

## CLASS - CHANGING DERIVATIONAL SUFFIXES IN CHILDREN'S STORY BOOK ENTITLED "MAGNIFICENT MILLIE"

### SUFIKS DERIVASI PENGUBAH KELAS KATA DALAM BUKU CERITA ANAK BERJUDUL "MAGNIFICENT MILLIE"

Retno Budi Astuti<sup>1</sup> & Erna Pranata Putri<sup>2</sup>

<sup>1,2</sup>Sastra Inggris, Universitas Gunadarma

Jalan Margonda Raya 100, Depok-Jawa Barat, Indonesia

Email: [retnobastuti@staff.gunadarma.ac.id](mailto:retnobastuti@staff.gunadarma.ac.id)<sup>1</sup>, [ernaputri@staff.gunadarma.ac.id](mailto:ernaputri@staff.gunadarma.ac.id)<sup>2</sup>

#### Abstract

*Mastering knowledge of a language entails understanding its lexicon. Morpheme is one of the numerous basic units in morphology. Derivational suffixes are found in bound morphemes. Derivational suffixes can change the category and kind of meaning of the form to which they apply, resulting in the creation of a new word. This article examines the class-changing derivational suffixes in a children's story book entitled "Magnificent Millie". This research used descriptive-qualitative method to discover and understand how language, specifically suffixation, is utilized to construct meaning in a text. The research data is collected by using a documentation technique. The research object is a children's story book entitled "Magnificent Millie". The result of this study shows that class-changing derivational suffixes can be found in a children's story book entitled "Magnificent Millie". the researcher found 15 data of class-changing derivational suffixes which is divided into 10 data of noun derivation, 4 data of adverb derivation, and 1 datum of adjective derivation. This shows that children's story book can be a good medium to learn about derivational suffixes.*

**Keywords:** Derivation, morpheme, suffix

#### Abstrak

*Menguasai suatu bahasa berarti juga perlu memiliki pemahaman terhadap leksikonnnya. Morfem merupakan salah satu unit dasar dalam morfologi, di mana sufiks derivasional dikategorikan sebagai morfem terikat. Sufiks derivasional memiliki fungsi untuk dapat mengubah kelas kata dan makna dari bentuk dasar yang dilekatinya, sehingga menghasilkan pembentukan kata baru. Artikel ini meneliti sufiks derivasional pengubah kelas kata dalam buku cerita anak yang berjudul "Magnificent Millie". Penelitian ini menerapkan metode deskriptif-kualitatif untuk mengidentifikasi dan memahami pemanfaatan bahasa, khususnya sufiksasi, dalam mengonstruksi makna pada teks. Data penelitian dikumpulkan melalui teknik dokumentasi, dengan objek penelitian berupa buku cerita anak yang berjudul "Magnificent Millie". Hasil penelitian menunjukkan adanya penggunaan sufiks derivasional pengubah kelas kata dalam buku cerita anak tersebut. Peneliti menemukan 15 data sufiks derivasional pengubah kelas kata, yang terbagi menjadi 10 data derivasi nomina, 4 data derivasi adverbial, dan 1 data derivasi adjektiva. Hasil tersebut menunjukkan bahwa buku cerita anak dapat menjadi media yang baik untuk memahami sufiks derivasional.*

**Kata kunci:** derivasi, morfem, sufiks

## Introduction

Gaining a proper understanding of any languages naturally requires a strong comprehension of its lexicon. However, building an English vocabulary can be prone to a difficult task for many learners. Commonly, vocabulary refers to the specific set of words used when discussing a particular topic (Pearson Education Limited, 2014). To communicate clearly and effectively, language learners must understand and master these lexical items. In foreign language education, one of the most systematic ways to enhance this lexical competence is through morphological understanding, particularly by understanding how derivational suffixes change word classes and expand meaning.

