, from ice'

dehydrate /'di'haidreit/, meaning 'deprive (a substance) of water or moisture'

Most of new formations with de- are scientific, economics and social-politics terms, such as:

deflate, the opposite of inflate

devalue, the opposite or revalue

decarbonize, the opposite or carbonize, etc.

## 7. The Prefix SUB-

a. Identification. The prefix sub- is a Latin or Romanic forms modern derivatives. The Latin sub- is also a preposition and it is allied to Greek Hypo- which means 'under', Sanskrite upa-, meaning 'near' and to English up, meaning 'over'

Sub- has various meanings, namely:

i. 'under' or 'beneath' as in:

subway, meaning 'underground passage or tunnel, eg. to enable people to get from one side of a busy street to another'

subsoil, meaning 'layer of soil that lies immediately beneath the surface layer'

sub- with the meaning 'under' or 'beneath' is usually added to stems which are nouns

- ii. 'secondary repetition', as in:  
sublet, meaning 'rent to somebody else  
(a room, house, etc. of which one is a  
tenant)' or give part of (a contract, eg.  
for building a factory) to somebody else'  
subdivide, meaning 'to divide into further  
divisions'

With the above two meanings, sub- can be  
classified into the group of the Locative  
Prefixes.

- iii. 'secondary, lower in rank' or 'less than'  
thus it express subordination as in:  
sub-committee, meaning 'committee formed  
from members of a main committee.'  
sub-standard, meaning 'below average  
standard'

- iv. 'not quite', 'almost' or 'imperfectly'  
as in:  
subtropical, meaning 'bordering on the  
tropics nearly tropical'  
subnormal, meaning 'below normal'  
Sub with the above meaning is mainly  
prefixed to adjectives whose meanings  
suggest that sub- may be included in the  
group of The Prefixes of Degree or Size.

The prefix sub- occurs also in primary derivatives  
as subsist, submit, subscribe, subsume. If we look at  
these words, we will see that the bases are not complete  
words and thus cannot stand by themselves, ie. they are  
bound morphemes. Let us observe these words from the  
point of view of etymology:

subsist derives from Latin word sisto or sistere meaning 'to stand, to be fixed'. The derivative meaning becomes 'existence' or 'that which furnishes support to life, means of support'. The stem -sist occurs also in other words as insist, consist, etc.

submit derives from Latin submittere which consists of the prefix sub- and the original root mittere or mitto, meaning 'send'. One of the derivative meaning is 'to put (oneself) under the control of another'. The stem -mit also occurs in other words as commit, admit, omit, etc.

subscribe derives from Latin subscribere which consist of the prefix sub- and the Latin word scribere meaning 'to write'. This give a derivative meaning 'to undertake by giving an agreement'. The stem -scribe also appears in other words as inscribe, describe, etc.

Subsume derives from Latin subsumere which consists of the prefix sub- and the Latin word sumere, meaning 'to take'. The derivative meaning becomes 'to bring under a rule or in particular class. The base -sume also appear in other words as assume, presume, consume.

The above examples suggest that sub- does not always occur in secondary derivatives, instead it may also occur in primary derivatives. The prefix sub- which occurs in primary derivatives usually comes directly from Latin or through French and it does not always occurs with the main allomorph /sʌb-/. It frequently occurs with its variants as in succeed, suffer, suggest, summon, support, surrogate, sustain. These words are no longer felt as derivatives, however, they contain the prefix sub-. To clarify the matter, let us

look at these words one by one from the point of view of etymology:

succumb derives from Latin succumbere which consists of the prefix sub- and the word cumbere, meaning 'lie'. The derivative meaning is 'yield to temptation, flattery'. Succumb comes from suc- + -cumb.

suffer derives from Latin suffere which consists of the prefix sub- and the Latin word fero, meaning 'to bear'. The derivative meaning becomes 'to undergo sth. unpleasant'. Suffer comes from sub-, + -fer.

suggest derives from Latin suggestus which consists of the prefix sub- and the word gerere, which means 'to bear'. The derivative meaning is 'put forward for consideration'. Suggest - sub- + -gest.

summon derives from Latin summonere, which consists of the prefix sub- and the Latin word moneo, meaning 'to remind'. The derivative meaning is 'to send for attendance or ask the attendance of. Summon - sub- + -mon.

support derives from Latin supportare, which consists of the prefix sub- and the word portare, meaning 'to carry'. The derivative meaning is 'to help (sb. or sth.) to go on. Support - sub- + -port.

surrogate derives from Latin surrogatus, which consists of the prefix sub- and the word rogo, meaning 'to ask'. It means 'deputy, esp. of a bishop'. Surrogate comes from sub- + -rogate.

sustain derives from Latin sustinere which consists of the prefix sub- and the word tenere, meaning 'to hold'. The meaning becomes 'to uphold or to keep from falling'. Sustain comes from sub- + -tain.

Usually in secondary derivative with the prefix

sub- the prefix almost always occur with the main allomorph /sʌb-/. However, there are some secondary derivatives which take another allomorph of the prefix sub-, like supposition which comes from the prefix sub-, meaning 'under' and the Latin pono, meaning 'to place'. The derivative meaning is 'to lay down or regard as fact for the sake of argument'.

b. Allomorphs and allographs. Looking at the above examples, it can be said that the prefix sub- undergoes certain morphophonemic changes, especially in combinations that derived completely from the origin, ie. Latin:

1. sub- before /t/ becomes sus- /sʊs-/  
Thus /b/ assimilates into /s/ because of /t/ eg. sub- + -tain - sustain /sʊsteɪn /
2. sub- before /p/ + vowel becomes sus- /s s-/  
Thus /b/ assimilates into /s/ because of /p/ + vowel.  
eg. sub- + -pend - suspend /sʊspend/  
sub- + -pect - suspect /sʊspekt/
3. sub- before /s/ becomes suc- /sʊk-/  
Thus /b/ assimilates into /k/ because of /s/ eg. sub- + ceed - succeed /s ksi:d/
4. sub- before /f/ becomes su- /sʌ-/ or /sʊ-/  
Thus /b/ is dropped because of /f/  
eg. sub- + -fer - suffer /sʌfə:/  
sub- + -fuse - suffuse /sʊfju:z/
5. sub- before /m/ becomes /sʊ-/. Thus /b/ is dropped because of /m/  
eg. sub- + -mon - dummon /sʊmʊn/
6. sub- before /r/ becomes su- /s -/. Thus

/b/ is dropped because of /r/

eg. sub- + -render - surrender /sərendə/

7. sub- before /p/ + consonants becomes su- /sə-/. Thus /b/ is dropped because of /p/ + consonant.

eg. sub- + ply - supply /səplai/

sub- + plant- supplant /s pla:nt/

8. sub- before /dʒ/ becomes su- /sə-/. Thus /b/ is dropped because of /d /

eg. sub- + -gest - suggest /sədʒest/

Hence, sub- has several allomorphs which are phonologically conditioned and thus it can be described as:

sub- --- /sʌb/ səb/ səs/ sək/ sɪs/ sɪsə- /

From examples 1 to 3 we can see that sub- undergoes assimilation while from those of 4 to 7, sub- undergoes loss of phoneme.

In the combinations which undergo loss of phoneme, the initial letter of the stems are doubled, for example:

sub- + -fer - suffer

sub- + -mon - summon

sub- + -render - surrender

sub- + -ply - supply

sub- + -gest - suggest

When occurring with stems which are words, sub- has two allomorphs, namely /sʌb-/ and /səb-/. The allomorph /sʌb/ occurs when the prefix is stressed:

subconscious /'sʌb'kɒnsjəs/

subcontinent /'sʌb'kɒntinənt/

subdivide /'sʌbdi'vaɪd/

but



subdue /səb'dju:/'

subjuncture /səb'dʒʌŋktʃə:(r)/'

submit /səb 'mit/'

c. Miscellaneous Peculiarities. Since sub- has more than one allomorphs, it should not be confused with other prefixes which sometimes take the same form as one of the allomorphs, for instance the prefix super- which has /s -/ as its allomorph, as in :

surmise which derives from the prefix sur- with the meaning 'upon, above' and the Latin word mittere, 'to send'. The derivative meaning becomes 'guess, conjecture'.

Combinations of sub- and nouns to form other nouns frequently get compound stress, as in:

'subma 'rine /'sʌbmə'ri:n/'

'subdi'vision /'sʌbdi'vɪʒən/'

8. The prefix PRE-

a. Identification. The prefix pre- derives from Latin prae-, which is both preposition and prefix, with the meaning 'before'. This Latin prefix prae- is akin to the prefix pro-, per- and primus- as in prison, provost. Pre- is competing with the prefix ante- with the same meaning and found almost entirely in borrowed words as antediluvian, antenatal, etc.

The main meaning of pre- is 'before, before hand, or in advance' as in predict, preeminent, prefer. The meaning may vary, as in the following:

- i. 'before in place, front or interior'
- eg. prefix, meaning 'what is fixed before'

preamble, meaning 'introduction or preliminary statement (esp to a formal document)'

ii. 'before in time, previously'

eg. prearrange, meaning 'to arrange beforehand, in advance'

prewar, meaning 'before the war'

iii. 'before other in rank or degree'

eg. precentor, meaning '(in English Cathedrals) member of the clergy in general control of the singing'

Pre- is a prefix that belongs to the group of the chording prefixes, with regard to the function, and Prefixes of Time and Order, with regard to its meanings. It is usually attached to stems which are:

- nouns, mainly to form adjectives as:

prenatal, meaning 'preceding birth'

prekindergarten, meaning 'the period before kindergarten'

- adjectives to form other adjectives, as:

premarital, meaning 'before marriage'

preconscious, meaning 'pertaining to

material absent from consciousness:

by readily recalled' or to

participial adjective, as:

preoccupied, meaning 'having the

attention taken up previously'

- verbs to form another verbs:

precook, meaning 'to partially or

completely cook for quick heating and

serving at a later time'

preview, meaning 'to view of a film, play, etc. before it is shown to the general public

prestress, meaning 'to apply stress beforehand to increase resistance to later stress'

presuppose, meaning 'to assume beforehand'

pre-record, meaning 'to record in advance'

- nouns to form another noun:

prefab, meaning 'house (of the kind erected in Great Britain after the Second World War)'

precaution, meaning 'care taken in advance to avoid a risk'

prejudgement, meaning 'make up one's mind about (a person, cause, action, etc.) before hearing the evidence, making a proper inquiry, etc'

Pre- is not always attached to stems which are words: sometimes it is attached to a stem which is a bound morpheme; but it does not necessarily form secondary derivatives only, for instance:

preclude (verb), meaning 'to prevent (sb. from doing sth); make impossible'. It derives from Latin praecludo, prae meaning 'before' and cludo, claudio, meaning 'to shut'

precede (verb), meaning 'to come or go before (in time, place or order)'. It derives from Latin praecedo, prae meaning 'before' and cedo meaning 'I move'.

predict (verb), meaning 'say, tell in advance



or unstressed, usually when followed by a stressed initial vowel, as:

preamble /pri:'æmbl/  
preoccupy /pri(:)'ɔkjupai/  
pre-empt /pri(:)'empt/

but pre-exist /'pri:ig'zist/

Sometimes, it is pronounced as /pri-/ and it is usually unstressed, as:

prehensile /pri'hensail/  
preserve /pri'zə:v/  
preclude /pri'klu:d/

It may also be pronounced as /pre-/ as in

preposition /,pre pə'ziʃən/

In this word the meaning of the prefix has faded.

