LEXICAL PROCESS ON SIMPLIFIED FORMATIONS IN ENGLISH EDUCATIONAL ABSTRACTS

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ABSTRACT

This research article is intended to describe lexical process of word formation, particularly simplified formation used in 12 abstracts of Language Edu (Journal of Language Teaching and Learning) articles, Vol. 1, No. 1, December 2012. The word formation process investigated in these articles is simply focused on simplified formation. The core phenomenon investigated in this research article is simplified formation (acronym, backformation and conversion) by using morphological analysis appearing in 12 abstracts of Language Edu articles. The research design used in this research article is a descriptive, which attempts to describe the linguistic phenomenon, namely simplified formation using morphological analysis. Several steps were carried out to collect the data from the 12 abstracts of Language Edu articles, and then analyzed using the theories about word formation, particularly on simplified formation. As the result, 15 acronyms (21%), 39backformation (54%) and 18conversion (25%) in 43 sentences appeared in the 12 abstracts of Language Edu.

Keywords: word formation, acronym, backformation, conversion

1. INTRODUCTION

A language tends to be dynamic and everybody cannot avoid finding new words or phrase to call something. In this case, Wagner (2010: 3) argued that new inventions and changes as the causes of new words in every language are in need –borrowed, derived or otherwise formed– simply because new things need new words. The necessary prerequisite - intended usefulness, such as labeling function, syntactic re-categorization and expressing an attitude is considered the thing that causes the emergence of productivity of coined words (Plag, 2002).O'Grady, et al. (1996), describes that various ways could be done to create new words; such as acronyms, back formation, and conversion, etc., for instance. Unconsciously, a new word in one's language (a neologism) and the use of different forms of those new words can be very quickly understood and be accepted (Yule, 2006: 52-53).

Word formation is a process of producing new words that could be categorized into three big classification based on the words created, namely

simplified, joint and expanded formation. A great deals of the researches dealing with word formation have been done lately (Anggraeni, 2011; Rahmawati, 2012). Anggraeni (2011) in her research, found 100 word slangs that appeared on the Semarang Billboard advertisements, 40 of them were compounding, 4 borrowing, 13 coinage, 7 initialization and acronym, 11 blending, 9 clipping, 9 inflection, and 6 derivation process. From the analysis done, he writer concluded that compounding process was the most frequently occurred on Semarang Billboard advertisements. Rahmawati (2012) investigated the English word formation process on slang words used by transsexuals in terms of compounding, borrowing, coinage, blending, clipping, backformation, conversion, inflection, derivation, reduplication and abbreviation. The objects of her research were Indonesian movies in which there were transsexual figures.

The research article simply focuses on the simplified formation, which consist of acronym, backformation and conversion and appear in an English educational journal.

The first type of simplified formation is acronym. It is defined as blends incorporating only the initial letters of its components or as new words formed from the initial letters of a set of other words (McCarthy, 2002: 65; Yule, 2006: 57; Nedomel, 2011). These can be formed such as CAR (*Classroom Action Research*), CD (*compact disc*), EFL (*English as a Foreign Language*), ESL (*English as a Second Language*), ESP (*English for Specific Purposes*), NATO (*North Atlantic Treaty Organization*), VCR (*video cassette recorder*), etc., where the pronunciation consists of saying each separate letter.

Another type of simplified formation is backformation. Backformation is the process of reducing word such as a noun to a shorter version and using it as new word such as verb (Yule, 2006: 56). It is a very specialized type of reduction process. Typically, a word of one type (usually noun) is reduced to form a word of another type (usually verb). Specifically, it involves a creation of a shorter word form a longer one by a subtraction strategy (Adejumo & Osunbade, 2014).

A good example of backformation is the process whereby the noun "television" first came into use and then the verb *televise* was created from it.

Other examples of words created by this process are *babysit* (from babysitter), *donate* (from donation), *emote* (from emotion), *enthuse* (from enthusiasm), *liaise* (from liaison), etc. However, according to Adejumo & Osunbade (2014), basically, backformations have their root in agentive abstract nouns, and are turned into verbs. Therefore, such a derivation commonly results in structural transformation as well as change in the meaning of a word.

