

**A MORPHOLOGICAL ANALYSIS OF ENGLISH PUNS  
FOUND ON *TUMBLR***

**UNDERGRADUATE THESIS**

**BY  
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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2018**

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**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfilment of the requirements  
for the degree of *Sarjana Sastra***

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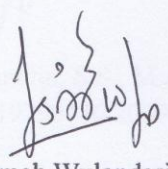
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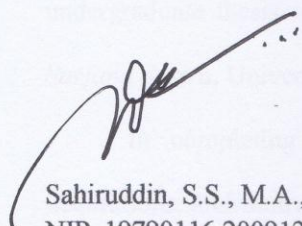
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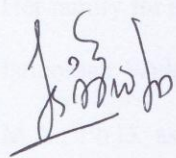
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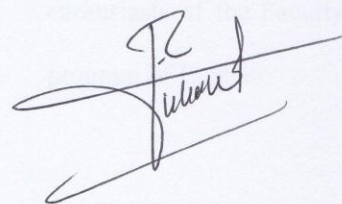
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Hopefully this thesis can give advantages and inspirations to the academic enthusiasts of the Faculty of Cultural Studies particularly the students of study program of English.

Malang, 28 May 2018

The Author



## ABSTRACT

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Keywords: morphology, word formation, pun, ambiguity, *Tumblr*

Humans are very creative in using language and sometimes this kind of wordplay called pun is created. Puns can be studied from various perspectives and can be found anywhere including social networking site like *Tumblr*. The researcher conducted this study to find out the common types of word-formation processes involved in creating English puns found on *Tumblr*.

This study used qualitative approach with a descriptive result. Document or content analysis was applied to analyze English puns derived from a blog-based social media *Tumblr*.

The study found out that the types of word-formation processes which occurred in English puns found on *Tumblr* were compounding, derivation, coinage, blending, and multiple processes. The most common ones were compounding and derivation. Each type of word-formation process applied to words which had its own certain characteristics. From the finding, it was also revealed that not all of *Tumblr*'s puns involve word-formation processes in the creation. Those words which can be puns by themselves are mostly homophonic words. But, this study also shows that some pun-intended words involved both word-formation processes and phonological process. In addition, understanding context is also important to get the desired interpretations of puns. It can be concluded from the study that puns involve many linguistic aspects in their creations and interpretations. Even though the most prominent aspect of puns is semantics, understanding how those pun words are formed is important in order to get the meaning sense and humour of the puns.

For the future researchers who want to conduct similar studies, the researcher suggests to analyze English puns using other theory from other linguistic aspect such as second language acquisition. The next researchers can study the ability of non-native English speakers in understanding the contexts and interpretations of English puns.

## ABSTRAK

Hemawati, Avia. 2018. **Analisis Morfologi dari Permainan Kata Bahasa Inggris di Tumblr**. Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Istiqomah Wulandari.

Kata kunci: morfologi, pembentukan kata, permainan kata, ambiguitas, *Tumblr*

Manusia menggunakan bahasa dengan sangat kreatif dan terkadang terciptalah permainan kata-kata. Permainan kata dapat diteliti dari berbagai macam perspektif dan dapat ditemukan di mana saja termasuk di media sosial seperti *Tumblr*. Peneliti melakukan penelitian ini untuk mengetahui tipe proses pembentukan kata yang sering terlibat ketika membuat permainan kata Bahasa Inggris di *Tumblr*.

Penelitian ini menggunakan pendekatan kualitatif dengan hasil deskriptif. Analisis dokumen atau konten diaplikasikan untuk menganalisis permainan kata Bahasa Inggris yang diperoleh dari media sosial berbasis blog *Tumblr*.

Hasil dari penelitian ini menunjukkan bahwa tipe proses pembentukan kata yang terlibat dalam pembuatan permainan kata Bahasa Inggris di *Tumblr* adalah *compounding*, *derivation*, *coinage*, *blending*, dan beberapa dari proses tersebut. Dari proses-proses tersebut, yang paling banyak adalah *compounding* dan *derivation*. Setiap tipe proses pembentukan kata dalam hal ini berlaku pada kata-kata yang memiliki katakarakteristik tersendiri. Dari temuan penelitian, dapat diketahui bahwa tidak semua permainan kata di *Tumblr* melibatkan proses pembentukan kata. Kata-kata yang dapat menjadi permainan kata dengan sendirinya kebanyakan merupakan kata-kata yang memiliki bunyi serupa. Namun, penelitian ini juga menunjukkan bahwa beberapa permainan kata melibatkan proses pembentukan kata sekaligus proses fonologi. Selain itu, memahami konteks merupakan hal yang penting agar dapat mengetahui arti sebenarnya dari permainan kata tersebut. Dapat disimpulkan dari penelitian ini bahwa permainan kata melibatkan banyak aspek linguistik dalam pembuatan dan interpretasinya. Meskipun aspek yang paling jelas terlihat dalam permainan kata adalah semantik, mengetahui bagaimana permainan kata terbentuk sangat penting jika kita ingin mengerti maksud dan mendapatkan humor dari permainan kata tersebut.

Untuk peneliti selanjutnya yang ingin melakukan penelitian serupa, peneliti menyarankan untuk menganalisis permainan kata bahasa Inggris menggunakan teori dari aspek linguistik lain seperti akuisisi bahasa kedua. Peneliti selanjutnya dapat meneliti kemampuan orang yang bukan merupakan penutur asli bahasa Inggris dalam pemahaman konteks dan penafsiran permainan kata bahasa Inggris.

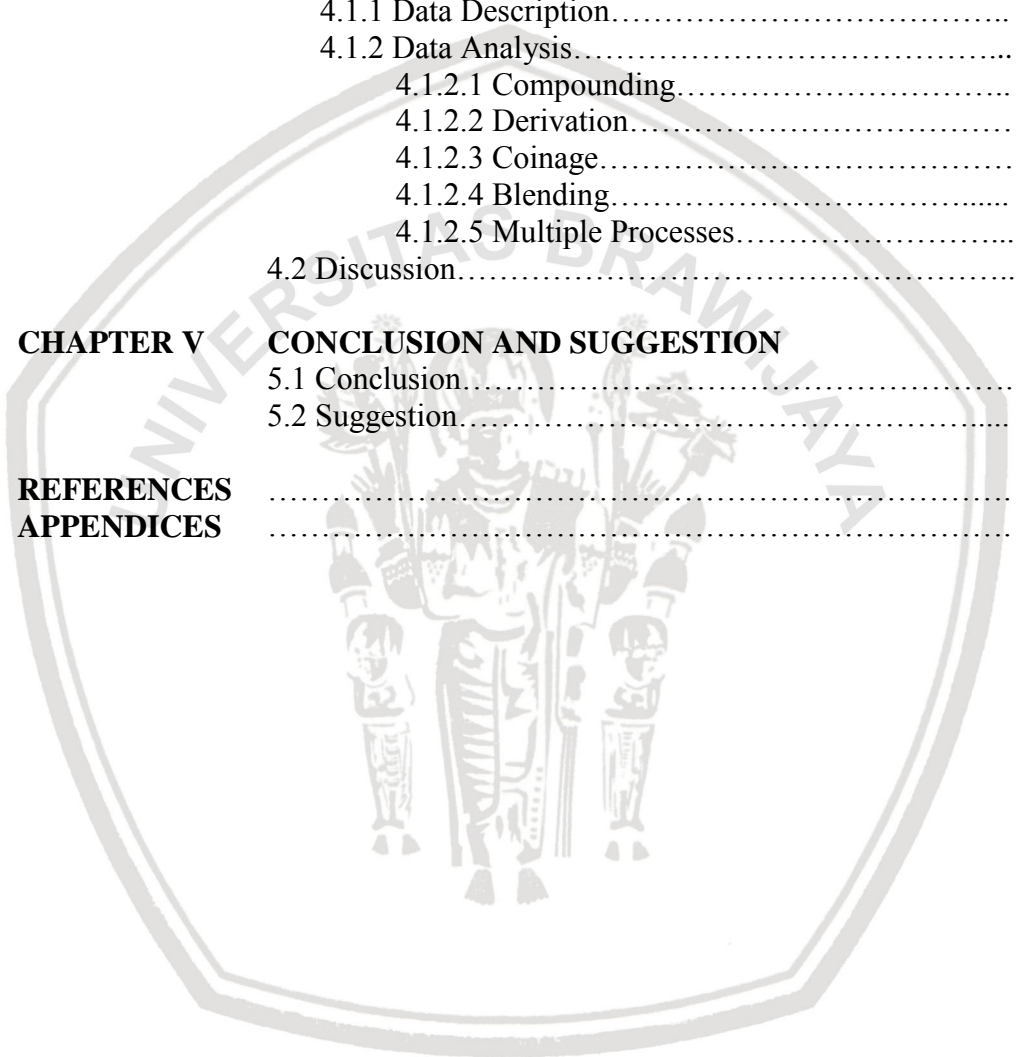


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## CHAPTER I

### INTRODUCTION

This chapter consists of four related subchapters; there are background of the study, problems of the study, objectives of the study, and definitions of key terms. Background of the study explains the reason for conducting the study as well as further descriptions regarding the topic. Problems of the study are in the form of questions proposed by the researcher, which lead to the objectives of the study. Definitions of key terms are also provided so that the readers can understand this study clearly.

#### 1.1 Background of the Study

Humans as social creatures definitely feel the need to interact with each other on a daily basis. One thing that has the most important role in communication is language, as a tool in delivering messages to other people. Language varies in many ways, whether it is the words, phrases, contexts, or the grammar. Whenever using a verbal language, choosing the correct grammar and appropriate context is important in order to make the delivered message understandable so that communication is successful. Apart from the lack of knowledge about the grammatical aspects of a certain language or the ability to understand the contexts, the rules do not always have to be followed every time. Humans are creative and so is language. Kreidler (2002, p.6) states that, “our communication is not restricted to a fixed set of topics; we constantly produce and understand new messages in response to new situations and new experiences.” In

relation to the creativity of humans in using language, this kind of wordplay called pun is often created, in which the fixed rules of grammar and common contexts can be ignored intentionally in order to create some humorous outcomes.

