MINOR WORD FORMATION PROCESSES IN *THE HUNGER GAMES* TRILOGY NOVELS

**A SARJANA PENDIDIKAN THESIS**

Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By
Claudius Angga Yudha Kusuma

131214024

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Student Number: 131214024

Approved by
Advisor

Monica Ella Harendita, M.Ed.

Date
16 January 2017
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CLAUDIUS ANGGA YUDHA KUSUMA
Student Number: 131214024

Defended before the Board of Examiners on 8 February 2017 and Declared Acceptable

Board of Examiners

Chairperson : Yohana Veniranda, S.Pd., M.Hum., M.A., Ph.D.
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Yogyakarta, 8 February 2017
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
This research is dedicated to my beloved parents, who always love, support, and motivate me ♡

You never forget the face of the person who is your last hope.

-Katniss Everdeen; *The Hunger Games*
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 8 February 2017

The Writer

Claudius Angga Yudha Kusuma

131214024
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Nomor Mahasiswa : 131214024

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Claudius Angga Yudha Kusuma
ABSTRACT


Humans are creative. Many new words are produced in many languages, such as in English, and the production keeps increasing. Although the words have not been listed in the dictionary yet, humans can still understand the meaning. However, there were many words formed before by using some processes, such as clipping, blends, acronyms, and backformation. Some of the processes are called word formation processes.

Many words formed by using word formation processes are often found in novels, since they have a rich use of words. The examples of the novels are *The Hunger Games* trilogy novels, written by Suzanne Collins. Therefore, this research aims to answer the research question “how do the minor word formation processes happen in *The Hunger Games* trilogy novels?”

Content or document analysis was used as the research method to analyze the data, since this research used *The Hunger Games* trilogy novels, entitled *The Hunger Games, Catching Fire*, and *Mockingjay*, as the sources of data. This research analyzed the six out of seven minor word formation processes classified by O’Grady and de Guzman (2010): cliticization, clipping, blends, backformation, acronyms, and onomatopoeia. Morphological analysis became the nature of this research since this research dealt with the morphemes in forming words.

The results of this research showed that all six word formation processes proposed were found in the novels. The researcher found 294 lexical items formed by using cliticization, 74 lexical items formed by using onomatopoeia, 30 lexical items formed by using clipping, 20 lexical items formed by using backformation, 15 lexical items formed by using blends, and one lexical item formed by using acronyms. Cliticization was the most frequently used process to form the words while acronyms became the least frequently used process to form the words in the novels.

*Keywords*: word formation processes, novel, *The Hunger Games*
ABSTRAK


Kata-kata yang diciptakan menggunakan proses pembentukan kata sering ditemukan di novel, karena novel memiliki penggunaan kata yang sangat banyak. Sebagai contoh adalah novel trilogi The Hunger Games, yang ditulis oleh Suzanne Collins. Oleh sebab itu, penelitian ini bertujuan untuk menjawab rumusan masalah “bagaimana proses pembentukan kata minor terjadi di novel trilogi The Hunger Games?”


Kata kunci: word formation processes, novel, The Hunger Games
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CHAPTER I
INTRODUCTION

This chapter presents the background information and the rationale of this research. This chapter also formulates the research question that underlies why the researcher conducted this research as well as its benefits. Therefore, this chapter is divided into four sections: (1) the research background, (2) the research question, (3) the research significance, and (4) the definition of terms used in this research.

A. Research Background

Humans are creative. This creativity makes them able to produce many new words in a short time. Recently, in many languages, especially in English, there are many new words produced by humans. The examples of humans’ creativity can often be found in some novels in the form of new words, which have not been defined in the dictionary yet. Although the words have not been defined yet, humans can still understand the meanings of the words. They understand the meanings of those words by reading the story. After reading the story, humans will recognize the meanings of those words by inferring the context. Aitchison (2003) explains that humans can utter a new word which has never been said before whenever they want; it can still be understood even in the most unlikely circumstances.

Although the production of new words keeps increasing, previously there have been many formed words defined in the dictionary. For example, the word
flu is formed from influenza, the word brunch is formed from breakfast and lunch, the word PIN is formed from personal identification number, and the word edit is formed from editor. These words are formed by using some processes: clipping, blends, acronyms, and backformation. The processes of forming those words are called word formation processes.

Word formation processes are often found in some novels since they have a rich use of words. The examples of the novels are The Hunger Games trilogy novels, written by Suzanne Collins. They are The Hunger Games, Catching Fire, and Mockingjay. These novels tell a story of Katniss Everdeen who participates in a game called Hunger Games. The game is made as a guarantee to remind the districts about the treason to Capitol so that it does not happen again. Katniss has to struggle in this game for two periods so that she can survive and take revenge on President Snow, the cruel president who rules Panem.

There are two considerations why the researcher chose these novels. The first consideration is because it is expected that there are many word formation processes that can be found in the novels. For example, the Suzanne Collins uses blends to make a new lexical item of English word in her last novel. Interestingly, the term mockingjay does not exist in any English dictionaries since it is formed from Collins’s imagination. It shows humans’ creativity to produce a new term. The second consideration is that the novels have a high popularity since all of them have been filmed. Therefore, the novels are considered interesting to be read for many people, especially teenagers.
Other Sanata Dharma University students have done recent studies of word formation. However, this research is considered relatively new. To the best of the researcher’s knowledge, the previous studies do not use the novels as the media. The recent study conducted by Lakshita (2014) discovered that there were six types out of eight types of word formation processes proposed found in Carter Chambers’ utterance in The Bucket List movie script. The next study conducted by Pradana (2013) found that many words in Cockney and Bahasa Binan basically also existed in English and Bahasa Indonesia. Another research by Adyaningtyas (2013) discovered that eight out of eleven word formation processes proposed were found in the Pepsi and Coca-Cola advertisements published in the United States from 1950 until 2012.

Some researchers in other universities also conducted other studies. Two Diponegoro University students conducted the studies. The first study, conducted by Rahmawati (2012), classified some word formation processes on slang words used by transsexual while the second study found that compounding was the process that frequently happened in billboard advertisements in Semarang (Anggraeni, 2011). In addition, Tumiayah (2011), a student from Jember University, found that there were six word-formation processes in the article Are These the Best Years of Your Life?

Moreover, some researchers from other countries also conducted studies of word formation processes. Mustafa, Kandasamy, and Yasin (2015) conducted a recent study about the word formation processes in everyday communication on Facebook. Another study was conducted by Montero-Fleta (2011) about suffixes
in word formation processes in scientific English. Finally, the study conducted by Kalima (2007) discovered that acronyms and clipping were the most dominant processes found in internet gaming. Therefore, the researcher wants to conduct a new study from a different angle, by analyzing novels, as the media. However, this research focuses on the linguistic analysis rather than literary analysis. Hence, any intrinsic elements of the novels, such as the characters, the characterizations, and the plot, will not be discussed in this research.

B. Research Question

This research is going to answer one research question. The research question is “how do the minor word formation processes happen in The Hunger Games trilogy novels?” This research question analyzes the words which are formed by some word formation processes in The Hunger Games trilogy novels, written by Suzanne Collins.

C. Research Significance

The researcher expects that this research will give some benefits to three parties. They are English learners, English lecturers, and other researchers.

1. For English learners

This research is devoted to English learners, especially to the English Language Education Study Program students of Sanata Dharma University. The researcher hopes that English learners can learn in a fun and easy way to understand some word formation processes in morphology. Since it is applied to
real examples, they may understand it easier. The high popularity of *The Hunger Games* novels since they were filmed may also motivate English learners, especially teenagers, to learn English morphology interestingly.

2. **For English lecturers**

   For English lecturers, this research can be implemented as an alternative to teach students in a fun and interesting way. Lecturers can teach their students about the implementation of word formation processes examples in the real life. Therefore, the researcher hopes that lecturers can teach and motivate their students in studying morphology.

3. **For other researchers**

   By conducting this research, the researcher expects that this research can be useful for other researchers who are interested in conducting the research in the same field, morphology, focusing on the word formation processes. The researcher hopes that this research can help other researchers to analyze other word formation processes in other novels or documents. In addition, the researcher hopes that this research can link to other linguistic study field, such as analyzing phonetics, phonology, syntax, semantics, or pragmatics.

D. **Definition of Terms**

   In order to have the same understanding and avoid misconception between the researcher and the readers, the researcher defines the terms to clarify the concepts:
1. Word Formation Processes

Word formation processes are the processes of forming some words by adding or removing affixes, which are bound morphemes. There are many word formation processes in the morphology. However, to limit the discussion of this research, the researcher will analyze six out of seven minor word formation processes which are proposed by O’Grady and de Guzman (2010). The processes are cliticization, conversion, clipping, blends, backformation, acronyms, and onomatopoeia. However, the researcher did not analyze conversion since it has been analyzed in depth in other study (Bram, 2011).

2. The Hunger Games Trilogy

The Hunger Games is a novel written by Suzanne Collins. It has three series of novels, which means that The Hunger Games is a trilogy novel. The first novel, The Hunger Games, was published in 2008. The second novel is entitled Catching Fire. It was published in 2009. Finally, the third novel is entitled Mockingjay and it was published in 2010.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related theories which are used to support this research. This chapter is divided into two main sections: (1) the theoretical description and (2) the theoretical framework. The theoretical description aims to review the theories of morphology, including the theories of the word formation processes discussed in this research. The theoretical framework attempts to summarize and relate the theories to this research.

A. Theoretical Description

This section provides the review of the theories which are used by the researcher. This section reviews two main theories. The first main theory deals with morphology, such as words, morphemes, and affixes. The second main theory deals with the word formation processes. It elaborates some examples of word formation processes, such as borrowing, clipping, blends, backformation, and coinage.

