

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON DERIVATION IN THE ABSTRACTS OF INTERNATIONAL
JOURNAL WRITTEN BY THE LECTURER AT IAIN METRO**

By:

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English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

**AN ANALYSIS ON DERIVATION IN THE ABSTRACTS OF
INTERNATIONAL JOURNAL WRITTEN BY THE LECTURER AT IAIN
METRO**

(A Case Study at State Institute for Islamic Studies IAIN Metro)

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1440 H / 2019 M**



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Asslamualaikum. Wr. Wb

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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalammu 'alaikum Wr. Wb.

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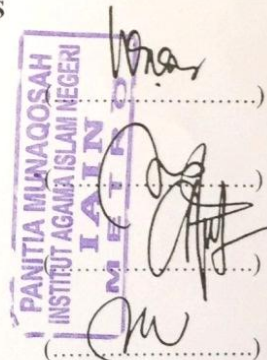
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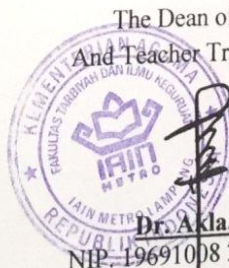
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ABSTRACT

AN ANALYSIS ON DERIVATION IN THE ABSTRACTS INTERNATIONAL JOURNAL WRITTEN BY THE LECTURER AT IAIN METRO (A Case Study at State Institute for Islamic Studies IAIN Metro)

By: Deni Chania Holiso

This research aimed to analyze the affixes derivation word in abstract international journal written by the lecturer of State Institute for Islamic Studies (IAIN) Metro. The researcher focused on the using affixes derivation commonly found on word resulted by written text through the process of derivation in abstract International Journal of State Institute for Islamic Studies (IAIN) Metro.

This kind of research was qualitative research in which the researcher collected the data by asking Lecturer's Abstract International Journal. This research also involved five abstracts of International journal of State Institute for Islamic Studies (IAIN) Metro. Furthermore, the reseparcher applied the Interactive Model by Miles and Huberman to analyze the data research through some steps, they are; *data collection*, *data reduction*, *data display* and *drawing conclusion*.

The findings research showed that there was three types affixes derivations namely *prefix*, *suffix*, and *circumfix*. The researcher found 74 affixes derivation which prefixes only 13 items data (18%), suffixes 57 items data (77%) and circumfix 4 items data (5%). While based on the analyzed result from abstract of composition in abstract international journal written by the lecturer at IAIN Metro, the researcher concluded that all of the abstract international journal in this research consisted of complete composition, namely overview of the study, reason for study, methodology of study, and result.

Keywords : *Abstract International Journal, Derivation, Affixes*

ABSTRAK

ANALISIS DERIVASI YANG DI TEMUKAN DI ABSTRAK JURNAL INTERNASIONAL DOSEN IAIN METRO (Studi Kasus di institute Agama Islam Negeri Metro)

Oleh: Deni Chania Holiso

Penelitian ini bertujuan untuk menganalisa proses imbuhan derivasi kata pada abstrak jurnal internasional yang di tulis oleh dosen di Institute Agama Islam Negeri (IAIN) Metro. Peneliti memfokuskan untuk meneliti penggunaan imbuhan derivasi yang sering ditemukan pada kata yang dihasilkan oleh penulisan teks melalui proses derivasi pada abstract jurnal internasional di Institut Agama Islam Negeri (IAIN) Metro.

Jenis penelitian ini adalah penelitian kualitatif dimana peneliti mengumpulkan data dengan meminta abstrak jurnal internasional dari dosen. Penelitian ini melibatkan lima abstrak jurnal internasional di institute Agama Islam Negeri Metro. Selain itu, peneliti menerapkan Model Interaktif dari Miles dan Huberman untuk menganalisa data penelitian melalui beberapa langkah yakni *pengumpulan data*, *pengurangan data*, *penampilan data* dan *penggambaran kesimpulan*.

Temuan penelitian menunjukkan bahwa ada beberapa tipe imbuhan derivasi diantaranya *awalan*, *akhiran* dan *awalan-akhiran*. Peneliti telah menemukan 74 imbuhan derivasi yang mana ada 13 *awalan* menunjukkan 18% item, 57 *akhiran* yang memiliki 77% item dan 4 *awalan-akhiran* yang menunjukkan 5% item. Sementara berdasarkan hasil yang di analisis pada imbuhan derivasi di dalam abstrak jurnal internasional yang di tulis oleh dosen-dosen IAIN Metro, peneliti menyimpulkan bahwa semua abstrak jurnal internasional di dalam penelitian ini sudah memenuhi kelengkapan bagian dari abstrak, yaitu tujuan penelitian, alasan penelitian, metode penelitian dan hasil dari penelitian.

