

# **AN ANALYSIS OF WORD FORMATION PROCESS OF TERMS IN COVID-19 PANDEMIC**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree**

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## ABSTRACT

The process of word formation is part of morphology where morphology is also a branch of linguistics. This research was deliberately carried out by utilizing phenomena that are familiar to the public. The reason for conducting this research is because there are still many people who lack knowledge about the process of word formation which can cause misunderstandings in their meaning.

This research is a qualitative research that aims to identify the types of word formation process of terms in Covid-19 pandemic, to describe the mechanism of word formation process of terms in Covid-19 pandemic, and to identify the most common type of word formation process of terms in Covid-19 pandemic. To complete this research, the researcher used descriptive qualitative as a research design and document analysis technique as a data collection technique. The researcher as a research instrument obtained data from a document entitled "*Daftar Penyederhanaan Istilah Terkait Covid-19*" by IPPI (*Ikatan Penerjemah Pemerintah Indonesia*) as a research subject, then the researcher analyzed the terms contained in the document using the word formation process theory from Yule (2010).

From this study, the researcher obtained 48 data that were categorized into seven types of word formation processes, namely 2 coinage data with a percentage of 4.16%, 6 compounding data with a percentage of 12.5%, 2 blending data with a percentage of 4.16%, 2 conversion data with a percentage of 4.16%, 5 acronym data with a percentage of 10.4%, 19 derivation data with a percentage of 39.5%, and 12 multiple processes data with a percentage of 25%. From this description, it can be concluded that derivation is the word formation process most commonly used in terms of the Covid-19 pandemic.

***Keywords:*** *Covid-19 Pandemic*

## DECLARATION

The researcher is a student with the following identity:

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This thesis, “An Analysis of Word Formation Process of Terms in Covid-19 Pandemic” is entirely my own work. I am fully aware that I have quoted some statements and ideas from various sources, all of which have been properly cited.

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## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

“And do not (feel) weak, and do not (also) be sad, because you are the highest (degree), if you are believers.”<sup>1</sup>

(Q.S. Ali Imran: 139)



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<sup>1</sup> Al-Qur'an, Surah Ali Imran: 139

## DEDICATION

From the deepest of my heart, this thesis is dedicated to everyone who supports and loves me. However, most of all I dedicate this thesis to:

1. I dedicate this thesis to Mr. Sarmidi and Mrs. Sudarsanah as my beloved parents who have tirelessly supported all decisions and choices in my life and have never stopped praying for me.
2. I dedicate this thesis to M. Yunus, Atikah, Ismail, and Syamsiah as my older siblings who have given encouragement and I hope that we all become children who make our parents proud.
3. I dedicate my thesis to the late Mr. Amat Suyono who has been my English mentor during his lifetime. Thank you, without you I would not have studied in this department.
4. I dedicate this thesis to all my friends who always mediate between my brain and my heart, thank you for maintaining my mental balance.
5. I dedicate this thesis to my future mate, thank you for praying so strongly for me that I am still single until now which has had an impact on the smooth running of my thesis.
6. I dedicate this thesis to my future children, I hope you can become better individuals than Mama.
7. I dedicate this thesis to the IPPI (*Ikatan Penerjemah Pemerintah Indonesia*) who have supported me to complete my undergraduate degree.

## CURRICULUM VITAE

Maimunah is the name of the researcher of this thesis. She was born in Srimulyo, August 21<sup>th</sup> 2001. She started her study at SDN 2 Gerning and graduated in 2013. After that, she continued to MTs Al-Hikmah Gerning and graduated in 2016. Then, she continued to SMAN 1 Bangunrejo and graduated in 2019. In the same year, she was registered as an English Education student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

On the other hand, the researcher also utilizes her knowledge in several work experiences. First, the researcher is active in the world of literacy, where she takes the role of a novel writer on online platforms, including *NovelToon* and *Wattpad*. Second, the researcher is also active in the world of education, where she takes the role of a teacher in a high school where English is the subject taught by her. Third, the researcher also took on the role of an English tutor by taking advantage of opportunities in her spare time.

Finally, with perseverance and high motivation to learn, the researcher has succeeded in completing this thesis as a final project as well as possible. The researcher hopes that the results of the research in this thesis can make a positive contribution to the world of education.



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By the name of Allah Almighty, the Lord of the world, who has been giving the researcher His guidance, mercy, blessing, and health to complete this research. Shalawat and salam are forever for a noble character, the prophet Muhammad SAW, who has brought human beings from the darkness to the brightness. This thesis entitled “An Analysis of Word Formation Process of Terms in Covid-19 Pandemic” is submitted as one of the necessary requirements for receiving the S-1 Degree in the English Education Department Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

In this occasion, the researcher would like to express great thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
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5. All lecturers of the English Education Study Program of UIN Raden Intan Lampung, who have applied their knowledge, information, and insight whether in formal classroom meetings or through informal occasional one.

May Allah, the most gracious and the most merciful, always give His blessings and compassion for all muslims in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expects criticisms and suggestions from the reader to enhance the quality of the thesis.

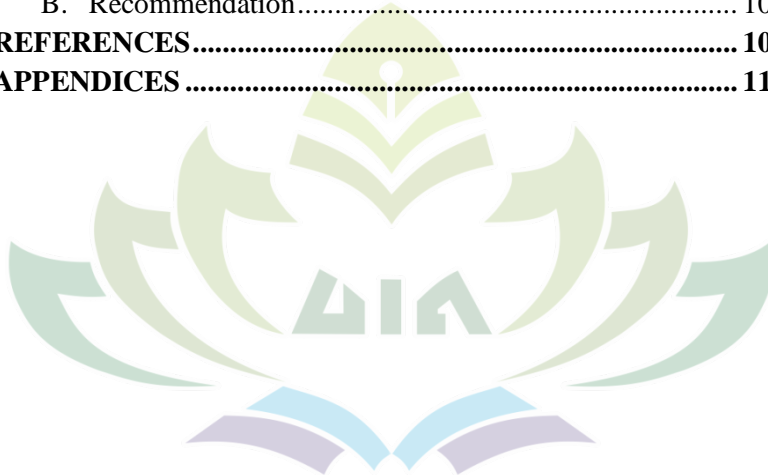
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Nowadays, language development is very rapid because communication is increasingly needed by various circles of society both to support communication in the sphere of association, education, business, health, and others. One of the characteristics that proves that language is developing is marked by the creation of new words or terms that are usually used to express conditions or situations that are happening at certain times, one of which is the Covid-19 pandemic which also gave rise to many new terms regarding the pandemic situation. Therefore, the researcher will conduct a study related to the word formation process on the new terms used to express the situation during the Covid-19 pandemic which will be outlined in a study entitled “*An Analysis of the Word Formation Process of Terms in Covid-19 Pandemic*”.

As an initial step to understand the title of this research in order to avoid any misunderstandings, the researcher needs to explain some key terms related to the title of this research. The description of the keyword terms that need to be explained are:

#### 1. Analysis

Cited in the *Zonareferensi.com*, there are several expert opinions regarding the definition of analysis, namely the opinions of Anne Gregory, Effrey Liker, and Gorys Keraf. First, Anne Gregory defines analysis as the first step of the planning process. Second, Effrey Liker defines analysis as the activity of collecting evidence to find the source of a problem. Third, Gorys Keraf defines analysis as a process of breaking

something into interrelated parts.<sup>1</sup> In addition, according to Wiradi cited in Makinuddin and Sasongko, analysis is an activity that includes a number of activities such as describing, distinguishing, sorting something to be classified according to certain criteria then looking for its relation and interpreting its meaning.<sup>2</sup> Therefore, it can be concluded that in a study, the analysis process can be carried out by sorting something out to be classified so that the differences can be identified, then explained based on the theory used.