Principally, morphology is the study of the internal structure of words and the rules that manage how they are formed (Fromkin, Rodman, & Hyams, 2017). Expanding on this idea, Aronoff and Fudeman (2023) describe morphology not just as a formal branch of linguistics that analyzes word structures, but also as the internal mental process involved in building words. In the broader context of language acquisition, developing morphological skills is important for vocabulary growth. Instead of forcing learners to memorize vocabulary as a static list of isolated words, morphology offers a practical framework to

decode complex terms. When language learners understand how these internal structural rules work, they can easily break down complex layers of meaning and see how complicated words are built from simpler morphemic blocks. Eventually, having a solid comprehension of morphological structures is important for building advanced literacy skills and uncovering the deeper nuances of meaning in a text.

The core of morphology is the morpheme which serves as the most basic unit of analysis in the field. As Yule (2020) explains, a morpheme is simply the smallest unit of meaning or grammatical function and it is divided into two main types: free morphemes and bound morphemes. Free morphemes, such as *come*, *kneel*, and *wear*, can stand alone as independent words in a sentence. In contrast, bound morphemes cannot exist on their own and must attach to a root or base word. These appear either as prefixes (like *ir-*, *dis-*, and *un-*) or as suffixes (like *-ed*, *-ist*, and *-s*). Within the category of bound morphemes, derivational suffixes are important for expanding vocabulary. O'Grady (2016) points out that these affixes change the grammatical category, the meaning, or both, of the base word they attach to, which eventually creates a new word. A good example of this is the word *jobless*. The root

for the word “job” is originally a noun, but when the derivational suffix -less is added, the word shifts into an adjective meaning “without a job.” Studying these shifts provides valuable insights into how texts are constructed and how meaning is understood.

In the field of structural linguistics, the definition of a morpheme has been extensively conceptualized by various experts as the foundation of language. Matthews (1991) characterized morphemes as the smallest, primitive syntactic units capable of generating meaning, positioning them as the ultimate foundation for describing the primary articulations of human language. This perspective is supported by McCarthy (2002), who provides a fundamental definition of morphemes as the most minimal structural components of words. Haspelmath and Sims (2010) also define morphemes as the smallest meaningful constituents contained within a word. Aligning with these viewpoints, Fromkin et al. (2017) reinforce that a morpheme represents the most elemental unit of grammatical form while simultaneously functioning as a minimal unit of semantic meaning. By examining these definitions from the experts, it becomes evident that a morpheme operates at the critical interface of syntax and semantics. It is not merely an abstract grammatical marker, but a dynamic

cognitive tool that allows language learners to decode and encode complex ideas efficiently. Therefore, understanding the dual nature of morphemes, as both structural elements and meaning-bearing units, is crucial for analyzing how complex lexical innovations are formed and interpreted in textual data.

To illustrate this structural phenomenon, the use of the English prefix 'dis-' serves as a clear example. When 'dis-' is affixed to base words such as 'agree', 'continue', and 'appear', it systematically gives a negative or oppositional semantic value, so it changes the original meaning to 'not agree', 'not continue', and 'not appear', respectively. Morphologically, this demonstrates that words of this nature are not singular units but are composed of at least two distinct, meaningful constituents (e.g., 'dis-' + 'agree'). This composition underscores a vital linguistic principle: language learners do not only memorize complex words as a whole. Instead, they consider meaning by processing the arrangement of their sub-components. Furthermore, Fromkin et al. (2017) establish a crucial structural dichotomy in morphological typology, categorizing these foundational units into two primary classifications, which are free morphemes, which possess syntactic autonomy, and

bound morphemes, which require structural attachment to a host form. This boundary between autonomy and dependency is fundamental to word structure. While free morphemes provide the core idea or reference to the real world, bound morphemes act as the relational and derivational machinery that expands, modifies, and recalibrates those core meanings within a language system.

