AN ANALYSIS OF WORD FORMATION PROCESS IN WRITTEN DESCRIPTIVE TEXT BY THE ELEVENTH GRADERS OF SMA NEGERI 1 CANDIMULYO IN THE SCHOOL YEAR OF 2017/2018

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Abstract

Writing is considered difficult skill to be learned. It needs the ability to express ideas that should be stated clearly, efficiently in a written form. In learning writing, the students will have a chance to do that through descriptive text. They have to give much attention on words choices to build the text. The students usually focus on the vocabulary because it will take time to analyze the process in the creation of words. Word formation process is important to give knowledge about the rules on how to create a new word. The research's aims are to describe the types of word formation process found in descriptive text written by the eleventh graders of SMAN 1 Candimulyo and to find the type of word formation process that are mostly used in descriptive text written by the eleventh graders of SMAN 1 Candimulyo. The subject is the eleventh graders' descriptive text compositions of class XI MIPA 1 of SMAN 1 Candimulyo in the school year of 2017/2018. The results revealed, the total number of word formation process are 151 words, contributed in 8 types out of 11. Initialization, acronym are counted separately. They are 68 inflections or 45.03%, 46 derivations or 30.46%, 14 compounding or 9.27%, 8 initializations or 5.30%, 6 coinages or 3.98%, 4 acronyms or 2.65%, 4 multiple processes or 2.65%, and 1 clipping or 0.66%. The most dominant type is inflections, 45.03%. The lowest is clipping in which there is 1 clipping out of 151 words or 0.66%.

Keywords – Writing skill, descriptive text, word formation process

Introduction

Writing turned out to be an essential device that can help students prepare and support them to live in the global community of their future. In writing, students have to deal and balance multiple aspects, such as content, organization, vocabulary, language use and mechanics. Those aspects will be evaluated, especially in a process oriented writing class (Brown, 2001:356). However, in the reality the Indonesian students' academic writing skill is not satisfying. Writing is the most difficult skill to be learned by the majority of students. Students are barely practiced of English writing and the teachers are lack of information and knowledge of what they should do regarding to students' composition (Alwasilah, 2001:15).

In accordance to Curriculum 2013, the eleventh grader students of senior high school are expected to learn and be able to write different genres of text. They are taught about the generic structure, social function, language features of each genre explicitly. As the outcome, the students will be able to understand the characteristics and the differences between a genre to others so they can write a type of text by themselves. One of the genres is descriptive text which is usually used to describe things in particular.

There are some factors that caused the students to have unsatisfying writing skill. They usually tend to only use some vocabularies that they already knew and feel familiar about. They do not even want to try to make a variation toward it or to try and find the appropriate word or the other vocabulary to create a good sentence in their descriptive text's writing. The students also do not realize that words do not appear as they can observed now, but rather, there are several methods that can be used to create new words. They tend to focus on the vocabulary itself without analyzing the mechanism that is needed in the creation of new words because it takes too much time to do so.

The rationale behind studying word formation process is that the learners are likely to attach meanings to words which they have never encountered before if they can recognize within them the presence of familiar morphemes (McCarthy, 1990:29). Therefore, it is important to learn English language vocabulary exercises and the word formation theory is the key to enhancing new vocabulary which will support the students' writing activity.

Based on the explanations above, the writer proposes to analyze the word formation processes that can be found in descriptive text written by the eleventh graders of SMA Negeri 1 Candimulyo. Therefore, the writer's research entitled "*An Analysis of Word Formation Process in Written Descriptive Text of Eleventh Graders of SMA Negeri 1 Candimulyo in the School Year of 2017/2018*".

Considering on the limited time and knowledge that the writer has, the writer makes a limitation on the problem. In the line with the identification of the problems, the writer only spotlights on the importance of word formation process. The writer analyses the word formation process in order to find out what kind of word formation process that mostly used by eleventh graders of SMA Negeri 1 Candimulyo when writing a descriptive text. Based on the limitation of the problem above, the writer formulates the objectives of the research are as follows.

1. To describe the types of word formation process found in descriptive text written by the eleventh graders of SMA Negeri 1 Candimulyo in the school year of 2017/2018.
2. To find the type of word formations process that are mostly used in descriptive text written by the eleventh graders of SMA Negeri 1 Candimulyo in the school year of 2017/2018.

