| RESEARCH ARTICLE

A Morphological Perspective on Verb Formation: A Contrast Analysis Affixes of English, Indonesia and Banjar Kuala Language of South Borneo

Hengki[1] ✉ and Ratna[2]
[12]*English Department Lecturer, Islamic University of Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, Indonesia*
Corresponding Author: Hengki, **E-mail**: hengkisakkai@yahoo.com

| ABSTRACT

The purpose of this research is to find similarities and differences, as well as to describe the types of prefixes and suffixes in English, Indonesian and Banjar in Indonesian Borneo, to develop a description of the socio-cultural background of speakers of Banjar Kuala language and describe the morphology and syntax of the Banjar Kuala language: Formation of verbs in Banjar Kuala Borneo/South Kalimantan. Describes verbs formed from affixes, namely prefixes and suffixes, infixes, and prefixes + suffixes like the prefix maN-/mam-/ (/maNujun/ 'fishing', /mambanu/ 'selling water', and the prefix maN-/ma- and ending -an like, /unjun/ 'kail' becomes /maunjunan/ 'all for fish' and /mambanuan/ 'sell all the water' other prefixes and suffixes maN- and -i: /maunjuni/ 'fishing' in a certain place/.and other verbs like /manjukuni/ 'give a boat' and prefix maN - and suffix i- + suffix -will /maunjanikan/ 'fishing for', /manjukuniakan/ 'to run a boat for' This research project clearly illustrates the differences in verb formation between the Banjar-Kuala language in South Kalimantan, Indonesia and the international language, namely English .both can be seen from the use of affixes in the formation of verbs, the similarity of the two can form verbs with the addition of prefixes and suffixes, while the difference is that English cannot form verbs from infixes, but Banjar language can form verbs from the same infixes as Indonesian and other languages in the world.

| KEYWORDS

Morphological Perspective, Verb Formation, Contrast Analysis, English, Indonesia and Banjar Kuala Language

| ARTICLE INFORMATION

---

1. Introduction

Language is very important for human survival in a country because it functions as a means of communication between people in their environment, city or wherever they are. People who live in cities generally use the national language as a social language, while people who live in rural areas use the regional language on average. People will find it difficult to express their thoughts and opinions without using language.

Foreign languages, in addition to regional and national languages, are given the opportunity to develop in Indonesia. Foreign languages are also taught in schools in Indonesia at various levels of education in order to improve the nation's competence. As stated in Law No. 24 of 2009 concerning Flags, Languages, and National Emblems, as well as the National Anthem article 29 paragraph 2, foreign languages can also be used as the primary language in the teaching process. The existence of these languages is legally protected(Mahboob & Lin, 2018).

Regarding 'regional' and 'target' languages, what will be put forward is that regional languages can be used as resources in education (language). This paper highlights the importance of regional languages not only in the teaching of other languages but also in the teaching of other subjects (especially in cases where the language is not the student's native language). Language is used as a teaching medium). This is important not only when students are taught various subjects in a language that is not their

native language, taking examples from other countries such as Pakistan in the context of EMI in Pakistan or Hong Kong, the use of Urdu as a medium of instruction in non-Urdu speaking communities in Pakistan (Mahboob & Lin, 2018). But there are also other cases where students use local dialects or language variations that are not in accordance with the way language is used in educational contexts.

In this case, the author wants to expand the discussion regarding the use of regional languages in education. Based on the work (Thwaite, 2019) on children's language development, he distinguished between learning language, learning about language, and learning through language. Language learning is about using language to create and communicate meaning. Learning about language refers to developing a level of understanding about the "nature and function of language itself. So, learning through language with reference to language in the construction of reality is how we use language to build a picture of the world in which we do activities where we associate with one another. In the context of education, students do or fail to do what they learn or not. They can develop the language used in school or not. They should understand how language works in education because it helps them understand the subject matter content in school through language.

Nowadays, regional languages are experiencing a decline in prestige, resulting in our social relations becoming more complex and globalized; there is a crisis of cultural identity, which starts from ethnic culture to a crisis of national culture(Darwis, 2011). Language disruption will have a negative impact if it impacts the preservation of regional and national languages, which are at risk of being abandoned by users. Language disruption must be managed in a balanced manner so as not to damage the language ecosystem (Ulfa, 2019). The preservation of regional languages must receive special attention from the government and the whole community. The growing love for regional languages is an important part of strengthening national resilience as well as being a special attraction in promoting regional culture, national and international (Ristiani, n.d.)

2. Review Literature
2.1 Regional Languages and Dialects In Decline
Regional languages and dialects are in decline in the Netherlands; the standard language is Standard Dutch, but there are also three regional languages recognized by the European Charter for Regional or Minority Languages. For several decades, the use of regional languages and dialects has experienced a severe decline. In a large-scale study of primary school students and their parents, it was found that 13% of the children spoke a regional language or dialect, while 26%. The correlations between children's language and math achievement and their choice of language were weak.

Humans will find it difficult to struggle to express their thoughts and feelings without language. Language is a system of conventional vocal signs that humans use to communicate. This definition contains several key terms, each of which is examined in detail. These terms are system, sign, vowel, conventional, human, and communication (O'Grady & Archibald, 2017a). This means that for a high-quality communication system, both the speaker and listener must agree on how to convey meaning.

The focus of this research is related to the word and the structure of the word itself (Gribanova, 2013a). Structural analysis is a term used in Morphology. Structural analysis is the process of breaking down words into their constituent parts (roots, prefixes, and suffixes). Every word in a language generally has a basic meaning. A word usually starts with a root, which can be the whole word or just part of it. Prefixes (the part of a word that comes before the root) or a suffix (the part of the word that comes at the end of the root) can be added to this root. When a root is added with a prefix or suffix,

According to the latest data from the Indonesian Ministry of Education and Culture's Language Development Agency, Indonesia has 652 regional languages. There are ten regional languages that are still widely used. They are Javanese, Sundanese, Madurese, Minangkabau, Musi, Bugis, Banjar, Acehnese, Balinese, and Betawi. Banjar language is the focus of this research project. The Banjar people of South Kalimantan are speaking the language. This language is also spoken in other parts of Borneo, including Central Kalimantan and East Kalimantan. The total population of Banjar in 2020 is 4,087,894 people.

The Banjar Kuala dialect is widely spoken by the people of Banjarmasin, Martapura and Pelaihari. The Banjar Hulu dialect is the Banjar language spoken by the people in the Upper River region, which includes Tapin, South Upper River, Middle Upper River, North Upper River (and Balangan) and Tabalong Regencies. Variations in the use of the Banjar language still require more careful research from dialect linguists whose goal is that the Banjar language with all its subdialects can be mapped carefully and precisely. The use of the Banjar Hulu dialect is much wider and still shows some sub-dialect variations. It creates a new word formation and sometimes a new meaning; this is where the term "affixation" comes from. As a result, Affixation is defined as the morphological process by which an affix (prefix or suffix) is attached to a root or stem. Morphology has many kinds of Affixations in the Morphological process. By relating to this problem, the researcher wanted to investigate the kind of Affixations within the Morphology process. Based on the researcher's experience, the researcher wanted to find out what type of Affixation in the

Morphological process that the people used frequently in their English utterances. Not only about the types of Affixation in the Morphological process itself, the researcher also wanted to conduct an investigation into how the analysis of Affixation in the Morphological process.

