

MORPHOLOGICAL ANALYSIS OF COMPOUND ADJECTIVES IN SENTENCES IN BROOKE'S HEARTLAND

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Abstract

This research was aimed at finding out the patterns of compound adjectives used in Heartland novel and the way on how Brooke (2001) developed them in her writing. To reach the objective, the writer focused on attributive adjectives in every sentence. Content analysis approach was applied to analyze the data. The writer found that there are eight patterns based on the morphological processes happened. Seven of those patterns agree with theory by Delahunty and Garvey (2010), while one pattern remaining includes irregular compound adjective. The eight patterns of compound adjectives consist of: A-A (54); Adv-A (11); A-N (5); N-A (5); V-N (2); P-N (1); V-A (1); and irregular compound adjective (2). Furthermore, Brooke (2001) wrote those compound adjectives in some different ways: putting commas (,), giving hyphen (-), ordering according to the rules, putting space, or writing closely. At the end, these findings are expected to give contribution to language learning, specifically writing descriptive paragraph. Students will have more detailed and vivid writing which can arise the emotional feelings of the readers only by imitating and adjusting the pattern and the way of writing compound adjectives.

Keywords: Morphology; Compound Adjective; and Pattern.

INTRODUCTION

Nowadays, the existence of language has been developed to be the object of study. Students can learn much more detailed about language scientifically through linguistics. In addition, linguistic competence involves the ability to create, produce, construct, and interpret the language through its ideal existence. The existence (aspects) of linguistics consists of phonology, morphology, syntax, and semantics.

From all units of linguistics analysis, the word is the most familiar as stated by O'Grady and de Guzman (1997). It is proven by the fact that both speakers and writers need

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words either to utter or to write. Plag (2002) explains that we had to know words of a language in order to speak and understand language means. Moreover, the average speakers have thousands of words in mind which are acquired from daily communication. Besides, they can learn about the word formation to create new words from basic words by following general rules or patterns.

In morphology course, the writer learnt much about word formation process and word structure as well. There are several ways to create new words either through affixation, conversion, clipping, blending, or even compounding. From those five ways, the writer prefers to choose compounding to be the focus of the research because that seems to be more challenging to have a new word by combining more than one word. Furthermore, Ningsih (2013) argues that many people still do not notice about the existence of compound words. They often presume that there is only a single word instead of new words which are built through the process of compounding.

The process of compounding itself is divided into three divisions based on the classification of part of speech. They are compound noun, compound verb, and compound adjective. Here, still, the writer limits the research only on compound adjective. To the consideration, compound adjective has 12 patterns becoming the most complex pattern compared to the others. It is supported by Delahunty and Garvey's statement (2010) that the processes of compound words are divided into: (1) compound noun consisting of 9 processes; (2) compound verb consisting of 4 processes; and (3) compound adjective consisting of 12 processes. Since the function of adjective is basically as a noun modifier, then, this statement can reinforce the assumption that the compound adjective which consists of more than one word should modify noun more clear and detailed than a common-single adjective.

Basically, describing persons or things which a noun refers to is the purpose of adjective itself. Here, compound adjective comes with the same role as a single-common adjective. Then, what makes different is that compound adjective consists of more than one word. The presence of additional words here functions to make the pictures of noun become clearer to be visualized. For example, writing *long-shiny brown hair* will give different image and impression to the readers instead of writing only *long hair*. As a result, the compound adjective will be very significant in writing a descriptive paragraph, and even a novel.

The problem appearing then was the fact that many students rarely applied compound adjectives in their writing, especially descriptive one. This case might be caused

of too much different processes and very complicated way of writing of compound adjectives. Thus, the writer thought that it was important to conduct a research by finding the pattern to simplify the concept of compound adjectives and its application by showing the examples through some noun phrases located in some sentences in a novel entitled *Heartland* written by Brooke (2001).

There are several reasons why the writer chose this novel. Firstly, it is an English novel which was originally written by the native speaker. Thus, all of the word structure in this novel was reliable and valid. It means that this novel can be a standard of writing in English. Secondly, the writer found many data of compound adjectives in various pattern used by Brooke (2001) to describe the setting in the story more detailed and vivid. Hence, it really helped the writer to conduct the research through this novel. Thirdly, the writer thought that the story in this novel was understandable and inspiring. It was easy for readers to follow the plot of the story, to imagine the setting, to feel what Amy's feels, and so forth. Then, this novel was also inspiring since the readers can learn that life is hard, that we had to struggle instead of giving up so easily.

