Chapter V

Conclusions and Suggestions

This chapter explains the conclusion of previous chapters which have been discussed. This chapter also provides the suggestions from researcher to be considered by students in English Department who want to take similar research.

Conclusion

This research found seven types of processes that occur in Twitter. They are compounding, blending, clipping, conversion, acronyms, prefixes and suffixes and multiple processes. There are 31 data that I found in twitter. 6 words created by compounding process, 2 words created by blending process, 4 words created by clipping process, 10 words created by acronyms process, 7 words created by prefixes and suffixes process and 1 word created by multiple processes. Based on the data that researcher found, it can be seen that the acronyms process is mostly occur in Twitter. It shows that people like shortening some different words for becoming one new word or term.

At the side of morphological process and phonological process, there is another process happened. That process is socio-pragmatic aspect. Based on the discussion of my data and findings, there are some words in different process that do not match with theory of word formation process and English syllable. They are *cigarfest* in blending process, *perf* and *sem* in clipping process, *protestors* in prefixes and suffixes process.

Beside it, there are typo process and shortening process that occur in Twitter. There are 2 words that include in typo process. While the shortening process means omitting

some letter of a word. In that process, I found 6 words. Those both are not include in my data.

Suggestions

This research would like giving suggestions for students in English Department who are going to do a similar research with this. First, from methodology of research, it can be seen that this research is using the theory of Word Formation Process by Yule (2006) which is focused in 30 member of Twitter with education background. It is possible for students in English Department to do a research with similar object but different social media, or research with similar social media but different object. The object here means people who use Twitter. If this research's object is 30 members of Twitter with education background, it is achievable for students to take object by seeing their culture background. Second, this analysis of word formation process might be used of a discussion in English Morphology subject.

References

Akmajian, A., Demers, R. A., Farmer, A. K., Harnish, R. M. (2012). *An introduction to language and communication.* London, England.The MIT Press.

Bauer, L. (1983). *English Word Formation.* Cambridge etc.: Cambridge University Press.

Celce-Murcia, M., Olshtain, E. (2000). *Discourse and Context in Language Teaching.* cambridge. cambridge University Press.

Crystal, D. (1992). *An Encyclocpedic Dictionary of Language and Languages.* Oxford: Oxford University Press.

Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics.* Oxford: Blackwell.

Crystal, D. (2004). *Language and the Internet 2nd Edition.* Cambridge: Cambridge University Press

Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics.* Malden: Blackwell Publishing.

Goldsmith, J. (2009). *The Syllable*. 2.

Hatch, E., & Brown, C. (1995). *Vocabulary Semantic and Language Education.* Cambridge: Cambridge University Press.

Haris, M.M. (2000). *The Internet and Industrial/Organizational Psychology; Practice and Research Perspectives.*

Hartman, R., Stork. (1976). *Dictionary of Language and Linguistics.* London: Applied Science Publishers Ltd.

Heigham, J. & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction*. United Kingdom: Palgrave Macmillan.

Jehjooh, R. T. (n.d). *Computer-assisted Programme for the Teaching of the English Syllable in RP Allophonic Pronunciation.* College of Languages. Retrieved in June 7, 2015 on HYPERLINK "http://www.iasj.net/iasj?func=fulltext&aId=45954" http://www.iasj.net/iasj?func=fulltext&aId=45954

Katamba, F. (1993). *Morphology: Modern Linguistics Series.* New Jersey: Prentice Hall.

Newmark, P. (1988). *A Textbook of Translation.* Prentice Hall: Shanghai Foreign Language Education Press.

Roach, P., Barry, B., Grice, M. (2014). *Syllable, Stress and Accent.*

Sandelowski, M. (2000). *Focus on Research Method: Whatever Happened to Qualitative Description?.* University of North Carolina.

Smith, N. (1982). *The Structure of Phonological Representation.* Dordrecht: Foris Publications.

Whorf, B.L. (1956). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. (ed. Carroll, J.B.). Cambridge, MA: MIT Press.

Yule, G. (2006). *The Study of Language.* New York: Cambridge University Press.

Whitney, W. D. (1874). *Oriental and Linguistic Studies.* Scribner. Armstrong.