Hence we can say that pre has three allomorphs while /pri-/and /pre-/ are the other allomorphs.

c. Miscellaneous Peculiarities. As for hyphenation, some combinations with the prefix pre- are hyphenated especially when they indicate 'something exist before the time of', as:

pre-war  
pre-fourteenth-century

Or in other combinations like:

pre-empt, pre-emption, pre-emptive  
pre-digest  
pre-exist  
pre-shrunk  
pre-view or preview  
prewar or pre-war

When hyphenated the prefix usually receive stress.

Pre-, especially which forms nouns is often ambiguous in meaning, although if we trace back the

origin, it becomes clear that the word contains the prefix. Such a case is caused by its complete derivation from Latin or through French, for example:

precentor. The word derives from Latin prefix prae- and Latin word centor or cantor meaning 'a singer' which derives from cano, cantum, meaning 'I sing'. The derivative meaning becomes 'an individual who leads choir or congregational singing'.

precept. It derives from French precepté which comes from Latin praeceptum, prae, 'before' and capio 'to take'. The derivative meaning becomes 'a commandment intended as an authoritative rule of an action'.

predestination. The word derives from Latin praedestino; prae-, 'before' and destino, 'I determine'. Its derivative meaning is 'the act of decreeing of foreordaining events'.

Pre- also forms new combinations with native stems, for example:

preseason - season derives from the Old English seson, sesoun, which comes from Old French seson, seison or Modern French saison, literally means 'time of sowing'. The French word saison, originally derives from Latin satio, sationis 'a sowing' or the verb sato, satum meaning 'to sow'.

preheat. The word heat comes from Old English haetie or haete which derives from the word hat meaning 'hot'.

preshrunk. The word shrunk is the past participle of 'to shrink' which derives from Old English srincan which itself derives from Old Dutch schrinken meaning 'to shrink'.

preschool. The word school derives from Old

English scol which is the same as the Old French ecole or Modern French école, the derivative of Latin schola, meaning 'leisure time given to learning'.

The prefix pre-, being a productive chording prefix, is also found in many new combinations such as:

preatomic,

precancerous

preaxial

premedical

presanctified

9. The Prefix RE-

a. Identification. Re- is another productive prefix which derives from Latin prefix re- or red- with the meaning 'back or again' as in refrain, redeem. It occurs in many words borrowed either directly from Latin or through French. The word redact, for example, comes from Latin word redactus which is the past participle of redigere, with the meaning 'to bring back' or 'to reduce', while the word refrain, which derives from Old French refraindre, which is itself a derivative of the Latin refringo, meaning 'to break again or interruption to the course of a piece', does not derive directly from Latin.

Like its origin, the prefix re- also means 'again' or 'back', 'for the second time', 'in a different way'. In other words, it means 'a repeated performance of the action', for example:

rebuild (verb), meaning 'to build or put together again'

reclaim (verb), meaning 'to bring back (waste land, etc.) to a useful condition, a state of cultivation

etc., or to demand that something be given back'

resettlement (noun), meaning '(esp of refugees) the settling again in a new country'

reiteration (noun), meaning 'act of saying or doing again several times'.

reborn (adjective), the figurative meaning is 'born again'.

Re- can be combined with stems of the following part of speech:

- verbs, to form other verbs; when attached verbs usually re- has the meaning 'to do something over'
- nouns, mainly abstract nouns, to form other nouns
- Occasionally to adjectives to form other adjectives.

Re- is also attached to bound stems to form borrowed words which were taken into English either directly from Latin or through French with the prefix already attached, like:

reduce. This word comes from Latin reduco, re- meaning 'back' and duco which becomes an English bound stem -duce, meaning 'to lead'. The derivative meaning becomes 'to make less; make smaller in size, appearance, price, etc!'

respond. The word comes from Old French respondre (French répondre), which derives from Latin respondeo, re- meaning 'back' and the word spondeo, meaning 'to promise solemnly'. The derivative meaning becomes 'to give a reply, to react or to act in answer to, or because of the action of another'

release. It derives from Old French relesser,



which consists of the prefix re- and the verb laisser, meaning 'to leave' which itself derives from Latin laxare, meaning 'to loosen'. The derivative meaning is 'allow to go, set free; unfasten'

In such cases the prefix has lost or changed its original meaning.

In some words, re- often suggests an improvement, as:

rewrite, meaning 'to write again in order to improve the previous ~~paint~~<sup>write</sup>'

repaint, meaning 'to paint again in order to improve the previous paint'

replan, meaning 'to plan again in order to improve the plan before'

reinvest, meaning 'to invest again in order to improve the previous investment'

redesign, meaning 'to design again in order to improve the previous design'

readjust, meaning 'to adjust again in order to improve the previous adjustment'

reedited, meaning 'to edit again in order to improve the previous edition'

b. Allomorphs and allographs. The pronunciation of the prefix re- varies in several different ways. In borrowed words, re- is pronounced as /ri-/ and it does not receive any stress while in newer formation, re- is pronounced as /ri:-/ and it receives stress, thus:

recover /'ri:kʌvə/

release /ri'lis/

reduce /ri'dju:s/

recoil /ri'kɔil/

but

re-cover /'ri:kʌvə/

re-read /'ri:'ri:d/

re-tell /'ri:'tel/

re-count /'ri:'kaunt/

In some older formations, those which derives from French or Latin with the prefix already attached, the prefix re- is pronounced as /re-/ in stressed position,

as: recognize /'rekəɡnaiz/

reconcile /'rekənsail/

regular /'regjʊlə/

renovate /'renouveit/

or in unstressed position, as:

recollect /rekə'lekt/

recommend /rekə'mend/

Occasionally, re- is unstressed eventhough it is pronounced as /ri:-/, as:

react /ri:'ækt/

recapitulate /ri:ke'pitjuleit/

recurve /ri:'kə:v/

redeploy /ri:di'plɔi/

redouble /ri:'dʌbl/

In short, the prefix re- has three allomorphs, namely /ri-/, /ri:-/, and /re-/, which occur in certain environments.

Like the case with the prefix pre-, some authorities do not regard words like remain, remember, remote, which has weak stress /ri-/ or to recollect, recompense, which has medium strong stress, as belonging to this area.<sup>@)</sup> However, from the point of view of etymology such words do belong to the prefix re- combinations.

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@ op. cit. Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Startvik - p 981

c. Miscellaneous Peculiarities. As for hyphenation, the prefix re- is often joined with a hyphen when added to verbs, such as:

re-cover

re-read

re-tell

re-form

The use of the hyphen should be considered lest there is any misunderstanding, for example:

recover, means 'to get back or to get well again' while re-cover, means 'to cover something again'

reform means 'to mend one's ways, to mend and improve, whereas re-form means 'to form or shape again'

When hyphenated, the prefix re- takes stress and occur with the allomorph /ri:-/ as:

re-join /'ri:dʒɔɪn/

re-organize /'ri:ɔ:gənəɪz/

A hyphen should also be used when re- is joined to stems with initial vowel phoneme /i:/ or the initial letter e, thus:

re-enter

re-established

re-elect

## B. AMBIGUOUS PREFIXES

Under this subheading, the writer chooses three ambiguous prefixes namely, over-, under-, and out-. These 'prefixes' are grouped together since they have some peculiarities which are much in common. One of their peculiarities is that some authorities regard them as particles which form compounds rather than

derivatives. In other words, they are sometimes regarded as adverb particles and in other times as they are used as prefixes.

To clarify the matter, let us refer to what some authorities say about it. Zandvoort, although he gives some comments on the overlapping of derivation and composition, regards them as particles which form compounds rather than derivatives. In the discussion of compounds, he analyzes combinations with the prefixes in the following way:

- outpost, outbreak, underclothes, overcoat are noun compounds which consist of an adverb element and a noun element.

- over-anxious, underripe, are compound adjectives which consist of an adverb element and an adjective element.

- overcome, outbid, underestimate are compound verbs which consist of an adverb element and a verb element. @)

Other linguist, J.C. Nesfield, agrees with such opinion. However, he has a more moderate opinion. He regards these ambiguous prefixes as Separable Teutonic Prefixes, @@) ie. capable of being used as separate words. Such words, according to him might be called compounds, but as prefixes they have certain meanings, like:

- out- gives certain verbs the sense of surpassing, as:

to outlive, 'to live beyond'

to outvote, 'to defeat by votes'

to outran, 'to run faster or better than'

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@ R.W. Zandvoort - A Handbook of English Grammar - pp 277-8  
@@ J.C. Nesfield - Outline of English Grammar - pp 175 - 186

overeat, 'eat too much'

oversleep, 'sleep too long'

overworked, 'worked too long'

- under- denotes deficiency, too little, as:

underfed, 'having had too little food'

underpaid, 'paid (workmen) inadequately'

undervalued, 'valued at less than the true worth'

undercharged, 'charged too little for (sth) or to (sb)'

In short, combinations with out-, over-, and under- with other meanings than the above are regarded as compound particles.

Other linguists, Quirk, Leech, Greenbaum and Startvik give the following comment about the matter:

"Affixation and compounding are not always easy to distinguish. For example we have to decide whether in- group is a compound with a prepositional adverb as its first element, or whether the in- is a prefix comparable to the pre- of prewar. In fact, the meaning (clearly relatable to that of the adverb) and the initial stress suggest that it is a compound" @)

Further they say:

"Meaning, spelling and pronunciation (including compound stress, or main stress on the first element) all help to mark the divergence between a word element and the separate word from which, historically, it may have been derived, we shall not attempt to assign priority to any of these criteria, or to prescribe a particular point beyond which compounding becomes affixation" @@)

In their analysis on prefixation they consider out-, over-, under- as prefixes when they are attached to certain words and have certain meanings just as what Nesfield proposes. According to these linguists, in noun compounds as overspill, underpass, under- and over-

@ op cit Randolph Quirk, Sidney Greenbaum, Geoffrey Leech  
Jan Startvik - A Grammar of Contemporary English - p 978  
@@ ibid p 988

are locative prefixes rather than locative prefixes. They are so called because the bases in overspill and underpass are phrasal verbs. In short, overspill is a noun which derives from the phrasal verb to spill over and underpass is the noun of the phrasal verb to pass under.

