

## Derivational Suffixes Forming Adjectives and Their Syntactic Functions in reference to Hans Christian Andersen's Fairy Tales

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Received: May 2024; Revised: May 2024; Published: June 2024

### Abstract

Fairy tales can be used as the medium to comprehend the word formation using the derivational suffixes and the word structure using syntactic functions. Furthermore, adjectives are an important class words needed to create a descriptive text that is required in English task, test, or daily use. This research was conducted to identify the types of derivational suffixes that form adjectives and analyze the syntactic functions of derived words. Therefore, the present study is categorized as a qualitative study. The data were obtained from a book titled 'The Snow Princess and Other Tales' written by Hans Christian Andersen. The data were gathered using observation and note-taking techniques. The collected data were analyzed by using a descriptive qualitative technique. This research applied an informal method to present the data analysis. The findings of this research revealed that all twelve of the derivational suffixes to form adjective are found in the source. Suffix *-al*, *-ate*, *-ish*, *-able*, and *-less* form adjective from noun, suffix *-ing*, *-ise/ize*, *-ive*, *-able*, and *-ing* form adjective from verb, and suffix *-ish* and *-ly* form adjective and adverb from adjective. Meanwhile, for the syntactic functions the derived words can be functioned as the object, complement, and adverbial element; however, the function as subject and predicator. The result showed that fairy tales are able to help English learners to gain adjectives and its structure in a sentence.

**Keywords:** Derivational suffixes; Adjective; Syntactic functions; Fairy tales

**How to Cite:** Karang NP., Artawa K., & Malini, N L.N.S. (2024). Derivational Suffixes Forming Adjectives and Their Syntactic Functions in reference to Hans Christian Andersen's Fairy Tales. *Journal of Language and Literature Studies*, 4(2), 330-345. doi: <https://doi.org/10.36312/jolls.v4i2.1897>



<https://doi.org/10.36312/jolls.v4i2.1897>

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### INTRODUCTION

It is crucial to learn about the vocabulary and the sentence structure in order to be better at writing or speaking in English. English, according to Ethnologue, is the most widely spoken language in the world, including both native and non-native speakers. Ilyosovna (2020) stated that English, with the help of developing technology, has been playing a major role in many sectors including education, engineering, and medicine. Furthermore, English opens new career opportunities as these days, the job market is global, many companies need employees who can communicate with partners and client all over the world. English is the top language of the internet with nearly 1 billion users typing and chatting in English through social media and other digital platform. Mastering the English language is a must these days, considering that any field in jobs or careers needs the ability to use English as the requirement. Thus, in order to comprehend English well, we shall dig

and know it better. In the process of learning English, there are some challenges and problems that must be faced; poor vocabulary and difficulty with sentence structure and word order.

Vocabulary, as one of the knowledge categories in language, is extremely important to learners when learning and mastering a language. In addition, adjectives have significance in language because they help to describe and identify people, places, objects, and ideas. They can add interest to writing and are also effective in spoken language. (Cameron, 2001). According to Harmon, Wood, and Keser (2009) and Linse (2005), learners' vocabulary development is a vital component of their language development. Reading and language comprehension should rely on multiple skills, including background knowledge, vocabulary, and language structure. According to Okkinga et al. (2022), vocabulary knowledge is a prerequisite for success in reading, and students with low vocabulary knowledge may experience difficulties such as cognitive overload when they attempt to comprehend across content areas at the same time as trying to construct meanings of unknown words.

Studying morphemes plays a crucial role in helping learners understand the structures and meanings of words. By grasping prefixes, suffixes, and base words, learners can utilize this knowledge to decipher the meanings of unfamiliar words. For instance, understanding that the suffix '-less' implies 'without' allows learners to deduce that 'careless' means 'without care.' This morphological awareness equips students with the tools to break down and interpret new words they encounter in texts, enhancing their vocabulary and comprehension skills. When students come across new or unfamiliar words, their understanding of morphemes—prefixes, suffixes, and base words—enables them to determine the meaning of the entire word. According to Apel and Henbest (2016), this process of breaking down words into their morphemic components facilitates a deeper understanding and retention of vocabulary. This analytical approach to word learning is particularly beneficial in expanding a learner's vocabulary, as it empowers them to independently decode and understand new words in various contexts. Understanding word formation and structure, particularly through derivational suffixes, provides learners with a systematic approach to vocabulary acquisition (Okkinga et al., 2022; Apel & Henbest, 2016). Being aware of the arrangement and function of these morphemes helps learners not only acquire new vocabulary but also enhances their ability to construct sentences correctly. By understanding how words are formed and how their meanings change with the addition of different morphemes, learners develop a more nuanced and flexible command of the language. Moreover, this morphological awareness contributes to the learners' ability to arrange sentences properly. Comprehending the correct word arrangement is essential for producing coherent and grammatically correct sentences. When learners understand how different morphemes combine to form words and how these words fit into larger syntactic structures, they can more effectively communicate their ideas in writing and speech.

