

An Analysis of the Word Formation In "Captain Marvel" Movie

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ABSTRACT

This study analyzes the word formation processes in the Captain Marvel movie, aiming to identify the types and mechanisms of word formation present in the film. Employing a qualitative research method, data were gathered through repeated viewings of the movie and careful examination of its script. The analysis followed the framework proposed by Miles and Huberman (1994), involving data reduction, data display, and conclusion drawing. The findings revealed 64 instances of word formation, categorized into six distinct types. These included nine examples of borrowing, 38 instances of compounding, five instances of clipping, two instances of conversion, three instances of acronyms, and five instances of derivation. Among these, compounding emerged as the most frequently used word formation process, with 38 examples identified. This research highlights the diverse linguistic features embedded in the language of Captain Marvel, with a notable emphasis on compounding as a dominant process. The study provides insights into the dynamic use of word formation in cinematic scripts and contributes to a broader understanding of language in media.

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INTRODUCTION

Language is a fundamental tool for human communication, enabling individuals to convey ideas, emotions, and knowledge. At its core, language is dynamic and constantly evolving, reflecting the social, cultural, and technological changes within society. Word formation refers to the creation of new words and terms, often necessitated by the need to describe novel concepts, objects, or

phenomena. This process, as a field of linguistic study, offers valuable insights into how language adapts to contemporary contexts and contributes to its richness and diversity. The world of film provides a compelling platform to study word formation processes. Films often reflect the linguistic trends of their time while simultaneously influencing popular language through the introduction of new vocabulary, expressions, or terminology. Dialogues in movies are crafted to suit specific narratives, characters, and themes, which can lead to the creative use of word formation processes such as compounding, clipping, borrowing, and acronym creation. These processes enrich the linguistic landscape of the movie and allow for a more authentic representation of the fictional worlds they depict. One such film that offers fertile ground for linguistic analysis is *Captain Marvel*.

As a major blockbuster within the Marvel Cinematic Universe (MCU), *Captain Marvel* serves as a rich linguistic artifact. Released in 2019, the movie is not only a milestone in cinematic history for introducing Marvel's first standalone female superhero film but also a cultural phenomenon that reflects contemporary societal values and trends. The script of *Captain Marvel* is characterized by its blend of colloquial, technical, and fictional language, which makes it an intriguing case for studying word formation processes. The language of the film not only serves narrative purposes but also establishes its characters and their relationships, adding layers of meaning to its storytelling. Consequently, analyzing the word formation processes in this movie can yield valuable insights into the linguistic strategies employed in cinematic contexts and their implications for popular culture.

This research focuses on identifying and analyzing the types and processes of word formation present in *Captain Marvel*. Word formation, as a subfield of morphology, encompasses various mechanisms through which new words are created. These include borrowing (adopting words from other languages), compounding (combining two or more words to form a new term), clipping (shortening a word), conversion (changing a word's grammatical category without altering its form), acronyms (forming words from the initial letters of a phrase), and derivation (adding prefixes or suffixes to create new meanings). Each process contributes uniquely to the expansion and evolution of a language. In the context of *Captain Marvel*, understanding these processes offers a glimpse into how language is adapted to fit a fictional, yet relatable, narrative world.

This study employs a qualitative research approach to analyze the word formation processes in *Captain Marvel*. The qualitative method is particularly suitable for this research as it emphasizes the interpretation and contextual understanding of data. The data for this study were collected by carefully watching the movie and analyzing its script. Following the analytical framework proposed by Miles and Huberman (1994), the research involved three key stages: data reduction, data display, and conclusion drawing. Through this process, the research aims to uncover the prevalence and significance of different word formation types in the film's language.

The findings of this study have broader implications for linguistics, media studies, and education. First, they contribute to a deeper understanding of how word formation processes function within scripted dialogues. Unlike natural conversations, movie scripts are meticulously constructed, making them an ideal resource for examining deliberate linguistic choices. Second, the study highlights the intersection between language and popular culture, demonstrating how films serve as both mirrors and influencers of linguistic trends. Lastly, the findings can inform language teaching and learning by showcasing the practical applications of word formation in authentic contexts. For instance, EFL (English as a Foreign Language) teachers can use movies like *Captain Marvel* to teach vocabulary and morphology in engaging and meaningful ways.

The novelty of this research lies in its focus on a specific film within the MCU, a franchise renowned for its influence on global popular culture. While previous studies have explored word formation in literary works, advertisements, or social media, relatively few have examined its application within the realm of cinematic language. In addition to its novelty, the study addresses a broader linguistic question: how does language in film contribute to the construction of identity, narrative, and cultural relevance? In *Captain Marvel*, language is not merely a tool for communication but a critical component of its storytelling. The film's dialogue reflects the protagonist's evolution, the sci-fi elements of its setting, and the cultural context in which it was created. Word formation processes play a pivotal role in this linguistic tapestry, offering clues about the film's themes, characters, and audience engagement strategies.

