

DESCRIBING FUNCTIONAL SHIFT ON JAKARTA POST ARTICLES

A PAPER

Submitted to English Education Department Faculty of Education and
Teacher Training as a Partial Fulfillment of The Requirement For The
“Sarjana Pendidikan” Degree



By :

YENTI SUHENTI

SRN: 122301303

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
SULTAN MAULANA HASANUDDIN BANTEN
2017 A.D /1438 A.H**

STATEMENT OF ORIGINALITY

I herewith declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Teacher and Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originally of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be received any consequences in the form of any sanction such as loosing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, January 16, 2017

Yenti Suhenti
122301303

Yenti Suhenti (student number: 122301303) 2017. Describing functional shift on Jakarta post articles (A descriptive qualitative research on Jakarta post articles). Undergraduate Research Paper, Faculty of Education and Teacher training, the State Institute for Islamic Studies “Sultan Maulana Hasanuddin” Banten. Advisers: As’ari, S.S., M.Si. and Eulis Rahmawati, M. Pd.

Key Word:morphology, word formation processes, Functional Shift.

ABSTRACT

This study focuses on describing functional shift written in fifteen articles on Jakarta Post published on October 20 – 22, 2016. The writer comes to formulate that the problem which can be stated here are: (1) What kinds of functional shift which found on Jakarta post articles? (2) What is the grammatical functions of word in the sentences which found on Jakarta post articles. The objectives of this research are: (1) To describe kinds of functional shift found on Jakarta Post articles. (2) To describe the grammatical function of word in the sentences found on Jakarta Post articles.

To collect the data, all the text on Jakarta post articles is analyzed to find out the functional shift words. Then, the data are arranged systematically in accordance with the problems of the study.

From the data analysis, the finding indicates that there are three kinds of functional shift words found on Jakarta post articles, namely noun as verb, adjective as noun and adjective as verb. In the data analysis, the writer found noun as verb is the most kinds of functional shift words found on these articles.

THE ADVISERS' APPROVAL

This is to certify

That the undergraduate research paper of Yenti Suhenti

The research paper advisers for further approval by the board of examiners have approved by entitled “Describing Functional Shift on Jakarta Post Articles” A Descriptive Qualitative Research on Jakarta Post Articles.

Serang, on January 16, 2017

Adviser I

Adviser II

As'ari, S.S., M.Si
NIP. 19741029 200003 1 002

Eulis Rahmawati, M. Pd.
NIP. 19790713 200312 2 002

DESCRIBING FUNCTIONAL SHIFT ON JAKARTA POST ARTICLES

(A Descriptive Qualitative Research on Jakarta Post Articles)

By

YENTI SUHENTI
SRN. 122301303

Under the supervision of:

Adviser I

Adviser II

As'ari, S.S., M.Si
NIP. 19741029 200003 1 002

Eulis Rahmawati, M. Pd.
NIP. 19790713 200312 2 002

Acknowledged by:

The Dean of Education and
Teacher Training Faculty

The Head of English Department

Dr. H. Subhan, M. Ed
NIP. 19680910 200003 1 001

As'ari, S.S., M.Si
NIP. 19741029 200003 1 002

THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the under graduate research paper of Yenti Suhenti has been proved by the Board of Examiners as a partial fulfillment of the requirement for the Degree of Sarjana in English Education.

Serang, February 28th, 2017

The Board of Examiners

Dr. Apud, M.Pd

NIP: 19710117 200312 1 002

Chairman /

Tri Ilma Septiana, M.Pd

Secretary /

As'ari, S.S., M.Si

NIP. 19741029 200003 1 002

Adviser I /

Eulis Rahmawati, M.Pd.

NIP. 19790713 200312 2 002

Adviser II /

H. Abdul Muin, S.Ag., M.M

NIP. 19710923 199903 1 003

Examiner I /

Anita, S.S., M.Pd.

NIP. 19770410 200312 2 001

Examiner II /

DEDICATION

This research paper dedicated to

My beloved parents Mr. Subita and Mrs. Rohaenah

My young brother Oris Rohinudin

My grandfathers Mr. Rapin, Mr. Samaun (Alm) and Mrs.

Jasid (Alm)

My grandmothers Mrs. Nursinah (Alm), Mrs. Enik and Mrs.

Sarmi

My great grandfather Mr. Nuraban (Alm)

My great grandmother Mrs. Kalsum

My foster parents Mr. Adung and Mrs. Umyanah, Mr. Yayan

and Mrs. Agustin then Mrs. Shofiyah.

For all love, prayers, motivations, advices and every single

thing you give to me.

MOTTO

إِقْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)

إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Recite with the name of your Lord Who created, he made man from the clot of blood, recite for your Lord is the Most Generous, who taught writing by the pen, Taught man what not.” (Q.S Al alaq 1-5)¹

¹ <https://quran.com>

A BRIEF BIOGRAPHY

The writer, Yenti Suhenti, was born in Lebak, Banten, on January 7th, 1994. She is the first daughter, out of two, of Mr. Subita and Mrs. Rohaenah. She finished of Elementary education at SDN Sukamaju 01 Lebak, Banten in 2006, whereas her Junior High School at MTS MA Ciparasi, Lebak, Banten in 2009, and she finished her SENIOR High School at MAN Pandeglang 1, pandeglang, Banten in 2012. She continued her education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the state institute for Islamic studies “Sultan Maulana Hasanuddin” Banten.

During her time of studentship, she was involved to intracurricular organization of LDK Ummul Fiqroh Sultan Maulana Hasanuddin Banten for three years. In addition, she has also been a teacher at Madrasah Assalam since 2013 and a volunteer of ISBANBAN (Istana Belajar Anak Banten) since 2014.

ACKNOWLEDGMENT

In the name of Allah, the Merciful, the Compassionate

There is no valuable words to be said but all praise be to Allah, almighty God, who has sent Muhammad (peace be upon him) to be his prophet and messenger for people all over the world. The writer realizes and very sure that without His blessing, mercy, and guidance, it would be possible for herself to finish the paper.

On this opportunity, the writer herewith would like to express her profound gratitude, more than she can express, to As'ari, S.S., MSi., as her firs advisor who has painstakingly spent his valuable time to guide and give excellent suggestions to me in preparing this paper. Her special thank also go to Eulis Rahmawati, M. Pd., as second advisor, for her correction and invaluable criticism and suggestions she has rendered to me in the completion of the paper.

Last, but far from least, her very sincere thanks specially go to her own beloved parents and all of the those who have helped her, who are not mentioned personality here, without their patience, guidance, and cooperation this paper could have never been written.