## 2. Word Formation Process

The term word formation process is familiar in morphology. According to Jackson and Amvela, word formation process is a process of building new words using existing devices.<sup>3</sup> The word formation process can be done by adding a prefix or suffix to a certain word or term based on the context of the need. However, McGregor argues that sometimes the word formation process can also involve more than one process.<sup>4</sup> Furthermore, Katamba states that several word forms can be related to their meanings.<sup>5</sup> Therefore, it is necessary to analyze the word formation process to avoid misunderstandings in the meaning of new terms.

## 3. Covid-19 Pandemic

Covid-19 (*Corona Virus Disease 2019*) is a disease that began to emerge at the end of 2019 starting from Wuhan, China. Then, the status of the epidemic changed to a pandemic over time. The transmission of this disease in Indonesia began in early 2020.

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<sup>1</sup> Zakky, "Pengertian Analisis Menurut Para Ahli dan Secara Umum," *Zonareferensi.com*, 2020, <https://www.zonareferensi.com/pengertian-analisis-menurut-para-ahli-dan-secara-umum/>.

<sup>2</sup> Makinuddin and Tri Hadiyanto Sasongko, *Analisis Sosial: Beraksi Dalam Advokasi Irigasi* (Bandung: Yayasan AKATIGA, 2006), 40.

<sup>3</sup> Howard Jackson and Etienne Ze Amvela, *Words, Meaning, and Vocabulary: An Introduction to Modern English Lexicology* (London: A&C Black, 2000), 69.

<sup>4</sup> William Bernard McGregor, *Linguistics: An Introduction Answer Key* (London: Bloomsbury Publishing, 2015), 27.

<sup>5</sup> Francis Katamba, *English Words* (London: Routledge, 1994), 120.

The Covid-19 pandemic has contributed positively to language development. Upham stated that there are several common terms that follow the development of the Covid-19 pandemic.<sup>6</sup> Likewise with Burgos, she argues that the Covid-19 pandemic has resulted in the widespread use of new words and phrases that are spreading almost as quickly as the virus.<sup>7</sup> The creation of various new terms is used by people to communicate about the situations and conditions they are experiencing during the Covid-19 pandemic. This is also supported by the opinion of Daniel Kleinman *et al* who presented in their journal, they argue that the Covid-19 pandemic has changed language processing in the long-term.<sup>8</sup>

From the statements above, it can be concluded that the new terms that have been formed since the existence of the Covid-19 pandemic are quite interesting to analyze.

From the title confirmation above, it can be concluded that in this study, the researcher intends to analyze the word formation process of terms in Covid-19 pandemic by sorting these terms to be classified so that differences in the types of word formation can be identified, then described based on the theory of the word formation process used.

## **B. Background of the Problem**

Lately, the world is increasingly showing how rapidly the development of the times is influenced by situations and conditions as the main factor for the occurrence of these changes. One aspect that is so obvious in its development is the aspect of

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<sup>6</sup> Becky Upham, "Corona Virus Glossary: Keyterms about the Pandemic Explained," *Everyday Health*, 2020, <https://www.everydayhealth.com/coronavirus/coronavirus-glossary-key-terms-about-the-pandemic-explained/>.

<sup>7</sup> Raquel Burgos, "How the Covid-19 Pandemic Changed Language," *Languagewire*, 2022, <https://www.languagewire.com/en/blog/how-the-covid-19-pandemic-changed-language>.

<sup>8</sup> Daniel Kleinman *et al*, "Lasting Effects of the Covid-19 Pandemic on Language Processing," *Plos One* 17, no. 6 (2022): 1-14, <https://doi.org/10.1371/journal.pone.0269242>.



communication in terms of language use because the use of language in communication is a human activity that is carried out daily and cannot be avoided. According to O'Grady *et al*, language can be defined as a communication system, a medium of thought, literary expression, social institutions, material for political controversy, and a catalyst for nation-building.<sup>9</sup> As explained by O'Grady *et al* previously, it can be understood that communication is one of the important aspects that can move human life through socializing activities in society. Therefore, it is impossible to eliminate language from human life because humans are social creatures that require interaction with other humans.

According to Widada and Prayogi, in terms of its function as a communication tool, language is used to represent the delivery of ideas that have various variations depending on the context of the communication being discussed. In other words, everyone is allowed to choose one of the variations of the language used by adjusting the factors of the speaker, listener, subject of discussion, place, atmosphere, and the purpose of the communication itself.<sup>10</sup> As previously explained by Widada and Prayogi, this opinion is considered relevant to the current situation which proves that the Covid-19 pandemic has actually given rise to many new terms circulating among the public which are used as a form of conveying the main discussion regarding the situations and conditions of the Covid-19 pandemic.

When the Covid-19 pandemic began to enter Indonesia, there were three messages conveyed by the Government of the Republic of Indonesia, namely WFH (*work from home*), LFH (*learning from home*), and *worship at home*. Of the three messages, the message that has become a reference for the global community is WFH (*work from home*). Previously, many general assumptions said that the three messages would be the forerunner

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<sup>9</sup> William O'Grady *et al*, *Contemporary Linguistics: An Introduction* (William Kingdon: Longman, 1996), 1.

<sup>10</sup> R. H. Widada and Iucuk Prayogi, *Kamus Saku Bahasa Indonesia* (Yogyakarta: PT. Bentang Pustaka, 2010), 271.

of the birth of new terms during the Covid-19 pandemic. As the Covid-19 pandemic continues to develop, many new terms have begun to emerge one by one and apply among the general public. These new terms include *Covid-19 (Corona Virus Disease 2019)*, *epidemic*, *lockdown*, *outbreak*, *PCR (Polymerase Chain Reaction)*, *PPE (Personal Protective Equipment)*, *PUI (Patients Under Investigation)*, *PUM (Persons Under Monitoring)*, *self-quarantine*, *WFH (work from home)*, etc. Thus, the Covid-19 pandemic had a significant impact on the language sector. The number of new terms that appear as a form of self-expression of the current situations and conditions is actually considered a positive impact of the Covid-19 pandemic when viewed from a language perspective. Indirectly, the Covid-19 pandemic has made a positive contribution in enriching the treasures of new vocabulary or terms in various languages, one of which is English. However, there are still many people who are not fluent in English and have a lack of knowledge about the word formation process.

From the discussion above, it can be seen that these terms are new terms formed by taking the basis of terms that already exist. However, there are still many people who do not understand or misunderstand the meaning of these new terms because they do not know about the word formation process by the terms they use. Therefore, a study of the word formation process in the new terms of the Covid-19 pandemic needs to be carried out to understand the relationship of meaning between existing terms and new terms, where newly formed terms can produce new meanings that more specific. This needs to be done to avoid misunderstanding the meaning of terms that can interfere with communication activities between the general public and also to avoid misunderstanding the receipt of information related to the situation during the Covid-19 pandemic. In this case, the action that needs to be taken is to study language which is called linguistics activity. In general, people interpret the word linguistics as a science that focuses on discussing language as a means of daily communication. As expressed by Fromkin, he

stated that linguistics is a scientific study of human language.<sup>11</sup> Linguistics has several branches of science, namely phonology, morphology, semantics, syntax, and lexicology. From these several branches of knowledge, they have their own rules and functions. By knowing all the rules contained in the field of linguistics, this can certainly make it easier for a speaker to convey what the speaker wants to convey because the speaker already knows several aspects of language delivery both in terms of pronunciation and meaning so that the speaker and the recipient are able to understand each other's content of their communication well.