Kata kunci: *Abstrak Jurnal International, Derivasi, Imbuhan.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

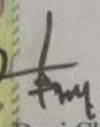
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2019



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Yang membuat pernyataan



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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ
حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Indeed, Allah will never change the condition of a people until they change what is in themselves” (Q.S. ArRaad verse 11)

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to my beloved family and all whom I love. My beloved parents, Mr Darwis and Mrs Masniar who always support me in their endless love and protecting me since I was born and breathed for the first time in this world, Thank you so much. My beloved brother Dani Kholis Saputra who always support me in study”

ACKNOWLEDGMENT

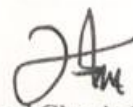
The start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to Human beings in general and muslim in particular.

In the second place, the researcher would like to thanks to Prof. Dr. Enizar, M.Ag as a rector IAIN Metro. The writer's thanks also goes to Dr. Akla, M.Pd as a dean Tarbiyah and Teacher Training Faculty and Mr Ahmad Subhan Roza, M.Pd as a leader English Education Department. The writer's also goes to Dr. Widhiya Ninsiana, M.Hum, and Ahmad Subhan Roza, M.Pd for being patient and efficiency during the accomplishment of this undergraduate thesis.

Finally, the researcher realizes that this undergraduate thesis is far for perfect. At last, the writer hopes that the result of the research will give significant contribution in teaching learning morphology especially teaching affixes derivation.

Metro, January 2019

The Writer



Deni Chania Holiso
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is defined as a tool of communication to build a social relationship among the human being. The communication is very important because the human nature is basically trying to make sense of the things they do not understand. Therefore, in the process of changing information to make sense of the things, the language is used as the instrument.

As social creatures, people need to communicate and to make relation to another. If people need language in these ways, a language needs the role of a human for its improvement and existence because language itself is something that can be extinct.

A language and people can collaborate together as well. The development of a human being brings also significance influence for the development of language. In order to develop themselves, people develop their communication in which a language is the object. People try to develop it such as by forming new words because every language has its own variety of ways in forming new words and so with English.

In addition, English is one of international languages. English can creates new words by using derivation. Derivation is characterized process by adding one or more affixes to the base words. A base is any form to which affixes can be

added. A base can be in free form, form that can stand alone for examples “collect”. In a fact, not all of the word can be added with an affix and not all of affixes can be added to the word. Sometime it also has a bound form that must be combined with other morphemes because it cannot stand by itself.

In other hand, the addition of an affix can change both category and meaning. One of the examples is in the word “potentially”, in which the suffix –ly is added. In this word, the additional of suffix –ly to an adjective potential change the word into adverb. It shows that the affix bring the changing into the meaning and the category of the word. Although the two words above have difference processes of derivation, it appears that derivations can control the usage of the words.

To understand deeply about derivations, the researcher is interested in investigating derivations in the form of written text. The researcher considered written text as the object of investigation because it provides more data of derivations and is easier to be investigated. The researcher takes one of the forms of written text, particularly an abstract of international journal written by the lecturer in IAIN Metro campus to be analyzed.

Text bellow is example of abstract journal written by a lecturer of IAIN Metro.

INTEGRATING CHARACTER EDUCATION VALUES IN LANGUAGE TEACHING: WHY AND HOW?

As the government regulation states that the goal of national education is to develop educated people with life skill and good character building, character education values should be involved in designing and composing the material used in instructional activities in the classroom. The issue of character education is surrounded by many questions. Those questions are mostly about its effectiveness in the classroom—partly due to the lack of practical evidence connecting character education to definite developments in academics, social interactions, and emotional and cognitive improvement. This paper is attempting to discuss the reinforcement of integrating character education particularly in foreign language teaching.

The researcher conducted pre-survey on April 16, 2018. Based on the pre-survey above, the researcher found the some affixes in derivation. So the researcher excited to looking for affixes derivation that found in abstract International journal. In this case, the researchers tried to research and analyze the affixes derivation in abstract international journal written by the lecturer of IAIN Metro that can be used as an example to understand derivation deeply.

B. Focus of the study

Based on the background of the study the researcher focused on the Affixes Derivation found in the Abstracts of International Journal written by the lecturer at IAIN Metro.

C. Research Question

Based on the identification of the problem above, the researcher formulated the study as follows:

1. What are the affixes derivations found in the abstracts international journal written by the lecturer at IAIN Metro?
2. How are the compositions of abstracts international journal written by the lecturer of IAIN Metro?

D. Objective and Benefit of Research

1. Objectives of the Study

The primary aims of this study are:

- a. To find out the affixes derivations found in the abstracts international journal written by the lecturer at IAIN Metro.
- b. To know the composition of abstracts international journal written by the lecturer of IAIN Metro.