1. Words, Morphemes, and Word Structure

O’Grady and de Guzman (2010) define a word as “the smallest free form found in language” (p. 116). They find that there are two types of words: a simple word and a complex word. A word that only consists of one morpheme is called a simple word while a complex word is a word that has more than one morpheme.
O’Grady and de Guzman (2010) define a morpheme as “the smallest unit of language that carries information about meaning or function” (p. 117). There are two types of morphemes: a free morpheme and a bound morpheme. According to O’Grady and de Guzman (2010), “a free morpheme is a morpheme that can be a word by itself, while a bound morpheme is a morpheme that must be attached to another element” (p. 117). For example, the word *tables* have two morphemes: a free morpheme and a bound morpheme. The morpheme *table* is the free morpheme since it can stand alone as a word while morpheme *-s* becomes the bound morpheme since it must be attached to other elements. Hence, it can be concluded that the word *tables* is an example of complex word since it has two morphemes: one free morpheme and one bound morpheme.

![Figure 2.1 The internal structure of the word *tables*](image)

**Notes:**

- N : noun
- Af : affix

Every word has its word structure. A complex word usually has a root and one or more affixes. A root morpheme usually belongs to a lexical category, such as a noun, a verb, or an adjective. On the other hand, an affix is always bound with other morphemes and it cannot stand alone, as it is shown in Figure 2.1 above that affix *-s* must be attached to other morphemes. It can be concluded that an affix is a bound morpheme.
A word also has a base. O’Grady and de Guzman (2010) define a base as “the form to which an affix is added” (p. 119). For instance, Figure 2.2 below shows that the word players consists of two affixes: -er and -s. The free morpheme play becomes the root of the word players and also the base for affix -er, while player becomes the base for affix -s.

![Figure 2.2 The tree structure of the word players](image)

**Figure 2.2 The tree structure of the word players**

2. Affixation

According to O’Grady and de Guzman (2010), an affix is divided into two types: prefix and suffix. O’Grady and de Guzman (2010) define a prefix as “an affix that is attached to the front of a base of a word while a suffix is an affix which is attached to the end of a base of a word” (p. 120). The process of attaching an affix/affixes to a base of a word is called affixation. There are two types of affixation: a derivational affixation and an inflectional affixation.

a. Derivation

According to O’Grady and de Guzman (2010), “derivation is an affixational process that forms a word with a meaning and/or category distinct from that of its base” (p. 122). As stated by Yule (2010) that “derivational morphemes make new words or make words of a different grammatical category
from the stem” (p. 69), in derivation, a word that is attached to an affix will change to another lexical category. Therefore, derivational morphemes will change the meanings of a word. In English, derivational affix can be in a form of a suffix or a prefix. The examples of derivational suffixes are -(at)ion, -ize, -ment, -able, -ness, -ly, -al, and -ive, while the examples of derivational prefixes are de-, dis-, mis-, re-, and un-.

b. Inflection

On the other hand, “the modification of a word’s form to indicate grammatical information of various sorts” is called inflection (O’Grady & de Guzman, 2010, p. 131). Inflectional affixes will not change the meaning and the lexical category of the word. Yule (2010) states that “inflectional morphemes are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word” (p. 69). In English, there are eight types of inflectional affixes, which all of them are suffixes. The following table shows the list of inflectional affixes in English according to O’Grady and de Guzman (2010):

<table>
<thead>
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<tbody>
<tr>
<td>plural -s</td>
<td>pens</td>
</tr>
<tr>
<td>possessive ‘s</td>
<td>Frank’s pens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>third person singular, non-past -s</td>
<td>Frank buys a pen.</td>
</tr>
<tr>
<td>progressive -ing</td>
<td>Frank is buying a pen.</td>
</tr>
<tr>
<td>past tense -ed</td>
<td>Frank played football.</td>
</tr>
<tr>
<td>past participle -ed or -en</td>
<td>Frank has played football.</td>
</tr>
<tr>
<td></td>
<td>Frank has written a letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparative -er</td>
<td>a cheaper pen</td>
</tr>
<tr>
<td>superlative -est</td>
<td>the cheapest pen</td>
</tr>
</tbody>
</table>

---

Table 2.1 List of inflectional affixes in English
3. Minor Word Formation Processes

A word formation process can be defined as a process which is used to form a word by taking, adding, removing, or even changing the structure of a word/words. There are many processes that can be used to form a word. Below are the explanation of word formation processes, such as borrowing, clipping, conversion, cliticization, and blends.

a. Borrowing

Yule (2010) defines borrowing as “a process of taking over of words from other languages” (p. 54). However, according to Zapata (2007), the language that borrows the terms usually adapts the phonology and morphology of the borrowed words. Hence, borrowed words do not copy the same from their original language. Yule (2010) gives some examples of borrowed words in English, such as “croissant (French), piano (Italian), pretzel (German), sofa (Arabic), tattoo (Tahitian), tycoon (Japanese), yogurt (Turkish), and zebra (Bantu)” (p. 54).

b. Compounding

According to O’Grady and de Guzman (2010), a process of creating a larger word by combining some lexical categories is called compounding. Compounding can happen in some categories: a noun, a verb, an adjective, or a preposition. In English, compound words can be written separately as two words, as one word separated by hyphen, or even as one word without hyphen. The table below shows some examples of compounding from some lexical categories:
Table 2.2 Some examples of compounding

<table>
<thead>
<tr>
<th>noun + noun</th>
<th>verb + noun</th>
<th>adjective + noun</th>
<th>preposition + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothpaste</td>
<td>swimming pool</td>
<td>happy hour</td>
<td>underground</td>
</tr>
<tr>
<td>bedroom</td>
<td>driving license</td>
<td>software</td>
<td>in-laws</td>
</tr>
<tr>
<td>noun + verb</td>
<td>verb + verb</td>
<td>adjective + verb</td>
<td>preposition + verb</td>
</tr>
<tr>
<td>rainfall</td>
<td>dropkick</td>
<td>dry cleaning</td>
<td>overlook</td>
</tr>
<tr>
<td>haircut</td>
<td>break dance</td>
<td>public speaking</td>
<td>overlook</td>
</tr>
<tr>
<td>noun + adjective</td>
<td>adjective + adjective</td>
<td>preposition + adjective</td>
<td></td>
</tr>
<tr>
<td>nationwide</td>
<td>deep blue</td>
<td>over ripe</td>
<td></td>
</tr>
</tbody>
</table>

c. Cliticization

O’Grady and de Guzman (2010) define clitics as “some words which are unable to stand alone as independent forms for phonological reasons” (p. 138). A process of attaching clitics to a word is called cliticization. In cliticization, there are two types of clitics: enclitics and proclitics. “Enclitics are clitics that attach to the end of their host while proclitics are clitics that attach to the beginning of their host” (O’Grady & de Guzman, 2010, p. 138). The examples of enclitics are ‘m in I’m (I am), ‘ll in you’ll (you will), ‘ve in they’ve (they have), and ‘d in he’d (he had or he would). On the other hand, proclitics often occur in Indonesian. For example, proclitics happen in this sentence: “Kumakan roti itu.” The clitic ku- in kumakan, which means I eat, is a proclitic since the clitic ku- is attached to the beginning of the word makan, as its host.

d. Conversion

O’Grady and de Guzman (2010) define conversion as a process of assigning existing word to a new lexical category without adding an affix. Conversion is also called zero derivation because it forms a new word by deriving
an existing word’s lexical category and meaning by giving no affix. O’Grady and de Guzman (2010) explain that “even though it does not add an affix, conversion is often considered to be a type of derivation because of the change in category and meaning that it brings about” (p. 138).

Mela-Athanasopoulou (2009) finds that conversion is mainly divided into two types: clear cases of conversion and marginal cases of conversion. There are three types of clear cases of conversion: verb-to-noun conversions, noun-to-verb conversions, and adjective-to-verb conversions. Some examples of verb-to-noun conversions are *drink, catch, cry,* and *laugh.* Next, the examples of noun-to-verb conversions are *to bottle, to butter, to salt,* and *to peel.* This type of conversions is the most productive one. Finally, the examples of adjective-to-verb conversions are found in the words *to clear, to lower, to black,* and *to calm.*

On the other hand, Mela-Athanasopoulou (2009) divides several types of marginal cases of conversion, such as onomatopoeia-to-verb conversions, particles-to-verb conversions, converted nouns, and conversions by stress. *Buzz,* *boo,* and *burp.* are the examples of onomatopoeia-to-verb conversions. The particles-to-verb conversions can be found in the words *down, off, out,* and *up.* Some cases of converted nouns also show the results of conversion from phrases, particles, and closed-class auxiliary verbs. The examples of the cases occur in the following words, such as *a must, a do, a don’t, forget-me-not,* and *down.* Finally, conversion also happens by shifting stress of a word. Mela-Athanasopoulou (2009) explains that in deverbal nouns, both complex and compound words, stress alters one word class to another, as it is found in the noun *‘refill* from the verb
**re’fill.** However, in some cases, conversion does not occur in converted deverbal nouns. For instance, the noun *at’tack* is formed from verb *at’tack*. On the other hand, in denominal verbs, stress is neutral, such as in the verb ’*question* from noun ’*question*.

e. **Clipping**

O’Grady and de Guzman (2010) define clipping as a process of deleting one or more syllables of a polysyllabic word in order to make it short. Clipping is often used to make long word become simpler or shorter. Veisbergs (1999) finds that clipping is often used in noun. However, clipping can also happen in other lexical category, such as verbs and adjectives. The examples are in the verb *phone* from *telephone* and in the adjective *comfy* from *comfortable*.

