

TYPES AND PROCESSES OF DERIVATIONAL AFFIXES IN VIDEO “A GUIDE TO SELF-LOVE FOR SKEPTICS” ON THE TED TALKS WEBSITE

*Cindy Murti Fatikasari*

Universita Bangka Belitung

[cindymurtifatikasari41@gmail.com](mailto:cindymurtifatikasari41@gmail.com)

*Dr. Diana Anggraeni, M. Hum.*

Universita Bangka Belitung

[dianaanggraeniubb@gmail.com](mailto:dianaanggraeniubb@gmail.com)

*Rizky Arif Afandi, M.A.*

Universita Bangka Belitung

[rizky@ubb.ac.id](mailto:rizky@ubb.ac.id)

**Abstrak**

*Morfologi adalah studi tentang pembentukan kata, termasuk bagaimana kata-kata baru diciptakan dalam bahasa dan bagaimana bentuk-bentuk kata ini berubah berdasarkan penerapannya dalam kalimat. Studi ini bertujuan untuk membantu memahami lebih lanjut tentang studi bahasa, khususnya morfologi derivasi. Studi ini menganalisis jenis dan proses afiks derivasional menggunakan teori Fromkin, Rodman, & Hyams (2014) dalam video percakapan langsung oleh Dan Harris dan Whitney Pennington Rodgers, A Guide to Self-Love for Skeptics untuk menyampaikan penerapan teori tersebut di luar bahasa tulis dan menjelaskan bagaimana proses derivasi morfologis beroperasi dalam komunikasi waktu nyata. Studi ini menggunakan metodologi penelitian kualitatif deskriptif untuk mengkaji kata-kata yang diucapkan oleh Dan Harris dan Whitney untuk mengeksplorasi jenis-jenis afiks derivasional yang ditemukan dalam video percakapan langsung tersebut serta proses-proses derivasionalnya. Analisis ini menemukan empat puluh sembilan data, yang mengungkapkan keberadaan dua jenis afiks derivasional dan ketiadaan dua jenis afiks derivasional lainnya dalam data: prefiks dengan sembilan data, sufiks dengan empat puluh data, sirkumfiks dan infiks dengan nol data. Temuan ini menunjukkan bahwa percakapan langsung Dan Harris dan Whitney memberikan kontribusi bagi studi morfologi dalam bidang linguistik, khususnya dalam analisis afiks derivasional berdasarkan teori Fromkin, Rodman, dan Hyams (2014). Ketiadaan sirkumfiks dalam data juga mendukung temuan derivasi morfologis yang ada bahwa proses ini tidak produktif dalam bahasa Inggris, sementara itu, ketiadaan infiksasi dalam video mendukung temuan derivasi morfologis yang ada bahwa proses ini biasanya terjadi dalam konteks yang sangat informal atau ekspresif.*

**Kata Kunci :** *Morfologi Derivasional, Tipe Afiks Derivasional, Proses Afiks Derivasional, Video Percakapan Langsung*

**Abstract**

*Morphology is the study of word formation, including how new words are created in a language and how these word forms change based on their application in sentences. This study aims to help further understanding of language studies, specifically derivational morphology. This study analyzes the types and processes of derivational affixes using Fromkin, Rodman, & Hyams' (2014) theory in Dan*

*Harris and Whitney Pennington Rodgers' live video conversation, A Guide to Self-Love for Skeptics. This study conveys the theory's application beyond written language and explains how morphological derivation processes operate in real-time communication. This study uses a descriptive qualitative research methodology to examine the words spoken by Dan Harris and Whitney to explore the types of derivational affixes found in the live video conversation and their derivational processes. This analysis found forty-nine data points, revealing the presence of two types of derivational affixes and the absence of two other types of derivational affixes in the data: prefixes with nine data points, suffixes with forty data points, circumfixes with zero data points, and infixes with zero data points. These findings indicate that Dan Harris and Whitney's live conversation contributes to the study of morphology in linguistics, particularly in the analysis of derivational affixes based on the theory of Fromkin, Rodman, and Hyams (2014). The absence of circumfixes in the data also supports existing morphological derivation findings that this process is unproductive in English, while the absence of infixation in the video supports existing morphological derivation findings that this process usually occurs in very informal or expressive contexts.*