The other type of simplified formation is conversion. It is the derivation of one lexeme from another without any overt change in shape, or a change of in the function of a word (McCarthy, 2002: 45; Yule, 2006: 56).In other words, it is a type of word formation in which the category of a base is changed with no corresponding change in its form (Lieber, 2009: 49).Bauer & Varela (2005) argue that conversion may not be a derivational process, that it may not link lexemes, that, whichever entities are involved, they may not have the same form and that they may not even belong to different word classes. In other words, they view that conversion is not a morphological word formation process, since no affixes or compounding strategies are involved, but it is also quite obvious that conversion is a word formation process of a different nature, or, most probably, even more than one word formation process. Here are some examples of words that belong to conversion: *aim*, *book*, *cause*, *form*, *group*, *land*, *mail*, *need*, *present*, *result*, etc. a couple of example could be given as examples, such as "It is your responsibility for developing standards for high quality *practice* as something that should rest with the profession.". The word "*practice*" here serves as "noun". It is different from another sentence, "It provides learners with language input, both spoken and written, to process, as well as opportunities to *practice*." The word **practice**in this sentence serves as "verb".

1.1   OBJECTIVES

This research articles is intended to describe morphological analysis of lexical process, particularly simplified formation in the form of acronym, back formation and conversion, in 12 abstracts of Language Edu (Journal of Language Teaching and Learning) articles, Vol. 1, No. 1, December 2012.

2.   METHODOLOGY

The research design employed in this research article belongs to descriptive design. It is intended to describe the linguistic phenomenon in the form words or phrase rather than in numbers as in the quantitative research. In other words, this research describes phenomena as they exist and is used to identify and obtain information on simplified formation, particularly acronyms, backformation and conversion.

The core phenomenon observed in these research articles is simplified formation using morphological analysis that appears in the twelve abstracts of educational articles published in Language Edu (Journal of Language Teaching and Learning) articles, Vol. 1, No. 1, December 2012.

2.1   DATA COLLECTION AND ANALYSIS

In describing the linguistic phenomena, particularly the simplified formation as morphological process, two steps were carried out to make the research easy, namely as follow: data collection and data analysis.

Thus, after the data have been collected, the data will then be selected, simplified, organized, and then reduced. It is done to make the researcher easier to understand, interpret and make sense out of the collected data. And then, the data collected is analyzed by using underlying theories concerning with the simplified formation process.

All of the data are adapted from 12 abstracts of Language Edu (Journal of Language Teaching and Learning) articles, Vol. 1, No. 1, December 2012. And all of the abstracts of the articles are analyzed including their titles and keywords.

Table 1. The List of Articles in the Language Edu

No.	Title	Writer (Initial)	Page
1	*The Journey of Professional Teachers*	*MM*	1
2	*English Language Teaching in Large Class*	*DA*	10
3	*Creating Environment Conducive to English Learning*	*JM*	23
4	*Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique*	*MY*	29
5	*Chomsky's Influential Linguistic Concept on SLA*	*AZ*	38

6	*The Effectiveness of Interactive Approach in Improving the Reading Ability of the Second-Grade Students of SMPN 1 Porong*	*EDH*	45
7	*The Effect of Delayed Correction of the Fourth Semester Students of English Department of Islamic University of Malang Academic Year 2011-2012*	*NS*	52
8	*Using Round Table Card Game to Improve Speaking Ability of the Seventh Grade Students in SMP Negeri 3 Bangil 2012 in Describing Things and People*	*W*	58
9	*Improving Students' Vocabulary Mastery through Make a-Match Technique at the Fourth Grade Full Inclusive Students of SDN Klampis Ngasem I Surabaya*	*TH*	63
10	*Developing English Local Content Material Based on KTSP Curriculum For 8th Grade Students of SMPN 1 Nguling*	*M*	68
11	*Reading and Writing Invention and Evolution: A Learning Model for Beginning Readers*	*Kh*	77
12	*The Portrait of Human Leadership in the World War II as Reflected in William Golding's Lord of the Flies*	*KQ*	84

Morphological analysis conducted in this research uses corpus data. Some steps are soon done after having obtained some words/phrases which are needed. The first step done is sentential analysis. The second step done is phrasal analysis and the last one done is lexical analysis.

In sentential analysis, the entire sentences of twelve abstracts are analyzed in order to make the researcher easy to do the next analysis. After sentences are selected, listed, and given code, phrasal analysis is done. The sentences are divided into phrasal categories, which are classified into noun phrase (NP), verb phrase (VP), adjective phrase (Adj. P), adverb phrase (Adv. Phrase), prepositional phrase (Prep. Phrase), participial phrase (Part. Phrase), gerund phrase (Grd. Phrase), and infinitive phrase (Inf. Phrase). Finishing classifying all of the phrases, the last kind of analysis is done to obtain the data needed. Of the phrases, the lexical words containing simplified formation are taken and given comments. There are three big classifications of simplified formation: acronyms, backformation and conversion. Not only classifying the words into the simplified formation, the words are also classified into some kinds of lexical words: Noun (N), Verb (V), Adjective (Adj.) and Adverb (Adv.). All of the English

abbreviations could be included to words in the sentences. It means all of them could be used as data for morphological analysis.

