A MORPHOLOGICAL STUDY OF ENGLISH PREFIX OVER-

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ABSTRACT


There are three different forms of the word over, namely over as preposition, over as particle, and over as prefix. This study will only focus in the prefix over-. The prefix over- is chosen because it is frequently used not only in daily communication, but also in written form.

The objectives of the study are divided into three. First is to identify the stems which occur with the prefix over-. Second is to find out the meaning of the prefix over-. Third is to identify the kind of morphophonemic process that occurs.

The population and samples are taken from two dictionaries, they are Oxford Advanced Learner’s Dictionary of Current English 6th edition and Merriam Webster’s Collegiate Dictionary. The study is conducted in two steps; they are data collection and data analysis.

In the stem problem, the prefix over- is attached to four categories of the part of speech, namely noun, adjective, verb and adverb. There are changes on the categories of the nouns when the prefix over- attached. Meanwhile, adjectives, verbs and adverbs do not undergo changes when the prefix over- is attached. The category remains the same. There are four meanings found in the dictionary. First is more than usual or too much. Second is completely. Third is upper, outer or extra. Fourth is over or above. The lexical meaning is the meaning that is found in the Oxford Advanced Learner’s Dictionary of Current English. The stems undergo changes in their meaning when the prefix over- is attached. In term of morphophonemic process, stress shifting exists after the prefix is attached. The prefix over- is a neutral affix, which does not have phonological effect to the stems which it is attached. Thus, the stress shifting that occurs is the neutral stress shifting. The morphophonemic process is focused on the change of the stressed syllable. In this research, the stems do not undergo any phonological changes in their forms. Since there is no certain pattern found in the affixation process, allomorph does not occur.
ABSTRAK


Ada tiga macam bentuk yang berbeda dari kata over, yaitu over sebagai preposisi, over sebagai partikel, dan over sebagai awalan. Penelitian ini hanya akan fokus pada awalan over-. Awalan over- dipilih karena sering digunakan dalam komunikasi sehari-hari dan juga dalam bentuk tulisan.

Tujuan dari penelitian ini dibagi menjadi tiga. Pertama untuk mengidentifikasi kata dasar yang muncul dengan awalan over-. Kedua untuk mencari tahu arti dari awalan over-. Ketiga untuk mengidentifikasi jenis proses morfonemik yang terjadi.

Populasi dan contoh diambil dari dua kamus, yaitu kamus Oxford dan kamus Merriam Webster. Penelitian ini dilakukan melalui dua tahap, yaitu pengumpulan data dan analisa data.

A. Background of the Study

Language plays a major role in human life. People from all over the world need a language to communicate. Therefore, we will find that there are so many languages in this world such as English, Danish, and Spanish. According to Moulton (in Bloomfield and Haugen 1974), every language exists in many styles. A language offers different ways of expressing ideas that are appropriate for different occasions. For example, we use one style in speaking with our close friend of our own age. The style of the language will be full of a sense of familiarity and friendship. This style must be different from the style when we are talking man to man, woman to woman, man to woman, and woman to man (Bloomfield and Haugen, 1974:3)

Since there are so many languages throughout the world, it is agreed that we need a language which can be used by people around the world so that there is no problem in understanding each other. English is chosen as the international language because English has been used in many fields in the world such as education, economy, even entertainment.

In the Introduction to Linguistics, Wardaugh defines language as a system of arbitrary vocal symbols used for communication. Whenever we discuss a language, we will also discuss the linguistic levels of a language structure. The first level is Phonology, that is the study of sound system. The next level is Morphology, which
studies about the system of morpheme or word structure. The third level is Syntax or the study of sentence structure. The last level is Semantics or the study of sentence meaning.

English has many derived words which are formed by using processes such as affixation, acronym, back formation, blending and so on. However, the most common process occurs in forming new word is affixation. There are some numbers of affixes in English that are used to form a new word. Quirk, Greenbaum, Leech and Svartvik in their *A Grammar of Contemporary English* (1972) mention about 50 English affixes such as *re-, in-, un-, dis-*, and *pre-* to be called prefixes and *-hood, -ion, -er, -ing, -ment, and –ation* to be called suffixes.

Considering that affixation frequently occurs in daily language, it is very important for the writer to raise the topic about affixation which other researchers have not done.

English words can be divided into two broad categories, *closed* and *open*. In the *closed* group, it is impossible to add new members because the membership is fixed. For the *open* group, the addition of new members is possible as new words are coined in fields such as science, technology; and so on (Jackson, 1982:61). The *closed* categories are the function words such as *pronouns, conjunctions, determiners, and few others*. Meanwhile, the *open* categories are the major lexical categories or content words: *noun, verb, adjective, and adverb* (Aronoff, Dobrovolsky and O’Grady, 1989:90). Affixes are words of this category because the major lexical
categories of the derivative always change when affixes are attached to words, both suffixes and prefixes.

Since there are many kinds of English affix, the writer narrows the topic down and focuses only on one particular item, which is the prefix over-. The writer’s reason for choosing the prefix over- is that this prefix is frequently used not only in daily communication but also in written form as well. As the main source for finding the data, the writer will use Oxford Advanced Learner’s Dictionary of Current English and Merriam Webster’s Collegiate Dictionary. Also, other related information will be used as additional information which is taken from several books and the internet.

In addition to over- as a prefix, there are four other categories of the word over, namely over as an adjective, an adverb, as a preposition and as a particle. In the first three categories, the word over has different meanings, whilst the fourth category does not have particular meaning. The meanings of the first three categories and the examples of each category will be described as follows.

The word over as an adjective has two meanings. The first meaning is ‘finished; ended or concluded’ as in ‘The show is over’; while the second meaning is ‘through with or emotionally detached’ as in ‘He is finally over his ex-girlfriend’ (http://www.spotlightonline.de/CoCoCMS/generator/viewDocument.php?doc=996&archive=1). As an adjective, the word over modifies a noun, usually describing it or making its meaning more specific (http://en.wikipedia.org/wiki/Adjective).

Meanwhile as an adverb, the word over has five different meanings. The first is ‘on top of; above; higher than; or further up’ as in ‘Hold the sign up over your
head’. The second meaning is ‘in such way as to cover’ as in ‘Drape the fabric over
the table’. The third meaning is ‘more than or to a greater degree’ as in ‘I prefer the
purple over the pink’. The fourth meaning is ‘beyond; past; exceeding; too much or
too far’ as in ‘I think I’m over my limit for calories for today’. The last meaning is
‘again; another time or once more’ as in ‘I lost my paper and I had to do the entire
assignment over’. (http://www.spotlight-online.de/CoCoCMS/generator/viewDocument.php?doc=996&archive=1). As an adverb, it modifies any other parts
of language (verbs, adjectives, other adverbs, clauses and sentences) except for
nouns. It also has adverbial function, which is for answering Wh-questions

The word over as a preposition has three meanings. The first meaning is
‘above or higher than’ as in ‘There is tree over the lawn’. The second meaning is
‘across or spanning as’ in ‘There is a bridge over the river’. And the third meaning is
‘covering’ as in ‘There is a roof over your house’ (http://www.spotlightonline.de/CoCoCMS/
generator/viewDocument.php?doc=996&archive=1). Preposition can be used to
modify noun phrases and verb phrases in the manner of adjectives and adverbs. For
example in the sentence ‘He has a can of lemonade’, the prepositional phrase of
lemonade is used to modify the noun can. In the sentence ‘The girl sat in the chair’,
the prepositional phrase in the chair modifies the verb sat (http://www.wikipedia.org/wiki/Preposition#Prepositions).
Lastly, *over* is a particle. In English there are many words that used *over* as its particle such as *take over* as in ‘*She took over as manager two weeks ago*’; *go over* as in ‘*I always go over my revision notes just before I go into an exam*’; and *come over* as in ‘*Come over here!*’. The particle *over* modifies the verb. This kind of verb is what so called as phrasal verbs. Particle itself belongs to function word. Function words are words that have little meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other words within a sentence, or specify the attitude or mood of the speaker (http://www.en.wikipedia.org/wiki/Function_word). For instance the interjection *oh*. The interjection *oh* here has more than one meaning. First, it can express surprise such as “*This gift is for you.*” “*Oh really?*”. Second, it can express disappointment such as “*I can’t come to your birthday party.*” “*Oh, that’s a shame.*”. The interjection can be used for two different situations, but basically they are used for responding to someone else has said.

**B. Problem Formulation**

There are three main problems that should be analyzed in the study of prefix *over*- and the writer will present the problems as follow:

1. What stems are prefixed by *over*-?
2. What are the lexical meanings of the prefix *over*-?
3. What kinds of morphophonemic process do occur in prefixation?
C. Objectives of the Study

In this study of prefix over-, the writer tries to identify the stems which occur with the prefix over-. Then, the writer tries to find out the lexical meaning of the prefix over- and the derived words. Also, the writer tries to identify the kind of morphophonemic process that occurs.

D. Definition of Terms

In studying the English prefix over- in this paper, the writer feels it is necessary to give some definition of terms that are familiar with morphology and phonology and used in the title and the problem formulation above. In order to avoid misunderstanding of the meaning of each term, the writer gives definition for each of them below:

*An affixation process* is the process of word formation by way of adding a prefix, an infix, a circumfix, and a suffix (Gleason, 1958:59).

*A morpheme* is the minimal meaningful unit of language, a grammatical unit that is arbitrary union of sound and a meaning that cannot be further analyzed. Every word in every language is composed of one or more morphemes (Aronoff, Dobrovolsky & O’Grady, 1989:90)

*A morphophonemic process* is the process of the phonetic form of morpheme varies. The term is called so because its application is determined by both morphology and phonology (Aronoff, Dobrovolsky and O’Grady, 1989:116)
A prefix is an affix that is attached to the initial position of a stem; for example, \(\textit{pre-}\) in \textit{prewar} and \(\textit{un-}\) in \textit{undo} (Aronoff, Dobrovolsky and O’Grady, 1989:98)

A stem is a morpheme to which an affix, whether it is prefix or suffix can be added (Aronoff, Dobrovolsky and O’Grady, 1989:95)
CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer will try to discuss the three parts. They are the review of related studies, the review of related theories and theoretical framework. In the theoretical framework, the writer tries to show how the writer applies the related theories and the study in analyzing the topic of this paper.