However, some other authorities considered under-, over- and out- with the prepositional and adverbial meaning as prefixes. In Reader's Digest's How to Increase Your Word Power, over- in any combinations are considered native words that are used as prefixes. In addition in Hornby's Advanced Learner's Dictionary, over- is considered a prefix with various meanings, as:



- across, above, as in overland, overhead
- to excess, too much as in overcharge, overwork
- with the various senses of 'over' as defined in the dictionary like overpower, overthrow.

With regard to the above opinions, the writer prefer to follow the opinions that over-, under-, and out- are prefixes as long as they have certain meanings as what Nesfield proposes, and as long as their bases are not phrasal verb. Over-, under- and out- with other meanings than what Nesfield proposes are considered adverb particles or preposition which are used as prefixes. Thus they are particles that form compounds. In other words, we should distinguish between prefixes and particles.

1. The Prefix OUT-

- a. Identification. Out- is a separable

Teutonic prefix, ie. it is capable to be used as a separable word. It derives from the Old English ūt which is the same as Dutch uit, Old High German ūz, German aus and also Icelandic and Gothic ut which all have the same meaning. It is also akin to a Sanskrite prefix ud- which has two meanings, namely 'up' and 'out'.

As a prefix, out- means 'beyond'. It gives certain verbs the sense of surpassing. In other words it means '(to do something) better, faster, longer, etc. than ...' eg.:

- outlive (transitive verb) means 'last longer than or to endure the results of'

- outwear (transitive verb) means 'to last longer than'

- outrun (transitive verb) means 'to run faster than'

- outbalance (transitive verb) means 'to outweigh or weigh down'

- outbrave (transitive verb) means, 'to surpass in bravery'

- outfox (transitive verb) means, 'to get the better of or to outsmart'

- outgo (transitive verb) means, 'to advance beyond, to surpass'

Looking at the meaning, we can classify out- as a prefix of Degree or Size.

As seen from the above examples, the prefix out- is mainly added to intransitive verbs to form transitive verbs. For example:

to do (intransitive verb) - to outdo (transitive verb)

to face (intransitive/transitive verb) - to

outface (transitive verb)

to fight (intransitive/transitive verb) - to

outfight (transitive verb)

Out- as a separate word, is often used as a preposition or adverb with various meanings. Out in this case is used as a prefix.

b. Allomorphs and allographs. Combinations with the prefix out- does not undergo any morphophonemic changes. Out- has only one allomorph that is /aut-/:

eg. out /aut-/ + grow /grəʊ/ - outgrow /autgrəʊ/

out /aut-/ + march /mɑ:tʃ/ - out march /autmɑ:tʃ/

out /aut-/ + range /reɪndʒ/ - outrange /autreɪndʒ/

In most combinations, out- is unstressed. However there is a few exception. In the word outmanoeuvre, for example, which means 'overcome, get the better of, by being superior in manoeuvring', out- receives a primary stress. The stress shift is probably affected by the stress on the base, ie. manoeuvre /mə'nvə(r)/. The three syllable base receive primary stress on its second syllable.

Looking at the above examples, it is clear that out- is mostly **attached** to verbs with one or two syllables which receives primary stress on their first syllable.

c. Miscellaneous peculiarities. Out as a preposition or adverb which is used as a prefix is regarded as a locative particle, with the meaning 'located outside', as in:

outhouse, meaning 'a small building adjoining the main building (eg. shed, barn or stable)

outpost, meaning '(soldiers in an) observation post at a distance from the main body of troops'



outpatient, meaning 'person visiting a hospital for treatment but not lodged there'

outcaste, meaning '(eg. in India)(person) having lost or being expelled from, or not belonging to a caste'

outgo, meaning '(opp. of income) that which goes out or is paid out; expenditure'

outlook, meaning 'view on which one looks out'

As an adverb particle is often used to form a phrasal verb, as:

to run out which has various meanings, among others: 'go out', 'come to an end', 'be exhausted', 'pass out', 'project'

to walk out which means 'go on strike'

As a preposition, out may be used in various ways, usually combined with of. It may function as:

- a negative preposition which denotes negative position or direction as in out of the way
- a place preposition which is used metaphorically or abstractly, as out of danger, meaning 'amidst many troubles'
- a prepositional phrase used as adjunct, as out of duty
- as a preposition denoting ingredient or material as out of wood, ie. wood was the only material.

When added to other than verbs usually form compound nouns or compound adjectives rather than derivatives. Out in these combinations functions as locative particle rather than locative prefix, eg.:

fall (noun) + out- - oufall (noun), meaning 'place where water falls or flows over'

rage (noun) + out- - outrage (noun) meaning  
'extreme violence or cruelty'

back (adjective) + out- outback (adjective)  
'the more remote and sparsely populated  
areas'

bound (adjective) + out- - outbound (adjective)  
'outward bound'

Out in the word outwear is rather ambiguous,  
since it may be either a locative prefix or a locative  
particle. If we look at the meaning, outwear has two  
meanings:

'last longer than'

'wear out, use up, exhaust'

Out with the first meaning is obviously a locative  
prefix. It will be clearer when we put it in a  
sentence like

Well-made leather shoes will outwear two pairs  
of cheap rubber shoes.

On the other hand, out in the second meaning is clearly  
a locative particle. If we look at the stem, to wear out,  
it becomes clearer that it is a phrasal verb. Outwear  
with the second meaning is often attributive and used  
in the past participle form, outworn as in outworn  
quotation.

## 2. The Prefix OVER-

a. Identification. Over- is another  
separable Teutonic prefix that derives from the Old  
English preposition ofer which is the same as Dutch  
over, German über, Icelandic yfir, Gothic ufar, which  
all have the same meaning as the English over. It is  
also akin to Latin super, Greek hyper, meaning 'over'

and also to Sanskrite upari, meaning 'above'.

The prefix over- has the meaning 'too much', 'above the average', 'beyond' or 'to an excessive degree'.

Thus it denotes excess, as in:

overabundant (adjective) meaning 'too abundant'  
overbusy (adjective) meaning 'too busy'  
overpayment (noun) meaning 'too much payment'  
overstrain (noun) meaning 'too much strain'  
overburden (verb) meaning 'to burden too much'  
overproduce (verb) meaning 'to produce too much'  
overjoyed (participial adjective) meaning  
'enthusiastically delighted'

Considering the meaning we can classify over- into the group of the Prefixes of Degree or Size.

The prefix over- is usually attached to verbs to form other verbs, nouns to form derivative nouns, adjectives and participles to form derivative adjectives, such as:

- The prefix over- with stems which are verbs:

over- + to act - overact (verb) meaning 'to act too much'

over- + to eat - overeat (verb) meaning 'to eat too much'

over- + to simplify - oversimplify (verb)  
meaning 'to simplify too much'

From the above examples we can see that the meaning of the derivatives verbs become clearer when we put too much after the verb in place of the prefix over: overeat - eat too much

- The prefix over- with stems which are nouns:

over- + confidence - overconfidence, meaning  
'too much confidence'

over- + population - overpopulation, meaning  
'too much population'

over- + anxiety - overanxiety, meaning 'too  
much anxiety'

Here too the meanings of the derivative nouns  
become clearer when we put too much in place  
of the prefix over-: overconfidence - too much  
confidence.

- The prefix over- with stems which are adjectives:

The adjectives may either be common adjectives  
or participial adjectives, as in:

over- + careful - overcareful meaning 'too  
careful'

over- + acting - overacting meaning 'too acting'

over- + excited - overexcited meaning 'too  
excited'

In such cases, the meaning of the derivative  
adjectives becomes clearer when we put too in  
place of the prefix over- : overripe - 'too  
ripe'

b. Allomorphs and allographs. Combinations  
with the prefix over- do not undergo any morphophonemic  
changes at all. Over - is always pronounced as /ouvə(r)/  
and it never changes. Thus over has only one allomorph,  
ie. /ouvə(r)/. Combinations with over- do not undergo  
a change in its grapheme as well.

Speaking about stress, the prefix over- always  
receives stress. As for the derivatives, the stress on  
the combinations with the prefix over- never changes, as  
in:

'over- + sus'picious - 'oversus'picious

'over- + 'burden - 'over'burden

'over- + en'thusi'astic - 'overen'thusi'astic

'over- + ,valu'ation - 'over,valu'ation

c. Miscellaneous Peculiarities. When used as a separate word over- is either a preposition or an adverb with various meanings. As a preposition it generally means 'above'. Sometimes it has the meaning 'from one side to the other', '(of time) until', 'more than', concerning' etc. While as an adverb it indicates movement, motion either from one side to the other or upwards and outwards. It may also indicate through transference, repetition of something which remains, has finished, more than or on the whole surface. Both as an adverb and preposition, over can be used as a prefix to form compound as in:

overall (noun) meaning 'loose fitting garment (eg. as worn by housewives, or small children during play'

overarch (verb), meaning 'to form an arch (over)'

overboard (adverb), meaning 'over the side of a ship or boat into the water'

overcome (verb) meaning: i. 'get the better of; be too strong for' ii. 'make weak'

overhang (verb) meaning i. 'hang over; be over, project over, like a shelf' ii. 'threaten; be likely to come'

overshoot (verb), meaning 'shoot over or beyond (a mark)

overside (adverb), meaning 'over the side (of a ship)'

overturn (verb), meaning '(cause to) turn over; upset'

In some combinations over- can either be a prefix or an adverb or preposition used as a prefix,

such as:

overgrowth (noun), meaning: i. that which has grown over ii. growth that is too far or excessive. The second meaning clearly marks the existence of the prefix over- although too much cannot be put in place of over-. Still the meaning 'too far or excessive' suggest that over- in the above combination is clearly a prefix. On the other hand overgrowth with the first meaning is indeed an adverb that is used as a prefix to form a compound.

overweening (adjective), meaning 'having marked by excessive self confidence or conceit'. Looking at the meaning, it is clear that over in this combination is a prefix but if we analyze the stem ween, which is an archaic word with the meaning 'be of the opinion that' we cannot but draw an analogy between the meaning of the stem and that of the derivative. The conclusion is over- in overweening is a prefix.

### 3. The Prefix UNDER-

a. Identification. Like the previous prefixes, the prefix under- is another separable native prefix that is so called since it derives from the Old English preposition under which is the same as Dutch onder, German unter, Icelandic undir, which all mean 'under'. It is comparable with Sanskrite adharam, meaning 'lower', adhas meaning 'below' and Latin inferior, meaning 'lower' or infra, 'below'.

Contrary to the prefix over-, the prefix under- denotes deficiency. It means 'too little', 'not enough' or 'to an inadequate or insufficient degree', eg.

underact (verb), meaning 'to act with too little

spirit, energy, emphasis'

underfed (adjective) meaning 'having too little food'

undercharge (verb), meaning 'charge too little for (sth) or to (sb)'

understaffed (adjective), meaning 'having too small a staff'

Since it indicates deficiency the prefix under- can be classified into the group of the Prefixes of Degree or Size, with regard to the meaning.