The analysis of word formation in *Captain Marvel* provides a valuable lens for exploring the creative and functional aspects of language in film. This study aims to uncover the types of word formation processes present in the movie and analyze their significance within its narrative framework. By doing so, it contributes to a broader understanding of how language adapts to different mediums and contexts. Moreover, it underscores the importance of linguistic analysis in appreciating the complexities of popular culture and its impact on language evolution. This research not only enriches the field of linguistic studies but also offers practical insights for educators, linguists, and media scholars seeking to explore the dynamic relationship between language and storytelling in contemporary media.

RESEARCH METHOD

Since the purpose of the study is to identify and describe type of word formation found in the movie entitled *Captain Marvel*, this study is categorized as a content analysis. Furthermore, the data collected were quantified, therefore, the study is classified as quantitative content analysis (Franzosi, 2004: 547). This study

falls into the category of quantitative content analysis because it deals with type and proportion of each type of word formation.

Data Collection

The data was collected by the researcher as first, the researcher watched the movie and listened to the conversation carefully. Second, read the script of the movie from transcripts.fandom.com available at [https://transcripts.fandom.com/wiki/Captain_Marvel_\(2019\)](https://transcripts.fandom.com/wiki/Captain_Marvel_(2019)). Third, identify the word formation by giving a mark using color markers.

Data Analysis

There were two research questions to be answered. The first one: What are the types of word formation processes that found in “Captain Marvel” movie based on George Yule’s theory? This question was answer by counting types of word formation and the frequency word formation of each type. Thus, the data were quantitatively analyzed in percentage form. The analysis was done using the following formula:

$$\text{\% per type of word-formation} = \frac{\text{Each type of word formation}}{\text{Total Word formation}} \times 100\%$$

FINDINGS AND DISCUSSION

Findings

The source of data in this study is the movie ‘Captain Marvel’. The film was first transcribed and the word formations in the transcription were identified and collected afterward. The data collected are presented in Table 1.

Table 1. Word-formation Data

alouette	pegasus	déjà vu	cuckoo	halloween	ketchup
venus	tesseract	hellion	anything	without	inside
handsome	stronghold	throughout	takeoff	airplane	dogfight
somewhere	lightspeed	shithole	lifeform	motorcycle	overtake
airport	earthman	overtake	fingerprint	paperclip	aircraft
undercover	Jump-point	stowaway	shortcut	overtime	ugly-ass
understand	spaceship	prolong	anymore	scramjet	lunchbox
pinball	arm-wrestle	dropship	postman	goodbye	comms
tech	goc	lab	helt	fuel	fire

MIG	ASIS	shield	deeply	judgment	killer
finally	distractio	expansion	civilization	caution	elevation
location	explosion	information	probably	absolutely	exactly
infiltration	description	invasion	questions		investigation
simulation	operation	deception	impression		conversation
	permission	transfusion	infestation	modification	precautions
	destination	diversion	intelligence	clearance	identification
equipment	engagement	judgment	electricity	identity	security
	safety	Goodness	likeness	spaceship	accusors
communicator	terrorists	believer	commander	signature	failure
	strength	dangerous	insidious	fallible	subconscious
unconscious	unstoppable	attractive	operative	beautiful	
wonderful	delutional	emotional	personal	universal	
	testimonial	signal	funny	shameful	powerful
	excellent	really	silently	objectively	typically
	finally	technically	diagonally	deeply	unfriendly
obviously	technologically	physiologically	communications		congratulation

Having collected the data, the data were then classified based on the types of word formation found in the story. It should be noted that there were 144 word formations identified. These data were then classified into 6 types of word formations, namely derivation, compounding, borrowing, clipping, conversion, and acronym. The proportion of each type is depicted in the following diagram.

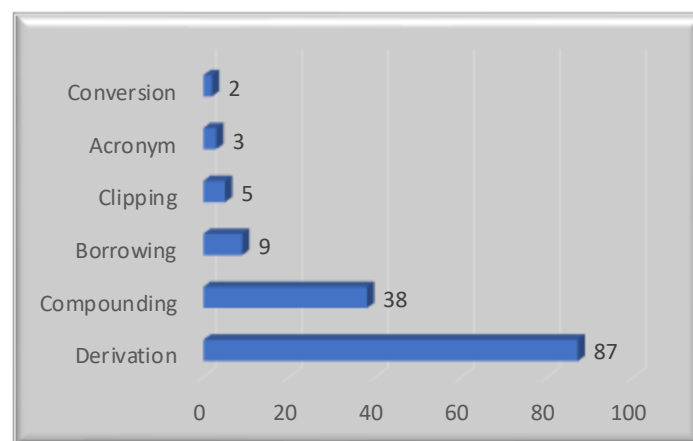


Figure 1. Types of Word-formation found

As shown in Figure 1, word formation in the novel was dominated by derivation with 87 data 60.4%, followed by compounding with 38 or 26.4% in the second position, borrowing in the third position with 9 data or 6.3%, in the fourth,

clipping with 5 data or 3.5% in the fifth, acronym with 3 data or 2.1%, and conversion with 2 data or 1.4%. Thus, derivation is or the most dominant type, followed successively by compounding, borrowing, clipping, acronym and conversion. The following is the explanation of each type. (147)

1. Borrowing (9)

Based on the first step of data analysis, the researcher found nine data that were categorized as borrowings.