**Keywords:** *Derivational Morphology, Derivational Affix Types, Derivational Affix Processes, Live Conversation*

## INTRODUCTION

Morphology is one of the linguistic studies that examines the words, or lexicon, of a language, or the study of word creation, which includes how new words are generated in the world of languages and how word forms change based on how they are applied in sentences. As stated by Fromkin, Rodman, & Hyams (2014: 37), “The study of the internal structure of words, and of the rules by which words are formed, is morphology. This word itself consists of two morphemes, “morph” and “ology.” The suffix -ology means branch of knowledge, so the meaning of morphology is the branch of knowledge concerning (word) forms.” According to Fromkin, Rodman, and Hyams (2014: 37), “Morphology also refers to our internal grammatical knowledge concerning the words of our language, and like most linguistic knowledge, we are not consciously aware of it.” The fundamental concept of morphology in linguistics is that it examines the complexity of words, the smallest units of meaning called morphemes, and how changes in word forms influence meaning. It does not only focus on the meaning of words but also on the structures that compose them.

As stated by Fromkin, Rodman & Hyams (2014: 38), “The linguistic term for the most elemental unit of grammatical form is morpheme.” According to Rowe and Lavine (2015: 79), morphemes are divided into two types: free morphemes and bound morphemes. Fromkin, Rodman, & Hyams (2014: 40) state that a free morpheme is a root word that can stand alone in a language without requiring the presence of additional morphemes. Meanwhile, a bound morpheme is a word element that cannot stand alone as a word. Andrea (2017: 21-22) states that “since they cannot occur alone and function only as parts of words, they are called bound morphemes.” Affixes are bound morphemes that can attach to the

beginning, end, or middle of a word. In morphology, morphemes are essential because they form the basis for understanding how words are created, modified, and used. Without understanding morphemes, it is difficult to explain processes such as word formation.

Word formation is one of the primary areas studied in morphology. As stated by O'Grady & Archibald (2019: 128), "The two basic types of word formation in English are derivation and compounding." Word formation deals with the creation of new words by various morphological processes. One of the main processes in the study of morphology is derivation. Derivation is the process of forming new words through the addition of derivational affixes, which can change the lexical meaning of the root word and/or often alter its word class or syntactic category. Fromkin, Rodman, and Hyams (2014: 40-41) propose four types of derivational affixes: prefixes, suffixes, infixes, and circumfixes.

The first type of derivational affix is prefixes. Fromkin, Rodman, & Hyams (2014: 40) state that affixes that precede other morphemes are prefixes. A prefix is an affix that is added at the beginning of the root that can change the meaning of it. The second type of derivational affix is suffixes. As stated by Fromkin, Rodman, & Hyams (2014: 40), "Some morphemes occur only as suffixes, following other morphemes." A suffix is an affix that is added to the end of a root word, serving to form a new word or function. As stated by Katamba in Dayu (2022: 15), a suffix is an affix attached after a root or stem or base. The third type of derivational affix is infix. Fromkin, Rodman, & Hyams (2014, p. 41) state that some languages also have infixes, morphemes that are inserted into other morphemes. In simple terms, an infix is an affix that is inserted in the middle of the base word, not at the beginning or end.

