



Analysis of affixation process in Barbie song

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Abstract

Language is essential for communication, identity expression, play, and emotional release. Linguistics studies its various aspects, including morphology, affixation and word formation. Barbie's song "I Am A Girl Like You" celebrates unity and self-acceptance, which is explored through affixation in this study. The discussion includes language function, morphology, and affixation, as well as a review of related literature. The research method used is descriptive qualitative, with data collection from song lyrics. Exploring affixed words in songs and their deeper meanings. The research design, research object, data collection, data collection methods, and analysis techniques are explained in detail. They also discuss the cultural value and audience response to the song. The affixed words and their meaning in the context of the song. Analyzed the song "I Am A Girl Like You" from the movie Barbie and found the use of various prefixes and suffixes. They compared their findings with three other research journals and found similarities and differences. The dominant aspect of their research is the use of affixation in song lyrics. The source data contained hundreds of words classified into specific meanings, and the language used in the song was American English. A total of 32 affixed words were found, and an in-depth analysis of the specific meanings contained therein was conducted. A detailed analysis was conducted on the affixed words, focusing on the use of affixes in the context of Barbie song lyrics and the meanings contained therein.

Keywords

morphology, affixation, prefix, suffix, Barbie song "I am a girl like you"

Introduction

Language serves as a sign system for communication, and the scientific study of language is known as linguistics. According to Weda (2021), language plays a crucial role in shaping a community's shared knowledge, beliefs, rules, practices, and habits. Its functions extend beyond mere communication, encompassing identity expression, play, imaginative expression, and emotional release. Humans begin engaging with language from childhood, learning its nuances from their mothers and utilizing it for interpersonal communication. Despite its profound impact on human life and society, language often goes unnoticed, taken for granted like breathing or walking. Language is not only a tool for human-human communication but also a means of interacting with animals and the environment. The effects of language are transformative, distinguishing humans from animals. However, it is observed that language doesn't receive adequate attention in educational programs or philosophical discussions. The study of language, linguistics, involves descriptive and historical linguistics. It has evolved into a highly technical field, addressing phonetics, grammar (syntax and morphology), semantics, and pragmatics in detail. Linguistics examines language's structural components and historical development, making it an integral part of understanding human communication. Individuals proficient in foreign languages or those who study and teach linguistics are known as linguists. Language's interaction with human life is profound, requiring consideration within the societal context. As Aswad (2019) notes, encountering a new term prompts language users to grasp its meaning, morphological possibilities, and syntactic structures. Linguistics, as a scientific discipline, explores these intricacies and divisions in a systematic manner, providing insights into language's dynamic nature.

Linguistics, as defined by Raxmonovich (2020), is a sophisticated language communication system that explores and utilizes the intricacies of language. The field dedicated to the study of language is known as linguistics. Various definitions abound, each offering meaningful insights and theoretical foundations. Dixon (2012), in *Studies in Language*, emphasizes that basic linguistic theory provides a foundational understanding of the nature of human languages, serving as a comprehensive guide for their description and analysis.

In the English language, morphological processes can manifest as inflectional or derivational. The key distinction lies in the fact that inflection does not generate a new lexeme but rather a grammatical word governed by syntactic rules. On the other hand, derivation creates a new lexeme that is lexically distinct from its base. Derivation in English involves processes such as prefixation, suffixation, conversion, and compounding. Additionally, other morphological processes like back-formation, reduplication, clipping, acronym formation, and blending contribute to the richness of the language's word formation.

Morphological analysis, a technique in linguistics, facilitates the exploration of different meanings of words without resorting to a dictionary. The analysis employs various methods that guide the separation of one part from another, allowing for the combination of these parts to create new words. Morphology, as elucidated by Mark

Aronoff (2022), delves into the internal structure of words, unraveling the intricacies of how words are formed and structured.

Baryadi (2022) underscores that morphology, as a field of linguistics, is dedicated to studying the formation of words and understanding how these words emerge from their constituent components. Morphology involves the analysis and classification of word-forming units known as morphemes, each carrying distinct meanings. Somewhat paradoxically, morphology stands as both the oldest and one of the youngest subdisciplines of grammar. The field has ancient roots, with the earliest linguists primarily focusing on morphology. However, it continues to evolve and address contemporary linguistic inquiries.

Haspelmath (2013) emphasizes that, in the morphology of a language, constructions emerge wherein bound forms interact with constituents. Morphology includes the formations of phrases, constituting either bound forms or standalone words but never phrases. This intricate study of word formation and internal structures provides valuable insights into the evolution and dynamics of language, enriching our understanding of linguistic systems.