Borrowing	Description
Alouette	Alouette (pronounced [alwɛt]) is a popular French-language Canadian children's song, commonly thought to be about plucking the feathers from a lark or skylark.
Pegasus	Pegasus (or <i>pegasos</i>) is a winged-horse from Greek mythology which was fathered by Poseidon and was born from the severed neck of the gorgon Medusa, slain by Perseus. Pegasus is a single imaginary flying horse from Greek myth. The word <i>Pegasus</i> is derived from the Greek <i>pegai</i> which means 'springs' or 'water'.
Déjà vu	Déjà vu means feeling of having previously experienced a present situation. This word is from French <i>Déjà vu</i> which born in 1903 literally "already seen". The phenomenon also known as 'promnesia'.
Cuckoo	Etymologically, the word <i>cuckoo</i> from French ' <i>coucou</i> ', and came into English in the mid 13 th century. Both words imitate the unmistakable call of the male which arrives in Europe from Africa in the spring.
Halloween	Etymologically, <i>Halloween</i> or <i>Hallow-e'en</i> , <i>Hallow e'en</i> , also known as <i>Allhalloween/All Hallows' Eve</i> or <i>All Saints' Eve</i> , 1745 come from Scottish, which means "Saints' evening". The <i>Halloween</i> word that was originated with the ancient Celtic festival of Samhain,
Ketchup	Originating from its Chinese equal 'Ke-stiap', referred to as a concoction of pickled fish and spices in 1692 and fast forward 100 years in the Western world, tomatoes were added to the sauce to create a very famous condiment called 'ketchup'.
Venus	Etymologically, Venus is from Latin, in ancient Roman mythology, the goddess of beauty and love, especially

	sensual love, from <i>venus</i> love, sexual desire; loveliness, beauty, charm; a beloved object.
Tesseract	Tesseract means four-dimensional (cube) which come from Greek. <i>Tesseract</i> classified as a borrowing word.
Hellion	Etymologically, the word <i>helion</i> of aphelion and perihelion is based on the Greek word 'hēlios' which means 'sun'.

1. Compounding (38)

Based on the first step of data analysis, the researcher found thirty-eight data that were categorized as compounding word. They are among others:

Compounding word	Description
Anything	The word <i>anything</i> is a compound word, from any (Adj) and thing (N), which refers to a thing, no matter what'.
Without	The word <i>without</i> is a compound word, from <i>with</i> (Prep), and <i>out</i> (Adv), which means 'in the absence of'.
Inside	The word <i>inside</i> is a compound word, from in (Prep), and side (Adj) which means 'the inner side or surface of something'.
Handsome	The word <i>spaceship</i> is a compound word, from hand (N), and some (Adj) which means 'a good-looking of a man'.
Stronghold	The word <i>stronghold</i> is a compound word, from strong (Adj), and hold (V) which means 'a place that has been fortified so as to protect it against attack'.
Throughout	The word <i>throughout</i> is a compound word, from through (adv), and out (Adv) which means 'in every part of a place or object'.
Takeoff	The word <i>takeoff</i> is a compound word, from take (V), and off (Adv) which means 'the action of becoming airborne'.
Airplane	The word <i>airplane</i> is a compound word, from air (N), and plane (N) which means 'a powered flying vehicle with fixed wings and a weight greater that that of the air it displaces'.
Dogfight	The word <i>dogfight</i> is a compound word, from dog (N), and fight (V) which means 'a close combat between military aircraft'. The word <i>dogfight</i> is from two different words that are joined and become a new word.