Serang, the writer

IAIN

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ABSTARCT	ii
THE ADVISERS' APPROVAL	iii
THE BOARD EXAMINERS APPROVAL	v
DEDICATION	vi
MOTTO	vii
A BRIEF BIOGRAPHY	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
APPENDICES	
A. The Background of the Study	1
B. Limitation of problem	2
A. The Statement of Problem	2
B. The Objective of Research	3
C. The Significance of the Study.....	3
D. The focus of study.....	3
E. The Previous study	4
F. The Organization of Paper	6
CHAPTER II	
REVIEW OF RELATED THEORIES	
A. Definition of Morphology	7
B. Morpheme	8
C. Types of Morphemes.....	9
D. Words	9
1. Noun	10
2. Verb	10
3. Adjective	11
4. Adverb	12
E. Word Formation	13
1. Derivational and Inflectional	14
2. Affixation	15
3. Compounding	16
4. Reduplication	16
5. Morpheme Internal Exchange	17
F. Word Formation Processes	17
1. Clipping	17

2. Blending	18
3. Backward Formation	19
4. Acronyms	19
5. Functional Shift	20
6. Suppletion	21
7. Proper Noun and Invention	22
G. Definition of Functional Shift	22
CHAPTER III METHODOLOGY OF RESEARCH	
A. Method of Research	27
B. Research Instrument	27
C. The Data Source	28
D. The Technique of Data Collecting	28
E. The Technique of Data Analysis	28
CHAPTER IV RESEARCH FINDINGS	
A. Data Analysis	30
B. Data Interpretation	38
CHAPTER V CONCLUSIONS	
A. Conclusions	40
B. Suggestions	40
BIBLIOGRAPHY	42
GLOSSARY	
APPENDICES	

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important to human life, it is directly related to its function as a major in verbal communication. To understanding a meaning of word in communicate, there are many ways to do, it can be found by open dictionary, ask to someone who understand english or open internet. In a word there are many kinds of meaning and it is called by functional shift.

According to Modern English Morphology An Introductory reading, functional shift is a new words maybe created or formed in the different way. The word can be formed by simply by shifting the part of the speech to another one without changing the form of the word. These word can change the word class without any changing of writing².

English language is most important used in communication either in spoken or wttiten. Many newspaper, articles, books and journals are published in english. There are many same words which has different function in the sentences, such as in flectional, derivational, compounding, reduplication, affixation etc. In the term of morphology we call the as word formation.

There are varieuse process of word formation, for instances : functional shift, clipping, blending, backformation, acronyms, supplation, and proper noun and invention.

² Ilzamuddin Ma'mur and As'ari B. Fathoni, *Modern English Morphology an Introductory Reading* (Bandung : Humaniora, 2009), revised edition ;p. 130.

Conversion is the derivational one lexeme from another without any over change in shape.

A functional shift is a shift in the use of a word from one grammatical function to another, such as when a noun becomes a verb³. This process is nothing new. In fact, Shakespeare used the functional shift quite often in his plays, which is one of the many reasons why so many of his sayings and phrases are still widely used.

In indonesia many kinds of newspapers, one of them is Jakarta Post. In this newspaper there are many same words which has different fuctions in the sentences . in some lecture, a lecturer was often using Jakarta Post articles as the materials on their lecturer. In this study, the researchers are interested in taking data of functional shift phrase in Jakarta Post Articles.

Based on statement above, the writer would like and interested in discussing **‘Describing Functional Shift on Jakarta Post Articles’**

B. Limitation of problem

Referring to the background study above, the researcher determines the limitation problems by focusing on 'Describing of Functional Shift on Jakarta Post Articles'' by 3 kinds of functional shift words: verb as noun, adjective as noun, and adjective as verb.

³ <http://carmelsealey.com/journal/functional-shift/>

C. Statements of the Problem

This research is about the functional shift word which consist of verb as noun, Noun as Adjective, adjective as verb, Noun as Adjective, Adjective as Noun and Preposition as Verb. Based on the background of the study above, the problem of the study are as follows:

1. What kinds of functional shift which found on Jakarta post articles?
2. What is the grammatical functions of word in the sentences which found on Jakarta post articles?

D. The Objectives of the Research

From the statements problem above, this research is conducted with purpose as follows:

1. To describe kinds of functional shift which found on Jakarta Post articles.
2. To describe the grammatical function of word in the sentences which found on Jakarta Post articles.

E. The Significance of the Study

The writer hopes this study can give more knowladge and information to the readers and will deepen our understanding and knowladge about fuctional shift in the sentences and root of functional shift word which found in our daily life especially in Jakarta Post Articles. Practically this study will be useful for next researchers as references.

F. The Focus of the Study

This study focus on describing of functional shift words in the sentences and root of functional shift word of verb as noun, adjective as noun, noun as verb and adjective as verb: the object of This research is on Jakarta Post Articles published on October 20th – 22nd 2016.

G. The Previous study

1. Name : garland Cannon (1985)

Title : “Functional Shift In English”

The result of this research is : At this point we might provide some cumulative figures. Sixty-five of Our items appear in Barnhart, Merriam, and the OEDS (about 11.4% of Our functional shifts, vs .9% such triple duplication in or entire corpus of 13,805 entries). One hundred thirty nine of our items appear in both Merriam and Barnhart (24%vs.21.6%), so that the items also have as lightly higher general American occurrence than do those in the entire corpus. Two hundred twenty-four of our items appear in the OEDS plus in either Merriam or a Barnhart dictionary (39.6%vs.29%), again confirming the larger international recording of our functional shifts. Our shifts include 80 slang items which have been so labeled by at least Barnhart or Merriam (about 14%, vs. 5.8% slang items in the entire corpus), so that our shifts are more likely to be stylistically labeled and experience 'temporary disfavor'. There are also three informal items and three that are vulgar or obscene. Forty-eight items are British (8.5%vs. 3.6%), of which seven are slang (17%vs.14%).

By contrast, 114 are US (20% vs. 9.2%), of which 43 are slang (38% vs. 35.6% of US items that are slang in the entire corpus), and three are informal, contradicting Nist's findings that his somewhat-earlier American shifts do not experience 'temporary disfavor' (1966:343). One item is Australian. So our shifts have proportionately more stylistic and regional labels, including a few more US labels. As some other categories contain a higher percentage of US items than do our functional shifts (e.g. 'alternates and unknown items'), functional shifts can hardly be considered to be a hall mark of American English word formation today, unless we include those categories as hall marks, too.

