AN UNDERGRADUATE THESIS

AN ANALYSIS OF AFFIXES IN ADELE'S SONG LYRICS

By:

YUNI ERLINA WATI
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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF AFFIXES IN ADELE'S SONG LYRICS

Presented as a partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/ 2021 M

APPROVAL PAGE

Assalamu'alaikum Wr.Wb

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To be examined in munaqosyah in Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro,   November 2021

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NOTIFICATION LETTER

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To:
The Honorable the Dean of Faculty of Tarbiyah and
Teacher Training State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name   : Yuni Erlina Wati
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Department   : English Education
Title   : AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be examined on the munaqosyah. Thank you very much.
Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.
Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:
Name   : Yuni Erlina Wati
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Judul Skripsi   : AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.
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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF AFFIXES IN ADELE'S SONG LYRICS. Written by: Yuni Erlina Wati, Student Number 1701070058, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, Desember 03th, 2021 at 09:00 – 11:00 a.m

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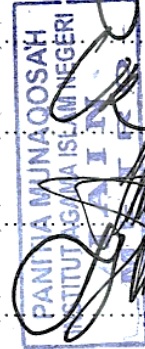
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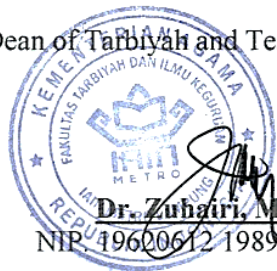
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AN ANALYSIS OF AFFIXES IN ADELE'S SONG LYRICS

ABSTRACT

BY:

YUNI ERLINA WATI

This research discusses about affixes and affixation process in *Adele's song lyrics.* This study aims to determaine the most dominant affixes and the affixation process, this study employed content analysis wich focused on analyzing the types of affixes which defined by Francis Katamba and the affixation process. .

The research was descriptive qualitative method. In data collection, the researcher used documentation techniques, and the steps were deciding the song, listening Adele's song, reading the song lyrics, underlining the words in lyrics, selecting and collecting the data systematically in accordance with the types and the meaning of suffix and refix.

The results show that there are 30 affixes, namely 28 suffixes and 2 prefixes from 3 Adele's song lyrics. From the results of data analysis, in the lyrics of the song "Hello" there are 13 suffixes, namely: -ing (4), -s (3), -ed (3), er (1), -en (1), and -ly (1) and there is no prefix. And in the lyrics of the song "My Same" there are 9 suffixes, namely: -ing (4), -ish (1), -ous (1), -ism (1), and -ion (2) and there are no prefixes. In the lyrics of the song "All I Ask" there are 6 suffixes, namely: -ed (1), -ing (1), -s (2), -ly (1), and -ness (1), and 2 prefixes, namely Al- (1) and Re- (1). Researcher concluded that the most dominant affix in Song Adele's song lyricswas sufik. The affixation process in adele's song lyrics includes noun to verb (3), plural (5), verb to adjective (6), verb to noun (7), adjective to noun (2), adjective to adverb (2), verb to verb (2), noun to noun (1), and noun to adjective (2).

Keywords: *affixes, suffix, prefix, song lyrics, qualitative method.*

ANALISIS AFIKS DALAM LIRIK LAGU ADELE

ABSTRAK

Oleh:
YUNI ERLINA WATI

Penelitian ini membahas afiks dan proses afiksasi dalam lirik lagu Adele. penelitian ini bertuuan untuk mengetahui afiks paling dominan dan proses afiksasi, penelitian ini menggunakan analisis yang difokuskan pada analisis jenis-jenis afik yang dikemukakan oleh Francis Katamba dan proses afiksasi.

Penelitian ini adalah penelitian kualitatif deskriptif. Penelitian ini menggunakan teknik dokumentasi dan langkah-langkahnya adalah menentukan lagu, mendengarkan lagu Adele, membaca lirik lagu, menggarisbawahi kata dalam lirik, menseleksi dan mengumpulkan data secara sistematis sesuai dengan jenis dan arti sufik dan prefik.

Hasil penelitian menunjukkan bahwa ada 30 afiksis yaitu 28 sufik dan 2 prefik dari 3 lirik lagu adele. Dari hasil analisis data, pada lirik lagu *"Hello"* tedapat 13 sufik yaitu: *–ing (4), -s (3), -ed (3), er (1), -en (1),* and *–ly (1)* dan tidak terdapat prefik. Dan dalam lirik lagu *"My Same"* terdapat 9 sufik yaitu: *–ing (4), -ish (1), -ous (1), -ism (1),* and *–ion (2)* dan tidak terdapat prefik. Dalam lirik lagu *"All I Ask"* terdapat 6 sufik yaitu: *–ed (1), -ing (1), -s (2), -ly (1),* and *-ness (1)*, dan 2 prefik yaitu *Al- (1)* and *Re- (1)*. Peneliti menyimpulkan bahwa afiks yang paling dominan pada lirik lagu Adele adalah sufik. Proses afiksasi pada lirik lagu adele diantaranya kata benda ke kata kerja (3), plural (5), kata kerja ke kata sifat (6), kata kerja ke kata benda (7), kata sifat ke kata benda (2), kata sifat ke kata keterangan (2), kata kerja ke kata kerja (2), kata benda ke kata benda (1), and kata benda ke kata sifat (2).

Kata kunci: *afiks, sufiks, prefik, lirik lagu, metode kualitatif.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

    Name   : YUNI ERLINA WATI

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    Department   : English Education

    Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 03th 2021

The Researcher,

YUNI ERLINA WATI
St. Number. 1701070058

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : YUNI ERLINA WATI

NPM   : 1701070058

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 03 November 2021

Peneliti,

YUNI ERLINA WATI
NPM. 1701070058

MOTTO

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّن صَدَقَةٍ يَتْبَعُهَآ أَذًى ۗ وَٱللَّهُ غَنِيٌّ حَلِيمٌ ﴿٢٦٣﴾

Kind speech and forgiveness are better than charity followed by injury. And Allah is free of need and forbearing.

(Al-Baqarah: 263)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

1. Allah who always give His Full rohmah and blessing

2. My beloved parents, Mr. Suliyadi and Mrs. Muslikhatun who always supported me and always encourages me with endless love, and do everything for me.

3. My Sponsor and Co-Sponsor, Mr. Dr. Ahmad Subhan Roza, M.Pd and Mrs. Leny Setiyana, M.Pd thanks for guiding me.

4. My beloved brother Agus Mushodiq, my sister Dila Apriliani and my little sister Afika Aulia Zahra who always being my support systems.

5. My beloved friends Fina Puji Astuti, and all of my classmates JOBI SQUAD, who always lend a hand, encourage, and support me in every situation.

6. My Almamater State Institute for Islamic Studies of Metro where I got much knowledge and good experience. .

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This undergraduate thesis entitled *"An Analysis of Affixes in Adele's Song Lyrics".* This undergraduate thesis is arranged as a fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in the English Education Department of IAIN Metro.

In the second place, the researcher would like to give thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag as the Rektor of IAIN Metro, who have been willing to give the opportunity to the researcher, so the researcher could complete the study to take a Bachelor's degree.

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3. Mr. Andianto, M.Pd as the Head of English Education Department, is willing to give permission for research to the researcher so that this undergraduate thesis can be arranged and also the time and direction which have been given.

4. Mr. Dr. Ahmad Subhan Roza, M.Pd is the sponsor, who is willing to give permission for research to the researcher so that this undergraduate thesis can be arranged and also the time and direction which have been given.

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7. All of the staff of the English Education Department who helped the researcher in the processing of administration.

8. All of my beloved friends, who have been the best friends and help the researcher in the study.

The researcher realizes that this undergraduate thesis is far from perfect, but the researcher hopes that this research is of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, November 03th 2021
The researcher,

YUNI ERLINA WATI
1701070058

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CHAPTER 1

INTRODUCTION

A. Background of The Study

        Language is an essential communication tool for human life. Therefore, we must be able to master the language and its elements such as vocabulary, structure, and so forth. The language itself consists of two aspects namely form and meaning. In relation to meaning, the smallest meaningful unit in language is morpheme. Morphology is part of linguistics learning or talks about the intricacies of word form and the effect of word shape changes on word groups and meaning.[1] The functions of changes are in the form of the word, both grammatical and semantic functions. The function of morphology itself is to identify individual morphemes that can be in the form of words or maybe parts of words and analyze their meaning and linguistic function.

        Furthermore, morphology includes the formation of words through the process of affixation, reduplication, and composition. The word-formation process includes affixation is a complex word-formation process by adding affixes to basic word forms. By the affixation process, the vocabulary can be varied. Affix generally has functions to form new words or to create a new word from an existing word. Therefore, words created from an affix can be new words and have new meanings.

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[1] Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, Edinburgh Textbooks on the English Language (Edinburgh: Edinburgh University Press, 2002), 15.

Besides, word formation through affixation includes the process of placing suffixes and prefixes on a word. The suffix is an affix in a word that is located at the end of a word. Similarly, a prefix is an affix placed at the beginning of a word used to modify the word meaning.[2]

Furthermore, suffixes and prefixes play a very important role in the process of word-formation. The suffix's grammatical function is related to the formation of words in terms of form and class, or the function of the suffix is to form a class of words from another word class. An example is the use of the suffix *"er"* before the word *"read"* becomes *"reader,"* which has the meaning of one who acts. At the same time, the prefix has the function to modify the meaning of the word. An example is the use of the prefix *"dis"* before the "*honest*" word becomes *"dishonest,"* which has the negation meaning.

However, affix mastery, which includes suffix and prefix, is not easy to understand. This is because the talent of affixes is related to vocabulary, while the discussion of vocabulary itself is very complex. Besides, there are various types of affixes that have the same meaning in different forms. The absence of definite rules about forming a new word by adding affixes becomes one of the problems in affix mastery.

In line with the affix phenomenon, the researcher would conduct an analyzing *Adele's* song. It is known that *Adele'*s song contains affixes that include varied suffixes and prefixes. Therefore, by listening to the song, people can get new vocabularies from the real implementation of affixation in the

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[2] G. E. Booij, *The Grammar of Words: An Introduction to Linguistic Morphology*, Oxford Textbooks in Linguistics (Oxford ; New York: Oxford University Press, 2005), 29.

song. *Adele's* song title *"Hello", "My Same", and "All I Ask"* contains positive messages for Indonesian students related to friendship, struggle, and life history. Besides, *Adele's* song is very familiar to the students as teenagers, because the students are more likely to listen to music than to read.

In this case, the researcher intend to analyzed *Adele's* song to explore the use of suffixes and prefixes that are more varied and contextual in the song to be adapted for the education need. It is hoped that this research can be carried out as an alternative guide in the field of education regarding the use of suffixes and prefixes in interesting media such as English songs. As a result, the researcher construct an undergraduate thesis entitled: *An Analysis of Affixes in Adele's Song Lyrics.*

B. Research Questions

Based on the background of the study, the researcher would like to the probmels as follows:

1. What are the most dominant types of affixes in Adele's song?
2. How is the affixation process of suffix and prefix in Adele's song?