Expanding upon the structural classification of morphemes, Lieber (2009) declares that free morphemes are characterized fundamentally by their capacity to stand alone syntactically. Align with this definition, Hamawand (2011) states that any morpheme capable of surfacing as an independent word within a sentence belongs to this free category. This perspective is further explained by Yule (2020), who reiterates that free morphemes possess the unique structural capability to exist autonomously as single words without requiring affixation. The examples of items residing within this category span across various lexical classes, including the noun 'cat', the verb 'run', the adjective 'sad', and the adverb 'slowly'. From a theoretical point of view, free morphemes form the foundation of a language's lexicon, acting as the primary carrier of denotative meaning. In

linguistic typology, these are typically subdivided into lexical (open-class) morphemes, which readily accept new coinages, and functional (closed-class) morphemes, which serve grammatical roles. Since free morphemes carry the primary semantic weight, they provide the essential baseline or 'roots' upon which grammatical nuances are built. Therefore, a comprehensive understanding of how these autonomous roots interact with dependent structures is critical to figure out how complex morphological variations are generated and comprehended in both spoken discourse and written literature.

Derivational suffixes have drawn plenty of academic interest over the years. It means that this study builds on a solid foundation of existing research. Several previous papers have looked into how these endings reshape words, offering some great context for this study. The first study is written by Efrika Siboro and Barli Bram in 2020 entitled "Morphological Analysis of Derivational Affixes in Brothers Grimm's the Story of Rapunzel". The study explored the different types and functions of derivational affixes found in the Brothers Grimm's classic story, *Rapunzel*, highlighting how understanding these word parts is crucial for helping language learners expand their vocabulary.

Using a quantitative descriptive method, the researchers analyzed the complex words throughout the tale and uncovered 33 instances of derivation. The findings showed a heavy reliance on suffixes over prefixes, with 29 suffixes, such as *-ly*, *-ness*, and *-ful*, outnumbering the three identified prefixes (*en-*, *un-*, and *re-*). In terms of grammatical function, noun formation was the most common process, making up 30.4% of the data. This was closely followed by both adjective and adverb formation at 24.2% each, while verb formation accounted for the remaining 21.2%.

The next study is from Krismalita Sekar Diasti and Christina Alika Yulina in 2026 entitled "A Morphological Analysis of Derivational Affixes in the Book Entitled *The Little Prince*". Their paper explores how derivational affixes are used in Antoine de Saint-Exupéry's classic book, "*The Little Prince*". Using a descriptive quantitative approach, we collected and analyzed the text's complex words based on the morphological frameworks of Katamba (2005) and O'Grady and Archibald (2019). The study uncovered 176 derivational affixes spread across eight distinct categories. The data shows that turning verbs into nouns is the most common word-formation process in the book, making up 33.52% of the findings,

with adjective-to-adverb shifts coming in second at 22.16%. Beyond mapping out these linguistic patterns, the study highlights how reading literature can be a highly effective tool for English as a Foreign Language (EFL) learners. By seeing how these word families work in real stories, learners can more easily expand their vocabulary and master English word structures.

For young readers, exposure to derivational processes serves a crucial cognitive scaffolding that help them comprehend how root concepts can be transformed into various grammatical functions. Accordingly, this study aims to examines class-changing derivational suffixes in the children's book "*Magnificent Millie*" written by Sienna Williams. The book "*Magnificent Millie*" is used as its primary data source. Published as part of the box set 'My Little Library of Stories for Girls', this story is written specifically for young readers. Throughout the text, the author uses different word-formation processes to emphasize the book's central theme of creativity and imagination. Looking closely at these patterns shows that morphological elements, especially nominal suffixes, play a key role in developing characters and building the narrative. Because of this, analyzing "*Magnificent Millie*" offers a perfect

opportunity to see how complex language features are simplified to create meaningful and creative stories for a young audience.