3. FINDINGS AND DISCUSSION

The lexical analysis done results three categories which were found in the abstracts: acronyms, backformation and conversion.

Table 2. List of Simplified Formation Items that Appear in the Abstract

No.	Title	Simplified Formations Appearing		
		Acronym	Back Formation	Conversion
1	The Journey of Professional Teachers	ESP, LTC, EFL	teachers, educators, education, tourism student	change, help, master, program, aim, study, result, practice, rest
2	English Language Teaching in Large Class	ELT	teachers	process, study, report
3	Creating Environment Conducive to English Learning	-	learners	present, process, practice
4	Improving Students' Speaking Skill through Guided Questions with Inside Outside Circle Technique	CAR	students, success, participation	result, study
5	Chomsky's Influential Linguistic Concept on SLA	SLA, UG	innovator, performance, contribution	face, study
6	The Effectiveness of Interactive Approach in Improving the Reading Ability of the Second-Grade Students of SMPN 1 Porong	ESL, EFL, SPSS	student, comprehension instruction, researcher, treatment, computation, difference	study, test, control

7	*The Effect of Delayed Correction of the Fourth Semester Students of English Department of Islamic University of Malang Academic Year 2011-2012*	*SPSS*	*correlation students achievement computed*	*study, test*
8	*Using Round Table Card Game to Improve Speaking Ability of the Seventh Grade Students in SMP Negeri 3 Bangil 2012 in Describing Things and People*	*-*	*involvement treatment improvement*	*study, aim, use, score, result*
9	*Improving Students' Vocabulary Mastery through Make a-Match Technique at the Fourth Grade Full Inclusive Students of SDN Klampis Ngasem I Surabaya*	*-*	*student, mastery, teacher, observation, action*	*study, process, result, group*
10	*Developing English Local Content Material Based on KTSP Curriculum For 8th Grade Students of SMPN 1 Nguling*	*-*	*researcher, teacher, students, writer, information, analysis, validation, observation, content*	*study, use, interview*
11	*Reading and Writing Invention and Evolution: A Learning Model for Beginning Readers*	*CT scan, MRI, fMRI, PET, EEG, MEG*	*communication information formation invention direction instructors instruction*	*change, master, process*
12	*The Portrait of Human Leadership in the World War II as Reflected in*	*-*	*analysis, attention, teacher, leaders*	*result, use*

William Golding's Lord of the Flies			
Total	15 (21%)	39 (54%)	18 (25%)

Based on the table 2 above, there are 15 acronyms (21%), 39 backformations (54%) and 18 conversions (25%).

Table 3. The List of Acronyms Appearing

Acronyms	Found in
ESP – *English for Specific Purposes*	*Abs 1*
LTC – *Language Teacher Cognition*	*Abs 1*
EFL – *English as a Foreign Language*	*Abs 1 & 6*
ELT – *English Language Teaching*	*Abs 2*
CAR – *Classroom Action Research*	*Abs 4*
SLA – *Second Language Acquisition*	*Abs 5*
UG – *Universal Grammar*	*Abs 5*
ESL – *English a Second Language*	*Abs 6*
SPSS – *Statistical Product and Service Solution*	*Abs 6 & 7*
CT *Scan – Computerized (Computed) Tomography Scan*	*Abs 11*
MRI – *Magnetic Resonance Imaging*	*Abs 11*
fMRI – *functional Magnetic Resonance Imaging*	*Abs 11*
PET – *Positron Emission Tomography*	*Abs 11*
EEG – *Electroenchepalogram/Electroenchepalography*	*Abs 11*
MEG – *Magnetoenchepalo-graphy*	*Abs 11*
TOTAL – 15	

The first analysis to do is acronym. Acronym is defined as blends incorporating only the initial letters of its components or as new words formed from the initial letters of a set of other words (McCarthy, 2002: 65; Yule, 2006: 57; Nedomel, 2011). It concerns with the process whereby a new word is formed the initial letter of the constituent words of phrase or sentence. Based on the analysis, 15 acronyms were found in 7 different abstracts (1, 2, 4, 5, 6, 7 and 11).