C. Objective and Benefit of The Study

1. Objectives of the study

Based on the research question, the researcher had determined the objective of the research, as follows:

a. To investigate the most dominant types of affixes in Adele's song.

b. To analyze the affixation process of suffix and prefix in Adele's song.

2. The benefit of the study

       This research is expected to provide benefits not only for researchers but also students, teachers, and other researchers. The expected benefits of this study are explained as follows:

a. For Students

       Students will profit from this study since it will provide important and correct information about affixes from an English song. It is anticipated that by doing this study, students will be able to improve their English language skills, particularly in terms of realizing how to use affixes in a song in a fun manner. Besides, as the primary source in this study, Adele's song contains moral messages appropriate for students because they have messages of friendship and struggle. This research is expected to provide English vocabulary for the students.

b. For Teacher

       This research is expected to provide benefits to English teachers by providing inspiration related to the delivery of English vocabulary for the students through an interesting medium that is a song. Through Adele's song, the teacher can transfer the examples of using affixes for the students in an effective way. Therefore, the teacher is expected to be helped and inspired in the process of teaching English.

c. For the Other Researchers

       This research is expected to be able to contribute to the other researcher as one of the references related to the topic of affixes research

in an English song. Through this research, other researchers can get important information about affixes theories. Besides, they can also get information about examples of the actual application of suffixes and prefixes to a song. Therefore, this research is expected to be one of the sources for the other researchers who will research on the same topic.

D. Prior Research

This research conducted by considering several prior kinds of the research. The first prior research was conducted by Euis Meinawati and Sufi Alawiyah, entitled "Affixation in the Script Song *"Hall of Fame""*. The descriptive qualitative technique was utilized as the research method. The research makes the song lyrics of a *hall of fame* the primary source.

This research has similarities and differences with the first prior research. The similarity lies in the similarity of research topics and research methods. Both of these studies discuss the use of affixes in oral documents. At the same time, the research method used in both studies is the qualitative research method. The differences between the two studies are in the research objectives and primary source research. Because this study aims to examine the most dominant types of affixes used in Adele's song, while the first prior research aims to know how the affixation process happens in the script song lyric *"hall of fame"*. Furthermore, the research's primary source is Adele's song

lyrics, while the primary source of the first research is the song lyric hall of fame.[3]

Besides, the second prior research was conducted by Dedi Rahman Nur and Ainul Kirom entitled "An Analysis of Derivational Affixes in Commencement speech By Steve Jobs". The research method is a descriptive qualitative method. The research data was taken from all *the Commencement speech's text by Steve Jobs* as the primary source.

This research has similarities and differences with the second prior research. The similarities are in the same research topics and research methods. Both of these studies discuss the use of affixes in oral documents. Meanwhile, the research method used in both studies is qualitative. The differences between the two studies are in the research objectives and primary source research. Because this study aims to examine the most dominant types of affixes used in Adele's song.

In contrast, the second prior research aims to know the derivational affixes in a *commencement speech by Steve Jobs*. The words themselves consist of root or base added by derivational affix that has been changed the part of speech. At the same time, the research's primary source is Adele's song lyrics, while the primary source of the second research is the text of the *Commencement speech By Steve Jobs*.[4]

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[3] Euis Meinawati & Sufi Alawiyah, *"Affixation in The Script Song Lyric ' Hall Of Fame ,'"* Research and Innovation in Language Learning 1, no. 2 (2018): 89–100.

[4] Dedi Rahman Nur, *"An Analysis of Derivational Affixes in Commencement Speech By Steve Jobs,"* Script Journal 1, no. 1 (2016): 25–35.

Moreover, Ro'aini and Fithrah Aulia Ansar conducted the third prior research entitled "Prefix and Suffix Analysis in Relation with Students English ability". The research method used the descriptive quantitative method. The research makes *the students' English ability* as the sample.

This research has similarities and differences with the third prior research. The similarity lies in the similarity of research topics. Both of these studies discuss the use of affixes in oral documents. In comparison, the research method used in both studies is qualitative. The two studies' difference lies in the research objectives, research method, and primary source research. Because this study aims to examine the most dominant types of affixes used in Adele's song, while the third prior research aims to know how far the students in is using affixes. The research method is qualitative, while the research method of the third research is quantitative. In comparison, the research's primary source is Adele's song lyrics, while the primary source of the third research is *the students' English ability*.[5]

From all the explanations above, the researcher intends to continue the first prior research using a different primary resource. In this case, the researcher used qualitative research on Adele's song to reveal the affixes phenomena contained in the song. This research does aim to reveal the affixation process in Adele's song and to find out the most dominant types of affixes found in Adele's song.

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[5] Fithrah Auliya Ansar and Ro'aini, "*Prefix and Suffix Analysis in Relation*", English Education: Jurnal Tadris Bahasa Inggris 12, no. 1 (2019): 49–61.

E. Research Method

   1. Types and characteristic of research

        In this research, the researcher used the qualitative method. The purpose of this study dictated the characteristics it should have. It has been cited that according to Creswell, Qualitative research is one of the research types that can be used in education scope beside quantitative and class room research. In qualitative research, the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically.[6]

        In qualitative research, several analysis methods can be used, for example phenomenology, ethnography and content analysis. Krippendorff defines content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.[7] Therefore, in this research, the researcher used content analysis technique to analyze the affixes in Adele's song lyrics

   2. Data source

        For gathering accurate information, the researcher needs accurate data from qualified source. Basically, data source is divided into two types, there are primary and secondary source. As it is explained by Donal Ary that

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[6] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (London: SAGE Publications, Inc, 2009),22.

[7] Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (Landon: SAGE Publications, 2004), https://doi.org/10.1103/PhysRevB.31.3460.

primary source are original documents, relics, remain, or artifact. Then secondary source is secondhand description written by someone who may have heard about an event from others did not directly experience.[8]

In this research, the primary source is Adele's song lyrics. Then, the researcher used the secondary data is other sources outside the song lyrics that are closed with the subject and support the primary data, such as text book, other undergraduate thesis and internet source.

3. Data Collection Technique

Creswell stated that in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information.[9] In collecting the data, the researcher needs the instrument. The instrument that used by the researcher is documentation. Meanwhile, Zina argues, "The term document" can refer to more than just paper and can include photographs, works of art and even television program."[10]

Documentation is a method used to obtain information from written sources, whether in the form of books, magazines, regulations, daily notes and so forth. In getting the data, the researcher used the documentation method to get the detail data about suffix and prefix used in Adele's song lyrics.

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[8] Donald Ary et al., *Introduction to Research in Education (Wadsworth: Nelson Education* (Wadsworth: Nelson Education, Ltd, 2010), 476.

[9] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches (London: SAGE publication,2009), 122*.

[10] Zina O'Leary, *The Essential Guide to Doing Research* (Landon: SAGE Publications, Inc, 2017), 177.

In collecting the data, there are some steps done by the researcher. Those are as follows:

a) Deciding Adele's song lyrics

b) Listening Adele's song

c) Reading Adele's song lyrics

d) Underlining the words in lyrics that contained suffix and prefix

e) Selecting and collecting the data systematically in accordance with the types and the meaning of affixes.

4. Data analysis technique

When conducting qualitative research, data analysis used during the data collection process. The process of analyzing, sorting, and grouping data in order to formulate working hypotheses and elevate them to conclusions or theories in research results is known as data analysis. Meanwhile, according to Bogdan data analysis is the process of systematically searching and arranging the interview transcripts. Field notes and other materials to increase your own understanding of the term and enable you to present what you have discovered to others.[11]

As Creswell state the process of data analysis involves preparing the data for analysis, reading through all the data, applying the code process, description, representation and interpretation.[12] In this research, the data are analyzed by using the some steps as follows:

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[11] R C Bogdan and S K Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods* (Boston: Pearson Education, Inc., 2007).

[12] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches 191.*

a. Identifying the data

    The researcher read the lyrics, identifies the affixes used in the lyrics, and gave the marks on each words attached with a affixes.

b. Classifying the data

    After identifying the data, the researcher classified the data depending on their types, formation and meaning.

c. Counting the data

    The data is calculated to find out which type affixes are more dominant in song lyrics of Adele.

d. Analyzing the process of the affixation

    The researcher analyzed the affixation process on prefix and suffix found in song Adele's song lyrics.

e. Displaying the data

    The researcher displayed the result of counting the data by using table and graphic.

f. Conclusion

    The last stage is to draw a conclusion from the data that has been examined. The researcher would draw a conclusion based on the findings after determining the solution to the study issue.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Affixes

1. The Definition of Morpheme

According to Katamba morpheme is used to refer to the smallest, indivisible units of semantic content or grammatical function words are made up of.[13] While Cartairs also states that morpheme is the smallest part of the word, or other linguistic units, which has semantics meaning.[14] However, according to Finegan morphemes are the components of a word that have meaning.[15]

A morpheme is a short linguistic segment that satisfies three criteria:[16]

a. It is a meaningful term or part of a word.

b. It cannot be divided into smaller meaningful parts without violation of its meaning or meaningless reminders.

c. It appears in a variety of verbal contexts and has a relatively stable meaning.

The researcher would deduce from the above theories that morpheme is the smallest element that cannot be divided into multiple elements and has

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[13] Francis Katamba, *English Words* (Landon and New York: Routledge, 1994), 22.

[14] Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure, Edinburgh Textbooks on the English Language* (Edinburgh: Edinburgh University Press, 2002), 16.

[15] Edward Finegan, *Language: Its Structure and Use*, 5. ed., internat. student ed (Boston, Mass.: Thomson Wadsworth, 2008), 41.

[16] Ratna Andhika Mahaputri, *"The Analysis Of Word Structure Viewed From English,"* *Jurnal Logika* XIV, no. 2 (2015): 128.

value. From the theories above, the researcher can conclude that morpheme is the smallest element than cannot be divided into several elements and has a meaning. The concepts of word and morpheme are distinct; a morpheme may stand alone or not. A term is made up of one or more morphemes. For example the word *uncomfortable* has three morphemes: *un-*, as a bound morpheme: *comfort*, as a free morpheme: and *–able*, as a bound morpheme. A morpheme is called a free morpheme if it can stand alone (example: two, tour, open, rice, and the other), or bound morpheme if it is used.