2. Benefits of the Study

Overall, this research is expected to be useful for:

- a. For Students

Literally, this research aimed to give contribution to the students to be an additional knowledge in learning derivation, specifically affixes in derivation.

b. For Lecturer

This research can be useful as additional information in teaching specifically in teaching derivation.

E. Prior Research

The researcher in conducting this research has been looked from similar prior research that has been done by some researchers. The prior research discussed same cases toward the derivational process.

One of the researchers who discussed the same case about Derivational process is Ahmad Chudhori¹ from IAIN SALATIGA, entitled “The Analysis Of Derivational Affixes Of Research Proposal (A Study of English Alumni of Education Department Teacher Training and Education Faculty in the Academic Year of 2012 / 2013). The researcher tried to describe derivational affixes and inflectional affixes contain in the translation of surah as sajda by Abdullah Yousuf Ali.

Moreover, another researcher who discussed the same case is Merry Ristian² from IAIN METRO, entitled “An Analysis Of Morphological Process on The Word Formation (A Case Study at the Fourth Semester Students of

¹ Ahmad Chudori. *An Analysis of Derivational Affixes of Research Proposal A Study of English Alumni of Education Department Teacher Training and Education Faculty in the Academic Year of 2012 / 2013*. (Salatiga:2017)

² Merry Ristian. *An Analisis of Morphological Proses on the Word Formation a case study at the Fourth semester Student of English Education Study Program at STAIN Jurai Siwo Metro*. (Metro:2016)

English Education Study Program at STAIN Jurai Siwo Metro)”, this research was qualitative research, and case study as the type of the research. The sample of the research was 10 students at the fourth semester of English education study program in STAIN Jurai Siwo Metro.

The data were taken from students’ morphology by observation and interview. After that, the data was analyzed and was interpreted by qualitative research. The result of the research showed that the students’ often makes many mistakes in forming a word and using it incorrectly in sentence. They only comprehend the subtopic of word formation for only about 23% from 100%. They even do not achieve the target for 50%. Such the errors that make a sentence is difficult to be defined well.

This research has the similarity which is analyze the derivational Process and the different is it in my research, the research focus on analyzing use derivational Process of word classes in descriptive text.

Furthermore, the researcher who discussed the same case is Marcel Jaff Fronkwa³. The study focuses on morphological analysis of noun-forming affixes that Francophone learners of English in Cameroon use in their written English. This entails identifying and analyzing the use of these affixes when added to verbs, adjectives and other nouns, while taking into consideration the frequency

³ Marcel Jaff Fronkwa, “Aspects of Francophone Cameroon English Derivational Morphology: The Case of Noun-formation”, *International Journal of Linguistics* Vol. 4, 2012: p.688, ISSN 1948-5425, Print.

of their use, the various difficulties involved in their use, and the strategies employed by learners to overcome these difficulties.

Marcel Jaff Fronkwa shows that the frequency of the use of the affixes in noun-forming processes varied depending on the processes and the education level of learners. The frequency which most often rises from the noun-forming from verb, from adjective and from other noun is the noun-forming from verb at all education level of learners.

Generally, the learners face difficulties in deriving English noun from other words as this requires the setting and application of new parameters that suit the principles of English noun derivation and finally, the strategy that the learners used in forming noun from other words are; the positive transfer, the transfer and modification and the use of new parameters. This research has the similarity which is analyzing affixes of derivational.

Based on the research that has been conducted by the three researchers before, the researcher was more eagerly to conduct the research in the same cases. The researcher would be analysis the affixes derivation that found in the abstract international journal written by the lecturer at IAIN Metro.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Review

This chapter contains the theories which support this research. It includes concept affixes derivation, the kinds of affixes and the explanations of each sub-topic are as follows:

1. The concept of Derivation

a. Definition of Morphology

In linguistics *morphology* refers to the mental system involved in Word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed.”⁴ The study of linguistics covers a relationship between word meaning and its form. The words *give*, *gives*, *gave*, *giving* show the relationship in the word meaning and its form in both systematically or semantically.

Andrew stated that the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called Morphology⁵. According to Rochelle Lieber, “Morphology is the study of words and word formation”.⁶

Furthermore, Martin Haspelmath and Andrea D. Sims said that

⁴ Mark Aronoff and Kristen Fudeman, *What is Morphology*, (United Kingdom: Blackwell Publishing, 2005), p.1

⁵ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (United Kingdom: Edinburg University Press, 2002), p.16

⁶ Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), p.8

Morphology is the study of the systematic covariation in the form and meaning of words⁷.