Books, advertisements, magazines, newspapers, and other similar stuff are the kind of things that may contain puns. Basically, puns can be found anywhere. These days where everything seems to be digital and internet-based, it could be said that social media have a great impact on people. Diniz and Pimentel (2014) stated that, “the social networks increasingly intermediated by internet is part of people’s life as far as communication is concerned.” Point of views, thoughts, activities, and creativities can be shared to anybody out there whether there is personal relation. It also applies to spreading puns. Oftentimes, some puns on social media that have been created already get spread widely without the creators even realizing it. In the past decade, there have been many kinds of social media on the internet. *Tumblr* is one of the most popular among many. It is a blog-based social media that offers a lot of features which might be the cause of it having hundreds of millions of users worldwide. *Tumblr* users are well-known with their creativity in pun-making. It is supported by a large number of puns that can be found on the website. The design that is quite organized allows users to be more creative and make their posts more appealing in many ways, including when creating puns.

A study conducted by Gan (2015) mentions that the use of puns in languages is quite popular. There have been a lot of scholars that studied puns from various perspectives, such as rhetoric, semantics, pragmatics, and cognitive.



Gan (2015) states that, “punning, as a special linguistic device for communication, it is very attractive and can convey much more information efficiently.” Since puns are linguistically complex and entertaining, it is interesting to use them as research objects. As cited by Kuchařová (2013, p.6), Delabastita (1996, p.129) states that the structure of puns will depend on the language competence, state of mind, and creativity level of the person who creates them. Since there are thousands of languages that exist around the world, not all puns can be understood by everyone. According to Relevance Theory, Sperber and Wilson (2001) state that, “audiences will cognitively select and adjust their contextual assumptions as they listen to an utterance.” (cited in Gan, 2015)

Gan (2015, p.5) also added:

In the process of comprehending puns, when a contextual assumption contradicts the big context, the audience has to abandon their first understanding and rebuild a new one according to their encyclopedia knowledge, lexical, and logical information. With that extra effort they can decode and arrive at the intended context.

From the statement, it can be concluded that those who understand the contexts and share knowledge of the same language will comprehend the meanings of the puns. In this study, the researcher intended to analyze English puns.

Although not all of *Tumblr* users are from English-speaking countries, most of the people there tend to use English to interact with each other. There are a lot of possible reasons as to why people prefer to use English on social media like *Tumblr*. One reason that might be underlying the use of it is that English is positioned as the *lingua franca* of the world, which is a common language used by the people who live in a certain community and speak different languages. Ananiadou, McNaught, & Thompson (2017, p.19) state that English is the

dominant or even the required language of communications. According to a survey conducted by *Jajak Pendapat* in 2016, after Bahasa Indonesia, people are more inclined to use English over local languages when communicating on social media. The respondents claimed that they could improve their foreign language competency, especially English, by practicing the language on social media.

Typically, researchers tend to analyze puns from their semantic aspect, which of course, deals with meanings or interpretations. The researcher here was interested in analyzing puns from their morphological aspect, using the theory of morphology and word formation by Yule (2010). There are a lot of studies about puns that have been conducted. A study entitled *Lexical Puns in Sitcoms* by Jojić (2013) discussed lexical puns based on their ambiguity. There are phonological ambiguity, morphological ambiguity, and lexical ambiguity. Jojić used the theory of word formation to analyze the lexical puns, and from the analysis in the morphological ambiguity section, the processes of compounding and derivation were exploited. Another study regarding puns entitled *Linguistic Features of Pun, Its Typology and Classification* by Giorgadze (2014) discussed the classifications of puns. Giorgadze combined several classifications of puns formulated by different experts and made another one based on the writer's point of view. According to the writer, there are three types of puns: lexical-semantic puns, structural-syntactic puns, and structural-semantic puns. Based on the categories by Giorgadze, the researcher here used puns which belonged to the category of lexical-semantic puns as the data. Since the first study did not provide more details about how those lexical puns were formed morphologically, the researcher

here conducted this study entitled **A Morphological Analysis of English Puns Found on *Tumblr***.

Related to the deficiency of morphological studies on puns, this study is important because it may enrich the existing studies about morphology along with other studies in linguistic field. As language is developing over time, there will always be new studies about language phenomena. Moreover, there are thousands of languages spoken around the world. The researcher hopes that this study would give an insight and a better understanding about language, especially on English puns.

### **1.2 Problems of the Study**

Based on the background of the study, the researcher attempted to find the answers to the following questions:

1. What types of word-formation processes commonly occur in English puns found on *Tumblr*?
2. What are the intended meanings behind the pun words?

### **1.3 Objectives of the Study**

In line with the research problems that have been formulated previously, the objectives of the study are:

1. To investigate the types of word-formation processes that commonly occur in English puns found on *Tumblr*.
2. To find out the intended meanings behind the pun words.



#### 1.4 Definitions of Key Terms

In order to avoid miscomprehension of this study, readers need to know the definitions of key terms as follows:

- a. **Morphology** is the study of the forms words. (Yule, 2010, p.57))
- b. **Word formation** is forming new lexical words from already existing words using a word-formation process. (Lieb, 2013)
- c. **Pun** is the usually humorous use of a word in such a way as to suggest two or more meanings or the meaning of another word similar in sound (Merriam-Webster Dictionary)
- d. **Ambiguity** is the state when a word or statement can be understood by more than one way or has different interpretations (Oxford Advanced Learner's Dictionary)
- e. **Tumblr** is a microblogging and social networking website founded by David Karp in 2007, and owned by Yahoo! since 2013. The service allows users to post multimedia and other content to a short-form blog.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides the underlying theories used for this study. There are morphology, word formation, and previous studies.

#### 2.1 Morphology

Linguistics is divided into two branches; there are micro linguistics and macro linguistics. The unit analysis of micro linguistics are isolated sentences or even smaller such as clauses or words. Meanwhile, the unit analysis of macro linguistics is a series of sentences, paragraphs, or any larger discourse. Morphology is one of academic disciplines in micro linguistics, which according to Yule (2010, p.67) means “the study of forms”. It deals with the structure of a word and how it relates to other words. In addition, Lieber (2009, p.2) states that, “Morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they’re used in sentences.” Word is defined as a unit of language that native speakers can identify. Whereas the linguistic unit of morphology is a morpheme, which linguists define as the smallest unit of language that has its own meaning. Simple words like *hand*, *glass*, or *tree* are morphemes, but so are affixes like *un-*, *pre-*, *-ly*, and *-est*. Words that consist of only one morpheme are called simplex, the others with more than one morpheme are called complex. Some examples of simple words are *happy*, *sad*, *angry*, and

*good*, the others such as *happily*, *limitation*, *unbearable*, and *bitterness* are complex words.

Morphology is used for many different reasons, including when forming new words. Having a good command in a certain language makes it easy to understand new words even if they have never been heard before. However, sometimes speaking the same language is not enough to understand what a person says if the addressers and addressees do not share the same knowledge about the culture and context. It is definitely related to this research which studies about word formations in English puns.

## 2.2 Morphemes

A word may consist of some elements. It can be recognized that some related words such as *play*, *plays*, *played*, and *playing* must consist of one element *play*, and a number of other elements such as *-s*, *-er*, *-ed*, and *-ing*. Those elements are described as morphemes. In his book entitled *The Study of Language 4<sup>th</sup> edition*, George Yule (2010, p.67) provides a definition of morpheme which is “a minimal unit of meaning or grammatical function.” For example, forms that indicate singular, plural, and past tense are included in units of grammatical function. In the sentence: *The coach rescheduled our team meeting*, the word *rescheduled* consists of three morphemes. One minimal unit of meaning is *schedule*, another minimal unit of meaning is *re-* (meaning “again”), and a minimal unit of grammatical function is *-ed* that indicates past tense. The word *biologists* also contains three morphemes. There is one minimal unit of meaning *biology*, another minimal unit of meaning *-ist* (marking “an expert or a person



who does something”), and a minimal unit of grammatical function *-s* that indicates plural. There are two types of morphemes; free morphemes and bound morphemes. Free morphemes are divided into lexical and functional morphemes, while bound morphemes are divided into derivational and inflectional morphemes.

### 2.2.1 Free and Bound Morphemes

Free morphemes according to Yule (2010, p.68) are defined as “morphemes that can stand by themselves as single words,” for example, *big* and *small*. In the other hand, bound morphemes are “those forms that cannot normally stand alone and are typically attached to another form,” for example *-ly*, *-ed*, and *re-*. That kind of forms is usually described as affixes (consisting of prefixes, suffixes, and rarely infixes). In English, the free morphemes are those that can be identified as the basic form of nouns, verbs, adjectives, etc. When some bound morphemes are attached to that kind of words, those basic word forms are known as stems. For example, the word *unforgettable*; the prefix *un-* is a bound morpheme, the word *forget* is the stem which is a free morpheme, and the suffix *-able* is a bound morpheme. However in English, not all of stems can be identified as free morphemes. For example, in the word *reply*, the prefix *re-* can be identified as the bound morpheme, but the element *-ply* is not a separate word form, thus it cannot be a free morpheme. That type of forms is sometimes describes as “bound stems” to make them distinct from “free stems” such as *play* and *wear*.

### 2.2.2 Lexical and Functional Morphemes

Lexical and functional morphemes are included in free morphemes. Yule (2010, p.68) describes lexical morphemes as “ordinary nouns, adjectives and verbs that we think as the words that carry the ‘content’ of the message we convey.” For example, the words like *blue, week, suit, door, think, sleep, nice, road* are lexical morphemes. They are often called as an “open” class of words because new lexical morphemes can be easily added to the language.