The use of verbs expressed by speakers when they speak in Banjar Kuala language is related to Indonesian, and Banjar Kuala language is described in detail and discussed in this study. Hopefully, this research can help our understanding of the morphological process of forming verbs, especially affixations that change the class of roots or bases in the lexical category of Banjar Kuala language. This study can be a significant contribution as additional knowledge about the morphological process of forming the Banjar Kuala verb.

2.2 The importance of morphology in language

Morphology can be used for various purposes by native speakers of a language. In their discussion chapters, they can explore the purpose of morphology and how to construct new words. One of the goals of morphology is to generate new lexemes from existing ones (Klavans et al., 1988). This is referred to as lexeme formation by them. (Many linguists use the term word formation in this particular sense, although this can be misleading since all morphology is often referred to as 'word formation' in the broader sense.) Lexeme creation can occur in one of three ways. Can change a part of speech (or category) of a word, for example, from a verb to a noun or an adjective(Gribanova, 2013b). Some morphologists argue that verbs in certain languages can be formed from fully voiced roots and can be found in the San'a dialect in Arabic. On the basis of semantic and phonological relationships between words, it is also possible to form new verbs.

2.3 Definition of Morphology

The study of how words are formed is known as morphology (Lieber, 2009). (O'Grady & Dobrovolsky, 1997) state that "morphology is a system of categories and rules involved in the formation and interpretation of words," which means that morphology is a system of categories and rules used in the formation and interpretation of words. (Booij, 2005) states that morphological operations have two primary functions: I creating new words (i.e. new lexemes) and (ii) spelling out the proper lexeme forms in a given syntactic context.

2.4 Position of Morphology in Linguistic Studies

Morphology is at a very strategic level in linguistic studies. Some linguists ensure that language research without going through morphological studies and approaches will produce findings that are less basic. In formal research studies conducted by experts in tertiary institutions, morphology is generally included in the field of basic linguistic work, which is structural and descriptive in nature(Klavans et al., 1988). In the position of linguistic courses in the tertiary curriculum in Indonesia, morphology courses occupy the second level after phonology.

The position of morphology at the linguistic level

| Phonology |
| Morphology |
| Syntax |
| semantics |
| Discourse analysis |

The position of morphology as a branch of grammar
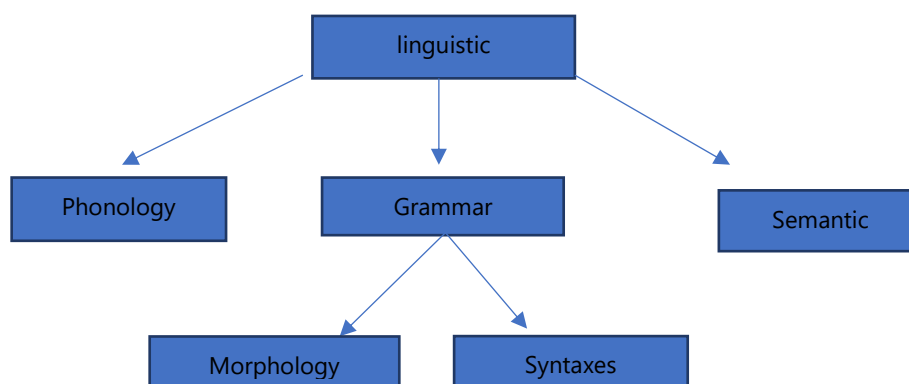
O'Grady & Archibald (2017) state that linguistics uses the term morphology to refer to the part of grammar that deals with words and word formation. As we have seen, the study of morphology provides important insights into how language works, revealing the need for distinct word categories, the existence of the internal structure of words, and the existence of operations that create and modify words. Words are very important in language, as a close examination shows. If examined properly, it can be concluded that words are very important in language. Words have meaning, in contrast to phonemes and syllables, which are only sound components. Words, unlike sentences, are permanently retained in the speaker's vocabulary or mental lexicon. They are, without a doubt, the fundamental building blocks of communication.

The explanation above is in line with the explanation (Geert, 2005), which states that morphology is a subdiscipline of language related to these patterns. The presence of such a pattern also indicates that the word may have an internal component structure. Walking, for example, can be divided into walking components. Morphology is thus concerned with the structure of the internal components of words. Geer (2005) refers to the study of word formation in linguistics and the systematic meaning-form correspondence between words, while O'Grady & Archibald are concerned with words and word formation.

Morphological processes generally speak about the act of language speakers by utilizing particular signs of linguistics to be conveyed, in the limits of the form of words and meanings given to the meaning of the word rod. The oppositions characterize the morphological process(Geert, 2005): A morpheme is a basic meaning that may create a word or part-word, such as re-, de-, un-, -ish, -ly, -ceive, -mand, tie, boy, and the like in conjunction with accept, demand, untie, boyish, it seems. All of the combinations that make up a word or portion of a word are included in the arrangement of morphemes handled by the morphology of a language (Nida, 1947). Syntax deals with word combinations that result in phrases and sentences. It would be incorrect, however, to suppose that morphology and syntax are strictly compartmentalized in the construction of any language. This is not correct. According to(Bloomfield, 1983), "language morphology is a construction that connects forms or words, but never phrases." Thus, morphology encompasses the construction of words and their constituents..." In linguistics, morphology refers to the process by which words generate morphemes but not phrases. Thus, morphology's scope can be expanded to include word constructions and constituents. A morphology presents a new theory of the structure of words as it relates to a full generative grammar of language. It rejects the notion that complex words are built up by concatenating simple minimal signs or morphemes and proposes instead that word structure is described by a system of rule-governed relations between one word and another (Anderson, 1992).

The morphological classes of a language convey community associative habits; they express associative links formed by people's national mental lives between the sorts of experiences expressed in words by language (Bloomfiield, 1983). Each formational element shared by several words entails grouping these words based on what the community has determined to be common components in the experience conveyed by these terms. Language categorization is the most obvious manifestation of societal connections.

Morphology must consider the characteristics of current complex words as well as the emergence of new ones. Construction Morphology is a language morphology theory in which the concept of "construction" is central. Linguistic constructions are the systematic matching of form and meaning, and this concept extends to the study of syntactic and morphological events(Booij, 2018)

The structure of words and parts of words, such as stems, root words, prefixes, and suffixes, are analysed by means of morphology (Aronoff & Fudeman, 2011). They also include distinct components of languages or grammar. The morphological process is the process of forming words by connecting one morpheme to another or the process of converting a lexeme into a word; this occurs in English and also in the Banjar Kuala language, especially in the process of forming verbs. In essence, each language has its own characteristics in the process of word formation. Morphological variations result from changes that occur in the verbal system, where verbs take other forms (Fuhrhop, 2021).