Methodology

The research is classified as qualitative research. It does not need statistical variables. Its main concern is on how words are processed and to provide description of phenomenon which happened naturally. In this research, the writer takes the students of the eleventh graders of SMA Negeri 1 Candimulyo in the school year of 2017/2018 as the subject of the research. The writer chooses class XI MIPA1. The total students of class XI MIPA 1 itself is 23 students. It consists of 6 males and 17 females.

The writer takes the students' composition of descriptive text that are in written form, from all of the students of class XI MIPA 1 of SMA Negeri 1 Candimulyo in the school year of 2017/2018. The setting of the research is SMA Negeri 1 Candimulyo which located at Jl. Pisangan KM 4, Dusun Karen, Desa Surojoyo, Kecamatan Candimulyo, Kabupaten Magelang 56191.

The technique of collecting data for this research is by using non-test method. The instrument that used is documentation. The analysis of word formation process was done as follow using the theory from Ba'dulu and Herman (2005:14):

1. List of morphemes: the writer identified all morphemes from the data that had been collected.
2. Word formation: a step that explained how morphemes of language arranged in a group to form a word in language.
3. Morpho-phonology process: it showed the changes that occur in the merger of morpheme, such as assimilation, release, addition, replacement and permutation.
4. Dictionary: the word was checked by using dictionary.

After getting the data which were needed, the writer analyzed it by justifying the result of the data to the theory of word formation process suggested by Sudjana (1992:161). The formula is described as follows.

$$P = \frac{F}{N}$$

        P = percentage of kinds of word formation process
        F = frequency of each of word formation processes
        N = the number of kinds of word formation processes

Findings and Discussion

From 23 of descriptive text compositions that have been analyzed, the total number of word formation process that the writer found was 151 words it can be seen in the following table.

Table 1. The Type of Word Formation Process

Text	Types of Word Formation Process							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	5	1	-	-	-	-	-	1
2	3	1	-	3	-	-	-	-
3	1	2	1	-	-	-	-	-
4	-	4	-	-	1	1	1	1
5	-	2	-	-	2	-	-	2
6	4	-	1	-	-	-	-	-
7	4	1	1	-	1	-	-	2
8	2	1	-	-	-	-	-	-
9	4	1	2	-	-	-	-	-
10	1	4	1	-	-	-	-	-
11	-	4	-	-	-	-	-	-
12	2	4	-	-	-	-	-	-
13	5	2	-	-	-	-	-	-
14	3	5	4	-	-	-	-	-
15	-	4	-	-	-	-	-	-
16	1	2	-	-	1	-	-	-
17	3	-	-	-	-	-	-	-
18	1	3	-	1	1	-	-	-
19	5	-	2	-	-	-	-	-
20	7	3	-	-	2	-	2	-
21	1	-	-	-	-	-	-	-
22	2	2	-	-	-	-	1	-
23	4	-	2	-	-	-	-	-
Total	68	46	14	4	8	1	4	6
Percentage	45.03%	30.46%	9.27%	2.65%	5.30%	0.66%	2.65%	3.98%