Basically, from the definition by the experts above, they express the same meaning of the morphology that morphology is a branch of linguistics that learns the word and their internal structure namely morphemes and word. We can say that the word *reading*, consists of two constituent, *read* and *ing*. The two of the constituent also show the example of the part of discussion of the morphology that is morphemes.

b. The Scope of Morphology

1) Word

Firstly the writer would like to give some definition of word. Plag in his book by the title *Word Formation in English* that we have already saved the words as a memory somewhere in our head or so called *mental lexicon*.⁸ Human as the speaker, speaks thousands of words everyday about 45.000 to 65.000 words. Human communicates by using the language, and the language itself is built by some formation of words systematically according to the grammar of each languages.

⁷ Martin Haspelmath and Andrea D. Sims, *Understanding Morphology*, (United Kingdom: hodder education, 2010), p.2

⁸ Ingo Plag, *Word Formation in English*, (New York: Cambridge University Press, 2003), p.4

While Kristin Denham and Anne Lobeck stated that definition of word is a sound or combination of sounds to which speakers attach meaning.⁹ Moreover, Sam Featherston defined the word in his article that the word is the smallest unit of grammar which can stand alone.

From the definition above, the writer can conclude that word is a sound or combination of sounds to attach meaning that can stand alone. Why words cannot stand alone? Because word is a single unit, without any attachment, the word itself has already been able to be translated. Human says a sentence by the particular sequences of words, without words, sentence means nothing.

2) Morphemes

Discussing the scope of morphology means that we also have to discuss the morphemes, seeing that morpheme plays an important part in parsing the study of morphology, so the readers also must get a clear understanding regarding what really a morpheme is.

First of all, definition from some experts is required to support the arguments expressed by the researcher. Andrew Cairstairs simply defined the morpheme as the smaller parts of word.¹⁰ Moreover, Rochelle Lieber in his book entitled *Introducing Morphology* said that most linguists define a morpheme as the smallest unit of language that

⁹ Kristin Denham and Anne Lobeck, *Linguistics for Everyone, An Introduction: Second Edition*, (USA: wadsworth cengage learning, 2013), p.143

¹⁰ Andrew Carstairs-McCarthy, *An Introduction*, p.16

has its own meaning.¹¹ Furthermore, According to Mark Aronoff and Kristen Fudeman, “morpheme often defined as the smallest linguistic pieces with a grammatical function.”¹²

While Baudouin de Courtenay gives a more complicated definition of morpheme as cited from *The Handbook of Word-Formation* edited by Pavol Stekauer and Rochelle Lieber that morpheme is the part of a word which is endowed with psychological autonomy and is for the very same reason not further divisible and it is also characterized as individually meaningful units which are minimal in the sense that they are not divisible into smaller meaningful units.¹³

From the above definition, it can be inferred that morpheme is the smallest unit of language with a grammatical function which has its own meaning. In the previous discussion, we have covered about word and in this section we are going to analyze the smallest part of the word itself. This is how morpheme takes function.

¹¹ Rochelle Lieber, *Introducing Morphology*, p.3

¹² Mark Aronoff and Kristen Fudeman, *What is*, p.2

¹³ Pavol Stekauer and Rochelle Lieber, *Handbook of Word Formation*, (Netherland: Springer, 2005), p.6

Kinds of Morpheme

a. Free Morpheme

“Free morphemes are those that can stand alone as words”.¹⁴

On the other term, it is also called as *root*, *stem*, or *base*. If we search for words in the dictionary such as *play*, *build*, *book*, *beauty*, *etc.* They are all free, because they can be used as words on their own.

b. Bound Morpheme

“Bound morphemes are morphemes that never occur as words on their own”.¹⁵ On the other term, it is also called *affix*, which is divided into *prefix*, *suffix*, *infix* and *circumfix*. Affix is always attached to a root to modify the meaning of the word so that the word is meaningful.

“A prefix is a type of affix that appears before the root”. While “a suffix is a type of affix that occurs after the root.” Furthermore, “an infix is a type of affix that appears inside the root”, and “circumfixes wrap around the root.”¹⁶

These are the examples of prefixes:

en- large

in- correct

¹⁴ Marianne Mithun, *How Languages Work: An Introduction to Language and Linguistics*, (New York: Cambridge University Press, 2014), p.75

¹⁵ *Ibid*, p.75

¹⁶ *Ibid*, p.75

<i>un-</i> able	<i>dis-</i> like
<i>miss-</i> understanding	<i>pre-</i> paid
<i>post-</i> graduate	<i>extra-</i> ordinary

The following are the examples of suffixes:

happy + <i>-ness</i> = happiness	govern + <i>-ment</i> = government
relation + <i>-ship</i> = relationship	help + <i>-ful</i> = helpful
change + <i>-able</i> = changeable	walk + <i>-ing</i> = walking
clock + <i>-wise</i> = clockwise	clear + <i>-ly</i> = clearly