Veisbergs (1999) also finds that in English, clipping is commonly found in the school and college slang. Some examples of the words are *exam* from *examination*, *lab* from *laboratory*, *math* from *mathematics*, and *dorms* from *dormitories*. Furthermore, O’Grady and de Guzman (2010) state that clipping is often used in casual speech and in some names. The examples of clipped words in casual speech are *flu* from *influenza* and *burger* from *hamburger* while some examples of clipped names are *Liz*, *Ron*, and *Sue*.

f. **Blends**

Liu and Liu (2014) define blends as “the combination of clipping and compounding in which new words are created by the overlap of words or fragments of existing words” (p. 25). In addition, O’Grady and de Guzman (2010) define blends as “words that are created from non-morphemic parts of two already
existing items, usually the first part of one and the final part of the other” (p. 140). The examples of blends are brunch from breakfast and lunch, motel from motor and hotel, and smog from smoke and fog. O’Grady and de Guzman (2010) also find that crossbred animals are commonly named by using blends. For example, liger or tigon from lion + tiger, zedonk or zonkey from zebra + donkey, and cama from camel + llama. There are some ways to create a blend word. Liu and Liu (2014) classify blends into three types. The first one is head + word. For instance, the word emotag is the blending from the head of the word emotion with complete word tag. The second type is head + tail, as it is found in the word wedsite, the combination of the head of the word wedding and the tail of the word website. The last type is word + tail blending. The example is the word viewser from the head of the word viewer and the tail of the word user.

g. Backformation

According to O’Grady and de Guzman (2010), a process of removing a real or supposed affix of a word in order to create a new one is called backformation. Yule (2010) states, “typically, a word of one type (usually a noun) is reduced to form a word of another type (usually a verb)” (pp. 56-57). Some examples of noun to verb backformation are “donate from donation, resurrect from resurrection, enthuse from enthusiasm, and orient from orientation” (O’Grady & de Guzman, 2010, p. 140)

h. Acronyms

O’Grady and de Guzman (2010) define acronyms as words which are formed by taking some or all initial letters of the words and pronounced as a
word. The same as clipping, acronyms have a function of shortening long words
to become a simpler word. Hence, acronyms are often found in our daily life.
Izura and Playfoot (2012) state that “acronyms represent a significant and
idiosyncratic part of our everyday vocabulary. The demands of a highly technical
society have dramatically increased the proportion of acronyms encountered in
everyday language” (p. 862).

O’Grady and de Guzman (2010) explain that acronyms are commonly used
in naming organizations and in military and scientific terminology. Some
examples of acronyms are AIDS from Acquired Immune Deficiency Syndrome,
PIN from Personal Identification Number, and RAM from Random-Access
Memory. However, some words are sometimes not recognized as acronyms.
O’Grady and de Guzman (2010) find three examples of words that actually
acronyms. They are radar from radio detecting and ranging, scuba from self-
contained underwater breathing apparatus, and laser from light amplification by
stimulated emission of radiation. Pahlavannezhad, Akhlaghi, and Ebrahimi (2012)
state that “this created word can perform the role of noun in a sentence” (p. 168).
Long noun phrases consisting more than two words are often shortened by using
acronyms as it is showed from the examples.

i. Initialisms

Initialisms are different from acronyms. Initialisms have almost the same
definition with acronyms. Initialisms are also formed by taking some or all initial
letters of the words (O’Grady & de Guzman, 2010). However, acronyms are
pronounced as a word while initialisms are pronounced as sequences of letters.
Some examples of initialisms are CD from *Compact Disc*, VIP from *Very Important Person*, and COD from *Cash on Delivery*.

j. **Onomatopoeia**

O’Grady and de Guzman (2010) define onomatopoeic words as the words that are created to represent the name of a thing’s sound. Onomatopoeic sounds do not show the intrinsic connection between a word and its meaning. Some examples of onomatopoeic words are *meow*, *cock-a-doodle-doo*, *atchoo*, *buzz*, and *boom*. Onomatopoeic words may be different from one language to another because the speaker of the language may hear something in a different way. For example, English speakers will say that the sound of a rooster is *cock-a-doodle-doo*, while Indonesian speakers will say *kukuruyuk*.

Simpson (2004) classifies onomatopoeia into two forms: a lexical onomatopoeia and a non-lexical onomatopoeia. “Lexical onomatopoeia draws upon recognized words in the language system, words like thud, crack, slurp, and buzz, whose pronunciation enacts symbolically their referents outside language” (Simpson, 2004, p. 67). On the other hand, “non-lexical onomatopoeia, by contrast, refers to clusters of sound which echo the world in a more unmediated way, without the intercession of linguistic structure” (Simpson, 2004, p. 67).

k. **Coinage or Word Manufacture or Invention**

Zapata (2007) defines word coinage (or invention) as “the process whereby new words are created outright, either deliberately or accidentally, to fit some purpose” (p. 10). Coinage is usually used to represent a nonexistent word of an item in our everyday life. Hence, O’Grady and de Guzman (2010) find that
coinage or word manufacture is commonly found in a name of products or brands. Some examples of coinage are Kodak, Xerox, Nylon, and Dacron.

1. Eponyms

Fromkin, Rodman, and Hyams (2003) define eponyms as “words derived from proper names and are another of the many creative ways that the vocabulary of a language expands” (p. 98). O’Grady and de Guzman (2010) mention some words which are the examples of eponyms. For instances, the word Watt from James Watt and Fahrenheit from Gabriel Fahrenheit. Zapata (2007) also adds some examples of eponyms: Ohm from George Simon Ohm, sandwich from the 4th Earl of Sandwich, and Picasso from Pablo Picasso. It can be seen that eponyms are usually used to name a term in science by taking the name of its inventor, such as in the words Watt, Fahrenheit, and Ohm.

2. Internal Change

According to O’Grady and de Guzman (2010), internal change is “a process of substituting one non-morphemic segment for another to mark a grammatical contrast” (p. 135). Internal change can happen in some nouns and verbs in English. Some examples of internal change in nouns are found in singular-plural form, such as foot (singular) to feet (plural), goose (singular) to geese (plural), and man (singular) to men (plural). On the other hand, some examples of internal change in verbs are found in present-past form, such as sing (present) to sang (past), give (present) to gave (past), and swim (present) to swam (past).
n. Suppletion

O’Grady and de Guzman (2010) define suppletion as “a morphological process that replaces a morpheme by an entirely different morpheme in order to indicate grammatical contrast” (p. 136). The common examples of suppletion in English are went, as the past form of the verb go, and was and were, as the past form of the verb be. The present forms of the verb be: is, am, and are, are also the examples of suppletion. The word her, as the possessive adjective of pronoun she, and the word better and best, as the comparative and superlative forms of the word good, are also the examples of suppletion.

o. Reduplication

O’Grady and de Guzman (2010) explain that reduplication is “a process of repeating all or part of the base to which it applies to mark a grammatical or semantic contrast” (p. 137). Another language, such as Indonesian, has some words that are formed by reduplication to form plural nouns. The examples are anak-anak (children), buku-buku (books), and kucing-kucing (cats).

B. Theoretical Framework

This section outlines the theories to solve the research question of this research. The research question is “how do the minor word formation processes happen in The Hunger Games trilogy novels?” To answer the research question, the researcher uses the theory proposed by O’Grady and de Guzman (2010). In the theory, O’Grady and de Guzman (2010) classify seven minor word formation processes. The processes are cliticization, conversion, clipping, blends,
backformation, acronyms, and onomatopoeia. However, conversion is not analyzed in this research. Related to the theory, this research aims to study the words that are formed by those six minor processes and their word origin.
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used by the researcher to conduct this research. This chapter also outlines the method of this research and the technique in gathering and analyzing the data. Therefore, this chapter is divided into four sections: (1) the research method, (2) the sources of data (3) the instruments and data gathering technique, and (4) the data analysis technique.

A. Research Method

This research described the word formation processes happen in *The Hunger Games* trilogy novels. To conduct this research, the researcher used document analysis or content analysis in order to analyze the data. Ary, Jacobs, and Sorensen (2010) explain that “content analysis focuses on analyzing and interpreting recorded material to learn about human behavior.” Furthermore, Ary, et al. (2010) state that “the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents” (p. 29). Therefore, from the definition, this research used document analysis as the research method to analyze the data since it focused on analyzing the novels as the recorded material. In addition, Fraenkel, Wallen, and Hyun (2015) define content analysis as “a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications –many things which are produced by human beings” (p. 476). This research analyzed the processes to form the words in
the novels, as a part of humans to communicate –expressing idea– by producing written words.

This research aimed to analyze the word formation processes which happen in *The Hunger Games* trilogy novels. Hence, this research dealt with morphology. Yule (2010) finds that morphology, “which literally means “the study of forms,” was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic “elements” used in a language” (p. 67). Therefore, it can be concluded that the nature of this research was morphological analysis since it dealt with the morphemes in forming the words.

**B. Sources of Data**

The researcher used three novels as the main data sources to conduct this research. The first novel is entitled *The Hunger Games*. The novel was published in 2008 and it has 374 pages. The second novel, which was published in 2009, is entitled *Catching Fire* and it consists of 391 pages. Finally, the last novel, *Mockingjay*, was published in 2010 and it consists of 390 pages. Each of the novels has 27 chapters and all of them were published by Scholastic Press in New York.