2. Affixes

a. The definition of Affixes

Affix is a general word for prefixes and suffixes. Because only root morphemes are free, affixes must be bound. "Affix is the generic word for bound morphemes that are added to roots and stems," according to Booij. Affixes are bound morphemes, but not all bound morphemes are affixes.[17] An affix, according to Katamba, is a morpheme that only appears when it is connected to another morpheme or morphemes, such as a root, stem, or base.[18] Affixes are morphemes that are not free in Andini and Pratiwi, in the sense that they must always be connected to a root morpheme.[19]

Affixes are binding morphemes that alter the root's fundamental meaning; they are either derivation or inflection, and they may occur

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[17] Booij, *The Grammar of Words*, 29.

[18] Francis Katamba, "*Morphology", (*New York: Martin's Press, 1993), 44.

[19] Sukma Nur Andini and Leni Pratiwi, *"Towers Novel and Its Contribution for Grammar Meaning Discourse"* 4, no. 1 (2013): 27.

before, after, or inside a base, and affixes are all morphemes that join to the root to form new words, according to the researcher.

b. Types of Affixes

Affixes are bound morphemes from another word or a different kind of the same word that bind to the stem of a word. The two types of affixes in English are prefixes and suffixes, which may be derivational or inflectional. Derivational affixes create new words. Inflectional affixes create new forms of the same word. Other types of affixes include:

1) Infixes

Infixes are affixes that are placed directly into a root or base. In English, there are no productive infixation processes, but there is a marginal process that comes close, which morphologists call "fuckin' infixation." In common spoken English, we will sometimes insert our favorite forbidden term or profanity − in American English, fucking, goddam, or frigging; in British English, bloody − into a base word:

Abso-fuckin-lutely

Fan-bloody-tastic

Ala-friggin'-bama

This form of infixation is used to emphasize and strengthen a phrase.

2) Circumfixes

Another kind of affix seen in languages is the circumfix. A circumfix consists of two parts: a prefix and a suffix, which when

combined form a new lexeme from a root. We do not regard the prefix and suffix to be distinct because neither produces the sort of lexeme, or possibly anything at all, on its own. This type of affixation is a type of parasynthesis.[20]

According to Charthy affix is an umbrella term for prefix and suffix (broadly speaking for all morphemes that are not roots).[21] According to Zapata affixes are classified into derivational affixes (derivational morphemes or derivations) and inflectional affixes (inflectional morphemes or inflections).[22]

1) Derivational affixes are morphemes that alter the context and/or part of speech (the syntactic category) of the words to which they are attached in order to create (or derive) new words. In English, derivational morphemes may be prefixes or suffixes.

2) Inflectional affixes, on the other hand, are morphemes with only grammatical purposes, such as referring to and giving extra-linguistic information about a word's real meaning (e.g., number, person, gender, case, etc.) and expressing syntactic connections between words (e.g. possession, comparison).

[20] Rochelle Lieber, *Introduction Morphology* (United States of America: Cambridge University Press, 2009), 76.

[21] Andrew Carstairs-mccarthy, *An Introduction to English Morphology : Words and Their Structure* (Edinburgh: Edinburgh University Press, 2002), 20.

[22] Argenis Zapata, *Types of Words and Word-Formation Processes in English* (Universidad de Los Andes, 2007), 2.

According to Katamba types of affixes can be classified into two there are suffix and prefix:[23]

1) Suffix

A suffix is a letter or group of letters added to the end of a base word to create a new, related term, according to Kurbegov.[24] Meanwhile, according to Richards and Schmidt, a suffix is a letter or sound, or a collection of letters or sounds, appended to the end of a word to alter its meaning or function.[25] Rugaiyah Suffix is an affix that is added after the base on the basic Katamba.[26]

The researcher concludes that a suffix is a kind of affixes that can be added to the end of the word. Typically the suffixes change the meaning and the word class of the base words. The following are the descriptions of derivational suffix which change the part of speech:

a) Verb Forming suffixes

The derivational suffixes that convert the words or morphemes to the verb are known as verb forming suffixes.

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[23] Francis Katamba, *English Word.* 42-47*,*

[24] Eliane Kurbegov, *French Vocabulary Building with Suffixes and Prefixes* (United States: McGraw-Hill Education, 2015), 10.

[25] Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 0 ed. (Routledge, 2013), 572, https://doi.org/10.4324/9781315833835.

[26] Rugaiyah, "Derivational and Inflectional Morphemes: A Morphological Analisis," *J-SHMIC* 5, no. 2 (2018): 73–86.

Table1. List of Verb Forming Suffixes

No	Word	Part of speech	Roots	Part of speech	Suffix
1	Idealize	Verb	Ideal	Adjective	*-ize*
2	Unionize	Verb	Union	Noun	*-ize*
3	Memorize	Verb	Memory	Noun	*-ize*
4	Feminize	Verb	Feminine	Noun	*-ize*
5	Humidify	Verb	Humid	Adjective	*-ify*

b) Noun Forming Suffix

Derivational suffixes that convert words or morphemes to nouns are known as noun forming suffixes, and include the following:

Table 2. List of Noun Forming Suffixes

No	Word	Part of speech	Roots	Part of speech	Suffix
1	Treatment	Noun	Treat	Verb	*-ment*
2	Happiness	Noun	Happy	Adjective	*-ness*
3	Thickness	Noun	Thick	Adjective	*-ness*
4	Curiosity	Noun	curios	Adjective	*-ity*
5	Assistant	Noun	Assist	Verb	*-ant*

c) Adjectives Forming Suffix

Adjectives that form suffixes are derivational suffixes that transform words or morphemes into adjectives, such as:

Table 3. List of Adjective Forming Suffixes

No	Word	Part of speech	Roots	Part of speech	Suffix
1	Readable	Adjective	Read	Verb	*-able*
1	Changeable	Adjective	Change	Noun	*-able*
3	Cultural	Adjective	Culture	Noun	*-al*
4	Colonial	Adjective	Colony	Noun	*-al*
5	Legendary	Adjective	Legend	Noun	*-ary*

d) Adverb-Forming Suffix

Derivational suffixes that convert words or morphemes into adverbs are known as adverb producing suffixes. For example: *drily, clearly, hotly, shortly, hardly, coldly, beautifully, quickly, and darkly*.

The following are the descriptions of inflectional suffix. The little inflection that has consists of suffixes rather than prefixes. Contains a sample of common inflectional suffixes:

Table 4: Example of Type Inflectional Suffixes

No	Inflectional Suffixes	Example
1	-s third person singular present	She wait-s at home
2	-ed past tense	She wait-ed at home
3	-ing progressive	She is eat-ing the donut
4	-s plural	She ate the donut-s.
5	-'s possessive	Dina's hair is short
6	-er comparative	Dina has short-er hair than Karin
7	-est superlative	Dina has the short-est hair

2) Prefix

Prefixes, according to Lieber, are bound morphemes that appear before the word's base.[27] Meanwhile, according to Katamba, a prefix is an affix that comes before a root, stem, or base, such as re-, un-, or in-. A prefix, according to Hogg, is a bound morpheme

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[27] Lieber, *Intriduction Morphology, 35*.

that comes before the root or stem.[28] The researcher concludes that a prefix is a kind of affix that may be added to the beginning of a word based on the above statement.

All prefix in English is considered as derivational so that the prefixes in English create new meaning or create words. According to Plag, the creation of a new meaning may be followed by the change part of speech or not. The prefixes un-, in-, il-, ir-, and dis- are often used to assign negative meaning to adjectives (and some verbs and nouns).[29] Most prefixes do not change part of speech. The prefixes which change the part of speech, for example, are the prefix dis-. The prefixes change the bases into nouns. The word dislike for example consists of the prefix dis- and the base like. The order prefixes which do not change part of speech are explained as follows:

a) Prefix in-

The prefix in- is the derivation bound morpheme mostly attached to adjectives. It does not change the part of speech either. The general meaning of prefix in- is negative meaning "not". For example: in- + active = inactive, which means not active, and in- + accurate = inaccurate, which means not accurate.

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[28] Richard Hogg, *An Introduction to Old English* (Edinburgh: Edinburgh University Press, 2002), 151.

[29] Stuart Redman, *English Vocabulary in Use Pre-Intermediate & Intermediate* (Cambridge: Cambridge University Press, 1997), 18.

Note:

(1) "In-" becomes "im-" when used before a root that begins with the letters 'm' or 'p,' as in immature, impatient, impartial, and unlikely, among other things. Similarly, in- becomes ir- before a word that begins with the letter 'r', and il- before a word that begins with the letter 'l,' as in irreplaceable, irreversible, unlawful, unreadable, and illiterate, among other things.

(2) The prefix "in-" is not necessarily associated with a negative connotation; it is often associated with the concepts of within or into, as in internal, import, insert, and income.[30]

b) Prefix un-

There are three kinds of prefix un- in English. The first is attached to adjectives to form new adjectives, and the second is attached to verb new verb, but not to nouns:

(1) "Un-" prefixes adjectives such as "uncommon," "unkind," "unhappy," and "unserious."

Based on examples above, the rule is un- + adjectives= new adjectives. The new adjective is indicated by the change of meaning. In the case the prefix un- means 'not'.

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[30] Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use Upper-Intermediate & Advanced* (Cambridge: Cambridge University Press, 1994), 18.

(2) Un- on verbs: untie, undress, unsnap and untwist.

When the second prefix un- is used with verbs, it signifies "to do," as opposed to "of."

(3) Un- on nouns: the example is *unchair, *unidea, *ungiraffe.

c) Prefix re-

It is the derivational bound morpheme re- that is connected to verbs in order to generate new verbs. Re- is an adverbial prefix that means 'again.' For example, re + take = retake signifies that the action should be repeated. The shift in meaning of the word 'again' indicates that it is a derivative term and not a new verb.

d) Prefix dis-

It is possible to attach the prefix dis- to a verb in order to create new verbs, a noun in order to create new nouns, and an adjective in order to create new adjectives using the derivational morpheme dis-. This prefix has many meanings, the most fundamental of which is the word "not." These are the meanings of the prefix "not":

(1) Dis- on verbs; dis- + approve = disapprove, it means not approve, dis- + connect = disconnect, it means not connect.

(2) Dis- on noun; In the case of dis- + harmony = disharmony, it refers to a lack of harmony, whereas dis- + information = Disinformation refers to a lack of information.

(3) "Dis-" is used as an adjective; dis- + able = disable means to make someone incapable to do a task, and dis- + honest = dishonest, it means not honest.

e) Prefix mis-

When the prefix mis- is added to a verb, it is known as a derivational morpheme and is used to create new verbs. Because of this prefix, the word "wrong" or "incorrectly" has a new meaning. For example, mis- + report = misreport indicates that something was reported incorrectly, and mis- + align indicates that something was aligned incorrectly.

f) Prefix non-

The prefix non- is a derivational morpheme that may be used to prefix adjectives and other words. The prefix has a variety of meanings, but its most fundamental meaning is "does not." For the example is non- + biological = nonbiological, it means not biological, and non- + sexual + noncommercial, means not commercial.

There are many additional prefixes that are used in English. Here is a list of prefixes that may be used to aid in the comprehension of difficult-to-understand words.