Affixation, as described by Goethem (2020), is a fundamental morphological process involving the addition of affixes, bound morphemes, to a morphological base. This universally prevalent linguistic mechanism is employed across languages to create new lexemes through derivational affixation or modify a word's form in relation to its morphosyntactic context through inflectional affixation. According to Plag (2018), derivational affixes specifically craft new words from existing roots within a language, influencing the root word's meaning and altering its word class. Suffixes, affixes attached after the base, and prefixes, affixes affixed before the base, represent the primary types of affixes, with suffixation being more commonly observed across global languages than prefixation. Affixation, thus, stands as a pivotal linguistic process shaping the formation and evolution of words in diverse linguistic landscapes.

Root words and base words serve as fundamental morphemes, laying the groundwork for constructing words in a language. Roots, often derived from Greek or Latin, possess meanings but typically require affixes to convey complete definitions. They rarely function as standalone words without the addition of prefixes or suffixes. On the other hand, base words inherently carry meanings without the need for affixes.

Prefixes, a crucial component of language structure and vocabulary, are letters added to the beginning of a word to create a new word with altered meaning. These additions play a significant role in shaping the semantics of a word. Commonly, prefixes can produce words with opposite meanings, introduce negation, or convey relationships related to time, place, or manner. Unlike suffixes, the addition of prefixes tends to be more straightforward in terms of spelling, as they do not alter the original spelling of the root word. Understanding common prefixes is an essential aspect of language comprehension. It facilitates the interpretation of numerous new words, enabling individuals to deduce meanings and contextual nuances. The mastery of prefixes contributes to linguistic proficiency, empowering individuals to navigate the complexities

of vocabulary and effectively communicate within the language structure. This linguistic skill proves invaluable in various aspects of education, communication, and language-related endeavors (Cambridge, 2023).

A suffix is a letter or group of letters added to the end of a root word, base word, or other suffix to modify or add meaning. Suffix examples are typically taught in word study, both in analyzing the morphology of a word and in how to spell words when suffixes are added. Suffixes can show if a word is a noun, an adjective, an adverb, or a verb. Adding suffixes to words creates variety in the English language. Suffixation is the process in which words are formed by attaching suffixes.

Maulana (2022) mentions language provides a variety of styles and genres to express and convey messages, one example is song lyrics. People express emotions through lyrics like sentiments, desperation, heartbreak, apologizing, falling in love, and many more. According to Waridah, songs are a variety of rhythmic sounds (Waridah, 2017). Another definition of a song is a form of music in the form of a framework including melodies and rhythms arranged in harmony, tempo, and dynamics. From the above opinion, it can be concluded that the song is a variety of rhythmic sounds consisting of melodies arranged in harmony, tempo, and dynamics. There are many songs with the work of different creators (Yuli, 2021). Every singer has characteristics that are firmly attached to his works.

The song created by Amy Power "I'm A Girl Like You" from the Barbie movie "Princess and the Pauper" celebrates unity and friendship between the commoner Erika and Princess Anneliese. The song is sung by Julie Stevens and Melissa Lyons, the voiceover of Princess Anneliese and Erika. The song emphasizes that despite their different backgrounds, they share similar dreams and strengths as girls. Inspired by their story of role-swapping, the song promotes self-acceptance and breaks societal barriers, delivering an empowering message about embracing individuality and unity among girls (Richard, 2022). With its upbeat melody and positive lyrics, it encourages self-confidence and resonates with audiences by celebrating the strength found in friendship and shared experiences.

The reason for conducting this research is to discover and understand the facts underlying a phenomenon of affixation, unlock various insightful things about affixation, explain the knowledge base, and contribute to the discovery or development of the process of affixation in the Barbie song.

The current research intends to explore affixed words that exist in the song I Am A Girl Like You by Barbie. From the affixed words, we can show the deeper meaning of the lyrics. By looking at the data we can relate the use of what suffixes or affixes with what the song talked about. This research can be used as a guide on how to crack an affixation analysis occurrence in a song.

Method

The methodology that is used in this research is the descriptive qualitative method where we collect, classify, analyze data, and then draw conclusions from our results of the data analysis.