Our data demonstrate that there are apparently no morphological limitations on the conversions (see Bauer 1983:226), as our data run the gamut. There are abbreviations, one acronym, one blend, other shortenings, simplexes, an array of affixations and compounds, and a few sentences. The composites total about three-fourth so four shifts, the compounds somewhat outnumbering the affixations. Only six of our 21 categories have a higher percentage within the entire corpus than the 4% held by the functional shifts, but five of these are considerably larger— 26.3% noun compounds, 15% new meanings, 11.2% initial affixations, 9.6% terminal affixations, and 7.5% borrowings. (Bryant's study of the fashion-world lexicon [1970:194] discovered only 1.3% functional shifts, in contrast to 32% noun compounds.) Conversely, the percentage of conversions is substantially larger than those of ten categories— 2% remaining compounds, 6% remaining affixations, 6% simplexes,

1% blends, 1% verb compounds, 1.1% acronyms, 1.1% back-formations, 1.2% alternates variants, 2% bound-morpheme items, and 2.1% adjective compounds. Functional shift is a quantitative and varied source of New vocabulary, as well as the seventh highest word-producing category.

2. Name: Gadimova Laila Sahib (2016)

Title : The Conversion in the English Language

The result of this research is the conversion is a widely spread word forming process in the English language. The examples used in the article prove it. It happens because there are not enough morphological indicators in the parts of speech in the English language. In the English language there are not morphological flexions of the parts of speech. Therefore, the conversion is often observed among the parts of speech such as the nouns, the verbs, the adjectives, the adverbs, etc. As it is known the word stock of the English language is very rich. Relying on our investigation about the conversion we can say that English must be grateful to its word stock for this.

H. The Organization of Writing

The paper divide into five chapters:

Chapter one is introduction, the background of study, statement of the problem, the objective of the research, the significance of the study, the focus of study, and the organization of writing.

Chapter two is theoretical framework. In this case, the writer will put the description of the theory that writer use to describe.

Chapter three is methodology of research, research instrument, the data sources, the technique of data collecting, and the data analyze.

Chapter four is research finding, explaine about data analysis and data interpretation.

Chapter five is closing.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Morphology

Morphology is the study of word structure. On the other hand, morphology examines meaning relationships between words and the ways in which these connections are indicated formal differences among words a variety of purposes, from the creation of new lexical item to indication of grammatical structure. .

According to Longman Dictionary of language Teaching and applied Linguistics, morphology is the study of morphemes and their different forms (allomorphs), and the way they combine in word formation.⁴

Morphology is the branch of linguistics that studies patterns of words formation within and across languages, and attempts to formulate rules that model the knowledge of speakers of those languages.⁵

According to Payne (1997) morphology is the study of shapes. For example, one can talk about the morphology of camels – different species of camels have different morphologies, i.e., they have different body shapes. ⁶

Originally ‘morphology’ meant the study of biological forms. But in nineteenth-century students of language borrowed the term and applied it to study of word-structure. In linguistic, morphology is the study of word-formation and internal organization words. ⁷

⁴ Richard and Schimdt, *op.cit.*, 376

⁵ Ma'mur and Fathoni. *Op. cit* 14

⁶ Thomas E. Payne ,*Describing Morphosyntax, a guide for field linguists*, (Cambridge : Cambridge University Press, 1997), 20

B. Morpheme

Morpheme is a hypothetical unit in analysis of words, corresponding closely to linguistic sign. To the extent it is possible to divide a form of every word exhaustively into a sequence of discrete chunk, to divide it is meaning in a similar fashion, and an establish a one-to-one correspondence between the component of form all those of meaning, such as combination constituents a morpheme. Payne said in his book *describing Morph syntax, a guide for field linguists*, morpheme is a minimal shape.⁸ According to Longman Dictionary of Language Teaching and Applied Linguists, morpheme is the smallest meaningful unit in a language.⁹ According to George Yule (1985) the definition of morpheme is ‘‘a minimal unit of meaning or grammatical function’’.¹⁰ Unit of grammatical function include forms used to indicate past tense or plural. Charles Hockett (1958) State that morphemes are Morphemes are the smallest individually meaningful elements in the utterances of a language.¹¹ There are two crucial aspects of this definition. First, a morpheme is *meaningful*. A morpheme normally involves a consistent association of phonological form with some aspect of meaning. Second, morphemes are the smallest meaningful elements. ‘‘Smallest’’ here does not refer to physical duration (time of articulation) or phonological weight. A morpheme may consist of a single phoneme (like the /a-/ in a-moral, a-temporal, a-theism) or long strings of phonemes (such as elephant, spatula, Mississippi, etc.)

⁷ Francis katamba, *English words*, (New York: Routledge, 2005), 27.

⁸ Payne, *loc. Cit*, 20

⁹ Richard and Schimdt, *op.cit.*, 375

¹⁰ George Yule, *The Study Of Language*, (Cambridge:Cambridge University Press: 1985), 60.

¹¹ Paul L. Kroeger, *Analyzing Grammar An Introduction*, (Cambridge : Cambridge University press, 2005),

C. Type of Morphemes

All words are composed of one or more morphemes. A morpheme is considered the smallest unit of meaning. Linguists divide morphemes into two types: free and bound morphemes. Morphemes of the first type (those that may occur as complete words) are said to be free, while morphemes of the second type (those that may not) are said to be bound.¹² The word *rose* itself consists of one morpheme, and because it can stand by itself it can be called a free morpheme. In the word *roses* there are two morphemes: *rose*, which is free, and *s*, which is a bound morpheme, because it cannot stand by itself as it would not have any meaning.

Morphemes can be free or bound. If the morpheme is free, it can stand on its own; if it is bound, it must be attached to a free morpheme.¹³ In the example below are examples of free morpheme and bound morpheme.

1. Free Morpheme

miss : I **miss** my parents

like : I **like** to study kinds of languages

2. Bound morpheme

disappointed : He never **disappointed** his parents

missed : He **missed** his pocket

¹² Ibid 13

¹³ Charles F. Mayer, *Introducing English Linguistics*, (Cambridge: Cambridge University Press, 2009), 152.

D. Words

Most everyone has an idea of what a word is, but it is not the case that each word is equally distinct from every word. Bloomfield and Katamba (2005) argue that ‘‘a minimum free form is a word’’¹⁴. By this he meant that the word is the smallest meaningful linguistic unit that can be used on its own. It is the form that cannot be divided into any smaller unit that can be used independently to convey meaning. There are kinds of word or word classes.

1. Nouns

Noun is study about names of animal, place, things etc. Nouns are incredibly important in spoken and written language, but the good is they are also pretty easy to understand. Figuring out the basics of how nouns operate in sentences will help us learn lots of other more complex rules down the road. Nouns perform and often receive the actions being performed in sentences, and play to other roles in sentences too.