2.5 Affixes
According to Zapata A. (2007), the word position and its function in a phrase or sentence. Affixes are classified into prefixes, infixes, and suffixes based on their position in the word (or side of the word to which they are attached). Prefixes are bound morphemes that are added to the beginning of a word; for example, un- in unnoticed, a- in amoral, sub- in subway, and so on. Prefixes are represented by morphemes followed by a hyphen (-). Morphemes placed in words are bound infixes. There are no insertions in English, but there are in Indonesian languages like Banjar Kuala. There are not many infixes that can be found in the Banajar Kuala language. The infixes that were found and found were: -ar-, -ur-, -al, and -ul-. The infixes are no longer productive; sometimes, the difference between the original word and the invented word and the infix is already very difficult to distinguish. Infix formation always occurs in the first syllable of the original word (Hapip et al., 1981). Suffixes are bound morphemes that are attached to the end of words.

Affixes are divided into derivational affixes (derived morphemes or derivatives) and inflectional affixes based on the function they serve in the language (inflectional morphemes or inflections). In English, derived affixes are morphemes that generate (or derive) new words by altering the meaning and/or parts of speech (i.e., syntactic categories) of the words to which they are attached. In English, derivational morphemes can be either prefixes or suffixes. For example, re-+classify (v) = reclassify (v.)

In turn, inflectional affixes are grammatical morphemes that refer to and provide extra linguistic information about a pre-existing word meaning (e.g., number of persons, gender, case, and so on), as well as conveying syntactic connections between words. Possession, comparison, and verb forms such as speak, spoke, and spoken are all verbs.

2.6 Certain Prefixes
The prefixes include prefixes that provide information to create a new set of words that have various meanings. It is added or placed on a word. Each prefix has an alternative meaning; the meaning of the word changes to a new word added if a prefix is appended to a root word. There are several prefixes in the English language (Ewert, 2013). The use of borrowed words from many other languages is mainly responsible for that. Prefixes can be found in a variety of functions and structures. This also depends on how English is affected by other languages. To understand the significance of a prefix and its application.

A prefix is a letter or group of letters that is added to the beginning of a word to help indicate or change its meaning. The word 'prefix,' for example, starts with the prefix pre-, which means 'before.' Understanding the meaning of the various prefixes is important because it can help us understand the meaning of each new vocabulary we learn. Keep in mind, however, that a prefix can have multiple meanings! The speaker's conceptualization of a situation influences the choice of a prefix (Hamawand, 2009).

A complex utterance is made up of a prefix and a base. It is argued that the conceptual content of the two component substructures exists. The contents of the base are varied. The prefix has its own content, which it supplements with the base. The prefix is the more important of the two component substructures because it determines the semantic composition of the derived word (Hamawand, 2009). More specifically, the prefix draws attention to a specific aspect of the base's content. As a result, a complex word composed of a base and a prefix has a new meaning. Construal, the specific image chosen by the speaker to structure the content of an expression, results in the use of the prefix. It is the image that the speaker imposes on the conceptual content of a base in relation to the communicative needs of the discourse. Because the base is multifaceted, the speaker has the option of construing it alternatively and using different prefixes to represent the construal.

2.7 Suffix Used to Create Verbs in English
2.7.1 Noun Roots
Suffix is a letter or a group of letters placed or added in order to obtain a new word at the end of a word or root, which has a simple form (Base From). There are many suffixes in English. "The process of suffixation or suffixation is common in English in the formation of lexical item derivation (Herausgegeben, 2000). Because suffixes are commonly used in word formation, they are a mechanism of word formation in English. The word part of a word can also change as a result of suffixation. A noun, for example, can be turned into a verb by adding a suffix, and a verb can be turned into an adjective in the same way.

Because nouns, verbs, adjectives, and adverbs all use different suffixes, this makes it a little easier to remember! Prefixes and suffixes are referred to collectively as affixes.

Verb-forming suffixes of English, also known as verbal suffixes or verbalizers, are bound morphemes appended to the end of free morphemes to produce verbs. Nouns and adjectives are examples of free morphemes. For example, -en is a bound morpheme that relies on the free morpheme dark to produce the noun darken, which means to darken. Verbs are formed by adding the suffixes -ate, -ify, and -ise to the nominal root.

The suffix -en, by extension, creates a verb that demonstrates causality. This communicates the concept of' make anything have the traits that the root refers to.' When the adjective's root is qualitative, this meaning is formed. To expand something, for example, means to make it wider. (Adjective root in English) to darken, harden, loosen, moisten, shorten; (nominal root) to frighten, heighten, strengthen, threaten, sweeten and so on.

2.8 Grammatical Words and Word Forms
This discussion introduces the notion that some complex words have meanings that are so predictable that they should not be included in dictionaries. Such words describe the fact that a word does not have to be a lexical item (while idioms describe the fact that a lexical item does not have to be a word), and they focus on a single variation of a word that does not have to be listed because it is simply a variant of the word which is grammatically conditioned and has a more basic meaning and may or may not be listed on its own, depending on whether the meaning is predictable or not.

Consider the words perform, perform, and performance in order to illustrate the meanings of 'more basic' and 'grammatically conditioned variant.' The suffixes perform-s, perform-ed, and perform-ance are present in these words. The -s and -ed suffixes, on the other hand, are grammatical context dependent, whereas the -ance suffix is not. Because the subject of the verb (a noun phrase indicating the person performing) in singular (this pianist), not plural, the verb perform ends in -s (these pianist). (For more on grammatical terms like 'subject,' native speakers can easily verify (Carstairs-Mccarthy, 2002).

2.9 Word Formation Processes

Morphology constitutes the study of morphemes and their different forms (allomorphs) and the way they combine in word formation ((Richards & Schmidt, 2002) divides the word formation process into four kinds: compounding, abbreviation, blending, and affixation. (Gerald P. DelahuntyGarvey, 2010) on the other hand, proposes that the word formation process includes coinage, conversion, acronym, and borrowing. In this research, the researcher used the theory of word formation process from both ((PLAG, 2003) and (Gerald P. Delahunty Garvey, 2010) as the framework to analyse the data.

The average speaker of the language is estimated to know between 45,000 and 60,000 words. This means that we, as speakers, must have stored these words in our thoughts, which is referred to as the mental lexicon. But exactly what do we keep? What exactly do we mean when we say "words"? We talk about 'words' in non-technical colloquialisms without ever considering that this could be a problematic concept. In this part, we'll see that contrary to popular belief, the linguistic unit 'word' demands special attention because it's not as easy as it appears. Orthographic terms are terms that are used in the writing system. A word, for example, might be defined as an uninterrupted series of letters preceded by a space and ending with a space or punctuation mark.