As a prefix under- is mainly attached to stems which are verbs, such as:

underact, under- + to act

undercharge, under- + to charge

and to participles such as:

underfed, under- + fed (participle of to feed)

underprivileged, under- + privileged (participle of privilege)

b. Allomorphs and allographs. The prefix under- has two allomorphs namely /ʌndə-/ and /ʌndər-/. The allomorph /ʌndə-/ occurs when the prefix is added to bases beginning with consonants, as:

underdone /ʌndə'dʌn/

undernourished /ʌndə'nʌrɪʃt/

underpay /ʌndə'peɪ/

underproduction /ʌndə'prɒ'dʌkʃən/

On the other hand, the prefix under- occurs with the allomorph /ʌndər-/ when added to bases with vowel as their initial sound, as:

underestimate /ʌndər'estimeɪt/

underexpose /ʌndərɪks'pəʊz/

underact /ʌndər'ækt/

Normally the stems do not undergo any morphophonemic changes when added to the prefix under-.

As for stresses, usually under- receives secondary stress whereas the stress in the stems attached to it is normally strong and thus serves as primary stress, as in:

undercut /ˌʌndə'kʌt/

underquote /,ʌndə'kwout/

underdone /,ʌndədʌn/

In some combinations, however, under- receives primary stress, as in:

underpopulate /'ʌndʒ'pɒpjuleit/

undersized /'ʌndʒ'saɪzd/

understock /'ʌndʒ'stɔk/

c. Miscellaneous Peculiarities. Like the other two previous prefixes, the prefix under- can also serve as a separate word and thus function as a particle mostly when it occurs with stems which are nouns, as in:

underpass (noun), meaning 'section of a road that goes under another road or railway'

underproof (noun) meaning 'containing less alcohol than proof spirit'

The particle under- which forms noun compounds varies in meaning. Some of them mean 'located under' or 'beneath' as underfoot, underpants, undercarriage, some others mean 'lower in rank' as in undersecretary, understudy.

Sometimes the particle under also occurs with verbs or participles to form compounds such as:

undermentioned (participle), meaning 'mentioned below or later (in an article, etc.)'

undertake (verb) meaning:



- i. 'make oneself responsible for'
- ii. 'start'
- iii. 'affirm, promise'

undergo (verb) meaning 'to experience or to pass through'

underwrite (verb) meaning 'undertake to bear all or part of possible loss (by signing an agreement about insurance, esp. of ships); engage to buy all the newly issued stock in (a company) not bought by the public'

Thus, under- in these combinations are particles rather than prefixes.

### C. THE CONVERSION PREFIXES

In English there are three major conversion prefixes namely the prefixes be-, en- and a-. In this analysis, however, only the prefixes be- and en- are analyzed since, compared with the prefix a- they are more productive.

Unlike other prefixes, which generally alter the meaning of the stems they are attached to, these three prefixes have no independent meaning and they convert the part of speech of the stems so that they are called the Conversion Prefixes. Thus, unlike the other prefixes which generally alter the meaning of the stems they are attached to, these three prefixes have no independent meaning and they convert the part of speech of the stems so that they are called the Conversion Prefixes. Thus, unlike other prefixes, these prefixes have grammatical function just like suffixes.

Theoretically, there are other prefixes which

occasionally function as conversion prefixes, such as the prefix pre- which converts nouns into adjectives as in prewar, the prefix de- which converts nouns into verbs as in de-ice or the prefix un- which also converts nouns into verbs as in unhorse. However, these prefixes are not popular as conversion prefixes, instead they are more popular as a prefix of time or order and negative or reversative prefixes.

1. The Prefix EN-

a. Identification. The prefix en-, which has been used to form a number of English derivatives and so completely taken into English, derives from Latin preposition and prefix in- or in-. The Latin in- itself is cognate to Greek en-, English and Gothic in-, Icelandic inn- and German ein- which all have the meaning 'in' or 'into'. Consequently, the French en- and the Latin in- with the same meaning are often alternatives. However, there is another prefix en- which has the same meaning but derives from Greek. This prefix often occurs with stems of the same origin. Words derive from the Greek prefix en- are usually scientific words such as embryo, endemic, energy.

Concerning the meaning, the original meaning of the French en- is 'in' or 'into' but since it frequently form verbs, the meaning varies. The main meanings are among others:

- i. 'to make into' or 'to cause to be', as  
enrich, meaning 'to make rich'  
empower, meaning 'to make into power'  
With this meaning, en- is usually  
attached to adjectives or participles to  
form verbs.

ii. 'to put into the state of' or 'to place into', as:

encase, meaning 'to put into a case'

emplane, meaning 'to put or go on board of an aircraft'

With this meaning usually en- occurs with nouns to form verbs.

iii. 'to take or get into' as:

enlist, meaning 'to make into, enter, the armed forces'

enjoy, meaning 'to get pleasure from or take delight in'

With this meaning, en- used to be attached to nouns to form verbs.

Usually, en- is added to nouns, adjectives or participles to form verbs so that it is included in the group of conversion prefix.

Examples of en- added to nouns are:

entitle                      empower

endanger                    embalm

Examples of en- added to adjectives:

endear                      embitter

enable

Examples of en- added to participles:

embattled

empurpled

Occasionally, en- is added to verbs to form another verbs with the meaning 'in, on or into', it thus has an intensive force:

embark                      enlighten

embolden                    enfold

enclose                      enact

Considering the meaning, we can classify the prefix en- in the group of the locative prefix, but looking at the function, en- is a conversion prefix since it converts nouns or adjectives into verbs.

b. Allomorphs and allographs. From the above examples it can be seen that en- has another allomorph /em-/. Thus /ən-/ and /ɛm-/ are allomorphs of the same morpheme which occur in certain environments.

The allomorph /ɛm-/ usually occurs before the initial phoneme /b/ or /p/ as in:

en- + broider - embroider

en- + bed - embed

en- + panel - empanel

en- + placement - emplacement

In this case, en- undergoes assimilation. In other words, /n/ becomes /m/ because of /b/ or /p/.

The allomorph /n-/ on the other hand, occurs before words with other initial phoneme than /b/ or /p/, as in:

en- + circle - /in-/ + /sə:kl/ - encircle

en- + feeble - /in-/ + /fi:bl/ - enfeeble

en- + rage - /in-/ + /reɪdʒ/ - enrage

Thus /in/ and /im-/ are allomorphs of the same morpheme.

c. Miscellaneous Peculiarities. Occasionally, the prefix en- and in- are alternatives as in:

enclose - inclose

entwine - intwine

encase - incase

entwist - intwist

encumber - incumber

enure - inure

enflame - inflame

enwreathe - inwreathe

engraft - ingraft

embrue - imbrue

enquire - inquire

embrute - imbrute

ensoul - insoul

embitter - imbitter

|                     |                   |
|---------------------|-------------------|
| ensheate - insheate | empale - impale   |
| enshrine - inshrine | embosom - imbosom |
| entomb - intomb     | empanel - impanel |
| enthrown - inthrown | embrown - imbrown |

There are some words with the prefix already attached. These are words derived from French. The words are not felt as containing the prefix en- anymore, because the stem does not exist in English, among others:

endeavour. The word derives from French with the prefix en- and the word devour, meaning 'duty'. The word devour originally derived from Latin debere, meaning 'to owe, to be under obligation', from which comes the word debt; the derivative meaning becomes 'to try, attempt'

engage. The word derives from French engager, the prefix en- and the word gager, which is a derivative of gage, meaning 'a pledge'. The derivative meaning becomes among others 'to obtain the right to employ.'

employ. It derives from French employer, which is the derivative of the Latin implicare, meaning 'to involve, infold, engage.'

enfleurage. A derivative of French enfleurier, which is the derivative of en- and fleur, meaning 'a flower; which means 'impregnate with the perfume of flowers'. The derivative meaning becomes the process of extracting perfumes by exposing inodorous oils or fats to the exhalations from the flowers; used when the flower oils are too delicate or fugitive to undergo distillation.'

enfranchise. It derives from Old French enfranchir which derives from the prefix en- and the word franc, meaning becomes 'to set free, liberate'.

entice. A derivative of Old French enticer or entiser which becomes Modern French attiser. The Old French word itself derives from Latin titio, meaning 'a firebrand'. The derivative meaning becomes 'to draw on by exciting hope or desire'.

Actually, the prefix en- and in- are of the same origin. They derive from the same source, that is the Latin prefix and preposition in- which is cognate to Greek en-, English and Gothic in-, Icelandic inn- and German ein-. Consequently, they are often alternatives.

## 2. The Prefix BE-

a. Identification. The prefix be- is a separable Teutonic prefix which comes from the Old English prefix be- or bi- while the latter derives from the Old English word bi or big which is the same as the preposition by. It occurs in older formations such as beside, beneath, below, and in newer formations as bespectacled, bewigged, bemedalled.

Be- is unique in having no independent meaning.®) In older formations, be- denotes locality and is used to form prepositions as beside, before. In some words like bespattered, bedeck, besmear, be- has the meaning 'all over, all round' or 'in all directions'. Sometimes, be- also functions as an intensive, thus it gives a causative or intensive force, as in bemire, benumb, or a privative force as in behead. It may also mean 'upon' or 'against' as in befall.

As a conversion prefix, the prefix be- is more productive, and it is used with many shades of meanings, among others:

- i. 'equipped with', usually when joined to nouns to form participial adjectives, for example:  
bespectacled, meaning 'wearing spectacles'
- ii. Covered with or beset with, usually when added to stems which are nouns to form transitive verbs, as in:  
becloud, meaning '(fig) to darken, to obscure, to cause confusion about'  
befog, meaning 'covered with fog'  
bedevil, meaning 'beset with devil'  
bewitch, meaning 'to beset with witchcraft'  
bejewel, meaning 'to adorn or to add with jewels.'
- iii. 'to make or to put something into' usually when added to adjectives to form verbs, as in:  
befoul, meaning 'to make foul or sully'  
becalm, meaning 'to make calm'  
benumb, meaning 'to make numb or torpid, as by cold'  
bedim, meaning 'to make (the eyes, mind) dim'  
befool, meaning 'to make a fool of'  
befriend, meaning 'to act as a friend or to make friends with'  
or to verbs to form transitive verbs, as in:  
bedazzle, meaning 'to dazzle completely, to make blind or confused by dazzling'  
bedraggle, meaning 'to soil by drawing along on damp ground or mud or to make

wet and dirty by dragging or trailing  
in the mud'

bedrabble, meaning 'to render all wet  
and muddy'

besmirch, meaning 'to make dirty'

Combinations of be- and adjectives to form verbs as in  
belittle are only small in number and unproductive.

b. Allomorphs and allographs. Combinat-  
ions with the prefix be- does not undergo any morphopho-  
nemic changes. Be- in any combination is always pro-  
nounced as /bi-/. Beside, since it has no independent  
meaning, it does not receive any stress. Bi- thus has  
only one main allomorph /bi-/. About the allograph,  
be- is added without any hyphen.

c. Miscellaneous Peculiarities. The  
Conversion Prefix be- indeed serves as a living prefix  
or productive prefix since it is used in several new  
formations which some of them have not been written in  
the dictionary. The new formations are among others:

|            |          |
|------------|----------|
| befool     | befuddle |
| bemire     | bemock   |
| bemuddle   | beshow   |
| besprinkle |          |

Some formations are not found in the dictionary,  
however, they are acceptable, among others:

bespectacled  
bewigged

The prefix be- should not be confused with the  
Greek prefix bi- which means 'two'. However, the pro-  
nunciation makes the distinction clear since the Greek  
bi- is pronounced as /bai-/.