A. Review of Related Studies

In the problem formulation stated in the first chapter, the writer tries to discuss the stems that can be attached with the prefix over-, how the prefix changes the meaning of the stems, and lastly the morphophonemic process which occurs in the analysis. In order to answer those problems above, the writer uses an undergraduate thesis entitled *The Morphological Study of the Prefixes of Time {Ante-, Fore-, Post-, Pre-} in English* by Novita Artasari written in 2003 as the related study of this paper.

In her thesis, Artasari made an analysis on prefixes of time, that is prefix {Ante, Fore-, Post-, and Pre-}. She discusses the stems, the meaning, and the morphophonemic process of the prefix of time. First of all, she classified the stems according to the parts of speech that the words have such as noun, verb, and adjective. From her study of the stems of the prefixes of time she found that the prefix ante- occurs with noun as in anteroom, verb as in antedate, and adjective as in antemortem. The prefix fore- only occurs with nouns as in forename, and a verb as in
forefeel. The prefix post- occurs with a noun as in postconcert, verb as in postexist, and adjective as in postromantic. And the prefix pre- occurs with noun as in prewar, verb as in prework, and an adjective as in prerehearsal (Artasari, 2003:29-38).

Besides analyzing the stems, she also analyzed the meaning of the prefixes of time. She found that generally the prefixes of time have a general meaning, namely showing time. However, each prefix has its deeper meaning. The prefixes have lexical meanings since the meanings are found in the dictionary. The prefix ante-itself has two different meanings. Those meanings are firstly ‘prior’ (‘earlier’) as in antedate which means earlier date, and ‘prior to’ (‘earlier than’) as in antepaschal which means pertaining to the time before Easter. Secondly it means ‘anterior’ (‘forward’) as in antechamber which means forward chamber, and ‘in front of’ as in antechoir, which means in front of choir.

The second prefix, that is the prefix fore-, has three meanings. First are ‘earlier’ or ‘beforehand’ as in foredoom which means to doom beforehand. The second meaning is that ‘occurring earlier’ as in forenoon which means a time that occur earlier than noon. The last meaning of the prefix fore- is that ‘front part of something specified’ as in foreground which means a ground that is in front of a spectator.

The prefix post- has three meanings. The first meaning is that ‘after’ or ‘subsequent’ or ‘later’ as in postgraduate which means after graduate. The second meaning is ‘behind’ or ‘posterior’ or ‘following after’ as in postconsonantal, which means immediately following a consonant. The last meaning of the prefix post- is
‘subsequent to’ or ‘later than’ as in *postoperative*, which means subsequent to operative.

The last prefix is the prefix *pre-* which also has three meanings. The first meaning is ‘earlier than’ or ‘prior to’ or ‘before’ as in *precensor*, which means to censor before its release to the public. The second meaning is ‘in advance’ or ‘beforehand’ as in *precancel*, which means to cancel in advance of use. The last meaning is ‘in front of’ or ‘anterior to’ as in *prefrontal*, which means situated in the anterior part of the frontal lobe or region (Artasari, 2003:39-44).

In analyzing the morphophonemic process, Artasari found that there is only stress shift occurring in some stems before and after attaching the prefixes. For example the word *antedate* /æntɪ’dɛt/ The word *date* before attaching the prefix *ante-* does not have any stress, after the prefix *ante-* is attached to *date*, a stress occurs in the middle of the resulted word’s transcription. The changes are unpredictable or in the other words, there is no particular environment of the changes. She does not explain further about the stress shift of the prefixes because she only focuses on the segmental part. In the conclusion of the morphophonemic process, she concludes that the affixation process happens in the simple way that is by adding the prefixes of time to the stems and it does not cause the prefixes of time to have allomorphs or alternative morpheme shapes (Artasari, 2003:45-49).

From Artasari’s undergraduate thesis, the writer finds that not all prefixes can be attached to a noun, a verb, and an adjective, but a certain prefix can only attach with a certain part of speech, for example the prefix of time *fore-* which only attaches
to noun and verb. Prefix may have more than one meaning. The meaning of the stem will change after the prefix is attached. Therefore, the prefix can create a new word. Furthermore, the prefix can also make changes on the place of the stress in the stem. For instance, the prefixes of time cause stress shift to occur in the derived words. Since the writer also discusses about prefix it is important to see how Artasari analyzes the prefixes of time in her undergraduate thesis. The way she makes the analysis will help the writer to analyze the prefix over-.

**B. Review of Related Theories**

1. Morphemes

   a. General Review of Morphemes

   In everyday life, normal people produce so many sentences to express his idea or feeling toward what is happening everyday. These sentences can be broken down into smaller units, namely words. According to O’Grady and Dobrovolsky in their book entitled *Contemporary Linguistic: An Introduction*, a word is the minimal meaningful units of language (1989: 90). Every word in English has meaning such as *car* which means a road vehicle with an engine, four wheels, and seats for a small number of people.

   Basically, there are two basic types of words in human language, they are simple and complex. Simple words are those that cannot be broken down into smaller meaningful units, for example the word *and* cannot be broken down into *a* and *nd*. Complex words can be analyzed into constituent parts, each of which expresses some
identifiable meaning, for example the words houses which is made up from house and –s. (O’Grady, Dobrovolsky and Katamba, 1997: 91).

The words in English can be divided into two major categories, namely content words and function words (Fromkin, Blair, and Collins, 2000: 64). Content words consist of nouns, verbs, adjectives, and adverbs. Meanwhile function words consist of pronouns, prepositions, conjunctions, interjections, determiners, and articles. The category such as nouns, verbs, adjectives and adverbs are also known as parts of speech (O’Grady, Dobrovolsky and Katamba, 1997:132). Each category has its own characteristics. The characteristic are like the following:

The first part of speech is a noun. According to Jackson, a noun refers to ‘things’ in general. If we have a noun for something, it implies that we view it as ‘thing’ (1982: 61). A noun has two characteristics. The first characteristic is that a noun can be combined with demonstratives, such as this, that, these, those as in this hat, that man, these boxes. Furthermore, a noun can also be combined with the definite article, the, or the indefinite article, a, as in the car or a check. In addition, a noun can be combined with possessive pronouns such as my, your, her, his, its, our, their as in my bag, your dress, and their cats (Dwijatmoko, 2004:3).

The second characteristic is that a noun can take plural suffix –s as in hats, cat and bags. However, there are exceptions for the words women, children, oxen etc because these words do not take plural suffix –s for their plural forms.

The next part of speech is a verb. A verb refers to an action, event, or process (Dwijatmoko, 2004:3). It has three characteristics. The first is that a verb takes the
suffix –s in the present tense as in walks, hits and cleans the verbs remain in the same class, except when the subject is the third person singular. The second is that a verb can take the suffix –ing as in walking, hitting and singing. The last characteristic is that a verb can have two forms to form the past tense. The first is what so called as regular verbs. Here, the verbs are only added by –ed as in waited, walked, and played. The second form is irregular verbs such as sang, wet, gave and brought. Yet, there are few words that remain in the same form when it is showing the past tense, they are cut, hit, read.

The third part of speech is an adjective. It has three characteristics. The first is that an adjective can be modified by intensifiers such as very, so, quite and rather as in very delicious, so beautiful, quite far, and rather hard. The second is that it can modify a noun, for example beautiful girl, delicious cake, hard exams. The last characteristic is that an adjective usually takes the suffixes –er and –est, for example big – bigger – biggest, fast – faster – fastest. However, some adjectives cannot occur with –er and –est, but with more and most as in more beautiful and most beautiful. In addition, all adjectives occur with the comparative words less and least as in sweet – less sweet – least sweet. These forms are called comparative forms of adjectives.

The last part of speech is an adverb. According to Jackson, it gives circumstantial information about an action, process or event or serves of intensity other adverbs and adjectives (1982: 63). An adverb has four characteristics. The first is an adverb is often formed from an adjective by the addition of –ly as in adjective hard will become an adverb by adding –ly as in hardly. The second characteristic is
that an adverb can modify an adjective as in *obviously true, enormously tall*. The third is that an adverb can be modified by an intensifier such as *very quickly, rather easily*. The last characteristic is that an adverb can occur with the comparative words *more, most, less, least* such as *more quickly, less easily* (Dwijatmoko, 2004:4).

Similar to sentences, a word can also be broken down into a smaller unit, namely morpheme. Morpheme is the smallest unit of language that carries information about meaning or function (O’Grady, Dobrovolsky, and Katamba, 1997: 133).

A morpheme can be differentiated into two kinds, namely free morphemes and bound morphemes (O’Grady and Dobrovolsky, 1989: 93). Free morphemes are morphemes which can constitute a word by itself. Bound morphemes are morphemes which must be attached to another element. For example the morpheme *house* is free since it can be used as a word on its own; plural *–s*, on the other hand, is bound.

A bound morpheme can be an affix. An affix is a bound morpheme which is attached to an existing word to form a new word or to show a syntactic meaning (Dwijatmoko, 2004:9). For instance the word *governmental* which consists of three morphemes: one free morpheme *govern* and two affixes. The first affix is *–ment* so that the word becomes *government*, and the second affix is *–al* so that the word becomes *governmental*. An affix itself is divided into two; based on its function and its position. Further discussion on affix is in the following.