Most infixes are given in other language beside English, because modern English now do not use any infixes on its word formation. These are the examples of infixes in the language of Ilocano:

Kuton	‘ant’	k- <i>in</i> -ton ‘ant-infested’
Gayaman	‘centipede’	g- <i>in</i> -yaman ‘infested with centipede’
Ngilaw	‘fly’	ng- <i>in</i> -law ‘fly-infested’
Kuto	‘lice’	k- <i>in</i> -uto ‘lice-infested’

The following are the examples of circumfixes:

un- believe - *able* = unbelievable
in- able - *ity* = inability
ir- radiate - *ion* = irradiation
un- identify - *ed* = unidentified

3) Inflection

In the previous section, we have discussed the words, lexemes and morphemes, now it turns to learn the application of them. The concrete words *help*, *helps*, *helped*, and *helping* can be qualified as the *word forms* of lexeme *help*.

In most English dictionary, we will not find the word *helps*, *helped* and *helping* because most dictionary makers assume that the language user will be able to construct these different forms of the lexeme *help* by applying a particular appropriate rule. According to Booij, the appropriate rules for computing the distinct forms of lexemes are called the rules of *inflection*.¹⁷

To make us easier to comprehend the inflection, there is a keyword for our own comprehension that inflection never creates a new lexeme or changes word class but rather create different forms of the same lexeme.

Examples of words + inflectional morphemes:

Nouns : book + *s*

fox + *es*

verbs: go + *es*

see + *n*

watch + *ed*

¹⁷ Geert Booij, *The Grammar*, p.4

4) Derivation

a. The Concept of Derivation

1. Defining Derivation

Geert Booij expressly declared that derivation is the formation of lexemes by means of affixation, conversion, reduplication, and root-and-pattern morphology.¹⁸ Furthermore, Konrad Koerner said that derivation is seen as a set of operation on lexemes that derive other lexemes.¹⁹

Andrew and Arnold stated that there have been new ideas regarding derivation in the recent literature.²⁰ The first idea assume that derivation is only about the lexical selection, the selection of affixes then attaching them into a word-level structure.

Derivational process usually results in the derivation of a new word with new meaning and new word classes. Moreover, Aronoff stated that derivation and inflection are not kinds of morphology but rather uses of morphology; inflection is the morphological realization of syntax while derivation is the morphological

¹⁸ Geert Booij, *The Grammar*, p.72

¹⁹ E. F. Konrad Koerner, *Morphology and It's Demarcations*, (Amsterdam: John Benjamins Publishing Company, 2004), p.110

²⁰ Andrew Spencer and Arnold Zwicky, *The Handbook*, p.36

realization of lexeme formation – cited from *The Handbook of Morphology* written by Andrew Spencer and Arnold Sims.²¹

Based on some definitions expressed by the experts above, it can be inferred that derivational is a word sometimes is built by joining of affixes and root together, sometimes it can form a new word with the new meaning and it can change the word classes of root, which is called derivational.

2. The Nature of Derivation

According to Andrew Spencer and Arnold D. Sims, there are three natures of derivation as described below:²²

a. Derivation as lexical selection

Toman stated that derivation is the selection of an affix from the lexicon, as cited from *The Handbook of Morphology*.²³ It depends on the existence of the word-internal hierarchical structure. This is same with the syntactic structure, so the word consists of specifiers, heads, and complements, just like the clause.

If a word contain its own structure, and if affixes are regular lexical entries like stem, then derivation, compounding and regular

²¹ Andrew Spencer and Arnold D. Sims, *An Introduction*, p.16

²² Andrew Spencer and Arnold Zwicky, *The Handbook*, p.37

lexical selection may all be achieved in a process namely *lexical selection*.

Consider the following example!

Health = Noun ➔ Unhealthy = Adjective

From the example above, we can see that there is a lexical selection on the word *unhealthy*. The word *unhealthy* has its own structure, the word *health* plays as the head while the affix *un-* and *-y* play as the modifier of the stem *health*.

b. Derivation as morphological operations

Based on the tree of morphology that the researcher has given on the previous section, we can see that the derivation is the sub-description of morphology as do the inflection.

Derivation is just about attaching affixes to a base to create a new lexeme in a different category of word with new meaning. Because the discussion about derivation is approximately only about affixes (or in this case called a morpheme), and morpheme is itself a discussion of the study of morphology, hence the process of creating the lexeme belongs to the process of morphology or morphological process, other name for this, is *the morphological operation*.

c. Derivation as lexical relations

Basically, if we would like to state that there is a relation on something, we must first understand that there is something to be compared to others in order to state the relationship existed between them. If there is no comparison then there will be also no relation.