In this case, the branch of linguistics needed is linguistics which studies word formation. According to Samsuri, the branch of linguistics that studies the structure and process of word formation is the definition of morphology.<sup>12</sup> Then, from the breadth of morphology, a linguist or researcher can narrow their studies to a particular field that is more specific in accordance with the objectives to be achieved. One of the goals in morphology is to study the word formation process. Yule defines the word formation process as a way to create new words or terms from the use of old words or terms.<sup>13</sup> There are several types of word formation processes, namely coinage, borrowing, compounding, blending, clipping, back-formation, conversion, acronym, derivation, and multiple processes.

Based on the problems stated above, the researcher intends to conduct research on “*An Analysis of Word Formation Process of Terms in Covid-19 Pandemic*” using a qualitative descriptive method. In this study, the researcher intends to conduct an analysis of the word formation process as part of linguistics by utilizing the Covid-19 pandemic phenomenon which has given rise to many new terms that are quite interesting to study. Then,

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<sup>11</sup> Victoria A. Fromkin, *Linguistics: An Introduction to Linguistic Theory* (Oxford: Blackwell Publishing, 2001), 3.

<sup>12</sup> Samsuri, *Morfologi dan Pembentukan Kata* (Jakarta: Depdikbud, 1988), 15.

<sup>13</sup> George Yule, *The Study of Language (1<sup>st</sup> Edition)*, (Cambridge: Cambridge University Press, 1985), 53.

the researcher intends to describe the mechanism of word formation process of terms in Covid-19 pandemic which can finally be used in interaction activities between the general public, especially on the subject of discussion regarding the situation during the Covid-19 pandemic. In addition, each form of a word or term also has a relationship with its meaning which can also be influenced by the process of forming the word or term itself.

### **C. Focus and Sub-focus of the Research**

As explained in the background section above, the emergence of new terms during the Covid-19 pandemic can trigger misunderstandings in a communication or receipt of information related to the situation during the Covid-19 pandemic caused by people's ignorance of the word formation process which can also affect the meaning of the word or term. Based on these problems, this research is intended to focus on "*An Analysis of Word Formation Process of Terms in Covid-19 Pandemic*" with a qualitative descriptive method which aims to identify the types of word formation process of terms in Covid-19 pandemic, to describe the mechanism of word formation process of terms in Covid-19 pandemic, and also to identify the most common type of word formation process of terms in Covid-19 pandemic using the theory from Yule (2010). In addition, the researcher also focuses on conducting research on the "*Daftar Penyederhanaan Istilah Terkait Covid-19*" by IPPI (*Ikatan Penerjemah Pemerintah Indonesia*) as the subject of this research.

### **D. Problem Formulation**

The formulations of the problem based on the focus of the research above are:

1. What are the types of word formation process of terms in Covid-19 pandemic?
2. How the mechanism of word formation process of terms in Covid-19 pandemic?

3. What is the most common type of word formation process of terms in Covid-19 pandemic?

### **E. Objective of the Research**

Based on the problem formulations described above, the objectives of this research are:

1. To identify the types of word formation process of terms in Covid-19 pandemic.
2. To describe the mechanism of word formation process of terms in Covid-19 pandemic.
3. To identify the most common type of word formation process of terms in Covid-19 pandemic.

### **F. Significance of the Research**

In terms of benefits and uses, this research is expected to make positive contributions as follows:

1. Theoretically, this research can contribute to developing linguistic theory, especially in the morphology related to the English word formation process of terms in Covid-19 pandemic. This research is very important to do in order to avoid misunderstanding the meaning of terms that have just emerged during the Covid-19 pandemic.
2. Practically, this research can make a positive contribution to English learners, English lecturers, and further researchers because they can use the results of this research as an example of word formation process, especially in the morphology course. In addition, this research can also make a positive contribution in the form of encouragement and motivation to further researchers to conduct similar research, but from a different point of view so that the knowledge gained becomes wider.

## G. Relevant Research

This study is not the only one that analyzes the word formation process. There have been several previous researchers who conducted almost similar research related to word formation process. First, research from the *Professional Journal of English Education* conducted by Teo Mujibul Hidayat and Mu'man entitled “*The Word Formation Process of Slang Words in Rich Brian's Song Titled Dat Stick*”. This study aims to analyze the process of word formation in the form of slang words in the song *Dat Stick*. The theory applied in this study is the theory of Yule (2010). From this research, obtained 5 types of word formation processes from 16 slang words found in *Dat Stick* song, including 9 words with clipping process, 1 word with multiple process, 3 words with acronym process, 1 word with coinage process, and 2 words with a blending process. From the results that have been described, it can be seen that the most common type of word formation process is the clipping process.<sup>14</sup>

Second, research from the *Jurnal Lazuardi* conducted by Elisna Huan entitled “*Word Formation Process of the Giant's Names in The BFG – A Children Book Written by Roald Dahl*”. This study aims to analyze the process of word formation in the names of giants in fictional characters in a children's book entitled *The BFG* by Roald Dahl. The theory applied in this study is the theory of Yule (2010). However, in making giant names for fictional characters in *The BFG*, Roald Dahl only uses 3 types of word formation processes, namely 1 name using acronym process, 1 name using compounding process, and 8 names using multiple process.<sup>15</sup>

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<sup>14</sup> Teo Mujibul Hidayat and Mu'man, “The Word Formation Process of Slang Words in Rich Brian's Song Titled Dat Stick,” *PROJECT (Professional Journal of English Education)* 3, no. 4 (2020): 483-488, <http://dx.doi.org/10.22460/project.v3i4.p483-488>.

<sup>15</sup> Elisna Huan, “Word Formation Process of the Giants' Names in the BFG-A Children Book Written by Roal Dahl,” *Jurnal Lazuardi* 3, no. 3 (2020): 626-636, <https://doi.org/10.53441/jl.Vol3.Iss3.46>.

Third, research from *Wanastra: Jurnal Bahasa dan Sastra* conducted by Cicih Nuraeni entitled “*Word Formation Used in J+ Newspaper*”. This study aims to identify the process of new word formation, to understand the internal structure or correlation with the new meaning of the newly formed word, and also to find out the most common types of word formation processes. The theory applied in this research is the theory of Haspelmath and Sims which uses two approaches to morpheme based model and word based model. The results obtained in this study include (1) the word formation process found in J+ Newspaper are 61% affixation, 3% acronym, 3% clipping, 30% compounding, and 3% onomatopoeia, (2) All word derivatives that form new words are complex words that also have new meanings except clipping, because clipping is a simple process of shortening words where the word still has the same meaning from its root but forms a new word, and (3) the type of word formation process that is most commonly found in J+ Newspaper is 61% affixation.<sup>16</sup>

Fourth, research from *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya* conducted by Elizabeth Emmanuela Sulistyawati and Barli Bram entitled “*Word Formation Processes in There Will Come Soft Rains Short Story*”. This study aims to identify the word formation process found in the short story *There Will Come Soft Rains* by Ray Bradbury. There are two theories used in this study, namely the theory of word formation processes by O'Grady and Archibald (2016) and Yule (2010). The results obtained in this study were 4 cliticizations, 22 compoundings, and 44 derivations. Therefore, it can also be seen that derivation is the most common type of word formation process.<sup>17</sup>

Fifth, research from the *Journal of English Education, Literature, and Culture* conducted by Syifa Dwi Mutiah, Didin

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<sup>16</sup> Cicih Nuraeni, “Word Formation Used In J+ Newspaper,” *Wanastra: Jurnal Bahasa dan Sastra* 10, no. 1 (2018): 31-41, <https://doi.org/10.31294/w.v10i1.2725>.

<sup>17</sup> Elizabeth Emmanuela Sulistyawati and Barli Bram, “Word Formation Process in There Will Come Soft Rains Short Story,” *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya* 18, no. 2 (2021): 272-289, <https://doi.org/10.30957/lingua.v18i2.719>.