According to the function, an affix is divided into two kinds, namely derivational affix and inflectional affix. A derivational affix is an affix which
functions to form a new word. For example, a suffix \(-ness\) is added to an adjective
happy and forms noun happiness. An inflectional affix is an affix which functions to
show a syntactic meaning. For example, the affix \(-ed\) added to a verb walk and forms
verb walked to show the past tense. There are differences that occur between
derivational affix and inflectional affix. In the derivational affix, the affix forms a
new word. There are two options in forming a new word (Katamba, 1993:47). First is
by changing the meaning of the base to which the affix attached, for example kind vs.
unkind (both are adjectives but with opposite meanings). Second is by changing the
word-class that a base belongs to, for example the addition of \(-ly\) to the adjectives
kind and simple produces the adverbs kind-ly and simp-ly. Meanwhile in the
inflectional affix; the affix does not form a new word. Derivational affix operates in
morphological level, while inflectional affix operates in syntactic level.

An affix can also be differentiated into three categories based on the position.
They are prefix, suffix, and infix (Katamba, 1993:44). A prefix is an affix attached
before a root or stem or base, for example re- in remake and reread. A suffix is an
affix attached after a root (or stem or base), for example \(-ly\) as in kindly and quickly.
An infix is an affix inserted into the root itself, for example \(-cub\) as in incubate and
incubus.

A morpheme, when it is attached to a stem, is produced in different forms.
The different forms of a morpheme can be allomorphs or what so called as free
variant. Allomorphs are the variant forms of a morpheme (O’Grady and Dobrovolsky,
1989:92). The occurrence of allomorphs is in complementary distribution. In other
words, it is said that each allomorph of a morpheme can occur in certain position where the other allomorphs cannot occur. For example is the English plural suffix [s] which has three allomorphs, namely /zl/, /s/, and /iz/. As stated before that each allomorph has its own position. It also happens to this suffix. When the preceding sound is a sibilant as in horse, bush and judge, the /iz/ occurs. Otherwise, when the preceding sound is voiceless as in cat, rock, or cliff, the /s/ allomorph occurs. Meanwhile, the /zl/ allomorph occurs after a vowel or a voiced consonant as in dog or day (Carstairs-McCarty, 2002:22).

Basically, there are three criteria to determine whether two or more allomorphs are allomorphs of a different morpheme or not. The allomorphs are from the same morpheme if (i) the allomorphs are in complementary distribution, that is they have their position, (ii) they have the same meaning, and (iii) they are usually phonologically similar (Dwijatmoko, 2004:11).

2. Affixation and Word Formation

a. General Review of Affixation and Word Formation

There are many ways to form a new word. However, the most common processes are affixation and compounding. Affixation is the process of adding an affix (O’Grady, Dobrovolsky, and Katamba, 1997:138). Affixation can be said as the most productive morphological process because most of English derived words are formed with affixation.
The following is a comment concerning the affixation and the word formation:

The broadest and most comprehensive classes of morphemes in English, and the most nearly universal in the languages of the world, are roots and affixes. In general, affixes are subsidiary to roots, while roots are the centers of such constructions as words. Prefixes are affixes which precede the root with which they are most closely associated. Suffixes are affixes which follow the root with which they are most closely associated. Affixes may be added directly to roots, or to constructions consisting of a root plus one or more other morphemes. A stem is any morpheme or combination of morphemes to which an affix can be added (Gleason, 1958: 58-59).

The stem is the form to which an affix is added. The stem often becomes the root of a word. The root of a word belongs to the content words, namely nouns (N), verbs (V), adjectives (A) and adverbs (Adv). For instance is the word cars. The affix –s is added to the word car. Here, the word car is the root. However, an affix can also be added to a larger unit than a root. For example the word criticized. Here, the past tense is added to the stem criticize so that the word consists of the root critic and the suffix –ize. In this case, the word critic is not only the root for the word criticized, but also the stem of criticize. Therefore, the stem of the word criticized is the word criticize and is being added with suffix –ed (O’Grady and Dobrovolsky, 1989:90).

Besides affixation, compounding is also widely used in forming a new word. Similar to the affixation, compounding creates new words from already existing morphemes as well. However, the process is quite different. In affixation, the affix is added to an existing word, while in compounding there is no attachment of an affix.
Compounding is a process of forming a new word by combining two already existing words. In English, compounds can be found in nouns, adjectives, and verbs. Since a compound consists of two members, so the first member becomes the modifier of the second. For example red-hot is a degree of hotness (O’Grady and Dobrovolsky, 1989:103-104).

Szymanek in his book entitled *Introduction to Morphological Analysis* identifies six types of compounding. The first is *Noun – Noun* as in wall-paper, leather shoe, sugar cane, and sound quality. The second is *Verb – Noun* as in pushbutton, treadmill, drawbridge, and washbasin. The third combination is *Noun – Verb* as in book review, haircut, bus stop, and TV show. The fourth is *Adjective – Noun* as in blackbird, high school, software, and strongman. The fifth is *Particle – Noun* as in afterthought, background, outlaw, and downtown. The last combination is *Particle – Verb* as in backset, income, outburst, and outcome (1989:44-46).

The other types of word formation process which are common are acronym, that is a word which is formed by taking one or more phonological elements of the words which constitute it such as LAPD; back formation, that is a process whereby a word whose form undergoes a process of deaffixation to delete an affix to form a new category (O’Grady & Dobrovolsky, 1989:106) as in televisé ← television; blending, that is a process whereby two parts of word are combined to form a new word as in brunch, smog; borrowing, that is a process in which a word from another language is borrowed as in guru which is taken from India; clipping, that is a process whereby a word is shortened as in dormitory → dorm; coinage, that is a process in which a new
word is created without a base before such as Xerox, Kodak; functional shift, that is a shift of the part of speech to form a new word such as run which is a verb, can also be used as a noun; morphological misanalysis, that is a process in which a new word is formed because of a wrong analysis such as cheeseburger, workaholic (Dwijatmoko, 2004:24-26).

b. The Prefix Over-

The prefix over- is one of the prefixes in English. As a prefix, the prefix over-surely attaches to stems. There are four parts of speeches which become the stems of the prefix over-, namely a noun as in balance which becomes ‘overbalance’; a verb as in capitalize which becomes ‘overcapitalize’; an adjective as in confident which becomes ‘overconfident’; and an adverb as in much which becomes ‘overmuch’. The prefix over- is placed before the stem, that is on the front part of the stem. It does not affect either the spelling or the phonetic transcription of the derived words because the morphophonemic process that occurs with the prefix over- is only a stress shift. Similar to the other prefixes in English, the prefix over- has meaning. There are four meanings found in the dictionary. The first meaning is ‘more than usual or too much’ as in overload. The second meaning is ‘completely’ as in overjoyed. The third meaning is ‘upper, outer, or extra’ as in overcoat. The fourth meaning is ‘over or above’ as in overhang (Hornby, 2000:902).
3. Meaning

The second problem is about the lexical meanings of the prefix *over-*. Therefore, it is important to apply this theory. Language is composed from words. Words themselves must have a meaning. Even, a word has more than one meaning. However, there are words that do not have particular meaning. These are so-called as empty words. According to Lesley Jeffries in *Meaning in English: An Introduction to Language Study* (1998), empty words are words which can fulfill the subject position in certain structures, but which add nothing to the meaning. These include *there* and *it* as in *There isn't any tea* and *it's raining again*. Meanwhile, the word such as *cat* has its own meaning, even when it is used out of context. As Jeffries stated that the lexical meaning such as *cat* can stand on its own, whereas grammatical meaning such as *the* only functions in context.

In a language like English, there are meanings that are relatively easy to define. For example the concrete words such as *table, chair, lake*, and *people* can be defined by referring to their physical properties. Yet, there are words that refer to activities, which are a little bit hard to define such as *cutting, singing, and breathing*. Concrete words are easier to define, but it is different from abstract words such as *sorrow* or *retribution*. The description of meaning of the abstract words is more complicated, especially when human emotions are involved (Jeffries, 1998: 72).
4. The Morphophonemic Process

Since the last problem concerns with the morphophonemic process of the prefix that occurs, it is important to use this theory as the basic in making the analysis. A morphophonemic process will occur when an affix is added to the stem. In English, there are several types of morphophonemic process, namely assimilation, dissimilation, deletion, consonant and vowel change, flapped, metathesis, schwa epenthesis, stress shift, suppletion, and vowel and consonant lengthening (Wardaugh, 1977: 198).

The first type is assimilation. It is a process where one segment is influenced by another segment. It always produces from a sound becoming more like another nearby sound in terms of one or more of its phonetic characteristic (O’Grady, Dobrovolsky, and Katamba, 1997: 53). For example is the vowel /I/ as in sing /sIŋ/. The vowel /I/ is nasalized since it is followed by a nasal η.

The second type is the opposite of assimilation, that is what is called as dissimilation. Different from the assimilation process, the dissimilation process produces in two sounds becoming less alike in articulatory. For example the word fifths. Many speakers dissimilate the final /fθs/ sequence to /fts/, in order to break up the sequence of three fricatives with a stop (O’Grady, Dobrovolsky, and Katamba, 1997: 54-55).

The third type is deletion. It is a process that removes a segment from certain phonetic contexts. For example many speakers delete the /θ/ of the final consonant
cluster on the word *fifths* and pronounce it as /fiːfs/ (O’Grady, Dobrovolsky, and Katamba, 1997: 55).

The fourth type is consonant and vowel change. It is a process where a consonant or a vowel change after an affix is added. For example the word *music* /mjuːzɪk/ becomes /mjuːʃɪn/ after it is added by suffix –*ion*. /l/ in *music* becomes /s/ in *musician*. Another example is the word *describe* /dɪskrɪb/ becomes /dɪskrɪʃn/ after the suffix –*ion* is added. /a/ in *describe* becomes /ɪ/ in *description* (Wardaugh, 1977:198-200).