Table 4. Several nouns that can be reduced to form other verbs

No	Nouns	Found in Abstract	Verbs and Function
1	Teacher**s**	1/2/9/10/12	teach (verb)
2	Educator**s**	1	educate (verb)
3	Education	1	educate (verb)
4	Tourism	1	tour (noun/verb)
5	Learner**s**	1/3	learn (verb)
6	Student**s**	4/6/7/9/10	study (verb)
7	Success	4	succeed (verb)
8	participation	4	participate (verb)
9	Innovator	5	innovate (verb)
10	performance	5	perform (verb)
11	contribution	5	contribute (verb)
12	comprehension	6/7	comprehend (verb)
13	Instruction	6/11	instruct (verb)
14	treatment(s)	6/8	treat (verb)
15	Translation	6	translate (verb)
16	computation	6	compute (verb)
17	Difference	6	differ (verb)
18	consideration	7	consider (verb)
19	Correction	7	correct (adj./verb)
20	communication	7/11	communicate (verb)
21	Department	7	depart (verb)
22	Correlation	7	correlate (verb)
23	achievement	7	achieve (verb)
24	involvement	8	involve (verb)
25	improvement	8	improve (verb)
26	Mastery	9	master (noun/verb)
27	Action	9	act (noun/verb)
28	observation	9/10	observe (verb)
29	Writer	10	write (verb)
30	Information	10/11	inform (verb)
31	Analysis	10/12	analyze (verb)
32	Validation	10	validate (verb)
33	Content	10	contain (verb)
34	Formation	11	form (noun/verb)

35	*Invention*	*11*	*invent (verb)*
36	*Direction*	*11*	*direct (adj./verb)*
37	*Instructor**s***	*11*	*instruct (verb)*
38	*Attention*	*12*	*attend (verb)*
39	*Leader**s***	*12*	*lead (verb)*

The second analysis to do is backformation. Backformation is the process of reducing word such as a noun to a shorter version and using it as new word such as verb (Yule, 2006: 56).It deals with the process by which new words are formed by the deletion of a supposed affix from an already existing word. In other words, a word of one type (usually noun) is reduced to form a word of another type of part of speech (usually verb). Based on the analysis done, there are 39 words (54%) belonging to backformation were found in the 12 different abstracts.

The word *teachers* as noun, for example, can be reduced to form a word *teach* (verb). Most of backformations appearing in the abstract of specially Language Edu are usually derived from *noun* to *verb*. But some others can be taken from *noun* to *adjective* or *verb*, e.g., from *correction* (noun) to *correct* (adjective/verb). In this research article, however, *adjective* is not discussed.

Table 5. The List of Conversion Appearing

Conversion	Appearing in Abstract	Conversion	Appearing in Abstract
change (v/n)	*1/11*	*process (n/v)*	*2/3/8/9*
help (v)	*1*	*report (n)*	*2*
master (v)	*1/11*	*face (n)*	*5*
program (n)	*1*	*test (n)*	*6/7/8*
aim (n)	*8*	*score (n)*	*8, 9*
study (n)	*1/2/4/5/6/7/9/10*	*control (n)*	*6*
result (n)	*1/4/8/9/12*	*use (n/v),*	*8/11/12*
practice (n/v)	*1/3*	*interview (n)*	*10*
rest (v)	*1*	*work (n)*	*12*
	TOTAL 18		

The last analysis to do is conversion. It is the derivation of one lexeme from another without any overt change in shape, or a change of in the function of a

word or (McCarthy, 2002: 45; Yule, 2006: 56) in other words, it is a type of word formation in which the category of a base is changed with no corresponding change in its form (Lieber, 2009: 49).It refers to the process by which new words are created by using a word in new functions without any change it its form. Based on the analysis done, 18examples of conversions in italic(in 43 sentences) were found in 12 different abstracts. Several examples of sentence in which some words belonging to conversions are intentionally shortened for the reason of efficiency.

<div align="center">Table 6. Conversions appearing in the context of sentence</div>

No.	Words appearing in Abstract	Words in the context of sentences	Part of speech
1.	*change (1)*	*..., this research is executed to portray how they try hard to **change** themselves into a stage of ESP professionals.*	*verb*
2.	*change (11)*	*...,since the beginning time of their invention and their evolution today, and are still dictating the direction of our intellectual **change** in the future.*	*noun*
3.	*help (1)*	*..., good ESP teachers are needed to **help** reach the main spirit of the Law No. 14/2005 about ...*	*verb*
4.	*master (1)*	*The research problem is further elaborated into two focuses of the study 1) how ESP teachers at vocational high schools **master** subject matter they teach ..*	*verb*
5.	*master (11)*	*... we now are aware that reading and writing process are difficult skills to **master** by children, ...*	*verb*
6.	*program (1)*	*... how they develop their competence in ESP in their respective **program**.*	*noun*
7.	*aim (8)*	*The **aim** of the study to use Round Table as media...*	*noun*
8.	*study (1)*	*The research problem is further elaborated into two focuses of the **study** ...*	*noun*
9.	*study (2)*	*... therefore, based on the **study** reports, ...*	*noun*
10.	*study (4)*	*As the result of the preliminary **study** indicated that the students' problems toward ...*	*noun*
11.	*study (5)*	*This article covers only on his spectacular ideas in linguistics, which make him as the innovator in viewing the **study** of language.*	*noun*