Jackendoff and Bybee expressed as cited from *The Handbook of Morphology* that derivation is simply a static set of lexical relations.²⁴ In this case, the lexical relation in question is in the term of semantics, phonology, paradigmatic, etc.

3. Function of Derivation

Geert Booij expressly stated that the basic function of derivational process is to enable the language user to create new lexemes or new words.²⁵ In the scope of derivation, the result of derivational process is a new lexeme (or new word) which has new meaning with different category of word from the original base.

²⁴ Andrew Spencer and Arnold Zwicky, *The Handbook*, p.38

²⁵ Geert Booij, *The Grammar*, p.51

4. Affixes Derivation

An affix consists in accumulation derivational affixes. The type of affixes derivation that is prefixes, suffixes and circumfix.. For example the affixes derivation, if the suffix *-able* is added to the word “*believe*” the word can be created to be “*believable*”. as well if to the word *believable* the prefix *un-* is attached another word is formed namely *unbelievable*.

Affixes divide into two different functions. The first is the affixes to participate in the formation of new words. In this affixes called affixes derivation. The other type of affix is inflectional. An inflectional affix is the affixes participate in word formation.

Lieber stated that language frequently have an affixes that fall into common semantic categories²⁶. Among the categories are:

1. Personal affixes: These are affixes that create ‘people nouns’ either from verbs or from nouns. Among the personal affixes in English are the suffix *-er* which forms agent nouns like *questioner* or *writer*?
2. Negative and privative affixes: Negative affixes is affixes that are changed the meaning into ‘not’; examples in English are the prefixes *un-*, *in-*, and *non-* (*unfortunately*, *impassible*, *non-*

²⁶ Rochelle Lieber: *Introducing Morphology*, Newyork, 2009. P. 52

smoker). In English, the suffix *-less* (*homeless*, *hopeless*) is a privative suffix.

3. Prepositional and relational affixes: Prepositional and relational affixes often convey notions of space and/or time. Examples in English might be prefixes like *over-* and *out-* (*overflow*, *overcoat*, *outrun*, *outhouse*).
4. Quantitative affixes: These are affixes that have something to do with amount. In English we have prefix *re* that means ‘repeated’ action for example *re-write*.

Here are three type of affixes derivation:

a. Prefix

According to Lieber Prefixes attach to words, rather than roots, although words forms like *super-*, *supra-*, *trans-*, *circum-*, *inter-*, *intra-*, *sub-*, and the like do attach to roots (*transport*, *circumvent*, *intervene*, *subject*, etc.)²⁷. A prefix is a type of affix that appears before the root.

Prefix *mono*, and *multy-*, are the type of prefix affixes that have a ‘number’ meaning to the word. Example word of this prefix are *Mono-lingual* and *multy-cultural*. This prefix usually called number prefixes.

²⁷ Rochelle Lieber: *English Word-Formation Processes*, Netherlands, 2005. P. 390

Prefix *un-*, *in-*, *non-*, *de-*, *dis-* have a negative meaning. When the word *happy* then gets a prefix *un-* it have a negative meaning *unhappy*. In the literature, these meanings are different and distinct, whether they are the same category. The category of *happy* is an adjective. When the *happy* adding a prefix *un-* the category of *unhappy* is an adjective too but have different meaning *unhappy* that's mean 'not happy'.

b. Suffix

Suffixation in English has received far more attention in the literature on word formation than prefixation.²⁸ Suffix is a type of affix that occurs after the root. Suffix *-less* in word have a negative meaning like explanation prefix before. suffix *-less* which productively forms adjectives from nouns (*loveless*, *hopeless*, *shoeless*, *heartless*, *headless*). As the semantics of *-less* have a negative meaning. – *loveless* means “without love,” and *shoeless* means “without shoes”

Suffixes which are used to form personal nouns include the suffixes *-er*, *-ist*, *-ee*, and *-an*. The example of noun suffix: *-er* (*writer*, *talker*), *-ant/-ent* (*accountant*, *claimant*), *-ist* (*guitarist*,

²⁸ Rochelle Lieber. Morphology and Lexical Semantics. Combridge University Press, 2004.
P. 403

Marxist), and *-ee* (*employee, nominee, biographee*) and *-an/-ian* (*African, Australian*) .

Determining the derivation suffixes is part of a noun suffix. a verb becomes a noun, a noun becomes an adjective, an adjective becomes a verb. The suffixes nouns from verbs such as suffix *-al, -ance, -ation, -ment, and -ure*. For example; *product* gets a suffix *-ion* becomes *production*. Then category of *product* is a 'verb' then gets a suffix *-ion* the word *production* is a noun.