The descriptive method is a method that observes and presents data based on reality without manipulating the data. Descriptive studies can be of several types, namely, case reports, case series, cross-sectional studies, and ecological studies (Allen, 2017; Ranganathan, 2019). In the first three of these, data are collected on individuals, whereas the last one uses aggregated data for groups. In this case, the object of this research is the lyrics of the song "I'm A Girl Like You" by Barbie and we will analyze the affixation used in the lyrics of the song "I'm A Girl Like You" by Barbie.

Research design

In this study, the writers applied a qualitative method to the data that served in the next pages. The data that we analyzed is a popular song used in a popular old movie. Research design was used to classify the subject of the study. Without research design, the paper would go the wrong way. According to the book *An Introduction to Qualitative Research* (Flick, 2018), qualitative research is: "systematic, planned, and structured". Qualitative data is widely measured well and developed in a context. The method itself is part of a phenomenon by collecting data first, then measuring by specific statistical techniques.

Object of the research

This point discussed the object that the writers decided on before. The object that writers researched is a song. To be exact, we chose a lyric for the purpose of making a paper. On this point, we stucked to the reason why the writers chose a song to fill in this material. The writers particularly noted that songs can vary, but a song must be filled with; lyrics, song structure, or even specific stuff. This research was conducted to understand the process of finding affixations in a song. We found that every song had affixations, so the writers chose a song to be the object of the research.

Data source

The primary data source for this research is the song lyrics of "I Am A Girl Like You" by Barbie, accessed from <https://genius.com>. Genius.com is a reputable platform for discovering and exploring song lyrics along with related news. The researchers conducted a comprehensive analysis of affixations in the song by listening to the official version. The selected lyrics are the original and official ones from the songwriter Amy Power (Power, 2004). Released in 2004, this song has gained widespread popularity as one of the iconic Barbie songs. The analysis aimed to identify and categorize various types of affixations present in the lyrics. Additionally, it is noteworthy that "I Am A Girl Like You" features a blend of musical and orchestral elements, contributing to its distinctive musical composition.

Method of data collection

The data collection process involved attentive listening to the song "I Am A Girl Like You." The researchers meticulously selected and analyzed words exhibiting affixation. Subsequently, the data were documented, and an organized classification based on affixation types was created. The methods employed in this research encompassed listening to the song to identify relevant words, documenting the findings, and systematically arranging the data according to the identified affixation categories.

Method of data analysis

In this analysis, the researchers employed a listening and identification procedure to discern the lyrics of "I Am A Girl Like You." The gathered data were then systematically organized based on affixation types, with a specific focus on prefixes and suffixes found in the song. Subsequently, the researchers classified each affixation word. The data for this research was derived from the original and official song lyrics by Arnie Roth. Following Miles's theoretical framework, the researchers carefully analyzed the information by watching the music video, listening attentively, and cross-referencing with the lyrics to grasp the context. The concentration of attention was presented in a tabulated format to enhance clarity and facilitate comprehension. This step aimed to showcase the affixation-specific data in a clear and concise manner.

Results

Based on the song "I'm A Girl Like You" by Barbie, 32 words with affixes were identified. The affixes include un-, dis-, under-, -ty, -ing, -ed, -ly, -ary, -s (plural), -s (present tense), -er, and -able. Of the 32 data, 98% utilize suffixes, while only 2% use prefixes. Suffixes such as -ty, -ing, -ed, -ly, -ary, -s (plural), -s (present tense), and -er were observed, while prefixes include un-, under-, and dis-. Affixes share the same percentage of 3% for un-, dis-, under-, -ty, -ly, -ary, -able, and -er. A similar percentage of 16% is seen for -ly, -s (present tense), and -ed. The -s (present tense) affix accounts for 29%, making it the most frequently used affix in the song, with 9 instances out of 32. The predominant affixation is suffixation.

From the analyses that the researchers had conducted, the 32 affixed words from "I'm A Girl Like You" song lyrics by Barbie were listed below.

Table 1. The Source Data

Suffix	Prefix
Beats	Unfamiliar
Met	Disappoint
Made	Understand
Speaks	
Responsibility	
Completely	
Turns	
Looks	
Complicated	
Wearing	
Dresses	
Penitentiary	
Singer	
Dreams	
Ours	
Reading	
Books	
Strolling	
Minstrels	
Rubs	
Brings	
Serves	
Running	
Eggs	
Comes	
Used	
Snuggled	
Sleeping	