Be- in behead serves as a privative force rather than a conversion prefix, ie. it express privation or negation. Behead means 'to cut off the head of (as a punishment)'

Formations of be- plus noun imply a sense of contempt or pejorative overtone, as in:

belittle, the synonym of to depreciate, meaning

'to make little or less important'

bemock, meaning 'to mock or to jeer at'

but

befriend, means 'to act as a friend', it is

thus the contrary to the above words.

Frequently, be- implies a facetious (humorous) overtone as in:

bewigged, meaning 'wearing a wig '

bedaub, meaning 'to smear (with sth. dirty, wet, sticky, etc.)

## CHAPTER IV

### THE PROBLEMS OF PREFIX-STEM COMBINATION

As explained in the introduction of the thesis, this analysis is primarily intended for Indonesian learners of English particularly those of primary university level and those who take great interest in the study of English word-formation through prefixation for their own purposes, such as language instructors, in order to help them to be able to expand their vocabulary acquisition. From the analysis one knows that each prefix is unique and in some ways peculiar. Such a case would no doubt create serious problems for the learners as well as observers. In this chapter, the writer would like to present the problems that are likely to be met so that they may be taken into consideration.

Before we proceed with the discussion, we should recognize the bounds within the prefix-stem combinations. Since we are dealing with words, we are dealing with a part of the lexical unit. According to Robert Lado,

"The lexical units of a language - chiefly its words have a form or expression which is associated with a content or meaning" @)

The form or the expression of a word may appear in more than one shape which is expressed in the structure of the phonemes. On the other hand, the meaning or content is found in the culture. Thus in this analysis, the problems are seen from the point of form as well as meaning. However, since form and meaning are inseparable, they cannot be discussed in isolation.

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@ Robert Lado - Language Teaching: A Scientific Approach  
p 114

Generally, the problems of prefix-stem combinations range from form to meaning. Learners will have difficulties in identifying both the form and meaning of the prefix-stem combinations since most prefixes have more than one form and meaning. A learner might find difficulties in distinguishing different shades of meaning. So will he when asked to identify the presence of the prefix since most of the prefixes have more than one allomorph.

In my opinion, however, the biggest problem in identifying the meaning or the form of the prefix-stem combinations will be found in those which form complex words. These are combinations which consist of a prefix and a bound stem. Such combinations are usually older formations which are taken into English in their derived forms. Some authorities, among others R.W. Zandvoort, do not consider such combinations as prefix-stem combinations:

"Verbs like precede, prescribe, and their derivatives do not belong here, as their second syllables do not exist separately (at least not in this sense); not also that their first syllables have weak stress. Nor does an adjective like premature, premə'tʃuə which of course, does not mean 'mature beforehand' - Even the standing of a word like premeditate is somewhat doubtful, although COD explains it as 'think out beforehand': its first syllable has weak stress, according to Jones: pre(:)'mediteit. Nor does prepossess, pri:pə'zes mean 'possess beforehand'." @)

However, other authorities, among others Nelson Francis, consider such combinations as prefix-boundstem combinations since certain bound stems occur with different prefixes, like -tain, in detain, retain or -clude in include, conclude, exclude. In other combinations the

bound stems only occur with certain prefixes, like -cide in decide or -cuss in discuss. The problem occurs particularly because bound stems do not stand as separate words so that practically they cannot be found in any dictionary and thus they are not familiar to the learners. It is not impossible that the learners do recognize the bound stems especially if they occur in various combinations. It is also possible that they perceive the meaning of each prefix that occur with the bound stem. However, they may not perceive the meaning of the bound stem since it is not so simple to define.

"The meaning of bound forms are particularly difficult to describe" @)

is Nida's comment on bound-forms. In my opinion, the best way to obtain the meaning of the bound stem is by tracing back the etymology of the root, for example:

-cept as found in precept, accept, concept comes from the Latin word capere, meaning 'to take or seize'

-clude as found in include, exclude, conclude comes from Latin cludere or claudere, meaning 'to close or to shut'.

In this case, it is recommended to analyze frequently occurring roots so that the study of words is completed. A knowledge of the frequently occurring roots will help the learners in dealing with such combinations. James I Brown, for one, has initiated the study of certain roots to complete his programmed vocabulary through word study. In his book "Programmed Vocabulary" @@) he quotes Leonard A Steven's article in "Coronet" entitled "The words that make all the Difference" and give his own reason for choosing them as the following:

@ op cit Eugene A Nida - p 162

"They make all the difference because they contain the most useful shortcut yet discovered to a bigger vocabulary ... because they are found in 14,000 words of collegiate dictionary size or close to an estimated 100,000 words of unabridged dictionary size."@

Since Latin plays a very important role in English word-formation, it is not surprising that most of the fourteen advantageous roots derives from it, for instance:

sistere which forms the English bound stem -sist as insist, consist, exist, resist, persist, with the original meaning 'to cause to stand'

ferre which forms the derivative bound stem -fer as in refer, suffer, differ, confer, infer, with the meaning 'to bear or to carry'

Other sources, among others The Reader's Digest's How to Increase Your Word Power even considers roots as the first key to word power :

"A root is the part of any word that reveals its essential meaning, a meaning that never changes even though other letters or word parts may be added at the beginning. In each word the root is the foundation, the basic building block." @@

Despite the degree of importance, in my opinion, either roots or prefixes are worth to be studied especially when dealing with prefix - bound-stem combinations. However, there should be such a way of presentation so that instead of wasting the learner's time, it may provide an efficiency of learning. @@@

But still there might be a problem on the meaning of the prefixes themselves. As seen in the analysis, most prefixes have more than one meaning, for example the prefix in-. It has more than one meaning

@ op cit James I Brown - Introduction

@@ How to Increase Your word Power - p 11

@@@Anything concerns with the method of teaching will be discussed in the appendix.

which depend on the origin, i.e. the prefix in- which derives from the English preposition in and also the Latin preposition in has the meaning 'in, into' while that which derives from the Latin prefix in- has the meaning 'not'. The one that still serves as a living or productive prefix, however, is the negative prefix in-. Anyhow, the learners might confuse the two prefixes when they have been attached to stems. Learners who are not accustomed to the combinations will find difficulties. They will probably interpret the word incurve as 'not curved' while the real meaning is 'curved inwards' or 'bent into a curve' or the word inmate as 'not a mate' while the actual meaning is 'one of a number of persons living together'. Hence, anyone who intends to present the study of prefixes should be certain about the meanings so that he or she could choose which words should go with which prefixes. In any case, meaning is the target of the teaching.

In the analysis, ambiguous combinations are frequently found. They are ambiguous in the sense that one cannot be sure whether a word contains a prefix or not, for instance prepare, rebate, disyllable, misogynist, etc. There are several possible reasons as to the confusion. The first is some words begin with initial letters which look exactly like those of certain prefixes, for example, mis- in misogynist, dis- in disyllable. Actually, mis- in the word misogynist comes from a Greek word 'miso' meaning 'to hate' while dis- in disyllable is not the prefix dis- but the prefix di- which means 'double'. Another reason is that in older formations, some prefixes often occur with the original root so that it is difficult to detect the

existence of the prefix since they derive completely with the prefix from the origin.

eg. prepare comes from Old French preparer which means 'make ready beforehand'

rebate comes from Old French rebatre which means 'to diminish, to reduce'

Another possible reason is that in some prefix-stem combinations the prefix has undergone a change in meaning so that it is difficult to analyze them as prefix-stem combinations. For example:

miscarriage which means 'failure to deliver to or arrive at, the destination or delivery by a woman of an embryo or baby before it is able to reach the right destination.

indifferent which means 'having no interest in something neither for or against' or 'commonplace not of good quality or ability as in an indifferent book.



To my observation, such ambiguous combinations are usually older formations. That is why they appear to be inseparable. For that reason they are not supposed to be analyzed as prefix-stem combinations. Instead, it is better to treat them as full words.

The above observations lead us to note that prefix - bound-stem combinations are the most difficult to be learnt and for that reason may be an obstacle in the study of words instead of giving an advantage. Somehow, it does not mean that any combinations consisting of prefix and free stem do not create any problems at all. On the other hand, note that in the analysis each prefix is unique and peculiar in some ways. Some have more than one meaning the other have more than one

allomorph. There might be possibilities that the learners become confused if the matter is not considered beforehand. In short, there should be such a way of presentation so that the problems can be handled. In the following paragraphs the writer wants to suggest which problems to be taken into consideration.

In general, the negative prefixes are the easiest to be studied since they are the most productive and frequently occurring prefixes and for that matter familiar to the learners. However, there are certain points that should be taken into consideration in dealing with the negative prefixes, among others:

Indonesian learners might find problems in the choice of the negative prefixes. To Indonesian learners, nearly all negative prefixes, except for mis- which can be translated into salah, can be translated into tidak or bukan. In that case, the learners might be confused in choosing the proper negative prefixes to be attached to certain stems. For example, if he has to add in-, un-, dis-, non-, de- or mis- to the following stems:

|            |       |         |           |
|------------|-------|---------|-----------|
| acceptable | trust | judge   | satisfied |
| centralize | agree | appear  | directed  |
| covered    | like  | comfort | connect   |

he will probably misplace some prefixes. The problem will become more serious if he has to choose between non- and un-, un- and in-, un- and dis-, dis- and mis- or non- and in- because in such cases there is the involvement of sense. The difference between the prefix non- and un-, for example, merely lies in the sense of meaning that one is more emphatic than the other.

(See chapter III A, section 1 to 5).



The easiest negative prefix to be learnt is the prefix non- since it has only one meaning and it never changes its form. But the negative prefix un- and dis- may become a problem since they may be included in the negative prefixes and simultaneously the reversative prefix. The learners have to be able to distinguish between the two. It is suggested that they be presented separately. If contrasted it is best to give the translation so that the learners might see the difference. As an illustration:

uncertain means 'not certain', tidak pasti;  
while to unlock means 'to open the lock',  
membuka kunci. Thus the negative prefix un-  
may be translated into tidak while the  
reversative one into membuka.

In dealing with combinations with the prefix un- the learners also have to notice that there is a difference in meaning between combinations with -ed participles and those with -ing participles as seen in page 34 of this analysis.