The fifth type is flapped. It occurs when a sound with a rapid movement of the tongue to the top of the mouth. For example the word *write* /raɪt/, after it is added by the suffix –*ing*, it becomes /raɪdɪŋ/ (Wardaugh, 1977: 241).

The sixth type is metathesis. It is a process that reorders a sequence of segments. It often produces in a sequence of phones that is easier to articulate. For example the word *spaghetti* that is pronounced as *pesghetti* /pəsketi:/ by children (O’Grady, Dobrovolsky, and Katamba, 1997: 56).

The seventh type is schwa epenthesis. It is the insertion of a sound /I/ or /Ə/ in pronunciation after the word is added by affixation. For example the word *church* /ʧɜːʃ/ becomes /ʧɜːʃɪz/ after it is added by –*s*. /I/ in *churches* is called schwa epenthesis (Wardaugh, 1977: 241).

The eighth type is stress shift. It is the intensity with which a sound is pronounced relative to that of other sounds. For example “A dusty *blackboard*”
The primary stress [\`] is on black, the secondary stress [\^] is on dust and the tertiary stress [^] is on board, a and –y are unstressed [ ] (Wardaugh, 1977: 46).

The ninth type is suppletion. It occurs when a word does not have phonemic resemblance. For example the word go becomes went in verb two, good becomes best in superlative, to be is, am are become was, were in verb two (Wardaugh, 1977: 252).

The last type is vowel and consonant lengthening. It occurs when a word is attached to an affix, but it does not mean that all of the words become longer after they are attached to affix. For example the word thief /θl/ becomes /θi:vz/ after the suffix –es is added. The lengthening is shown by the mark :, so it will be pronounced longer.

C. Theoretical Framework

There are three problems which are discussed in the thesis, they concern about the stems of the prefix over-, the meaning of the prefix over-, and the last is the morphophonemic process that occurs.

In order to solve the first problem which concerns about the stems in which the prefix over- can attach to, the writer uses theory on morpheme and theory about affixation and word formation. These theories are applied because the writer discusses prefixation. Prefixation is a part of affixation, so it cannot be separated. The
stems and the prefix are independently-meaningful units, so they have their own meaning.

The second problem concerns about the lexical meaning of the prefix over-. At this, the writer uses theory on meaning. The prefix over- itself has its own meaning. In order to find the meaning of the derived word, the meaning of the stem and the prefix are combined into one so that they will produce a new meaning.

The last problem concerns about the morphophonemic process that occurs after the prefix is attached. In answering this problem, the writer uses theory on morphophonemic process. This theory will help the writer to find whether there is a change in the phonetic transcription or not right after the prefix is attached. Also, it will help the writer in finding out the kind of morphophonemic process which occurs after the prefix over- attached.
CHAPTER III

METHODOLOGY

A. Object of the Study

In this paper, the writer has chosen the prefix over- as the object of the study. The purpose of this study is to describe all the things which have relation with the prefix over-, therefore it is called descriptive research. The things here mean the description of the stem, the meaning of the prefix and the morphophonemic process of the prefix over-.

The writer analyzes three things that have been stated in the first chapter. These three things are the stems that can occur with the prefix over-, the lexical meanings of the prefix over-, and the morphophonemic process which occurs when the prefix over- is attached.

The discussion of the prefix over- is narrowed into the segmental part only. The writer will find whether there is a change on the phonetic transcription of the derived word after the prefix over- is attached or not. If there, then the writer will try to find the change that occurs such as the change on the stress, the change on the pronunciation and so on.

B. Sample and Population of Research

The object of this study is the attachment of the prefix over- to the words. This study uses words, which are formed with the prefix over- as the primary data
because this study is conducted by analyzing the words. The population samples used in this study are taken from two dictionaries, which are also the sources of this study, namely *Oxford Advanced Learner’s Dictionary of Current English 6th edition* and *Merriam Webster’s Collegiate Dictionary*. The reason why the writer chooses *Oxford Advanced Learner’s Dictionary of Current English 6th edition* as the main source because it is commonly used by the English learners. Meanwhile, *Merriam Webster’s Collegiate Dictionary* is chosen because the writer finds that this dictionary has the phonetic transcription that is very useful for the analysis. It also has some words using the prefix *over*-, which do not occur in the *Oxford Advanced Learner’s Dictionary of Current English 6th edition*. Therefore, those two dictionaries complete each other. The population is all words which are attached by the prefix *over*-. From the two dictionaries, the writer finds that there are 157 words which using the prefix *over*-. In this study, the writer will analyze them all.

C. Data Collection and Processing Activities

In collecting the data, the writer did some steps. Firstly, the writer collected the data of the prefix *over*-. Since not all the words with the prefix *over*- in the dictionary were derived words. Secondly, the writer separated which words belonged to the derived words and which ones were not. Thirdly, the writer identified the data to differentiate the free morphemes which were attached to the prefix *over*-, whether the morphemes were nouns, verbs, adjectives or adverbs.
D. Data Analysis

In order to answer the problems, the writer would use all the data taken from the dictionary.

First of all in order to answer the first problem, the writer used the data of the free morpheme that attached to the prefix *over-* and then categorized them based on their category of the part of speech. The category was divided into four, namely noun, adjective, verb, and adverb.

Second, the writer identified the changes in meaning by comparing the meaning of the stems of the prefix *over-* and the derived words. Instead of knowing the changes in meaning, the writer would also find the meaning of the prefix *over-* directly. Based on the dictionary, the meanings of the prefix *over-* were more than usual or too much; completely; upper, outer, or extra; over or above. Those meanings were called lexical meanings since their meanings could be found on the dictionary. Here, the writer used *Oxford Advanced Learner’s Dictionary of Current English 6th edition* and *Merriam Webster’s Collegiate Dictionary* to find the meanings of the stems and the derived words.

Third, the writer defined the kind of morphophonemic process that occurred with the prefix *over-* by using the phonetic transcription of the derived words. From that, the writer identified the changes that occurred in term of its spelling and the place of the stress.
In this chapter, the writer tries to answer the problems stated in the first chapter. The problems concern about the stems that occur with the prefix *over-*, the lexical meaning that the prefix *over-* shows in the derived words, and lastly is the morphophonemic process which occurs in the derived words after the prefix *over-* is attached. All the data used in the analysis are taken from *Oxford Advanced Learner’s Dictionary of Current English 6th edition* and *Merriam Webster’s Collegiate Dictionary*.

A. The Stems

There are four categories of parts of speech that can be the stems of the prefix *over-*, namely a noun, an adjective, a verb, and an adverb. Based on the analysis, the frequency and percentage of the occurrence of the stems are as seen in the following table.

<table>
<thead>
<tr>
<th>Stem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>82</td>
<td>52.23%</td>
</tr>
<tr>
<td>Noun</td>
<td>58</td>
<td>36.94%</td>
</tr>
<tr>
<td>Adjective</td>
<td>16</td>
<td>10.19%</td>
</tr>
<tr>
<td>Adverb</td>
<td>1</td>
<td>0.64%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>157</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

28
From the table above, the writer finds that verbs have the most number of occurrences, and then followed by nouns and adjectives. The discussion of each category is as below.

1. Noun

The first category of the stems is the noun. Even though, the prefix *over-* has been attached to the stem, which is a noun; the category of the derived word later will not change. It is still a noun. The following table will show it:

**Table 1.1 Noun as the stem of the prefix over-**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overage (N)</td>
<td>over- + age (N)</td>
</tr>
<tr>
<td>Overbalance (N)</td>
<td>over- + balance (N)</td>
</tr>
<tr>
<td>Overburden (N)</td>
<td>over- + burden (N)</td>
</tr>
<tr>
<td>Overcapacity (N)</td>
<td>over- + capacity (N)</td>
</tr>
<tr>
<td>Overcompensation (N)</td>
<td>over- + compensation (N)</td>
</tr>
<tr>
<td>Overexcitement (N)</td>
<td>over- + excitement (N)</td>
</tr>
<tr>
<td>Overdominance (N)</td>
<td>over- + dominance (N)</td>
</tr>
<tr>
<td>Overdose (N)</td>
<td>over- + dose (N)</td>
</tr>
<tr>
<td>Overestimation (N)</td>
<td>over- + estimation (N)</td>
</tr>
<tr>
<td>Overfatigue (N)</td>
<td>over- + fatigue (N)</td>
</tr>
<tr>
<td>Overpressure (N)</td>
<td>over- + pressure (N)</td>
</tr>
<tr>
<td>Overproportion (N)</td>
<td>over- + proportion (N)</td>
</tr>
</tbody>
</table>

As stated above, the prefix *over-* does not change the category of the derived word. The category is still a noun. In the words *overage*, the stem of the derived word
is *age*, in which its category is a noun. After the prefix *over*- attached, the category does not change. It remains a noun. Similar to the previous one, the word *overbalance* also has a noun as its stem that is *balance*. The following sentence is an example of the use of the word *overbalance*. *The overbalance often happens between rich and poor and it creates jealousy for the poor.* Word such as *overburden* is formed from the word *burden* also does not undergo changes in its category. It is still a noun. The other word such as *overcapacity* also has the same category of part of speech, namely noun. Here is the example of the word *overcapacity* in a form of sentence. *Overcapacity occurs when service or production given are much more than the demand.*

Another derived word which also does not undergo changes in part of speech, it remains a noun, is the derived word *overcompensation* as in *An overcompensation claim is given when there is a client who just had a terrible accident.* The writer also adds some other derived words as well as the examples in forms of sentence as below.

As stated above derived words such as, *overdose, overfatigue,* and *overpressure,* come from nouns as well, they are *dose, fatigue,* and *pressure* respectively. The following are the examples of a sentence that use the derived words. First, the derived word *overdose* as in *He was killed because of drugs overdose.* Second is the derived word *overfatigue* as in *Because of overfatigue she had to stay in a hospital for a week.* Third is the derived word *overpressure* as in *The overpressure that his boss gave to him, made him stressed out* The rest of derived
words such as *overdominance* *overestimation*, *overproportion* also have the same category of stems as the previous ones. The stems are *dominance*, *estimation*, *proportion* respectively.