### Method

To investigate these word formations, this study uses a descriptive research design to systematically look at the morphological elements in the text. According to Aggarwal and Ranganathan (2019), descriptive research aims to map out the distribution, characteristics, and patterns of specific variables without manipulating the environment or testing a predetermined causal hypothesis. Based on this, a descriptive-qualitative approach is ideal for analyzing the derivational suffixes in the storybook "Magnificent Millie". This qualitative framework makes it possible to discover and truly understand exactly how language, specifically suffixation, is used to build and convey meaning within the story. By relying on this qualitative design, the study goes beyond simply counting words; instead, it allows for a deeper interpretation of how these small morphological changes help shape the book's narrative structure.

This specific children's book was selected based on its commercial success and long-standing availability, making it a reliable representative of contemporary children's

literature. Since its release in 2015, the book has maintained a continuous market presence and global circulation across major international booksellers for over a decade. Published by Igloo Books Ltd., a primary subsidiary of Bonnier Books, the text went through standard, professional editorial processes, ensuring the quality of its language. This partnership also meant the book was widely distributed as part of the popular 'Picture Flats' series—a highly successful format designed specifically for early childhood reading. Because it is so widely available, this book is not just an isolated or random choice; rather, it represents a widely read piece of children's media that actively influences the language development of its young audience.

This study uses a systematic documentation technique applied directly to the book's narrative. As Bowen (2009) explains, document analysis involves a careful evaluation of both printed and electronic texts, making it an effective tool for qualitative research. Along the same lines, Arikunto (2013) notes that using clear data gathering methods is important to make the research more organized, efficient, and easy to replicate. In this study, the words and sentences extracted from the story serve as the primary research instrument. Instead of

using outside tests or questionnaires, the textual data itself is used as the basis for analysis. This approach allows for isolating, categorizing, and analyzing the morphological structures straight from their natural sentences, ensuring that the words are studied within their proper context.

The data collection process for this study involved a few systematic steps. First, the story book was read multiple times to ensure a comprehensive understanding of the words containing suffixes. Next, the sentences with the words containing suffixes on the book were carefully noted and reviewed. During this process, the suffixes were identified and documented. Finally, the gathered data were organized and categorized based on their specific class-changing derivational suffixes types.

The procedure of this study is divided into three clear steps: collecting the data, categorizing it, and analyzing the results. First, a thorough reading of the children's storybook "Magnificent Millie" was done to find the specific words needed for the study. The main focus during this step was to identify and pick out words in the story that used class-changing derivational suffixes. Once these words were found, they were sorted and categorized based on their morphological traits, following the chosen

theory. Next, the data was analyzed by breaking down each word to check its root form, the suffix attached to it, and how its word class changed. Finally, these findings were looked at alongside the main goals of the research to find patterns, which then served as the basis for drawing the study's final conclusions.

### **Result and Discussion**

According to Fromkin et al. (2017), affixes are formally defined as bound morphemes characterized by their structural dependency, which allows them to be affixed to the beginning, end, middle, or even circumfixed to both ends of a base form. For instance, the root word 'integrate' (denoting the act of becoming part of a unified group or system) can be structurally transformed into whole new lexical entries; applying the prefix 'dis-' yields 'disintegrate' (to break down into fragments), while appending the suffix '-ion' generates 'integration' (the systematic process of combining components). In English morphology, prefixes such as 're-', 'dis-', and 'im-' are strictly bound to the initial position of a base, whereas suffixes like '-ion', '-ness', and '-ly' are invariably bound to the final position. The author notes that attaching these bound morphemes to a base form systematically gives rise to a novel word

possessing a distinct semantic identity. So, derivational morphemes functioning as either prefixes or suffixes directly impact the root word's grammatical realization, yielding significant semantic modifications. This structural manipulation highlights the cross-linguistic phenomenon of affixation topology, where the spatial arrangement of morphemes determines word-formation rules. From a functional perspective, while some affixes merely provide inflectional adjustments for grammatical agreement, derivational affixes act as powerful catalysts for lexical productivity. They allow a language to maximize its expressive capacity by generating a broad matrix of conceptually distinct words from a single, limited set of root forms. Therefore, analyzing how these attachments manipulate grammatical boundaries is essential for understanding the structural elasticity of text.