12.	study (6)	This **study** attempts to identify the effect of conducting an interactive approach …	noun
13.	study (7)	This **study** aims to find out whether or not there is significant correlation …	noun
14.	study (8)	This paper is based on **study** on speaking ability performed …	noun
15.	study (9)	This **study** focused on finding out whether "Make A-Match" technique can be used to improve …	noun
16.	study (9)	This **study** was a classroom action research.	noun
17.	study (10)	The procedures being employed in this **study** were collecting information, doing needs analysis, …	noun
18.	result (1)	From the **result** of the study, it is indicated that …	noun
19.	result (4)	As the **result** of the preliminary study indicated that…	noun
20.	result (4)	The **result** showed that by repeating conversations for …	noun
21.	result (8)	The **result** reveals that the speaking ability of the students increased in …	noun
22.	result (9)	From the first cycle reflection **result**, …	noun
23.	result (9)	The **result** from the action in cycle 2 was that 34 (85%) students got score 70 …	noun
24.	result (12)	World War II that was caused by the wrong human leadership had extremely brought the terrible **result** to the life and …	noun
25.	practice (1)	… professional standards which see the responsibility for developing standards for high quality **practice** as something that should rest with the profession.	noun
26.	practice (3)	It provides learners with language input, both spoken and written, to process, as well as opportunities to **practice**.	verb
27.	rest (1)	The other body of knowledge referred to here is … for high quality practice as something that should **rest** with …	verb
28.	process (2)	… several problems deal with English language teaching have been emerged in English language teaching learning **process**, …	noun
29.	process (3)	It provides learners with language input, both spoken and written, to **process**, as well as …	verb
30.	process (8)	The aim of the study is… to improve the students' involvement in teaching-learning **process**.	noun phrase
31.	process (9)	The research instruments of this study consisted of observation guide in learning **process**, …	noun

32.	face (5)	Chomsky is a well-known American linguist … who changed a deep **face** of linguistics into different concepts.	noun
33.	test (7)	The technique of collecting data was by using a **test**.	noun
34.	test (8)	From the **tests**, it was found out that there was a significant correlation…	noun
35.	score (8)	The data were the speaking **score** which were analyzed to see the progress after …	noun
36.	score (9)	The result from the action in cycle 2 was 34 (85%) students got **score** 70 and above.	noun
37.	control (6)	… to identify whether there is a significant difference between the test scores of experimental and **control** classes.	noun
38.	use (8)	The aim of the study to **use** Round Table as media to improve …	verb
39.	use (11)	Reading and writing are language skills that involve and make **use** of letters, words and sentences, …	noun phrase
40.	use (12)	.., it is suggested for the teacher to **use** novel as one of …	verb
41.	need (7)	…, the best type of correcting learners' errors **need** to be taken into consideration.	verb
42.	interview (10)	…, the writer use instruments: **interview**, observation sheet, questionnaires were employed here.	noun
43.	work (12)	… as well as the subject that produces a literary **work** without ignoring the structure of the **work** itself.	noun

Based on the examples given above, the words *change*, *practice*, and *process* each of them has couple of word in different sentences and part of speech, *noun* and *verb*.

The word *change* in Abstract 1 serves as *verb*, meanwhile the word *change* in Abstract 11 serves as *noun* phrase.

The word *practice* in Abstract 1 serves as serves as *noun* phrase, meanwhile the word *practice*, in Abstract 3, serves as *verb*.

The word *process* in Abstract 2, 8 and 9 serves as noun phrase. On the other hands, the word process in Abstract 3 serves as *verb*.

The other words such as *help, program, aim, study, result, report, face, test, score, control, use, interview* and *work* serve as *nouns*. Meanwhile, the word *master*, *rest,* and *use* serve as *verbs*.

4. CONCLUSION

Based on the result of research findings, the conclusion can be drawn, words can be classified into simplified formation that covers acronym, backformation and conversion. Those kinds of word formation can be found in many sources, one of which can be found in English educational abstracts.

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