Table 2. Prefix and Suffix Percentages Based on the Data Analysis

Affix	Data	Percentage
Prefix	(3) Unfamiliar, Disappoint, Understand	0,02
Suffix	(29) Wearing, Reading, Strolling, Running, Sleeping Eggs, Minstrels, Books, Dreams, Dresses, Brings, Serves, Rubs, Comes, Turns, Speaks, Looks, Beats, Ours, Complicated, Used, Snuggled, Met, Made, Responsibility (& Responsible), Completely, Penitentiary, Singer	0,11

Table 3. Prefix and Suffix Percentages Based on the Data Analysis

No	Prefix	Occurrences	Percentage	Notes
1.	Un-	1	3%	Unfamiliar
2.	Dis-	1	3%	Disappoint
3.	Under-	1	3%	Understand

Table 4. Data Percentages for Each Suffix

No	Suffix	Occurrences	Percentage	Notes
1.	-ing	3	16%	Wearing, Reading, Strolling, Running, Sleeping
2.	-s (plural)	5	16%	Eggs, Minstrels, Books, Dreams, Dresses
3.	-s (present tense)	9	29%	Brings, Serves, Rubs, Comes, Turns, Speaks, Looks, Beats, Ours
4.	-ed	5	16%	Complicated, Used, Snuggled, Met, Made
5.	-ty	1	3%	Responsibility
6.	-ly	1	3%	Completely
7.	-ary	1	3%	Penitentiary
8.	-er	1	3%	Singer
9.	-able	1	3%	Responsibility (Responsible)

The following describes the meaning and use of affixes in the song "I'm A Girl Like You" by Barbie.

1. Prefix dis- There was 1 data on the use of suffix dis- in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"...I wouldn't want to **dis**appoint her" (18th stanza, 1st line)

Prefix Dis- added to the beginning of base words that means "not" or "opposite of" usually added to the verb.

Dis- + appoint (verb) = disappoint (verb)

2. Prefix un- There was 1 data on the use of suffix un- in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"Of an **un**familiar groom" (17th stanza, 8th line)

The prefix un- usually means 'not', so the new word means the opposite of the original.

Un- + familiar (verb) = unfamiliar (verb)

3. Prefix under- There was 1 data on the use of suffix under- in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"I completely understand" (19th stanza, 1st line)

Prefix Under- has three related physical, literal meanings: located under something, moving under something, or moving upwards from below. In addition, there are the figurative/metaphorical extensions. In the word understand, the prefix is under. In this case, under does not mean beneath, as in underneath. It stems from an Old English and Middle English prefix that most likely translated to 'in the middle of'.

Under- + stand (verb) = understand (verb)

4. Suffix -ing There were 5 data on the use of suffix -ing in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"Snuggled up and sleeping late" (1st stanza, 8th line)

"And the maid comes running in" (6th stanza, 2nd line)

"And strolling minstrels play" (7th stanza, 4th line)

"Reading science books all day" (7th stanza, 6th line)

"I made the one you're wearing" (14th stanza, 1st line)

Suffix -ing denoting a verbal action, an instance of this, or its result.

stroll (verb) +-ing = strolling

5. Suffix -ed There were 4 data on the use of suffix -ed in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"Snuggled up and sleeping late" (1st stanza, 8th line)

"I mean, I'm used to it. And you?" (3rd stanza, 1st line)

"But now I've met you and I know" (10th stanza, 8th line)

"I made the one you're wearing" (14th stanza, 1st line)

"The design looks so complicated!" (15th stanza, 1st line)

The suffix -ed adds the meaning "in the past" to words.

snuggle (verb) + -ed = snuggled

6. Suffix -ly There was 1 data on the use of suffix -ly in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"I completely understand" (19th stanza, 1st line)

Suffix -ly is added to nouns to form adjectives that describe someone or something as being like or typical of a particular kind of person or thing.

complete (adjective) + -ly = completely (adverb)

7. Suffix -s (plural) There were 5 data on the use of suffix -s in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"And I have to fetch the eggs myself" (1st stanza, 3rd line)

"And strolling minstrels play" (7th stanza, 4th line)

"Reading science books all day" (7th stanza, 6th line)

"Somewhere that dreams come true" (10th stanza, 4th line)

"I love Madame Carp's dresses!" (13th stanza, 1st line)

Suffix -s have a function to create a plural noun and mean "more than one".

dress (noun) + -s = dresses (noun)

8. Suffix -s (present tense) There were 9 data on the use of suffix -s in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"And she serves them on a silver tray" (7th stanza, 1st line)

"And she brings a cookie tin" (7th stanza, 2nd line)

"And while I eat, she rubs my feet" (7th stanza, 3rd line)

"Somewhere that's ours" (10th stanza, 3rd line)