Weaver, in Gerald P. Delahunty and James J. Garvey Traditionally (2010) , *a noun is defined as a word that names “a person, place, thing, or idea” (Weaver 1996: 252). This defines the noun category according to what its members are assumed to typically denote, so it is a meaning-based or semantic definition. (Occasionally this definition gets abbreviated to “a noun is a person, place, or thing,” which makes no sense at all!)*¹⁵

¹⁴ katamba, . *Op. Cit* 11

¹⁵ Delahunty and Garvey. *Op. cit* 148

For example :

Andi is smart student

Most of peoples are like *chicken*

USA is a famous country in the world

2. Verb

Verb is a word which indicates activities. It is part of grammatical and very important when write about daily activitis. It is considered as one of the most important parts in sentences. It is probably already know that a sentence must be composed of a subject and a predicate. It is the main component of a predicate, without it, there won't be sentence, just a bunch of words with an incomplete thought. Verb is a word that indicated a work, action, or activities.¹⁶

In English, a word which occurs as part of the predicate of a sentence, carries markers of grammatical categories such as tense, aspect, person, number1 and mood, and refers to an action or state¹⁷.

For example:

Jane *loves* tom.

Jim *goes* to school

Kyuhyun *sing* a song

¹⁶ Dony Hariyanto and Rudy Hariyono, *english grammar for general application* (Surabaya: Gramedia Press, 2001), 97

¹⁷ Richards and Schmidt. *Op. Cit* 625

3. Adjective

An adjective is part of speech which describes, identifies, or quantifies a noun or pronoun. Its basic function of an adjective is to modify a noun or pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and a verb, can also function as an adjective. An adjective is a word that can be used in a noun phrase to specify some property of the head noun of the phrase, for example its color, size, shape, temperament.¹⁸

My holiday was *very long*.

The phrase *very long* is an Adjective Phrase (AP), because its distributional properties are determined (or projected) by the adjective *long* (see the discussion of syntactic headship of noun phrases above). This whole phrase, in turn, is a major part of the verb phrase *was very long*. The syntactic head of this verb phrase is the verb *was*. This is evidenced by the fact that the string *was very long* has all the distributional properties of verb phrases, and does not have the properties of adjective phrases. For example, you cannot modify a noun with the phrase *was very long* (example b), whereas you can modify a noun with the phrase *very long* (a):

- a. That *very long book* was fascinating.
- b. That *was very long book* was fascinating.

¹⁸Thomas E. Payne, *Exploring Language Structure* (Cambridge :Cambridge University Press, 2006), 116.

4. Adverb

An adverb is a word that modifies a verb, an adjective, or another adverb, expressing place, time etc. This function called the adverbial function, and may be realized by single words (adverbs) or by multi-word expressions (adverbial phrases and adverbial clauses)

According to Thomas E. Payne (2006) *Exploring Language Structure*, An adverb is grammatically distinct word class that contains words that add secondary information to phrases or entire clauses. Adverbs typically express such notions as time, manner, purpose etc.¹⁹ According to Gerald P. Delahunty and James J. Garvey (2010) *The English Language : From Sound to Sense* adverb is a word used to modify a verb, an adjective, or another adverb.²⁰ This definition is clearly functional and actually represents the typical functions of adverbs (or at least, adverb phrases) fairly well, e.g., *Run quickly, extremely adroit, remarkably cleverly.*

Frankly, I don't like calamari.

Here the adverb *frankly* indicates that the speaker feels he or she is being candid in uttering the sentence. And as we have now grown to expect from functional definitions, the traditional definition of adverb will predict false positives, i.e., predict that certain words or expressions are adverbs when they are not. For instance, compare *cautiously* with *with caution in the officer*

¹⁹ Payne, *op cit.*, 321.

²⁰ Delahunty and Garvey , *op. cit.*, 178.

approached the motorist cautiously/with caution. Both expressions function identically—both tell us the manner in which the officer approached the motorist, i.e., both modify the verb *approached*. However, while *cautiously* is definitely an adverb, *with caution* is just as definitely a prepositional phrase. We will formally distinguish true adverbs from other phrases that can fulfill some of the same functions as adverbs, but we will refer to all expressions that function like adverbs with the cover-term **adverbial**.

E. Word Formation

Word formation is means of generating linguistic units in order to create a new one-word name having semantic and formal connection with the original unit. It has traditionally been considered a branch of grammar equal in importance assigned to morphology. It studies the alignment of derived words in series and families, as well as derivational meanings and categories.

According to *Modern English Morphology, An Introductory Reading*, there five kinds of word formation.

1. Derivational and Inflectional

Derivation by saying that derivational morphology changes one lexeme into another, while inflectional morphology creates different forms of the same lexeme.²¹

This statement captures the basic intuition behind these terms. However, it is not very useful as a definition unless we have a reliable way to determine whether two words

²¹ Kroeger, *op. cit.*, 250.

which contain the same root are different lexemes or merely different forms of the same lexeme. If we do not have any independent criteria to guide us in making this judgment, the definition becomes circular.

Inflectional is an affixes which carry grammatical meaning (for example, the plural *-s* in *cays* or progressive *-ing* in *sailing*). They do not change the part of speech or meaning of the word. It is also called by inflectional morphemes. The most common inflectional morphemes are used in verb inflection (for example, *-ed* in *raced*, *-ing* In *racing*, *s* in *races*) but there are suffix for noun inflection (for example, plural *-s* in *horses*, and possessive *-s* in *norma's*) and adjective inflection (for example, comparative *-er* in *faster* and superlative *-est* in *fastest*)

Derivational is an affixes which are added to a lexeme to change it is meaning or function. It is used to make a new different lexeme (for example, *-ly* change the adjective *sad* into the adverb (*sadly*), it is called by derivational morpheme. Most derivational morphemes change the part of speech, for example, *-ance* change the verb *resemble* into the noun *resemblance*.

Examples of derivational and inflectional:

- a. happy (Adj) – happiness (N) = derivation

I am feeling very glad when I was seeing you smile, the cause of your happiness is my happiness too.

- b. money (N) – moneyless (Adj) = derivation

Cellyn wants to buy Korean make up but she is moneyless.

c. punish (V) – punishment (N) = derivation

A judge will give a punishment to a thief.

d. year – years = inflection

I went to korea two years ago.

e. speak – speaks = inflection

She speaks fluently in front of lecturers

f. go – goes = inflection

George goes to market

2. Affixation

Affixation: The process of adding **derivational** suffixes and prefixes to a word (e.g. adding *un-* and *-ness* to *happy* to create *unhappiness*).²² It is linguistic process speaker use from different words by adding morphemes (affixes) at the beginning (prefixation), the middle (infixation) or the end (suffixation) of word.