To begin, word formation is defined as the processes that give rise to new lexemes and the semantic categories produced by these new lexemes, as opposed to inflection, in order to clarify the discussion of the content. Affixation, conversion, internal stem alteration, and a wide range of non-concatenative processes, such as reduplication, roots and patterns, and subtractive processes, can all have an impact on derivation. Of course, the formal processes involved in derivation may be stated in inflection as well; thus, it's necessary to define at least some of the semantic functions and/or categories common to word formation: rearranging (i.e., changing categories such as noun to verb, adjective to verb) objects, and so on, with little or no new semantics beyond what a category change produces (Lieber, 2018)

In identifying verbs, It is not always feasible to recognize a verb by its form. However, some word-endings (suffixes) might indicate that the word is most likely a verb. According to (Fuhrhop, 2021), verbal inflection is always the most common inflection; therefore, it is a well-defined region for gaining an understanding of how spelling systems may operate. Kipper et al. (2008) claim that Levin's (1993) study identifies categories of verbs based on syntactic and semantical features as the largest verb classification for English. A conceptual framework based on lexicon" (LCS). Demonstrates how syntactic-semantic connections may be utilized to build lexical acquisition techniques that contribute to the enrichment of current online resources as well as the creation of a more fully informed lexicon ((Dorr, 1997)

Different types of word formation processes are employed to create new words. However, all word formation processes basically bring either inflectional or derivational changes. Therefore, inflection (also called inflexion) and derivation are the two core processes of word formation. Inflection differs from derivation; it can be stated that inflection produces grammatical variants of the same word modifies a word to express different grammatical categories such as tense, mood, voice, aspect, person, number, gender and case. And it does not change the meaning of a word. For example, determine→,,, determines, determining, determined. Derivation is to produce a new word on the basis of an existing word, to change the word class (also called parts of speech, form class, lexical class, syntactic category) and to modifies the meaning of the root. For example:

modern→ modernize (to make modern).

2.10 Relations between words

When looking up the different meanings of the verb walk in the English dictionary, one will notice that there are no entries for walk, walks, and walking. It is also a good idea not to be disappointed if the dictionary does not include separate entries to run. It is simply assumed that language users do not require this information. The absence of this information is due to the perception that these various English words are examples of the same word (Geert, 2005). Where walk is the quoted form, as a result, we must differentiate between the meaning of 'word' in an abstract sense (lexeme) and the meaning of 'word' in the sense of 'concrete words as used in sentences.' The specific words "walk, walks, walk, and walked and walking" can be used as lexeme walk word forms to avoid confusion between these two concepts of 'word,' small capitals are used to denote lexemes when necessary. The assumption in English dictionaries is that the language user will be able to construct these various forms of the lexeme walk by

applying the appropriate rules. The rules of inflection are the rules for computing the various forms of lexemes. This example demonstrates how dictionaries imply knowledge of word relationships.

A morpheme is the smallest unit of language with its own meaning, according to linguists(Lieber, 2009). Linguists must define the knowledge that underpins the understanding of the relationship between the word forms walk, walks, walked, and walking. Knowing a language requires a systematic approach to the relationship between word form and meaning. Walk, walks, walked, and walking, like thousands of other verbs in the English language, have a systematic relationship in form and meaning. Morphology is the study of such patterns in linguistics.

The members of the above-mentioned tax word family and the set of word forms walk, walks, walked, walking have an intuitive difference. The various words related to the verb to tax are not perceived as forms of the same word but as distinct but related words with their own entry in the dictionary, i.e. different lexemes. We're talking about lexeme formation (also known as word formation) here: Taxability is derived from taxable by adding -ity, and taxable is derived from the verb tax, just as taxation is. By transforming the noun tax into a verb, the verb tax was born(Lewis & Hill, 2017).

Derivation and compounding are the two types of word formation that have traditionally existed (Geert, 2005). In contrast to compounding, where the constituents of a word are themselves lexemes, derivation does not. Taxability, for example, is a case of derivation because -ity is not a lexeme. Income tax, on the other hand, is a compound because income and tax are both lexemes. Conversion is the process of changing a word's word class, as in the creation of the verb tax from the noun tax. It can also be referred to as derivation.

2.11 The Most Important Word Formation Processes
- Affixation
It is a word creation process in which an affix is connected to a root (also known as a stem or base) to produce a new word (Mahrymeb, 2009). A root is a free morpheme (also known as an unbound morpheme) that may exist on its own. An Affix, on the other hand, is a bound morpheme that never appears by itself but is always connected to some free morpheme and can be either inflectional or derivational. An inflectional affix changes the form/grammatical category of a word, such as tense, person, number, gender, case, and so on. Rats, for example. A derivational affix, on the other hand, alters the parts of speech of the root while keeping the grammatical category intact (Amanda, 2000). For instance, write writer.

The affixations in English(Efthymiou et al., 2012)

- Prefixation
Words are generated in this morphological process by appending an affix to the front of a root. The affix employed in this operation is known as a prefix. For instance: en + danger endanger.

- Suffixation
Words are formed by attaching an affix to the end of a root in this morphological process. As an affix, this method employs a suffix. For example, tight + en tighten. This is a change in the function or parts of speech of a word that does not require the addition of an affix. Conversion is also referred to as zero derivation or null derivation because the functional change is accomplished by supplementing an unseen affix. Functional shift is another term for it.

-    Infixation
Most spell checkers and natural language morphology analysers rely on affix (suffix and prefix) extraction. However, some languages use different forms of word modifications, such as infixes and circumfixes. Infixes are affixes that are put in the root or stem. A circumfix is an affix, or morpheme, that is placed around another morpheme. Circumfix contrasts with a prefix, which is attached at the beginning of a word; a suffix, which is attached at the end; and an infix, which is centred (Riggle, 2006; Zerrouki & Balla, n.d.)

2.12 Frequently used verb prefixes and suffixes.
According to (Ewert, 2013) the, frequent prefixes appear in verbs as well. However, certain words that start with these prefixes may belong to distinct word classes. A good learner's dictionary can tell us whether or not a word is a verb. At times, verbs might take the form of nouns or adjectives. Conversion is often performed from "noun to verb," "adjective to verb," and "verb to verb.".

3. Methods of Investigation
Data was collected in accordance with the work design of the Banjar Kuala Language Structure research by interviewing informants or asking informants to tell a story typical of the Banjar Kuala language. Research instruments were used to conduct the interviews.

This instrument contains parts of instruments for phonology, morphology, and syntax, as well as instruments for the socio-cultural background of the language's speakers. These interviews and stories were taped and typed up. This transcription was examined in a descriptive manner. The temporary analysis results were corrected again in the field to obtain confirmation from the information, resulting in a refinement process that was then brought back to the research workshop to obtain feedback from the workshop participants. Participants in the workshop included workshop leaders and other members of the language research team, as well as a number of invitees who were deemed competent to speak about the Banjar language. The draft report was refined again based on the various responses in this workshop, resulting in a description of the Banjar Kuala language structure in this report.

The researcher investigates the morphological mechanisms involved in the development of English verbs and Banjar Kuala language verbs. The researcher does not compare words with the same meaning in English and Banjar Kuala but rather studies the process of creating verbs from specific fundamental words, such as nouns, adjectives, certain verbs, adverbs, and numbers after prefixes and suffixes are added.