However, there are some stems that are nouns, which undergo syntactic changes on the category of the part of speech when the prefix *over-* is attached. The part of speech of the stems will change into another kind of part of speech when the prefix *over-* is attached. In this, the category of the stems is nouns. Yet, the attachment of the prefix *over-* will change the nouns category into different categories such as verbs or adjectives. The table below will be the proof of the statement above.

**Table 1.2 Noun as the stem of the prefix over-**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overage (A)</td>
<td><em>over-</em> + age (N)</td>
</tr>
<tr>
<td>Overarm (A)</td>
<td><em>over-</em> + arm (N)</td>
</tr>
<tr>
<td>Overarm (Adv)</td>
<td><em>over-</em> + arm (N)</td>
</tr>
<tr>
<td>Overnight (Adv)</td>
<td><em>over-</em> + night (N)</td>
</tr>
<tr>
<td>Overproportion (V)</td>
<td><em>over-</em> + proportion (N)</td>
</tr>
<tr>
<td>Overscale (A)</td>
<td><em>over-</em> + scale (N)</td>
</tr>
<tr>
<td>Overshadow (V)</td>
<td><em>over-</em> + shadow (N)</td>
</tr>
<tr>
<td>Overstep (V)</td>
<td><em>over-</em> + step (N)</td>
</tr>
</tbody>
</table>

In the words above, the writer finds that the category of the stems will change after the prefix *over-* is attached. For example in the words *overage* as in *He lost his place on the football team when the manager discovered he was overage*, comes from a noun *age*. Meanwhile, the derived word *overscale* as in *His mother just bought an*
overscale sofa cost 23 million rupiahs, although she was aware that it was too big for their living room In the meantime, the derived word overarm, which comes from a noun arm, result two different parts of speech, namely adjective and adverb. Here are the examples to differentiate between overarm as an adjective and as an adverb.

1. The pitcher did an overarm throw. (ADJECTIVE)
2. He should throw the ball overarm. (ADVERB)

Meanwhile, the words such as overnight, overproportion, overshadow and overstep have different part of speech from the previous ones. They are verbs. Even though, they are verbs, the stems of these words do not have the same part of speech as the derived words. The stems are nouns. The word overproportion, although it is ended by the suffix –ion, has two parts of speech. They are nouns and verbs. In order to differentiate those words, the writer will give the examples as follows:

1. The price of rice is getting higher and causes the amount of famine in Indonesia overproportions. (VERB)
2. The overproportion of flood happens in Indonesia is generally caused by illegal loggings. (NOUN)

As stated above, the words overnight, overshadow and overstep also have the same part of speech for their stems, that is nouns. In order to make it clearer, the writer will give the examples. The derived word overnight can be used in this following sentence We stayed overnight in London after the theatre Meanwhile, the word overshadow can be used in this sentence He had been overshadowed by his elder sister. However, the word overshadow is usually used for passive sentence as in
the example above. The example of sentence using the derived word overstep is shown as follow *He was brave enough to overstep your authority in the last meeting.*

Therefore, it can be concluded that the stems nouns will not undergo changes in their parts of speech as soon as the prefix over- attaches if they produces the same part of speech, that is nouns. However, the stems nouns may undergo changes in their part of speech after the prefix over- attaches because they produce derived words which have different parts of speech, namely adjectives, adverb and verbs.

2. Adjective

The second category of the stems is the adjective. Different from the nouns, the derived words do not undergo changes in their categories. In other words, the category of the stems and the derived words remain the same, that is adjectives, as in these examples below:

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overactive (A)</td>
<td><em>over- + active (A)</em></td>
</tr>
<tr>
<td>Overblown (A)</td>
<td><em>over- + blown (A)</em></td>
</tr>
<tr>
<td>Overcrowded (A)</td>
<td><em>over- + crowded (A)</em></td>
</tr>
<tr>
<td>Overdue (A)</td>
<td><em>over- + due (A)</em></td>
</tr>
<tr>
<td>Overexcited (A)</td>
<td><em>over- + excited (A)</em></td>
</tr>
<tr>
<td>Overgrown (A)</td>
<td><em>over- + grown (A)</em></td>
</tr>
<tr>
<td>Overheated (A)</td>
<td><em>over- + heated (A)</em></td>
</tr>
<tr>
<td>Overlong (A)</td>
<td><em>over- + long (A)</em></td>
</tr>
<tr>
<td>Overprotective (A)</td>
<td><em>over- + protective (A)</em></td>
</tr>
</tbody>
</table>
In the words above, the prefix *over-* does not change the category of the derived words when it is attached to the stems. The derived words *overactive*, as in *That boy was overactive so that his parents did not know how to handle him*, comes from the stem *active*. In this, it is clearly seen that the derived word *overactive* is an adjective because it is preceded by to be *was*. Next, the derived word *overblown*, as in *He was well-known because of his overblown ambition*, is from the stem *blown* which is also an adjective. Then, the derived words *overcrowded* and *overdue* also have adjectives as their stems, namely *crowded* and *due*. The examples of these derived words in sentences are described as follows.

*Too many poor people are living in overcrowded conditions.* Here, the derived word *overcrowded* modifies the noun *conditions*. From the example, it can be seen one of adjective’s characteristics, that is modifying nouns. Another example is given here as in the derived word *overdue*. For example *The rent is overdue*. The derived word *overdue* is also from the stem *due*, which basically is an adjective. Different from the nouns, the adjectives do not produce different part of speech. This category remains the same.

It also happens for the words such as *overexcited, overgrown, overheated, overlong* and *overprotective*. These derived words are formed from the stems *excited, grown, heated, long* and *protective* respectively. Their categories are adjectives. The
examples of the derived words mentioned above in a form of sentences are described as follows.

First is the derived word *overexcited* as in *Don’t get the children overexcited before bedtime*. Second is the derived word *overgrown* as in *The garden is completely overgrown with weeds*. Third is the derived word *overheated* as in *Don’t sleep in an overheated room*. Fourth is the derived word *overlong* as in *I can’t imagine how she will do all activities that have been written in her overlong agenda*. Fifth is the derived word *overprotective* as in *Our neighbors become overprotective parents since their son recently has been caught shoplifting*.

In order to prove that the adjective does not produce other categories for the derived words after the attachment of the prefix *over-*, the following sentence will show it *The pineapple is overripe*. From this sentence, the derived word *overripe* follows the to be ‘is’ which becomes the verb of that sentence. The parts of speech which can follow a verb only are nouns, adjectives and adverbs. The stem of the derived word *overripe* is *ripe*. If the word *ripe* is used in a sentence, the sentence will be like this *Those bananas aren’t ripe yet. They’re still green*. Here, the adjective *ripe* comes after the to be *aren’t*. As an addition, to be is only followed by noun, adjective and adverb. Another example is given as an evidence as in the *He was oversensitive about his scar and thought everyone was staring at him*. Here, the derived word *oversensitive* also comes after the to be *was*. Therefore, from the examples above, it is proved that the stem adjectives do not produce different categories.
3. Verb

The third category of the stems is the verb. Verb has the most number of occurrences when it is attached to the prefix *over-*. Therefore, there are many derived words in which verb as their categories, as in these following examples:

**Table 1.4 Verb as the stem of the prefix *over-***

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overachieve (V)</td>
<td><em>over-</em> + achieve (V)</td>
</tr>
<tr>
<td>Overbalance (V)</td>
<td><em>over-</em> + balance (V)</td>
</tr>
<tr>
<td>Overburden (V)</td>
<td><em>over-</em> + burden (V)</td>
</tr>
<tr>
<td>Overbuy (V)</td>
<td><em>over-</em> + buy (V)</td>
</tr>
<tr>
<td>Overcapitalize (V)</td>
<td><em>over-</em> + capitalize (V)</td>
</tr>
<tr>
<td>Overcompensate (V)</td>
<td><em>over-</em> + compensate (V)</td>
</tr>
<tr>
<td>Overcrowd (V)</td>
<td><em>over-</em> + crowd (V)</td>
</tr>
<tr>
<td>Overdraw (V)</td>
<td><em>over-</em> + draw (V)</td>
</tr>
<tr>
<td>Overdose (V)</td>
<td><em>over-</em> + dose (V)</td>
</tr>
<tr>
<td>Overestimate (V)</td>
<td><em>over-</em> + estimate (V)</td>
</tr>
<tr>
<td>Overgrow (V)</td>
<td><em>over-</em> + grow (V)</td>
</tr>
<tr>
<td>Overkill (V)</td>
<td><em>over-</em> + kill (V)</td>
</tr>
<tr>
<td>Overpersuade (V)</td>
<td><em>over-</em> + persuade (V)</td>
</tr>
<tr>
<td>Overprice (V)</td>
<td><em>over-</em> + price (V)</td>
</tr>
<tr>
<td>Overrun (V)</td>
<td><em>over-</em> + run (V)</td>
</tr>
<tr>
<td>Oversell (V)</td>
<td><em>over-</em> + sell (V)</td>
</tr>
<tr>
<td>Overshoot (V)</td>
<td><em>over-</em> + shoot (V)</td>
</tr>
<tr>
<td>Overuse (V)</td>
<td><em>over-</em> + use (V)</td>
</tr>
<tr>
<td>Overvalue (V)</td>
<td><em>over-</em> + value (V)</td>
</tr>
</tbody>
</table>
The words above do not undergo changes because when the prefix over- is attached to the stems and produce the derived words, both the stems and the derived words have the same category, which is a verb. For example the stem estimate which is verb as in They estimate that the journey will take at least two weeks remains a verb although there is an attachment of the prefix over- so that the word becomes overestimate as in They were forced to the conclusion that they had overestimated him/his abilities. Another example is the stem use as in Going on the expedition gives me a chance to use all the training I've had. After the prefix over- is attached, the category remains the same, which is a verb. The derived word of the stem use is overuse as in I tend to overuse certain favorite expressions. Thus, from those two examples above, it can be concluded that verbs do not undergo changes on their category although the prefix over- is attached.