Examples of affixation:

a. unbelievable

The perform really unbelievable.

b. unhappiness

Unhappiness make someone loose hope of life.

²² Mayer, *op. cit.*, 221.

3. Compounding

Compounding is a process of combination of two words (free morphemes) to create a new word (commonly a noun verb or adjective) also called composition.

Compounding is a word that form from different words.²³ it is words formed by combining roots, and the much smaller category of phrasal words, that is items that have the internal structure of phrases but function syntactically as words, sometimes it is as one word (sunglasses), sometimes as two hyphenated words (air conditioner) and sometimes as two words (post office).

Examples of compounding:

a. Post Office

He went to Post Office this morning.

b. Classroom

Mark likes clean classroom.

c. Sunglasses

I like use sunglasses when I went to the beach.

4. Reduplication

Reduplication is a word formation process in which meaning is expressed by repeating all or part a word. In reduplication either all of morpheme is a double reduplication (total reduplication or parts of it is (partial reduplication).²⁴ The

²³ Payne, op. cit., 92.

²⁴ Ma'mur and fathoni, *Op. cit.*, 125.

study of reduplication has generated as a great deal of interest in term of understanding a number of properties associated with the word-formation process.

Examples:

- a. You are *very very* handsome
- b. She heard gun shots, *bang bang*

5. Morpheme internal exchange

Morpheme internal exchange is a range of morphological processes involve not the addition of some elements (such as a suffix) but rather some change in stem²⁵. Many verb such as wear / wore / worn, show combination of pure internal change (for the past tense) and irregular suffixation (for the past participle).

examples:

<i>foot</i>	<i>feet</i>
<i>mouse</i>	<i>mice</i>
<i>man</i>	<i>men</i>
<i>wive</i>	<i>wives</i>
<i>goose</i>	<i>geese</i>
<i>tooth</i>	<i>teeth</i>

²⁵ Lingo.stanford.edu/sa/L1/penn-morph.htm

F. Word Formation Processes

Word formation processes are important concepts when creating words. There are several kinds of word formation processes:

1. Clipping

Clipping is a means of creating new words by shortening already existing words.²⁶ Clipping differs from back-formation in that the new word retains the meaning of original word.

The examples

professor : *prof*

telephone : *phone*

influenza : *flu*

laboratory : *lab*

examination : *exam*

2. Blending

Blending is the word formation process in which part of two or more words combine to create a new word whose meaning is often a combination of the original words. In morphology, a relatively unproductive process of word formation by which new words are formed from the beginning (usually the first phoneme or syllable) of one word and the ending (often the rhyme) of another²⁷.

²⁶ Rochelle Lieber (New York: Cambridge University Press, 2009), 53.

²⁷ Richards and Schmidt. *Op. Cit.*, 58.

Simply, blending is also the combination of the parts of two words, usually beginning of one word and the end of another:

Examples:

breakfast + lunch : *brunch*
biographical + picture : *biopic*
motor + hotel : *motel*
web + seminar : *webinar*
telephone + Communication : *telcom*
american + indian : *american*

3. Backward Formation

Backward formation is the process of using a word formation rule to analyze a morphologically simple word as if it were a complex word in order to arrive at a new simpler form.²⁸ In linguistic backward formation is the process of new word by removing actual or supposed affixes from another word. Backward formation can also be defined as a process whereby a word whose form is similar to that of a derived form undergoes a process of deaffixation.

Examples:

adulate : *adulation*
babysit : *babysitter*
donate : *donation*

²⁸ Adrian Akmajiman, Linguistics, *An Introduction to Language and Communication* USA: (library of congress cataloging in publication data, 2001), 41.

4. Acronyms

An acronym is a word formed from the initial letters (or larger parts) of words.²⁹ New acronyms are freely reproduced. A set of initials representing a name, organization, or the like, with each letter pronounced separately; an initial.

Examples:

USA : United State of America

RADAR : Radio Detecting and Ranging

COD : Cash on Delivery

WHO : World Health Organization

AIDS : Acquired Immune Deficiency Syndrome

NASA : National Aeronautics and Space Administration

5. Functional shift

One of the most distinctive features of the English language, since the loss of inflectional endings in the early middle Ages, is the formation of new words by changing their word class, or part of speech - a process variously known as *functional shift* or *word-class conversion*³⁰. In Shakespearean English the process is copiously illustrated, and includes many vivid and dramatic instances of linguistic creativity. In several cases (asterisked below), no earlier instances of the word, or of one of its usages, are recorded by the Oxford English Dictionary

²⁹ Randolph Quirk, *A University Grammar of English*, (London, Longman, 1976), 449.

³⁰ <http://www.shakespeareswords.com/Functional-shift>

(OED), and it can safely be assumed that a good proportion of these are Shakespearian creations.

conversion: the process of changing the function of a word, such as a noun to a verb, as a way of forming new words, also known as “category change” or “functional shift” (e.g. vacation in They’re vacationing in Florida).³¹

Examples:

Noun	Verbs
<i>match</i>	<i>match</i>
<i>work</i>	<i>work</i>
<i>face</i>	<i>face</i>

- a. *He asks **match** to his mom (N)*
- b. *George takes his jersey and **match** it with a new cap (V)*
- c. *Joseph always focus to his **work** recently (N)*
- d. *I will **work** in this company next year (V)*
- e. *Mark admires a girl who has cute **face** (V)*
- f. *Alan **face** this problem alone (V)*

³¹ Yule, *op. cit.*, 54

6. Suppletion

Some forms derive from historically unrelated forms: *went*, the past tense of *go*, historically was the past tense of a different verb, *wend*. This sort of realignment is known as **suppletion**.³² Other examples of suppletion include *good*, *better*, and *best*, and *bad*, *worse*, and *worst*. (As an exercise, you might look up *be*, *am*, and *is* in a dictionary that provides etymological information, such as the American Heritage.) Fourth, some words show no inflectional change: *sheep* is both singular and plural; *hit* is both present and past tense, as well as past participle. Fifth, many borrowed words, especially nouns, have irregular inflected forms: *alumnae* and *cherubim* are the plurals of *alumna* and *cherub*, respectively.

For examples

<i>walk</i>	<i>walked</i>
<i>blat</i>	<i>blatted</i>
<i>go</i>	<i>went</i>
<i>catch</i>	<i>caught</i>
<i>strike</i>	<i>struck</i>
<i>string</i>	<i>strung</i>
<i>fling</i>	<i>flung</i>

³² Delahunty and Garvey, *Op. Cit.*, 127.