Since the topic of this research is about compound adjectives in *Heartland*, the writer then formulated two research questions: (1) *What are the patterns of compound adjective used in the novel entitled Heartland?* and (2) *How did Brooke (2001) develop the kinds of the compound adjective pattern in her writing?* Thus, the objectives of this research were to find out the patterns and the way of writing of compound adjective in *Heartland* novel written by Brooke (2001). To be the limitation, the writer only focused on compounding process occurred in some sentences, specifically to some noun phrases having compound adjectives.

METHODOLOGY

Basically, the area of this research was morphology. In this research, the writer intended to figure out the pattern and the way of writing of compound adjectives in *Heartland* novel written by Brooke (2001). Thus, she applied qualitative design to be the method and document analysis to be the technique of data collection. Moleong (2010) declares that observation, interview, and document analysis belong to the way how to collect the data in qualitative method. In this case, the writer used the *Heartland* novel by Brooke (2001) as the single source of data to be analyzed morphologically.

The writer here functions as the main instrument of the research which gathered data by observing and identifying all types of compound adjectives in some noun phrases. The

data then were grouped according to pattern and the way of writing to ease the writer in analyzing. It was matched with Merriam (2009) who stresses that the researcher in qualitative design is the primary instrument who has responsibility in collecting and analyzing the data. The writer finally discussed the findings by connecting with some theories of compound adjectives.

FINDINGS

The writer finally found 8 patterns of compound adjectives and 5 ways of writing them in Heartland. They are divided into 7 patterns which agree with Delahunty and Garvey (2010) theory: A-A, Adv-A, A-N, N-A, V-N, , P-M, and V-A, plus one irregular pattern. Besides, putting commas (,), giving hypen (-), ordering according to the rules, putting space, or writing closely are included in some different ways on how to write compound adjectives as Brooke (2001) developed in her writing. Here, the writer presents a table of some representative data in some certain patterns and their ways of writing as follows:

Table 1
Nine Patterns of Compound Adjectives in Representative Data
Taken from Heartland

No	Noun Phrases	Patterns	Quantity	Processes
1	<i>The familiar, comforting touch; A half-starved stallion; fiery little filly; and rose-red lipstick.</i>	A-A	54 data	Two adjectives are combined to create a new compound adjective word.
2	<i>Her normally sensible sister; A perfectly golden roasted turkey; and His normally sharp blue eyes.</i>	Adv-A	11 data	An adverb is put before adjective to make a new compound adjective.
3	<i>The heavy leather book; An electrical fire hazard; The late-night stores; The half-hour journey; and A long distance call.</i>	A-N	5 data	A compound adjective is made by placing adjective and noun before the head noun.
4	<i>The snow-covered grass; The stone-flagged feed room; Homemade cranberry sauce; His dirt-caked hand; and A leather-bound book.</i>	N-A	5 data	A compound adjective is derived from the combination of noun and adjective.
5	<i>Smoked salmon canapes and Steaming blueberry pancakes.</i>	V-N	2 data	A noun is preceded by a verb to result a compound adjectives which modify a noun head.
6	<i>An oversize holly wreath</i>	P-N	1 datum	A preposition is placed closed to a noun to create a compound adjective.
7	<i>A steaming hot mug</i>	V-A	1 datum	A verb is followed by an adjective to make a compound adjective.
9	<i>The four-day-old filly and Heartland's day-to-day business</i>	Irregular	2 data	Three combinative words with inconsistent pattern and different category are combined to result an irregular compound adjective.

Beside the patterns of compound adjectives, the writer also provided how Brooke (2001) developed some ways of writing as shown in the representatives data in the table below:

Table 2
Five Ways of Writing Compound Adjectives
as Developed by Brooke (2001) in Heartland