**C. Instruments and Data Gathering Technique**

As what Ary, et al. (2010) have defined that document analysis focuses on analyzing recorded material, *The Hunger Games* trilogy novels written by
Suzanne Collins, entitled *The Hunger Games, Catching Fire, and Mockingjay*, were used as the instruments of this research. To gather data, the researcher did some steps. The first one was gathering all three novels, both printed and the e-book ones. After all of the novels were gathered, the researcher then read the novels. The next step was finding some examples of the words which are formed by the word formation processes discussed from any sources, such as in books and the Internet. Then, the researcher found the words in the e-book novels and listed the words based on each process discussed, whether they are used in the novels or not. Before analyzing the examples which were found in the internet, the researcher clarified whether the examples found were reliable or not by checking the etymology of the words in some dictionaries, both online and the printed ones. The researcher used three online dictionaries as the references: Online Etymology Dictionary, Merriam-Webster: Dictionary and Thesaurus, and Dictionary.com. There are also two printed dictionaries used by the researcher: Oxford American Dictionary and Thesaurus (2003) and The New International Webster’s Comprehensive Dictionary of the English Language (1995). If the etymology of the words shows that the process discussed originates a term, the researcher would consider the examples reliable.

D. Data Analysis Technique

After the researcher listed the words which are formed by the six minor word formation processes discussed, the researcher analyzed the words by finding the related information of each process. For example, the researcher found the
lexical category of the formed word and its word/words origin, and gave the information where the word is written in the novels. The researcher used the classification of minor word formation processes proposed by O’Grady and de Guzman (2010) as the theories in conducting this research since the theories provide more rigid and complete information than other theories. The researcher developed six tables to analyze the data. The tables were made based on the six word formation processes conducted in this research: cliticization, clipping, blends, backformation, acronyms, and onomatopoeia.

Table 3.1 Analysis table for words formed by cliticization

<table>
<thead>
<tr>
<th>#</th>
<th>Formed Word</th>
<th>Words Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>LC</td>
</tr>
</tbody>
</table>

Notes:
# : number
W : word
LC : lexical category
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay

Table 3.1 presents the words formed by cliticization in The Hunger Games trilogy novels. To analyze the words, the researcher made a column to list the words origin of the formed words. The researcher then analyzed the lexical category of the formed words and each word origin. The researcher also created a column to give information where the words are found in the novels.

Table 3.2 Analysis table for words formed by clipping

<table>
<thead>
<tr>
<th>#</th>
<th>Formed Word</th>
<th>Word Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>W</td>
<td>IA</td>
</tr>
</tbody>
</table>

Notes:
# : number
W : word
IA : inflectional affix
LC : lexical category
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay
Table 3.2 shows the words formed by clipping in *The Hunger Games* trilogy novels. The researcher gave a column to list the word origin of the formed words. The researcher then analyzed the lexical category of the formed words and each word origin. Next, the researcher analyzed the inflectional affix of the formed words found in the novels. The researcher also made a column to give information where the words are found in the novels.

**Table 3.3 Analysis table for words formed by blends**

<table>
<thead>
<tr>
<th>#</th>
<th>Formed Word</th>
<th>Words Origin</th>
<th>Novels</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA / DA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>LC</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>HG</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>CF</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>MJ</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>OP</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>MW</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>OE</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>OM</td>
</tr>
<tr>
<td>OA</td>
<td></td>
<td></td>
<td></td>
<td>OD</td>
</tr>
</tbody>
</table>

Notes:

# : number
W : word
IA : inflectional affix
DA : derivational affix
LC : lexical category
HG : *The Hunger Games*
CF : *Catching Fire*
MJ : *Mockingjay*
OP : Oxford American Dictionary and Thesaurus (printed)
MWP : The New International Webster’s Comprehensive Dictionary of the English Language (printed)
OED : Online Etymology Dictionary
OMW : Online Merriam-Webster: Dictionary and Thesaurus
OD : Dictionary.com (online)

Table 3.3 displays the words formed by blends in *The Hunger Games* trilogy novels. The researcher made a column to list the words origin of the formed words. Then, the researcher analyzed the lexical category of the formed words and each word origin. In addition, the researcher analyzed the inflectional affix or the derivational affix of the formed words found in the novels and created columns to give information where the words are found in the novels and the sources to find the origin of the word in the dictionary used by the researcher.
Table 3.4 Analysis table for words formed by backformation

<table>
<thead>
<tr>
<th>#</th>
<th>Formed Word</th>
<th>Words Origin</th>
<th>Novels</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>W IA</td>
<td>LC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HG CF MJ</td>
<td>OP</td>
</tr>
</tbody>
</table>

Notes:

# : number
W : word
IA : inflectional affix
LC : lexical category
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay
OP : Oxford American Dictionary
MWP : The New International Webster’s Comprehensive Dictionary of the English Language (printed)
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay
OP : Oxford American Dictionary
MWP : The New International Webster’s Comprehensive Dictionary of the English Language (printed)
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay
OP : Oxford American Dictionary
MWP : The New International Webster’s Comprehensive Dictionary of the English Language (printed)

Table 3.4 shows the words formed by backformation in The Hunger Games trilogy novels. The researcher created a column to list the words origin of the formed words and then analyzed the lexical category of the formed words and each word origin. The inflectional affix of the formed words found in the novels was also analyzed. Finally, the researcher provided columns to give information where the words are found in the novels and the sources to find the origin of the word in the dictionary used by the researcher.

Table 3.5 Analysis table for words formed by acronyms

<table>
<thead>
<tr>
<th>#</th>
<th>Formed Word</th>
<th>Words’ Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>W IA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HG CF MJ</td>
</tr>
</tbody>
</table>

Notes:

# : number
W : word
IA : inflectional affix
LC : lexical category
HG : The Hunger Games
CF : Catching Fire
MJ : Mockingjay

Table 3.5 presents the words formed by acronyms in The Hunger Games trilogy novels. The researcher developed a column to list the words origin of the
formed words. Next, the researcher analyzed the lexical category of the formed words and each word origin. The researcher also analyzed the inflectional affix of the formed words found in the novels. Moreover, the researcher provided a column to give information where the words are found in the novels.

Table 3.6 Analysis table for words formed by onomatopoeia

<table>
<thead>
<tr>
<th>#</th>
<th>Root of Formed Word</th>
<th>Onomatopoeic Sound</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>HG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MJ</td>
</tr>
</tbody>
</table>

Notes:
# : number
HG : *The Hunger Games*
CF : *Catching Fire*
MJ : *Mockingjay*

Table 3.6 displays the onomatopoeic words in *The Hunger Games* trilogy novels. The researcher made a column to list the root of the onomatopoeic word since the word can be derived to some lexical categories, such as noun and verb. The researcher then defined the meaning of the onomatopoeic word. In addition, the researcher provided a column to give information where the words are found in the novels.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of this research about the word formation processes which happen in *The Hunger Games* trilogy novels. This chapter also discusses the analysis of the findings based on the methodology used in this research to answer the research question. Since this research uses the classification of the minor word formation processes suggested by O’Grady and de Guzman (2010), this chapter analyzes the six out of seven minor word formation processes: cliticization, clipping, blends, backformation, acronyms, and onomatopoeia.

A. Minor Word Formation Processes in *The Hunger Games* Trilogy Novels

The researcher found that all six minor word formation processes discussed are used to form the words in the novels. The researcher found 294 lexical items formed by using cliticization, 74 lexical items formed by using onomatopoeia, 30 lexical items formed by using clipping, 20 lexical items formed by using backformation, 15 lexical items formed by using blends, and one lexical item formed by using acronyms. In order to analyze the word formation processes used in *The Hunger Games* trilogy novels, this section will be divided into six parts based on the processes. The following findings are the analysis of the lexical items in each process.
1. Cliticization

According to O’Grady and de Guzman (2010), cliticization is the process of attaching a morpheme to a word. In English, almost all pronouns and nouns can be attached to modal verbs or auxiliary verbs. From the findings, the researcher found that cliticization is often used to form the words in the novels. Cliticization happens in many pronouns (I, you, we, they, he, she, it, everyone/body/thing, anyone/body/thing, no one/body/thing, and someone/body/thing.) when they are attached to modal verbs (will and would), auxiliary verbs (be and have), or linking verb (is, am, and are). Table 4.1.1 below shows some basic English pronouns that can be attached to the modal verbs, auxiliary verbs, or linking verbs. The auxiliary verb is, am, or are functions as a progressive sentence when it is followed by the addition of inflectional verb -ing, or as a passive sentence when it is followed by the past participle verb. The linking verb is, am, or are functions as a link between the subject and its complement, as it is shown in this sentence: “Her name’s Prim” (p. 129; bk. 1, ch. 9). The cliticization is found in the word name’s, which stands from the word name and is. The verb is functions as a linking verb since it links the subject Her name with the complement Prim.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>verb</th>
<th>cliticization</th>
<th>pronoun</th>
<th>verb</th>
<th>cliticization</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>I’ll</td>
<td>He</td>
<td>will</td>
<td>He’ll</td>
</tr>
<tr>
<td></td>
<td>would</td>
<td>I’d</td>
<td></td>
<td>would</td>
<td>He’d</td>
</tr>
<tr>
<td></td>
<td>am</td>
<td>I’m</td>
<td></td>
<td>is</td>
<td>He’s</td>
</tr>
<tr>
<td></td>
<td>have</td>
<td>I’ve</td>
<td></td>
<td>has</td>
<td>He’s</td>
</tr>
<tr>
<td></td>
<td>had</td>
<td>I’d</td>
<td></td>
<td>had</td>
<td>He’d</td>
</tr>
<tr>
<td>You</td>
<td>will</td>
<td>You’ll</td>
<td></td>
<td>will</td>
<td>She’ll</td>
</tr>
<tr>
<td></td>
<td>would</td>
<td>You’d</td>
<td></td>
<td>would</td>
<td>She’d</td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>You’re</td>
<td></td>
<td>is</td>
<td>She’s</td>
</tr>
<tr>
<td></td>
<td>have</td>
<td>You’ve</td>
<td></td>
<td>has</td>
<td>She’s</td>
</tr>
<tr>
<td></td>
<td>had</td>
<td>You’d</td>
<td></td>
<td>had</td>
<td>She’d</td>
</tr>
</tbody>
</table>
Besides pronoun-verb cliticization, noun-verb cliticization is often used to form words in the novels. The researcher found some examples of noun-verb cliticization. There are two types of nouns which are formed by cliticization: proper nouns and common nouns. The examples of proper nouns found are the names of the characters in the novels while common nouns are the nouns which do not refer to particular objects (nouns in general). Both proper and common nouns can also be attached to modal verb *would*, auxiliary verbs *is* and *has*, or linking verb *is*.