The last type is circumfixes. Fromkin, Rodman, & Hyams (2014, p. 41) state that "Some languages have circumfixes, morphemes that are attached to a base morpheme both initially and finally. These are sometimes called discontinuous morphemes." English does not have productive circumfixes, which means that circumfixes are not actively or regularly used to form new words in the language. A circumfix is a single morpheme that is split into two parts: one appears before the root, and the other appears after the root. Both parts must be used together to convey meaning. Derivational affixes by Fromkin, Rodman, and Hyams (2014: 45) also state that derivational affixes have ten processes: noun to adjective, verb to noun, adjective to adverb, noun to verb, adjective to noun, verb to adjective, and adjective to verb. Besides that, there are derivations without changing syntactic category; they are noun to noun, verb to verb, and adjective to adjective.

Understanding derivational affixes helps to explain how words can change their form and function. This study is still highly relevant nowadays because language is continuously evolving, especially in a globalized world where people from different countries connect with each other, exchange information, and use language, especially English, for international communication, and also in a digital era where the age of the internet, social media, and online platforms. Meanwhile, in a broader sense, analyzing derivational affixes in popular media such as TED Talks is significant because these talks represent influential sources of contemporary knowledge, motivation, and education that reach international audiences. Thus, studying derivational affixes today not only contributes to linguistic theory but also supports practical applications in language learning and communication in modern society.

Based on the background above, there are two purposes of the study. This study aims to identify the types and processes of derivational affixes in Dan Harris and Whitney Pennington Rodgers' live conversation video *A Guide to Self-Love for Skeptics* on the TED Talks website that contains various examples of affixes used in authentic spoken language. Dissimilar to formal speeches or planned written texts, live conversations show how word formation occurs in spontaneous communication contexts. The goal is to help a better understanding of derivational morphology. In academic contexts, understanding how words are derived helps learners improve vocabulary mastery, reading comprehension, and writing skills.

## **RESEARCH METHOD**

This study uses the descriptive qualitative method to explore the detailed insight of the types and derivational affix processes that appear in the video and also uses document analysis as a qualitative research method to collect the data in the live conversation video.

### **Type of Research**

This study uses the descriptive qualitative research method, whose purpose is to describe in detail the result of analyzing the types and the processes of derivational affixes present in Dan Harris and Whitney Pennington Rodgers' live conversation video on the Ted Talks website. Vanderstoep and Johnston (2009: 167) state that “The purpose of qualitative research is more descriptive than predictive to understand in depth the viewpoint of a research participant.” According to Creswell (2018: 41), “Qualitative research is framed in terms of using words (qualitative) rather than

numbers (quantitative).” Qualitative research is more likely to explore processes (for example, how the processes of the derivational affixes work) than outcomes (the frequency of derivational affixes appearing). Taylor, Bogdan, and DeVault (2016: 9) state that “within a broad theoretical framework, the goal of qualitative research is to make sure the theory fits the data and not vice versa.” Therefore, this study uses the descriptive qualitative method to explore the detailed insight of the types and how the derivational affix processes appeared in the video. By demonstrating a descriptive qualitative method, this study aims to illustrate how the qualitative approach is employed to provide explanations and comprehensive understanding about the types and the processes of derivational affixes.

### **Subject of the Research**

This study uses the live conversation video *A Guide to Self-Love for Skeptics*, featuring Dan Harris and hosted by Whitney Pennington Rodgers on the TED Talks website, as the subject of this study that focuses on the speaker's utterances in the video that contains derivational affixes.

### **Data Collection**

This study uses document analysis as a qualitative research method to collect the data. According to Bowen (2009: 32), document analysis involves skimming, thorough reading, gathering and selecting data, and interpretation. In this study, only the steps of skimming, reading, and selecting were applied in the data collection process. This study follows several steps in order to conduct data collection. The first step to collect the data is searching and downloading the transcript. The transcript of the live conversation video is collected from the automatic YouTube transcript owned by TED and also from the website YouTube Transcript Generator, which is <https://www.youtube-transcript.io/>. The second step is reading the transcript of Dan Harris and Whitney Pennington Rodgers' live conversation entitled “A Guide To Self-Love For Skeptics.” Thereafter, the study continues to re-check the transcription from the video.