4. Results and Discussion

Regarding morphology in English, there are two or three ways to form words, from root words to derivative words, namely prefixation, suffixation, and infixation, while in Indonesia, there are three ways to form words. They are prefixes, suffixes, and infixations. And in Banjar Kuala, there are four ways, namely prefixation, suffixation, reduplication or repetition, and composition or compounding. The four ways are not discussed specifically, but what is unique is the formation of verbs from root words by adding affixes, namely prefixes or suffixes and infixes to the base word, by paying more attention to the formation of verbs in both languages. It can be explained that there are bound morphemes that change the grammatical category or synthetic class of words when added to other morphemes. In English, it can be seen as follows:

Table. 4.1 From adjective to verb in English, Indonesia and Banjar language

Adjective			Verb formation		
English	**Indonesia**	**Banjarese**	English Suffixes *-en, -ify and -ize*	Indonesian suffixes (-kan -i), Prefixes *mem-, meng-, and me-Infix (-per-)*	Banjarese prefixes *ma-, man-,mem/n suffixes' -kan' -i*
'deep' 'sharp' 'tight' 'pure' 'familiar' 'final'	'dalam' 'tajam' 'ketat' 'murni' 'terkenal' 'akhir'	'dalam' 'landap' 'kantat' 'bersih' 'takanal' 'sudah'	/deepen/ /sharpen/ /tighten/ /purify/ //familiarize/ /finalize/	/memperdalam/ /mempertajam/ /memperketat/ /memurnikan/ /memasyurkan/ /mengakhiri/	/mandalami/ /malandapi/ /mangantati/ /membarsihi/ /manganalkan/ /menyudahi

The table shows that in English, verb formation can be occurred by adding some affixes to certain adjectives; the affixes can form some verbs from certain adjectives such as - Prefix en- and suffixes -ify, -ize and -en as we can see that they are able to form verbs from the adjectives, the same adjectives in Indonesia are occurred with prefixes *mem/n-, me, and meng*. With infix is *-per-* and with suffixes are *-kan, and -i* while in Banjarese language, prefixes *ma-, man-,mem/n suffixes' -kan' -i* form verbs from adjectives.

Table. 4.2 From Noun to Verb   in English, Indonesia and Banjar language

Nouns			Verbs Formation		
English	**Indonesia**	**Banjarese**	English Suffixes -ize, en-, -ate,	Indonesian suffixes (-kan -i), Prefixes (meng-, me-, mem-, me- mem-) and infix (-per-)	Banjarese Prefix & suffixes

'computer'	computer	computer	/computerize/	/meng**komputer**-isasi-kan/	/maŋ-komputer-isasi-kan/
'moral'	'moral'	'moral'	/moralize/	/me-**moral**-isasi/	/ma-moral-isasɛ/
'organ'	'organ'	'hurgan'	/organize/	/meng-**atur/**	/maŋ-atur/
'strength'	'kekuatan'	'kakuatan'	/strengthen/	/mem-per-**kuat/**	/mam-per-kuat/
'length'	'panjang'	'panjaŋ'	/lengthen/	/mem-per-**panjang/**	/mam-per-panjaŋ/
'vaccine'	'vaksin'	'vaksin'	/vaccinate/	/mem-**vaksin**-asi/	/mam-vaksin-asɛ/

The table shows that in English, verb formation can occur by adding some suffixes to specific Nouns; the suffixes that can form verbs from specific nouns are: -ize, -en, -ate, -(i) fy, -ish. In Indonesia, verbs formation occurs by putting prefixes, infixes and suffixes. From the table above, the prefixes are: *meng-*, *men- me*, *the* infix is -per-, and the suffixes are: *-isasi-kan, -i, -fikasi-kan* and infix (-per-) and in Banjarese,

Table 4.3. From adjective to Verbs in English, Indonesia and Banjar language

ADJECTIVE			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Prefixes (en-)	Indonesian Prefixes, infixes and suffixes; *mem-' infix -per-)*	Banjarese Prefixes *(meng-, man-&*suffixes -i
'large'	'luas'	'ganal'	/enlarge/	/mem-per-besar/	/mengganali/
'rich'	'kaya'	'sugih'	/enrich/	/mem-per-kaya/	/manyugihi/
'sharp'	'tajam'	'tajam'	/sharpen	/mempertajam/	/manajami/
'tight'	'ketat'	'katat'	/tighten/	/memperketat/	/mangatati/

The table demonstrates that English verbs can be formed by adding some prefixes to some of the adjectives; the prefix can form verbs of certain adjectives. It is a prefix en- and suffix en-. In Indonesian, adjectives themselves get affixations to form the verbs. They are prefixes, suffixes and infixes as the list of the words above.

Table 3.4. From Verbs to Verbs in English, Indonesia and Banjar language

Verbs			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Prefixes (re-, dis-)	Indonesian Verb phrase	Banjarese Prefixes
'write'	'menulis'	'manulis'	/rewrite/	/menulis ulang/	/manulis basa/
'like'	'menyukai'	'basyukur'	/dislike/	/benci/	/kada katuju/
'direct'	'langsung'	'lansung'	/misdirect/	/salah mengarahkan	/kada sangaja/
'trust'	'mempercayai'	'parcaya'	/distrust/	/tidak percaya/	/kada parcaya/
'pack'	'mengemas'	'menyimpun'	/unpack/	/membongkar/	/mambongkar/
'lock'	'kunci'	'mangunci'	/unlock/	/membuka kunci/	/mambuka kunci
'suppose'	'memperkirakan'	'mangira'	/presuppose	/mengandaikan/	/mangira-ngira/

The table shows that verb formation in English can occur by adding several prefixes to certain verbs with different meanings; the prefixes can form verbs from certain verbs. They are: re-; co- dis- mis-, un-, and pre-. They are different from the Indonesian and Banjarese languages. In Indonesian verbs and Banjarese verbs, most of them become verbs phrases if they are being made the same meaning as the verbs of English above.

Table 3.5 From Noun to Verbs in English, Indonesia and Banjar language

Nouns			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Verb and Verb phrases	Indonesian Verb and Verb phrase	Banjarese Prefixes Ma/maN
'hook' 'water' 'boat' 'pumpkin'	*'kait'* *'air'* *'kapal'* *'Labu'*	*'unjun'* *'banu'* *'jukun'* *'waluh'*	/ to do for fishing/ /to run the water/ /to run a boat'/ / to garden the pumpkin/	/mancing/ /mengairi / /membawah perahu/ /berkebun labu/	/maunjun/ /mambanu/ /manjukun/ /mawaluh/

The table demonstrates that adding some prefixes *ma/maN* to certain nouns in the Banjarese language can lead to the formation of verbs. There are bound morphemes which change the grammatical category or synthetic class of words when added to other morphemes. In the Banjar language, as we can see above. It is different from Indonesian and English. To have the same meaning in English and Indonesian, language must be in phrases or lexical verbs.