Several reason why this research is interesting to conduct; first, this research will help reader to be able to understand how a word is formed which lead the reader to gain a lot of new vocabularies and to get better in arranging English sentence in morphology and syntax approaches, thus it will develop better writing and speaking skill. Second, previous research related studies of morphology and syntax have been carried out by a number of researchers which analyzed the derivational suffixes in English textbooks and analyzed derivational suffixes derived adjectives in movies. However, none of the previous studies used fairy tales

as a data source and syntactic function has not been discussed. According to what has been mentioned above, those are the reasons why the writer took fairy tales, derivational suffixes, and syntactic function to be analyzed any further. Therefore, the problems formulated as the focus of this research, as follows; 1) What types of derivational suffixes forming adjective found in Hans Christian's Andersen Fairy Tales? 2) What syntactic function of derived words presented in Hans Christian's Andersen Fairy Tales?

Aims of this research are; for the first problem is to identify the types of the derivational process used in forming adjectives using the theory from Hapelman and D. Sims, along with the classification of derivational suffixes Katamba. The second problem is to analyze the sentence in order to know what is the syntactic function of each derived word presented in the stories solved by using the theory of syntactic functions from Morley and tree diagram by Kroger.

## RESEARCH METHOD

### Research Design

The present study employs a qualitative research methodology to explore the types of derivational processes used in forming adjectives and to classify the derivational suffixes involved. By focusing on the formation of adjectives, this study aims to provide a detailed understanding of how different derivational processes contribute to word formation. The first objective of the research is to identify and categorize the various suffixes that play a role in this process. Through careful examination of the derivational suffixes, the study seeks to offer insights into the morphological patterns and rules that govern adjective formation. To address the second research objective, the study analyzes sentences to determine the syntactic functions of each derived word presented in the stories. This analysis is conducted using the theory of syntactic functions, which provides a framework for understanding how words function within sentences. By examining the syntactic roles of derived adjectives, the study aims to reveal how these words contribute to the overall structure and meaning of sentences. This aspect of the research is crucial for understanding the interplay between word formation and sentence construction. The data for this study are explored using descriptive qualitative methods.

This approach allows for a comprehensive and nuanced analysis of the collected data. Descriptive qualitative research involves detailed examination and interpretation of the data to uncover patterns, themes, and relationships. In this study, the data consist of examples of derived adjectives and their syntactic functions within sentences. The qualitative analysis involves coding and categorizing the data to identify the types of derivational processes and their syntactic roles. The research method employed in this study involves several key steps to ensure the accuracy and depth of the analysis. First, data collection involves gathering examples of derived adjectives from a variety of texts, including stories. These examples are then carefully examined to identify the derivational suffixes used in forming the adjectives. Each instance of derivational suffix is categorized based on its morphological properties and its role in adjective formation. Next, the study analyzes the sentences in which these derived adjectives appear to determine their syntactic functions. This involves identifying the grammatical roles that the adjectives play within the sentences, such as attributive or predicative functions. The analysis uses the theory of syntactic functions to provide a structured and systematic approach to understanding how the adjectives contribute to sentence structure. Finally, the data are presented in a

descriptive qualitative manner to provide clear and detailed insights into the findings. This involves summarizing the types of derivational processes identified, the classification of suffixes, and the syntactic functions of the derived adjectives. The descriptive qualitative approach allows the study to present the data in a way that highlights the complexities and nuances of word formation and sentence construction. In conclusion, this qualitative study aims to explore the derivational processes used in forming adjectives and to analyze their syntactic functions within sentences. By employing descriptive qualitative methods, the research provides a detailed and nuanced understanding of the morphological and syntactic aspects of adjective formation. This approach not only enhances our knowledge of word formation but also contributes to a deeper understanding of the relationship between morphology and syntax in language.