Nuruddin Hidayat, and Alek Alek entitled “*Exploring the Word Formation Process on Rich Brian's Official Music Video Comments*”. This study aims to identify the process of word formation and its social functions contained in slang words in the comments column of the music video *D.O.A* by Rich Brian which was uploaded on August 25, 2020. There are two theories used in this study, namely the theory of the word formation process by Yule (2010) and the theory of the function of word formation by Zhou and Fan (2013). The results obtained in this study are 22% derivation, 18% acronym, 16% coinage, 14% conversion, 12% blending, 8% compounding, 6% clipping, 2% borrowing, and 2% multiple processes. In addition, the highest social function found was 49% expression of emotive feelings and the second highest was 8% following self-identity to achieve politeness.<sup>18</sup>

Sixth, research from the Journal of *Research in English and Education (READ)* conducted by Annisa Faradisa, Zulfadi A. Aziz, and Burhanuddin Yasin entitled “*An Analysis of Word Formation Processes Found in Instagram*”. This study aims to identify the process of word formation found in *Instagram*. There are two theories used in this study, namely the theory of Delahunty and Garvey (2010) and Plag (2003). From the 78 data obtained, there are six types of word formation processes found, namely 38 acronyms, 17 borrowing, 15 abbreviation, 5 blending, 2 coinage, and 1 affixation. Based on the results of these studies, it can be concluded that the purpose of each type of word formation process can also help people as language users to understand the function of the word formation process in order to avoid errors in word writing.<sup>19</sup>

Seventh, research from the *Jurnal Humanis* from the Faculty of Cultural Sciences, Udayana University conducted by

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<sup>18</sup> Syifa Dwi Mutiah, Didin Nuruddin Hidayat, and Alek Alek, “Exploring the Word Formation Process on Rich Brian’s Official Music Video Comments,” *Journal of English Education, Literature, and Culture* 6, no. 1 (2021): 198-212, <https://doi.org/10.30659/e.6.1.198-212>.

<sup>19</sup> Annisa Faradisa, Zulfadi A. Aziz, and Burhanuddin Yasin, “An Analysis of Word formation Processes Found in Instagram,” *Research in English and Education (READ)* 4, no. 2 (2019): 52-64.



Luh Putu Laksmi Prema Dewi, Ni Luh Kt. Mas Indrawati, and Ketut Artawa entitled “*Types of Word Formations on Instagram Hastags*”. The aims of this research are to identify the types of word formation processes found in *Instagram* hashtags, to describe the word formation processes found in *Instagram* hashtags, and also to understand their meanings. There are two theories used in this study, namely the theory of word formation processes by Lieber (2009) and the theory of meaning by Chaer (2007). This study resulted in eight types of word formation processes found in *Instagram* hashtags, namely affixation, compounding, coinage, blending, acronyms, initialism, clipping, and multiple processes. In addition, there are three meanings found in terms of semantics, namely grammatical meaning, lexical meaning, and contextual meaning contained in the *Instagram* hashtags obtained.<sup>20</sup>

Eighth, research from the *Linguistic, English Education and Art (LEEA) Journal* conducted by Dian Luthfiyati, Abdul Kholiq, and Intan Ni'matus Zahroh entitled “*The Analysis of Word Formation Processes in The Jakarta Post Website*”. The theory used in this study is the derivation theory by Haspelmath and Sims (2010). This study aims to determine the most common types of derivation words found in ten headlines of educational articles on The Jakarta Post website with a time span from October 2015 to April 2016. From this study, it was found that the most common derivation words found were noun derivations.<sup>21</sup>

Ninth, research from the *Journal of ELTALL (English Language Teaching, Applied Linguistics and Literature)* conducted by Febi Gilang Pratama, Wiyaka, and Entika Fani Prastikawati entitled “*Word Formation Analysis Found in English Slangs Used by Justin Bieber on Instagram*”. The purpose of this

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<sup>20</sup> Luh Putu Laksmi Prema Dewi, Ni Luh Kt. Mas Indrawati, and Ketut Artawa, “Types of Word Formations on Instagram Hastags,” *Jurnal Humanis* 16, no. 2 (2016): 102-108.

<sup>21</sup> Dian Luthfiyati, Abdul Kholiq, and Intan Ni'matus Zahroh, “The Analysis of Word Formation Processes in The Jakarta Post Website,” *Linguistic, English Education and Art (LEEA) Journal* 1, no. 1 (2017): 30-36, <https://doi.org/10.31539/leea.v1i1.30>.

study is to identify the process of word formation in slang words used by Justin Bieber in his *Instagram* captions with a time span from June 2020 to June 2021. The theory used in this study is the theory of word formation processes by Yule (2006). Based on the data analysis that has been carried out, there are seven types of word formation processes found in the use of slang words in *Instagram* captions used by Justin Bieber, namely clipping, blending, acronyms, borrowing, derivation, coinage, and multiple processes. In addition, it is also known that Justin Bieber most often uses the clipping process with a frequency of 54% in writing his *Instagram* captions so that his followers can understand his feelings easily.<sup>22</sup>

Tenth, research from the *Journal of English Education and Teaching (JEET)* conducted by Nurlin Triwahyuni, Imranuddin, and Zahrida entitled “*An Analysis of Word Formation Encountered in Medical Terms in The Jakarta Post's Articles*”. This study aims to identify the types of word formation processes used in medical terms found in seven health articles in The Jakarta Post with a time span from June to December 2016. The theory used in this study is the theory of word formation processes by Yule (2010). From the research that has been carried out, it is found that there are six types of word formation processes used in medical terms found in the seven health articles, namely 55 derivations, 20 compounding, 16 borrowing, 11 acronyms, 2 clipping, and 1 backformation.<sup>23</sup>

From the ten previous studies that have been described above, it can be seen that these studies have a difference between each other, including difference with the research that the researcher will do, the difference lies in the research subject. The

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<sup>22</sup> Febi Gilang Pratama, Wiyaka, and Entika Fani Prastikawati, “Word Formation Analysis Found in English Slangs Used by Justin Bieber on Instagram,” *ELTALL (English Language Teaching, Applied Linguistics and Literature)* 2, no. 2 (2021): 71-80, <https://doi.org/10.21154/eltall.v2i2.3210>.

<sup>23</sup> Nurlin Triwahyuni, Imranuddin, and Zahrida, “An Analysis of Word Formation Encountered in Medical Terms in the Jakarta Post's Articles,” *Journal of English Education and Teaching (JEET)* 2, no. 2 (2018): 93-102, <https://doi.org/10.33369/jcet.2.2.93-102>.

subjects used in the above studies are a song, children's book, newspaper, short story, music video comments, words on *Instagram*, *Instagram* hastags, educational articles, slang words, and medical terms, while the subject used in this study is the terms of the Covid-19 pandemic. As the public knows, the Covid-19 pandemic is a common topic that is always discussed by the public because of the outbreak that is spreading everywhere. Therefore, the researcher uses this phenomenon as the novelty of the research to be carried out.

## H. Research Method

### 1. Research Design

According to Ary *et al*, research design is a researcher's plan to carry out and continue research so that the researcher can gain an understanding of several groups or phenomena based on the context.<sup>24</sup> Therefore, in this study, the researcher used the descriptive qualitative as a research design. According to Medel and Manuel, the descriptive qualitative in a study begins with recording, analyzing, describing, and interpreting the composition, process or nature of a phenomenon.<sup>25</sup> Creswell explains that the purpose of the descriptive qualitative is to obtain a detailed explanation and description of the object of research in a systematic manner.<sup>26</sup> In simple terms, descriptive qualitative research can be interpreted as the research that seeks to solve problems without going through statistical procedures or quantitative forms. The reason the researcher chose a descriptive qualitative research design was that the researcher wanted to describe the results of the analysis of the data found in a more

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<sup>24</sup> Donald Ary *et al*, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010), 462.