<table>
<thead>
<tr>
<th>We</th>
<th>will</th>
<th>We'll</th>
<th>would</th>
<th>We’d</th>
<th>are</th>
<th>We’re</th>
<th>have</th>
<th>We’ve</th>
<th>had</th>
<th>We’d</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>will</td>
<td>It’ll</td>
<td>would</td>
<td>It’d</td>
<td>is</td>
<td>It’s</td>
<td>has</td>
<td>It’s</td>
<td>had</td>
<td>It’d</td>
</tr>
</tbody>
</table>

| They    | will | They’ll  | would | They’d | are | They’re | have | They’ve | had | They’d |

<table>
<thead>
<tr>
<th>Table 4.1.2 Examples of proper noun and verb cliticization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>noun</strong></td>
</tr>
<tr>
<td>Peeta</td>
</tr>
<tr>
<td>Peeta</td>
</tr>
<tr>
<td>(President) Snow</td>
</tr>
<tr>
<td>Gale</td>
</tr>
<tr>
<td>Gale</td>
</tr>
<tr>
<td>Gale</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.1.3 Examples of common noun and verb cliticization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>noun</strong></td>
</tr>
<tr>
<td>air</td>
</tr>
<tr>
<td>hair</td>
</tr>
<tr>
<td>sun</td>
</tr>
<tr>
<td>snow</td>
</tr>
<tr>
<td>body</td>
</tr>
<tr>
<td>food</td>
</tr>
</tbody>
</table>
Although pronoun-verb and noun-verb cliticizations dominate the findings since they are used many times and can be found in all novels, other types of cliticization can also happen in other lexical categories. The researcher also found that cliticization also happens in some modal verbs (will, would, can, could, should) and auxiliary verbs (be, do, and have) with adverb not to make a negative meaning. Table 4.1.4 below shows the verb-adverb (not) cliticization found in the novels. In addition, as it is shown in Table 4.1.5 below, some modal verbs (might, must, should, and would) can be attached to the auxiliary verb have as it is followed by past participle. Moreover, Table 4.1.6 shows that cliticization happens in some adverbs (here, there, where, and how) when they are attached to some modal verbs (will or would), auxiliary verb has, and linking verb is.

| Table 4.1.4 Examples of verb and adverb (not) cliticization |
|---------------|---------------|
| verb | adverb | cliticization |
| is | | isn’t |
| are | | aren’t |
| was | | wasn’t |
| were | | weren’t |
| do | | don’t |
| does | | doesn’t |
| did | | didn’t |
| have | not | haven’t |
| has | | hasn’t |
| had | | hadn’t |
| will | | won’t |
| would | | wouldn’t |
| can | | can’t |
| could | | couldn’t |
| should | | shouldn’t |

| Table 4.1.5 Examples of modal verb and auxiliary verb (have) cliticization |
|---------------|---------------|
| verb | verb | cliticization |
| might | have | might’ve |
| must | | must’ve |
| should | | should’ve |
| would | | would’ve |

| Table 4.1.6 Examples of adverb and verb cliticization |
|---------------|---------------|
| adverb | verb | cliticization |
| here | is | here’s |
| there | is | there’s |
| there | has | there’s |
| there | will | there’ll |
| there | would | there’d |
| where | is | where’s |
| where | would | where’d |
| how | is | how’s |
| how | would | how’d |
In short, cliticization becomes the most frequently used process to form the words in the novels. It is because in English, cliticization is always used in daily communication. Cliticization is easy to be formed. It can simplify long words and can be used in some lexical categories. Because of the reasons, cliticization is often used to form words in the novels.

2. Onomatopoeia

O’Grady and de Guzman (2010) define onomatopoeic words as the words which are created to represent the name of a thing’s sound. The researcher found that onomatopoeia is often used to form words in the novels. As what Simpson (2004) suggests that there are two types of onomatopoeia: a lexical onomatopoeia and a non-lexical onomatopoeia, the researcher found the two types of onomatopoeia in the novels. The example of non-lexical onomatopoeia occurs in the sentences: “R-i-i-i-p! I grit my teeth as Venia, a woman with aqua hair and gold tattoos above her eyebrows, yanks a strip of Fabric from my leg tearing out the hair beneath it” (p. 61; bk. 1, ch. 5). The word r-i-i-i-p! is an example of onomatopoeia since it represents a tearing sound made from the stripping of the Fabric. Another example of non-lexical onomatopoeia also occurs in the following sentences: “"Oh, good," I say, immediately taking a huge bite. The strong fatty cheese tastes just like the kind Prim makes, the apples are sweet and crunchy. "Mm."” (p. 389; bk. 1, ch. 23). The onomatopoeic sound Mm in this sentence symbolizes the satisfaction sound made after tasting a delicious food.
On the other hand, lexical onomatopoeia can be frequently found in the novels. Some examples of the lexical onomatopoeia found in the novels are *bang*, *quack*, *splatter*, and *splash*. This lexical onomatopoeia can be used in some lexical categories, such as a noun and a verb. For instance, the word *bang* in this sentence functions as a verb: “I bang through the door and stumble into the room” (p. 384; bk. 2, ch. 27). The word *bang* here represents a loud noise made from the hitting of the door. Another example of lexical onomatopoeia can also be found in the following sentence: “Prim giggles and gives me a small “Quack.”” (p. 16; bk. 1, ch. 1). The word *quack* in this sentence represents a sound of a duck and it functions as a noun. Moreover, the researcher found that some onomatopoeia in the novels can be classified into some related sounds, such as animals’ sound, collision’s sound, and liquid’s sound. The tables below explain the definition of the onomatopoeic sounds based on Online Cambridge Dictionary and researcher’s analysis.

**Table 4.2.1 Examples of onomatopoeia related to animals’ sound**

<table>
<thead>
<tr>
<th>Root of Formed Word</th>
<th>Onomatopoeic sound</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Hunger Games</td>
</tr>
<tr>
<td>meow</td>
<td>sound made by cats</td>
<td>-</td>
</tr>
<tr>
<td>purr</td>
<td>sound made by cats</td>
<td>-</td>
</tr>
<tr>
<td>quack</td>
<td>sound made by ducks</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Table 4.2.2 Examples of onomatopoeia related to collision’s sound**

<table>
<thead>
<tr>
<th>Root of Formed Word</th>
<th>Onomatopoeic sound</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Hunger Games</td>
</tr>
<tr>
<td>bang</td>
<td>the loud noise of hitting something</td>
<td>-</td>
</tr>
<tr>
<td>bump</td>
<td>a sound made from something falling or after hitting something</td>
<td>✓</td>
</tr>
<tr>
<td>crash</td>
<td>a loud noise from hitting something</td>
<td>✓</td>
</tr>
</tbody>
</table>
thud | a loud sound of something heavy falling | ✓ | ✓ | ✓

Table 4.2.3 Examples of onomatopoeia related to liquid’s sound

<table>
<thead>
<tr>
<th>Root of Formed Word</th>
<th>Onomatopoeic sound</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Hunger Games</td>
</tr>
<tr>
<td>drizzle</td>
<td>sound made from pouring liquid</td>
<td>✓</td>
</tr>
<tr>
<td>splash</td>
<td>the noise of something hitting water</td>
<td>✓</td>
</tr>
<tr>
<td>splatter</td>
<td>the sound of liquid hitting and covering the surface of something</td>
<td>✓</td>
</tr>
</tbody>
</table>

3. Clipping

Clipping is a process of deleting one or more syllables of a polysyllabic word in order to make it short (O’Grady & de Guzman, 2010). The researcher found that clipping is often used to form words in the novels. As stated by Veisbergs (1999) that clipping is often used in noun, the researcher also found that all of the clipped words found in the novels are nouns.

O’Grady and de Guzman (2010) state that clipping is often used to call someone’s name. The researcher found that clipping is used to call one of the characters’ names, Primrose Everdeen, who is the younger sister of Katniss Everdeen. She is called with Prim instead of Primrose. Prim is an example of shortened name which is formed by clipping.