### **Data Collection**

The primary data source for this research is the book titled "The Snow Princess and Other Tales" written by Hans Christian Andersen. This book includes seven parts of "The Snow Queen" and seventeen other tales, making it a rich source of fantastical and magical stories. "The Snow Queen and Other Tales" is part of the English Classics literature collection, which aims to increase readers' interest in classic literature through engaging and timeless narratives. The data for this research were gathered through observation and documentation methods. Specific techniques used in the data collection process included scanning, highlighting, and taking notes. These methods ensured a systematic and thorough examination of the text to identify relevant data points. The process of data collection involved several steps. First, the scanning technique was employed to read the book while highlighting words that were formed using derivational suffixes. This step allowed for the initial identification of potential data points within the text. Second, notes were taken on every instance of a derivational suffix, compiling a comprehensive list of all sentences in the book that contained these morphological features. This step ensured that all relevant data were systematically recorded and organized. Finally, a representative sentence was selected from the compiled list based on the type of derivational suffix it contained. This selection process aimed to provide clear examples for each classification of derivational suffixes, ensuring that the analysis covered a broad range of morphological patterns. By following these systematic steps, the research effectively gathered and organized data on the use of derivational suffixes in "The Snow Queen and Other Tales." This structured approach allowed for a detailed examination of the morphological features in the text, contributing to a deeper understanding of word formation in classic literature.

### **Data Analysis**

The method of data analysis that was used in this research is the descriptive qualitative method. As the main theory, this research applied the morphology theory constructed by Hapelman and Sims, A.D in their book Understanding Morphology (2010) and the suffix classification developed by Katamba (2002). While analyzing the syntactic functions of the derived words, syntax theory from Morley in his book Functional Grammar (2000) and Kroeger (2005) are used as the main theory. The following steps that are taken during the data analysis: First, determined each derivational suffix based on its classification and then separating the derived words from their suffixes to determine the base and morphological process of each of them. Second, verified the data by checking, rechecking, and cross-checking the data classification, hence it will in accordance with the theory that

will be applied. Third, examine and analyzed the syntactic function of the derived word, subsequently creating a tree diagram of each selected sentence to describe its syntactic structure, to provide a more detailed and in-depth analysis as well as drawing the conclusion.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The analysis result of the type of derivational suffixes forming adjective from the fairy tales written by Hans Christian Andersen which was analyzed by using the theories of morphology proposed by Hapelman and Sims, A.D and McCarthy, as well as Katamba. While the syntactic function of the derived words was analyzed by using the theories of syntax proposed by Morley and Kroeger.

### Deadjectival Suffixes Forming Adjective

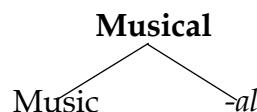
According to Katamba (2002), there are five suffixes that derive from noun to create an adjective; *-al, -ate, -ish, -able, and -less*, four suffixes that derive from verb to create an adjective; *-ing, -ise/ize, -ive, -able, and -ing*, and two suffixes that derive from adjective to create an adjective; *-ish* and *-ly*. The analysis of each suffix that is found in the fairy tales would be discussed as follows.

#### *Denominal Adjective*

##### *Suffix -al*

Suffix *-al* is used to 'pertaining to X', for example *autumn-al*, *dent-al*, *division-al*, *reacreation-al*, *tradition-al*, *medicin-al*. The example found in the data is: "How much the bird reminds me of the **musical** box that belonged to our blessed Empress." (The Swineherd: Pg. 57)

The word typed in bold is denominal adjective with morphological process is served as the following:



The base of the word 'musical' (adjective) is 'music' (noun). The suffix *-al* has no phonological special effect to the base with which are attached; therefore, the suffix *-al* could be added directly at the end of the word.

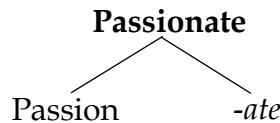
After 'music' is attached with the suffix *-al*, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'music' means sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it on instruments, when the suffix *-al* is being attached to the base word, the result is the word 'musical' means connected with music; containing music. Hence, the piece of the dialogue above means how the old knight reminisced about the box which contained music that belonged to the beloved Empress.

##### *Suffix -ate*

Suffix *-ate* derives adjectives denoting state: *intim-ate*, *accur-ate*, *obdur-ate* (There is normally a corresponding noun ending in *-acy*, e.g. *intim-acy*, *accur-acy*, *obduracy*). The

example found in the data is: "To travel! To travel!" exclaimed he, overcome by most painful and **passionate** remembrance. (The Shoes of Fortune: Pg. 106)

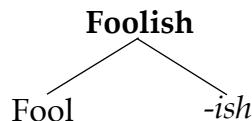
The word typed in bold is denominal adjective with morphological process is served as the following:



The base of the word 'passionate' (adjective) is 'passion' (noun). The suffix -ate has no phonological special effect to the base with which they are attached; therefore, the suffix -ate could be added directly at the end of the word. After 'passion' is attached with the suffix -ate, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'passion' means a very strong feeling of love, hate, anger, enthusiasm, etc. When the suffix -ate is being attached to the base word, the result is the word 'passionate' which can be defined as having or showing strong feelings of sexual love or of anger, etc. Therefore, the dialogue above means that the remembrance can be felt as having a strong feeling