<sup>25</sup> P. Medel and B. Manuel, *A Practical Guide in Methodology of Research and Thesis Writing* (Manila: GIC Enterprises, 1998), 25.

<sup>26</sup> John Ward Creswell, *Educational research Planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> Edition)*, (Boston: Pearson, 2012), 274.

specific, transparent, and in-depth manner. Through descriptive qualitative research, it means that the data is analyzed in a way explained or described through words or sentences. Then, the data that has been collected is identified and classified based on the type of word formation process used.

## 2. Research Subject

The Covid-19 pandemic is a recent phenomenon that has a positive impact on language development by bringing up new terms related to that situation. The treasures of terms that emerged during the Covid-19 pandemic are considered interesting to be used as the research subject, especially in the field of the word formation process. Therefore, the researcher used the terms of the Covid-19 pandemic as the subject in this research.

## 3. Data Source

Arikunto explained that the data source referred to in a study is the subject from which the data was obtained.<sup>27</sup> Therefore, in this study, the researcher used a data source in the form of a document entitled “*Daftar Penyederhanaan Istilah Terkait Covid-19*” by IPPI (*Ikatan Penerjemah Pemerintah Indonesia*). From this document, the researcher obtained qualitative data which was then analyzed using qualitative method through extended text.

## 4. Data Collection Technique

In this research, the researcher used the document analysis technique as an appropriate data collection technique to be applied in the implementation of this research. Babbie explained that the document analysis technique is a data collection technique that involves recordings of human communication listed in books, websites, paintings, and

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<sup>27</sup> Suharsismi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 172.

laws.<sup>28</sup> Then, there is also the opinion of Ary *et al* who stated that the document analysis technique is a data collection technique applied to written or visual material that aims to identify certain characteristics of the material.<sup>29</sup> Furthermore, there is also an opinion from Sukardi which states that the document analysis technique is a data collection technique by collecting all information from the form of writing, pictures, or extraordinary creations from someone.<sup>30</sup>

From the several opinions above, it can be concluded that document analysis technique is a data collection technique that uses notes, recordings, or visuals as subjects. Therefore, in this study, the researcher used the data in the form of writing containing a list of terms related to the Covid-19 pandemic.

## 5. Instrument

The research instrument is a tool used to collect data in a research activity. Sugiono explained that the instrument or research tool in qualitative research is the researcher itself.<sup>31</sup> In accordance with that opinion, the instrument in this study was the researcher itself. In this case, the researcher is required to perform data processing and maintain the accuracy of the data obtained so that it can produce valid findings.

## 6. Data Analysis

According to Miles and Huberman, data analysis in qualitative research can be carried out through three stages, namely data reduction, data display, and drawing conclusions.<sup>32</sup>

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<sup>28</sup> R. E. Babbie, *The Practice of Social Research (12<sup>th</sup> Edition)*, (Wadsworth: Cengage Learning, 2010), 530.

<sup>29</sup> Ary *et al*, *Introduction to Research in Education*, 457.

<sup>30</sup> Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2003), 81.

<sup>31</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Edisi 19)*, (Bandung: Alfabeta, 2013), 222.

<sup>32</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis (2<sup>nd</sup> Edition)*, (California: SAGE, 1994), 9.

Based on the opinion above, the data analysis procedures that must be carried out in this study are:

a. Data Condensation

Data condensation is the first stage in data analysis where the researcher must carry out the process of selecting, focusing, simplifying, abstracting, and transforming data from written field notes or transcriptions. In this study, the researcher chose the terms of Covid-19 pandemic that appeared in new word forms contained in a document entitled "*Daftar Penyederhanaan Istilah Terkait Covid-19*" by IPPI (*Ikatan Penerjemah Pemerintah Indonesia*) and classified them based on the word formation process theory by Yule (2010).

b. Data Display

Data display is the second stage in data analysis where this process requires an organized and compressed collection of information to enable conclusions to be drawn. The most common form of data display for qualitative data is extended text. According to Miles and Huberman, other than through extended text, data can be displayed through charts, graphs, matrices and networks.<sup>33</sup> In this study, the researcher used the data display in the form of tables and extended text.

c. Drawing Conclusions

Drawing conclusions is the last stage in data analysis. In this study, the researcher provided an explanation as a final conclusion regarding the most commonly used types of word formation and the percentage of each type of word formation found in the document entitled "*Daftar Penyederhanaan Istilah Terkait Covid-19*" by IPPI (*Ikatan Penerjemah Pemerintah Indonesia*).

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<sup>33</sup> Ibid., 11.

## 7. Trustworthiness of the Data

Trustworthiness of the data is clear evidence of the quality of the data and the accuracy of the methodology. The method used by the researcher to verify the trustworthiness of the data in this study is triangulation. In validity procedures, triangulation is used to seek convergence among several sources of information to find themes or categories in a study. Miles and Huberman stated that there are several types of triangulation methods, namely data source triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation.<sup>34</sup> The explanation of some of the triangulation methods are as follows:

### a. Data Source Triangulation

Data source triangulation is a method for verifying the validity of data from sources in different places, situations and conditions. In other words, data source triangulation is the act of comparing and re-checking the level of trustworthiness of information from several different sources to verify the validity of the data.

### b. Methodological Triangulation

Methodological triangulation is a method for verifying the validity of data by using several different data collection techniques, such as interview, observation, documentation, etc. In conducting methodological triangulation, a researcher is required to use more than one data collection technique in order to obtain valid data.

### c. Investigator Triangulation

Investigator triangulation is a method for verifying the validity of data that uses some experts to analyze a researcher's findings. It is caused by the different styles, attitudes, and perceptions of researchers, so expert

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<sup>34</sup> Ibid., 267.

validation is needed to get a high level of trustworthiness of the data.

d. Theoretical Triangulation

Theoretical triangulation is a method for verifying the validity of data using several related theories from several different experts. In carrying out this triangulation, a researcher must compare two or more theories originating from different experts. It is intended to strengthen the theory that will be used.

Based on the explanation above, in this study, the researcher used investigator triangulation to verify the validity of the data. Validation checks are carried out by an expert who studies fields related to this research. Investigator triangulation is more suitable to be applied in this study because this triangulation can make it easier for the researcher to obtain a high level of trustworthiness of the data.

## **I. Systematic of the Discussion**

To make it easier to search part by part, the researcher presents the arrangement of the discussion in each chapter.

Chapter I, this section is a general section that contains an introduction which consists of:

- A. Title Confirmation
- B. Background of the Problem
- C. Focus and Sub-focus of the Research
- D. Problem Formulation
- E. Objective of the Research
- F. Significance of the Research
- G. Relevant Research
- H. Research Method
- I. Systematics of the Discussion



Chapter II, this section is a literature review section which consists of:

- A. Linguistics
- B. Morphology
- C. The Nature of Vocabulary
- D. Word Formation Process

Chapter III, this section is the description of the research object section which consists of:

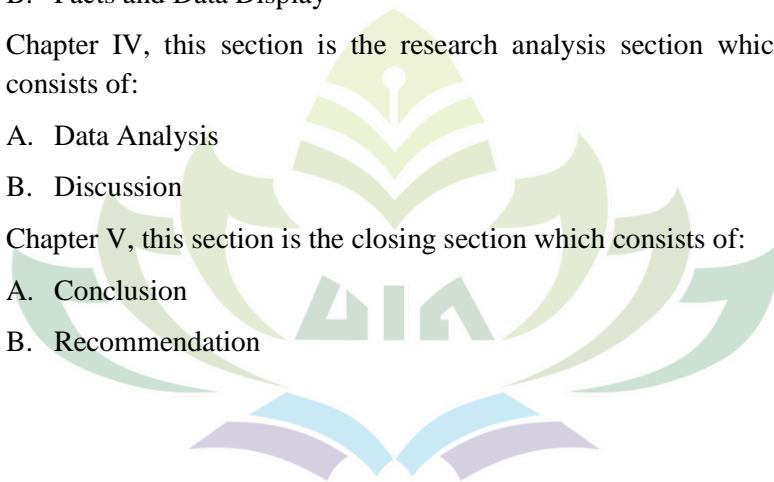
- A. General Description of the Object
- B. Facts and Data Display