Suffix *-ize, -ify, -ate, en* are verb forming suffixes. They are forming verb from noun and adjective. then, there are suffixes that create adjectives from nouns are *-al, -ed, -ful, -ic, -ish, -less, -ly, -ous, -, and -y*. furthermore, suffixes forming adjectives from verbs are *-able, -ive, and -ory*.

c. Circumfix

Another type of affix that occurs in languages is the circumfix²⁹. A circumfix consists of two parts – a prefix and a suffix that together create a new lexeme from a root. The prefix and suffix to be separate, because neither by itself creates that type of lexeme, or perhaps anything at all.

²⁹ Rochelle Lieber: *Introducing Morphology*, Newyork, 2009. P. 87

2. The Concept of Writing

a. The Definition of Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Etymologically, writing is derived from the word 'write'. In Oxford Advanced Learner's Dictionary the word 'write' is defined as:³⁰ (1) make letters or other symbols (e.g ideographs) on a surface, especially with a pen or pencil on paper (2) put down (on paper) by means of words.

In the St. Martin's Guide to Writing book, The Philosopher Edmund Burke said that "reading without reflecting is like eating without digesting."³¹ Means that reading applies to putting down on the paper in order and interlace the idea, its named writing. R.R Jordan stated that "writing is method of human intercommunication by means of conventional visible marks".³² It is explain that writing is the people's manner to express the feeling or opinion by their words.

³⁰A.S ,Homby,*Oxford Advanced Learner's Dictionary*, Oxford University Press, New York,1995.P.996

³¹ Rise B. Axelrod and charles R. Cooper, *The St. Martin's Guide to Writing*. (New York: St Martin's press, inc, 1985),p.1

³² R.R Jordan, *Academic Writing Course*, longman, England, 2003,p.41

Johnson says that writing is having ideas, organizing ideas, and communicating ideas.³³ Means that writing is to express an idea that we have by arranging the idea with a good sentence.

Based on some expert above, the reseracher can conclude that writing is the way of human to pour some ideas, feeling, or opinion on the paper that include the information which has creatively and suitable rules in writing.

b. Element of Writing

According to David Lindsay, the elements of writing are: title, abstract or summary, introduction, methodology, result, discussion, citation, acknowledgment, and bibliography.³⁴ A good writing should be written in a good format. Then, it should the writing more understandable and meaningful.

Based on explanation above, the element of writings are:

1). Title

Title defines the content of the paper. Title is the primary point of writing which has to be read. It will draw the readers to read the paper and provide information for the readers to find the point of writing.

³³ Johnson, Andrew P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. (United States of America: Rowman and littlefield publisher, inc, 2008).p.203

³⁴ David Lindsay, *Scientific Writing: Thinking in Words*, (Australia: CSIRO Publishing, 2011), p.16

2). Abstract

Abstract is summary of the paper. It gives the readers a preview of what the writers' write. Abstract is simple paper that that encloses the writers' full paper into a fraction of its original space.

3). Introduction

Introduction gives the reader summaries the relevant literature so that they will understand why the writers interest in composing their research.

4). Method

The method is a good procedure to help the writers in collecting data, validating ways, analyzing and interpreting data, and so on.

5). Result

In general, result is presented in a table or a figure. Result reports outcomes of the research after it is conducting.

6). Discussion

This element includes elaboration of the issues which are researched. It contains a wide elaboration of the study.

7). Citation

This part includes theories or opinions of some experts hat writers cite to empower the truth of the research.

8). Bibliography

The writer should present every reference used in conducting the research. Bibliography can help the readers to finding references related to what the writer research.

c. The Concept of Abstract

It is generally believed that abstract is a crucial part of scientific writing, such as journal, scientific article, and thesis. Abstract is a short piece of writing or short brief summary of scientific writing which gives the information about what the researcher writes. Because abstract takes as essential role of scientific writing, it should be written in a good structure.

Abstract is the key content of every scientific writings containing the main ideas that has been discussed. In addition, abstract is a summary of the scientific writing after the research has been conducted. It informs the readers of what can be found in the whole of every scientific writings.³⁵

d. The Concept of Abstract Journal

Abstract is a crucial part of writing, such as journal, article, thesis and so forth. Abstract is an essential role of writing. It should be written in a good structure. As a short piece or short summary of writing abstract gives information about what the researcher writes.

³⁵ Brian Paltridge, *thesis and Dissertation Writing* (USA; Routledge,2007), p. 155

According to David Lindsay abstract is a kind of mini-paper that distils your full paper into a fraction of its original space³⁶. Abstract is what most writers who interest in title that will read next to reach more information. Moreover abstract is a brief summary, it should be composed in limited length. Most journal editors limit the length of abstract by setting the number of words, usually between 150 and 250 words.