"And it turns into a gown!" (17th stanza, 4th line)

"A heart that beats" (20th stanza, 15th & 16th line)

"A voice that speaks the truth" (20th stanza, 17th line)

Adding -s or -es to a verb shows that it's present tense.

bring (verb) + -s = brings (verb)

9. Suffix -ary There was 1 data on the use of the suffix -ary in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"No, I work at Madame Carp's penitentiary" (12th stanza, 1st line)

The suffix -ary is attached to some roots to form personal nouns or nouns that refer to objects that hold or contain things

penitent (verb) + -ary = penitentiary (noun)

10. Suffix -ty There was 1 data on the use of suffix -ty in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"We take responsibility" (20th stanza, 5th line)

The suffix -ty refers to form abstract nouns expressing state or condition.

responsible (verb) + -ty = responsibility (adjective)

11. Suffix -er There was 1 data on the use of suffix -er in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"So, you're a singer?" (11th stanza, 1st line)

Suffix -er refers to a person or thing that performs a specified action.

sing (verb) + -er = singer (noun)

12. Suffix -able There was 1 data on the use of suffix -able in the lyrics of Barbie's song entitled "I Am A Girl Like You":

"We take **responsibility**" (20th stanza, 5th line)

Suffix -able means capable of, susceptible of, fit for, tending to, or given to. Even though the word in the lyric is 'responsibility', the second form before the word 'responsibility' is 'responsible'.

response (verb) + -able = responsible (adjective)

Discussion

Cultural values

Barbie as The Princess and The Pauper is a movie based on the story by Mark Twain that spoiled an exciting dual role as a princess and a poor girl who look pretty similar (Wikipedia, 2023). Unforgotten the musical vibes, expressive character, and the fact it completely excludes fantasy elements, which were a usual part of the Barbie franchise. This movie was directed by William Lau (Lau, 2004). The song has been popular in theatre since The "Barbie as The Princess and The Pauper" movie was published in 2004. The songwriter Amy Power decided to release this song into Nickelodeon in 2004 with the album "Cartoon Kids Show Songs" and label "Nickelodeon". Amy Power is a songwriter, producer, and author. She was nominated as a songwriter after she discovered that being a lawyer fed her bank account. She wrote the song with the most innovative storyteller person, namely Rob Hudnut.

The messages in this movie have a message of doing what makes the viewer happy and following your dreams being present. However, the line 'Duty means doing the thing your heart may well regret' is a quote that sets this movie apart from any other Barbie movie, emphasizing how sometimes what you want to do and what needs to be done are two different things which is something that is rarely spoken about and resonates with the viewer (Richard, 2022).

The "I Am a Girl Like You" Barbie song is related to the "Barbie as The Princess and The Pauper" Barbie the Movie because it has a mutual meaning between both. Amy Powers loves people just as they are, the insignificance of material things or wealth, the power of friendship, and the importance of following one's dreams.

The researchers could find an interesting sight of a Barbie song to the audience can be determined by the context in which the song is used and the target audience it aims to reach. The song was initially a dramatical/social commentary about life roles being marketed to young girls which is that both of them do not see differences level between them. The audience for this song could be middle and high school students who appreciate the song's catchy tune and relatable lyrics.

In the context of Barbie as The Princess and The Pauper movie, the song "Written In Your Heart" by Julie Stevens and Melissa Lyons, is featured prominently, and it has been well-received by the audience. The song is associated with Barbie's character development and her quest for self-realization. In the end, the interest point of a Barbie song to the audience depends on the specific song, its context, and the target audience it aims to reach.

Anti-thesis

The writers conclude that the song I Am A Girl Like You in the year 2004 used various kinds of prefixes and suffixes in their works. Although suffix provides a higher number of appearances, there are still lots of prefixes used by the songwriter in that time. The suffix –s present tense appeared excessively because the song lyric tells us about what kind of activities the commoner Erika and Princess Anneliese do every day, using present tense to describe actions that were happening every day in their daily routine. The suffix –ing is also commonly used for gerunds as well.

More specifically, the results that the researchers found the results from several of the websites, journals, and books that exist on the internet. First of all the data on this study based on what the researchers have found earlier is a lyrics song from the Barbie movie. From the source data, the writers sort it into affixation classification; Prefixes and Suffixes. The data shows that the dominator of the research is the suffixes. The table has calculated also adding information about every single suffix.