#### *Suffix -ish*

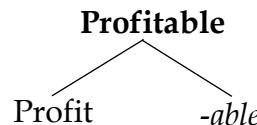
Suffix -ish is 'having the (objectionable) nature, qualities or character of X': lout-ish, fiendish, freak-ish, child-ish, mother henn-ish. The example found in the data is: "I might at once find out what men in my realms are unfit for their office, and also be able to distinguish the wise from the **foolish!**" (The Emperor's New Clothes: Pg. 49). The word typed in bold is denominal adjective with morphological process is served as the following:



The base of the word 'foolish' (adjective) is 'fool' (noun). The suffix -ish does not affect the stress of the base with which they are attached; therefore, the suffix -ish could be added directly at the end of the word. After 'fool' is attached with the suffix -ish, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'fool' means a person who you think behaves or speaks in a way that lacks intelligence or good judgment, when the suffix -ish is being attached to the base word, the result is the word 'foolish' that means not showing good sense or judgment. Hence, the dialogue above means that the emperor might be able to distinguish whether one is a wise person or a person who is not showing good judgment.

#### *Suffix -able*

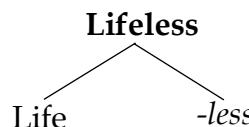
Suffix -able is 'able to be X-ed': read-able, govern-able; manage-able, do-able. The example found in the data is: "I am not fit for my good, **profitable** office!" (The Emperor's New Clothes: Pg. 51). The word typed in bold is denominal adjective with morphological process is served as the following:



The base of the word 'profitable' (adjective) is 'profit' (noun). The suffix -able has no phonological special effect to the base with which they are attached; therefore, the suffix -able could be added directly at the end of the word. After 'profit' is attached with the suffix -able, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'profit' means the money that you make in business or by selling things, especially after paying the costs involved, when the suffix -able is being attached to the base word, the result is the word 'profitable' means that makes or is likely to make money. Hence, the dialogue above is talking about the character 'I' does not fit for her/his office that likely makes money.

#### *Suffix -less*

Suffix -less is 'without X': joy-less, care-less, fear-less, child-less. The example found in the data is: He sat **lifeless** on the steps. (The Shoes of Fortune: Pg. 84). The word typed in bold is denominal adjective with morphological process is served as the following:

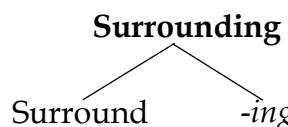


The base of the word 'lifeless' (adjective) is 'life' (noun). The suffix -less does not affect the stress of the base with which they are attached; therefore, the suffix -less could be added directly in the end of the word. After 'life' is attached with the suffix -less, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'life' means the ability to breathe, grow, produce young, etc. that people, animals and plants have before they die and that objects do not have, when the suffix -less is being attached to the base word, the result is the word 'lifeless' which means dead or appearing to be dead. Therefore, the sentence above means that he sat appeared to be dead in the steps.

#### *Deverbal Adjective*

##### *Suffix -ing*

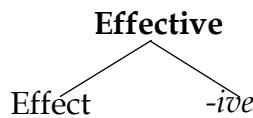
Suffix -ing is 'in the process or state of doing whatever the verb indicates': wait-ing (as in waiting car) stand-ing (as in standing passengers). The example found in the data is: The Hindoo woman thinks on the living one in the **surrounding** circle. (The Snow Queen: Pg. 19). The word typed in bold is deverbal adjective with morphological process is served as the following:



The base of the word ‘surrounding’ (adjective) is ‘surround’ (verb). The suffix **-ing** neither affects nor shifts the stress of the base word’s end which are attached; therefore, the suffix **-ing** could be added directly in the end of the word. After ‘surround’ is attached with the suffix **-ing**, the word class changes and creates a new meaning. According to Oxford Advanced Learner’s Dictionary, ‘surround’ means to move into position all around somebody/something, when the suffix **-ing** is being attached to the base word, the result is the word ‘surrounding’ which means that is near or around something. Hence, the sentence above is about the Hindoo woman who thinks on the living one near the di circle.