After reading the transcript, the data collection proceeded by selecting words concerning derivational affixes by Fromkin, Rodman, & Hyams' theory. The data selection process is performed by highlighting the selected data. After selecting the data, the forth step is identifying the data by compiling the data into a data tabulation of the types and the processes of derivational affixes. The last step is coding the data.

The coding process is used to systematically manage and analyze the video transcript data in this qualitative research. It allows this study to organize data by grouping segments with similar characteristics. The coding process is conducted by adding time stamps in the format (mm:ss), since the video has a duration of less than one hour. The format is Source/Speaker/Type/Timestamp.

### **Data Analysis**

After collecting the data, this study follows several steps to conduct data analysis. In accordance with Cresswell's approach, this study follows the following step in analyzing the data for this research, including:

1. Classifying the Selected Data

The selected data is categorized into four types of derivational affixes and ten processes of derivational affixes.

2. Analyzing the Data

The data that has been classified is analyzed based on the types of derivational affixes and explains the processes of derivational affixes that occurred in the live conversation video using Fromkin, Rodman, and Hyams' theory.

3. Describing the Data Result

The last step is to explain in more detail the result of data analysis by applying the theory of derivational affixes by Fromkin, Rodman, & Hyams.

## **FINDING AND DISCUSSION**

This study analyzed the type of derivational affixes in the video “A Guide to Self-Love for Skeptics” by using Fromkin, Rodman, and Hyams' four types of derivational affixes. There are forty-nine data used in analyzing the type of derivational affixes in live conversation by Dan Harris and Whitney Pennington Rodgers. After analyzing the type, this study also analyzed the process that occurred before and after the addition of the derivational affix.

### **Datum 3 (TT/W/Pr/Ts. 54.35 - 54.45)**

Whitney : *I feel like there's you this conversation has been chock full of just so many thoughtful tips and **insights** into just how you think about all of this.*

According to Fromkin, Rodman, and Hyams' (2014) theory, the highlighted data is classified as a derivational prefix that involves a class-maintaining process, specifically

forming a noun into a noun. The word “insights” in the sentence above is the result of a morphological process involving a derivational affix, namely the prefix “in-.” Through a grammaticalization process, “in-” lost its literal prepositional function and became a bound morpheme that attaches to root words to form new words. The root word is “sight,” which is a noun. This derivation is considered class-maintaining because both the root word “sight” and the derived word “insight” are nouns; however, the meaning changes from its base word. The plural marker “-s” in “insights” is an inflectional suffix that indicates plurality but does not affect the derivational process or change the word class.

**Datum 5 (TT/W/Pr/Ts. 33.02 – 33.03)**

Whitney : *How do you overcome those moments?*

According to Fromkin, Rodman, and Hyams’ (2014) theory, the highlighted data is classified as a derivational prefix that involves a class-maintaining process, specifically forming a verb into a verb. The word “overcome” in the sentence above is the result of a morphological process involving the derivational prefix “over-.” The prefix “over-” originally functioned as a preposition. Through grammaticalization, “over-” lost its status as a free preposition and became a bound morpheme that attaches to verbs, adjectives, or nouns to create new words. In its derivational use, “over-” generally conveys the meaning of “beyond the normal limit,” depending on the root word it attaches to. The root word is “come,” which is a verb. The process that occurs is the addition of the prefix “over-” to the verb “come,” creating the derived form “overcome.” This change is considered a class-maintaining derivation because the base word and the derived word are both verbs, however the meaning is different from its root. The morphological process involved in this word is prefixation.