The data are not able to stand alone by itself. Without a comparison, our data is just unproven. This paragraph will give you a comparison of what the other researchers had found and what the writer of this journal made. According to what the writers analyzed, the writers had three journals with similar research found on the internet.

The first journal entitled "The Use of Affixation in Academic English: A Lexical Explanation on Affixation, Root, and Meaning" (Abeyweera, 2020) explains about lexical explanation of the use of affixation in academic English. The introduction leads the audience to give clear information about their purpose. The words are created to help the audience identify and understand the meaning of the most frequently used affixation. The method uses qualitative data research and descriptive research. The result and discussion gave us data, examples, and commentaries. The prefixes of the data are dominated the resulting number.

The second journal entitled "Analysis Affixation Usage on Songs Lyrics of Handwritten Album By Shawn Mendes" (Antarika & Pratiwi, 2021) shows us that they search and sort affixations in The Script song lyrics. The introduction explains to the audience the

meaning of linguistics, morphology, morpheme, inflectional, derivational, and grammatical levels in song lyrics. The method uses descriptive qualitative data research. The result and discussion are combined into one form. In the conclusion written that the most dominant is inflectional data, showing 93,38% data.

The third journal entitled "English Morphology" (Damatius, 2013) gives us information about morphology. The introduction enlightens you to the meaning of words. The structure of the journal is abstracted and used no IMRD, so there is only an Introduction and Discussion. But if we look clearly, the discussion has included results and discussion. In the first paragraph of the Discussion on page number 1, written that the author announces 5 types of linguistics. The next paragraph is examined and classifies the data result that he found. The author may use qualitative research for his study, so there are no calculated numbers of the dominator aspect.

According to the three old researches, the researchers have found two equalities of a research journal and the other one is different. The equalities here means the writers see from the title point of view. They are the journal entitled "The Use of Affixation in Academic English: A Lexical Explanation on Affixation, Root, and Meaning" (Abeyweera, 2020) and "Analysis Affixation Usage On Songs Lyrics of Handwritten Album By Shawn Mendes" (Antarika & Pratiwi, 2021). Meanwhile, the one with the title "English Morphology" (Damatius, 2013) is a journal that elaborated with explanations and units of abbreviation. From the three data research of this study, there is a dominator of the collecting old research. The dominant one is the journal entitled "The Use of Affixation in Academic English: A Lexical Explanation on Affixation, Root, and Meaning" (Abeyweera, 2020). The writers see that this journal is completely the same as ours. From the structure they made and the data they created. As the authors, they use the same way as ours. The descriptive qualitative method will be the methodology for their research. But that does not rule out the possibility that the journal would be no different. There are differences, such as the topic goes to elucidate what content is taken by the authors. Meanwhile, the writers of this journal would like to only straight to finding the affixations.

From the three research above, the research that has the same content and structure as this research is the journal entitled "Analysis Affixation Usage On Songs Lyrics of Handwritten Album By Shawn Mendes" (Antarika & Pratiwi, 2021).

The cultures themselves are viewed by a theme of the song. The source data that exists in the attachment contains hundreds of words that may be classified into specific meanings. Looking at the writing song script of our source, there are nouns with a hidden meaning. The dominant words show us that the song is using a present tense form. The language used in the song is the American English language.

Conclusion

This research used a descriptive qualitative method to analyze the lyrics of the song "I Am A Girl Like You" from the movie Barbie. A total of 32 affixed words were found, and

an in-depth analysis of their special meanings was conducted. The discussion included the cultural value in the song and the audience's response to the messages conveyed. A detailed analysis was conducted on the affixed words, focusing on the use of affixation in the context of Barbie's song lyrics and the meanings contained therein. The results provide an in-depth understanding of the structure and messages of the song lyrics and of how they permeate culture and are received by the audiences. The use of affixation in Barbie's song lyrics analyzes the meanings contained in it.

Acknowledgments

We thank Joseph Dacosta for providing access to ask questions. We thank Nikitarani Permata Dewi, S. Ak. for providing and exposing access to research facilities.

The authors' responsibilities were as follows—Mervyn Wibisono, Siti Hanum Humaira: modulate and wrote the manuscript; Mervyn Wibisono: directed and wrote the manuscript, and also had a primary role in completing the final manuscript; Siti Hanum Humaira: arranged and wrote the raw manuscript and final manuscript; Nicklaus Kevin Lesmono: analyzed data; Mervyn Wibisono, Siti Hanum Humaira: analyzed the research facilities. Finally, Jumanto Jumanto proofread the manuscript before the submission.

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