No	Noun Phrases	Ways of writing	Descriptions
1.	<i>The familiar, comforting touch; Her short, fluffy tail; and A tall, slim woman.</i>	Putting comma (,)	In writing two incompatible adjectives to be a compound adjective, we should put a comma between them.
2.	<i>A half-starved stallion; rose-red lipstick; late-night stores; snow-covered grass; and the four-day-old filly.</i>	Hyphenated/ Giving hyphen (-)	We must hyphenate two or more words if they can not be omitted one of them since the meaning will be very different or even meaningless.
3.	<i>The familiar noisy rattle, The fiery little filly; long white corridors; her catlike green eyes; and her long silky hair.</i>	Ordering according to the rules	If we have two or more adjectives which are different in semantic categories, we should order them into: a) determiner; b) subjective adjective; c) measurement adjective; d) coloration adjective; and e) material adjective before followed by the head noun.
4.	<i>Freshly baked muffins; smoked salmon canapes; and a steaming hot mug.</i>	Opened/Giving Space	Some patterns of compound adjectives like Adv-A, V-N, and V-A should be written with space between each of the words. In morphology term, it is called as opened style.
5.	<i>An oversize holly wreath and his upright shoulders.</i>	Closed/ Writing closely	Last, P-N and P-A patterns include in closed compounds. Thus, we have to writing these two words closely.

DISCUSSION

After grouping those data, the writer had to analyze them as well. Below is the result of analysis presented mostly by words:

A. Patterns of Compound Adjectives

1. Adjective-Adjective (A-A)

Two adjectives can be combined to result an A-A pattern of compound adjectives. They can be bare adjectives or derived ones. As showed in Heartland, the root *familiar* as a bare adjective is combined with a derived adjectives *comforting* from verb *comfort* plus suffix *-ing* to function as adjective. It is matched with Adams (2001) who states that the final element of an compound adjective may be a form ending in *-ing* as in *life-threatening* and *suspicious-looking* or *-ed* as in *male-dominated* and *security-coded*. This combination is used to modify noun *touch* to result a very detailed description. To be clearer, here is the

complete sentence: *Registering the familiar, comforting touch of Amy's hands, Melody turned her head* (Page 2, Chapter One).

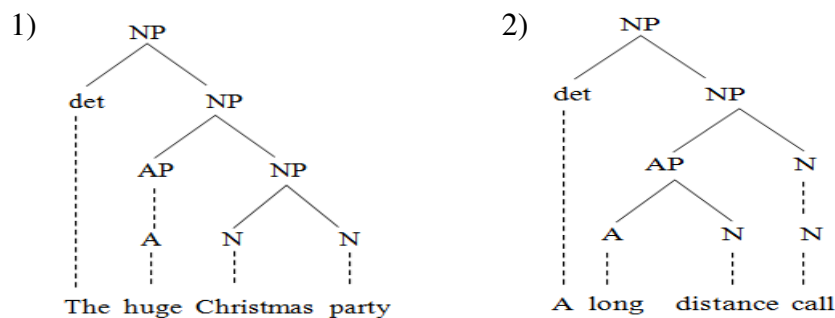
2. Adverb-Adjective (Adv-A)

After A-A, the next pattern is Adv-A. It means that to create new compound adjective words, everyone can have combinative words containing adverb and adjective. As Brooke (2001) applied to her writing, *She grinned as she propelled her normally sensible sister toward her task* (Page 7, Chapter One). From this sentence the writer extracted a noun phrase, *normally sensible sister*. Based on the morphological process, *normally* is an adverb derived from adjective *normal* combined with suffix *-ly*. Meanwhile, *sensible* is an adjective derived from noun *sense* combined with suffix *-ible*. This pair of adverb and adjective is combined then to strength the description of *Amy's sister*.

3. Adjective-Noun (A-N)

In this pattern, everyone can merge adjective and noun to have a compound adjective. Brooke (2001) developed this pattern through this sentences, *"Well-it's a long distance call," Marnie said* (Page 186, Chapter Thirteen). From the noun phrases, the writer got morphological process happened in this compound adjective. *Distance* as simple noun is put after *long* as simple adjective to have a detailed description of a *call*.

However, it is difficult to consider whether it is a compound adjective consisting of adjective-noun pattern which modifies a noun or an adjective which modifies a compound noun since the composition is alike. For instance: 1). *a huge (A) Christmas (N) party (N)* and 2) *a long (A) distance (N) call (N)* were different from the morphological processes although the composition was similar A-N-N. Therefore the writer applied tree-diagram to test:



From the tree diagrams presented above, the differences can be seen obviously between 1) and 2). Certainly, the adjective in 1) functioned to modify compound noun (more than one noun). Meanwhile, 2) had compound adjective consisting adjective and noun which modifies one noun only as the head. In short, 1) is still meaningful and

understandable, although the adjective was omitted. Meanwhile, 2) is meaningless without the presence of adjective.