As stated by Radford (2020), the process of derivation frequently operates across major lexical categories, specifically nouns, verbs, and adjectives, often with the explicit outcome of modifying the core word class. Furthermore, Fromkin et al. (2017) propose a crucial typological distinction, classifying derivational morphemes into two discrete linguistic categories: those that induce a categorical word-class change, and

those that do not. This theoretical framework highlights the dual mechanism of class-changing (trans categorization) and class-maintaining derivation within a language's morphological system. While class-maintaining derivation changes semantic nuances without affecting the underlying syntax, class-changing derivation serves as a powerful syntactic engine that shifts a word across grammatical boundaries. This categorical elasticity is highly functional in discourse construction, as it enables speakers and authors to reposition a single semantic concept into different syntactic roles, such as transforming an action into a subject or an attribute into an adverb. Consequently, exploring these class-changing mechanisms is dominant to understanding how writers structurally manipulate language to achieve precise narrative and stylistic objectives.

As delineated by Fromkin et al. (2017), the structural operations underlying class-changing derivation are systematically categorized into four primary axes: adjectival, nominal, adverbial, and verbal derivations. Adjectival derivation involves the affixation of a bound morpheme to a base, yielding a terminal item that functions syntactically as an adjective. This process typically manifests through noun-to-adjective conversions, characterized by productive suffixes such as '-

ish', '-ous', '-an', '-esque', '-ate', '-ful', and '-ic', or verb-to-adjective transformations utilizing affixes like '-able', '-ive', '-ory', and '-y'. Similarly, nominal derivation occurs when a bound affix attaches to a base form to construct a noun, predominantly appearing as adjective-to-noun transitions (via suffixes like '-ness', '-ity', '-ism', and '-dom') or verb-to-noun developments (via suffixes such as '-al', '-ance', '-ation', '-er', '-ist', '-ion', '-or', and '-ment'). In parallel, adverbial derivation alters a base form into an adverb, a phenomenon that most frequently occurs through adjective-to-adverb transitions characterized by the highly productive suffix '-ly'. Finally, verbal derivation takes place when an affix shifts a base form into the verb category, typically operating via noun-to-verb conversions mediated by suffixes like '-ize', '-ate', and '-en'. This systematic categorization establishes a comprehensive morpho-syntactic matrix that governs the cross-

categorial migration of words. Within this matrix, suffixes do not merely operate as mechanical attachments; instead, they serve as semantic-syntactic mapping tools that allow core concepts to navigate through different grammatical networks. By mapping these specific pathways, researchers can empirically measure the structural density of a text. Understanding which specific directional shifts (such as nominal or adverbial) dominate a literary work reveals how an author strategically balances static description, active narration, and stylistic modification to match their target audience's cognitive capacity.

This study aims to identify the class-changing derivational suffixes used in the children's storybook *Magnificent Millie*. Each piece of collected data was categorized based on Fromkin's theory regarding the types of class-changing derivational suffixes. The findings of this research are presented below:

Table 1. Types of Class-Changing Derivational Suffixes

Types of Class-Changing Derivational Suffixes	Number of Data
Noun to Adjective	0
Verb to Noun	10
Adjective to Adverb	4
Noun to Verb	0
Adjective to Noun	0
Verb to Adjective	1
Total Data	15

### Verb to Noun

This category contains the largest amount of data found in the study, with a total of 10 items exhibiting verb-to-noun suffixes. Based on the table 2, data number 1, the word “Booster” has a class-changing derivational suffix. The root of the word Booster is boost which is a verb and it is added by suffix -er. According to the *Cambridge Dictionary*, the verb "boost" means to increase or improve something. However, when the suffix "-er" is attached, the word becomes "booster," which is defined

as something that improves, increases, or strengthens something else. This morphological process clearly shows how the suffix "-er" shifts the part of speech from a verb to a noun. This categorical change aligns perfectly with Fromkin’s (2017) theory, which notes that nominal derivation frequently occurs through verb-to-noun transitions utilizing suffixes like "-er". Therefore, the suffix "-er" in "booster" functions as a class-changing derivational suffix because it directly alters the word's underlying grammatical category.