Functional morphemes are the other types of free morphemes. According to Yule (2010, p.69) “this set consists largely of the functional words in the language such as conjunctions, prepositions, articles, and pronouns.” For example, the words like *because, on, and, when, while, in, the, them, he, you, between* are functional morphemes. In fact, such kind of functional morphemes is rarely or almost never added in the language. That is why those morphemes are described as a “closed” class of words.

### 2.2.3 Derivational and Inflectional Morphemes

It has been mentioned previously that derivational and inflectional morphemes are included in bound morphemes. Regarding derivational morphemes, Yule (2010, p.69) states that, “we use these bound morphemes to make new words or to make words of different grammatical category from the stem.” For example, the addition of the derivational *-ly* changes the adjective *weak* to the adverb *weakly*. When the derivational morphemes *-ful* and *-less* are added to the verb *help*, it becomes adjectives *helpful* and *helpless*. There are a lot

of derivational morphemes such as prefixes *pre-* in *preorder* and *re-* in *recycle*. It also includes suffixes such as *-ment*, *-en*, *-er*, *-ion*, and many more.

The other set of bound morphemes is the ones called inflectional morphemes. Yule (2010, p.69) states that inflectional morphemes “are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word.” They are used to indicate if a word is singular or plural, if it is present tense or not, or if it is a possessive or comparative form. According to Yule, English itself has eight inflectional morphemes. Those morphemes can be seen in the following illustration.

*Adele's cousin has two daughters. The daughters have three cats.  
One of the cats likes playing with golf ball and the others are always eating.  
Yesterday one of the cats died, and the others haven't eaten since.  
The biggest one is a male cat and the smaller ones are females.*

From those sentences above, it can be seen that there are three kinds of inflectional morphemes. The first is the ones that are attached to nouns; there are possessive ('s), and plural marker (-s, -es). The second is the ones that are attached to verbs; there are third person singular present tense, present participle, past tense, and past participle. The third is the ones that are attached to adjectives; there are comparative and superlative. In English, all inflectional morphemes are in the form of suffixes. Inflectional morphemes also have some variation in their forms. For example, sometimes the plural possessive appears as -s' (*the girls' books*), and the past participle appears as -ed in the regular verbs (*have walked*).

## 2.3 Word Formation

As cited by Okeke and Obasi in their study (2014), Lieb (2013) defines word formation as “forming new lexical words from already existing words using a word-formation process.” A word-formation process is a way new words come into a language or a way speakers create complex words based on the existing simpler ones. In addition, Yule (2010, p.53) also states that “...there is a lot of regularity in the word-formation processes in a language.” The linguist has identified some basic processes of how new words are created. There are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, and derivation.

### 2.3.1 Coinage

Coinage is one of word-formation processes which is the invention of completely new words (Yule, 2010, p.53). The most usual sources are those trade names for commercial products that have become general terms (which are usually written without capital letters) for any variant of similar product. Some examples are *nylon*, *aspirin*, *zipper*, *vaseline*, *teflon*, *granola*, and *xerox*. It is possible that some of those invented terms have some obscure technical origins, *teflon* for instance, it came from the technical word *te(tri)-fl(uor)-on*. However, those terms tend to become everyday words in the language after their first coinage. Another example is the word *Google* which is actually the name of a company. In practice, the term *google* is often used when referring to an expression which means searching for information on the internet. That kind of names is the common sources of coinage.



New words that come from the name of a person or a place are labeled as eponyms. *Sandwich* is an example of an eponym. The term was based on a person who was the Earl of Sandwich who insisted on eating his meal by putting meat between his bread. Some eponyms are technical terms based on the names of the people who invented stuff, just like *newton* from a physicist Isaac Newton, and *watt* from James Watt.

### 2.3.2 Borrowing

Borrowing is simply taking over words from other languages, it is one of the most common word-formation processes (Yule, 2010, p.54). There are a lot of English words which are adopted from other languages, e.g *piano* from Italian, *pretzel* from German, *sofa* from Arabic, *yogurt* from Turkish, and *tattoo* from Tahitian. Other language such as Japanese also often borrows terms from English, just like the words *taipuraitaa* for typewriter and *suupaamaaketto* for supermarket. However, in some cases, the borrowed words may be used with relatively different meanings. For instance, in German, people often say *im partnerlook* to describe two people who wear similar outfit. In English, there is no equivalent use of such expression.

Another type of borrowing is called loan-translation or calque (/kælk /). This process involves a direct translation of the elements of borrowed words into the borrowing language. For example, in English, there is a word *skyscraper*, the Dutch use the term *wolkenkrabber* which literally translates as “cloud scratcher”. The English word *superman* is believed to be the calque of the German word *Übermensch*.

### 2.3.3 Compounding

The process of combining two separate words into one is called compounding (Yule, 2010, p.55). It is very common in languages such as English and German, but much less common in languages such as Spanish and French. Nouns like *textbook*, *footprint*, *handbook*, *blackboard*, *wallpaper*, and *doorknob* are some examples of English compound words. Not only nouns, new words can also be created by combining two adjectives, e.g. *good-looking*, or combining a noun and an adjective such as *fast-food*. Other than in English and German, that kind of words combination can be found in many unrelated languages. In Indonesian, there are words like *segitiga* (“triangle”), *olahraga* (“sport”), *daripada* (“than”), and *sukarela* (“voluntary”) which are also compound words.

### 2.3.4 Blending

Blending is another word-formation process which combines two separate words into a single form (Yule, 2010, p.55). However, blending is different from compounding because blending typically takes only the beginning of one word and joins it to the end of the other word. For example, the word *brunch* is the combination of the words “breakfast” and “lunch”, the word *infotainment* which is the combination of the words “information” and “entertainment”, also the word *Spanglish* (“Spanish” and “English”) which refers to a mix of languages. In some cases, the beginnings of two words are combined instead of the beginning and the end, such as in the word *modem* which is the combination of the words “modulator” and “demodulator”.

### 2.3.5 Clipping

Clipping happens when a word containing more than one syllable is reduced to a shorter form (Yule, 2010, p.56). This kind of word-formation process is very common. For instance, the word *gas* is the clipped form of *gasoline*, *ad* is the clipped form of *advertisement*, *flu* is the clipped form of *influenza*, and many other words. It is also common for English speakers to clip each other's names, as in *Mike* from *Michael*, *Betty* from *Elizabeth*, *Tony* from *Anthony*, *Ed* from *Edward*, *Tom* from *Thomas*, and *Ron* from *Ronald*. Clippings also exist in educational environments so those words can be said more easily, such as *lab* which is the short form of *laboratory*, *math* from *mathematics*, *exam* from *examination*, etc.

Australian and British English speakers often use this particular clipping known as hypocorisms. In this process, *-y* or *-ie* is added to the end after a word is reduced to a single syllable. There are a few examples, such as in *Aussie* ("Australian"), *movie* ("moving pictures"), and *barbie* ("barbecue").

### 2.3.6 Backformation

Sometimes, a word of one type (usually a verb) is a result of reduction process of a word from another type (usually a noun) (Yule, 2010, p.56). This particular word-formation process is called backformation. It might not be known that the verb *donate* was actually derived from the word "donation", *televise* from "television", *babysit* from "babysitter", and *emote* from "emotion". It is very common for English speakers to create verbs from nouns which end in *-er* (or others which are close in sound), as in the verb *work* that is backformed from the

word *worker* to describe what the noun *-er* does. Thus, a *peddler* will *peddle*, a *sculpture* will *sculpt*, and an *editor* will *edit*.

### 2.3.7 Conversion

A change in the function of a word without any reduction (just like when a noun is used as a verb) is commonly known as conversion (Yule, 2010, p.57). The categories of the words change as well as the functions. A number of nouns such as *party*, *box*, *water*, and *butter* have come to be used as verbs through conversion: *I want to party tonight*; *Let's box it all up*; *Don't forget to water the flowers*; *You butter it too much*. The use of conversion can be said to be quite productive in Modern English. Not only limited to the change of category from nouns to verbs, it can also apply otherwise. The words like *spy*, *guess*, and *drink* can become *a spy*, *a guess*, and *a drink* as nouns. Phrasal verbs can also change to nouns, such as *to take over* which becomes *a takeover*, and *want to be* becomes *wannabe*, as in the sentences: *He is just a doctor wannabe*, *he never went to medical school*. Verbs can also become adjectives, and adjectives can also become verbs or even nouns. It should also be understood that the meanings of words might shift when they change category through conversion.

### 2.3.8 Acronyms

“Acronyms are new words formed from the initial letters of a set of other words.” (Yule, 2010, p.58). The forms can be such as in *ATM* (*Automatic Teller Machine*) or *CPR* (*cardiopulmonary resuscitation*) where the pronunciation is done by saying each separate letter. Some acronyms are pronounced as new single words as in *UNESCO* which stands for “United Nations Educational Scientific



and Cultural Organization” and NASA (“National Aeronautics and Space Administration). Other acronyms such as *laser* (“light amplification by stimulated emission of radiation”) and *zip* (“zone improvement plan”) code have become everyday terms.

### 2.3.9 Derivation

Derivation is the most common word-formation process that is often encountered, especially in English words. Derivational process happens when a small part is attached to a word which usually stands alone (Yule, 2010, p.58). These small parts are called affixes. Affixes that are attached to the beginning of words are called prefixes and the ones that are attached to the ends of words are called suffixes. The other is called infixes, affixes which are inserted into the middle of words, however, they rarely occur in English words. Some examples of affixes that are familiar are *un-*, *pre-*, *re-*, *-er*, *-ness*, *-ly*, and *-ish* which appear in words like *untag*, *preliminary*, *recycle*, *eraser*, *happiness*, *roughly*, and *sluggish*.