4. Noun-Adjective (N-A)

After observing carefully, the writer finally found the sentence represented N-A pattern: *Unaware of Melody's concern, Daybreak, the four-day-old filly, trotted inquisitively around the field, her arched neck and her intelligent head held high, her tiny hooves flicking lightly over the snow-covered grass* (Page 1, Chapter One). The morphological process occurred involves *snow* as bare noun and *covered* as derived adjective. These findings then agree with a theory of the way to make compound adjectives. According to Katamba (1993), in creating compound adjective, we could combine a noun followed by an adjective, an adjective followed by an adjective derived from past participle, and a preposition followed by a present or past participle. Moreover, this type of compound adjectives can be reconstructed into adjective clause without changing the meaning. In this case, *snow-covered grass* was equal with grass which was covered by snow.

5. Verb-Noun (V-N)

Beside the previous pattern, verb and noun can be joined together to make a compound adjective. Brooke (2001) gave examples from her novel: *There were dishes of crispy bacon, grilled sausages, and golden scrambled eggs, two huge bowls of fresh fruit salad, a platter of steaming blueberry pancakes, two pitchers of maple syrup, and a mountain of freshly baked muffins and cinnamon rolls* (Page 183, Chapter Thirteen). In this case, *steaming blueberry pancakes* as noun phrase talks about a kind of food. The present participle verb *steaming* was preceded by the noun to show the way how to cook this food. Meanwhile, the noun *blueberry* referred to the material which the food was made from. Overall, this pattern of compound adjective was aimed at giving a detailed image of delicious food, *pancakes*.

6. Preposition-Noun (P-N)

Preposition and noun can be placed together to result compound adjective as well. From Heartland, the writer only found one datum which is appropriate with this requirements: *A wide gravel driveway led to the grand front entrance, which was decorated with an oversize holly wreath* (Page 64, Chapter Four). The word *Oversize* is the compound adjective with P-N pattern. The word *Over* relates to preposition, while the word *size* belongs to noun.

Moreover, the existence of the word *over* actually referred to two categories of part of speech, as preposition and also adverb. However, the environment around this word should be considered. Preposition would always be placed near noun while adverb would frequently be put before adjective. The writer decided *over* as preposition since the word *size* referred to noun. They are attached closely to result a compound adjective which describes a detailed size of *holly wreath*.

7. Verb-Adjective (V-A)

Beside P-N, the other rare pattern is V-A. From the whole content of Heartland, the writer only found one sentence containing this compound adjective as follows: *Grandpa was drinking a steaming hot mug of honey and lemon tea* (Page 62, Chapter Eight). To be clear, *steaming* belongs to a verb which is combined with *hot* as an adjective. This sequence of words functioned to describe a detailed picture of a noun *mug of water* which was served hotly with a vapor on it.

8. Irregular Pattern of Compound Adjective

Beside regular patterns of compound adjectives as discussed before, the writer also found the irregular ones in Heartland novel written by Brooke (2001). They were contained in this sentence: *Unaware of Melody's concern, Daybreak, the four-day-old filly, trotted inquisitively around the field, her arched neck and her intelligent head held high, her tiny hooves flicking lightly over the snow-covered grass* (Page 1, Chapter One). From that sentence, the writer then extracted a noun phrase, *the four-day-old filly*. This data showed the similarities of morphological process as happened in *up-to-date news* (compound adjective) and *mother-in-law* (compound noun). From those data, the writer concluded that irregular compound occurred mostly in three words which are separated by hyphen (-). Furthermore, it could not be separated per word to interpret the meaning since it had special meaning as unity of compound words.

B. Ways of Writing Compound Adjectives

1. Putting Comma (,)

In this way of writing, comma is placed between two adjectives. Brooke (2001) developed compound adjectives in her writing: *"Marnie!" Amy exclaimed as it stopped in front of the house and a tall, slim woman in her twenties got out* (Page 108, Chapter Eight). In this case, *tall* and *slim* are compatible one to another. It means that they do not have opposite meaning. Comma can be applied between two adjectives or more like in *a pale,*

shimmery, silver color and the warm, brightly lit, cluttered kitchen. Brooke (2001) intended to write them, not only to make the emphasis of detail condition of a noun, but also to make one frame of image from those adjectives. The noun would not be misled, even though one of the adjectives was not used in that writing. It was appropriate with Murcia and Freeman (1983:398) statement:

....two or more attributive adjectives are sometimes separated by commas in writing if there is repetition (insentification) or if the two adjectives are from the same class and are not incompatible (it would not be semantically misleading to use only one of them).