Somewhere	The word <i>somewhere</i> is a compound word, from some (Adj), and where (Adv) which means 'in or to some place'.
Lightspeed	The word <i>lightspeed</i> is a compound word, from light (N), and speed (N) which means 'the spacecraft travels at the speed of light'.
Shithole	The word <i>shithole</i> is a compound word, from shit (N), and hole (N) which means 'an extremely dirty, shabby or otherwise unpleasant place'.
Lifeform	The word <i>lifeform</i> is a compound word, from life (N), and form (N) which means 'any living thing'.
Motorcycle	The word <i>motorcycle</i> is a compound word, from motor (N), and cycle (N) which means 'a two-wheeled vehicle that is powered by a motor and has no pedals'.
Overtake	The word <i>overtake</i> is a compound word, from over (Adj), and take (V) which means 'catch up with and pass while travelling in the same direction'.
Airport	The word <i>airport</i> is a compound word, from air (N), and port (N) which means 'a complex of runways and buildings for the takeoff, landing and maintenance of civil aircraft, with facilities for passengers'.
Earthman	The word <i>earthman</i> is a compound word, from earth (N), and man (N) which means 'a human native or resident of the planet Earth'.
Overtake	The word <i>overtake</i> is a compound word, from over (Adj), and take (V) which means 'catch up with and pass while travelling in the same direction'.
Fingerprint	The word <i>fingerprint</i> is a compound word, from finger (N), and print (V) which means 'an impression or mark made on a surface by a person' fingertip especially as used for identifying individuals from the unique pattern of worls and lines'.
Paperclip	The word <i>paperclip</i> is a compound word, from paper (N), and clip (N) which means 'a piece of bent wire or plastic used for holding several sheets of paper together'.
Aircraft	The word <i>aircraft</i> is a compound word, from air (N), and craft (N) which means 'an airplane, helicopter or other machine capable of flight'.

Undercover	The word <i>undercover</i> is a compound word, from under (Adj), and cover (N) which means '(of a person or their activities) involved in or involving secret work within a community or organization especially for the purposes of police investigation or espionage'.
Jump-point	The word <i>jump-point</i> is a compound word, from jump (V), and point (N) which means 'the position from which the jumper falls or begins to fall'. The word <i>jump-point</i> is from two different words that joined and became a new word.
Stowaway	The word <i>stowaway</i> is a compound word, from stow (V), and away (Adj) which means 'a person who hide on a ship, aircraft or other vehicle'.
Shortcut	The word <i>shortcut</i> is a compound word, from short (Adj), and cut (V) which means 'a shorter alternative route'.
Overtime	The word <i>overtime</i> is a compound word, from over (Adj), and time (N) which means 'time addition to what is normal, as time worked beyond one's scheduled working hours'.
<i>Ugly-ass</i>	The word <i>ugly-ass</i> is a compound word, from ugly (Adj), and ass (N) which means 'really hideous'..
Understand	The word <i>understand</i> is a compound word, from under (Adj), and stand (V) which means 'perceive the intended meaning of words, language or speaker'.
Spaceship	The word <i>spaceship</i> is a compound word, from space (N), ship (N) which means 'a spacecraft especially one controlled by a crew'.
Prolong	The word <i>prolong</i> is a compound word, from pro (N), long (Adj) which means 'extend the duration of'.
Anymore	The word <i>anymore</i> is a compound word, from any (Prep), more (Adj) which means 'to any further extent or any longer'.
Scramjet	The word <i>scramjet</i> is a compound word, from scam, jet (N) which means 'a ramjet in which combustion takes place in a stream of gas moving at supersonic speed'.
Lunchbox	The word <i>lunchbox</i> is a compound word from lunch (N), box (N) which means 'a container in which to carry a packed meal'.
Pinball	The word <i>pinball</i> is a compound word, from pin (N), ball (N) which means 'a game in which small metal balls are

	shot across a sloping board and score points by striking various targets’.
Arm-wrestle	The word <i>arm-wrestle</i> is a compound word, from arm (N), wrestle (V), which means ‘a game played by two people who place the elbows of one of their arms on a table, hold hands, and then try to push the other person’s hand down onto the table’.
Dropship	The word <i>dropship</i> is a compound word, from drop (V), ship (N), which means ‘move (goods) from the manufacturer directly to the retailer without going through the usual distribution channels’.
Postman	The word <i>postman</i> is a compound word, from post (N), and man (N), which means ‘a person who is employed to deliver or collect letters and parcels; a mail carrier’.
Goodbye	The word <i>goodbye</i> is a compound word, from good (Adj) and bye (N), which means ‘used to express good wishes when parting or at the end of a conversation’.

2. Clipping (5)

Based on the first step of data analysis, the researcher found five data that was categorized as clipping word.

Clipping	Description
Comms	The word <i>comms</i> is a clipped word of <i>communications</i> , which means ‘the imparting or exchanging of information or news’.
Tech	<i>Tech</i> is the clipped word of <i>technical</i> . The meaning of technical is having special and usually practical knowledge especially of a mechanical or scientific subject a technical consultant or relating to a particular subject. In the movie, <i>tech</i> used to relate the scientist with what she done with the code on light speed.
Doc	The word <i>Doc</i> is a clipping form or abbreviation of <i>doctor</i> which means ‘a qualified practitioner of medicine; a physician’.
Lab	The word <i>Lab</i> is actually from a word <i>laboratory</i> , means ‘a room or building equipped for scientific experiments, research, or teaching or for the manufacture of drugs or chemicals.
Heli	<i>Heli</i> is a clipped word for <i>helicopter</i> which means ‘a type of aircraft which derives both lift and propulsion from one or more sets of horizontally revolving overhead rotors’. Process of clipping appears by cutting the last syllable <i>copter</i> .