### 2.3.10 Multiple Processes

This happens when more than one word-formation process are involved to create new words. For example, in the sentence *I skateboarded last week*, the word *skate* and *board* were combined to form a new word *skateboard* which is a noun and later changed into a verb through conversion. The suffix *-ed* was also attached to the end of the word, meaning that the verb has changed into verb 2 indicating past tense.

## 2.4 Pun and Its Characteristics

Pun is a kind of wordplay and Leppihalme (1997) pointed out that wordplay can be based on related language features such as pronunciation, spelling, morphology, vocabulary or syntax (cited in Giorgadze, 2014). There are various definitions of pun from different sources. According to Oxford Advanced Learner's Dictionary, a pun is defined as "the clever or the humorous use of a word that has more than one meaning, or of words that have different meanings but sound the same." The Merriam-Webster Dictionary defines a pun as "the usually humorous use of a word in such a way as to suggest two or more meanings or the meaning of another word similar in sound." It can be seen from those definitions that a pun is the humorous use of a word which suggests more than one interpretation.

"Puns have double meanings," (Lu & Wang, 2013). Jojić (2013) mentioned that the basic ingredient of pun is ambiguity which is defined as the state or condition when a word or sentence can be understood in more than one way or has different interpretations. "The speaker or writer intends for a certain word or other lexical item to be interpreted as simultaneously carrying two or more separate meanings," (Gurevych, Hempelmann, & Miller (2017). Gurevych et al (2017) also mentioned that to produce and interpret puns, tacit linguistic competence particularly of lexical semantics and phonology is crucial. As for its functions, pun is used for many things including brevity, humour, satire, persuasion, forming riddles, and so on (Gan, 2015).

There are three kinds of puns according to Giorgadze (2014), they are lexical-semantic puns, structural-syntactic puns, and structural-semantic puns. Lexical-semantic puns contain words that have double meanings which may result from homonyms, homophones, and polysemantic words. Those words, then lead to different interpretations of the puns. Structural-syntactic puns happen when a complex phrase or a sentence can be parsed in different ways. It deals with something larger than words such as phrases or sentences. Structural-semantic puns happen when a word or concept has an inherently diffuse meaning based on its informal usage. It usually deals with an idiomatic expression which is translated using word for word translation causing multiple interpretations. In this study, the researcher only used lexical-semantic puns as the objects.

## **2.5 Previous Studies**

These previous studies related to linguistic analysis on puns motivated the researcher to complete this paper. The first study is entitled *Lexical Puns in Sitcoms* (2013) by Jojić from University of East Sarajevo, Bosnia and Herzegovina. The other is entitled *Linguistic Features of Pun, Its Typology and Classification* (2014) by Giorgadze from Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia. Those studies had given an insight to the researcher that puns cannot be separated from word-formation processes to meet their functions.

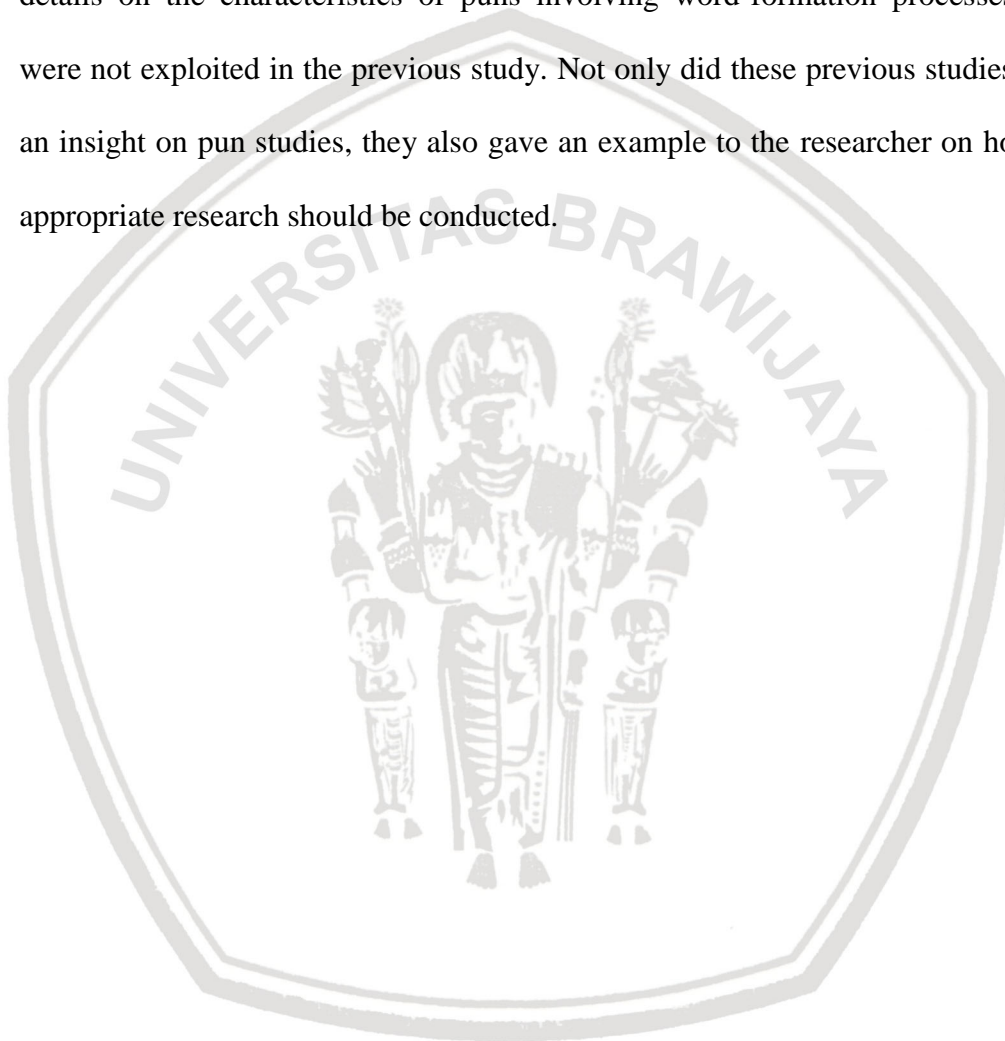
The first study conducted by Jojić described lexical puns in the specific context of sitcom discourse based on their ambiguity. There are phonological ambiguity, morphological ambiguity, and lexical ambiguity. Cited in the study,

Seewoester (2011, p94-96) states that in the realization of humour, a lot of lexically-based ambiguities rely on morphological processes. Jojić (2013) analyzed the lexical puns using the theory of word formation, and from the analysis in the morphological ambiguity section, the processes of compounding and derivation were exploited. It also mentioned that most of puns found in TV comedy are basically created from ordinary words that are compounded together forming a peculiar type of words, sometimes their morphological structure is intentionally destructed forming ungrammatical segmentation in which most of the time it applies to affixes. Those kinds of compounding and affixation would result on weird and laughable words that make TV comedy more interesting and entertaining, which is the most prominent function of puns.

The second study conducted by Giorgadze (2014) focused on pun as one of the categories of wordplay. Giorgadze (2014) defined and introduced a new classification of puns based on their relations; lexical-semantic puns, structural-syntactic puns, and structural-semantic puns. Lexical-semantic puns are puns that contain ambiguous words which may result from homonyms, homophones, and polysemantic words. Structural-syntactic puns happen when a complex phrase or a sentence can be parsed in different ways. Structural-semantic puns happen when a word or concept has an inherently diffuse meaning based on its informal usage. The new categorization was inspired by other categorizations of puns from three different experts. Based on Giorgadze's study, the researcher chose to use puns which belonged to the category of lexical-semantic puns for the analysis since it is word-related and this is a morphological study.



This research about puns was conducted using the theory of morphology and word formation by Yule (2010). The researcher would like to find out if there were similarities and differences between Jojić's and this research regarding word formation processes in English puns. The researcher would also like to explore the details on the characteristics of puns involving word-formation processes that were not exploited in the previous study. Not only did these previous studies give an insight on pun studies, they also gave an example to the researcher on how an appropriate research should be conducted.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher presents the method used for this study. There are research design, data sources, data collection, and data analysis.

#### 3.1 Research Design

The type of this study is document or content analysis because according to Ary, Jacobs, Razavieh, & Sorensen. (2010, p.457), "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material," and the objects of the study were English puns derived from a blog-based social media *Tumblr*. This study was done under qualitative approach. The most prominent characteristic of a qualitative research is the explanation that is presented in words rather than numbers or statistics. The analysis is aimed to explore the quality of a particular case of the study which leads to a descriptive result. Likewise, the design was applied to reach the objectives of the study, which are to investigate the types of word-formation processes that commonly occur in English puns found on *Tumblr* and to find out the intended meanings behind those pun words. Ary et al. (2010, p.420) also state that "qualitative inquiry seeks to understand and interpret human and social behaviour as it is lived by participants in a particular social setting." The researcher studied the use of language in a particular setting which was in puns.

### 3.2 Data Sources

The data sources of this study were *Tumblr* blogs that mostly post English puns which are [dailypuns.tumblr.com](http://dailypuns.tumblr.com) and [hilariouspuns.tumblr.com](http://hilariouspuns.tumblr.com). The data taken from those blogs were those that were considered the most recent by November 2017 when the researcher started collecting the data. Since not all puns can be analyzed from their morphological aspect, the researcher should determine the characteristics of English puns that were compatible for this study. The English puns that were used as the data for this study were limited to the ones which belonged to the category of lexical-semantic puns proposed by Giorgadze (2014). That kind of puns contains words that carry ambiguities or multiple interpretations caused by their forms or pronunciations. The puns used in this research were specifically the ones in the form of texts, since there are various forms of posts on *Tumblr*.