Suzanne Collins also uses her creativity in forming some new lexical items. The researcher found some new words formed by using clipping: mutt, propo, and Career. The word mutt is actually a clipped word from muttonhead. However, in these novels, the word mutt is not formed from muttonhead, but it is
a term to call *mutations*, the animals which are altered genetically. It is explained in the sentences: “During the rebellion, the Capitol bred a series of genetically altered animals as weapons. The common term for them was mutations, or sometimes mutts for short” (p. 42; bk. 1, ch. 3). The other example of new clipped lexical item is *propo*, which comes from the words *propaganda spot*. It is explained in the sentences: “‘Our plan is to launch an Airtime Assault,’ says Plutarch. ‘To make a series of what we call propos—which is short for ‘propaganda spots’—featuring you, and broadcast them to the entire population of Panem.’” (p. 44; bk. 3, ch. 3). The word *propo* shortens two words *propaganda spot* by deleting some syllables to become one word. Therefore, *propo* is an example of clipped word. Finally, the word *Career* from *Career Tribute* is also an example of new clipped word as it is stated in the sentence: “In District 12, we call them the Career Tributes, or just the Careers. And like as not, the winner will be one of them” (p. 94; bk. 1, ch. 7). The word *Career* used in the novels does not refer to a particular job. However, it is used to call the superior tributes of Hunger Games from District 1, 2, and 4.

Table 4.3.1 Clipped name and new lexical items found in the novels

<table>
<thead>
<tr>
<th>Formed Word</th>
<th>Word(s) Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim</td>
<td>Primrose Everdeen</td>
<td>✓</td>
</tr>
<tr>
<td>Career</td>
<td>Career Tribute</td>
<td>✓</td>
</tr>
<tr>
<td>mutt</td>
<td>mutation</td>
<td>✓</td>
</tr>
<tr>
<td>propo</td>
<td>propaganda spot</td>
<td>-</td>
</tr>
</tbody>
</table>

Some common clipped words are also often found in the novels. Some words occur for several times in the novels. For instances, *flu* from *influenza*, *math* from *mathematics*, *photo* from *photograph*, *plane* from *aeroplane* (UK) or
airplane (US), the word prep in prep team from preparation team, gym from gymnasium, lab from laboratory, gas from gasoline, and phone from telephone.

Table 4.3.2 Examples of common clipped words often found in the novels

<table>
<thead>
<tr>
<th>Formed Word</th>
<th>Word Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Hunger Games</td>
</tr>
<tr>
<td>flu</td>
<td>influenza</td>
<td>✓</td>
</tr>
<tr>
<td>gas</td>
<td>gasoline</td>
<td>-</td>
</tr>
<tr>
<td>gym</td>
<td>gymnasium</td>
<td>✓</td>
</tr>
<tr>
<td>lab</td>
<td>laboratory</td>
<td>✓</td>
</tr>
<tr>
<td>math</td>
<td>mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>phone</td>
<td>telephone</td>
<td>-</td>
</tr>
<tr>
<td>photo</td>
<td>photograph</td>
<td>✓</td>
</tr>
<tr>
<td>plane</td>
<td>airplane (US) / aeroplane (UK)</td>
<td>-</td>
</tr>
<tr>
<td>prep (team)</td>
<td>preparation (team)</td>
<td>✓</td>
</tr>
</tbody>
</table>

However, some words sometimes are not recognized as clipped words as shown in Table 4.3.3 below. These clipped words tend to be used in daily communication rather than their word origin. The examples of the words are lunch from luncheon, pants from pantaloons, wig from periwig, piano from pianoforte, and pen, which is not a tool for writing but a prison, from penitentiary. In addition, the word squash, which is a kind of vegetables, is a shortening form of askutasquash. It is a clipping of borrowed word from Narraganset (Algonquian).

Table 4.3.3 Some examples of not recognized clipped words

<table>
<thead>
<tr>
<th>Formed Word</th>
<th>Word Origin</th>
<th>Novels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Hunger Games</td>
</tr>
<tr>
<td>lunch</td>
<td>luncheon</td>
<td>✓</td>
</tr>
<tr>
<td>pants</td>
<td>pantaloons</td>
<td>✓</td>
</tr>
<tr>
<td>pen</td>
<td>penitentiary</td>
<td>✓</td>
</tr>
<tr>
<td>piano</td>
<td>pianoforte</td>
<td>✓</td>
</tr>
<tr>
<td>squash</td>
<td>askutasquash</td>
<td>✓</td>
</tr>
<tr>
<td>wig</td>
<td>periwig</td>
<td>✓</td>
</tr>
</tbody>
</table>
4. Backformation

Backformation is a process of removing a real or supposed affix of a word in order to create a new one (O’Grady & de Guzman, 2010). There are some words in the novels which are formed by using backformation. The researcher found that most of the words are from noun to verb. Some examples of the words which are found almost in all novels are manipulate from manipulation, televise from television, edit from editor, and injure from injury.

The first word manipulate, which is originated from the word manipulation and the second word televise, which is formed from the noun television, are the examples of backformation from noun to verb. From these two words, it can be seen that the affix -ion, which is used to derive a noun, is removed from its word origin. The process of removing this supposed affix to create a new word is called backformation. The example can be found in the following sentences: “The scores will be televised tonight” (p. 105; bk. 1, ch. 8). From the sentence, it can be seen that the word televised functions as a verb after the result of backformation.

Another example of backformation also occurs in this sentence “Absolutely, they've cut away from Johanna, are editing her out” (pp. 346-347; bk. 2, ch. 24). The word edit in editing is also an example of backformation. The word edit is formed from the word editor, meaning a person who does an editing. The suffix -or is removed so that it derives the agent noun editor to a verb. Another example of noun to verb backformation is found in the word injure, which is formed from the noun injury, as shown in this sentence: “The first one, a doe that had injured her leg somehow, almost didn’t count” (p. 375; bk. 2, ch. 26).
Table 4.4.1 Examples of noun to verb backformation

<table>
<thead>
<tr>
<th>Formed Word</th>
<th>Word Origin</th>
<th>The Hunger Games</th>
<th>Catching Fire</th>
<th>Mockingjay</th>
</tr>
</thead>
<tbody>
<tr>
<td>edit</td>
<td>editor</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>injure</td>
<td>injury</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>manipulate</td>
<td>manipulation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>televise</td>
<td>television</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

However, not only from noun to verb, backformation can also happen in other lexical categories. For example, it occurs in the word *haze* in this sentence: “"Katniss?" A hand reaches for me out of the haze” (p. 89; bk. 3, ch. 7). The word *haze* as a noun is a result of backformation from the word *hazy*. It removes its real suffix -y, which is used to form an adjective, and results a new word with its new lexical category and meaning. In addition, backformation can happen from noun to adjective. For instance, the adjective *decadent* is originated from the noun *decadence*, as it is shown in the following sentence: “Particularly the decadent dishes served in the Capitol” (p. 230; bk. 1, ch. 17).

Table 4.4.2 Examples of backformation in other lexical categories

<table>
<thead>
<tr>
<th>Formed Word</th>
<th>Word Origin</th>
<th>The Hunger Games</th>
<th>Catching Fire</th>
<th>Mockingjay</th>
</tr>
</thead>
<tbody>
<tr>
<td>haze (noun)</td>
<td>hazy (adjective)</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>decadent (adjective)</td>
<td>decadence (noun)</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>

Backformation can also happen in the same category. As stated in *Merriam Webster Online Dictionary* and *Dictionary.com*, the singular noun *asset* is a result of backformation from the plural noun *assets*. Another famous example of singular to noun backformation happens in the word *pea*, which is originated from the singular noun *pease*. The word *pease* is often misinterpreted as the plural form.
The researcher found some unique cases in analyzing backformation. For example, the researcher found that the word *flex* is mentioned as clipping in *Oxford American Dictionary and Thesaurus* (flex, 2003). The dictionary states that the word *flex* is an abbreviation of the word *flexible*. However, according to *Online Etymology Dictionary* (Harper, n.d., “flex”), the word *flex* is a backformation form of the word *flexible*. According to the researcher’s analysis, the word *flex* is a backformation. There are two reasons why the researcher states that the word *flexible* is a backformation, not a clipping. The first reason is that the word *flexible* is an adjective while the word *flex* is a verb. Hence, it changes the lexical category of the word. In clipping, the word is shortened without changing the lexical category. The second reason is that what is removed in the word *flexible* is the affix *–ible*, which is used to form adjective. In backformation, the deleted morphemes are the supposed affixes of a word, while in clipping, the deletion of a word can happen in any syllables. For example, in *influenza*, the syllables *in-* and *-enza* are deleted, which do not refer to particular affixes. Hence, it can be concluded that the word *flex* is a backformation from the word *flexible*.

5. Blends

O’Grady and de Guzman (2010) define blends as “the words that are created from non-morphemic parts of two already existing items, usually the first part of one and the final part of the other” (p. 140). Some words are formed by using blends in the novels. As suggested by O’Grady and de Guzman (2010) that blends are commonly used to name crossbred animals, the researcher found that
the word *Mockingjay*, which is also the title of the third book, is formed by using blends. *Mockingjay* is a bird that can only be found in the novels, as it does not really exist in real life. *Mockingjay* is a term that is created by Suzanne Collins, showing human’s creativity to form a new word. *Mockingjay* is a Capitol muttation bird that is the result of crossbreeding of *mockingbird* and *jabberjay* as it is explained in the following sentences:

Only they didn’t die off. Instead, the jabberjays mated with female mockingbirds creating a whole new species that could replicate both bird whistles and human melodies. They had lost the ability to enunciate words but could still mimic a range of human vocal sounds, from a child’s high-pitched warble to a man’s deep tones. And they could re-create songs. Not just a few notes, but whole songs with multiple verses, if you had the patience to sing them and if they liked your voice. (p. 43; bk. 1, ch. 3)

Other examples of blends exist in the novels are *electrocuted* and *electrocution*. These two words are originated from *electro-* and the back half of the word *execute*, which then form the word *electrocute* (verb). The first word *electrocuted* gets the inflectional affix addition of past tense and past participle verb –*ed*, as shown in the following sentence: “... Anyone in contact with those surfaces at that moment will be electrocuted,” says Beetee” (p. 368; bk. 2, ch. 25).