Combinations with the negative prefix in- needs special attention in order not to be confused with the other prefix in which has the meaning 'in' or 'into'. It has to be explained to the learners that not all combinations with the prefix in- means 'not'. Thus the word inborn does not mean 'not born' or 'unborn', instead it means 'implanted by nature', inmate does not mean 'not mate' instead it means 'one of a number of persons living together'. In addition, the learners have to know about the allomorphs of the prefix in- and the conditioning factors so that they may automatically put il- in front of the stem legal to form its opposite

illegal or ir- in front of regular to form its opposite irregular.

In combinations with the prefix mis- it should be noted that the meanings may be 'bad, wrong' or 'badly, wrongly' depending on the part of speech of the stem.  
eg. mispronunciation is 'wrong or bad pronunciation' while mispronounced is 'pronounced wrongly or badly'

Combinations with the prefix de- should be presented with stems which are full word in order to avoid confusion with the unproductive prefix de-, for instance degenerate, defeat.

As observed in the analysis, some prefixes may sometimes be adverb particles which are used as prefixes and in other times they may be prefixes with certain meanings. To avoid misinterpretation between them the learners need to know both of them. In that case, the instructors should make an accurate choice on the combinations that are to be presented. The problem is, in some combinations the meaning becomes so ambiguous that one cannot be sure whether it is the locative particle or the prefix of degree or size, for example: outwear, overgrowth (see chapter III B). Yet, such overlappings are not frequent. Eventhough, it is suggested to explain both the prefix and the adverb particles separately.

Among the prefixes analyzed in this thesis, the conversion prefixes are different from the others in having grammatical function, ie. to convert one part of speech into another. The problem is they do not have independent meaning so that they should be presented in a particular way. Evenmore, in some combina-

tions, the derivation process is rather ambiguous. Since no one can tell which element comes before which in the process of derivation, it is difficult to discuss whether a combination like enlighten derives from en- + (light + -en) or (en- + light) + -en so that it is difficult to determine the part of speech of the stem. Such a case is also found in combinations like bespectacled or bewigged.

As for the conversion prefixes, they do not create much problem. Like the others, the problem varies from one meaning to the other. The problem with the prefix sub- is that it may denote location or degree, sub- in subway denotes location while sub- in subdivision denotes degree or rank. In addition, when added to bound stems, sub- may have more than one meaning, so that it is better to be presented later. In older formations the prefix pre- has undergone a change in meaning so that the combination cannot be analyzed as prefix-stem combination, for example, precentor, president, etc. Besides, the pronunciation sometimes has altered. As for the prefix re-, there should be a clear explanation on the use of hyphens since one word may differ in meaning from the other only by a hyphen (see p.72).

In general, the problem of the prefixes circles around the varying of the meaning as well as form, especially when a prefix derives from different origins. But the biggest problem on prefix-stem combination is mainly found in former formations which derive from the origin with the prefix already attached. One thing that should be remembered is that the learners should not make an effort to make up new forms. Their only

task is to observe existing words of the target language. On account of that, it is advisable to consult the dictionary. But, the question is, should older formations be presented in the teaching or left out? The fact is, in passages, older formations frequently occur. In my opinion, they should also be learnt but not as prefix-stem combinations.

## C O N C L U S I O N

"Although vocabulary does not make the language you cannot go far in reading, writing, speaking or understanding the language without a large number of words at your command" @)

It is true that learning a language does not mean merely learning the vocabulary. On the other hand, it is also true that if we do not know the words of a language, we cannot speak the language. In other words, having an adequate command of words is very important in learning a language. For that reason, many methods of learning vocabulary have been invented, among others by word study, word list, flash cards, etc.

In this analysis the writer believes that word-study through prefixation may be a promising method of learning vocabulary. A knowledge of some prefixes will be a shortcut to a larger vocabulary acquisition. However, it has to be stated once more that it does not mean that word-study through prefixation is the best way to have a larger vocabulary acquisition. Instead, it provides an efficient way of learning vocabulary.

On the basis of the above idea, this analysis of some selected productive prefixes is made. Hence the focus of attention of this thesis is the detailed analysis of the prefixes. However, it may be hard to understand without a knowledge of the background of word-formation in general and English prefixes in particular. It is also to be noted that in certain circumstances some problems may hinder the study. On this account, they are discussed to be taken into con-

sideration.

Concerning the objective, this analysis, as what have been mentioned before, is dedicated to learners of English of Indonesia, mainly those of primary university level, and those who take great interest in the study of English words through prefixation. In other words, this study is **assumed** to be advantageous for those who have already commanded a number of words so that the addition of the prefixes is more or less familiar to them. Knowing the meanings of certain prefixes which have several meanings does not guarantee the ability to deal with unfamiliar words. For this reason, this analysis is dedicated to the above target. It would be more convenient for those who have mastered the 2000 word-list. Otherwise, the program will turn to be an elaborating and dull study rather than an advantageous one. On the other hand, it will become interesting and fruitful if it deals with familiar words. Instead of burdening the learners with a heavy task of analysing unfamiliar words, this analysis is meant to be used as a tool to increase their word power.

To give a clear picture of what the writer has in mind, she includes some methods of teaching of the prefixes. By giving example **she** hopes that the readers may add some inspiration on how to **enlarge** their vocabulary acquisition. In addition, it is also a proof that the study of words by means of prefixation is really advantageous.

## A P P E N D I X

As a corollary of the analysis, this appendix presents some suggestions on how to teach the negative prefixes to Indonesian learners of English particularly those of primary university level who are in urgent need of an adequate vocabulary acquisition. To acquire an adequate vocabulary for that matter, does not mean merely adding new vocabulary but also maintaining what have been acquired. In other words, as teaching prefixes is a part of teaching vocabulary, it should lead up to the teaching of familiar and simultaneously unfamiliar combinations. However, it should be remembered that prefixes are merely part of words and they will only be a great help if they are added to familiar words. It is not to say that unfamiliar combinations or words are not to be presented, instead they have to be presented in such a way as not to burden the learners.

Before proceeding with the discussion, it is better to remind the readers that the illustration on how to teach vocabulary through prefixation is limited merely on the teaching of the negative prefixes with regard to the meaning since these are the most important and frequently occurring ones. However, since some of the negative prefixes, with regard to the meaning, also belong to the reversative prefixes, the latter will also be discussed.

To present a recommended teaching, however, one has to pay attention to the three domains of learning which are very important particularly in language learning, namely:

Cognitive domain, which is the domain that must

be considered in establishing the understanding of the material in the learners' mind which is practically on the process while the explanation is given.

The Psychomotoric domain, which is the domain that must be considered in implanting various skill which can only be realized through a lot of practices.

The Affective domain, which is the domain that must be considered in maintaining or developing the interests of the learners which can be obtained through interesting and challenging exercises.

In teaching prefixes, these three domains have to be applied as well. Thus, the explanation has to be presented as clear as possible, provided with a great deal of interesting and challenging exercises. The question is, what and how should the teaching be realized.

Concerning the materials to be presented, according to Dr. Soepomo, there are two principles of the technique of presenting the materials in language teaching, namely:

1. easy to difficult
2. Most important to the least important ©)

For the first principle - easy to difficult - the sequence must be considered on the following conditions:

- a. Concrete items are easy while abstract ones are difficult

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- b. simple items are easy while complex ones are difficult.
- c. Items which are easy to be connected to what have been familiar are easier while those which are difficult to be connected are difficult.

As for the second principle - useful to unuseful - it is usually carried out by considering the frequency of the language elements application. In Indonesia, it has not been realised a great deal.

On that account, the writer prefers to follow the first principle rather than the second one. And for that matter, she suggests to arrange the teaching of the negative prefixes in the following sequence:

1. The Prefix non- . The writer chooses to present this negative prefix in the first place for the reason that it serves as the easiest of all the negative prefixes. As seen in the analysis, the negative prefix non- is most of the time attached to free stems and has only one principal allomorph /nɔn-/ with the meaning 'not' which never changes.
2. It is difficult to decide which should be presented after the prefix non-, but the writer prefers to choose the prefix un- as the next to the easiest since it is more productive than the others, and has only one principal allomorph. However, it should be taken into consideration that, with regard to the meaning, there are two kinds of prefix un-, namely the negative

and the reversative prefix un-. Both of them should be explained to the learners. On the interval between the preceding prefixes and the following ones, there should be a repetition which compare the prefixes, in this case the prefix non- and un-.

3. The next to be presented is the Latin negative prefix in- which has more than one allomorph. Despite the allomorphs, the negative prefix in- has a constant meaning, ie. 'not' or 'the absence of a quality'. As un- and in- are often alternatives, there should be a repetition as to the choice of un- or in- and in- or on-.
4. The negative prefix dis- should be the following since it has a very close connection with the preceding prefix un-. However, the presentation of the older negative prefix dis- should be separated from that which forms new formation.
5. The reversative or privative prefix mis-, which has a somewhat different meaning than the other negative prefixes, has to be presented after the negative prefix dis-. Besides, dis- and mis- have also close relationship.
6. The negative prefix de- should be presented at the end since it is more reversative rather than negative. Besides, it occurs mostly with bound forms and only in a few combinations.

In my opinion, although combinations of prefix and bound

stems are difficult to be learnt since bound stems sometimes do not have special meanings, they can be presented with emphasis on the form.

How to fulfil the three domains of learning in teaching the negative prefixes? In order to fulfil the cognitive domain, there should be a certain way of explaining so that the material can be implanted in the learners' mind. In that case, there are some theories of explanation, among others:

1. exposition
2. definition
3. explanatory analysis
4. demonstration
5. contexts
6. contrast or comparison
7. picture
8. translation @)

However, not all of the above ways are suitable for the teaching of prefixes. In order to be able to select the best ways of explanation, it should be determined whether the explanation is meant for class presentation or textbook, ie. used for self-study. If it is meant for a textbook, it is best to present the study by the use of the programmed form as what James I Brown and Nancy B Davis have done. Programmed form is advantageous in challenging the learners to measure his vocabulary acquisition, so that here the affective domain is realized. It also maintains their alertness in studying by self-instruction. According to Brown, programmed form insures the learners' active participation and since it is based on the principle of 'errorless

learning', each step is closely related to the preceding one so that with reasonable concentration, mistakes are reduced to a minimum. In other words, an error is immediately corrected before it has a chance to establish in the learners' mind, besides, it also utilizes reinforcement by providing the right answer so that immediate checking can be done. @) However, if the explanation is meant for class presentation, it should be provided with plenty of exercises. Nevertheless, the writer merely wants to present some suggestions on how to give the explanation either in a textbook or as class presentation. She will also present some suggestions on how to present the exercises so that the psychomotoric domain may be fulfilled.

How to teach the negative prefixes. As a first step, learners should be acquainted with the prefix intended. It can be done by using exposition. The exposition may take form either as quotations taken from passages or simply some loose sentences. In selecting the passages, some considerations should be taken, among others:

- The passage should be interesting, if possible that which concerns with one of the lessons that the learners have just learnt.
- At least there should be three or more words containing the prefix intended.
- If it is a composition, it has to be made sure that the prefix-stem combination is not misused.
- It is also suggested to underline, italicise or put the combinations in squares or circles

so that they become obvious.