Table 5. List of Prefixes for Unfamiliar Words

No	Prefix	Meaning	Example
1	Semi	Half	semicircle, semiprecious, semicolon, semifinal
2	Anti	Against	antifreeze, antithesis, antitrust, antidote, antisocial
3	Auto	Of or by oneself	Autograph, autopilot
4	Bi	Two, twice	Bicycle, bilingual,
5	Mid	Middle	midterm, Midwest, midstream, midway, midnight
6	Under	Not enough	Underworked, underused
7	Super	Above	Supersonic, superstar, supernatural,
8	Mono	One/single	monotone, monopoly, monologue, monogamy, monochrome

B. The Concept of Song Lyrics

1. The Definition of Song Lyrics

a. Definition of Song

Song is one of the most well-known forms of literature in the ears of those who listen. On the basic Jamalus, in Wilya and Maryani a reveals that songs can be described as art works in singing to musical

instruments accompaniment.[31] Meanwhile on the basic Shen, in Mahin and Touran a song is a combination of music and lyrics processes many intrinsic merits, such as a kaleidoscope of culture, expressiveness, recitability, and therapeutic function, which render it an invaluable source for language teaching.[32] On the most fundamental level, Balitho et al., in Wisnu say that the song is meaningful repeated exposure to comprehensible input affects language acquisition.[33]

As a result of the above statement, the researcher concludes that song is a work of art in the form of a song that is a combination of music and lyrics which has many intrinsic benefits and a song can be expressive, convey love and emotions, tell memorable stories, make dreams come true, and remind us of the past, thus making it a source of language teaching priceless. The song can resonate in the hearts of the learners because the song has many themes and expressions.

b. The Benefit of Song

Music or a song may involve more than one of these learning opportunities-vocabulary developments, predictability features in a storyline or sequence, rhyming features, repetitions that reinforce, cultural literacy significance, concept development, appreciative listening

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[31] Wilya Setiawati and Maryani, *"An Analysis of Figurative Language in Taylor Swift' s Song Lyrics,"* Profesional Journal of English Education 01, no. 03 (2018): 261–68.

[32] *Mahin Rezaei and Touran Ahour, "The Effect of Listening to English Songs on Iranian EFL Pre- Intermediate Learners ' Listening Comprehension,"* The Journal of Applied Linguistics 8, no. 16 (2016): 159–76.

[33] Titis Wisnu Wijaya, "The Effectiveness of Songs for Teaching Speaking," *Journal of Foreign Languange Teaching and Learning* 3, no. 2 (2018), 78.

features, purposeful listening aspects, discriminative listening opportunities, and creative listening experiences.[34]

Furthermore, songs convey valuable cultural information and deal with topics that are relevant to students. The lyrics focus on a theme that children are interested in, and they can be used to encourage further speaking, reading, drawing, and writing practices, as well as provide extra practice for students. Another benefit of using song according to Rumley, the French coordinator of the Kent project, argues that children enjoy songs and that it is important for language learners to feel motivated and the success they experience in participating in the activities contributes to the development of positive attitudes which they take with them to their secondary schools. Songs also offer an opportunity and a context for untedious repetition and reinforce listening and communicating since all the children must focus for the duration of the operation.

Likewise, Sarıçoban and Metin in trying to argue examples of integrated sources and techniques clarify the use of songs as songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs provide a change from the monotony of the classroom. They are invaluable tools for students to improve their listening, speaking, reading, and writing skills. Songs can also be used to teach sentence patterns, vocabulary, grammar, rhythm,

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[34] Jeanne M. Machado, *Early Childhood Experiences in Laguage Arts* (USA: WADSWORTH CENGAGE Learning, 2013), 226.

adjectives, and adverbs, among other things. Students who are normally stressed while speaking English in a classroom setting will find that learning English through songs offers a non-threatening environment.[35]

c. Definition of Lyrics

In Firdaus, lyrics are written to communicate between the author and the listeners on the basic Dallin. Most of the time, they carry a message (whatever that might be) to motivate the listeners, at least, to think about it. Such a purpose and form of interaction are embedded in the cultural context of these people, according to their musical preferences, time, etc.[36] Based on Oxford Learner's Pocket Dictionary, in Purnamasari a lyrics is a song containing words or sentences that contain messages to listeners.[37]

Based on the statement above, the researcher concludes that the lyrics are songs that contain words or sentences that contain messages and are used for communication between the writer and the listener. Song lyrics are expressions of songwriters from within about something that has been seen, heard, or experienced. In Purwanti, stated that a song contains language exposition used by a composer to express her/his feeling, thought, and willingness on the basis of Bull. Bertilo and Bassaci stated the Song lyric has a message which contained and delivered

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[35] Mustafa Şevik, *"Teacher Views about Using Songs in Teaching English to Young Learners,"* Educational Research and Reviews 6, no. 21 (2011): 1027–35, 1029.

[36] Edwan Ali Firdaus, *"Textual Meaning in Song Lyrics,"* Passage 1, no. 1 (2013): 99–106.

[37] Ita Purnamasari, *"An Analysis of Connotative Meaning on Justin Bieber's Song Lyrics,"* PIONEER: Journal of Language and Literature 10, no. 2 (2018): 156.

depending on how the composer put the words in the lyrics. Moreover, Wellek and Warren stated that by song lyric's a message which oral or written has the function to create an image for the listener and has multiple meaning.[38]

Based on the statement above, the researcher concludes that song lyric is expressing direct personal feelings, of or for singing, words of a song and lyrical is expressing strong emotion in an imaginative way.

2. Adele's Song Lyrics

a. The Brief Story of "Adele"

Adele Laurie Blue Adkins is an English singer and songwriter who was born on May 5, 1988, in Tottenham, London, England. She is the daughter of Adele Laurie Blue Adkins and David Adkins.

Figure 1. Adele Laurie

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[38] Yuli Purwanti, "*An Analysis on the Use of Derivational and Inflectional Morphemes in English Song Lyrics on Maher Zain's 'Forgive Me' Album,*" Channing: Journal of English Language Education and Literature 5, no. 2 (2020): 57–62.

Adele received her first recording deal with XL Recordings in 2006 after a friend posted a demo of her song to Myspace that same year. Adele graduated from BRIT School in 2006 and began her career as a recording artist. In 2007, she was awarded the Critics' Choice Award at the Brit Awards, and she was voted the winner of the BBC Sound Poll in 2008. Her first studio album, 19, which was released in 2008, was a financial and critical triumph for her. In the United Kingdom, the album was certified seven times platinum, while in the United States, it was certified double platinum. After making an appearance on Saturday Night Live in late 2008, she saw a significant increase in her popularity in the United States. In 2009, we won prizes for Best Newcomer and Best Female Pop Vocal Performance at the 51st Annual Grammy Awards, which were held in Los Angeles.

Adele's studio album excellent, 21 was released in the first quarter of 2011. Adele earned a slew of accolades in 2012 for her sophomore album, which was highly acclaimed and managed to replicate the popularity of her first album. She collected six Grammy Awards, two Brit Awards, and three American Music Awards for the album. Currently, the album has been certified sixteen times platinum in the United Kingdom, making it the fourth best-selling album in the country's history. In the United States, 21 became the longest-running album to debut at the top of the Billboard 200 album chart since 1985, and it was awarded Diamond certification by the Recording Industry

Association of America. This album has sold more than 31 million copies across the globe.

Due to the popularity of Adele's album 21, she has set a number of global records, which are included in the Guinness Book of World Records. With three singles in the top 10 at the same time, Adele has become the first female performer in Billboard Hot 100 history to do so. She is also the first female performer to have two albums charting in the top five of the Billboard 200 and two singles charting in the top five of the Billboard Hot 100 at the same time. 21, the singer's longest female solo album, debuted at number one on the Billboard 200 in both the United States and the United Kingdom in 2007. A year later, she released "Skyfall," a song that she had written and recorded for the James Bond film of the same name. This song was nominated for a Grammy Award, a Golden Globe Award, and an Academy Award, all of which were awarded to it. Adele's third studio album, 25 (which was released in 2015), was her first after a three-year sabbatical. 25 went on to become the best-selling album of the year and broke the record for the quickest album sales in both the United States and the United Kingdom, according to Billboard. The first single, "Hello," went on to become the first song to sell one million copies. In the United States, one million downloads were made in one week.

Adele was awarded "Artist of the Year" by Billboard magazine in 2011 and 2012. Also in 2012, she was named the sixth most influential woman in music by VH1's edition of the 100 Greatest Women in Music list. For the second time, the magazine "Time" was designated one of the world's most important people in 2016 and 2016. Adele is one of the best-selling artists in the world, having sold more than 100 million albums worldwide.[39]

b. Song lyrics

The song lyrics from Adel that researchers will analyze in this study are several songs from Adel with the title:

a) Hello[40]

Hello, it's me

I was wondering if after all these years you'd like to meet

To go over everything

They say that time's supposed to heal,

But I ain't done much healing

Hello, can you hear me

I'm in California dreaming about who we used to be

When we were younger and free

I've forgotten how it felt before the world fell at our feet

There's such a difference between us

And a million miles

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[39] https://id.wikipedia.org/wiki/Adele/ on Mei 3 2021 at 0:21 a.m.
[40] https://www.elyrics.net/read/a/adele-lyrics/hello-lyrics.html. On June 14 2021 at 05.00 a.m.

Hello from the other side

I' must've called a thousand times

To tell you I'm sorry for everything that I've done

But when I call you never seem to be alone

Hello from the outside

At least I can say that I've tried

To tell you I'm sorry for breaking you heart

But it don't matter, it clearly doesn't tear you apart anymore

Hello, how are you?

It's so typical of me to talk about myself, I'm sorry

I hope that you're well

Did you ever make it out of that town nothing ever happened?

It's no secret that the both of us

Are running out of time

b) My Same[41]

You said I'm stubborn and I never give in

I think you're stubborn 'cept you're always softening

You say I'm selfish, I agree with you on that

I think you're giving out in way too much in fact

I say we've only known each other a year

You say I've known you longer my dear

You like to be so close, I like to be alone

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[41] https://www.elyrics.net/read/a/adele-lyrics/my-same-lyrics.html. On June 14 2021 at 05:12 a.m.

I like to sit on chairs and you prefer the floor

Walking with each other, think we'll never match at all,

But we do, but we do, but we do, but we do

I thought I knew myself, somehow you know me more

I've never known this, never before

You're the first to make up whenever we argue

I don't know who I'd be if I didn't know you

You're so provocative, I'm so conservative

You're so adventurous; I'm so very cautious, combining,

You think we would and we do, but we do, but we do,

Favoritism ain't my thing but, in this situation I'll be glad

Favoritism ain't my thing but,

In this situation I'll be glad to make an exception

c) All I Ask[42]

I will leave my heart at the door

I won't say a word

They've all been said before, you know

So why don't we just play pretend

Like we're not scared of what is coming

Next or scared of having nothing left

Look, don't get me wrong

I know there is no tomorrow

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[42] https://www.elyrics.net/read/a/adele-lyrics/all-i-ask-lyrics.html. On June 14 2021 at 05:12 a.m.