The writer only found 8 types of word formation process out of 11, as acronym and initialization were counted separately. They were 68 inflections with the percentage 45.03%, 46 derivations with the percentage 30.46%, 14 compounding with the percentage 9.27%, 4 acronyms with the percentage 2.65%, 8 initializations with the percentage 5.30%, 1 clipping with the percentage 0.66%, 4 multiple processes with the percentage 2.65%, and 6 coinages with the percentage 3.98%. Thus, it could be concluded that the most dominant word formation process found in students' descriptive text compositions was inflection with the percentage 45.03%. On the contrary, the lowest percentage was clipping in which there was only 1 out of 151 words or 0.66%. The result could be seen in diagram below.
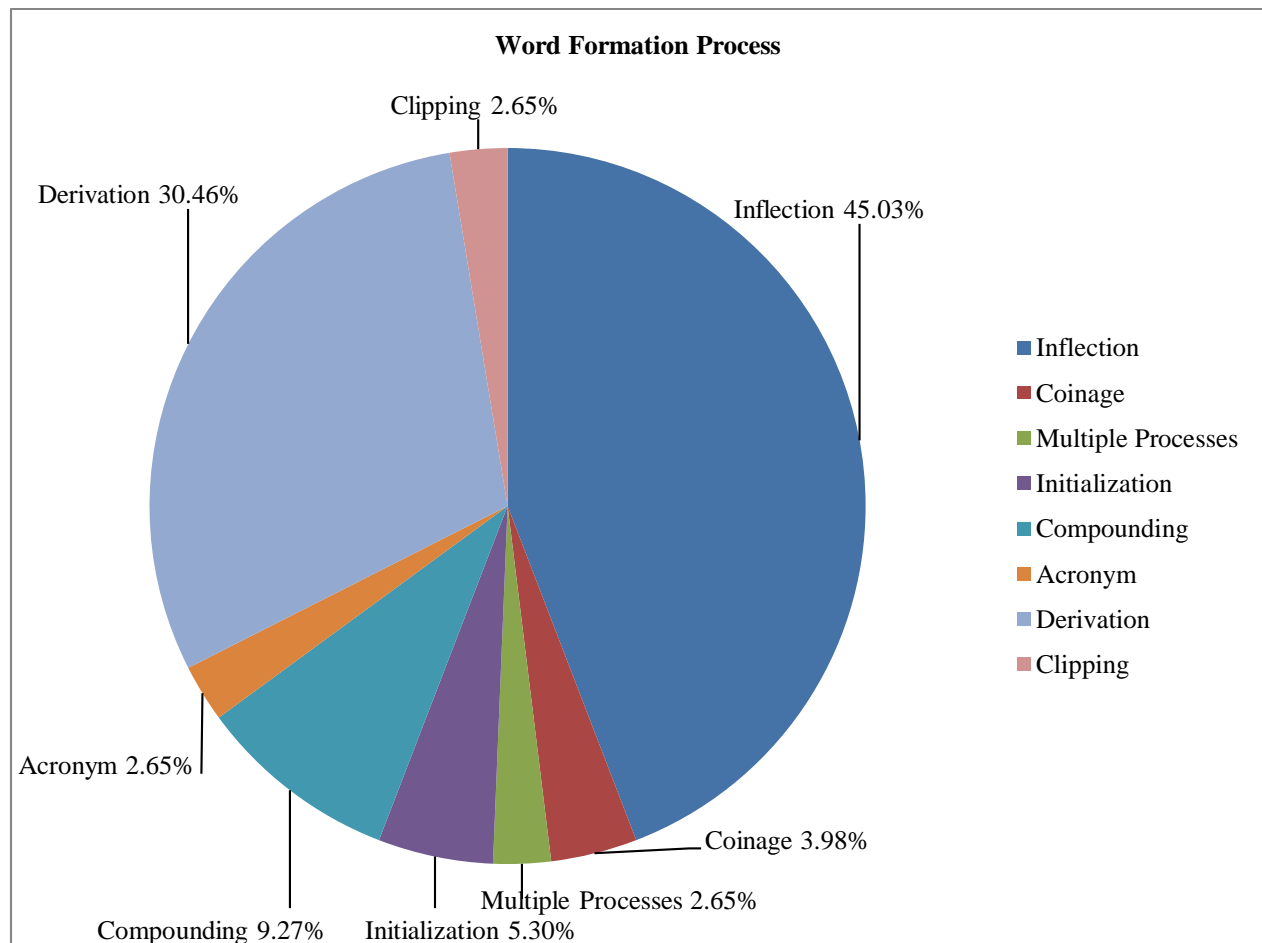
Figure 1. Word Formation Process

Conclusions

Based on the result of the data analysis, the writer concluded the data as follows.

1. The total number of word formation process that the writer found in students' sentences was 151 words. The writer only found 8 types of word formation process out of 11, as initialization and acronym were counted separately. They were distributed in 68 inflections *(sports, eyes, ears, cats, years, flowers, etc.)* with the percentage 45.03%, 46 derivations *(beautiful, proportional, etc.)* with the percentage 30.46%, 14 compounding *(breakfast, landscape)* with the percentage 9.27%, 8 initializations *(km, m, gb)* with the percentage 5.30%, 6 coinages *(whiskas, time magazine, facebook, etc.)* with the percentage 3.98%, 4 acronyms *(RAM, etc.)* with the percentage 2.65% , 4 multiple processes *(attractions, and all)* with the percentage 2.65% and 1 clipping *(dorm, etc.)* with the percentage 0.66%.
2. The students mostly used inflections in their sentences so that it could be indicated easily the aspects of the grammatical function of words they wrote such as gender, number, rather than created new words from the words.

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