Chapter IV, this section is the research analysis section which consists of:

- A. Data Analysis
- B. Discussion

Chapter V, this section is the closing section which consists of:

- A. Conclusion
- B. Recommendation



## CHAPTER II

### LITERATURE REVIEW

#### A. Linguistics

The word *linguistics* comes from the Latin, namely *lingua* which means *language*.<sup>5</sup> It means that linguistics is closely related to language and cannot be separated from it. Cited in Siminto, Matthews defines linguistics as the scientific study of language.<sup>6</sup> Not much different from the previous opinion, Kridalaksana also defines linguistics as the science of language which investigates language scientifically.<sup>7</sup> Meanwhile, according to Siminto, linguistics is the study of the intricacies of language.<sup>8</sup> Thus, linguistics can be concluded as a science that makes language as an object of study.

Furthermore, linguistics is also called general linguistics because linguistics does not only study a language, but also studies all languages in the world by investigating the intricacies of language and studying its universal characteristics.<sup>9</sup> Linguistics discusses everything related to language with two main objectives, namely to distinguish the use of the language words as the words that are commonly used and as the technical terms in linguistics that have a special meaning. In achieving its goals, linguistics is divided into two sub-fields, these sub-fields are:

##### 1. Micro-linguistics

According to Glosser and Deser cited in Rohbiah, micro-linguistics is a field of linguistics that investigates

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<sup>5</sup> Abdul Chaer, *Linguistik Umum (Cet. Ke-2)*, (Jakarta: Rineka Cipta, 2003), 2.

<sup>6</sup> Siminto, *Pengantar Linguistik* (Semarang: CV Cipta Prima Nusantara Semarang, 2013), 4.

<sup>7</sup> Harimurti Kridalaksana, *Kamus Linguistik (Edisi 4)*, (Jakarta: PT. Gramedia Pustaka Utama, 2009), 144.

<sup>8</sup> Siminto, *Pengantar Linguistik*, 4.

<sup>9</sup> Chaer, *Linguistik Umum (Cet Ke-2)*, 2.

language in a narrow sense.<sup>10</sup> It means that language in micro-linguistics is a language whose position is a natural phenomenon that stands alone. In simple terms, micro-linguistics can be defined as the study of the internal structure of language.

There are several sub-disciplines of micro-linguistics, these sub-disciplines are:

- a. Phonology is the study of the characteristics of language sounds, how sounds can be produced, and how these sounds function in the linguistic system as a whole.
  - b. Morphology is the study of word structure, parts of words, and word formation processes.
  - c. Semantics is the study of the meaning of language lexically, grammatically, and contextually.
  - d. Syntax is the study of sentence structure which explains the relationship between word and other units above the word to become a speech.
  - e. Lexicology is the study of the lexicon or vocabulary of various aspects of a language.<sup>11</sup>
2. Macro-linguistics

According to Glosser and Deser cited in Rohbiah, macro-linguistics is a field of linguistics that investigates language in an extensive sense.<sup>8</sup> It means language in macro-linguistics is a language whose position is as something complex. In simple terms, macro-linguistics can be defined as the study of language related to external factors.

There are several sub-disciplines of macro-linguistics, these sub-disciplines are:

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<sup>10</sup> Tatu Siti Rohbiah, *Introduction to Microlinguistics*, (Serang: Media Madani, 2020), 21.

<sup>11</sup> *Ibid.*, 22-23.

<sup>8</sup> *Ibid.*, 21.

- a. Sociolinguistics is the study of the influence of speaker culture on the language used. This science involves contextual studies on the variety of languages used by people in natural communication.
- b. Psycholinguistics is the study of language knowledge that combines psychological and linguistics approaches. This science aims to observe the acquisition and use of language by humans.
- c. Anthrop linguistics is a science that studies the variety and use of language along with the times which are influenced by differences in ethnicity, other cultural patterns, customs, places of communication, kinship systems, beliefs, and language ethics.
- d. Stylistics comes from the word *style* which means style in linguistics. It means that stylistics is the study of language style. This science has a focus on analyzing the style of language used by the speaker.
- e. Philology is the study of language based on written historical sources involving a combination of literary, history and linguistics criticism.
- f. Linguistic philosophy is the science put forward by philosophers by combining the philosophy of language to explain the nature of science and linguistics to explain the nature of language.
- g. Dialectology is the study of dialects based on language variations in certain areas. This science is an interdisciplinary science that involves linguistics and geography.<sup>9</sup>

## **B. Morphology**

Morphology is a branch of linguistics. Etymologically, the word morphology comes from the Greek which consists of the

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<sup>9</sup> Ibid., 23-25.

word *morf* which means form and *logos* which means science. Therefore, literally, morphology is the science of form. As a differentiator between morphology from linguistic studies and biological studies, Aronoff and Fudeman explained that morphology in biological studies is the study of the shape and structure of organisms, while morphology in linguistic studies is the study of the internal structure of words and how they can be formed.<sup>10</sup>

Furthermore, several experts also gave their statements about morphology. Lieber stated that morphology is a branch of linguistics that studies the word formation and variations in word forms that can be used according to the context in which they are used.<sup>11</sup> Meanwhile, according to Haspelmath, morphology is a branch of linguistics that studies the internal structure of words.<sup>12</sup> In addition, Booij also explained about the function of morphology in language, namely to expand the lexicon, expand the set of words contained in the scope of a language, and can expand word formation.<sup>13</sup> From the statements above, it can be concluded that morphology is one of the branches of linguistics that analyzes and studies the word formation process.

The main point of morphology is how morphemes can be distributed and combined to form a word. According to Booij, morpheme is morphological units of word and morpheme is also defined as the smallest linguistic units that correspond to grammatical meaning.<sup>14</sup> In addition, Lieber also stated that the process of word formation requires meaningful units called

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<sup>10</sup> Mark Aronoff and Kristen Fudeman, *What is Morphology?* (United Kingdom: Blackwell Publishing, 2011), 2.

<sup>11</sup> Rochelle Lieber, *Handbook of Word-formation* (Netherland: Springer, 2010), 2.

<sup>12</sup> Martin Haspelmath, *Understanding Morphology* (London: Hodder Education Company, 2010), 1.

<sup>13</sup> Geert Booij, *The Grammar of Words: An Introduction to Linguistic Morphology* (Oxford: Oxford University Press, 2005), 23.

<sup>14</sup> Booij, *The Grammar of Words: An Introduction to Linguistic Morphology*, 8.

morpheme.<sup>15</sup> Not much different from the two previous opinions, McCarthy also define morpheme as smaller word units.<sup>16</sup> Thus, it can be concluded that morpheme is the smallest units that have meaning and grammatical function in constructing word systematically.

Based on Lieber's opinion, there are two types of morpheme with different terms, namely free morpheme and bound morpheme.<sup>17</sup> The explanation of the types of morpheme are as follows:

### 1. Free Morpheme

Free morpheme is an independent morpheme that can stand alone to form a word. It can be found in simple words with basic meanings without adding grammatical functions. According to Lieber, morpheme that can stand alone without any combination of other morpheme as a word is called free morpheme.<sup>18</sup> It means that a free morpheme is an independent morpheme without any combination of other morphemes to stand as a word. Meanwhile, according to Spencer, the former word that has not been combined by another morpheme is called a free morpheme.<sup>19</sup> It means that free morpheme is a word with a basic form and has its own meaning. Thus, free morpheme can be concluded as a morpheme that can form word independently without requiring a combination of other morpheme. The examples of free morphemes are book, run, rich, small, long, etc.