All I ask is

If this is my last night with you

Hold me like I'm more than just a friend

Give me a memory I can use

Take me by the hand while we do what lovers do

It maters how this ends

Cause what if I never love again?

I don't need your honesty

It's already in your eyes and I'm sure my eyes, they speak for me

No one knows me like you do

And since you're the only one that matters

Tell me what do I run to?

Let this be our lesson in love

Let this be the way we remember us

I don't wanna be cruel or vicious

And I ain't asking for forgiveness

All I ask is

CHAPTER III

RESEARCH RESULT AND DISCUSSION

In this section, the researcher took the data by Adele's song lyrics a document as source data and finding the data appropriate for two of the research questions mentioned in chapter one. There are two sub-chapters of this part, the first is data findings and the second is analysis.

A. Findings

The purpose of this study was to find the affixes found in Adele's song lyricsand words that consist of root of base added by affixes that have been changed the part of speech of the root. The data of this research was taken from Adele's song title "*Hello, My same* and *All I ask*". The following tables are going to show the words of lyrics Adele, roots, types of affixes and note which is found in Adele's song lyricstitle "*Hello, My same* and *All I ask*".

Table 6. Types of Affixes in "Hello" Adele's Songs Lyric

No	Word Found	Roots	Types of Affixes		Note
			Suffix	Prefix	
1	Wondering	Wonder	-ing		Verb
2	Healing	Heal	-ing		Noun
3	Breaking	Break	-ing		Verb
4	Running	Run	-ing		Adjective
5	Years	Year	-s		Plural
6	Miles	Mile	-s		Plural
7	Times	Time	-s		Plural

8	Supposed	Suppose	-ed		Adjective
9	Called	Call	-ed		Adjective
10	Happened	Happen	-ed		Verb
11	Younger	Young	-er		Adjective
12	Forgotten	Forgot	-en		Adjective
13	Clearly	Clear	-ly		Adverb

The table above shows that are 13 words attached with a suffix and not found word attached with a prefix in song lyrics *Hello*. The suffixes attached to the words are; *-ing (4), -s (3), -ed (3), -er (1), -en (1),* and *-ly (1)*.

Table 7. Types of Affixes in "My Same" Adele's Songs Lyric

No	Word Found	Roots	Types of Affixes		Note
			Suffix	Prefix	
1	Softening	Soften	-ing		Adjective
2	Giving	Give	-ing		Noun
3	Walking	Walk	-ing		Noun
4	Combining	Combine	-ing		Verb
5	Selfish	Self	-ish		Adjective
6	adventurous	Adventure	-ous		Adjective
7	Favoritism	Favorite	-ism		Noun
8	Situation	Situate	-ion		Verb
9	exception	Except	-ion		Noun

The table above shows that are 9 words attached with a suffix and not found word attached with a prefix in song lyrics *My Same*. The suffixes to the words are; *-ing (4), -ish(1), -ous (1), -ism (1),* and *–ion (2)*.

Table 8. Types of Affixes in "All I Ask" Adele's Songs Lyric

No	Word Found	Roots	Types of Affixes		Note
			Suffix	Prefix	
1	Scared	Scare	-ed		Adjective
2	Coming	Come	-ing		Noun
3	Lovers	Love	-s		Plural
4	Ends	End	-s		Plural
5	Honesty	Honest	-ty		Noun
6	Already	Ready		Al-	Adverb
7	Remember	Member		Re-	Verb
8	Forgiveness	Forgive	-ness		Noun

The table above shows that are 6 words attached with a suffix and there are 2 words attached with a prefix in song lyrics *All I ask*. The suffixes attached to the words are; *-ed (1), -ing (1), -s (2), -ty (1),* and *–ness (1)*. The prefixes attached to the words are; *Al- (1),* and *Re-(1).*

As the purpose of the research is finding the affixes which concluded the bases or roots of the words in Adele's song lyrics, the table above is showing how to analyze the affixes and the roots. It shows that analyzing the affixes in Adele's song lyrics's by separating the affixes and the roots. So it was clearly obtained affixes and the roots of words.

From the table above, there are affixes that are found in Song Adele's song lyricsthat will be shown in table below:

Table 9. The Number of Affixes

No	Song	Types Number of Affixes	
		Suffix	Prefix
1	Hello	13	0
2	M same	9	0
3	All I ask	6	2
Total		28	2

From the table above, it shows that there are 28 suffixes and 2 prefixes from Adele's song lyrics. The first lyrics of Adele's song is *Hello* there are 13 suffixes, namely *–ing (4), -s (3), -ed (3), er (1), -en (1),* and *–ly (1).* The first Adele's song has the dominant suffix *–ing.* The second lyrics of Adele's song is *My Same* there are 9 suffixes, namely *–ing (4), -ish (1), -ous (1), -ism (1),* and *–ion (2).* The second Adele's song has the dominant suffix *–ing.* The third lyrics of Adele's song *All I Ask* there are 6 suffixes (*–ed (1), -ing (1), -s (2), -ly (1),* and *-ness (1)*), and 2 prefixes (*Al- (1)* and *Re- (1)).* The third Adele's song has a dominant suffix *–s.* The table above shows that suffix is the most dominant in song Adele's song lyrics.

B. Discussion

   1. The Most Dominant Types of Affixes

       The following figure is to show the percentage of affixes found in Adele's song lyrics tittles *Hello, My Same* and *All I Ask*.
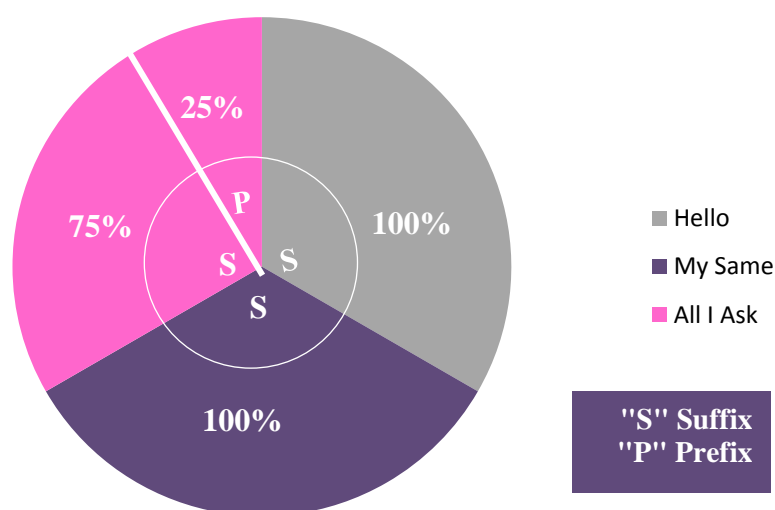

Figure 2. The Percentage of Affixes

       The researcher has found the types of affixes in Adele's song lyrics there are two types of affixes. Affixes in Adele's song lyricsby using Francis Katamba theory, there are two types of affixes. The two types of affixes are suffix and prefix.

       First, the researcher analyzed the first song with the title *Hello* by adele's. From the *Hello* song, the researcher found data that the song *Hello* has the percentage 100% suffixes and 0% prefix. The words of suffixes that contain suffixes in the lyrics of the song *hello* there are: wondering, years, supposed, healing, younger, forgotten, miles, called, times,

breaking, clearly, happened, and running. From the words found from the lyrics of the song *Hello*, it contains an affix at the end of the sentence which indicates a suffix.

Second, the researcher analyzed the second song with the title *My Same* by Adele's. From the song *My Same*, the researcher found data that the song *My Same* has the percentage 100% suffixes and 0% prefix. The words of suffixes that contain in the lyrics of the song *My Same* there are: softening, selfish, giving, walking, adventurous, combining, favoritism, situation and exception. From the words found from the lyrics of the song *my same*, it contains an affix at the end of the sentence which indicates a suffix.

Third, the researcher analyzed the third song with the title *All I Ask* by Adele's. From the song *All I Ask* the researcher found data that the song *All I Ask* has more the percentage 75% suffixes than 25% prefixes, the words of suffixes that contain in the lyrics of the song. There are scared, coming, lovers, ends, honesty, and forgiveness. The words of prefixes that contain in the song lyrics: namely already, and remember. From the words found from the lyrics of the song *All I Ask*, there are more affixes at the end of the sentence that signify the suffix than at the beginning of the sentence, namely the prefix.

2. **The Affixation Process of Suffix and Prefix in Adele's Song**

Affixation is the process of affixing to a basic word, which becomes the basic word in the affixation process is the smallest form that

cannot be segmented again. [43] In the affixation process, the researcher analyzed the affixation process of suffixes and prefixes. Based on the analysis in tables 6, 7, and 8 the researchers found the affixation process which has been shown in table 2. The explanation of the affixation process is clearly described as follows:

a. The Process of Suffix and Prefix in Lyrics Hello

1) Wondering

The word *wondering* in a lyric "I was **wondering** if after all these years you'd like to meet". The word *wondering* has a root *wonder* that is noun. The word comes +*ing* is verb in that sentence. It has the verbal suffix −*ing* which can be classified as a signifies verb in the past future. The suffix −*ing* is a suffix that means can change the word class of the root. The suffix −*ing* has the function to change into the past future because of what happened going to happen in the future.

```
              Wondering
              /         \
        Wonder          -ing
          |               |
         Noun           Suffix
```

---
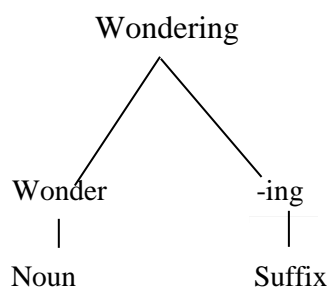
[43] Bram Denafri, Mery Melati, and Sabri Koebanu, *"Affixation Process in Sundanese,"* *Jurnal Arbitrer* 6, no. 2 (2019): 87, https://doi.org/10.25077/ar.6.2.87-91.2019.