3. Conversion (2)

Based on the first step of data analysis, the researcher found two data that was categorized as conversion word.

Conversion	Description
Fuel	The word <i>fuel</i> (N) is a material such as coal, gas, or oil that is burned to produce heat or power. But the word <i>fuel</i> here is a verb because the phrase in the dialogue is “with your past which <i>fuels</i> them”. Fuel used as a verb here means to supply or power something with fuel (N) and it calls the process of changing the function of a word without any reduction.
Fire	The word <i>fire</i> (N) is a combustion or burning in which substances combine chemically with oxygen from the air and typically give out bright light, heat, and smoke. But the word <i>fire</i> here is a verb (V) because the phrase in the dialogue is “Permission to <i>fire</i> ?” and the meaning of fire as a verb is to discharge a gun or other weapon in order to explosively propel (a bullet or projectile). The word <i>fire</i> here is changing the function of the word (from noun export to verb) without any reduction is called conversion.

4. Acronym (3)

Based on the first step of data analysis, the researcher found five data that was categorized as acronym word.

Acronym	description
MIG	MIG is an acronym (initialization) from the word <i>Mikoyan I Mikhail Gurevich</i> . the ‘i’ in the middle of the word MIG is the Russian word which means ‘and’. Mikoyan & Gurevich are Russian aircraft designers. MIG is a Russian aerospace and defence company headquartered in Begovoy District.
ASIS	ASIS is an acronym (initialization) from the word <i>Aviation Safety Inspectors</i> . ASIS is a global community of security practitioners. It works to ensure the safety of aircrafts including its parts, processes and its aircraft operators. The ASI was the name of an aircraft that Geheneris HalaSon Mahr Vehl (Philip Lawson/Mar-Vell) designed.
Shield	SHIELD is an acronym (initialization) from the word <i>Strategic Homeland Intervention, Enforcement and Logistics Division</i> .

SHIELD is an American extra-governmental military counter-terrorism and intelligence agency, tasked with maintaining both national and global security.

5. Derivation

Based on the first step of data analysis, the researcher found 85 data that were categorized as derivational words. Derivation is the process of creating a new word. The new, derived word is related to the original word, but it has some new component of meaning to it, and often it belongs to a new category. One of the most common ways that English derives new words is by affixing a derivational morpheme to a base. In Captain ..., the following derivational words are identified.

distraction expansion civilization caution elevation
location explosion information communications identification
congratulation infiltration description invasion questions
investigation simulation operation deception impression conversation
permission transfusion infestation modification precautions
destination diversion intelligence clearance
equipment engagement judgment electricity identity
security safety Goodness likeness spaceship
communicator Terrorists believer Killer accusers
commander signature failure strength dangerous insidious
subconscious unconscious fallible unstoppable attractive
operative beautiful wonderful delusional emotional
personal universal testimonial signal
funny shameful powerful helpless excellent
really silently objectively typically actually
finally technically diagonally unfriendly apparently
obviously probably absolutely technologically physiologically
exactly

These derived words were later on classified based on word class to which each of the words falls into. The data indicated that there were three classes of words: noun, adjective and adverbs. These derived words were created by affixing a derivational morpheme to a base, particularly at the end of the base. The derivational morpheme added at the end of the base is often called suffix.

Noun formation:

Suffixes	Derivational Data: Noun formation
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Noun formation by adding -ion to the base	distraction caution explosion congratulation communications description investigation deception permission modification diversion	expansion elevation information invasion simulation impression transfusion precautions	civilization location identification infiltration questions operation conversation infestation destination
Noun formation by adding -ence / -ance	Intelligence	clearance	
Noun formation by adding -ment	Equipment judgment		engagement
Noun formation by adding -ity / -ety	Electricity safety	identity	security
Noun formation by adding -ness	Goodness	likeness	
Noun formation by adding -ship	spaceship		
Noun formation by adding -ist, -or, -er	Terrorists Killer	communicator accusors	believer commander
Noun formation by adding -ure	Signature	failure	
Noun formation -th	strength		

The data indicated that the above-mentioned nouns were formed by adding suffixes such as -ion, -ence/-ance, -ment, -ity/-ety, -ness, -ship, -ist, -or, -er, -ure, and -th. These suffixes are commonly used for noun formation in English.

Adjective formation

As with noun formation, in English adjectives are formed following similar process in which affix is added to the end of a word or base, serving to form an adjectives.