Those pun-intended words can be ordinary or completely made up words. The pun-intended words which are completely made up are quite easy to identify if they have been through morphological processes since their structures are distinct. However, a number of pun-intended words which are derived from ordinary or common words might be a little bit difficult to identify. Those pun-intended words might look like common words, but somehow the creators of the puns mean them in different ways. Thus, to determine if the pun-intended words had been through any morphological processes, firstly, the researcher observed the puns and identified the meanings.

### 3.3 Data Collection

In this study, the researcher investigated the types of word-formation processes that commonly occurred in English puns found on *Tumblr*. In obtaining the data, the researcher used some steps as follows:

1. The researcher opened *Tumblr* blogs that commonly post English puns which are [dailypuns.tumblr.com](http://dailypuns.tumblr.com) and [hilariouspuns.tumblr.com](http://hilariouspuns.tumblr.com). The data taken were those that were considered the most recent by November 2017.
2. The researcher observed the feeds of those *Tumblr* blogs and looked for English puns that belonged to the category of lexical-semantic puns by Giorgadze (2014). Those puns typically contained ambiguous words or words that have multiple interpretations.
3. The researcher applied purposive sampling in collecting the data from the *Tumblr* blogs, which according to Ary et al. (2010, p.156) is, “sample elements judged to be typical, or representative.” In this matter, the data chosen were 40 puns which met the criteria needed by the researcher.
4. The researcher put the data in a document file for the next step.

### 3.4 Data Analysis

To find out the answers to the research questions, the researcher analyzed the data using some steps as follows:

1. The researcher interpreted the intended meanings behind the puns. The guidelines for determining the ambiguity and interpreting the meanings



of the puns are based on the researcher's knowledge and understanding as an English language student supported by the definitions of related words provided by the Oxford Advanced Learner's Dictionary online.

2. The researcher identified the types of word-formation processes that occurred in the collected data using the theory by Yule (2010).
3. The researcher sorted the data based on the types of word-formation processes involved in the creation of puns (realized in a table below) and did a further analysis.

No.	Pun-intended Words	Contexts	Word-formation Processes												
			C O I N	B R W	C O M P	B L D	C L I P	B F	C O N	A C R N	D R V	M P			

4. The researcher took a conclusion based on the analysis that had been done previously.

Notes:

- |      |               |      |                      |
|------|---------------|------|----------------------|
| COIN | : Coinage     | BF   | : Backformation      |
| BRW  | : Borrowing   | CON  | : Conversion         |
| COMP | : Compounding | ACRN | : Acronym            |
| BLD  | : Blending    | DRV  | : Derivation         |
| CLIP | : Clipping    | MP   | : Multiple Processes |



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of this study as the answers to the research questions. In the findings part, the researcher shows how word-formation processes are involved in creating pun-intended words. Meanwhile, in the discussion part, the researcher provides further explanations regarding the research findings.

#### 4.1 Findings

As mentioned before, the researcher analyzed the data using the theory of morphology and word formation by Yule (2010). Based on the theory, the researcher found out that the types of word-formation processes that commonly occurred in English puns found on *Tumblr* were compounding, derivation, coinage, blending, and multiple processes. The findings also indicated that the word-formation processes mostly involved lexical and derivational morphemes.

##### 4.1.1 Data Description

The researcher collected 40 English puns from the data sources which met the criteria explained in the previous chapter. The pun-intended words found in the data, then, were classified based on the word-formation processes presented in the following table:

**Table 4.1 Types of word-formation processes in English puns**

No.	Pun-intended Words	Word-formation Processes										
		C O I N	B R W	C O M P	B L D	C L I P	B F	C O N	A C R N	D R V	M P	
1.	brushstroke			√								
2.	drawbacks			√								
3.	inverse			√								
4.	kidnapping			√								
5.	microwaves			√								
6.	nightmares			√								
7.	outside			√								
8.	outstanding			√								
9.	photo-synthesis			√								
10.	shellfish			√								
11.	thunderwear			√								
12.	two-tired			√								
13.	undercover			√								
14.	understanding			√								
15.	weakdays			√								
16.	bread-y									√		
17.	cheesy									√		
18.	delighted									√		
19.	dis-turbine									√		
20.	handy									√		
21.	pointless									√		
22.	reigny									√		
23.	remarkable									√		
24.	shifty									√		
25.	sketchy									√		
26.	sneakers									√		
27.	unbearable									√		
28.	Hamlet	√										
29.	Lilo and Stitched	√										
30.	Pinterest	√										

Table continued ...

No.	Pun-intended Words	Word-formation Processes									
		C O I N	B R W	C O M P	B L D	C L I P	B F	C O N	A C R N	D R V	M P
31.	polaroid	√									
32.	Sanders	√									
33.	schwimming	√									
34.	Sia	√									
35.	addictionary				√						
36.	floorteen				√						
37.	signature				√						
38.	backstabbers										√
39.	Hollywood										√
40.	Instagrammys										√
	TOTAL	7	-	15	3	-	-	-	-	12	3

#### 4.1.2 Data Analysis

Five types of word-formation processes in the pun-intended words identified were compounding, derivation, coinage, blending, and multiple processes of which the explanations are presented in the following analysis.

##### 4.1.2.1 Compounding

Datum 1

*What is an artist favorite swimming technique?  
The **brushstroke**.*

(1) brushstroke

Type of word-formation process: Compounding

In datum 1, the type of word-formation process of compounding was involved in the creation of the pun-intended word. The words *brush* and *stroke* were combined into a single word *brushstroke*. The meaning sense of the pun can be conveyed by understanding the context of the pun itself which is using two meanings of the word ‘stroke’. In this case, the first meaning of *stroke* is ‘a style of swimming’ and the second is ‘a mark made by moving a brush etc. on a surface’. In common context, some people’s favourite swimming technique is backstroke, but since the person in this pun is an artist/painter, his favourite swimming technique is brushstroke. The double meanings in the word ‘brushstroke’ lead to a humorous outcome.

Datum 2

*I’m not a big fan of archery.  
It has too many **drawbacks***

(2) drawbacks

Type of word-formation process: Compounding

In datum 2, the type of word-formation process of compounding was found. The words *draw* and *back* were combined into a single word forming *drawback*. There was also the inflectional morpheme *-s* attached to the word *drawback* indicating plural noun. The context of the pun is using two different kinds of meaning which are actual and literal. The word *drawbacks* itself is essentially equivalent to ‘disadvantages’. But related to the context, the word *drawbacks* also means literally ‘drawing back’ (arrows) as in archery. The person in the pun is not a big fan in archery because it involves a lot of drawing back arrows.



Datum 3

*Backwards poets write **inverse**.*

(3) inverse

Type of word-formation process: Compounding

In datum 3, the type of word-formation process found was compounding. The words *in* and *verse* were combined into a single word forming *inverse*. The context of the pun is using the actual meaning of the word ‘inverse’ as well as treating it as two words ‘in’ and ‘verse’. Essentially, the word *inverse* itself means reverse or opposite of something. In this case, the word is also meant to point out that the backwards poets write ‘in verse’.

Datum 4

*Did you hear about the **kidnapping** at school?  
It's okay. He woke up.*

(4) kidnapping

Type of word-formation process: Compounding

In datum 4, the type of word-formation process involved in the pun-intended word was compounding. There was a combination of the words *kid* and *nap* forming a single word *kidnap*. Later, the inflectional morpheme *-ing* was attached to the word *nap*, indicating present participle. The context of the pun is using the actual meaning of the word ‘kidnapping’ as well as treating it as two words ‘kid’ and ‘napping’. The word *kidnapping* itself is essentially equivalent to ‘abduction’ or ‘taking someone away illegally and keeping them as a prisoner’. But in this pun,

the word is also meant to point out that there is ‘a kid napping’ or simply ‘a kid taking a nap’ at school.

Datum 5

*What washes up on tiny beaches?*

***Microwaves.***

(5) microwaves

Type of word-formation process: Compounding

In datum 5, the researcher found the process of compounding in the pun-intended word. The words *micro* and *wave* were combined into a single word forming *microwave*. There was also the inflectional morpheme *-s* attached to the word *microwave* indicating plural noun. The context of the pun is using two different meanings of the word ‘microwaves’. Essentially, *microwave* is ‘a type of oven that cooks or heats food very quickly using electromagnetic waves’, but it is also meant differently in this context of pun as *microwaves* are defined as ‘tiny waves’.

The things that wash up on tiny beaches are tiny waves.

Datum 6

*What horse do you see after dark?*

***Nightmares.***

(6) nightmares

Type of word-formation process: Compounding

In datum 6, the type of word-formation process of compounding was involved in the creation of the pun-intended word. The words *night* and *mare* were combined

into a single word forming *nightmare*. There was also the inflectional morpheme *-s* attached to the word *nightmare* indicating plural noun. The context of the pun is using the actual meaning of the word ‘nightmares’ as well as treating it as two words ‘night’ and ‘mares’. Essentially, *nightmare* as a single word means ‘terrifying dream’, but in this context, *nightmare* is defined as a mare (female horse) that we see in the dark (night).

#### Datum 7

*Which side of the cheetah has the most spots?  
The **outside**.*

(7) outside

Type of word-formation process: Compounding

In datum 7, the type of word-formation process of compounding was found. The words *out* and *side* were combined into a single word forming *outside*. Basically, the word *outside* itself simply means the ‘outer side’ or ‘surface of something’. But in this context of pun, the creator used the actual meaning of the word ‘outside’ as well as treated it as two words: ‘out’ and ‘side’. It means that the *side* is *out*; most of cheetah’s spots are on the ‘out side’.

#### Datum 8

*Why did the farmer get an award?  
He was **outstanding** in his field.*

(8) outstanding

Type of word-formation process: Compounding

In datum 8, the researcher found the process of compounding. The inflectional morpheme *-ing* was attached to the word *stand*, indicating present participle. Later, the word *standing* was combined with the word *out* through compounding, forming a new word *outstanding*. The context of the pun is using the actual meaning of the word ‘outstanding’ as well as treating it as two words ‘out’ and ‘standing’. The word *outstanding* itself essentially means ‘extremely good or excellent’. But in this case, it is also meant to point out that the farmer is ‘standing outside’ in his field (literally).