2) Years

The word **years** in a lyric "I was wondering if after all these **years** you'd like to meet". The word **years** has a root **year** that is a noun. The word **year**+*s* is plural in that sentence. It has the verbal suffix −*s* which can be classified as a signifies plural.

```
              Years
              /    \
            /        \
         Year         -s
          |            |
         Noun        Suffix
```
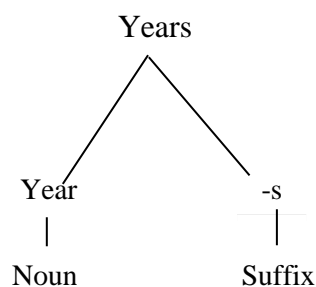
3) Supposed

The word **supposed** in a lyric "They say that time's **supposed** to heal". The word **supposed** has a root **suppose** that is a verb. The word suppose+*ed* is an adjective. Suffix −*ed* which can as a signifies adjective in past form. The suffix −*ed* is an suffix that means does not change the word class of the root. The suffix −*ed* has function to change the tense into past form because in the sentence it happens in past time.

```
              Supposed
              /      \
            /          \
        Suppose        -ed
           |            |
         Verb         Suffix
```
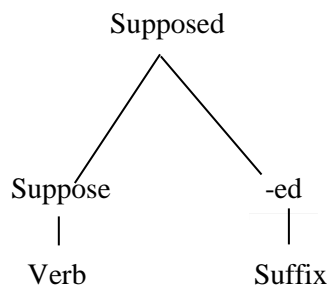
4) Healing

The word **healing** in a lyric "but I ain't done much **healing**". The **word** healing has a root **heal** that is a verb. The words heal+*ing* is a noun in that sentence. It has the verbal suffix –*ing* which can be classified as a signifies noun past future. The suffix –*ing* an inflectional that means can change the word class of the root. The suffix –*ing* has the function to change into in the past future because of what happened going to happen in the future.

```
                Healing
               /       \
            Heal       -ing
             |           |
           Verb        Suffix
```
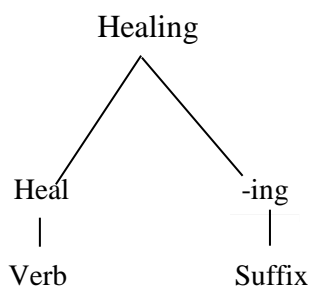
5) Younger

The word **younger** in lyric "When we were **younger** and free. The word **younger** has a root **young** that is an adjective". The word young+*er* is noun.

```
                Yonger
               /      \
           Young      -er
             |          |
           Verb       Suffix
```
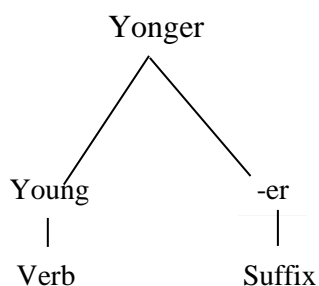
6) Forgotten

The word **forgotten** in a lyric "I've forgotten how it felt before the world fell at our feet". The word **forgotten** has a root **forgot** is a verb. The word forget+*en* is an adjective. It has the verbal suffix –*en* which can be classified as a signifies adjective past form. The suffix –*en* is an inflectional suffix that means does not change the word class of the root. The suffix –*en* has the function to change the tense into past form because in the sentence it happens in past time.

```
               Forgotten
                /      \
           Forgot      -en
             |          |
           Verb       Suffix
```
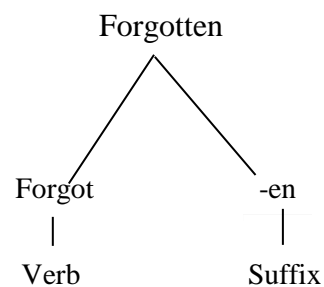
7) Miles

The word **miles** in a lyric "And a million **miles**". The word **miles** has a root **mile** that is a noun. The word **mile**+*s* is plural in that sentence. It has the verbal suffix –*s* which can be classified as a signifies plural.

```
               Miles
               /    \
            Mile     -s
             |        |
           Noun     Suffix
```
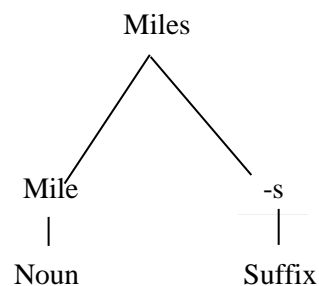
8) Called

The word **called** in a lyric "I' must've **called** a thousand times". The word **called** has a root **call** that is a verb. The word call+*ed* is an adjective. It has the verbal suffix −*ed* which can be classified as a signifies adjective past form. The suffix −*ed* is an inflectional suffix that means does not change the word class of the root. The suffix −*ed* has the function to change the tense into past form because in the sentence it happens in past time.
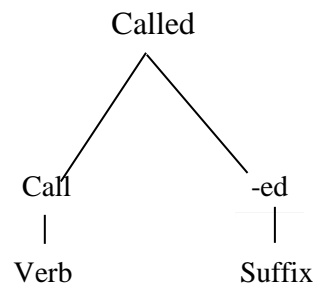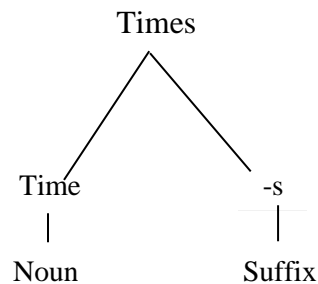
```
              Called
              /     \
           Call      -ed
            |         |
          Verb      Suffix
```

9) Times

The word **times** in a lyric lyric "I' must've called a thousand **times**". The word **times** has a root **time** that is a noun. The word **time**+*s* is plural in that sentence. It has the verbal suffix −*s* which can be classified as a signifies plural.

```
              Times
              /     \
           Time      -s
            |         |
          Noun      Suffix
```

10) Breaking

The word **breaking** in lyric "To tell you I'm sorry for **breaking** you heart". The word **breaking** has a root break that is verb. The word break+*ing* is noun.

Breaking

Break   -ing

Verb   Suffix
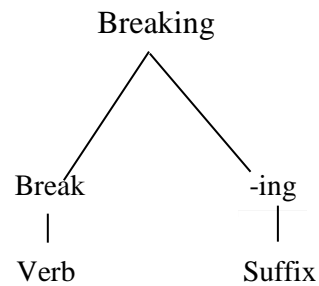
11) Clearly

The word **clearly** in a lyric "But it don't matter, it **clearly** doesn't tear your apart anymore". The word **clearly** has a root **clear** that is an adjective. The word **clear**+*ly* is an adverb. It has the verbal suffix −*ly* which can be classified as signifies adverb.

Clearly

Clear   -ly

Adjective   Suffix
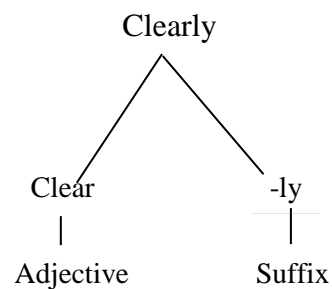
12) Happened

The word **happened** in lyric "Did you ever make it out of that town nothing ever **happened**". The word **happened** has a

root **happen** that is a verb. The word happen+*ed* is a verb past

tense.

Happened

Happen   -ed

Verb   Suffix
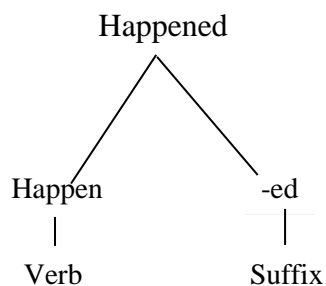
13) Running

The word **running** in lyric "Are **running** out of time".

The word **running** has a root **run** that is a verb. The word

run+*ing* is an adjective. It has a verbal suffix –*ing* which can be

classified as a signifies adjective in the past future. The suffix -*ing*
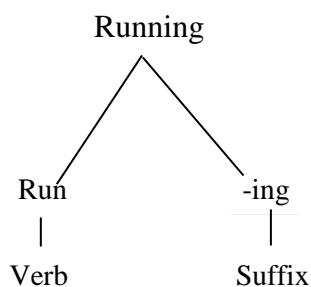
an inflectional suffix that means can change the word class of the

root. The suffix –*ing* has the function to change into the past

future because of what happened going to happen in the future.

Running

Run   -ing

Verb   Suffix

b. The Process of Suffix and Prefix in Lyrics My Same

1) Softening

The word **softening** in lyric "I think you're stubborn 'cept

you're always **softening**". the word **softening** has a root **soften**

that is verb. The word soften+*ing* is noun. It has a verbal suffix –*ing* which can be classified as a signifies noun in the past future. The suffix -*ing* an inflectional suffix that means can change the word class of the root. The suffix –*ing* has the function to change into the past future because of what happened going to happen in the future.
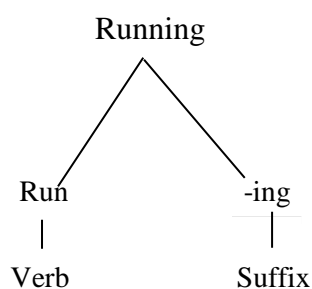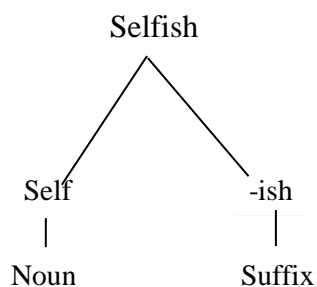
```
            Running
            /      \
         Run        -ing
          |           |
        Verb        Suffix
```

2) Selfish

The word **selfish** in a lyric "you say I'm **selfish**". the word **selfish** has a root **self** that is noun. The word self+*ish* is adjective. It has a verbal suffix -*ish* which can be classified as a signifies adjective.

```
            Selfish
            /      \
        Self        -ish
          |           |
        Noun        Suffix
```

3) Giving

The word **giving** in a lyric "I think you're **giving** out in way too much in fact". The word **giving** has a root **give** that is verb. The words give + *ing* is noun. It has a verbal suffix –*ing*

which can be classified as a signifies noun. The suffix *-ing* an inflectional suffix that means can change the word class of the root.

```
                Giving
                /    \
              /        \
           Give        -ing
            |            |
          Noun         Suffix
```
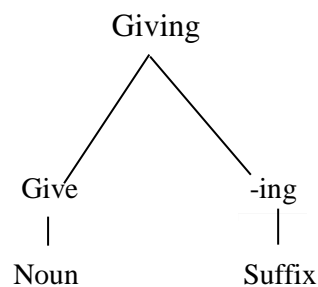
4) Walking

The word walking in a lyric "**Walking** with each other, think we'll never match at all". The word **walking** has a root **walk** that is noun. The word walk+*ing* is verb. It has a verbal suffix –*ing* which can be classified as a signifies verb. The suffix *-ing* an inflectional suffix that means can change the word class of the root.

```
                Walking
                /    \
              /        \
           Walk        -ing
            |            |
          Noun         Suffix
```
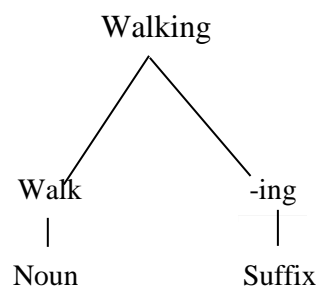
5) Adventurous