Besides the derived words overestimate and overuse, the writer also adds some more derived words as examples in the form of sentences. First is the derived word overbalance as in He overbalanced and fell into the water. Second is the derived word overburden as in They were overburdened by their new projects. Third is the derived word overbuy as in The manager decided to overbuy some new fabrics to avoid company's lost when the monetary crisis happened again. Fourth is the derived word overcompensate as in She overcompensated for her shyness by talking too much and laughing too loud. Fifth is the derived word overdraw as in Customers who overdraw will be charged a fee. Sixth is the derived word overgrow is The jasmines overgrow beyond our expectation when the summer comes.
Seventh is the derived word \textit{overpersuade} as in \textit{He is trying to overpersuade his wife so that she allows him to marry another woman}. Eighth is the derived word \textit{overprice} as in \textit{The merchants overprice chicken and eggs after the Avian Flu happens}. Ninth is the derived word \textit{overrun} as in \textit{Her lectures never overrun}. Tenth is the derived word \textit{oversell} as in \textit{He has a tendency to oversell himself}. Eleventh is the derived word \textit{overshoot} as in \textit{The department may overshoot its cash limit this year}. Twelfth is the derived word \textit{overvalue} as in \textit{Intelligence can be overvalued}.

All these derived words do not undergo changes in their part of speech although the prefix \textit{over-} attaches. After the attachment of the prefix \textit{over-}, the category of the derived words remains the same, that is verbs.

Similar to the above, the derived word \textit{overdose}, which comes from the stem \textit{dose}, also does not undergo changes. It remains verbs. However, there is a difference between \textit{overdose} (N) and \textit{overdose} (V). In order to make it clearer, the writer will provide the examples of sentence using the derived word \textit{overdose}. The first \textit{overdose} comes from the stem \textit{dose} which is a noun as in \textit{She took a massive overdose of sleeping pills}, while the second \textit{overdose} comes from the stem \textit{dose} which is a verb as in \textit{He had overdosed on heroin}. From this, it is clearly seen the difference between the word \textit{overdose} (N) and \textit{overdose} (V).

4. Adverb

The last category of stem is the adverb. There are only two derived words found from the dictionary. The words will be put in this table below:
Table 1.5 Adverb as stem of the prefix *over-*

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overmuch (Adv)</td>
<td><em>over-</em> + much (Adv)</td>
</tr>
</tbody>
</table>

The words above come from adverbs which are added by the prefix *over-*.

The derived word *overmuch* which is an adverb as in *She didn’t worry overmuch about the gossip*, comes from an adverb *much* as in *I ate too much last night*, and added by the prefix *over-*.

The adverbs do not have stems which can produce other categories such as nouns, adjectives or verbs after the prefix *over-* is attached. The occurrence of the adverbs as the stem of the prefix *over-* is not as many as other categories.

B. The Lexical Meaning of the Prefix *over-*

All words in English must have meanings. Even, there are words which have more than one meaning such as the word *sink* which means either one of the kitchen tools or to cause something to fail. Since an affix is also a morpheme, it also has meaning although it does not stand by itself,. There are affixes which only have one meaning such as *multi-* which means many, *pre-* which means before, and *re-* which means again. Yet, there are affixes which have more than one meaning such as prefix *under-* which means not enough and below, and *anti-* which means opposed to or against and preventing or destroying. Since the prefix *over-* has more than one meaning, so it belongs to this group.
In this thesis, the writer will analyze the prefix *over-*. This prefix is derivational affix. Its function is to form a new word after the prefix is attached. Derivational affix can also change the category of the word where it is attached to. Besides changing the category of the stem, the derivational affix can also change the meaning of the stems after the prefix is attached. Therefore, the examples of words using the prefix *over-* have undergone changes in their meanings.

Based on *Oxford Advanced Learner’s Dictionary of Current English* (2000) and *Merriam Webster’s Collegiate Dictionary* (1993), the prefix *over-* has four meanings. The first meaning is *more than usual or too much*, the second meaning is *completely*, the third meaning is *upper, outer or extra*, and the fourth meaning is *over or above*.

The writer will explain the list of the lexical meanings of the prefix *over-* below with some examples following it.

1. *Over-* to mean *more than usual or too much*

   The first meaning of the prefix *over-* is ‘more than usual’ or ‘too much’. The words are divided into two parts. The words below are the examples of words, which have meaning ‘more than usual’. The meaning ‘more than usual’ occurs in the words like the following:
Table 1.6 Prefix *over-* to mean more than usual

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overbuild</td>
<td>To build the actual demand.</td>
</tr>
<tr>
<td>Overcharge</td>
<td>To make somebody pay too much for something.</td>
</tr>
<tr>
<td>Overdraft</td>
<td>The amount of money that you owe to a bank when you have spent more money than is in your account.</td>
</tr>
<tr>
<td>Overextend</td>
<td>To extend or expand beyond a safe or reasonable point.</td>
</tr>
<tr>
<td>Overflow</td>
<td>To fill a space to capacity and spread beyond its limit.</td>
</tr>
<tr>
<td>Overman</td>
<td>To have or get too many personnel for the needs of something.</td>
</tr>
<tr>
<td>Overproof</td>
<td>Containing more alcohol than proof spirit.</td>
</tr>
<tr>
<td>Overqualified</td>
<td>Having more experience or training than is necessary.</td>
</tr>
<tr>
<td>Oversize</td>
<td>Being of more than standard or ordinary size.</td>
</tr>
<tr>
<td>Overstock</td>
<td>To buy or make more of something than you need or can sell.</td>
</tr>
<tr>
<td>Overtax</td>
<td>To make a person or an organization pay too much tax.</td>
</tr>
</tbody>
</table>

Source: Oxford Advanced Learner’s Dictionary of Current English and Merriam Webster’s Collegiate Dictionary

Meanwhile, there are many derived words which mean ‘too much’. Below are some examples of the derived words that belong to this category, which means ‘too much’.

Table 1.7 Prefix *over-* to mean too much

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcook</td>
<td>To cook food for too long.</td>
</tr>
<tr>
<td>Overdo</td>
<td>To do something too much.</td>
</tr>
<tr>
<td>Overdose</td>
<td>Too great a dose.</td>
</tr>
<tr>
<td>Overdress</td>
<td>To dress or adorn to excess.</td>
</tr>
<tr>
<td>Overeat</td>
<td>To eat to excess.</td>
</tr>
<tr>
<td>Overemphasis</td>
<td>Too much emphasis or importance.</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Overfeed</td>
<td>To give somebody or something too much food.</td>
</tr>
<tr>
<td>Overgrowth</td>
<td>Too much growth of something, especially something that grows on or over something else.</td>
</tr>
<tr>
<td>Overheat</td>
<td>To heat to excess.</td>
</tr>
<tr>
<td>Overlord</td>
<td>A person who has power over many other people.</td>
</tr>
<tr>
<td>Overreach</td>
<td>To fail by trying to achieve more than is possible.</td>
</tr>
<tr>
<td>Oversexed</td>
<td>Having stronger sexual desire than usual.</td>
</tr>
<tr>
<td>Oversimple</td>
<td>Too simple.</td>
</tr>
<tr>
<td>Overwrite</td>
<td>To write too much or in an overly elaborate style.</td>
</tr>
<tr>
<td>Overwork</td>
<td>To make a person or an animal work too hard.</td>
</tr>
</tbody>
</table>

*Source: Oxford Advanced Learner's Dictionary of Current English and Merriam Webster’s Collegiate Dictionary*

There is a slight difference between the meanings of the prefix *over-* as *more than usual* and *too much*. In the first meaning, there is clear boundary which limits between normal degree and excessive degree. Also, it can be clearly seen, for example the word *overstock*. The writer will give situation to explain the boundary. As if there was a seller who bought 50 clothes from the merchant and then he could only sold 5 clothes a day. Here, it can be seen that the clothes overstock, because the seller still has more or less 45 clothes to sell.

Different from above, the prefix *over-* which means *too much* does not have clear boundary between normal degree and excessive degree. It is merely about someone’s point of view, because every one has different point of view. For example in the word *overfeed*. Similar to the above, the writer will use a situation to explain it.
There were two zoo keepers who were feeding the lions at the same time. One of them gave a kilo of meat, while the other one gave two kilos of meat to the lions. According to A, giving one kilo of meat was enough for the lions because he did not want the lions to be so full. Meanwhile, B had different opinion. He thought that one kilo of meat was not enough for the lions. Thus, from the example above, it can not be measured the boundary between normal degree and excessive degree.