Datum 9

*A gardener has a part-time job as a photographer.  
Her photography business is called **Photo-synthesis**.*

(9) photo-synthesis

Type of word-formation process: Compounding

In datum 9, the process of compounding was involved in the creation of the pun-intended word. The word *photo* was combined with the word *synthesis* forming *photosynthesis*. The context of the pun is using two different meanings of the word ‘photosynthesis’. Basically, the word *photosynthesis* itself is ‘the process by which green plants turn carbon dioxide and water into food using energy obtained from light’ as in biology. Meanwhile in this context, the *photo* in *photosynthesis* is also meant as literal photo synthesized/produced by the gardener.

Datum 10

*Why do crabs never donate money?*

*Because they're **shellfish**.*

(10) shellfish

Type of word-formation process: Compounding

In datum 10, the type of word-formation process found was compounding. The word *shell* was combined with the word *fish* forming a new single word *shellfish*. The context of the pun is using the actual meaning of the word *shellfish* which is 'a creature with a shell that lives in water', that also happens to sound like *selfish* as in personality where a person only cares about themselves, indicating that they are homophonous. In this context, the meaning sense of the pun is carried out because 'shellfish' sounds like 'selfish' and since the crabs are both shellfish and selfish for never donating money.

Datum 11

*What kind of shorts do clouds wear?*

***Thunderwear.***

(11) thunderwear

Type of word-formation process: Compounding

In datum 11, the type of compounding was found in the creation of the pun-intended word. The words *thunder* and *wear* were combined together forming a single word *thunderwear*. The word itself has no equivalent meaning in dictionary. The context of the pun is using related words 'thunder' and 'under' which have similar spellings and pronunciations. In this case, the meaning sense



of the pun is carried out because the pronunciation of the word ‘under’ in *underwear* is similar to ‘thunder’ and since shorts in clouds can cause thunder.

Datum 12

*Why did the bicycle refuse to walk?  
It was **two-tired**.*

(12) two-tired

Type of word-formation process: Compounding

In datum 12, the type of word-formation process of compounding was involved in the creation of the pun-intended word. The words *two* and *tired* were combined together using a hyphen forming *two-tired*. Basically, the word *tired* in the pun refers to ‘tires’ as in vehicles, but it also means ‘depleted of strength’. The word ‘two’ also sounds like ‘too’, indicating that they are homophonous. The context of the pun is using two different meanings of the word ‘tired’ and similar pronunciations of the words ‘two’ and ‘too’, making it sound like ‘too tired’. The bicycle has two tires and it refuses to walk because it is too tired.

Datum 13

*What do spies do when they get cold?  
Go **undercover**.*

(13) undercover

Type of word-formation process: Compounding

In datum 13, the type of word-formation process of compounding was found. The word *under* was combined with the word *cover*, forming a new word *undercover*.

The context of the pun is using the actual meaning of the word ‘undercover’ as well as treating it as two words ‘under cover’. The word *undercover* itself essentially means ‘secretly, in order to find out the information for the police, etc.’ But in this case, the word is also meant to point out that the spies are literally ‘under cover’ as in blankets when they get cold.

Datum 14

*Understanding the horizon is beyond me.*

(14) understanding

Type of word-formation process: Compounding

In datum 14, the process of compounding was involved. The inflectional morpheme *-ing* was attached to the word *stand*, indicating present participle. Later, the word *standing* was combined with the word *under* through compounding, forming a new word *understanding*. The context of the pun is using the actual meaning of the word ‘understanding’ as well as treating it as two separate words ‘under’ and ‘standing’. The word *understanding* itself essentially means ‘to know or realize how or why something happens’. But in this case, the word is also meant to point out that ‘me’ in the pun is literally ‘standing under’ the horizon.

Datum 15

*What days are the strongest?  
Saturday and Sunday, the other days are weakdays.*

(15) weakdays

Type of word-formation process: Compounding

In datum 15, the researcher found the process of compounding in the pun-intended word. The words *weak* and *day* were combined into a single word forming *weakday*. There was also the inflectional morpheme *-s* attached to the word *weakday* indicating plural noun. The context of the pun is treating the word ‘weekdays’ as two separate words ‘weak’ and ‘days’. The word ‘weak’ was used since it sounds like ‘week’, indicating that they are homophonous. The other days apart from Saturday and Sunday are weekdays and they are called *weakdays* because they are not strong (weak).

#### 4.1.2.2 Derivation

Datum 16

*Two slices of bread are competing in a boxing match. Before the round starts they say, “Let’s get **bread-y** to rumble!”*

(16) bread-y

Type of word-formation process: Derivation (suffix *-y*)

In datum 16, the process of derivation was involved in the creation of the pun-intended word. The linguistic unit that indicated the process of word formation was the derivational morpheme *-y* attached to the lexical morpheme *bread*. The context of the pun is using two words which have similar spellings and pronunciations. The derivational morpheme *-y* was used to make the word *bread-y* sound like *ready*. The two slices of bread are getting ready for the match so they say, “let’s get *bread-y* to rumble!” (let’s get the bread ready to rumble).

Datum 17

*Want to hear a joke about pizza?  
Never mind- it's too **cheesy**.*

(17) cheesy

Type of word-formation process: Derivation (suffix *-y*)

In datum 17, the researcher found that the process of derivation was involved in the creation of the pun-intended word. The linguistic unit that indicated the process was the derivational morpheme *-y* attached to the lexical morpheme *cheese*. The context of the pun is using both idiomatic and literal meanings of the word 'cheesy'. The derivational morpheme *-y* was used to carry out multiple interpretations that the bold word entails which are 'not very good and without style, in a way that is embarrassing but amusing' and *cheesy* as in food that contains a lot of cheese.

Datum 18

*I was **delighted** when my flashlight batteries died.*

(18) delighted

Type of word-formation process: Derivation (prefix *de-*)

In datum 18, the type of word-formation process of derivation was found. The process was indicated by the derivational morpheme *de-* attached to the lexical morpheme *light*. There was also the inflectional *-ed* attached to the end of the word. The context of the pun is using the actual meaning of the word 'delighted' as well as treating *de-* as derivational morpheme. Basically, the word *delighted* means 'very pleased', but it also means something else in this pun. The

derivational morpheme *de-* means reverse of something, in this case ‘not lighted anymore’, while the inflectional *-ed* simply indicated passive voice. The ‘I’ in the pun was not lighted anymore since his flashlight batteries died.

Datum 19

*I don't like to fly because I find jet engines **dis-turbine**.*

(19) dis-turbine

Type of word-formation process: Derivation (prefix *dis-*)

In datum 19, the process involved in the pun was derivation. It was indicated by the derivational morpheme *dis-* that was attached to the lexical morpheme *turbine*. The context of the pun is using two words ‘dis-turbine’ and ‘disturbing’ which are homophonous. The meaning of the word ‘dis-turbine’ in this case is also ambiguous. The first meaning is caused by the derivational morpheme *dis-*, indicating that it ‘does not have a turbine’, the second meaning is carried out because *dis-turbine* sounds like *disturbing*. Jet engines are disturbing (making you feel anxious or upset) because they do not have turbines.

Datum 20

*I'm glad I know sign language, it's pretty **handy**.*

(20) handy

Type of word-formation process: Derivation (suffix *-y*)

In datum 20, the type of word-formation process involved was derivation. The linguistic unit that indicated the process was the derivational morpheme *-y*



attached to the lexical morpheme *hand*, changing the category of the word *hand* from noun to adjective. The context of the pun is using both idiomatic and literal meanings of the word ‘handy’. The derivational morpheme *-y* was used to express the double meanings that the word entails. In this pun, the meanings of the word *handy* itself are ‘easy to use’ and ‘involving literal hands’. The sign language is *handy* because it is easy to use and involving literal hands.

Datum 21

*Why shouldn't you write with a broken pencil?  
Because it's **pointless***

(21) pointless

Type of word-formation process: Derivation (suffix *-less*)

In datum 21, the process of derivation was found in the creation of the pun-intended word. The process of word formation was indicated by the derivational morpheme *-less* that was attached to the lexical morpheme *point*, changing the category of the word *point* from noun to adjective. The context of the pun is using two meanings of the word ‘pointless’ which are ‘having no purpose’ and literally ‘having no point’. You shouldn't write with a broken pencil because it has no point.

Datum 22

*What did the king say when he looked at the weather?  
"Looks like another **reigny** day."*

(22) reigny

Type of word-formation process: Derivation (suffix *-y*)

In datum 22, the type of word-formation process of derivation was involved in the creation of the pun-intended word. It was indicated by the derivational morpheme *-y* that was attached to the lexical morpheme *reign*. The context of the pun is using two words which have similar pronunciations. The word ‘reign’ and ‘rain’ are homophonous, indicating a phonological process. Based on the context, the derivational morpheme *-y* was used to make the word *reign* sound like *rainy* since ‘rainy’ is related to weather and the king is on his reign when asked about the weather.

Datum 23

*Whiteboards are so remarkable.*

(23) remarkable

Type of word-formation process: Derivation (prefix *re-*, suffix *-able*)

In datum 23, the researcher found the type of word-formation process derivation. The linguistic units that indicated the process of word formation were the derivational morphemes *re-* and *-able* attached to the lexical morpheme *mark*. The context of the pun is using the actual meaning of the word ‘remarkable’ as well as treating *re-* and *-able* as derivational morphemes. The word *remarkable* itself essentially means ‘unusual or surprising in a way that causes people to take notice’, but in the context of this pun, the word *remarkable* also implies a morphological process of derivation and gives another meaning which indicates that whiteboards ‘can be marked again’.