### 2. Bound Morpheme

Bound morpheme is a morpheme that requires a combination of another morpheme to form a word because it

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<sup>15</sup> Rochelle Lieber, *Introducing Morphology* (New York: Cambridge University Press, 2009), 32.

<sup>16</sup> Andrew Cartairs McCharthy, *An Introduction to English Morphology: Words and Their Structure* (Britain: Edinburgh University Press, 2002), 16.

<sup>17</sup> Lieber, *Introducing Morphology*, 34.

<sup>18</sup> *Ibid.*, 33.

<sup>19</sup> Andrew Spencer, *Morphological Theory: An introduction to Word Structure in Generative Grammar* (Oxford: Blackwell, 1991), 5.

cannot stand alone. Morphemes attached to a word have their respective grammatical functions, such as ed, s/es, ing, en, er, est, etc. Bound morpheme can only get its meaning if it is followed by another morpheme. In general, bound morphemes tend to be affixes, such as prefix and suffix. It means that the use of bound morpheme can also be interpreted as a modified word formation. According to Lieber, a morpheme that cannot stand alone as a word is called a bound morpheme.<sup>20</sup> It means that a bound morpheme cannot form a word by itself, so it needs another morpheme to form a word. Bound morphemes can only carry out their grammatical functions if they have been combined with other morphemes so that they can form a word. Meanwhile, according to Booij, a morpheme that cannot stand alone to carry out its function as a word is a bound morpheme.<sup>21</sup> It means a bound morpheme is a morpheme that requires a combination of free morpheme because a bound morpheme does not have its own function as a word. This is where new words are obtained, namely by combining bound morphemes and free morphemes to form modified words. Thus, it can be concluded that bound morpheme is dependent morpheme that must be combined with another morpheme to form new word to get its grammatical meaning. Examples of bound morphemes are books, running, enrich, smaller, longest, etc.

### C. The Nature of Vocabulary

#### 1. The Definition of Vocabulary

Vocabulary is a basic need for a speaker because it has a big influence on the smoothness of communication that is carried out. Therefore, vocabulary is considered to be a very important component of language to be mastered. According to Linse and Nunan, a collection of words that are known by

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<sup>20</sup> Lieber, *Introducing Morphology*, 33.

<sup>21</sup> Booij, *The Grammar of Words: An Introduction to Linguistic Morphology*,

someone is called vocabulary.<sup>22</sup> Cited in Bintz, Neuman and Drawyer stated that vocabulary is words that speaker must know in order to communicate effectively, such as productive vocabulary and receptive vocabulary.<sup>23</sup> While Hornby said that all the words that are known and used to communicate about a subject in a particular language are called vocabulary.<sup>24</sup>

Based on the above opinions, it can be seen that a language user as a speaker or a listener must have the ability to understand vocabulary because vocabulary is a basic requirement for building communication. In addition, vocabulary also needs to be understood so that someone as a language user can communicate effectively. Communication that addresses a particular subject also requires an understanding of vocabulary according to the context of the subject itself. Therefore, a language user must have the best vocabulary mastery so that misunderstandings do not occur in receiving information from a subject being communicated.

Thus, it can be concluded that vocabulary is all the words that are known or used in a particular language. Vocabulary is also a basic element of language as a means of communication. A language user must know the vocabulary and learn its meaning in order to communicate effectively.

2. The Differences of Word, Lexeme, and Lexical
  - a. Word

In general, a word is an element of language consisting of a series of letters to form a unit that has meaning. Robins defines the word as the smallest

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<sup>22</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005), 121.

<sup>23</sup> William P. Bintz, "Teaching Vocabulary across the Curriculum," *Middle School Journal* 42, no. 4 (2011): 44-53, <https://doi.org/10.1080/00940771.2011.11461773>.

<sup>24</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2006), 1645.



independent unit.<sup>25</sup> Then, according to Verhaar, a word is a unit of language that is able to stand alone, it means that a word does not need a combination of other units because word can stand independently.<sup>26</sup> Meanwhile, according to Kridalaksana, linguists consider word derived from morpheme or combination of morphemes as the smallest unit that has a free form.<sup>27</sup> However, based on meaning and orthography, linguists state that a word is a form of a series of letters between two spaces that have one meaning.<sup>28</sup> In simple terms, a word can be defined as the smallest independent unit that has meaning.<sup>29</sup>

From the opinions above, it can be concluded that all independent units are words. However, not only that, in accordance with the opinion of Kridalaksana, combination of morphemes can also stand as unit of word. In other words, a word consisting of a combination of morphemes is a word that has been modified from its original form, usually it is used for grammatical purposes in a sentence.

#### b. Lexeme

In general, lexeme is a fundamental part of the lexicon. In other words, lexeme is the basic building block of word. However, lexeme needs to be processed through a morphological process to become word in grammatical unit. According to Kridalaksana, lexeme is the smallest unit in the lexicon.<sup>30</sup> In line with that opinion, Chaer

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<sup>25</sup> Robert Henry Robins, *Linguistik Umum: sebuah Pengantar*, trans. by Soenarjati Djajanegara (Yogyakarta: Kanisius, 1992), 228.

<sup>26</sup> J. W. M. Verhaar, *Asas-Asas Linguistik Umum* (Yogyakarta: Gadjah Mada University Press, 1996), 97.

<sup>27</sup> Hrimurti Kridalaksana, *Linguistic Dictionary* (Jakarta: Gramedia, 1982), 110.

<sup>28</sup> Chaer, *Linguistik Umum (Cet. Ke-2)*, 162.

<sup>29</sup> Kushartanti, Untung Yuwono, and Multamia RMT Lauder, *Pesona Bahasa: First Steps to Understanding Linguistics* (Jakarta: Gramedia Pustaka Utama, 2005), 151.

<sup>30</sup> Harimurti Kridalaksana, *Kamus Linguistik (Edisi 2)*, (Jakarta: Gramedia, 1984), 114.

explained that lexeme is the basic form of word.<sup>31</sup> For instance, the word *enrich* whose basic form is *rich*.

Thus, it can be concluded that all lexemes are words, but not all words are lexemes. A lexeme must go through a morphological process to become a word and a word can be considered the same as a lexeme if the lexeme only receives zero derivation during the morphological process, so that the lexeme does not change form even though it has become a word.

### c. Lexical

In studying linguistics, a linguist is required to be able to understand the meaning of language as well as possible, one of which is lexical meaning. According to Chaer, lexical meaning is the meaning that is attached to the lexeme itself literally without relating it to other contexts.<sup>32</sup> Furthermore, Kridalaksana also said that lexical meaning is the meaning of language elements as symbols of objects, events, etc.<sup>33</sup> In line with these two opinions, Sutedi states that interpreting a word with its true meaning that is in accordance with the reference obtained from observation or interpreting a word with its original meaning is called lexical meaning.<sup>34</sup> For instance, the word *water* has a lexical meaning as a liquid object that has volume and does not have a fixed shape which is usually used for bathing or drinking.

Thus, it can be concluded that lexical meaning is the literal meaning of a word or the actual meaning that is in accordance with the observations of the human senses.

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<sup>31</sup> Abdul Chaer, *Pengantar Semantik Bahasa Indonesia* (Jakarta: Rineka Cipta, 2009), 60.

<sup>32</sup> Abdul Chaer, *Linguistik Umum (Cet. Ke-4)*, (Jakarta: Rineka Cipta, 2012), 289.