It can be seen that the word electrocuted in the sentence functions as a verb. On the other hand, the second word *electrocution* gets the derivational affix -*ion*, which derives the verb *electrocute* to a noun *electrocution*.

The words *newscast* and *newscaster* found in the novels are also the examples of blend words. The word *newscast* (noun) is blended from the words *news* and *broadcast*. The second word *newscaster* gets the derivational suffix -*er
which derives the word to another noun which has the meaning of the person who does a newscast.

In addition, the researcher found some unique cases about some words that are analyzed in different ways by some dictionaries. An example is found in the blended word *twirl*. The researcher found that according to Online Etymology Dictionary (Harper, n.d., “twirl”) and Dictionary.com (anonymous, n.d., “twirl”), the word *twirl* is perhaps originated from *twist* and *whirl*. However, in other dictionaries, it is not stated that the word *twirl* is a blend word. According to researcher’s analysis, the word *twirl* may be an example of blends. The word *twist* has the meaning of turning something rapidly while the word *whirl* means turning...
around in circles. Hence, if the two words are blended into *twirl*, then it will have the meaning of having quick repeated turns in circles. The word can be found in the sentences: ““Twirl for me,” he says. I hold out my arms and spin in a circle” (p. 121; bk. 1, ch. 9). It can be seen that the blended word *twirl* has the same meaning as it is explained in the sentences in the novel. Hence, it can be concluded that the word *twirl* is a result of blending process from the word *twist* and *whirl*.

6. Acronyms

Acronyms are the words which are formed by taking some or all initial letters of the words (O’Grady & de Guzman, 2010). The researcher found that acronyms are rarely used in *The Hunger Games* trilogy novels since it is only used once. It occurs in the novel *Mockingjay* in this sentence: “They’re assaulted by ... what? A sound? A wave? A laser?” (p. 341; bk. 3, ch. 24) O’Grady and de Guzman (2010) find that the word *laser* is sometimes not recognized as acronyms. In the sentence, the word *laser* is formed by using acronym. *Laser* is formed from *light amplification by stimulated emission of radiation*. Many people do not know that *laser* is an acronym since it can be written not in capitals.

However, according to O’Grady and de Guzman (2010), acronyms are different from initialisms. The difference is that acronyms are pronounced as a word, while initialisms are pronounced letter-by-letter. This novel also has an example of initialisms as it is also found in *Mockingjay* novel in this sentence: “The soldiers simply call it the Block, but the tattoo on my arm lists it as S.S.C.,
short for Simulated Street Combat” (p. 246; bk. 3, ch. 18). As it has been explained in the sentence that the word S.S.C. is formed from Simulated Street Combat, it is formed by using initialism, not by using acronym, because the word is pronounced as /es.es.siː/. This word shows the example of humans’ creativity to produce new lexical categories since the word S.S.C. is not listed in the dictionary and it only exists in the novel.

Table 4.5 Acronym of the word laser

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<td>preposition</td>
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<td>radiation</td>
<td>noun</td>
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</table>

To sum up, acronyms become the rarely used process to form words. It is because the genre of these novels is fantasy. O’Grady and de Guzman (2010) state that acronyms are commonly used in naming organizations and in military and scientific terminology. However, the novels do not have a theme of military or science. Therefore, acronyms are rarely used since the words in the novels are not formed to refer to a specific terminology of particular themes.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter summarizes and concludes the findings of the minor word formation processes in *The Hunger Games* trilogy novels. In addition, this chapter provides the implications of the results for language teaching/learning and some recommendations for future researchers. Therefore, this chapter will be divided into three sections: (1) the conclusions, (2) the implications, and (3) the recommendations.

A. Conclusions

The objective of this research is to answer one research question. The research question is “how do word formation processes happen in *The Hunger Games* trilogy novels?” This research analyzed the words which are formed by using some processes. In order to answer the research question, the researcher used the theories proposed by O’Grady and de Guzman (2010). They classify seven minor word formation processes, namely cliticization, conversion, clipping, blends, backformation, acronyms, and onomatopoeia. However, conversion is not discussed since it has been analyzed in depth in other study (Bram, 2011).

From the data, the results showed that the researcher found all word formation processes which are discussed in this research. There are 294 lexical items formed by using cliticization, 74 lexical items formed by using onomatopoeia, 30 lexical items formed by using clipping, 20 lexical items formed
by using backformation, 15 lexical items formed by using blends, and one lexical item formed by using acronyms. Cliticization became the most frequently used process to form the words in the novels, while acronyms became the least frequently used process used to form the words.

The researcher concluded the reasons why cliticization is frequently used in forming the words in the novels. In English, cliticization is always used in daily life. Cliticization is easy to be formed. It can simplify long words and it can be used in some lexical categories. Hence, cliticization is often used to form words. On the other hand, acronym is rarely used to form the words. The genre of these novels is fantasy. The novels do not refer to a particular theme, such as military or science. Therefore, acronym is rarely used since the words in the novels are not formed to refer to a specific term of particular themes.

From the findings, the researcher also found some new lexical items formed by using some processes. The researcher found that clipping became the most frequently used process to form new lexical items. There are three new lexical items formed by using clipping: mutt, propo, and Career. In addition, the researcher found one new lexical item formed by using blends. The word is mockingjay.

The researcher also found that in some cases, some words are analyzed in different ways by some dictionaries. Most of the cases are found in backformation and blends. In backformation, the researcher found that the origin of the formed words is analyzed differently. Some dictionaries sometimes do not clearly state or even do not state at all that a word is formed by backformation. Another case is
that some dictionaries state that some words are formed with another process, such as clipping. In blends, a dictionary may find that a word is formed by blends, while other dictionaries say that that word is not formed by blends. In conclusion, a word may have many interpretations on how it is formed. Hence, studying how a word is formed is not only about looking the words up in dictionaries, but it is important to analyze the structure of a word in order to know the right process of forming a word.

B. Implications

After conducting this research, the researcher expects that the results of this research can contribute as an alternative way to teach and learn morphology, focusing on word formation processes, easily and interestingly. English lecturers can motivate their students to learn word formation processes. Rather than only giving explanations and studying from textbooks which may be boring for the learners, it can become a way to make the learners feel attracted in learning by giving them a chance to read other sources. English learners can feel entertained since they can learn while reading famous novels which are popular and interesting for them.

C. Recommendations

After conducting this research, the researcher provides some recommendations for future teaching-learning activities and researchers. The researcher recommends English lecturers who teach morphology to use novels as
interesting media for their students to learn the implementation of word formation processes in their real life so that they can easily understand the material and learn it in a fun way. Learning word formation processes in the novels can be an alternative way for English learners to make them interested in learning. Hence, the researcher suggests for English learners to learn and analyze word formation while reading novels they like.

In addition, the researcher recommends other researchers who have the same interest in this field analyze other types of word formation processes in these novels. Since this research is only limited to discussing the six out of seven types of minor word formation processes classified by O’Grady and de Guzman (2010), future researchers can analyze the other processes such as conversion, coinage, borrowing, and compounding. The major word formation processes, derivation and inflection can also be the alternative topics to be explored in conducting another study. In addition, since the studies about word formation processes in the novels are relatively new, future researchers can analyze other novels which may be popular in the future. Other researchers can also use other documents, such as play scripts, speeches, songs, poems, and textbooks, as the media to conduct new research, since the media have a rich use of words.
REFERENCES


Tumiayah. (2011). The word-formation analysis on the article are these the best years of your life?. (Undergraduate Thesis, Jember University). Retrieved on 12 September 2016 from http://repository.unej.ac.id/bitstream/handle/123456789/3302/TUMIAYAH%20%282%29.pdf?sequence=1


APPENDICES
APPENDIX 1: Summary of The Hunger Games novel

Winning will make you famous.

Losing means certain death.

The nation of Panem, formed from a post-apocalyptic North America, is a country that consists of a wealthy Capitol region surrounded by 12 poorer districts. Early in its history, a rebellion led by a 13th district against the Capitol resulted in its destruction and the creation of an annual televised event known as the Hunger Games. In punishment, and as a reminder of the power and grace of the Capitol, each district must yield one boy and one girl between the ages of 12 and 18 through a lottery system to participate in the games. The 'tributes' are chosen during the annual Reaping and are forced to fight to the death, leaving only one survivor to claim victory.

When 16-year-old Katniss's young sister, Prim, is selected as District 12's female representative, Katniss volunteers to take her place. She and her male counterpart Peeta, are pitted against bigger, stronger representatives, some of whom have trained for this their whole lives. She sees it as a death sentence. But Katniss has been close to death before. For her, survival is second nature.

Taken from: http://www.goodreads.com/book/show/2767052-the-hunger-games
APPENDIX 2: Summary of *Catching Fire* novel

*Sparks are igniting.*

*Flames are spreading.*

*And the Capitol wants revenge.*

Against all odds, Katniss has won the Hunger Games. She and fellow District 12 tribute Peeta Mellark are miraculously still alive. Katniss should be relieved, happy even. After all, she has returned to her family and her longtime friend, Gale. Yet nothing is the way Katniss wishes it to be. Gale holds her at an icy distance. Peeta has turned his back on her completely. And there are whispers of a rebellion against the Capitol - a rebellion that Katniss and Peeta may have helped create.