Datum 24

*You can't trust sand, it's awfully **shifty**.*

(24) shifty

Type of word-formation process: Derivation (suffix -y)

In datum 24, the type of word-formation process of derivation was involved in the creation of the pun-intended word. It was indicated by the derivational morpheme -y that was attached to the lexical morpheme *shift*, changing the category of the word *shift* from noun to adjective. The context of the pun is using the actual and literal meanings of the word 'shifty' which are 'seeming to be dishonest' and 'easy to move or change direction'. You can't trust sand because it is awfully dishonest and easy to move.

Datum 25

*I was trying to make a drawing pun, but it got too **sketchy**.*

(25) sketchy

Type of word-formation process: Derivation (suffix -y)

In datum 25, the type of word-formation process of derivation was found. The process was indicated by the derivational morpheme -y attached to the lexical morpheme *sketch*, changing the category of the word *sketch* from noun to adjective. The context of the pun is using both idiomatic and literal meanings of the word 'sketchy'. The derivational morpheme -y was used to express the multiple interpretations of the word. It is sketchy because it contains a lot of sketches as well as sketchy because the drawing pun is 'unclear or not complete

therefore not very useful'. The drawing pun has a lot of sketches and it is getting unclear.

Datum 26

*What kind of shoes do ninjas wear? Sneakers.*

(26) sneakers

Type of word-formation process: Derivation (suffix *-er*)

In datum 26, the type of word-formation process involved in the pun was derivation. It was indicated by the derivational morpheme *-er* attached to the lexical morpheme *sneak*, changing the category of the word *sneak* from verb to noun. There was also an inflectional morpheme *-s* indicating plural noun. The context of the pun is using two different meanings of the word 'sneakers' which are 'people who sneak or go somewhere secretly' and 'shoes you wear for sports or as informal clothing'. Ninjas are sneakers and they wear sneaker shoes.

Datum 27

*What do you call a bear that cannot sing well?  
Unbearable.*

(27) unbearable

Type of word-formation process: Derivation (prefix *un-*, suffix *-able*)

In datum 27, the researcher found the process of derivation. The linguistic units that indicated the process of word formation were the derivational morphemes *un-* and *-able* attached to the lexical morpheme *bear*. The context of the pun is using the actual meaning of the word 'unbearable' as well as treating *un-* and *-*

*able* as derivational morphemes. The word *unbearable* itself essentially means ‘incapable of being put up with’, in this case the prefix *un-* means ‘not’ and *-able* means ‘can’, thus the other meaning is ‘bear cannot’ sing well and makes it unbearable.

#### 4.1.2.3 Coinage

Datum 28

*Plot twist: **HAMlet** is actually a pig.*

(28) Hamlet

Type of word-formation process: Coinage

In datum 28, the type of word-formation process found was coinage. The word *Hamlet* itself is actually the name of a character created by an English poet and dramatist, Shakespeare. Since it was taken from the name of a person (a character from a story), thus the word was a coinage. According to the context of this pun, the choice of the word *Hamlet* itself was based on the word ‘ham’ which means ‘meat that comes from pigs’.

Datum 29

*Someone open a shop in Disneyland that sells knitted clothes and call it **Lilo and Stitched!***

(29) Lilo and Stitched

Type of word-formation process: Coinage

In datum 29, the type of word-formation process of coinage was involved. The context of the pun is using the name of a cartoon character as a verb. *Lilo and*



*Stitch* is the name of a cartoon produced by Disney. Since it was taken from a trade name, the pun-intended word was a coinage. The word *stitched* itself is equivalent to ‘sewn’, relating to the context of the pun. Meanwhile, the inflectional morpheme *-ed* in the word indicates a form of passive voice. The store sells knitted clothes but the owner called it *stitched*!

Datum 30

*A bowler’s favorite website is **PIN**terest.*

(30) Pinterest

Type of word-formation process: Coinage

In datum 30, the researcher found the process of word formation coinage. *Pinterest* is actually the name of a social media on the internet. Since it was taken from a trade name, the pun-intended word was a coinage. The choice of the word *Pinterest* itself was based on the context of the pun, as it contains the word *pin*, which is the equipment needed in bowling game.

Datum 31

*When asked why the zoo didn’t have any digital photos of the polar bears, the zookeeper simply replied, “Because we take them with **POLAR**oid cameras, of course!”*

(31) polaroid

Type of word-formation process: Coinage

In datum 31, the pun involved the process of coinage. *Polaroid* is actually a trade mark of a plastic film and the *Polaroid* camera is a camera that can produce a

photograph within a few seconds'. Since it was taken from a trade name, the pun-intended word was a coinage. The choice of the word *polaroid* itself was based on the context of the pun, as it contains the word *polar*, as in polar bears. There was no digital photo of polar bears in the zoo because they were all taken from *polaroid* cameras.

Datum 32

*When Thomas Sanders goes to the beach does he become Thomas SANDers?*

(32) Sanders

Type of word-formation process: Coinage

In datum 32, the type of word-formation process of coinage was involved in the creation of the pun-intended word. The word *Sanders* itself was derived from the name of a person Thomas Sanders. Thus, as it was taken from the name of a person, the pun-intended word was a coinage. The choice of the word *Sanders* itself was based on the context of the pun, as it contains the word *sand*, since beaches do have sand.

Datum 33

*David Scwimmer should have been in Finding Dory.  
He would have just kept **schwimming**.*

(33) *schwimming*

Type of word-formation process: Coinage

In datum 33, the researcher found the process of coinage. The word *schwimming* in the pun was derived from the name of a famous actor *David Scwimmer*. Thus,

as it was taken from the name of a person, the pun-intended word was a coinage. The inflectional morpheme *-ing* was also added to indicate present participle. The words ‘schwim’ and ‘swim’ are homophonous, indicating that there was a phonological process involved. The choice of the word itself was based on the context of the pun, since *schwimming* sounds like *swimming*. David Scwimmer should be in Finding Dory because he would keep ‘swimming’.

Datum 34

*Me: \*leaving a chandelier shop\* Sia later!*

(34) Sia

Type of word-formation process: Coinage

In datum 34, the type of word-formation process of coinage was found. The word *Sia* in the pun was derived from the name of a person who sings a song called ‘Chandelier’. As it was taken from the name of a person, the pun-intended word was coinage. The words ‘Sia’ and ‘see ya’ are homophonous, indicating that there was a phonological process involved. The choice of the word itself was based on the context of the pun, as *Sia* sounds like *see ya* (informal pronunciation of ‘see you’).

#### 4.1.2.4 Blending

Datum 35

*What do you call a book of drugs?  
An **addictionary**.*

(35) addictionary

Type of word-formation process: Blending

In datum 35, the process of blending was found. The words *addiction* and *dictionary* were blended together, taking some parts of the words and combining them forming a new word *addictionary*. It relates to the context of the pun since ‘dictionary’ is a kind of book and drugs are often related to ‘addiction’. Thus, a book of drugs is called *addictionary*.

Datum 36

*I knew I chose the right floor in my dorm to live on from the minute I heard that they call floor fourteen “floorteen”.*

(36) floorteen

Type of word-formation process: Blending

In datum 36, the researcher found that the type of word-formation process blending was involved in the creation of the pun-intended word. The words *floor* and *fourteen* were blended together forming a new word *floorteen*. The choice of blending the words was also based on the context of the pun to make the word sound like both *floor* and *fourteen*, hence *floorteen*.

Datum 37

*What is it called when you write on the forest?  
A **signature!***

(37) signature

Type of word-formation process: Blending

In datum 37, the type of word-formation process involved was blending. The words *sign* and *nature* were blended together forming a new word *signature*. Basically, the word *signature* itself means ‘a particular quality that makes something different and easy to recognize’, but in this context, the process of blending was also intended to express two related words ‘sign’ and ‘nature’ in a single term. It is a sign that comes from nature.

#### 4.1.2.5 Multiple Processes

Datum 38

*Why can't you trust people who do acupuncture?  
Because they're freaking **backstabbers!***

(38) backstabbers

Type of word-formation process: Multiple processes; compounding, derivation

In datum 38, there were multiple processes in the word formation. The derivational morpheme *-er* was attached to the word *stab* forming the word *stabber* which changed the category of the word from verb to noun, signifying the doer of the stabbing. Then, the combination of the words *back* and *stabber* indicated that they became a single word through compounding. There was also the inflectional morpheme *-s* indicating plural noun. The context of the pun is using both the actual meaning of the word *backstabbers* which is equivalent to ‘traitors or people who criticize someone when they are not there and pretend to be friends at other times’ and the literal meaning which is ‘people who literally stab backs’. People who do acupuncture literally stab backs.



Datum 39

*Where did the mistletoe go to get famous?*

**Hollywood.**

(39) Hollywood

Type of word-formation process: Multiple processes; compounding, coinage

In datum 39, the researcher found multiple processes in the word formation. The words *holly* and *wood* were combined together forming a new single word *hollywood* through compounding. However, the word *Hollywood* itself is actually the name of a place where the film industry is based. Since it was taken from the name of a place, the pun-intended word was also a coinage. Basically, *holly-wood* is a kind of tree or bush just like mistletoe, which relates to the context of the pun which is using the actual and literal meanings of the word 'hollywood'.

Datum 40

*An award show for social media called the **Instagrammys**.*

(40) Instagrammys

Type of word-formation process: Multiple processes; coinage, blending

In datum 40, multiple processes of word formation were involved. The word *Instagrammys* was derived from the blending of the words *Instagram* and *Grammys*. *Instagram* is a kind of social media, while *Grammys* (Grammy Awards) is the name of an award show given to popular and talented artists. Since they both were taken from trade names, thus the pun-intended word was also a coinage.