7. Proper noun and invention

Proper noun and invention is creating new words can occur because of other sources.³³ it is possible to create a new word from a name, place or invention, for example brand names, sometimes become so widely used that they are accepted as generic terms. Some proper nouns belong to the products, others belong to the name of the discovery. Those sometimes refer to the creator or denote to the function of the product.

For examples

<i>honda</i>	<i>yamaha</i>
<i>daihatsu</i>	<i>fortuner</i>
<i>amborghini</i>	<i>mitsubishi</i>
<i>monomola</i>	<i>sk-ii</i>

G. Definition of Functional Shift

A functional shift is a shift in the use of a word from one grammatical function to another, such as a noun become verb. The notion that derivation can occur without any overt change in shape may at first seem strange. Another name of functional shift is functional shift or word-class conversion. Conversion: a process whereby words can be transferred from one word-class to another without affixation.³⁴ Shakespeare uses functional shift for example using noun to serve as a verb. Researchers found that this

³³ Ma'mur and Fathoni, Op. Cit p., 131.

³⁴ Jeremy J. Smith, *Old English a linguistic introduction* (Newyork: Cambridge, 2009), 184.

technique allows the brain to understand what a word means before it understands the function of the word within the sentence.

According to Laurel J. Brinton (2000), A functional shift is the conversion of one part of speech to another without the addition of a suffix. He said that there are six kinds of functional shift.³⁵

Andrew Carstairs-McCarthy said that ‘*Some linguists have accordingly decided that nouns, are really ‘zero-derived’, carrying a phonologically empty and therefore unpronounceable ‘zero suffix’: Others have preferred to say that one of the processes available in derivational morphology is **conversion**, whereby a lexeme belonging to one class can simply be ‘converted’ to another, without any overt change in shape.*’³⁶ There are six kinds of functional shift.³⁷

V > N (a) run, drive, walk, bruise, cut, break, look, call, dump, spy, bite, sneeze

N > V (to) man, head, shoulder, telephone, lust, contact, ship, sign, skin, mail

A > V (to) weary, better, empty, idle, dirty, bare, quiet, tame, lower

N>A blue-collar (worker), plant (supervisor), paper (shredder), head (bookkeeper)

A > N (the) poor, rich, (a) daily, double, given, private

Prt>V (to) down, up, off.

³⁵ Brinton et al, *The Structure*. Op.cit., 91

³⁶ Andrew Carstairs-McCarthy, *an Introduction to English Morphology* (Edinburg:Edinburgh University Press, 2002), 48.

³⁷ Brinton et al et al. Op.cit 91

1. Verb as noun

*F1 team Manor Racing replaced Rio on Aug. 10 with French driver Esteban Coton after Rio's management failed to deliver the remaining €7.5 million (US\$ 8.36 million) of a €15 **contract** deal. Mon, August 15 2016 | 11:06 am*

The word “contract” on the sentence above is consider as noun meanwhile it is also can be verb according to the sentence below:

*He likes to **contract** his officer.*

2. Noun as verb

*With new developments in dermatology, there are many techniques that can **help** minimize your pores . August 16 2016 | 07:21 am*

The word “help” on the example above is consider as verb, meanwhile it is also can be noun according to the example below:

*It look like she need a **help**.*

3. Adjective as verb

*Tangerang Police personnel have been deployed to **secure** the crime scene and the area, Awi added.*

The word “secure” as the example above , it is as object of preposition and has function as verb meanwhile its also can be adjective according to sentences found on Jakarta post published on December 2, 2016 | 12:00 am below:

This decades-long history of cooperation between Indonesia and the Pacific nations has all been part of Indonesia's diplomacy goal of building good relations with all of

*its neighbors and maintaining a stable, prosperous and **secure** regional neighborhood, which in turn is crucial for Indonesia's own security, development and prosperity.*

4. Noun as Adjective

*The junta has repeatedly said that defending the monarchy is a top priority, and the army and its allies are keen to ensure a smooth succession for ailing **88-year-old** King Bhumibol Adulyadej, who is the world's longest reigning monarch. (ADJ). Fri, August 12 2016 / 12:00 pm*

The word “old” as the example above is consider as adjective, meanwhile it is also can be noun according to example above:

*The **old** man came to my house this morning.*

5. Adjective as noun

*The **rich** are privilege.*

The word “rich” as the example above is consider as noun, meanwhile it is also can be adjective according to word on Jakarta Post articles which published on December 7, 2016 | 03:16 pm

*We stopped at the village of Arbanassi, four kilometers before reaching Veliko Turnovo, for lunch. The country cuisine is **rich** in dairy products of native breeds.*

6. Preposition as verb

The doctor decide to take surgery his patient to off cancer cells

The word “off” as the example above , it is as object of preposition and has function as verb meanwhile its also can be preposition according to Jakarta post articles published on December 6, 2016 | 02:13 pm:

*In Canada, after an emergency meeting, Canadian Assyrians pooled around \$100,000 to help the Khabur Christians and sent it **off** to the church to use wherever it could do the most good, Nissan said.*

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

In conducting the study, the researcher uses descriptive qualitative research. According to Richard (2010) qualitative research is narrowly, any research that uses procedures that make use of non-numerical data, such as interviews, case studies, or participant observation³⁸. Although not all qualitative research follows this approach, this inductive cyclical approach to data analysis and theory building has been highly influential. This is a descriptive study. This study examines and analyzes the data objectively based on real facts found and expose it descriptively.

B. Research Instrument

There are some instruments which researcher do in this research : first is collecting data from Jakarta Post Articles, second is construction the sentences which consist of functional shift, describing as grammatical of functional shift word which found on these articles.

C. The Data Source

The data will be take from 15 articles in Jakarta post publish on October 20th – 22nd 2016. This study focuses on describing of functional shift on Jakarta Post Articles.

³⁸ Richard and Schmidt. Op Cit., 475

D. The Technique of Data Collecting

There are many ways to collecting the data, the examples interview, observation, document etc. but in this research, the researcher using document for collecting the data from Jakarta post articles which publish on October 20-22 to find out the functional shift word, then construction of the sentences according to varieties of functional shift and the last describing grammatically. The data are arranged systematically in accordance with the problems of the study.