The word **adventurous** in a lyric "You're so **adventurous**". The word **adventurous** has a root **adventure** that is noun. The word adventure+*ous* are an adjective in that

sentence. It has a verbal suffix –ous which can be classified as a signifies adjective.

```
            Adventurous
             /        \
        Adventure      -ous
            |           |
          Noun        Suffix
```
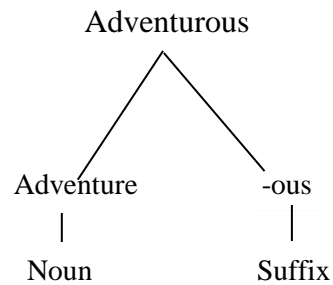
6) Combining

The word **combining** in lyric "You're so adventurous; I'm so very cautious, **combining**". The word **combining** has a root **combine** that is verb. The word of combine +*ing* is verb past tense.

```
            Combining
             /        \
        Combine       -ing
            |           |
          Verb        Suffix
```
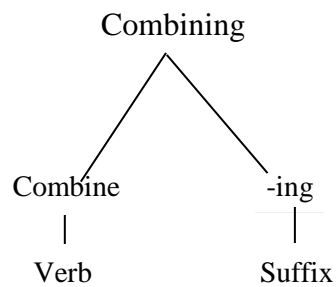
7) Favoritism

The word **favoritism** in lyric "**favoritism** ain't my thing but". The word **favoritism** has a root **favorite** that is a noun. The word favorite+*ism* is noun in that sentence. It has same a part of speech but has a different meaning.

```
                    Favoritism

            Favorite              -ism
               |                    |
             Noun                 Suffix
```
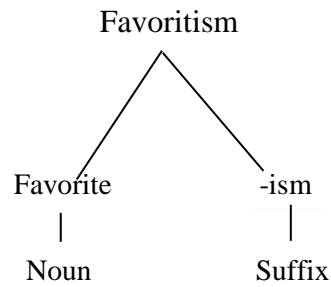
8) Situation

The word **situation** in lyric "in this **situation** I'll be glad to make an exception". The word **situation** has a root **situate** that is verb. The word situate+*ion* is noun in that sentence.it has a verbal suffix –ion which can be classified as a signifies noun.

```
                    Situation

            Situate               -ion
               |                    |
             Verb                 Suffix
```
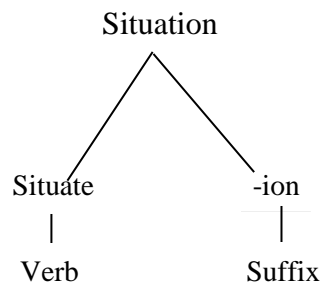
9) Exception

The word **exception** in lyrics "in this situation I'll be glad to make an **exception**". The word **exception** has a root **except** that is verb. The word except+*ion* is noun in that sentence. It has a verbal suffix-ion whixh can be calsified as a signifies noun.

```
                    Exception

            Except                -ion
               |                    |
             Verb                 Suffix
```
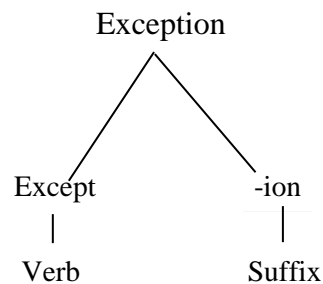
c. The Process of Suffix and Prefix in Lyrics All I Ask

   1) Scared

        The word **scared** in lyric "Like we're not **scared** of what is coming". The word **scared** has a root **scare** that is a verb. The word scare+*ed* is an adjective in that sentence. It has the verbal suffix –*ed* which can be classified as a signifies adjective in past form. The suffix –*ed* is an inflectional suffix that means does not change the word class of the root. The suffix –*ed* has the function to change the tense into past form because in the sentence it happens in past time.

Scared

Scare   -ed

Verb   Suffix

   2) Coming

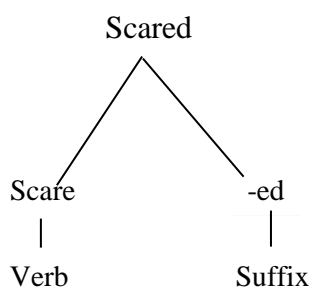   The word **coming** in lyrics "Like we're not scared of what is **coming**". The word **coming** has a root **come** that is an verb. The word come+*ing* is an adjective in that sentence. It has the verbal suffix –*ing* which can be classified as a signifies adjective in the past future. The suffix –*ing* is an inflectional suffix that means can change the word class of the root. The suffix –*ing* has

a function to change into in the past future because of what happened going to happen in the future.

```
              Coming
             /      \
          Come      -ing
           |          |
         Verb       Suffix
```
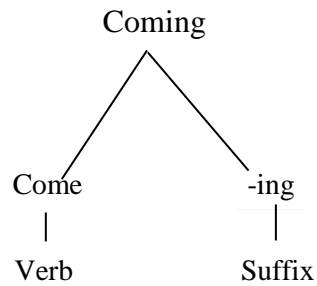
3) Lovers

The word **lovers** in the lyric "Take me by the hand while we do what **lovers** do". The word **lovers** have a root **lover** that is a noun. The word lover+*s* is plural in that sentence. It has a verbal suffix −*s* which can be classified as a signifies plural.

```
              Lovers
             /      \
          Love       -s
           |          |
         Noun       Suffix
```
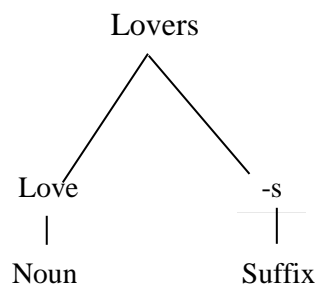
4) Ends

The word **ends** in a lyric "It matters how this **ends**". The word **ends** come from the word **end** that is a noun. The word end+*s* is plural in that sentence. It has the verbal suffix −*s* which can be classified as a signifies plural.

```
                          Ends
                          / \
                         /   \
                        /     \
                    End        -s
                     |          |
                   Noun       Suffix
```
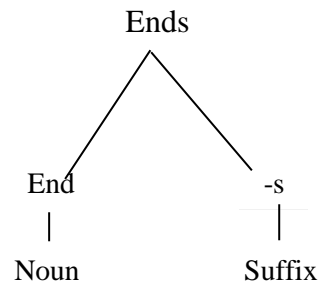
5) Honesty

The word **honesty** in a lyric "I don't need your **honesty**".
The word **honesty** has a root **honest** that is an adjective. The
word honest+*y* is a noun in that sentence. It has a verbal suffix –*y*
which can be classified as a signifies noun.

```
                        Honesty
                        / \
                       /   \
                      /     \
                 Honest       -y
                   |           |
                Adjecti      Suffix
```
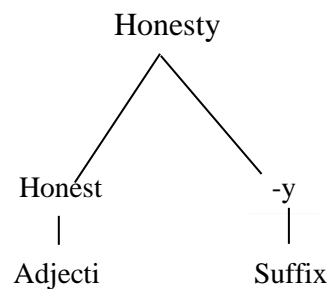
6) Already

The word **already** in a lyric "It's **already** in your eyes and
I'm sure my eyes, they speak for me". The word **already** has a
root **ready** that is an adjective. The word *al*+ ready is adverb. It
has a verbal prefix *al-* which ca be classified as a signifies adverb.

```
                    Already
                    /     \
                   /       \
                  /         \
                Al-         Ready
                 |            |
               Prefix      Adjecive
```
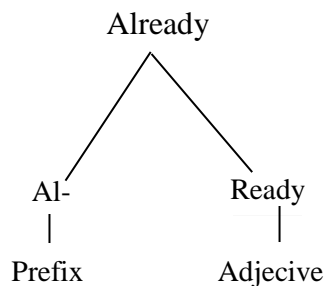
7) Remember

The word **remember** in lyric "Let this be the way we **remember** us". The word **remember** has a root **member** that is a noun. The word *re*+member is a verb in that sentence. It has the verbal prefix *re-* which can be classified as a signifies verb.

```
                    Remember
                    /      \
                   /        \
                  /          \
                Re-         Member
                 |            |
               Prefix       Noun
```
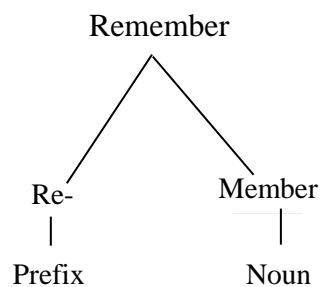
8) Forgiveness

The word **forgiveness** in lyric "And I ain't asking for **forgiveness**". The word **forgiveness** has a root **forgive** is the verb. The word forgive+*ness* is a noun in that sentence. It has the verbal suffix –*ness* can be classified as a signifies noun in the present tense. The suffix –*ness* a suffix inflectional that means can change the word class of the root. The suffix –*ness* has a function

to change into in the present tense because of what happened

going to happen in the present tense.

```
              Forgiveness
                  /\
                 /  \
                /    \
           Forgive   -ness
              |         |
            Verb      Suffix
```
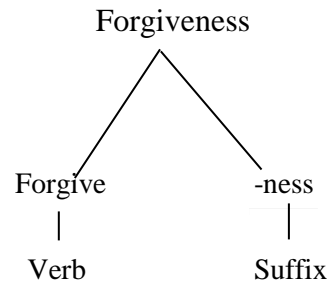
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher discusses the conclusion of this research entitled *An Analysis of Affixes in Adele's song lyrics's*. The conclusion is concluded from the research result and discussion that had been analyzed by the researcher. The first is the most dominant types of affixes. The researcher analyzed 2 types of affixes, namely, suffix and prefix.

The researcher found 30 affixes that exist in Adele's song lyrics from the song titled hello, my same and all I ask. In the first song lyrics "Hello" there are 13 suffix and 0 prefix; suffix –ing(4), -s (3), ed (3), -er (1), en (1), and –ly (1). In the second song lyrics "My Same" there are 9 suffix and 0 prefix; suffix –ing (4), -ish (1), -ous (1), -ism (1), and-ion (2). In the third song lyrics "All I Ask" there are 6 suffix and 2 prefix; suffix –ed (1), -ing (1), -s(2), -ty(1), ness (1) and prefix al- (1), re- (1). This means the most dominant of afffixes in Adele's song lyrics is suffix.

The second is the affixation process of suffix and prefix. Of the 30 affixes of the affixation process of suffix and prefix, there are 28 words of suffix and 2 words of prefix. In the first lyric there are affixation processes; noun to verb (1), plural (3), verb to adjective (4), verb to noun (2), adjective to noun (1), adjective to adverb (1), and verb to verb (1). In the second lyric there are affixation processes; verb to noun (4), noun to adjective (2), noun to verb

(1), verb to verb (1), and noun to noun (1). In the third lyric there are affixation process; verb to adjective (2), plural (2), adjective to noun (1), adjective to adverb (1), noun to verb (1), and verb to noun (1).