2. *Over*- to mean completely

Most people think that the prefix *over*- only means too much. However, it has another meaning. The second meaning of the prefix *over*- is ‘completely’. The meaning ‘completely’ occurs in the words like the following:

**Table 1.7 Prefix *over*- to mean completely**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcome</td>
<td>To be extremely affected by something.</td>
</tr>
<tr>
<td>Overhaul</td>
<td>To renovate, revise, or renew thoroughly.</td>
</tr>
<tr>
<td>Overpower</td>
<td>To defeat or gain control over somebody completely by using greater strength.</td>
</tr>
<tr>
<td>Overtired</td>
<td>Extremely tired, so that you become irritated easily.</td>
</tr>
<tr>
<td>Overwrought</td>
<td>Very worried and upset; excited in a nervous way.</td>
</tr>
</tbody>
</table>

*Source: Oxford Advanced Learner’s Dictionary of Current English and Merriam Webster’s Collegiate Dictionary*
3. Over- to mean *upper, outer, or extra*

Besides having meanings ‘more than usual’ or ‘too much’ and ‘completely’, the prefix *over-* also has meaning ‘upper’, ‘outer’, or ‘extra’. Only some words using the prefix *over-* which have this meaning. All of them are nouns. The example of words which using the prefix *over-* and having meaning as ‘upper’, ‘outer’, or ‘extra’ are the following:

**Table 1.8 Prefix *over-* to mean upper, outer or extra**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overdress</td>
<td>A dress worn over another.</td>
</tr>
<tr>
<td>Overcoat</td>
<td>A warm coat worn over indoor clothing.</td>
</tr>
<tr>
<td>Overdrive</td>
<td>An extra gear in a vehicle, which you use when you are driving at high speeds.</td>
</tr>
<tr>
<td>Overhead</td>
<td>Business expense not chargeable to a particular part of the work or product.</td>
</tr>
<tr>
<td>Overshoe</td>
<td>An outer shoe.</td>
</tr>
<tr>
<td>Overshirt</td>
<td>A shirt usually worn over another shirt without being tucked in.</td>
</tr>
<tr>
<td>Overskirt</td>
<td>A skirt worn over another skirt.</td>
</tr>
</tbody>
</table>

*Source: Oxford Advanced Learner’s Dictionary of Current English and Merriam Webster's Collegiate Dictionary*

4. Over- to mean *over or above*

The prefix *over-* also means ‘over’ or ‘above’. The examples of words using the prefix *over-* which has meaning ‘over’ or ‘above’ are the following:

**Table 1.9 Prefix *over-* to mean over or above**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overboard</td>
<td>Over the side of a boat or a ship into the water.</td>
</tr>
<tr>
<td>Overflight</td>
<td>A passage over an area in an airplane.</td>
</tr>
</tbody>
</table>
Overfly | To fly over a place.
---|---
Overhang | To stick out over and above something else.
Overhead | Above your head.
Overland | Across the land; by land, not by sea or by air.
Overlay | To lie on top of a surface.
Overlie | To lie over something.
Overpass | To pass across, over or beyond.

Source: Oxford Advanced Learner’s Dictionary of Current English and Merriam Webster’s Collegiate Dictionary

In English, there are words which also use over-. These words are also formed from the attachment of the prefix over-. However, they do not have special meanings. They will be understood if ‘too much’ or ‘excessively’ when they are used with the meaning of the base word. Below are the examples of those words:

Table 2.0 Prefix over- is understood as ‘too much’

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overambitious</td>
<td>Too ambitious.</td>
</tr>
<tr>
<td>Overbusy</td>
<td>Too busy.</td>
</tr>
<tr>
<td>Overcomplicated</td>
<td>Too complicated.</td>
</tr>
<tr>
<td>Overdependent</td>
<td>Too dependent.</td>
</tr>
<tr>
<td>Overeducated</td>
<td>Too educated.</td>
</tr>
<tr>
<td>Overgenerous</td>
<td>Too generous.</td>
</tr>
<tr>
<td>Overlarge</td>
<td>Too large.</td>
</tr>
<tr>
<td>Overmature</td>
<td>Too mature.</td>
</tr>
<tr>
<td>Overnice</td>
<td>Too nice.</td>
</tr>
<tr>
<td>Overoptimistic</td>
<td>Too optimistic.</td>
</tr>
<tr>
<td>Oversalt</td>
<td>Too much salt.</td>
</tr>
<tr>
<td>Oversmoke</td>
<td>Too much smoke.</td>
</tr>
<tr>
<td>Overtalk</td>
<td>Too much talk.</td>
</tr>
<tr>
<td>Overwater</td>
<td>Too much water.</td>
</tr>
</tbody>
</table>

Source: Merriam Webster’s Collegiate Dictionary
C. The Morphophonemic Processes

The morphophonemic process here refers to the process in which the phonetic transcription of the stems undergoes changes after the prefix attached such as addition, deletion and so on. Since there are so many kinds of morphophonemic process in English, the writer will narrow it and use the most appropriate one.

In analyzing the prefix over-, the writer finds that there is only one morphophonemic process occurs, namely stress shifting. Therefore, in this study the writer will try to analyze some changes of stressed syllable and some changes of spelling. In addition, the prefix over- is a neutral affix, that is an affix that has no phonological effect to the base to which it is attached (Katamba, 1993:89). Therefore, the writer concludes that the stress shifting which occurs with the prefix over- is also neutral because the stress does not affect the stem. In other words, the stem does not undergo any changes in its spelling as well as its sounds. As stated in the Chapter II, all words which consist of more than one syllable will have a greater stress in one of the syllables. If there is no syllable stressed, the words cannot be heard. In this, the syllable which is given the prominent stress is the base.

The writer has categorized the derived words into five categories based on the stem. First is the stem, which stress remains on the same position even after it is added by the prefix over-. Second is the stem, which stress shifts from the primary to secondary after the prefix over-is attached. Third is the stem, which stress shifts its place from the middle to in front of the word after the prefix over- is attached. The first category is the stem, which stress remains on the same position even after it is
added by the prefix *over*-. There are many words that belong to this category. Therefore, the writer will divide it into two sub-categories based on the amount of syllable. The first sub-category is the words, which consist of one syllable only. Below are the examples of one-syllable word:

**Table 2.1 The first category of stem; the stresses of one-syllable words remain on the same position after added by the prefix *over*-.**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Part of Speech</th>
<th>Phonetic Transcriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overact</td>
<td>V</td>
<td>/ˌəʊvərˈækt/</td>
</tr>
<tr>
<td>Overbook</td>
<td>V</td>
<td>/ˌəʊvəˈbʊk/</td>
</tr>
<tr>
<td>Overcut</td>
<td>V</td>
<td>/ˌəʊvəˈkʌt/</td>
</tr>
<tr>
<td>Overflow</td>
<td>V</td>
<td>/ˌəʊvəˈfləʊə/</td>
</tr>
<tr>
<td>Overlearn</td>
<td>V</td>
<td>/ˌəʊvərˈlɛrn/</td>
</tr>
<tr>
<td>Overmatch</td>
<td>V</td>
<td>/ˌəʊvərˈmætʃ/</td>
</tr>
<tr>
<td>Overpay</td>
<td>V</td>
<td>/ˌəʊvəˈpeɪ/</td>
</tr>
<tr>
<td>Overrun</td>
<td>V</td>
<td>/ˌəʊvərˈrʌn/</td>
</tr>
<tr>
<td>Oversleep</td>
<td>V</td>
<td>/ˌəʊvəsˈliːp/</td>
</tr>
<tr>
<td>Overweigh</td>
<td>V</td>
<td>/ˌəʊvərˈweɪ/</td>
</tr>
</tbody>
</table>

The words above are words that consist of one syllable. As it has been written on the previous page, a word must have at least one stress. If there is no stress occurs then the word cannot be pronounced. Every word above has a stress in it, and it occurs before the word itself. When those words are added by the prefix *over*-, the stress remains on the same position and becomes the primary stress. Meanwhile, the stress that occurs after the prefix *over*- is added becomes the secondary stress of the
derived words. For example the stem run, which only consists of one syllable, does not undergo any changes in its spelling and stress after the prefix over- is added. The same case also happens with the other one-syllable words such as book, cut, flow, sleep, weigh.

The second sub-category is the words, which consist of two or more syllables. The following words are the examples of the two or more-syllable words.

**Table 2.2 The first category of stem; the stresses of two or more-syllable words remain on the same position after added by the prefix over-**

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Part of Speech</th>
<th>Phonetic Transcriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcommit</td>
<td>V</td>
<td>/ˌɔrvərˈkɑ mɪt/</td>
</tr>
<tr>
<td>Overdevelop</td>
<td>V</td>
<td>/ˌɔrvədˈveləp/</td>
</tr>
<tr>
<td>Overexpose</td>
<td>V</td>
<td>/ˌɔrvərɪkˈspəʊz/</td>
</tr>
<tr>
<td>Overfishing</td>
<td>V</td>
<td>/ˌɔrvəˈfɪʃɪŋ/</td>
</tr>
<tr>
<td>Overissue</td>
<td>V</td>
<td>/ˌɔrvəˈɪʃuː/</td>
</tr>
<tr>
<td>Overmaster</td>
<td>V</td>
<td>/ˌɔrvəˈmɑːstər/</td>
</tr>
<tr>
<td>Overpopulate</td>
<td>V</td>
<td>/ˌɔrvəˈpɒpjʊleɪt/</td>
</tr>
<tr>
<td>Oversimplify</td>
<td>V</td>
<td>/ˌɔrvəˈsɪmplɪfai/</td>
</tr>
<tr>
<td>Oversubscribe</td>
<td>V</td>
<td>/ˌɔrvəsəbˈskraɪb/</td>
</tr>
<tr>
<td>Overvoltage</td>
<td>V</td>
<td>/ˌɔrvəˈvɔltdʒ/</td>
</tr>
</tbody>
</table>

The writer has written the phonetic transcription of the derived words for the first category and also has done a comparison between the phonetic transcriptions of the prefix and the derived words. The result is that there is a change on the phonetic transcription. The change that happens is only on the stress. For example in the phonetic transcriptions of the words such as overpopulate and overvoltage. Before the
prefix *over-* attaches to the stems *populate* and *voltage*, the stems only have one stress which occurs in front of the words or at the beginning of the words. After the prefix *over-* attaches and results new words, which are *overpopulate* and *overvoltage*, two stresses occur. Therefore, the derived words have two stresses which are the primary stress and secondary stress. As for the stem *populate*, the category of the derived word *overpopulate* remains as a verb although the prefix *over-* is attached. It also happens on the derived word *overvoltage*, which is a noun, that comes from the stem *voltage* which is a noun. The writer concludes that the attachment of the prefix *over-* does not affect the part of speech of the stem. It proves that the prefix *over-* is a neutral prefix.