- The passages should be well prepared as not to confuse the learners.
- When the exposition takes form as loose sentences, anecdotes or famous quotations can be used.

For example:

(A passage containing the prefix un-)

The uneasiness in Darnay's mind was made stronger but this appeal from an old servant whose only crime was to have done his duty by him and his family. Darnay knew that in his love for Lucie, his horror at the murder of his uncle and his dislike for the castle and all it stood for, his departure from France had been hurried, with much left undone. He knew that it was now too late to make better plans for sharing out his property, since all property had been taken over by the Revolutionaries.

But he had been unkind to no man, had imprisoned no man, had given up all rents on his land, and had worked for his living. Gabelle had written orders to spare the people and give them what little there was after the debts of the former Marquis had been paid. All this helped to make up Darnay's mind to go to Paris.

His worry had been that in his unhappy country bad men were able to work for their own bad ends, while he was not there to try to lessen the bloodshed, and persuade people

to show mercy.

(taken from: A Tale of Two Cities -  
simplified)

An example of an anecdote:

- Who are the three unluckiest ladies  
Miss Hap (mishap)  
Miss Fortune (misfortune)  
Miss Chance (mischance)

Some examples of famous quotations:

- Better unborn than untaught (John Heywood)
- Ignorance is voluntary misfortune (unknown)  
(This is an example of an exposition of  
prefixes in-, mis- and un-)
- One is never so happy or so unhappy as one  
thinks (Francis La Rochetoucould)
- The feeling of satiety, almost inseparable  
from large possessions, is a surer cause of  
misery than ungratified desires. (Benjamin  
Disraeli)

An example of a poem containing the prefix un-

UNCONQUERABLE

Out of the night that covers me,  
Black as the Pit from pole to pole  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstances  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed

Beyond this place of wrath and tears  
Looms but the Horror of shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.

William Ernest Henley,

1849 - 1903

The exposition is meant to help the learners to be able to identify the prefix.

When exposition has been presented, the explanation can be carried out. As stated above some ways of explanation can be used and the best in teaching vocabulary through prefixation are:

definition

analysis

context

comparison & contrast

translation

However, each of them is not to be used in isolation. Here, the writer gives each way some examples, but it does not mean that we have to stick to one means only, instead it would be much better to combine several suitable means of explanation in one explanation.

a. Definition. In teaching negative prefixes, definition is best used when we want the learners to get at the meaning. As a start, the learners have to have

a clear picture of the prefix to be explained. It can be carried out by giving the definition of the target prefix. For example the target prefix is the prefix un-, then the definition should be approximately like the following:

un- is an English prefix which has the meaning 'not', 'the opposite of' or 'to reverse the action of' and is usually used to negate stems that are attached to it.

Thus, the important thing to be included in a definition are the distinctive features that the prefix has so that it becomes complete. In this case, the important distinctive features are the origin, meaning and the function. If necessary, the description can be put in more than one sentence so that it becomes clearer. In addition, the definition can be followed by some or a list of examples of the combining forms, for example:

|           |            |
|-----------|------------|
| uncertain | unmusical  |
| unkind    | unlearnt   |
| unwilling | undramatic |

The list may include all forms of the prefix so that the learners are challenged to search for the form. Therefore, if we teach the prefix in-, for example, we also have to include all of its variants. It would also be better if we give each combining form the definition of the meaning and also the part of speech so that the learners are able to get at the meaning and use the word appropriately. In this case, we can put the combining form in a sentence, for example:

Uncertain (adjective, means 'not certain')  
He is uncertain whether he will marry her or not.



b. Analysis. Analysis is best used to give explanation on the form. But, it can also be used to get at the meaning. When we want to explain the form, we can give a list of words first to be observed by the learners. The meanings have to be provided so that the learners may see that they are allomorphs of the same morpheme. It is suggested to put the prefixes in squares or circles so that our aim becomes clear, for example:

|                |            |
|----------------|------------|
| inapporachable | impossible |
| illiterate     | irregular  |
| ignoble        |            |

The learners are then asked to find the meaning of each word. By this way they will know that in-, im-, il-, ir- and ig- have the same meaning. By this time the instructor can give explanation that they actually belong to the same negative prefix in-.

As seen in the analysis, certain prefixes have more than one meaning, for example the prefix un- and dis-. By the use of analysis, we can explain both meanings. Like when we explain the form, we give several examples of the combining forms, each with its meaning, for example:

unharmed: 'not injured'  
uncivilized: 'not civilized'  
unlock: 'to open the lock'  
unfasten: 'to open the string'

It would also be better if the learners find the meaning themselves so that they take active participation in the study. In this case, the learners are asked to look the words up in the dictionary. Having done this, they are asked to analyze the meaning of the prefix.

Through analogy the learners may identify either the meaning or the form of the prefix.

Analysis can also be presented by tracing back the etymology. It is suitable for teaching combining forms which consist of prefix and bound stems, for example:

differ means 'to be unlike'. It comes from the prefix dis- and the Latin word fero, which means 'to bear or to carry'.

c. Context. There are some important things that should be considered in giving explanation through context, among others:

- The context should clarify the meaning of the new combination so that the prefix can be identified.
- The combination in the context should be underlined, italicized or put in squares or circles to make it clearer.
- Within the combination, the prefix should be distinguished from the stem.
- The context may take form as a paragraph or more than one sentences.

For example:

The Sun DISappears in the west.

According to the weather report, the weather is going to be DISagreeable. There will be a storm.

By the use of context, the learners learn the form, meaning, and the use of the combination simultaneously. After the examples have been studied, the instructor explains the peculiarities of the prefix that need to be understood.

d. Comparison and Contrast. The technique can be carried out in two ways, ie. by presenting loose words, we can compare the original stems with their derivative words, for instance we want to teach the prefix in- which mostly occur with adjectives; we give a list of the original adjectives accompanied by the derivative adjectives, side by side, with or without the meanings. When presented in class, the meaning is better given orally. For example:

|                         |                                       |
|-------------------------|---------------------------------------|
| valuable (worth of use) | INvaluable ( <u>not</u> worth of use) |
| active (energetic)      | INactive ( <u>not</u> energetic)      |
| visible (can be seen)   | INvisible ( <u>cannot</u> be seen)    |

By studying the examples, the learners realize that the prefix in- has the meaning 'not'.

When presenting context, we have to make sure that the sentences clearly reflect the contrast, eg.:

- The Sun appears in the east and DISappears in the west.
- Before the plane landed, the passengers were asked to fasten their seatbelts and after that they were allowed to UNfasten them.

e. Translation. Translation is best used to classify the meaning. Yet, such a way should only be used when other techniques have been used, for instance after giving the definition of the meaning of the combination:

misinform means 'give the wrong information to' as in She's been MISinformed; The person she's looking for doesn't live here.

misinform = salah informasi

There should be at least two words to be used as examples so that the learners know that MIS- in this case, can be translated into salah.

How to carry out the practice. To fulfil the psychomotoric, cognitive and affective domains, exercises should accompany the teaching of prefixes. Practice is the only way to implant and to reinforce the meaning and form of the prefixes. By giving a lot of practice, in the form of exercises and tests, the understanding of the learners on the matter can be checked. The answers to these exercises and tests are also useful for the instructors in checking the success of his or her teaching.

The most ideal thing in language teaching is the active participation of the learners. In other words, every learner has to be involved in the study. It can be carried out by giving interesting and challenging practices. In this case, there are several suitable types of exercises or tests, among others:

- Word-formation/word building
- multiple choice
- matching
- completion/filling the blanks
- questions and answers
- true-false

Word formation / word building. This type of exercise helps the learners to establish either the form, ie. when given as loose words, or the meaning, ie. when given in context. In such type of

exercise the learners are challenged to form the proper combination out of a list of words. By adding the proper prefix, they are learning to find the derivative form.

a. When the instructor intends to check the learners' ability to understand the form, he can use the following type:

Instruction: Put the prefix dis-, un-, in- or non- in front of the suitable stem :

|              |             |             |
|--------------|-------------|-------------|
| attractive   | active      | used        |
| pleasant     | capable     | violent     |
| advantageous | cooperation | direct      |
| agree        | safe        | interesting |
| offensive    | true        | kind        |

When using this type, it is better to present stems of the same part of speech.

b. When the instructor wishes to check the learners' understanding on the form of the prefix he can give the following test:

Instruction: Fill in in-, im-, il-, ir-, or ig- in front of the following stems:

|          |            |             |
|----------|------------|-------------|
| legal    | justice    | literate    |
| proper   | active     | probable    |
| rational | complete   | logical     |
| legible  | expert     | responsible |
| balance  | offensive  | religious   |
| possible | sufficient | regular     |
| organic  | nobel      | secure      |

c. When the instructor needs to put an emphasis on the understanding of the meaning, he may use context. It will be better if the test takes the comparison and contrast form.

Instruction: Complete the following sentences with the opposite adjective.

1. Her real mother was kind, but her step-mother was ...
2. Her brother is very friendly but she was ...
3. The dinner was satisfactory but the party itself was ...
4. At first people were enthusiastic about it but later on they became ...
5. Before she enters the house, she looks happy, but after knowing what happens she becomes ...
6. Though his friend feels certain about the matter, he still feels ...
7. In the beginning the man was ... that his purse had been stolen. A few minutes later he became aware that he had lost all his money
8. I thought the glass was ... Then I saw the remark that it is breakable.

d. To test the understanding of the prefixes the learners are asked to choose two or more possible prefixes. As the following test, the learners are asked to put dis- or un- in front of a given stem.

Instruction: Put dis- or un- in front of the given stem:

1. The defeated troops were immediately ...  
(armed)
2. He tried and tried to ... (fasten) himself.
3. The girl always ... (trust) boys.
4. The lawyer ... (proves) the eyewitness.

5. His theory that there are more female than male was ... (proved).

e. The same test can be used to test the ability of the learners to distinguish some parts of speech. As seen in the analysis, prefixes sometimes determine the part of speech of the stem, for instance, injustice (noun) and unjust (adjective).

Instruction: Put the right prefix in front of the stem.

1. He is ... (able) to do his job.
2. His ... (ability) makes him be ... (charged)
3. The situation at the moment is ... (stable)
4. The ... (stability) of the earth causes a lot of earthquakes.
5. The child's ... (appetance) confused her mother.
6. The steak smells ... (appetizing)

Multiple Choice. Multiple choice type tests are good to check the learners' understanding on the meaning. What needs to be understood here is the meaning of the combination. In such exercises, the right answers are provided together with some wrong answers so that the learners are challenged to choose among them the proper answers. It is also good to be given as a review. The multiple choice test may take various forms.

a. Instruction: Draw a circle around the right answers.