2. Hyphenated/Giving Hyphen (-)

After putting commas, Brooke (2001) developed the next way of writing compound adjectives by giving hyphen (-) or hyphenated compounding. To be more detailed, here is the sentence: *She remembered so clearly the day when she persuaded her mom to take the trailer out to lonely Clairdale Ridge to rescue Spartan, a half-starved stallion.* (Page 10, Chapter One) Giving hyphen (-) was applied to show compound adjectives with strong unity like in bare adjective *half* and derived one *starved*. It means that if one of them is omitted, it would not have complete meaning. This kind of writing can be applied among some particular patterns of compound adjectives, such as A-A, N-A, A-N, and irregular ones.

3. Ordering According to the Rules

This kind of writing can be applied only in compound adjectives with A-A pattern in which they come from different categories of adjective. Therefore, they should be ordering according to the rule of order based on Murcia and Freeman (1983:397):

....most of these subcategories have a relatively fixed ordering with respect to each other and seldom that is seldom violated. This ordering of elements in the noun phase is as follows: (1) determiner; (2) subjective or evaluative adjective; (3) measurement adjective; (4) coloration adjective; (5) material adjective; and head noun.

In this case, Brooke (2001) implemented this rule to the representative of a sentence in her novel: *Amy and Lou followed her down a succession of long white corridors* (Page 89, Chapter Six). *Long* and *white* are different in semantic categories, so they have to be written in order based on the rules. The orders started from measurement adjectives *long* and continued with coloration adjective *white*. However, it still kept following the right orders. This compound adjective was actually used by Brooke (2001) to picture a condition of hospital without mention it directly.

4. Opened/Giving Space

From all ways of writing, giving space or opened is a very mainstream one. It is implemented by giving space between the combinative words. To be clear, here is the sentence in which Brooke (2001) used this kind of writing: *Waiteres bustled around with trays of drinks beautifully prepared morsels of food—miniature quiches, smoked salmon canapes, delicate asparagus spears, tiny pizzas and Thai prawns.* (Page 65, Chapter Four) In this sentence, *smoked* and *salmon* are written with space. Overall, giving space can be used in writing compound adjective with some particular patterns: Adv-A; V-N; and V-A.

5. Closed/Writing Closely

In this type of writing, every combinative word in compound adjective is written closely. The writer found that Brooke (2001) developed this closed compounds in her sentences: *A wide gravel driveway led to the grand front entrance, which was decorated with an oversize holly wreath* (Page 64, Chapter Four). In this example, we can see that each word in compound adjective *oversize* is written closely. There is no space nor hyphen between the preposition *over* and noun *size*.

Based on the findings, the writer stated that the most dominant pattern of compound adjectives applied in Heartland is A-A. It is showed by the number of noun phrases containing A-A pattern 65.85% or more than half of the whole data. In addition, ordering according to the rules was frequently used by Brooke (2001) as the way on how to write compound adjectives. Quinonez (2014) expresses that a lot of descriptive adjectives are needed to be applied into creative writing in order to make the story more alive. Hence, it is significant to use more than one adjective by arranging them in a proper order.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the patterns of compound adjectives used in the novel entitled Heartland are: 1. A-A (54); 2. Adv-A (11); 3. A-N (5); 4. N-A (5); 5. V-N (2); 6. P-N (1); 7.V-A (1); and 8. irregular compound adjectives (2). Moreover, Brooke (2001) developed the kinds of compound adjective patterns in her writing by using some different ways: putting commas (,), giving hyphen (-), ordering according to the rules, putting space, or writing closely. By imitating the pattern and the way on how to write compound adjectives, everyone can have more detailed writing which influences good feelings of the readers.

After conducting the research, the writer has a suggestion which is important to be considered. The readers have to develop the next research by finding some appropriate techniques how to teach compound adjectives to the students. Since compound adjective is

very significant to write descriptive paragraph and even novel, theory of pattern of compound adjective was not enough to make students learn and apply. We need a developmental research which focuses on the techniques implemented in classroom to influence students' ability in writing.

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