Table 3.6 From Noun to Verbs in English, Indonesia and Banjarlanguage

Noun			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Verb phrase	Indonesian Verb phrase	Banjarese suffixes maN-/ma- suffixes -i
hook water boat pumpkin	*'kait'* *'air'* *'prahu'* *labu*	*'unjun'* *'banyu'* *'jukun'* *'waluh'*	/to help for fishing / to help for watering/ /to run someone boat/ /to result pumpkin for one/	/membantu memancing di tempat tertentu/ /membantu untuk mengairi /menjalankan prahu orang /menghasilkan labu untuk seseorang/	/maunjuniakan /mambanuiakan/ /manjukuniakan/ /mawaluhiakan/

The table demonstrates that adding some prefixes to certain nouns in Banjarese can lead to the formation of verbs; the suffix from certain nouns can form verbs: ma-/maN. There are bound morphemes which change the grammatical category or synthetic class of words when added to other morphemes. In Banjar Kuala, as we can see above. It is different from Indonesian and English. To have the same meaning in English and Indonesian, language must be in phrases or lexical verbs. The table shows that adding a suffix to specific nouns can result in the formation of verbs; the suffixes that can form verbs from specific nouns are suffixes -i

Table 3.7 From Noun to Verbs in English, Indonesia and Banjar language

Verbs			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Verb phrase	Indonesian Verb phrase	Banjarese Prefix *ba-*
Pants leg	*Celana Panjang kaki*	/salawar/ /batis/	/to use pants/ /to leg/	Memakai celana Berjalan kaki	/basalawar/ /babatis/

The table shows that adding a prefix to specific nouns can result in the formation of verbs; the prefix that can form verbs from specific nouns is ba-. It is different between English and Indonesian to say the same massages or meanings in English and Indonesia must be arranged in the phrase form, such as in English, 'to use pants' = /basalawar/ and In Indonesian is '*memakai celana.'*

Table 3.8 From Noun to Verbs in English, Indonesia and Banjar language

Nouns			VERBS Formation		
English	**Indonesia**	**Banjarese**	English Verb phrase	Indonesian Verb phrase	Banjarese prefix ba-& Suffix -an
'pants' 'leg' 'cake'	*'celana panjang'* *'kaki'* *'kue'*	'salawar' 'batis' *'waday*	/to all them using pants/ /to all them walking/ /all of them making cake/	/pada bercelana/ /seluruhnya berjalan kaki/ /pada membuat kue/	/basalawaran/ /babatisan/ /bawadayan/

The table shows that adding a prefix and suffix to certain nouns of Banjarese language can result in verb formation; the prefix and suffix that can form verbs from certain nouns. They are prefix -ba and suffix-an. It was different from English and Indonesian. To make the same meaning of the Banjarese, the verbs must be arranged into verb phrase.

Table 3.9 From verbs to Verbs in English, Indonesia and Banjar language

Verbs			Verbs Formation		
English	**Indonesia**	**Banjarese**	English, becoming Verb phrases	Indonesian with prefix -ber and me, suffixes -an and -i. Forming new verbs and verbs phrase	Banjarese prefix ba-& Suffix -an. Forming the new verbs
fall' 'shout' 'step' 'sleep'	*'jatuh'* *'teriak* *'langkah'* *'tidur'*	/ gugur/ /kuciak/ /lingkah/ */guring'*	' to fall down 'all of them shout' 'to step each other' **'all of them sleep'**	'berjatuhan' 'sama berteriak' 'saling melangkahi' 'tidur semuanya'	/baguguran/ /bakuciakan/ /balingkahan/ /baguringan/

The table shows that by adding a prefix and suffix to certain verbs of Banjarese, it can form a new verb. It means that the prefix and suffix can form verbs from certain verbs. They are the prefix ba- and the suffix -an. It is different from English and Indonesian language. In English, it forms verb phrases, and In Indonesia, it forms new verbs and verb phrases with prefixes -*ber* and *me* and suffixes -*an* and -*i*.

Table 3.10 From adjectives to Verbs in English, Indonesia and Banjar language

Adjective			Verbs Formation		
English	**Indonesia**	**Banjareese**	English with a suffix -en forms verbs and making verbs phrase form	Indonesian Verb phrase	Banjarese prefix di-& Suffix i+-akan
'short' 'red' 'angry' 'stupid'	*'pendek'* *'merah'* *'marah'* *'bodoh'*	'handap' 'haban' 'sarek' 'bungul'	/shorten/ /redden/ /to get angry/ /to make stupid/	/memperpendek/ /memerahi/ /memarahi/ /membodohi	/dihandapiakan/ /dihabaniakan/ /disarehiakan/ /dibunguliakan/

The table shows that adding a prefix and suffix to an adjective in banjarese language can form a verb. Adding suffixes -i to an adjective can also form a verb (/ bungul/ 'stupid' /bunguli/ ' make stupid for someone'). From the descriptions, it can be illustrated that adding prefixes and suffixes to the adjectives (i+-akan) results in verbs formation. They are the same from English. In English, a verb that formed from a certain adjective can be added a prefix (/rich/ 'enrich') and can be added with a suffix (/short/ 'shorten'). In Banjarese language, it can be formed a verb from an adjective by adding prefixes and suffixes (/dibunguliakan/ 'being cheated'), so it could be formed in English.

Table 3.11 From numeric to Verbs in English, Indonesia and Banjar language

numeric			Verbs Formation		
English	**Indonesia**	**Banjarese**	English Verb phrase	Indonesian Verb phrase	Banjarese prefix *di-* & Suffix *-i & -akan*
'two' 'thirty'	*'dua'* *'tiga puluh'*	'dua' 'talung puluh'	/help to become two/ /fulfilled to thirty/	/menjadikan dua/ /menjadikan tiga puluh/	/diduai/ /ditalungpuluahkan/

The table shows that adding a prefix and suffix to certain numeric in Banjarese can result in verb formation. The prefix and suffixes can form verbs from certain numeric. They are prefix di-& suffix -i &-akan. It was different from English and Indonesian, that cannot form verbs from numeric by adding prefixes and suffixes.

Table 3.12 From adjectives to Verbs in English, Indonesia and Banjar language

Adjective			Verbs Formation		
English	**Indonesia**	**Banjarese**	English becoming verbs with phrase form and with prefix (*un-*) and suffix (*-en*)	Indonesian becoming verbs with prefixes *men-, mem-* and with suffix *-kan* and verbs phrase	Banjareese with prefix *ba-*
'unperfect' 'dark ' 'new' 'old'	*'brantakan'* *'gelap'* *'baru'* *'lama'*	*'camuh* *'kadap'* *'hanyar'* *'lawas'*	/unperfect/ /darken/ /making new/ /to spend long time/	*/membrantakkan/* */menggelapkan/* */membuat baru/* */menjadi lama/*	/bacamuh/ /bakadap/ /bahanyar/ /balawas/

The table shows that adding a prefix and suffix to specific nouns in Banjarese can result the formation of verbs. In English, the prefixes and suffixes can also form verbs from specific adjectives. Such as the prefix *-un 'unperfect' and 'darken' with the suffix -en.* and in Indonesian, the verb formation with the prefix mem- and menggelapkan.