The second category is the stem, which has one primary stress that occurs in front of the word, but after it is added by the prefix *over-* , the stress changes into a secondary stress. Here is the example of the derived word which belongs to this category.

<table>
<thead>
<tr>
<th>Derived Word</th>
<th>Part of Speech</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtrick</td>
<td>N</td>
<td>/ˈɔvərtrɪk/</td>
</tr>
</tbody>
</table>

The writer only finds one derived word which belongs to this category, that is the word *overtrick*. *Overtrick* is a noun and it comes from the stem *trick*, which is also a noun. Once again, it proves that the prefix *over-* is a neutral prefix. Before the prefix *over-* attaches, the stem *trick* only has a primary stress. Since the stem *trick*
consists of one syllable, so it only has one stress, which is primary one, which occurs in the initial position of the word /ˈtrɪk/. Yet, after the prefix over- attaches, the primary stress changes into secondary stress. The first stress which occurs in front of the derived word is a primary stress /ˈəʊvərˌtrɪk/, and the second stress, which is on the middle of the derived word, is a secondary stress /ˈəʊvərˌtrɪk/.

The third category is the stem, which only has one primary stress and after the prefix over- is added, the primary stress shifts its place from the middle to in front of the derived word. The writer only finds some derived words which belong to this category. The examples will be given as follows:

Table 2.4 Third category of stem; the primary stress shifts its place from the middle to the initial position of the derived words.

<table>
<thead>
<tr>
<th>Derived Words</th>
<th>Part of Speech</th>
<th>Phonetic Transcriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhaul</td>
<td>V</td>
<td>/ˈəʊvəl/</td>
</tr>
<tr>
<td>Overkill</td>
<td>V</td>
<td>/ˈəʊvəkl/</td>
</tr>
<tr>
<td>Overspill</td>
<td>V</td>
<td>/ˈəʊvəspɪl/</td>
</tr>
<tr>
<td>Overtime</td>
<td>N</td>
<td>/ˈəʊvətaim/</td>
</tr>
<tr>
<td>Overtone</td>
<td>N</td>
<td>/ˈəʊvətnəʊ/</td>
</tr>
</tbody>
</table>

From the comparison that the writer has done, the writer concluded that there is a change occurs on the phonetic transcription of the derived word. For example the derived words overhaul and overtime. Before the stems haul and time attach to the prefix over-, they have a primary stress. However, after the stems attach to the prefix
over-, the primary stress shifts from the middle part to the initial position of the derived word as stated in the table above.

According to the result of the comparison between the phonetic transcriptions of the stems, the prefix over- and the derived words, the writer concludes that there is a change in the resulted word or the derived word. A stress shift happens because most of the stresses have shifted from their places. It is shown through the occurrence of secondary stress in the derived words, the shifting of primary stress into secondary one, and the place shifting of primary stress, from middle position shifts to initial position. The writer concluded that the stress shifting occurs because it is affected by the resulted words. If the resulted words or derived words are nouns, then the primary stress occurs in initial position. Meanwhile, if the resulted words are verbs and consist of three to five syllables, then the primary stress remains in the same position and the secondary stress occurs in initial position. However, there is an exception for the resulted words overhaul, overkill and overspill. In these words there is no secondary stress occur because the resulted words only have one primary stress.

The reason why the writer concludes as stated in the previous sentence because there is no certain pattern that is found in the affixation process. In the other word, it can be said that if there is a morphophonemic change, such as assimilation, happen then the pattern must be easily recognizable. For instance in the word impossible, which its stem is possible. The assimilation occurs when the prefix in-, which means not, is changed into im-. It happens because the stem is begun with a bilabial stop /p/. That is why in order to make the pronunciation easier the prefix in-
is changed into im- so that it becomes more similar with the stem possible. The change from /n/ into /m/ is merely because /m/ has the same category so they are almost the same. Here, the pattern is clearly seen. If it is seen from the case above, the writer concludes that the prefix in- has an allomorph that occurs after the morphophonemic process happens. The allomorph of the prefix in- is the prefix im-.

It is different from the case of the prefix over-. The morphophonemic process of the prefix over- happens in a simple way and it does not affect the spelling and the sounds. It happens because the prefix over- belongs to the neutral affix, an affix which does not affect the stem after the affix is attached. Even though, the writer does not find certain pattern, such as assimilation, on the case of the prefix over-, it can be said that there is a morphophonemic process happens in the affixation of the prefix over-. The morphophonemic process that occurs is the stress shifting. The stress shifting has been described as in the previous pages.

From the research that the writer has done in the previous pages, the writer concludes that there is no allomorph occurs in the morphophonemic process of the prefix over-. It does not occur because there is no change of sounds that makes the pronunciation easier when the prefix over- is attached, such as in the case of the prefix in-, which has an allomorph that is the prefix im-. As an addition, the prefix over- is still pronounced the same as before. On the other words, the prefix over- is still pronounced as /ɔuvə/ when it is attached to the stems and it is not pronounced as /uə/ or even /ɔːvə/.
CHAPTER V
CONCLUSION

The prefix *over-* is a derivational morpheme because it can create a new meaning for the resulted words. Generally, there are four categories of parts of speech which become the stems of the prefix *over-*. They are nouns, adjectives, verbs and adverbs. As stated at the beginning of Chapter IV, verbs have the highest percentage of the stems. There are 82 words which can be attached to the prefix *over-*. However, not all of the stems can result the same category as the stems. There are some words that result into different categories of parts of speech, such as the stem nouns that result into adjectives or adverbs after they are attached to the prefix *over-*.

The prefix discussed in this thesis has lexical meanings. The lexical meanings can be found in the dictionary. There are four meanings of the prefix *over-*.

- The first meaning is *more than usual* or *too much* such as in the word *overbuild* and *overeat*.
- The second meaning is *completely* such as in the word *overcome*.
- The third meaning is *upper, outer or extra* such as in the word *overdress* and *overgear*.
- The fourth meaning is *over or above* such as in the word *overhead* and *overfly*.

From the analysis of the morphophonemic process of the prefix *over-*, there is a morphophonemic process happen. In the morphophonemic process, there is a change occurring in the resulted words. Most of the stresses of the stems have shifted from their original places after the prefix *over-* attaches. The shifting is shown through the occurrence of secondary stress in the derived words, the shifting of
primary stress into secondary one and the place shifting of primary stress, from middle position shifts to initial position.

Moreover, the stress shifting occurs because it is affected by the resulted words. If the resulted words or derived words are nouns, then the primary stress occurs in initial position. Meanwhile, if the resulted words are verbs and consist of three to five syllables, then the primary stress remains in the same position and the secondary stress occurs in initial position. However, there is an exception for some resulted words. Since they only have one primary stress after the prefix over- attaches, a secondary stress does not exist.


Dwijatmoko. B.B. English Morphology. Yogyakarta: Sanata Dharma University, 2004


**An Online Reference:**


http://www.wikipedia.org/wiki/Preposition#Prespositions (17 February 2006)

APPENDIX

Below are words that also attach to the prefix over-. Yet, they do not have special meanings. In general, they are understood as ‘too much’ or ‘excessively’.

Overemphasize
Overemphatic
Overenamored
Overencourage
Overenergetic
Overengineer
Overenrolled
Overentertained
Overenthusiasm
Overenthusiastic
Overequipped
Overestimation
Overevaluation
Overexaggerate
Overexaggeration
Overexcite
Overexercise
Overexpert
Overexertion
Overexpand
Overexpansion
Overexpectation
Overexplain
Overexplicit
Overexploit
Overexploitation
Overextraction
Overextrapolation
Overextravagant
Overexuberant
Overfacile
Overfamiliar
Overfamiliarity
Overfastidious
Overfat
Overfavor
Overfertilization
Overfertilize
Overfocus
Overfond
Overfulfill
Overfund
Overfussy
Overgeneralization
Overgeneralize
Overgenerosity
Overgenerous
Overgenerously
Overglamorize
Overgovern
Overhandle
Overharvest
Overhasty
Overhomogenize
Overhunt
Overhunting
Overhype
Overindebtedness
Overindulge
Overindulgence
Overindulgent
Overindustrialize
Overinflate
Overinflated
Overinflation
Overinform
Overinformed
Overingenious
Overingenuity
Overinsistent
Overintellectualization
Overintellectualize
Overintense
Overintensity
Overinterpretation
Overinvestment
Overlabor
Overlabored
Overladen
Overlavish
Overlend
Overlength
Overlengthen
Overlight
Overliteral
Overliterary
Overload
Overpromise  |  Oversensitiveness  |  Oversweet
Overpromote  |  Oversensitivity  |  Oversweeten
Overprotect  |  Overserious  |  Oversweetness
Overprotection  |  Overseriously  |  Overswing
Overprotectiveness  |  Overservice  |  Overtalk
Overpump  |  Oversimplistic  |  Overtalkative
Overrate  |  Oversolicitious  |  Overtaxation
Overreact  |  Oversophisticated  |  Overthin
Overreaction  |  Overspecialization  |  Overthink
Overrefined  |  Overspecialize  |  Overtighten
Overrefinement  |  Overspeculate  |  Overtip
Overregulate  |  Overspeculation  |  Overtired
Overregulation  |  Overstability  |  Overtrain
Overreliance  |  Overstaff  |  Overtreatment
Overreport  |  Overstimulate  |  Overuse
Overrespond  |  Overstimulation  |  Overutilization
Overrich  |  Overstrain  |  Overutilize
Oversanguine  |  Overstress  |  Overviolent
Oversaturate  |  Overstretch  |  Overvivid
Oversaturation  |  Overstructured  |  Overweary
Oversauce  |  Oversubtle  |  Overwind
Overscrupulous  |  Oversuds  |  Overwithhold
Oversecretion  |  Oversupply  |  Overzealous
                     |  Oversuspicious  |  Overzealousness