E. The Technique of Data Analysis

Data analysis is the process of organizing and sorting data into patterns, categories, and a description of basic unit in order to discover themes and working hypotheses can be formulated as suggested by the data.³⁹ Moreover, Ian Dey in Kasiram argues that analysis is a process of resolving data into its constituent components to reveal its characteristic elements and structure.⁴⁰ The annotation or pre analysis of the text by limitation, tagging and parsing is outlined and the major procedures used in corpus analysis are described, including listing, sorting, counting and concordance.⁴¹ Finally, mention of some of the major software tools and packages available for analyzing corpora. At the outset, it should be recognize that there is gulf between the computing resources available for corpus analysis in large

³⁹Lexy J. Moleong, *metodologi penelitian kualit ative*, (Bandung : PT RemajaRosdakarya, 2000),103

⁴⁰Moh.Kasiram, *Metodologi Penelitian Kualitatif – Kuantitatif*, (malang : UIN-Maliki Press, 2008), 353

⁴¹ Graeme D. Kennedy, *An Introductin to Corpus Linguistic* (England :London and Newyork:1998), 204

commercial or industrial research facilities and those typically available for research by graduated student and scholars in most department of linguistics, English language or applied linguistic.

To analyze the data, the following steps are taken:

1. Presenting various functional shift in Jakarta Post Articles.
2. Construction of the sentences according to varieties of functional shif.
3. Describing grammatically the functional shift word which found in the sentences.
3. Drawing conclusion based on the data analysis.

CHAPTER IV

RESEARCH FINDINGS

A. Data Analysis

1. Findings functional shift word in the sentences.

These are functional shift word findings in the sentences on Jakarta Post articles which publish on October 20-22 2016.

a. Noun as Verb

Noun as Verb is a noun which has function as verb or opposite,

1. *He further said Jokowi should also **order** Attorney General HM Prasetyo to file for a review of Munir's murder case at the Supreme Court, given that the 2005 document also revealed new evidence the government could use to take such a measure, Al-Araf said.*

The word “order” as the example above is consider as verb, meanwhile its also can be noun according to word on Jakarta post articles which published on *December 9, 2016 | 01:04 pm below:*

*Latorre, 32, has exhausted appeals of a deportation **order** and is awaiting a decision on a final.*

2. *But Bravo gave Suarez the ball with a poor pass outside his box. He compounded that by raising his arms to **block** his resulting shot, leaving the referee no choice but to send him off.*

The word “block” as the example above , it is as object of preposition and has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on December 8, 2016 | 06:39 pm below:

*Every chip away at the fundamentals of freedom is actually an ugly building **block** in the road to tyranny.*

3. *Although state-run oil company Pertamina will have to cough up subsidies estimated at an annual Rp 800 billion (US\$61.53 million) to **end** soaring fuel prices in Papua, what’s important, Jokowi insisted, was “[...] justice for all Indonesians”.*

The word “end” as the example above , it is as object of preposition and has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on December 8, 2016 | 11:43 am below:

*In 1985, Branstad was nearing the **end** of his first term as governor, then the nation's youngest at age 39.*

4. *Our diplomats’ splendidly articulated thrashings of criticism of our alleged continued neglect and **abuse** and/or discrimination of*

Papuans won't work, as long as those grievances are not perceived to be seriously addressed by Papuans.

The word “abuse” as the example above , it is has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on December 6, 2016 | 06:11 pm below:

*UNICEF representative Lotta Sylwander says the Philippines has emerged as a center for internet **abuse** of children.*

5. *We will not subsidize it and Pertamina will have to **figure** it out themselves.*

The word “figure” as the example above , it is as object of preposition and has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on August 16 2016 | 07:22 am below:

*a **figure** demure in her traditional dress, depicted as the ideal feminine daughter.*

6. *In a court ruling issued on June 31 in favor of local fishermen in Jakarta Bay, the PTUN ordered the developer of Islet G, MWS, a subsidiary of property giant Agung Podomoro Land, to halt its reclamation activities because of the environmental **damage** and social impacts it was causing, as well as its lack of legal standing.*

The word “damage” as the example above is consider as verb, meanwhile its also can be noun according to word on Jakarta post articles which published on August 16 2016 | 07:21 am below:

*Sun **damage**. Sun can damage your skin by causing it to thicken, making your pores more visible and large.*

7. Protesters **demand** Ahok’s imprisonment.

The word “demand” as the example above is consider as verb, meanwhile its also can be noun according to word on Jakarta post articles which published on December 8, 2016 | 12:00 am below:

*The adoption of the new concept of the aerotropolis to Hang Nadim also show that the aviation industry is on high **demand** with profit compatibility of the increasing market.*

8. However, if they want to file a cassation, the administration is ready to **face** them in court, she said.

The word “face” as the example above , it is as object of preposition and has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on December 7, 2016 | 01:15 pm below:

*You can try putting a hot compress under your back when lying down with face up or on your back lying down **face** to the floor.*

9. *APLN corporate secretary Justini Omas said she did not want to **comment** on the lawsuit, saying that her company would comply with all decisions made by the government.*

The word “comment” as the example above , it is as object of preposition and has function as verb meanwhile its also can be noun according to sentences found on Jakarta post published on December 6, 2016 | 05:20 pm below:

*Turkish officials gave no immediate **comment** on the Amnesty report.*

10. *Following an anti-Ahok **rally** in Jakarta on Oct. 14, Muslims staged similar protests in Surabaya, East Java, and Bandung, West Java, on Friday.*

The word “rally” as the example above is consider as verb, meanwhile its also can be noun according to word on Jakarta post articles which published on December 6, 2016 | 09:30 pm below:

*But Malaysian Prime Minister Najib Razak led a **rally** Sunday against what he called "genocide" of Rohingya and urged Asian neighbors and the world to step up pressure to stop the violence.*

11. *Ahok consciously said that people who do not **vote** for him because of Surah Al-Maidah 51 had been lied to.*

The word “vote” as the example above is consider as verb, meanwhile its also can be noun according to word on Jakarta post articles which published on December 8, 2016 | 02:01 pm below:

*Stein, who received about 1 percent of the **vote** in all three states.*

b. Adjective as Noun

Adjective as Noun is an adjective which has function as noun or opposite.