#### *Suffix **-ive***

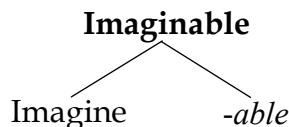
Suffix **-ive** is ‘to bring about whatever the adjective signals’: **real-ise**, **neutral-ise**, **fertil-ise**, **immun-ise**. The example found in the data is: He even found the idea **original** and **effective**. (The Shoes of Fortune: Pg. 90). The word typed in bold is deverbal adjective with morphological process is served as the following:



The base of the word ‘effective’ (adjective) is ‘effect’ (verb). The suffix **-ive** neither affects nor shifts the stress of the base word’s end which are attached; therefore, the suffix **-ive** could be added directly in the end of the word. After ‘effect’ is attached with the suffix **-ive**, the word class changes and creates a new meaning. According to Oxford Advanced Learner’s Dictionary, ‘effect’ means a change that somebody/something causes in somebody/something else; a result, when the suffix **-ive** is being attached to the base word, the result is the word ‘effective’ which means producing the result that is wanted or intended; producing a successful result. Hence, the example above means that the character ‘he’, thinks that the idea is original and the result of the idea is what it is intended.

#### *Suffix **-able***

Suffix **-able** ‘able to be X-ed’: **read-able**, **govern-able**; **manage-able**, **do-able**. The example found in the data is: And off he ran with all **imaginable** speed. (The Snow Queen: Pg. 40). The word typed in bold is deverbal adjective with morphological process is served as the following:

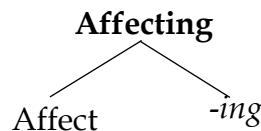


The base of the word ‘imaginable’ (adjective) is ‘imagine’ (verb). In this case, one of the rules on using the suffix **-able** is when the base word ends with ‘e’ needs to have that final ‘e’ omitted before adding the suffix **-able**. Thus, the base word ‘imagine’ has changed into ‘imaginable’. After ‘imagine’ is attached with the suffix **-able**, the word class changes and creates a new meaning. According to Oxford Advanced Learner’s Dictionary, ‘imagine’ means to form a picture in your mind of what something might be like, when the suffix **-able** is being attached to the base word, the result is the word ‘imaginable’ which means to

emphasize that something is the best, worst, etc. that you can imagine, or includes every possible example. Hence, the example above means that the character 'he' ran at the human's most possible speed.

#### *Suffix -ing*

Suffix -ing is 'the act of doing whatever the verb signifies': sail-ing, sing-ing, fight-ing, writing. The example found in the data is: "Your tale is very **affecting**." (The Snow Queen: Pg. 29). The word typed in bold is deverbal adjective with morphological process is served as the following:



The base of the word 'affecting' (adjective) is 'affect' (verb). In this case, one of the rules on using the suffix -ing is when the last letter of the base word has an 'e' in the end, the letter 'e' in the base word needs to be omitted before adding the suffix -ing. Thus, the base word 'strike' has changed into 'striking'. After 'affect' is attached with the suffix -ing, the word class changes and creates a new meaning. According to Oxford Advanced Learner's Dictionary, 'affect' means to produce a change in somebody/something, when the suffix -ing is being attached to the base word, the result is the word 'affecting' which means making you feel very sad, sorry, etc. about somebody/something. Therefore, the example above is talking about how the tale is making the listener feel very sad about something.

#### *Deadjectival Adjectives*

##### *Suffix -ish*

Suffix -ish is 'having the property of being somewhat X': narrow-ish, blu-ish, pink-ish. The example found in the data is: Its ruddy gleams seemed to contend with the **bluish** light of the torches. (The Shoes of Fortune: Pg. 69). The base of the word 'bluish' (adjective) is 'blue' (adjective). After 'blue' is attached with the suffix -ish, the word does not change, yet creates a new meaning. One of the suffix rules is if the suffix starts with a vowel and the base word has a silent 'e' at the end, the 'e' should be eliminated. Hence, the word 'blue' has changed into 'bluish'. According to Oxford Advanced Learner's Dictionary, 'blue' means having the colour of a clear sky or the sea on a clear day, when the suffix -ish is being attached to the base word, the result is the word 'bluish' which means fairly blue in colour. Accordingly, the short passage above means that the ruddy gleams seemed to contend with a fairly blue colour light of the torch.