1. An action which is not good to be called scientific is called a(n) ... action.
  - a. non-scientific
  - c. unscientific

- b. disscientific                      d. inscientific
2. This book is not scientific enough. It is a(n) ... book.
- a. unscientific                      c. inscientific
- b. disscientific                      d. non-scientific
3. Americans never do such a thing. His deed is considered ...
- a. nonAmerican                      c. disAmerican
- b. inAmerican                      d. unAmerican
4. This act has nothing to do with America or Americans. This is a(n) ... act.
5. This Photograph shows that the photographer has not had enough experience on photography. It looks ...
- a. unprofessional                      c. disprofessional
- b. inprofessional                      d. nonprofessional
6. The riot ... us to continue our journey.
- a. disabled                      c. nonabled
- b. unabled                      d. inabled
7. We were ... to continue our journey.
- a. disable                      c. nonable
- b. unable                      d. inable
8. You miss the last part. It is a(n) ... play that you see.
- a. discomplete                      c. uncomplete
- b. incomplete                      d. noncomplete



b. Instruction:

Cross the false answers!

1. His (mis-, dis-, un-, non-, in-, de-) placed love for his pets makes his wife suffer.
2. The eyewitness tells a(n) (mis-, dis-, un-, non-, in-, de-) believable story so that



- the judge gets impatient.
3. The chairman has been (mis-, dis-, un-, non-, in-, de-) placed by a younger person.
  4. That quiet boy seems to be (mis-, dis-, un-, non-, in-, de-) adventurous.
  5. All his life he has been a(n) (mis-, dis-, un-, non-, in-, de-) smoker.
  6. Drugs has (mis-, dis-, un-, non-, in-, de-) moralized young people.

Matching. In matching, the learners are challenged to choose the proper answer out of the answers that are provided in random order. It is better to give more answers than the questions so that at the end there will be one answer left. This is meant to maintain the learners' logical thinking to the very last question instead of guessing. This sort of test is good to practise the learners to identify the prefix, for example:

Instruction: Choose the right answer on the right and fill in the sentences on the left.

1. You have to put the right date. ! a. mislaid  
Don't ... again !
2. I can't find my scarf. The ! b. misma-  
servant must have ... it. ! naged
3. The company suffered great ! c. mischance  
losses, it has been ... for !  
years.
4. Her failure in the competition ! d. misdate  
is just a ... !
5. The officer is sentenced to ! e. miscounted  
death. He is accused of ... !  
the people.

6. There are more than twenty-     ! f. miscal-  
five people. You must have     !     culated  
... them.
7. The girls look very much alike! g. misplace  
so that people often ... them !  
for one another.                     !
8. You put the books on the wrong! h. mislead-  
shelf. You shouldn't ...     !     ing  
them again.                             ! i. mistake

The same test can be given in order to test more than one prefix. The answers may be provided before the sentences or after the sentences or just like the above ones. For example:

Instruction: Choose the right answers.

|              |               |
|--------------|---------------|
| misused      | misunderstood |
| unfortunate  | inconvenient  |
| nonpoisonous | nonessential  |
| distrust     | immeasurable  |
| discharged   | disuse        |

1. Don't be afraid to drink that wine. It is  
...
2. The officer is ... because he has ... his  
authority.
3. There is no need to ... him. I know him  
to be honest.
4. If you don't repeat your sentence it  
might be ...
5. Don't spend your money on ... things; better  
spend it on essential needs.
6. Living in a small house with such a large  
family seems to be ...
7. The growth of population is almost ...

8. She feels ... not to be chosen as a delegate to the beauty contest.

Completion. Completion or filling the blank tests are good to be given as a review. In such tests, the learners' perception on the explanation is tested since they have to complete the sentences with their own words. Thus, in composing the test, it is better to choose words which have been explained or familiar to the learners. To help them, we can give additional sentences or the opposite word. For example:

Instruction: Fill in each blank in the below sentences with a word beginning with the prefix un-.

1. Actually she is attractive, but in that old-fashioned dress she looks ...
2. He doesn't believe in ghosts because they cannot be seen or felt. They are ...
3. She always shares her things with her friends. That's why everybody finds her ...
4. He lied to you. What he told was an ... story.
5. Don't swim in the sea. It is ...
6. This hotel is so small and dirty. We feel ... in it.
7. Children should not read such magazines. It is ... for them.
8. The writer writes in an ... style so that it is easy for me to read.

Completion test can also be used to test more than one prefix. If the above test is too difficult we may alter

the test in the following way:

Instruction: Fill in the blank in the below sentences with the opposite adjectives.

1. His father is an honest man but he himself is ...
2. Your first paper is complete but the last one is ...
3. Beer contains alcohol but lemonade is a(n) ... drink.
4. His accent is legible enough but the other man's is ...
5. The general thought that his staff is capable of overcoming the problem. Then he realized that they are ... of doing anything.
6. This is sweetened milk. Would you prefer ... milk?
7. Such kind of job needs loyalty. A ... person like him would not be accepted.
8. Are you interested in this novel? No, I find it ...

Question - Answer. A question-answer test is good to be given as a review either on one or more prefixes. However, it is better to present the test in a programmed form so that the answer can be directed, for example:

Instruction: Answer the following questions.

1. What is a badly spelled word called?
2. What is an evildoer called?
3. What is the right word for a name that is wrongly applied to someone or something?

4. What does it mean when someone give wrong information?
5. What do you call a person who hates mankind?
6. Do you know four words that have the meaning to understand wrongly?
7. When someone has a false notion or idea on something he is having a ... ?
8. How would you call a youth who use his time foolishly?

answers:

|              |              |               |
|--------------|--------------|---------------|
| misspelled   | miscreant    | misnomer      |
| misanthrope  | miscreant    | misunderstand |
| misinterpret | misapprehend | misconception |
| misspend     | misguide     |               |

True - False. A true-false test is better given to test the theory rather than the practice. Or else, it can be given as a test to identify the prefix. When we want to test the theory, however, we can use the following test :

Instruction: Write T(rue) after each right sentence and F(false) after each wrong sentence.

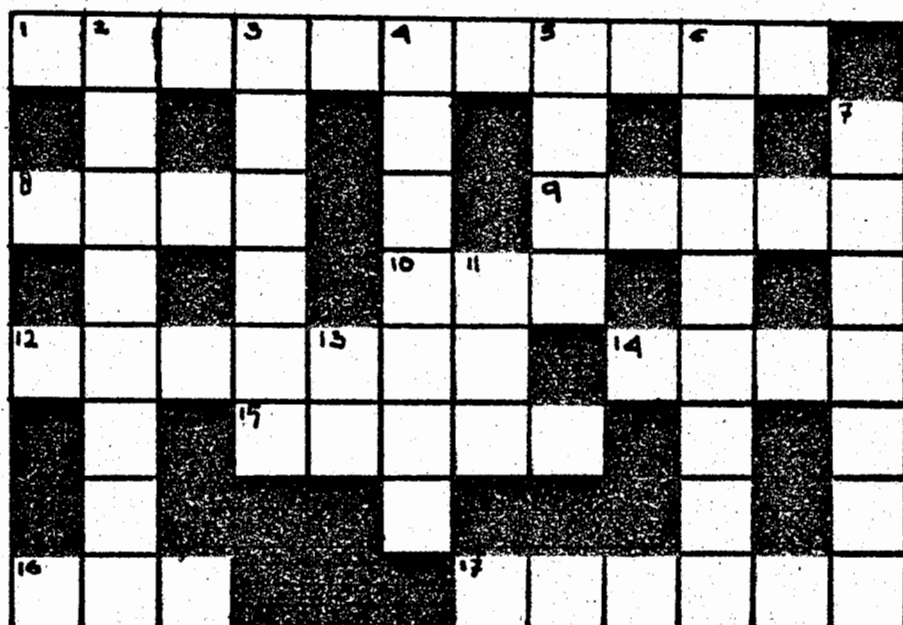
1. A prefix is an element which is added at the beginning of a stem or word. (...)
2. A prefix is a prefix if what follows it is still a word. (...)
3. A prefix is not a prefix if another prefix can be substituted for it. (...)
4. A prefix is always inflectional. (...)
5. The in- in the word include is the negative prefix in-. (...)

6. The prefix in- has the allomorphs il-, im-, ir-. (...)
7. The word impossible comes from the prefix in- and the word possible. (...)
8. The word illegal has the prefix il- in it. (...)

Additional notes: Sometimes, we can also give an essay type test to test the learners' ability to understand what have been explained. For example:

1. What is a prefix? State two ways to identify your answer.
2. detach, declutch, declaim, decontrol.  
Analyze these four words. Be sure to include the origin, meaning and the peculiarities in your analysis.

As a variation, in order to maintain the interest of the learners, we can present a crossword puzzle with as many prefix-stem combinations as possible. Yet, it is not necessary to compose a crossword puzzle that contains prefix-stem combinations only. For example:



Across:

1. get a wrong idea of somebody's words or acts.
8. not any
9. not cut
10. using the power of sight
12. rate wrongly
13. Past form of to eat
14. Strong smelling smoke or gas
15. The work of a thief (past form)
16. sick
17. shout, cry loudly

Down:

2. without logic
3. to make something clean (third person)
4. Without a stop
5. the opposite of false
6. to unfasten
7. belief that there is no God
11. a snake-like fish
13. preposition

Answer:

Across:

- |                |            |
|----------------|------------|
| 1. misconstrue | 13. ate    |
| 8. none        | 14. fume   |
| 9. uncut       | 15. stole  |
| 10. see        | 16. ill    |
| 12. misrate    | 17. scream |

Down:

- |              |             |
|--------------|-------------|
| 2. illogical | 6. uncouple |
|--------------|-------------|

- |            |            |
|------------|------------|
| 3. clears  | 7. atheism |
| 4. nonstop | 11. eel    |
| 5. true    | 13. at     |

Another interesting technique is using flash-card. We can ask the learners to write a new word in a piece of cartoon, about 10 x 5 cm., with the meaning at the back. We also ask the learners to write the stem or the word only with some dots at the beginning to be filled with the right prefix, for example:

uncut

the back part

... cut  
(not cut)

the front part

When the learner forgets the right prefix he can turn the card over to see the right answer. If this is practised everyday, they will be able to memorize the word. It will be better if we also put the word in a sentence so that the learners may see how the word is used. In this case it is best to put the sentence at the back part, or the answer part.

uncut  
The story is uncut.  
It is complete

... cut  
(not cut)

We may also suggest the learners to make a list of the words they already knew, for example a list of antonyms. For example:



Antonyms with the prefix un-

|             |               |
|-------------|---------------|
| arm         | unarm         |
| aware       | unaware       |
| certain     | uncertain     |
| comfortable | uncomfortable |
| common      | uncommon      |
|             | etc.          |

In choosing the best methods to be used, one has to remember the three domains of learning which are very essential in language teaching. Thus, in composing a material, one has to pay attention to the cognitive, affective and psychomotoric domains in order to present the teaching successfully. Anyone interested in using the study of words through prefixation should decide which methods are good to be used and which are not to be used with regard to the aim, learners and the teaching environment.

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