Data Number 1

Word	Root Word	Derivational Suffix
<b>Booster</b>	Boost	-er

Table 2. Data of Verb to Noun Suffixes

Sentence	Page
Rabbit’s Bounce <b>Booster</b> flung her over the treetops.	2
Woodpecker got a headache from the Pecking <b>Protector</b> .	2
The Turnip <b>Extractor</b> sent Badger’s turnips zooming into the sky.	4
The Balloon <b>Blower</b> made Hedgehog huff and puff until he was completely out of breath.	4
Then, there was Squirrel’s Super- <b>Sucker</b> .	4
Millie tried to lay out the picnic blankets with her Splendid <b>Spinner</b> .	5
Millie’s <b>invention</b> flung the picnic blankets everywhere and the animals were very cross.	6
“Allow me to demonstrate.” announced Millie...”The Fantabulous Food- <b>Flinger!</b> ”	15
“You really are a magnificent <b>inventor</b> , Millie.”said Rabbit.	19
The others nodded in <b>agreement</b> .	19

Data number 2

Word	Root Word	Derivational Suffix
<b>Protector</b>	Protect	-or

In data number 2, a word class change can be seen in the word “Protector”. The word “protector” is taken from Millie’s invention which is Pecking Protector; a concrete tool. The derived noun protector transcends the abstract action of protecting, materializing it as a concrete tool. The noun "protector" comes straight from the verb "protect," which means keeping people or things safe from

harm. Adding the suffix "-or" changes the word into a noun that describes the person or equipment doing the guarding. This is a classic example of class-changing derivation, where a suffix completely switches a word's part of speech. It also fits right into Fromkin’s (2017) framework, which explains how English regularly turns verbs into nouns by attaching specific suffixes like "-or."

Data Number 3

Word	Root Word	Derivational Suffix
<b>Extractor</b>	Extract	-or

The third data on the table is the word “Extractor”. The word "extractor" is built directly onto the verb "extract," which refers to pulling or taking something out. By attaching the suffix "-or," the term shifts into a noun representing the actual machinery that performs the task. This transition serves

as a clear case of class-changing derivation, where the suffix alters the core part of speech. It also highlights the morphological pattern where specific bound morphemes like "-or" act as the primary tool for turning verbs into nouns.

Data Number 4

Word	Root Word	Derivational Suffix
<b>Blower</b>	Blow	-er

The next data is the word “Blower”. The word "blower" starts with the verb "blow," which describes the action of moving

air or creating a breeze. Once you attach the suffix "-er," it transitions into a noun that refers to the machine built to push air around

for things like temperature control or clearing debris. This shift perfectly demonstrates class-changing derivation, since the suffix rewrites the word's grammatical identity

from an action to a name. It offers another clear look at how English relies on specific suffixes to seamlessly manufacture nouns out of verbs.

Data Number 5

Word	Root	Derivational
Agreement	Agree	-ment

The last data on the table is the word "agreement" which is rooted from the word "agree". When the verb "agree", which has a meaning to share the same opinion, is added by the suffix "-ment," it becomes the noun "agreement." This new word represents the actual state of being in harmony or giving approval. Accordingly, it happens when Millie and her friends are having an agreement after a long discussion. It materializes their communicative process into a definitive resolution. Because the suffix completely switches the word's grammatical role from an action to a concept, it is a clear example of class-changing derivation. This specific shift fits perfectly with Fromkin's (2011) theory, which highlights how English regularly uses endings like "-ment" as a standard tool for building nouns out of verbs.