<sup>33</sup> Kridalaksana, *Linguistic Dictionary*, 103.

<sup>34</sup> Dedi Sutedi, *Penelitian Pendidikan Bahasa Jepang* (Bandung: Humaniora, 2011), 131.

### 3. Types of Vocabulary

Humans are social beings who cannot be separated from the use of language as a means of everyday communication. Humans as language users use vocabulary in two forms, namely oral vocabulary and print vocabulary.<sup>35</sup> A language user will use oral vocabulary to speak and read orally, while writing and reading silently is the use of print vocabulary. In this case, Hiebert and Kamil classify vocabulary into two types, namely productive vocabulary and receptive vocabulary. It is also supported by Haycraft which also classifies vocabulary into the same types.

#### a. Productive Vocabulary

Productive vocabulary is the vocabulary used to convey the ideas through speaking or writing activities. When speaking or writing, usually a language user will use familiar vocabulary. According to Hiebert and Kamil, productive vocabulary is a vocabulary that can be used when speaking or writing.<sup>36</sup> The commonly used vocabulary is a vocabulary that is well-known and often heard, so that it feels familiar to speakers. Meanwhile, according to Haycraft cited in Hatch and Brown, productive vocabulary is vocabulary that has been understood, so that it can be pronounced correctly and used constructively through speaking and writing activities.<sup>37</sup> Thus, it can be concluded that productive vocabulary is the vocabulary produced by the speaker through speaking and writing activities.

#### b. Receptive Vocabulary

Receptive vocabulary is vocabulary that can be interpreted by listeners or readers. According to Hiebert

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<sup>35</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associates, 2005), 3.

<sup>36</sup> Ibid.

<sup>37</sup> Evelyn Hatch and Cheril Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995), 370.

and Kamil, receptive vocabulary belongs to words that are less known or less familiar, so it is rarely used.<sup>38</sup> Meanwhile, according to Haycraft cited in Hatch and Brown, receptive vocabulary is vocabulary that can be understood in a certain context, but cannot be produced correctly.<sup>39</sup> Thus, it can be concluded that receptive vocabulary is a vocabulary that is used when an individual receives information from listening or reading activities whose meaning can only be understood by oneself, so it is difficult to produce.

#### **D. Word Formation Process**

Yule states that word formation is the study of the basic processes for creating new words.<sup>40</sup> As explained by Yule, words have smaller elements, namely morphemes that make up a word, so the process to make these morphemes into a new word is called the word formation process.

In relation to the phenomenon of new words (neologisms), people as language users in everyday life, especially during the Covid-19 pandemic, often create new terms related to the situation they are experiencing to show the current situation. They use various processes to modify the structure of words or terms which can be done by adding some elements or by making internal changes to express new meanings or to mark grammatical contrasts, the process they use is called word formation processes.

The actual word formation process focuses on the various processes of how words or terms can be formed from small morpheme units into larger units so that they have complex shapes and meanings. Therefore, in this study, the researcher will analyze the data using the word formation process theory from Yule

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<sup>38</sup> Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, 3.

<sup>39</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education*, 370.

<sup>40</sup> George Yule, *The Study of Language (4<sup>th</sup> Edition)*, (Cambridge: Cambridge University Press, 2010), 53.

(2010). The types of word formation processes based on the theory used are as follows.

#### 1. Coinage

According to Yule, coinage is the process of word formation that comes from the invention of a completely new term.<sup>41</sup> The most common source of coinage is trade names coined for commercial products which have become a general term for versions of that product. Not only commercial products, industries that produce services and internet products also use the coinage process to name their products. The examples of coinage are *KN95 Mask* and *N95 Mask*.

#### 2. Borrowing

According to Yule, borrowing is taking over words from other languages.<sup>42</sup> This means that the process of word formation that takes over words from other languages to be used in English can be called borrowing. So far, English has adopted several words from other languages, including *sofa* (Arabic), *dope* (Dutch), *croissant* (French), *lilac* (Persian), *piano* (Italian), *tycoon* (Japanese), *yogurt* (Turkish), and others.

#### 3. Compounding

According to Yule, the process of combining two separate words to produce a new word form is called compounding.<sup>43</sup> The examples of compounding are *extraordinary*, *high-risk*, *lockdown*, *outbreak*, *person-to-person*, and *self-quarantine*.

#### 4. Blending

According to Yule, blending is usually done by only taking the beginning of one word and combining it with the end of another word.<sup>44</sup> In simple terms, blending is a new

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<sup>41</sup> Ibid.

<sup>42</sup> Ibid., 54.

<sup>43</sup> Ibid., 55.

<sup>44</sup> Ibid.

word formation process that combines two different separate words to produce a new term. The example of blending is *Covid-19* from Corona Virus Disease 2019.

## 5. Clipping

According to Yule, clipping is an element of reduction that is visible in blending, but is more visible in a process called clipping.<sup>45</sup> In simple terms, clipping can be defined as the process of shortening a word without changing the meaning. Clipping can be applied when a word of more than one syllable (*facsimile*) is reduced to a shorter form (*fax*), usually starting with a casual speech. Common examples that are often used are *ad* (advertisement), *bra* (brassiere), *cab* (cabriolet), *condo* (condominium), *fan* (fanatic), *flu* (influenza), *plane* (airplane), and *pub* (public house).

## 6. Back-formation

According to Yule, usually, word of one type (usually noun) is reduced to another type of word (usually verb) which can be called back-formation.<sup>46</sup> In simple terms, back-formation can be defined as a word formation process that creates a new word by removing the actual affix in a word and usually changing the class of the word itself. For instance, *donate* from donation, *emote* from emotion, *opt* from option, *enthuse* from enthusiasm, and *babysit* from babysitter.

## 7. Conversion

According to Yule, conversion is a change in the function of a word, for example when a verb is used as a noun or a noun is used as a verb (without reducing the form of the word).<sup>47</sup> The examples of conversion are:

- a. The mass *gathering* was dispersed by the Covid task force.

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<sup>45</sup> Ibid., 56.

<sup>46</sup> Ibid.

<sup>47</sup> Ibid., 57.

- b. I am *distancing* myself from the crowd.

Furthermore, the conversion can also change phrasal verbs into nouns, verbs into adjectives, and adjectives into verbs or nouns.

## 8. Acronym

According to Yule, acronym is the process of forming new word from the initial letters of a set of words.<sup>48</sup> There are two kinds of pronunciation in this type of word formation, namely the pronunciation of each letter separately and the pronunciation of one word directly from the combined initials or the pronunciation as usual. The examples of acronyms are *PCR* for Polymerase Chain Reaction, *PPE* for Personal Protective Equipment, *PUI* for Patients Under Investigation, *PUM* for Persons Under Monitoring, and *WFH* for Work From Home.

## 9. Derivation

According to Yule, derivation is the process of forming words by adding affix.<sup>49</sup> For examples are *asymptomatic*, *disinfectant*, *sanitizer*, *comorbidity*, *immunity*, *incubation*, *isolation*, *emergency*, and *ventilator*. In terms of derivation, some affixes are added at the beginning of a word (prefix) such as a-, *dis-*, *un-*, *mis-*, and *pre-*, while other affixes are added at the end of a word (suffix), such as *-cy*, *-atic*, *-er*, *-ity*, *-ion*, *-or*, and *-ant*. All English words formed by this derivation have prefix or suffix or both.

## 10. Multiple Processes

According to Yule, multiple processes are word formations that undergo more than one word formation process.<sup>50</sup> From the abundance of new terms that are found, it is possible that there are new terms that undergo more than one word formation process. For example, the term *zoonotic*

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<sup>48</sup> Ibid., 58.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid., 60.

is a compound of the words *zoon* and *nosos* which originate from Greek, then were borrowed into English to become *zoonotic*.







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