Much to her shock, Katniss has fueled an unrest she's afraid she cannot stop. And what scares her even more is that she's not entirely convinced she should try. As time draws near for Katniss and Peeta to visit the districts on the Capitol's cruel Victory Tour, the stakes are higher than ever. If they can't prove, without a shadow of a doubt, that they are lost in their love for each other, the consequences will be horrifying.

In *Catching Fire*, the second novel in the Hunger Games trilogy, Suzanne Collins continues the story of Katniss Everdeen, testing her more than ever before...and surprising readers at every turn.

*Taken from:* http://www.goodreads.com/book/show/6148028-catching-fire
APPENDIX 3: Summary of *Mockingjay* novel

*My name is Katniss Everdeen.*

*Why am I not dead?*

*I should be dead.*

Katniss Everdeen, girl on fire, has survived, even though her home has been destroyed. Gale has escaped. Katniss's family is safe. Peeta has been captured by the Capitol. District 13 really does exist. There are rebels. There are new leaders. A revolution is unfolding.

It is by design that Katniss was rescued from the arena in the cruel and haunting Quarter Quell, and it is by design that she has long been part of the revolution without knowing it. District 13 has come out of the shadows and is plotting to overthrow the Capitol. Everyone, it seems, has had a hand in the carefully laid plans--except Katniss.

The success of the rebellion hinges on Katniss's willingness to be a pawn, to accept responsibility for countless lives, and to change the course of the future of Panem. To do this, she must put aside her feelings of anger and distrust. She must become the rebels' Mockingjay--no matter what the personal cost.

*Taken from:* http://www.goodreads.com/book/show/7260188-mockingjay
APPENDIX 4: List of words formed by cliticization

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Notes:

# : number  
N : noun  
W : word  
V : verb  
LC : lexical category  
ad : adverb  
HG : The Hunger Games  
prep : preposition  
CF : Catching Fire  
det : determiner  
MJ : Mockingjay

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## APPENDIX 5: List of words formed by onomatopoeia

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<th>Novels</th>
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<td></td>
<td></td>
<td></td>
<td>MJ</td>
</tr>
<tr>
<td>1</td>
<td>Aa!</td>
<td>a shocked sound made by someone</td>
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<tr>
<td>2</td>
<td>bam</td>
<td>a loud and sudden sound</td>
<td>-</td>
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<tr>
<td>3</td>
<td>bang</td>
<td>a loud noise of hitting something</td>
<td>-</td>
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<tr>
<td>4</td>
<td>beep</td>
<td>a short and loud sound</td>
<td>-</td>
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<td>5</td>
<td>belch</td>
<td>a sound of released air from the stomach</td>
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<td>6</td>
<td>boom</td>
<td>a loud sound of explosion</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>bump</td>
<td>a sound from something falling, a sound from hitting something</td>
<td>✓</td>
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<tr>
<td>8</td>
<td>buzz</td>
<td>a sound made by bees, a continuous low sound</td>
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<td>chatter</td>
<td>a sound made by people having conversation</td>
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<td>chirp</td>
<td>a short and high sound</td>
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<td>clang</td>
<td>a loud and deep ringing sound from hitting metal</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>clank</td>
<td>a short sound from hitting metal and door</td>
<td>-</td>
</tr>
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<td>13</td>
<td>clap</td>
<td>a short loud noise from hitting hands together</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>clatter</td>
<td>a loud noise made from hitting hard objects</td>
<td>✓</td>
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<tr>
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<td>click</td>
<td>a short, sharp, sound</td>
<td>✓</td>
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<td>clink</td>
<td>a short ringing sound like a lightly knocking pieces of glass</td>
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<td>17</td>
<td>cluck</td>
<td>a sharp and short sound made by tongue to express disapproval</td>
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<td>crack</td>
<td>a breaking sound</td>
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<td>crackle</td>
<td>a lot of short, dry, sharp sounds</td>
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<td>crash</td>
<td>a loud noise from hitting something</td>
<td>✓</td>
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<td>croak</td>
<td>a rough voice because of sore throat or dry throat.</td>
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<td>a sound of dropping liquid</td>
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<td>drizzle</td>
<td>a sound made from pouring liquid</td>
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<td>Euh! / Euuuh!</td>
<td>a sound of disgust</td>
<td>✓</td>
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<td>gasp</td>
<td>a sound from trying to get more air, taking a quick breath through mouth.</td>
<td>✓ ✓ ✓</td>
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<td>groan</td>
<td>a deep and long sound expressing pain</td>
<td>✓ ✓ ✓</td>
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<tr>
<td>27</td>
<td>growl</td>
<td>a low and rough sound</td>
<td>✓ ✓ ✓</td>
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<td>grunt</td>
<td>a short and low sound made by a person because of feeling an anger or a pain</td>
<td>- ✓ ✓</td>
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<td>hiccups</td>
<td>a repeated unwanted loud noise made in the throat</td>
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<td>hiss</td>
<td>a sound of saying something in quiet angry way</td>
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<td>honk</td>
<td>a sound short and loud sound made by cars</td>
<td>- - ✓</td>
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<td>hoot</td>
<td>a sound made by owls</td>
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<td>howl</td>
<td>a loud sound made to express sadness</td>
<td>✓ ✓ ✓</td>
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<td>a sound made to express disapproval, to show something that is not heard or understood, or to ask someone to agree with something we say</td>
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<td>hum</td>
<td>a continuous low sound</td>
<td>✓ ✓ ✓</td>
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<td>knock</td>
<td>a repeated sound of hitting something</td>
<td>✓ ✓ ✓</td>
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<td>meow</td>
<td>a sound made by cats</td>
<td>- - ✓</td>
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<td>Mm.</td>
<td>a sound of satisfaction after eating something delicious</td>
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<td>moan</td>
<td>a long and low sound made to express pain</td>
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<td>oohs and ahs</td>
<td>sound of amazement</td>
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<td>ouch</td>
<td>a sound made to express pain</td>
<td>✓ - -</td>
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<td>pop</td>
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<td>a sound of cats, soft and low purring sound</td>
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<td>a sound made by ducks</td>
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<td>a loud shouting sound made by crowds</td>
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<td>a continuous low sound</td>
<td>✓ - ✓</td>
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<td>rustle</td>
<td>a soft and dry sound from paper or leaves</td>
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<td>a short, loud, and high sound</td>
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<td>a sound made by a person like food of being fried or cooked</td>
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<td>a sound made from cutting something with sharp tools</td>
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<td>a sound of breaking branch</td>
<td>✓ - -</td>
</tr>
<tr>
<td>59</td>
<td>sniff</td>
<td>a sound made by taking a quick breath</td>
<td>✓ ✓ ✓</td>
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<td>snort</td>
<td>a sound made by forcing air through the nose</td>
<td>✓ ✓ -</td>
</tr>
<tr>
<td>61</td>
<td>splash</td>
<td>a noise of something hitting water</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>62</td>
<td>splatter</td>
<td>a sound of liquid hitting and covering the surface of something</td>
<td>✓ ✓ ✓</td>
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<tr>
<td>63</td>
<td>squeak</td>
<td>a short and high cry/sound</td>
<td>- ✓ ✓</td>
</tr>
<tr>
<td>64</td>
<td>squeal</td>
<td>a long and very high sound</td>
<td>✓ ✓ -</td>
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<tr>
<td>65</td>
<td>tap</td>
<td>a repeated gently, short, and sharp noise when hitting something</td>
<td>✓ ✓ ✓</td>
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<td>thud</td>
<td>a loud sound of something heavy falling</td>
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<tr>
<td>67</td>
<td>thump</td>
<td>a noise made by hitting something</td>
<td>- - ✓</td>
</tr>
<tr>
<td>68</td>
<td>tick tock</td>
<td>a sound of ticking clock</td>
<td>- ✓ ✓</td>
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<td>tinkle</td>
<td>a light ringing sound made from windchimes or another metal</td>
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<td>a sound of flowing liquid</td>
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<tr>
<td>71</td>
<td>ugh</td>
<td>a sound of disgust</td>
<td>☑️  ☑️  ☑️</td>
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<td>72</td>
<td>wail</td>
<td>a sound of long, high, loud cry</td>
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<td>sound made by a machine</td>
<td>-      -  ☑️</td>
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Notes:

# : number  
HG : The Hunger Games  
CF : Catching Fire  
MJ : Mockingjay
## APPENDIX 6: List of words formed by clipping

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<td>daddy N</td>
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<td>fanatic N</td>
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<td>gymnasium N</td>
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<td>groombride N</td>
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**Notes:**
- #: number
- W: word
- IA: inflectional affix
- LC: lexical category
- HG: The Hunger Games
- CF: Catching Fire
- MJ: Mockingjay
- N: noun
### APPENDIX 7: List of words formed by backformation

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Notes:

- #: number
- W: word
- IA: inflectional affix
- LC: lexical category
- HG: *The Hunger Games*
- CF: *Catching Fire*
- MJ: *Mockingjay*
- OP: Oxford American Dictionary and Thesaurus (printed)
- MWP: The New International Webster’s Comprehensive Dictionary of the English Language (printed)
- OED: Online Etymology Dictionary
- OMW: Online Merriam-Webster: Dictionary and Thesaurus
- OD: Dictionary.com (online)
- N: noun
- V: verb
- adj: adjective
APPENDIX 8: List of words formed by blends

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Notes:
# : number
W : word
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DA : derivational affix
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OD : Dictionary.com (online)
N : noun
V : verb
adj : adjective
## APPENDIX 9: List of words formed by acronyms

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**Notes:**
- #: number
- W: word
- IA: inflectional affix
- LC: lexical category
- HG: *The Hunger Games*
- CF: *Catching Fire*
- MJ: *Mockingjay*

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