## 4.2 Discussion

Using the theory by Yule (2010), the researcher found five types of word-formation processes that commonly occurred in English puns, which are compounding occurring in words like *brushstroke*, *nightmares*, *shellfish*; derivation occurring in words like *cheesy*, *delighted*, *dis-turbine*; coinage occurring in words like *Hamlet*, *Pinterest*, *Sia*; blending occurring in words like *addictionary*, *floorteen*, *signature*; and multiple processes. From the total of 40 data collected by the researcher, 15 of them involved the process of compounding, 12 involved the process of derivation, 7 involved the process of coinage, 3 involved the process of blending, and 3 involved multiple processes. The percentages of the word-formation processes involved can be seen in the following table:

**Table 4.2 The total number of word-formation process types in English puns**

Word-formation Process	Number of Terms	Percentage (%)
Compounding	15	37.5
Derivation	12	30
Coinage	7	17.5
Blending	3	7.5
Multiple processes	3	7.5
Total	40	100%

As explained in chapter 2, Yule (2010) identified ten basic processes of how words come into languages: there are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, derivation, and multiple processes. However, there were only five of those processes that could be identified in this research. Each pun words which involved multiple processes

were formed using two of the processes that had been identified previously by the researcher which were compounding, derivation, coinage, and blending. Perhaps, the reason why only five types of word-formation processes were found on *Tumblr* puns is because the creators faced some difficulties in creating ambiguity – which is the basic element of puns – using other types of word-formation processes such as borrowing, blending, clipping, backformation, and conversion. Meanwhile, the processes of compounding, derivation, coinage, and blending allowed the creators to carry out double meanings more easily.

Based on the findings, it can be seen that the processes of compounding and derivation were the most common or dominant ones. The possible reason why compounding was the dominant one is because there are many single words which can be separated as two words that each happens to have other distinctive meaning. The reason why derivation was also the most common one is because there are a lot of words which can become ambiguous or convey more than one interpretation when given affixes. Generally, those processes are involved to achieve the purposes of puns which are to create humour and emphasize the creativity of the creators.

The kinds of morphemes that were involved in the creation of those pun-intended words were lexical morphemes and derivational morphemes. Lexical morphemes were often involved because the data of this study were the ones containing lexical-semantic puns dealing with words. Moreover, the most dominant type of word formation found in this study was compounding which dealt with combining two lexical morphemes into a single word. Meanwhile,

derivational morphemes were often involved since derivation was also the most common type of word-formation process identified in this study.

From the processes of collecting and analyzing the data, the researcher found out that not all pun-intended words can be analyzed using the theory of word formation. Some of them can be puns by themselves without involving any word-formation processes in order to bring about multiple interpretations. Those words that can be puns by themselves are mostly homophonic words, words that have similar pronunciations to other words. Hence, the researcher determined some criteria of English puns that could be used as the data for this research. However based on the findings of this study, there are also a lot of pun-intended words involving word-formation processes which also use homophonic words to carry out the meaning sense of the puns.

The process of compounding results not only in ordinary but also some peculiar combinations of words. According to Yule (2010, p.55), the process of compounding happens when “there is a joining of two separate words to produce a single form.” In this study, two words were combined together forming a single word where its meanings were used in uncommon context as a pun. Take the word *nightmares* from datum 6 for example. The words *night* and *mares* both have different meanings. But in accordance with the context of the pun, those words were combined together as a single form, which actually has existed and conveys its own meaning, leading to multiple interpretations. Based on the data, most of the pun-intended words which involved the process of compounding have the characteristic of being able to be treated as single or separate words at the

same time caused by the deviation of meanings of their single and separate forms. Sometimes, it is simply related to spellings and pronunciations.

Similar to the process of compounding, the findings showed that the process of derivation results not only in ordinary but also some peculiar type of words. Yule (2010, p.58) stated that the process of derivation “is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listing in dictionaries.” Those “bits” are known as affixes. Derivational process happens when a small part is attached to a word which usually stands alone. Take the word *cheesy* for example. The derivation *-y* was commonly used in such words, it was the meanings of the words that needed to be understood in order to get the sense of the pun. Usually it involves idiomatic and literal meanings. Based on the data, most of the pun-intended words which involved the process of derivation have the characteristic of having literal and idiomatic meanings or having similar pronunciations as other related words.

The process of coinage is “the invention of totally new terms,” (Yule, 2010, p.53). Those new terms usually come from names. The words that were found in the data of this study were usually taken from the name of a person, a place, or simply a trade name. Take the word *Sia* from datum 34 for example. The name ‘Sia’ was used because it sounds like the phrase ‘see ya’. In some other cases, the creators of the puns took the name of a person or a place because the words simply contained other simpler words they needed to get the meaning sense of the puns. Based on the data, most of the pun intended words which involved



the process of coinage have the characteristic of containing ordinary words in them or simply having similar pronunciations to other common words.

The researcher also identified another word-formation process blending. According to Yule (2010, p.55) blending is “the combination of two separate forms to produce a single new term.” The pun-intended words involving blending that were found in the data of this study were the combination of two words that had similar spellings in some of their parts. Just like in datum 35, *addictionary* was the combination of the words *addiction* and *dictionary*. Based on the data, most of the pun-intended words which involved the process of blending were derived from two words that have the characteristic of having similar spellings in some of their parts. Those two words still convey separate meanings though it appears as a single form, making it sound simpler when said.

Multiple processes of word formation were also identified in the data. Those words were *backstabbers* which involved compounding and derivation; *Hollywood* which involved coinage and compounding; and *Instagrammys* which involved coinage and blending. The processes of word formation which were involved using multiple processes were the ones which had been identified previously in this research. Those processes were compounding, derivation, coinage, and blending.

In addition, to comprehend or get the sense of English puns which have similar characteristics to the data used for this study, understanding context is important. Cited in Abass (2007), Roberts and Kreuz (1994, p. 159) states that, “understanding when and why an utterance is produced is crucial in understanding

its meaning”. It should be understood if a speaker intends the utterance as a pun in order to get the desired interpretations. Gan (2015) analyzed English puns from the perspective of Relevance Theory. He mentioned that in order to attain optimum relevance, one needs to set the utterance in a quite clear context so that the audience can get the intended interpretations. Gan (2015) also said that it is necessary for an audience to make an additional effort to understand the context so that they can get the interpretations correctly. Just like in datum 23, the pun ‘*Whiteboards are so remarkable*’ only looks like an ordinary sentence if the context is not understood. It seems that the word *remarkable* itself has double meanings or multiple interpretations. In order to understand the meaning sense of the pun, those meanings should be uncovered. The word *remarkable* actually means ‘unusual or surprising in a way that causes people to take notice’, but in this context, it was revealed that there was also a morphological process implied in the word *remarkable*. It gives another meaning which indicates that whiteboards ‘can be marked again’ since there are affixes *re-* and *-able*. Using the theory of word-formation processes by Yule, our language knowledge might improve and it helps us understand such kind of puns or any language phenomena involving morphological processes.

Using the classification from a study conducted by Giorgadze (2014), the data or puns used in this study were in the category of lexical-semantic puns. Giorgadze (2014, p.273) stated that, “Lexical ambiguity may result from homonyms, words spelt and pronounced in the same way but have different meanings, as well as from homophones, words pronounced in the same way but

have different meanings or spelling and polysemantic words.” Almost similar to a study conducted by Jojić (2013), the word-formation processes involved in creating English puns in the specific context of sitcom discourse were compounding and derivation. This study confirmed that the most common types of word-formation processes that occurred in English puns found on *Tumblr* were also compounding and derivation. However, this study also identified the word-formation processes of coinage and blending which were not exploited in Jojić’s study.

What makes this study different from other studies related to puns is that the findings of this study allowed the researcher to explore the typical characteristics of puns which involve word-formation processes in a more specific way. It shows that sometimes different kinds of word-formation processes apply to different kinds of puns which have certain characteristics. For instance, puns which involve the process of compounding are mostly the ones that can be treated as a single and two separate words at the same time. Puns which involve the process of derivation are mostly the ones with double meanings caused by the addition of affixes. Puns from coinages are mostly derived from the names of famous people or trade names. Meanwhile, pun words which involve the process of blending are those which have similar spellings at the beginning and the end.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher provides the conclusion of this study based on the analysis that has been elaborated in the previous chapter. The researcher also presents a suggestion for the next researchers who are interested in conducting similar studies.

#### 5.1 Conclusion

This study was conducted to investigate the types of word-formation processes that commonly occurred in English puns found on *Tumblr*. Using the theory by Yule (2010), the researcher managed to find out the types of word-formation processes which were compounding, derivation, coinage, blending, and multiple processes. Out of those types of word-formation processes, compounding and derivation were the most dominant ones. Each of them had certain types of characteristics. From 40 data that were analyzed, the researcher found 17 puns involving the word-formation process of compounding, 13 puns involving the word-formation process of derivation, 9 puns involving coinage, and 4 puns involving blending.

Based on the findings, the word-formation processes involved in the creation of those pun-intended words were meant to carry out the ambiguity of the puns. In addition, the puns that were used in this study were lexical-semantic puns. According to Giorgarze (2014), lexical ambiguity may result from words

that have the same spellings and pronunciations or words that sound similar but the spellings are different.

It can be concluded from the study that puns involve many linguistic aspects in their creations and interpretations. In some cases, some linguistic aspect involved in creating puns cannot be separated from the other. Just like in this study, some puns did not always only involve a morphological process but also a phonological one. Even though the most prominent aspect of puns is semantics, in lexical puns, understanding their morphological aspect is also important in order to get the correct interpretations of the puns. Not only limited to puns, word-formation processes are involved in many kinds of word creations. Moreover, people are getting creative over time, and so are languages.

## **5.2 Suggestion**

Since puns are linguistically complex and the use of them in languages is quite popular, the researcher suggests the next individuals who are interested in conducting similar studies to analyze English puns using other theory from other linguistic aspect such as second language acquisition. The next researchers can study the ability of non-native English speakers in understanding the contexts and interpretations of English puns.



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