Table 3.13 From Noun to Verbs in English, Indonesia and Banjaras language

Adverb of times			Verbs Formation		
English	**Indonesia**	**Banjarese**	English becoming verbs phrase form	Indonesian Verb phrase	Banjareese with prefix *ba-*
'a minutes' 'tomorrow' 'to here' 'to market'	*'satu menit'* *'besok'* *'di sini'* *'dik pasar'*	'kena' 'isuk' 'ke sini' 'ke pasar'	'wait a minute' 'wait for tomorrow' 'go here' 'go to market'	/tunggu dulu/ /menjadi besok/ /pindah kesini/ /menuju pasar/	/bakena/ /baisuk/ /bakasini/ /bakapasar/

According to the table, adding a prefix to certain adverbs of time with the prefix *men-* result in verb formation; the prefix that can form verbs from certain adverbs of time is the prefix ba- The table shows that adding a prefix to certain adverbs of time can result in the formation of verbs; the prefixes that can form verbs from specific adverb of times is ba- while in English and Indonesia, form verb can be on the verb pharases

Affixation is used to make verbs in the Banjar Kuala language. This method is also used in English. Given this fact, it can be said that the formation of verbs in both languages is carried out in the same way. Furthermore, the affixes used in the formation of verbs in the two languages have parallels in both form and function. But, apart from similarities and similarities, there are some differences. By comparing the two languages, it will reveal the similarities and differences in the formation of verbs through affixation. The comparison begins with examining the process of forming Banjar Kuala language verbs using affixes, especially prefixes, infixes, suffixes, and prefixes + suffixes. In contrast to English, which only uses prefixes and suffixes, verbs cannot be formed with infixes and prefixes + suffixes at the root of the word.

By understanding the morphological process of verb formation in English, as in the results of the research above, researchers can use it as a first step to also know in depth the morphological processes that occur in the Banjar Kuala language. The formation of English verbs occurs when there is the addition of a prefix or suffix to certain words, such as nouns become verbs, adjectives become verbs, and the verb itself becomes a verb with another meaning. The analysis of this research illustrates that there are some similarities in the formation of verbs in Banjar Kuala language with English, especially in adding prefixes to certain types of words and adding suffixes to certain types of words, but there are also many differences in verbs in English certain types of words. Banjar Kuala language can be formed from adverbs of time number words by adding a suffix or prefix to the word, while English verbs cannot be formed from these types of words. Another difference between English verb formation and Banjar verb formation is that Banjar Kuala verbs can occur by adding prefixes and suffixes to certain types of words but are not found in English by adding prefixes and suffixes as described for certain verbs on the results table.

Verb derivation through the affix manN Banjar Kuala can be in the form of nouns, adjectives, adverbs, and numbers can be combined to form verbs in the Banjar language(Hapip et al., 1981). Verbs in Banjarese are formed by affixation and suffixation of their forms (Durasid & Ibrahim, 1984). Based on the data analysis, the derivation of Banjar verbs through affixation and suffixation can be generated through the basic form of the prefix maN-+ so as to produce a verb. By using affixes and suffixes, verbs in Banjarese can be derived from words that are classified as objects. In Banjar, verbs are derived through form-based affixation and suffixes. Many Banjar verbs are formed through affixation and suffixation, according to the results of data analysis of Banjar verb derivation. In Banjar, verbs are derived through form-based affixation and suffixes. Many Banjar verbs are formed through affixation and suffixation, according to the results of the data analysis of the derivation of Banjar verbs, and their derivatives can be seen in the results of the analysis.

Affixes are used to derive verbs. The derivation of Ba-Verba through affixes in Banjarese is the process of adding affixes to basic words; in this case, the attached affix is the prefix ba-. Verbs in Banjarese can be derived from affixes to nouns, adjectives, adverbs, and numbers. Verbs in Banjarese are derived through affixation, especially the prefix ba-, based on their form. The results of the data analysis of the derivation of Banjar verbs through affixation show that the derivation of Banjar verbs can be formed by the prefix ba- + the basic form of nouns, adjectives, adverbs, and numbers.

Verb derivation through the prefix ta- can occur in nouns, adjectives, and adverbs. Verbs in Banjarese are derived based on their form through affixation and suffixation. The results of data analysis regarding the derivation of Banjarese verbs through affixation and suffixes revealed that the derivation of verbs in Banjarese can be done mainly through the prefixes ta- and the suffixes -akan, -an, and -i to produce classified words. as a verb. For example, the prefix ta- + cabur (Noun) results in /tacabur/, ta- +/pacul/ (Adj) becomes /tapacul/, and ta- + imbay (verb) becomes taimbay. While the addition of the prefix ta- to nouns, adjectives, and adverbs changes the base word class into a new word class, the possible word class in this situation is the verb.

5. Conclusion

The process of affixing a basic word or free morpheme to certain classes of words, such as an adjective to become a verb, a noun to become a verb, a certain verb to become other verb, the verb itself to become a verb that has a new meaning is generally formed by adding prefixes, suffixes, and infix. Of the three languages, in this study, it is illustrated that there has been the formation of the verb due to the combination of affixes, especially in Banjarese and Indonesian as in Banjarese nouns: 1) /unjun/ 'hook' /maunjaniakan/ which means 'to fish for'. 2) /banu/ 'air'/mambanuiakan/, which means 'giving water'. These data indicate that the combination of prefixes and suffixes added to the noun changes the word class to a verb. In Indonesian, the combination of affixes that form the verb from other word classes also occurs as in adjectives: 1) /ringan/ 'light' /meringankan/, which means to lighten the burden. 2) /berat/ 'heavy' /burdensome/ 'memberatkan', which means to add to the burden. Observing and analysing the process of forming Indonesian and Banjarese verbs has almost the same formula; that is, by adding prefixes and suffixes to certain

words, a derivation process will occur, namely a change in the lexical meaning of that word. In this regard, it can be explained that affixation in English, namely adding prefixes or suffixes to certain words, allows for a derivation or inflection process, namely words that get new morphemes so that grammatical meaning changes occur, but the class of word does not change. These differences clearly illustrate that there are differences in the process of forming verbs between Banjarese, Indonesian and English. There are many formations of verbs from other words, such as adjectives, nouns or the verb itself with infix affixes, which are never found in English.

In light of the aforementioned conclusion, the following recommendations are proposed: Further comparative studies are being conducted to delve deeper into the construction of verbs in Banjarese, Indonesian, and English. This inquiry delves into additional dimensions of lexical derivation, namely examining the function of infixes and the distinct affixation patterns observed within individual languages. This can facilitate scholars in acquiring a more profound comprehension of the variations between languages in this particular feature.

Expanding the scope of the study to encompass more languages that exhibit distinct word generation mechanisms. In order to obtain a more comprehensive understanding of linguistic variety, it is imperative to undertake a comparative analysis of these processes in Banjarese, Indonesian, and English.

- Promoting initiatives aimed at revitalising languages such as Banjarese, which exhibit distinctive mechanisms for word production. Advocate for the conservation and utilisation of indigenous languages as a means to sustain cultural diversity and heritage.