**Datum 13 (TT/W/S/Ts. 29.34 – 29.39)**

Whitney : *can you love yourself too much where it turns into being selfish instead of stable and agreeable.*

According to Fromkin, Rodman, and Hyams’ (2014) theory, the highlighted data is classified as a derivational suffix that involves a class-changing process, specifically forming a noun into an adjective. The word “selfish” in the sentence above is formed through a derivational morphological process involving the addition of the suffix, where the base word “self” is combined with the suffix “-ish.” This suffix “-ish” is a bound morpheme that cannot stand alone and must attach to a root word. The suffix “-ish” is commonly used to form adjectives, often giving the meaning that it is related to its root word. When “-ish” is added

to the root word “self,” it creates the adjective “selfish,” which refers to someone who is overly concerned with their own needs, often at the expense of others. This process is known as class-changing derivation because it changes the syntactic category from a noun “self” to an adjective “selfish”.

**Datum 28 (TT/W/S/Ts. 00.04 - 00.08)**

Whitney : *Really excited to have him here today, please give a warm welcome to Dan Harris.*

According to Fromkin, Rodman, and Hyams’ (2014) theory, the highlighted data is classified as a derivational suffix that involves a class-changing process, specifically forming an adjective into an adverb. The word “really” in the sentence above is the result of a derivational morphological process involving the addition of the suffix “-ly” to the adjective “real.” The suffix “-ly” is a bound morpheme that cannot stand alone as a word; it must attach to a base word to carry meaning. In this case, the suffix “-ly” is a derivational affix that changes an adjective into an adverb. It is used to form adverbs that modify verbs or adjectives that typically indicate manner. This process is called class-changing derivation because the word changes from one syntactic category to another. The root word “real” is an adjective. The suffix “-ly” is a derivational suffix that commonly attaches to adjectives to form adverbs. When “-ly” is added to the adjective “real,” it creates the adverb “really.” This is a class-changing derivation because the syntactic category changes from adjective “real” to adverb “really.”

## CONCLUSION AND SUGGESTION

### Conclusion

There are forty-nine data used in analyzing the type and processes of derivational affixes theory in Dan Harris and Whitney Pennington Rodgers' live conversation video *A Guide to Self-Love for Skeptics*. This study found nine data of prefix, forty data of suffix, no data of circumfix and infix. The dominant type of derivational affixes found is suffix. The absence of circumfixes is related to the fact that circumfix is not a productive morphological process in English, which means that circumfixes are not actively used to form new words in English. Meanwhile, the absence of infix in this video can be explained by its tendency to be used more frequently in informal speech, such as slang expressions, while the context of the videos analyzed was semi-formal.

After identifying the types of derivational affixes found in the video, it was determined that the processes of the derivational affixes in the speech were represented by forty-nine data points. There are three data of noun-to-noun process in prefix, two data of verb-to-verb process in prefix, four data of adjective-to-adjective process in prefix, nine data of noun-to-adjective process in suffix, nine data of verb-to-noun process in suffix, six data of adjective-to-adverb process in suffix, one data of noun-to-verb process in suffix, five data of adjective-to-noun process in suffix, eight data of verb-to-adjective process in suffix, one data of noun-to-noun process in suffix, and one data of adjective-to-adjective in suffix. The dominant derivational affix process in the video is the noun-to-adjective process and the verb-to-noun process because both of these processes appear nine times in the video.

Analyzing speech by using Fromkin's theory of derivational affixes develops deeper knowledge and understanding of the morphological processes in language and how these processes contribute to changes in word form, word class, and meaning. The findings also highlight that spoken language offers a more authentic representation of how morphology operates in real communication compared to written texts.

### **Suggestion**

Based on the result of this study, this study can be used as a previous study by future researchers interested in analyzing morphology, the study of word formation, especially derivational. The future study can conduct research with the same theory of the study but a different object, such as informal live speech, which gives rise to analysis of affix data, especially infixes, which usually only appear in informal language. Furthermore, the future study can also choose live speech as the object of the study because it is a more authentic representation of how morphology operates in real communication compared to written texts and reflects spontaneous word choices and real-time word formation processes.

### **ABOUT THE AUTHOR**

Name : Cindy Murti Fatikasari  
Place and Date of Birth : Pangkalpinang, 25 Juni 2003  
Email : cindymurtifatikasari41@gmail.com

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