Suffixes	Data Derivation: Adjective formation		
Adjective formation by adding -ous to the base	<i>dangerous</i> <i>unconscious</i>	<i>insidious</i>	<i>subconscious</i>
Adjective formation by adding -ible	<i>fallible</i>	<i>unstoppable</i>	

<i>able</i>			
Adjective formation by adding - <i>ive</i>	<i>attractive</i>	<i>operative</i>	
Adjective formation by adding - <i>ful</i>	<i>Beautiful</i> <i>powerful</i>	<i>wonderful</i>	<i>shameful</i>
Adjective formation by adding - <i>ional</i>	<i>delutional</i> <i>universal</i>	<i>emotional</i> <i>testimonial</i>	<i>personal</i> <i>signal</i>
Adjective formation by adding - <i>y</i>	<i>funny</i>		
Adjective formation by adding - <i>less</i>	<i>helpless</i>		
Adjective formation by adding - <i>ent</i>	<i>excellent</i>		

The data just mentioned indicated that the adjectives in “Captain Marvel movie” were formed by adding suffixes such as -ous, -able, -ive, -full, -ional, -y, less, and -ent.

Adverb formation

In similar process, adverbs in English are formed by adding certain affixes at the end of a base, usually an adjective. As shown in the data, the adverbs were formed by adding -ly at the end of the base. In the movie, only adverbs ending in -ly were found.

Suffix	Derivation Data: Adverb formation			
Adverb formation by adding - <i>ly</i> to the base	<i>really</i>	<i>silently</i>	<i>objectively</i>	<i>typically</i>
	<i>actually</i>	<i>finally</i>	<i>technically</i>	<i>diagonally</i>
	<i>unfriendly</i>	<i>apparently</i>	<i>obviously</i>	<i>probably</i>
	<i>absolutely</i>	<i>technologically</i>	<i>physiologically</i>	
	<i>exactly</i>	<i>deeply</i>		

The following examples hopefully can make noun, adjective and adverb formation clear.

Derivation	Description
Distract	Distract (V) + ion → Distract (N) The suffix ‘ion’ changed the meaning or the word class. It formed a new word with meaning ‘a thing that prevents someone from giving full attention to something else’.
Judgment	Judge (V) + ment → Judgment (N) The suffix ‘ment’, when it attached to the base word <i>judge</i> , it formed a noun with meaning ‘the ability to make considered

	decisions or come to sensible conclusions’.
Killer	Kill (V) + er → Killer (N) The suffix ‘er’ change the meaning when it attached to the base word <i>kill</i> . It formed a new word with meaning ‘a person or thing that kills’.
dangerous	Danger (N) + ous - dangerous (adjective). By adding the suffix -ous, the the noun danger changes intro adjective word class
powerful	Power (N) + ful - powerful. Similarly by adding the suffix -ful, the noun power becomes an adjective.
helpless	Help (N/V) + less - helpless. by using similar process, the noun/verb help changes into an adjective.
Finally	Final (Adj) + ly → Finally (Adv) The suffix ‘ly’ changed the meaning or the word class when it attached to the base word <i>final</i> . It formed an adverb with meaning ‘after a long time, typically involving difficulty or delay’.
Deeply	Deep (Adj) + ly → Deeply (Adv) The word <i>deep</i> is a base and ‘ly’ is a suffix. When the suffix added to the base word, a new word <i>deeply</i> was formed with meaning ‘far down or in’.

Discussion

The findings presented in section 4.1 revealed that the Captain Marvel script contains 144 instances of word formation, distributed across six categories: derivation, compounding, borrowing, clipping, conversion, and acronym. Among these, derivation emerged as the most dominant type with 87 occurrences, followed by compounding with 38 instances, borrowing with 9, clipping with 5, acronyms with 3, and conversion with only 2 instances. The predominance of derivation highlights its critical role in shaping the linguistic framework of the movie script, emphasizing its versatility in forming new words that cater to various narrative and stylistic needs. The dominance of derivation in Captain Marvel aligns with findings from previous studies on word formation. Rizki and Jufrizal (2017), for example, examined the use of word formation processes by an autistic child in conversation activities and found derivation to be the most prevalent type. Similarly, Luthfiyati et al. (2017) identified noun derivations as the most commonly used type in the headlines of ten educational articles in The Jakarta Post. Aulia and Rahmi (2020), in their analysis of the English translation of the Holy Qur’an by Maulawi Sher ‘Ali, found that derivation was also the dominant process, accounting for 39 out of 125 instances in Surah Al-Qalam. These studies collectively support the findings of the

present research, underscoring the significance of derivation as a primary mechanism in word formation within written texts.

Paul Nation (2015, cited in Text Inspector, 2020) emphasizes the importance of vocabulary as a foundation for mastering the four core language skills: listening, speaking, reading, and writing. In his paper, Nation underscores that vocabulary is not merely an end in itself but a tool that facilitates the development of these skills. Understanding word formation processes, such as derivation and compounding, plays a vital role in enriching vocabulary and, consequently, improving overall language proficiency. In educational contexts, the ability to understand and apply word formation rules can empower learners to navigate and comprehend complex texts, enhancing their academic and communicative competence.