### Adjective to Adverb

In addition, four instances of adjective-to-adverb suffixes were identified within the text. The word "excitedly" originates from the adjective "excited," which is defined as feeling very happy and enthusiastic. The suffix "-ly" is added to the word and it shifts the grammatical category of the base word, turning it into the adverb "excitedly," which semantically denotes performing an action in an excited manner. This morphological adjustment represents a clear case of class-changing derivation, as the suffix successfully transforms an adjective into an adverb. As for Fromkin, he states that adverbial derivation regularly occurs through adjective-to-adverb transitions via the highly productive suffix "-ly" just as shown in data number 1 in the book "Magnificent Millie", the changing of adjectival base into an adverbial form shows the manner in which Millie assembles her inventions.

Table 3. Data of Adjective to Adverb Suffixes

Sentence	Page
"I've got lots of ideas to help us get ready!" cried Millie, <b>excitedly</b> .	3
The Balloon Blower made Hedgehog huff and puff until he was <b>completely</b> out of breath.	4
<b>Suddenly</b> , Millie came across a giant picnic blanket.	8
<b>Finally</b> , the invention was finished.	14

The first data on the table is the word "excitedly".

Word	Root Word	Derivational Suffix
<b>Excitedly</b>	Excited	-ly

The second data on the table is the word "completely" which is rooted from the word "complete".

Word	Root Word	Derivational Suffix
<b>Completely</b>	Complete	-ly

The word "completely" is an example of a different kind of shift, starting with the adjective "complete," which describes something absolute or whole. Attaching the suffix "-ly" turns it into an adverb, changing the meaning to doing something to the fullest extent. This is a clear case of class-changing derivation because the suffix completely flips the word's grammatical role. The process illustrates Fromkin's (2011) point that English heavily relies on the suffix "-ly" as the standard tool for turning adjectives into adverbs.

### Verb to Adjective

In contrast, only a single instance of a

verb-to-adjective suffix was identified within the entire text. This isolated datum is represented by the word "sticky," which is rooted in the underlying verb "stick." The *Cambridge Dictionary* defines the root word "stick" functions as a verb meaning to cause something to become fixed, typically with an adhesive substance. By appending the suffix "-y," the word undergoes a categorical shift to become the adjective "sticky," which denotes being made of or covered with a substance that stays attached to surfaces. As the suffix successfully converts a verb (stick) into an adjective (sticky), this transformation provides a clear example of class-changing derivation.

Table 4. Datum of Verb to Adjective Suffix

Sentence		Page
Frog's Tongue Tonic made his tongue too sticky!		2

  

Word	Root Word	Derivational Suffix
Sticky	Stick	-y

This finding perfectly aligns with Fromkin's (2011) framework, which identifies the suffix "-y" as a standard structural mechanism for driving verb-to-adjective transitions within adjectival derivation.

### Conclusion

The findings of this study demonstrate that class-changing derivational suffixes are present across various types of literature. Interestingly, these complex morphological structures, which are typically taught in formal school settings, can be readily found in books intended for toddlers who have not yet been exposed to explicit grammar lessons. Within the storybook "Magnificent Millie", a total of 15 instances were identified, consisting of 10 noun derivations, 4 adverb derivations, and 1 adjective derivation. The presence of these 15 class-changing suffixes suggests that almost any written text, regardless of its target audience, has a strong potential to contain diverse morphological structures. Ultimately, this proves that children's storybooks can

serve as an excellent and engaging medium for learners to study and understand derivational suffixes in a natural context.

Future researchers might want to build on this by looking at a wider variety of children's books. Since this study only focused on one storybook, analyzing different genres or books written for slightly older kids could show whether certain suffixes pop up more often than others. It would also be interesting to do a comparative study to see how the complexity of these word changes shifts as the books target older age groups. Lastly, someone could look into the practical side of things by tracking whether kids who read these types of stories regularly actually pick up on these word families faster than those who do not.

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