##### *Suffix -ly*

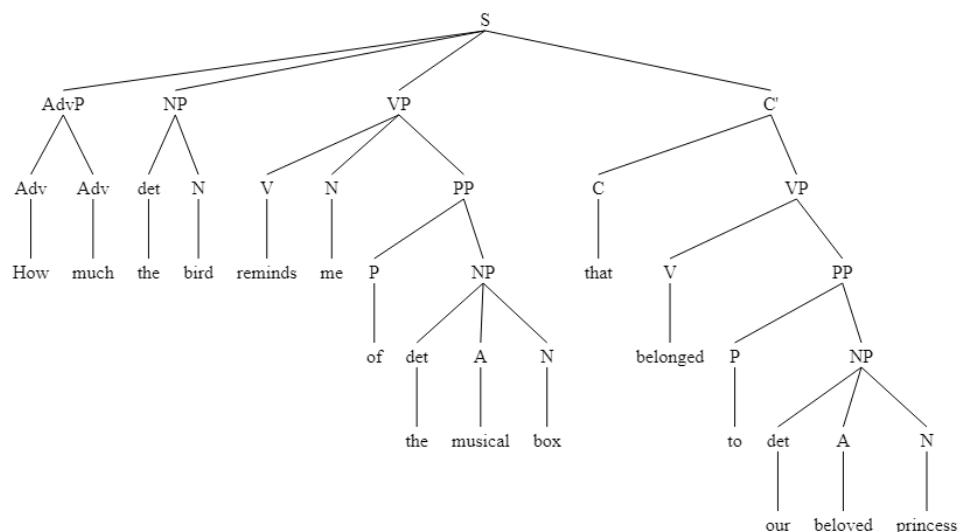
Suffix -ly is 'forms adverbs from adjectives': usual-ly, busi-ly, proud-ly, loud-ly, grateful-ly. The example found in the data is: The lake was not frozen sufficiently to bear her. (The Story of a Mother: Pg. 165). The base of the word 'sufficiently' (adverb) is 'sufficient' (adjective). After 'sufficient' is attached with the suffix -ly, the word class changes and creates a new meaning. The suffix -ly neither affects nor shifts the stress of the base word's end which are attached; therefore, the suffix -ly could be added directly in the end of the word. According to Oxford Advanced Learner's Dictionary, 'sufficient' means enough for a particular purpose; as much as you need, when the suffix -ly is being attached

to the base word, the result is the word 'sufficiently' which means enough for a particular purpose; as much as you need. Accordingly, the short passage above means that the lake was not frozen enough for a particular reason; which is to bear her.

### *Syntactic Function of Derived Adjectives*

#### *Object*

The derived words forming adjectives can have the function as the object. Object can be divided into two; direct object, which occurs as straight nominal phrases (or clauses) and will answer the question 'Who/what + did + the subject + verb?' and oblique object which can occur as either nominal or prepositional phrases and will respond to the question 'Who/what + did + the subject + verb + (direct object +) preposition?'. In this case, the derived word acts as the direct object. "How much the bird reminds me of the **musical** box that belonged to our blessed Empress." (The Swineherd: Pg. 57)

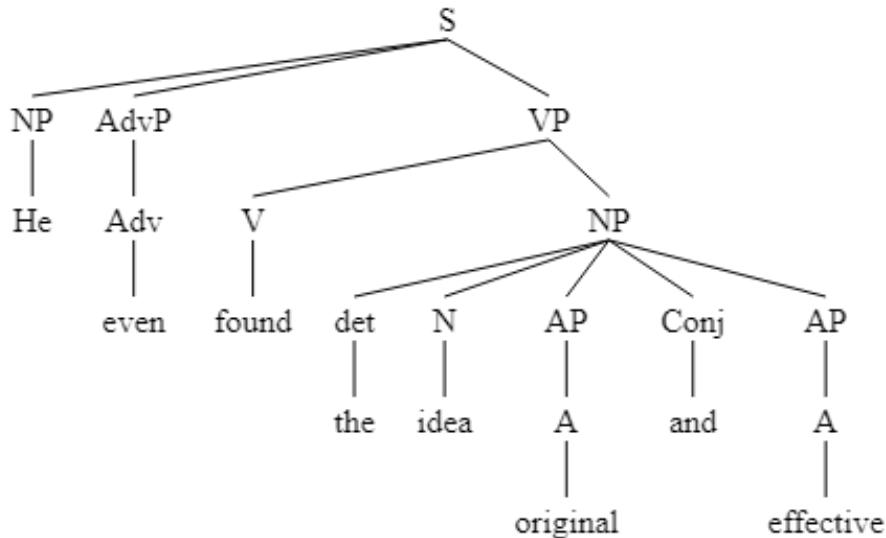


The word 'musical' in that sentence have the function as the oblique object ( $O^{OBL}$ ) as this clause is able to respond the question 'what + did + the subject + verb + (direct object) + preposition?' = 'what did the bird remind me of?' and the answer is 'the musical box'. The word 'musical' which is a derived adjective (a noun derived from an adjective) is functioning as the oblique object, particularly as the modifier to head of object which is 'box', giving information about the description of the box. Hence, it is the modifier to the head of the object in that sentence.

#### *Complement*

The derived words forming adjectives can have the function as the complement. Complement can be divided into two; direct nominal complement, which denote some form of entity relationship with the antecedent subject or object that they refer back to and attributive complement is subject to the question tests 'What is X like?', 'In what state/condition is X?', 'How is X?'. In this case, the derived word acts as attributive complement.