1. *Brig Sukardi suffered wounds to his back and **right** arm.*

The word “right” as the example above is consider as noun, meanwhile its also can be adjective according to word on Jakarta post articles which published on August 16 2016 | 07:21 am below:

*Choose the **right** makeup product.*

2. *City tried to be Barcelona's mirror image from the **start**.*

The word “right” as the example above is consider as noun, meanwhile its also can be adjective according to word on Jakarta post articles which published on November 18, 2016 | 06:48 pm below:

Gathered around a circular table in Merkel's Chancellery, the leaders exchanged pleasantries but made no substantive

*remarks as reporters were allowed in briefly for the **start** of the meeting*

3. *Messi later made good on the advantage by taking Iniesta's pass and firing **past** Bravo's replacement, Willy Caballero, who would later save a penalty from Neymar.*

The word “past” as the example above is consider as noun, meanwhile its also can be adjective according to word on Jakarta post articles which published on December 8, 2016 | 10:53 am below:

*English has been Key's trusted deputy for the **past** eight years and has been praised for his handling of the economy in his role as finance minister.*

4. *Indonesia's book industry may be struggling to find financial support to translate more titles into foreign languages and reach a wider audience, but interest from foreign publishers is out there and growing. On Friday, Mizan publishing house sold the rights to its *Halo Balita (Hello Children)* and *Aku Bilang (I Say)* educational titles for children to Kube, a UK independent publishing house that publishes general interest, academic and children's books on Islam and the Muslim **experience**.*

The word “experience” as the example above is consider as noun, meanwhile its also can be adjective according to word on Jakarta post articles which published on December 7, 2016 | 01:15 pm below:

*You may **experience** back pain at some points during your lifetime. Sometimes, back pain can be so serious that you cannot conduct your daily activities or your legs have become numb.*

5. *It was the latest deal after the National Book Committee, which is jointly responsible for Indonesia’s presence at this year’s Frankfurt Book **Fair** alongside the Education and Culture Ministry and the Creative Economy Agency, disclosed on Thursday that 27 titles were ready to be processed and have rights sold.*

The word “fair” as the example above is consider as noun, meanwhile its also can be adjective according to word on Jakarta post articles which published on , December 9, 2016 | 12:02 pm below:

*she sought asylum in Brazil because her rights to a **fair** defense couldn't be guaranteed. (/ Fri, December 9, 2016 | 12:02 pm)*

c. Adjective as Verb

Adjective as Verb is an adjective which has function as verb or opposite.

*Tangerang Police personnel have been deployed to **secure** the crime scene and the area, Awi added.*

The word “secure” as the example above , it is as object of preposition and has function as verb meanwhile its also can be adjective according to sentences found on Jakarta post published on December 2, 2016 | 12:00 am below:

*This decades-long history of cooperation between Indonesia and the Pacific nations has all been part of Indonesia’s diplomacy goal of building good relations with all of its neighbors and maintaining a stable, prosperous and **secure** regional neighborhood, which in turn is crucial for Indonesia’s own security, development and prosperity.*

B. Data Interpretation

The researcher described the varieties of functional shift i.e noun as verb, adjective as noun and adjective as verb used on Jakarta post articles. Then, the writer identified which kind was mostly used in the articles.

First, noun as verb which mostly kind of functional shift word found on the article with total for about 11 words. There are many nouns or verbs in the articles

but grammatically the function is not change or even there affixation on the word and it is opposite to the definition of functional shift.

Second is adjective as noun with total findings about 5 words. Same like as noun as verb, there many adjective and noun in the sentence but the function grammatically is not change and of course it is not same to the definition of functional shift.

The last is adjective as verb, it is really hard to found adjective which has function as verb because it was seldom existed in the articles, so the write found 1 word only. After researchers founding variations of functional shift word in the article, researchers make an opposite from another articles which published on December 1-6 to make sure that the word which published on 3 edition before have different function grammatically on an another sentences.

CHAPTER V

CONCLUSIONS

A. Conclusions

From this research, the researcher conclude that:

1. The researcher has analyzed the variations of functional shift from 15 articles of Jakarta Post Articles which published on October 20-22. In the data analysis, the researcher found 11 noun as verb in the sentences from 17 data, then 5 of adjectives as noun and the last 1 of adjective as verb from 17 data.
2. The researcher has analyzed grammatically on each sentences in 3 editions of Jakarta Post Articles, then compared each sentences with articles which published on December 1-6 to make sure that the word which found on 3 editions before have different grammatical function on an another sentences. The word that mostly used of functional shift is noun as verb, then adjective as noun and the last adjective as verb from 17 data.

B. Suggestions

There are two suggest from researcher:

1. The researcher suggests to the readers, especially students of English Department to take research about linguistics especially word formation processes, because there are many interesting aspects which can be

analyzed. Sometimes people do not realize some words that appear in a reading which include variations of functional shift. They think those words are only has one function grammatically, but actually it is can have another function or word class on another sentence. The researcher also recommended the readers or next researchers to extend the research which similar with this topic.

2. The researcher hope the results of this study are useful for the reader to increase their understanding about functional shift especially about the function of word in the sentences because a word in the sentences usually does not only have one function but it can be change on another sentences. The result of this research is still far from perfect, so it is suggested for the readers to give some constructive criticisms and suggestion to make it better.

BIBLIOGRAPHY

- Akmajiman Adrian, Linguistics, *An Introduction to Language and Communication*
USA: library of congress cataloging in publication data, 2001
- Brinton J. Laurel, *The Structure of Modern English a Linguistic Introduction*
Amsterdam / Philadelphia : John Benjamins Publishing Company, 2000
- Carstairs Andrew -McCarthy, *an Introduction to English Morphology*, Edinburgh:
Edinburgh University Press, 2002
- Delahunty Gerald P. et al., *The English Language: From Sound to Sense*, Fort
Collins, Colorado: The WAC clearinghouse and Parlor Press, 2010
- Hariyanto Dony et al., *English Grammar for General Application*, Surabaya:
Gramedia Press, 2001
- <http://carmelsealey.com/journal/functional-shift/>
- Kasiram Moh, *Metodologi Penelitian Kualitatif – Kuantitatif*, Malang: UIN-Maliki
Press, 2008
- katamba Francis, *English words*, New York: Routledge, 2005
- Kennedy D. Graeme., *an Introduction to Corpus Linguistic* Edinburgh Gate:
Longman, 1998
- Kroeger L. Paul, *Analyzing Grammar an Introduction*, Cambridge: Cambridge
University press, 2005
- Lieber Rochelle, *Introducing Morphology*, New York: Cambridge University press,
2009.
- Lingo.stanford.edu/sa/L1/penn-morph.htm
- Ma'mur Ilzamuddin et al., *Modern English Morphology an Introductory Reading*
Bandung : Humaniora, 2009, revised edition
- Mayer F. Charles, *Introducing English Linguistics*, Cambridge: Cambridge
University Press, 2009
- Moleong J. Lexy, *metodologi penelitian kualitatif*, Bandung: PT. Remaja
Rosdakarya, 2000

Nunan David, *Research Method in Language Learning*, New York: Cambridge University Press, 1992

Payne E Thomas *Describing Morph syntax, a guide for field linguists*, Cambridge: Cambridge University Press, 1997

Paynes E. Thomas, *Exploring Language Structure*, Cambridge :Cambridge University Press, 2006

Quirk Radolph et al., *a University Grammar of English*, London: Longman, 1976

Smithm J. Jeremy, *Old English a Linguistic Introduction*, New York: Cambridge, 2009

Yule George, *the Study of Language*, Cambridge: Cambridge University Press: 1985