In particular, derivation holds a unique position in written language due to its systematic nature. Derivation involves the addition of prefixes or suffixes to root words, enabling the creation of new words with altered meanings or grammatical categories. For example, adding the prefix "un-" to "happy" forms "unhappy," and adding the suffix "-ness" to "kind" forms "kindness." These processes expand the lexical repertoire of a language, making derivation a powerful tool for both writers and learners. Teachers can capitalize on this by starting with simple words that students already know and then introducing the rules of derivation. Demonstrating the relationship between base words and their derived forms, such as how "misrepresent" relates to "represent" or how "reliable" derives from "rely," can help learners internalize these patterns and apply them creatively. This approach not only builds vocabulary but also fosters a deeper understanding of language structure.

Compounding, the second most frequent word formation process in the Captain Marvel script, also offers valuable insights for language teaching. Compounding involves combining two or more free morphemes to create new words, such as "waterfall" (water + fall) or "firefighter" (fire + fighter). This process is particularly useful for language learners, as it enables them to construct new meanings by combining words they already know. For instance, learners familiar with "sun" and "flower" can easily grasp the meaning of "sunflower." Dixon and Aikhenvald (2002) argue that teaching compounding can significantly enhance learners' ability to create and understand new vocabulary, thereby accelerating their language acquisition process. Teachers can use compounding as a practical strategy by identifying simple words that students are familiar with and encouraging them to combine these words into meaningful compounds.

Borrowing, clipping, conversion, and acronyms, although less frequent in the Captain Marvel script, also play important roles in enriching language. Borrowing, for instance, introduces words from other languages into English, reflecting cultural exchange and adaptation. Examples include words like "karaoke" (from Japanese)

or "café" (from French). Teaching students about borrowing can increase their awareness of the interconnectedness of languages and cultures. Clipping, which involves shortening words (e.g., "phone" from "telephone"), and conversion, where words shift grammatical categories without changing form (e.g., "to Google" as a verb derived from the noun "Google"), demonstrate the flexibility of language. Similarly, acronyms like "NASA" (National Aeronautics and Space Administration) showcase how complex phrases can be condensed into concise, memorable forms. Incorporating these processes into language instruction can make learning more engaging and relevant.

The implications of these findings extend beyond the linguistic analysis of Captain Marvel. They emphasize the importance of word formation as a central aspect of language learning and teaching. By understanding the mechanisms behind word formation, learners can not only expand their vocabulary but also develop a deeper appreciation for the creativity and adaptability of language. For teachers, this knowledge provides a framework for designing effective instructional strategies that cater to learners' needs and foster their linguistic growth. Moreover, the dominance of derivation in written texts highlights its relevance in academic and professional contexts. Written language often requires precision and formality, and derivation enables writers to express nuanced ideas through the use of affixes. For example, terms like "professionalism," "globalization," or "reliability" convey specific meanings that are essential in academic and professional communication. Teachers can help students develop these skills by focusing on derivational patterns and encouraging them to apply these patterns in their writing.

The analysis of word formation in the Captain Marvel script reveals the diverse processes through which new words are created and meanings are constructed. The dominance of derivation underscores its importance in expanding vocabulary and facilitating written communication, while compounding and other processes highlight the flexibility and creativity of language. These findings not only contribute to the field of linguistics but also offer practical insights for language teaching and learning. By incorporating word formation processes into language instruction, teachers can empower learners to enhance their vocabulary, improve their communicative competence, and engage more effectively with complex texts.

Compounding, the second most common process identified in the analysis, underscores the flexibility and creativity of language. By combining two or more free morphemes, compounding allows for the creation of new words with distinct meanings. This process is particularly important in the context of storytelling, where the need to describe unique phenomena or concepts often necessitates linguistic innovation. For example, terms such as "spaceship" or "time-travel" convey complex

ideas succinctly, enhancing the narrative's accessibility and appeal. The use of compounding in *Captain Marvel* illustrates how this process facilitates the construction of vivid imagery and dynamic storytelling, enriching the viewer's experience and enabling a deeper connection to the narrative.

The analysis also sheds light on less frequent word formation processes, such as borrowing, clipping, conversion, and acronyms, each of which contributes to the linguistic texture of the script. Borrowing, for instance, reflects the interplay between languages and cultures, introducing foreign terms into English to capture concepts that may lack direct equivalents. This process not only enriches the lexicon but also highlights the global influences that shape contemporary language use. Similarly, clipping involves shortening words to create more concise and colloquial expressions, which can make dialogue more natural and relatable. Conversion, where a word's grammatical category is changed without altering its form, demonstrates the inherent adaptability of language. Acronyms, on the other hand, condense complex phrases into memorable and efficient forms, reflecting the modern preference for brevity and clarity in communication.