This study aims to investigate the impact of a language's morphological typology on its mechanisms of word generation. This study aims to examine if languages sharing similar morphological typologies demonstrate comparable patterns of word production. The construction of linguistic corpora for Banjaras, Indonesian, and English is being undertaken with the aim of facilitating future investigations into word production. A meticulously organized corpus can function as a useful asset.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1]   Amanda, P. (2000). *Processes and Paradigms in Word-Formation Morphology* (Reprint 20). De Gruyter Mouton.
[2]   Anderson, S. R. (1992). *A-Morphous Morphology*. United States of America by Cambridge University Press, New York.
[3]   Aronoff, M., & Fudeman, K. (2011). *What is morphology? (2nd ed)*.
[4]   Bloomfiield, L. (1983). *Introduction to the Study of Language* (Vol. 96, Issue 1). John Benjamins. https://doi.org/10.2307/599907
[5]   Booij, G. (2005). *The Grammar of Words, 2nd edition*. 8.
[6]   Booij, G. (2018). The construction of words. In *Linguistics* (p. 617). Springer. https://doi.org/10.1017/9781316339732.016
[7]   Carstairs-Mccarthy, A. (2002). An Introduction to English Morphology: Words and Their Structure. *Linguistics*, 160.
[8]   Darwis, M. (2011). *NASIB BAHASA DAERAH DI ERA GLOBALISASI*.
[9]   Dorr, B. J. (1997). *Large-Scale Dictionary Construction for Foreign Language Tutoring and Interlingual Machine Translation*. 271–322.
[10]   Durasid, F. S. E. K. D., & Ibrahim, S. S. (1984). *Geografi Diaiek ' Bahasa Banjar Hulu*.
[11]   Efthymiou, A., Fragaki, G., & Markos, A. (2012). Productivity of verb-forming suffixes in Modern Greek: a corpus-based study. *Morphology*, *22*(4), 515–543. https://doi.org/10.1007/s11525-012-9202-4
[12]   Ewert, A. (2013). *Investigations in Teaching and Learning Languages*.
[13]   Fuhrhop, N. (2021). Visible verbal morphology: Morpheme constancy in Germanic and Romance verbal inflection. *Morphology*, 297–314. https://doi.org/10.1007/s11525-020-09372-4
[14]   Geert, B. (2005). *The Grammar of Words* (M. A. Brown Keith, Eve V. Clark, Ed.). Oxford University Press Inc. New York.
[15]   Gerald P. and DelahuntyGarvey, J. J. (2010). *English From Sound to Sense*.
[16]   Gribanova, V. (2013a). Verb-stranding verb phrase ellipsis and the structure of the Russian verbal complex. *Natural Language and Linguistic Theory*, *31*(1), 91–136. https://doi.org/10.1007/s11049-012-9183-3
[17]   Gribanova, V. (2013b). Verb-stranding verb phrase ellipsis and the structure of the Russian verbal complex. *Natural Language and Linguistic Theory*, *31*(1), 91–136. https://doi.org/10.1007/s11049-012-9183-3
[18]   Hamawand, Z. (2009). *The Semantics of English Negative Prefixes*.
[19]   Hapip, A. D., Kawi, D., & Noor, B. (1981). *Struktur Bahasa Banjar Kuala*. Pusat Pembinaan dan Pengembangan Bahasa.
[20]   Herausgegeben, V. (2000). *Morphologie / Morphology* (Vol. 1). Walter de Gruyter GmbH & Co. KG, D-10785 Berlin Dieses Werk einschließlich aller seiner Teile ist urheberrechtlich geschützt.
[21]   Kipper, K., Korhonen, Æ. A., & Ryant, Æ. N. (2008). *A large-scale classification of English verbs*. 21–40. https://doi.org/10.1007/s10579-007-9048-2

[22] Klavans, J. L., Chodorow, M. S., Ravin, Y., & Sachar, H. E. (1988). Using a Morphological Analyzer to Teach Theoretical Morphology. In *Computers and the Humanities* (Vol. 25).

[23] Lewis, M., & Hill, J. (2017). Practical Techniques For Language Teaching. *Public Policy Making in a Globalized World: Revised Edition*, xxiii–xxiv. https://doi.org/10.1017/cbo9781139017190.003

[24] Lieber, R. (2009). *Cambridge Introductions to Language and Linguistics (Introducing Morphology)*. Cambridge University Oress, Yew York.

[25] Lieber, R. (2018). Theoretical Issues in Word Formation. In J. Audring & F. Masini (Eds.), *The Oxford Handbook of Morphological Theory* (Issue March). https://doi.org/10.1093/oxfordhb/9780199668984.013.3

[26] Mahboob, A., & Lin, A. M. Y. (2018). *Local Languages as a Resource in (Language) Education* (pp. 197–217). https://doi.org/10.1007/978-981-10-6421-0_10

[27] Mahrymeb, C. B. (2009). *WORD-BUILDING IN M O D E R N E N G L I S H AFFIXATION AND C O M P O U N D I N G*.

[28] Nida, E. A. (1947). Morphology: The Descriptive Analysis of Words. *Language*, *23*(3), 273. https://doi.org/10.2307/409881

[29] O'Grady, W., & Archibald, J. (2017a). *Contemporary Linguistics Seventh Edition*.

[30] O'Grady, W., & Archibald, J. (2017b). *Contemporary Linguistics Seventh Edition*.

[31] O'Grady, W., & Dobrovolsky, M. (1997). *Contemporary Linguistics: An Introduction 3rd Edition* (W. O'GRADY, U. o[H. ·at M. And, M. D. · U. of Calgary, U. S. E. P. by M. ARONOFF, & S. U. of N. Y. at S. Brook, Eds.).

[32] PLAG, I. (2003). *Word formation in English* (n. vincent s. r. anderson, j. bresnan, b. comrie, w. dressler, c. ewen, r. huddleston, r. lass, d. lightfoot, j. lyons, p. h. matthews, r. posner, s. romaine, n. v. smith, Ed.). Cambrige University Press, New York.

[33] Richards, J. C., & Schmidt, R. (2002). L ongman LANGUAGE TeACHING & APPLIED Linguistics. Longman.

[34] Riggle, J. (2006). Infixing reduplication in Pima and its theoretical consequences. Natural Language and Linguistic Theory, 24(3), 857–891. https://doi.org/10.1007/s11049-006-9003-8

[35] Ristiani, I. (n.d.). Konferensi Linguistik Tahunan Atma Jaya 19. http://badanbahasa.kemdikbud.go.id/lamanbahasa/artikel/2542/kebijakan-pelindungan-

[36] Thwaite, A. (2019). Halliday' s View of Child Language Learning: Has it been Misinterpreted? In *Australian Journal of Teacher Education* (Vol. 44).

[37] Ulfa, M. (2019). Eksistensi Bahasa Daerah di Era Disrupsi. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, *12*(2). https://doi.org/10.30651/st.v12i2.2948

[38] Zapata A., A. (2007). Unit 1: Types of Words and Word-Formation Processes in English. *International Journal of Economics, Business and Finance*, 1–23.

[39] Zerrouki, T., & Balla, A. (n.d.). *Implementation of infixes and circumfixes in the spellcheckers*.