B. Suggestion

From the conclusion above, the researcher recommends some suggestions. The following suggestion is as follows:

1. For the students

    For the students particularly in the English department, the result of this study can be used as a source the students to learn more about affixes, as it can help students to understand the types of affixes.

2. For the teacher

    Teachers and educators should give students experience and material about affixes so that students have a better understanding of affixes.

3. For the other researcher

    The researcher hopes that the result of this study can be used as a reference to other researchers who want to know about affixes and literary works, particularly in a song lyric.

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APPENDICES

Appendices

1. The Blueprint of Affixes

2. The Song lyrics of Adele

3. Observation Sheet

1. **The Blueprint of Affixes**

No	Theory	Indicators	Sub Indicators
1.	Affixes are bound morphemes that never occur on their own and they have semantic holes in their structure, so they must be joined to other morphemes to fill them.[44]	- Combination of derivational affixes or inflectional affixes and they may occur before, after, or inside a base. - Having a common way of creating a new word or new function	The researcher will analyze the affixes that have a combination of derivational affixes or inflectional affixes and they may occur before, after, or inside that serve as a common way of creating a new word or new function in the song Adele's song lyrics.
2.	Affixation is the process of affixing to a basic word, which becomes the basic word in the affixation process is the smallest form that cannot be segmented again.[45]	- Process of deriving a new word by adding an affix, namely a bound morpheme, to a root or base. - The basic word can result in changes in form, class of words, or changes in meaning in the basic words.	The researcher will analyze the affixation that have the process of deriving a new word by adding an affix, namely a bound morpheme, to a root or base in the song Adele's song lyrics.

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[44] Zeki Hamawand, *Morphology in English* (New York: continuum international, 2011),10.

[45] Denafri, Melati, and Koebanu, "Affixation Process in Sundanese."

2. The Song Adele's song lyrics

a. Hello[46]

Hello, it's me

I was wondering if after all these years you'd like to meet

To go over everything

They say that time's supposed to heal,

But I ain't done much healing

Hello, can you hear me

I'm in California dreaming about who we used to be

When we were younger and free

I've forgotten how it felt before the world fell at our feet

There's such a difference between us

And a million miles

Hello from the other side

I' must've called a thousand times

To tell you I'm sorry for everything that I've done

But when I call you never seem to be alone

Hello from the outside

At least I can say that I've tried

To tell you I'm sorry for breaking you heart

 But it don't matter, it clearly doesn't tear you apart anymore

Hello, how are you?

---

[46] https://www.elyrics.net/read/a/adele-lyrics/hello-lyrics.html. On June 14 2021 at 05.00 a.m.

It's so typical of me to talk about myself, I'm sorry

I hope that you're well

Did you ever make it out of that town nothing ever happened?

It's no secret that the both of us

Are running out of time

b. My Same[47]

You said I'm stubborn and I never give in

I think you're stubborn 'cept you're always softening

You say I'm selfish, I agree with you on that

I think you're giving out in way too much in fact

I say we've only known each other a year

You say I've known you longer my dear

You like to be so close, I like to be alone

I like to sit on chairs and you prefer the floor

Walking with each other, think we'll never match at all,

But we do, but we do, but we do, but we do

I thought I knew myself, somehow you know me more

I've never known this, never before

You're the first to make up whenever we argue

I don't know who I'd be if I didn't know you

You're so provocative, I'm so conservative

You're so adventurous; I'm so very cautious, combining,

---

[47] https://www.elyrics.net/read/a/adele-lyrics/my-same-lyrics.html. On June 14 2021 at 05:12 a.m.

You think we would and we do, but we do, but we do,

Favoritism ain't my thing but, in this situation I'll be glad

Favoritism ain't my thing but,

In this situation I'll be glad to make an exception

c.   All I Ask[48]

I will leave my heart at the door

I won't say a word

They've all been said before, you know

So why don't we just play pretend

Like we're not scared of what is coming

Next or scared of having nothing left

Look, don't get me wrong

I know there is no tomorrow

All I ask is

If this is my last night with you

Hold me like I'm more than just a friend

Give me a memory I can use

Take me by the hand while we do what lovers do

It maters how this ends

Cause what if I never love again?

I don't need your honesty

---

[48] https://www.elyrics.net/read/a/adele-lyrics/all-i-ask-lyrics.html. On June 14 2021 at 05:12 a.m.

It's already in your eyes and I'm sure my eyes, they speak for

me

No one knows me like you do

And since you're the only one that matters

Tell me what do I run to?

Let this be our lesson in love

Let this be the way we remember us

I don't wanna be cruel or vicious

And I ain't asking for forgiveness

All I ask is

3. Observation Sheet

a. Hello

Table 1. Types of Affixes in "Hello" Songs Lyric of Adele

No	Word Found	Roots	Types Of Affixes		Note
			Suffix	Prefix	
1					
2					
3					
4					
5					

b. My Same

Table 1. Types of Affixes in "My Same" Songs Lyric of Adele

No	Word Found	Roots	types of affixes		note
			suffix	prefix	
1					
2					
3					
4					
5					

c. All I Ask

Table 1. Types of Affixes in "My Same" Songs Lyric of Adele

No	Word Found	Roots	types of affixes		Note
			suffix	prefix	
1					
2					
3					
4					
5					

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Nomor   : B-1785/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

|		
Nama	:	**Yuni Erlina Wati**
NPM	:	1701070058
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF SUFFIX AND PREFIX IN SONG LYRICS ADELE

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris
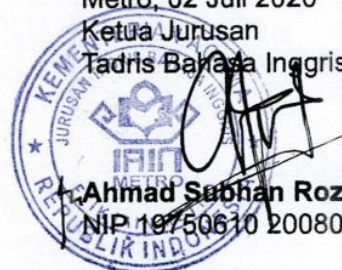
Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

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SURAT KETERANGAN IZIN RISET
Nomor : P.26/In.28/U.1/OT. 1/07/2020

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-1785/In.28.1/J/TL.00/07/2020 tanggal 02 Juli 2020 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	: YUNI ERLINA WATI
NPM	: 1701070058
Semester	: 6 (Enam)
Jurusan	: Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANLYSIS OF SUFFIX AND PREFIX IN SONG LYRICS ADELE" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 Juli 2020
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

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Nomor   : B-3049/In.28.1/J/TL.00/07/2021
Lampiran : -
Perihal   : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Leny Setiyana (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**Yuni Erlina Wati**
NPM	:	1701070058
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Juli 2021
Ketua Jurusan
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Nomor   : B-3668/In.28/D.1/TL.00/09/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3669/In.28/D.1/TL.01/09/2021, tanggal 16 September 2021 atas nama saudara:

Nama	:	**Yuni Erlina Wati**
NPM	:	1701070058
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 September 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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S U R A T   T U G A S
Nomor: B-3669/In.28/D.1/TL.01/09/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**Yuni Erlina Wati**
NPM	:	1701070058
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 September 2021

Mengetahui,
Pejabat Setempat
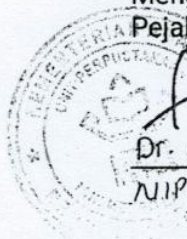
Dr. As'ad, S.Ag, S.Hum, MH
NIP. 19750505 200112 1 002

Wakil Dekan Akademik dan
Kelembagaan,

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SURAT KETERANGAN IZIN RISET
Nomor : P.67/In.28/U.1/OT. 1/09/2021

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-3668/In.28/D.1/TL.00/09/2021 tanggal 16 September 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	: YUNI ERLINA WATI
NPM	: 1701070058
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 September 2021.
Kepala Perpustakaan,

Dr. As'ad, S.Ag, S.Hum, MH
NIP. 197505052001121002

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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-775/In.28/S/U.1/OT.01/08/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
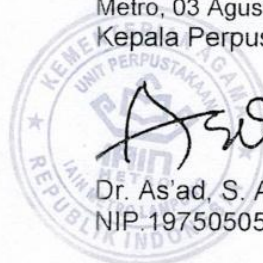
Nama	: Yuni Erlina Wati
NPM	: 1701070058
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070058

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Agustus 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : YUNI ERLINA WATI

NPM : 1701070058

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 12 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Erlina Wati   Jurusan : TBI
NPM : 1701070058   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.		✓		Perbaiki Grammar	
2.		✓		Pengulangan kalimat	
3.	22/21 /6	✓		Acc Seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

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NPM : 1701070058   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 29/21 /3		✓	1. Cek kembali grammar 2. penambahan ndul lagu 3. Cek typo	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dosen Pembimbing II

Lenny Setiyana, M.Pd.
NIDN. 2016099101

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NPM : 1701070058   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 16/21 /6		✓	1. Revisi bab 1 2. cek Daftar pustaka	
2	selasa 23/21 /6		✓	ACC proposal	

Mengetahui
Ketua Jurusan TBI

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IAIN METRO

Nama : Yuni Erlina Wati   Jurusan   : TBI
NPM : 1701070058   Semester   : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10 September 2021	✓		*Au Instruments*	

Mengetahui
Ketua Jurusan TBI

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Nama : Yuni Erlina Wati   Jurusan : TBI
NPM : 1701070058   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	02 Agustus 2021			Tidak Ada bibiography langsung observation sheet	
2.	09 September 2021			ACC APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Leny Setiyana, M.Pd.
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Erlina Wati
NPM : 1701070058

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1		✓		Revisi bab 3	
2	07/10/21	✓		Acc Bab 3 & 4	
3	03/11/21	✓			

Mengetahui
Ketua Jurusan TBI

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IAIN METRO

Nama : Yuni Erlina Wati   Jurusan : TBI
NPM : 1701070058   Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 1/11 21		✓	Revisi kembali bab 4 dan 5	
2.	Selasa / 2/11 21		✓	Acc bab 3 dan 4 Acc To munaqusya	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
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Dosen Pembimbing II

Leny Setiyana, M.Pd.
NIDN. 2016099101

AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE

by Yuni Erlina Wati 1701070058

AN ANALYSIS OF AFFIXES IN SONG LYRICS ADELE

CURRICULUM VITAE

YUNI ERLINA WATI was born in Tanjung Harapan, on July 21th 1999. She lives in Tanjung Harapan, Lampung Timur. She is daughter from happy couple namely Mr. Suliyadi and Mrs. Muslikhatun.

She took her elementary school for 6 years at MI Miftahul Ulum Tanjung Harapan, from 2005-2011. She continued her study in MTS Miftahul Ulum Tanjung Harapan, for 3 years from 2011-2014. After she graduated from junior high school, she decided to continue her study in vocational high school at SMA NEGERI 1 Sekampung Udik. She took Natural Sciences major then graduated in 2017. Then, she was registered as an S1 student of English Education in state Institute for Islamic Studies (IAIN) of Metro on 2017-2021. Many things that she has gotten during her study at IAIN Metro and she hopes to get a job soon after graduating from the institute.