These findings extend beyond linguistic analysis, offering valuable insights for language teaching and learning. Understanding word formation processes equips learners with the tools to decode unfamiliar words and construct new ones, thereby enhancing their lexical knowledge and communicative competence. For example, teaching students about derivation can help them recognize patterns in word formation, such as the use of the suffix "-ness" to create nouns (e.g., "happiness" from "happy") or the prefix "un-" to form antonyms (e.g., "unreal" from "real"). By internalizing these patterns, learners can expand their vocabulary and use language more effectively in both written and spoken contexts. Compounding, too, has practical applications in language education. By encouraging students to combine familiar words into compounds, teachers can foster creativity and reinforce their understanding of semantic relationships. For instance, learners who know the words "sun" and "flower" can easily grasp the meaning of "sunflower," developing confidence in their ability to construct and interpret new vocabulary. This approach not only supports vocabulary acquisition but also enhances learners' ability to infer meaning from context, a critical skill in language comprehension and use.

Moreover, the analysis of borrowing, clipping, conversion, and acronyms offers opportunities for teaching linguistic diversity and adaptability. Borrowing, for example, can be used to explore the cultural dimensions of language, showing how English has been enriched by terms from other languages. Clipping and acronyms, meanwhile, can be introduced as strategies for simplifying communication, reflecting the evolving needs of language users in a fast-paced, digital world. By integrating these processes into language instruction, educators can provide students with a comprehensive understanding of how language works,

preparing them to navigate and contribute to the dynamic landscape of modern communication.

The findings also highlight the importance of teaching word formation processes as a means of improving learners' engagement with complex texts. Written language often relies on word formation to convey precise meanings and achieve stylistic effects, making it essential for readers to understand how words are constructed. For instance, the derivational process used to form words like "unprecedented" or "globalization" allows writers to communicate nuanced ideas efficiently. Teaching students to recognize and analyze such processes can enhance their reading comprehension and critical thinking skills, enabling them to engage more deeply with academic and professional texts.

In addition to its pedagogical implications, the analysis of word formation in Captain Marvel contributes to the broader field of linguistics by illustrating the interplay between form, function, and context in language use. The diverse word formation processes observed in the script reflect the dynamic nature of English, showcasing its capacity to adapt to new communicative challenges and cultural influences. This adaptability underscores the importance of ongoing linguistic research, as understanding the mechanisms of word formation can provide valuable insights into the evolution of language and its role in human communication.

The analysis of word formation in the Captain Marvel script underscores the richness and complexity of linguistic processes that shape modern English. The dominance of derivation highlights its significance in vocabulary expansion and written communication, while the use of compounding, borrowing, clipping, conversion, and acronyms demonstrates the flexibility and creativity of language. These findings not only enhance our understanding of linguistic structure but also offer practical applications for language teaching and learning, empowering educators to equip students with the skills needed to navigate and contribute to an ever-evolving linguistic landscape. By incorporating word formation processes into instruction, teachers can foster linguistic competence and creativity, preparing learners to engage more effectively with the diverse texts and contexts they encounter.

CONCLUSION

In conclusion, the analysis of word formation processes in the Captain Marvel movie script provides valuable insights into the dynamic nature of language and its role in communication. The study identified six distinct types of word formation: derivation, compounding, borrowing, clipping, conversion, and acronyms, with derivation emerging as the most dominant process. This prevalence underscores the significance of derivation in expanding vocabulary and crafting precise expressions,

particularly in written contexts. The findings align with previous research, which consistently highlights derivation as a cornerstone of linguistic productivity in various types of texts. Compounding, the second most common process observed, emphasizes the creativity and adaptability inherent in language. By combining free morphemes, compounding enables the creation of new words that effectively capture complex ideas or describe unique phenomena. This process plays a crucial role in storytelling, as seen in the Captain Marvel script, where compounded words enhance the narrative's clarity and engagement. The other processes, though less frequent, contribute to the linguistic richness of the text. Borrowing reflects the influence of cultural exchange, clipping introduces brevity and informality, conversion demonstrates linguistic flexibility, and acronyms cater to the need for concise communication in modern discourse.

These findings extend beyond linguistic analysis and offer practical implications for language teaching and learning. Understanding word formation processes equips learners with tools to decode unfamiliar words, construct new vocabulary, and improve their communicative competence. Derivation, for instance, can be used to teach learners about patterns in word creation, while compounding encourages creativity and reinforces semantic relationships. Other processes such as borrowing and clipping can introduce students to the cultural and contextual dimensions of language, enriching their learning experience. The study also underscores the importance of incorporating word formation into language instruction as a means of fostering engagement with complex texts. By teaching learners to analyze and apply word formation processes, educators can enhance vocabulary acquisition, reading comprehension, and critical thinking skills. This approach not only supports learners' academic and professional development but also empowers them to navigate the evolving linguistic landscape with confidence and creativity.

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