He even found the idea original and **effective**. (The Shoes of Fortune: Pg. 90)



The word 'effective' in that sentence has the function as the attributive complement ( $C^{ATT}$ ) as this clause would respond to the question; 'what is the idea like?' and the answer explained the quality of the object 'the idea' which is 'original and effective'. In addition, the word 'effective' which is a derived noun (a noun derived from a verb) is functioning as the attributive complement, particularly as the head of complement, along with the 'original'. It modifies the object 'idea'. Hence, it is the head of the complement in that sentence.

#### *Adverbial Element*

The derived words forming adjectives can have the function as the adverbial element. Adverbial element can be divided into two; circumstantial adverbial element's role is to make a contribution to the ideational content meaning of the clause, not to provide comment on the proposition or to create cohesive links and adjunct adverbials which represent a particular type of optional, incorporated element. In this case, the derived word acts as circumstantial adverbial element.

The word 'sufficiently' in that sentence has the function as the circumstantial adverbial element ( $A^{CIRC}$ ) as this phrase would respond to the question; 'in what state?' and the answer explained the circumstance of the predicator 'was not frozen', which is 'sufficiently'. The word 'sufficiently' which is a derived adjective (an adjective derived from an adjective) is functioning as the adverbial element, particularly as the modifier to the head of predicate: 'frozen', as 'sufficiently' describes the state of the main verb. It, as well, acts as the modifier to the head of the adverbial element 'to bear', along with another element: 'her'. Hence, it is the modifier of the head of adverbial element in that sentence.

#### **Discussion**

If learners understand the processes involved in word formation, it becomes easier for them to identify the internal structure of words, allowing them to internalize words without difficulty. Derivational process enabled the learners to create a new word after attached derivational suffixes to the base word. There are twelve in total of derivational suffixes forming adjective found in the data source. The learners are able to learn more than on vocabulary at the same time because of this derivational process. In addition, how the

derived word's structure in a sentence and knowing what its function in a sentence will make the learners know that the derived adjective can be placed as an object, complement, and adverbial element. In essence, from the derivational process, the learners can gain vocabularies and they can use the work of literature; fairy tales as the source of learning.

In language learning, vocabulary knowledge is regarded as a dominant factor, whether in a second or foreign language. Vocabulary knowledge has validity as an important site in the overall language acquisition process. Susanto (2018) based on the research: *Vocabulary Knowledge in Relation with Student's Reading Comprehension: A Review*, claimed that the result of the review shows that vocabulary knowledge plays a very significant role in reading exams, and reading investigation has constantly come up with a word knowledge element on which vocabulary tests load positively. Vocabulary knowledge is fundamental since lexical errors are the most recurring ones and, concurrently, they form an important obstruction to communication. In addition, morphological knowledge, often called affix knowledge or word part knowledge, is essential to vocabulary knowledge. Derivational knowledge includes knowledge of prefixes and suffixes, which function together to constitute more complex words (Webb & Nation, 2017). This knowledge is essential for vocabulary learning and development for several reasons. First, derivational knowledge can help learners remember new lexical items based on known items or parts they contain (e.g., Nation, 2022; Sasao & Webb, 2017).

Some researchers have demonstrated the effectiveness of using the derivational process as a strategy for learning vocabulary. One notable research project by Tarigan et al. (2020) provides evidence that employing derivational suffixes in vocabulary instruction can lead to significant positive changes in students' learning behavior. Specifically, the study found that students' attitudes and motivation were significantly heightened when derivational suffixes were incorporated into vocabulary teaching strategies. The data on students' morphological awareness response to the use of derivational suffixes reveal several key benefits. Firstly, affixation aids in better retention of English vocabulary. Students reported that breaking down words into their root forms and affixes made it easier to remember the vocabulary. This method of learning leverages the cognitive process of chunking, where information is grouped into manageable units, enhancing memory retention. Secondly, affixation helps students connect vocabulary with its meaning. By understanding the role of prefixes and suffixes, students can more easily deduce the meanings of unfamiliar words. This connection between form and meaning is crucial for developing a deeper understanding of the language, as it allows students to infer meanings based on familiar morphemes. Thirdly, affixation contributes to vocabulary development. As students become familiar with common affixes, they can apply this knowledge to new words, thus expanding their vocabulary. This morphological strategy empowers students to independently decode and understand new vocabulary encountered in various contexts. Fourthly, affixation assists students in recognizing different parts of speech, such as nouns, verbs, adjectives, and adverbs.

By learning the typical suffixes associated with each part of speech, students can more readily identify the grammatical functions of words in sentences. This morphological awareness is fundamental to mastering the syntactic aspects of English. Fifthly, affixation helps students separate the form and meaning of words between their roots and affixes. This separation enables a clearer understanding of how words are constructed and how their meanings can change with the addition of different affixes. It reinforces the concept that

many English words are composed of smaller, meaningful units, making complex vocabulary more accessible (Tarigan et al., 2020; Sasau & Webb, 2017). Sixthly, the rules of affixation enhance students' understanding of proper spelling. Knowing the patterns of affixation helps students spell words correctly, as they become familiar with the common prefixes and suffixes used in English. This aspect of morphological awareness is particularly beneficial for improving both written and spoken language skills. Lastly, affixation supports overall English learning. The structured approach of breaking down words into their morphemic components provides a systematic way for students to approach vocabulary learning. This method not only aids in memorization and comprehension but also fosters a more analytical and methodical approach to language learning.

These type of derivational suffixes forming adjective and their syntactic functions that are found in fairy tales written by the father of modern fairy tales, Hans Christian Andersen can provide the English learners both a fascinating story and a new way of gaining vocabulary. Fadel (2019) in Once Upon a Time: Fairy Tales and Foreign Language Vocabulary Learning concluded that fairy tales engage our narrative minds in the service of language learning. The universality of the tale makes of it a material that can be used in any community and in any language, facilitating learning a foreign language when introduced in an adequate way. The emotional effects of the tale influence learners to respond deeply and to produce shifts in their beliefs and attitudes. The paper confirmed the deep impact that fairy tales and stories for young learners have, as a teaching material in a reading for pleasure activity, on learners' vocabulary learning in a foreign language.

## CONCLUSION

Based on the analysis of the derivational suffixes forming adjectives and their syntactic function, it showed that all twelve of the derivational suffixes adjective are found in the source; *-al, -ate, -ish, -able, and -less* to create an adjective from noun that is called deadjectival noun, *-ing, -ise/ize, -ive, -able, and -ing* to create an adjective from verb that is called deadjectival verb, and *-ish* and *-ly* to create an adjective and adverb from adjective that is called deadjectival adjective. It showed that all the derivational suffixes can be found in fairy tales which can be a medium for learners to learn about various adjective vocabulary. Each suffix can create many different adjectives depending on the word they are used with. It is attached to the base and transforms the word class from noun and verb to adjective, while there is also maintaining the word class adjective. The analysis also shows that derivational adjective can have the functions as object, complement, and adverbial element, but not subject and predicator which caused by the data source that is limited to only 17 stories. From the results, the word that initially came from the other class words can transform into a new word with new meaning through the derivational process; hence, the learners could get additional vocabularies after understanding the word formation using derivational suffixes and the word structure that is mapped with the tree diagram.

## RECOMMENDATION

There are still numerous fields and areas to be explored to enhance our understanding of word formation and word structure. Future studies could delve into several specific aspects to broaden this knowledge. Firstly, subsequent research could focus on other types of affixes, particularly prefixes, and examine their roles in both derivational and inflectional processes. This would provide a more comprehensive understanding of how

prefixes interact with different word forms and their impact on word formation. Secondly, expanding the data sources for research could yield richer insights. Instead of limiting studies to traditional texts, researchers could consider a variety of fictional works, such as prose and short stories. Additionally, modern and dynamic sources like Instagram posts, X (formerly known as Twitter) posts, and email newsletters could serve as intriguing data sets. These contemporary forms of communication often exhibit unique linguistic features that can contribute to the understanding of word formation in current usage. Thirdly, conducting comparative research on derivational suffixes and their syntactic functions across fictional and non-fictional works could be particularly enlightening. Such studies could reveal which suffixes are most productive in different contexts, providing valuable insights into their usage and function. By comparing these aspects in varied types of texts, researchers can identify patterns and differences that contribute to a more nuanced understanding of word formation processes. By pursuing these recommendations, future research can continue to build on the existing knowledge, uncovering new facets of word formation and contributing to the broader field of linguistics.

## ACKNOWLEDGMENT

We would like to express our deepest and most sincere gratitude to the research supervisors and colleagues, Mr. Artawa and Mrs. Seri Malini. Your unwavering support and guidance have been invaluable throughout this journey, from the initial stages to the successful completion of this research. Your expertise, insightful feedback, and constant encouragement have significantly contributed to the quality and depth of this work. We are profoundly grateful for your leadership and for providing the insight and motivation that have made this research possible. Thank you for being exceptional mentors and for your dedication to my academic and professional growth.

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