Paltridge in his book entitled *Thesis and Dissertation Writing in a Second language*, he stated that abstract is summary of the scientific writing written after the research has been conducted³⁷. It informs the reader of what can be found in the written. So, the readers can know about what the writers write by comprehending the abstract.

Brian divides several typical structure of abstract;

- 1). Overview of the Study. This part describes the general purpose of the research conducted by the researcher.
- 2). Reason for the Study. Every research should have reason why the research is conducted. In this case, a researcher must give a reason of the research.
- 3). Methodology of the Study. In this part, a researcher also must investigate the methods used in conducting the research.

³⁶ David Lindsay, *Scientific Writing*, p. 49

³⁷ Brian Paltridge, *thesis and dissertation Writing*, (USA: Routledge,2007), p.155

4).Result. Every research must have a result or finding. A researcher should write down the result of the research in the abstract.

Based on some expert above, the researcher can conclude a good abstract should be written in a good structure containing aim, method, result, and conclusion. Abstract is also written in a brief and specific elaboration which presents the information for the readers.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Role of the Research

The researcher realized that there were many research methods which can be used to conduct a research. It depended on the purpose of why a research was conducted, what the aims were and what the research was for. Responding to these questions, the researcher was going to conduct a research to analyze the affixes derivation that found in abstract international journal written by the lecturer at IAIN Metro.

This research was qualitative research. According to Gary Anderson and Nancy Arsenault, “Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them”.³⁸ Furthermore, from the statement of the experts related to the qualitative research, the researcher infer that qualitative research involves the problematic moments that could be a case study, personal experience, life story, etc, of an individual.

As the purpose of qualitative research was ‘to tell story’ thus the researcher would tell the research process which would been written in this paper. In this research, the researcher applied the case study because the researcher aimed at

³⁸Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research; Second Edition*, (The Falmer Press: USA, 1998), p.126

analyzing the affixes derivation that found in abstract international journal written by the lecturer at IAIN Metro.

B. Data Resources

Primary data of this research was documents. The researcher would be obtained by an abstract of international journal written by the lecturer at IAIN Metro. The primary data was the data gathered directly by researcher. Primary data came from documents. The primary data was the data coming from ones who was present and provided the research as a supporting data.³⁹

Secondary data of this data sources was obtained from the book collections of central library of IAIN Metro, the lecturer at IAIN Metro, some books which were related to morphology, specifically affixes derivation, Scientifics writing, journal international, and the internet searching specifically sites 'Google Scholar' related to the discussion in this research.

C. Data Collecting Technique

For gathering the data, the researcher used instruments. The instruments which have been used in conducting this research were documentation. Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The

³⁹ Gary Anderson, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), second edition p. 12.

international journal written by the lecturer of IAIN Metro is used to support the researcher to note the event or information.

During the process of research, the researcher collected documents to be the data source. The researcher determined the types of documents that were appropriate to answer the research question. In this case, the documents covered by the primary data were from abstracts of international journal written by the lecturer of IAIN Metro. The researcher searched the abstracts of international journal by the sites “Google Scholar”. After the data were documented, the researcher recorded the information from the documents. This process included taking notes about document or scanning them.

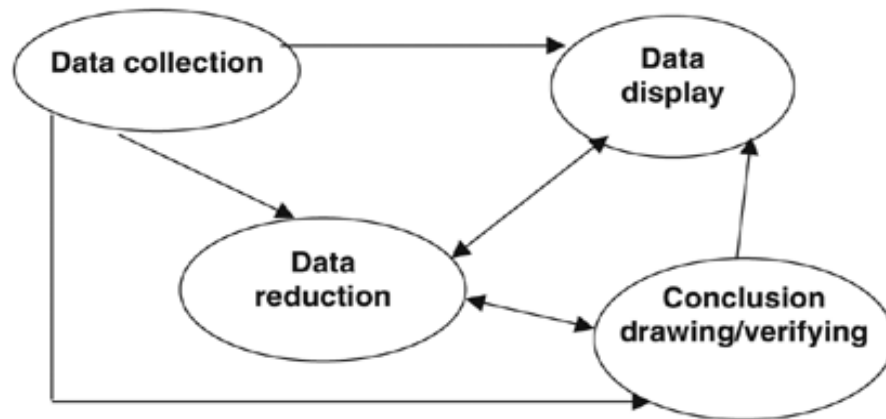
D. Data Analysis Technique

Miles and Huberman stated that there are some steps in analyzing data in a qualitative research based on the Interactive Model they are *data collection, data reduction, data display* and *conclusion drawing and verification*.⁴⁰ The steps involved are figured below:

⁴⁰ Mathew B. Miles and A. Micael Huberman. *Qualitative data analysis*, (London: Sage Publication, 1994), p. 12

Figure 1

Data Analysis Components of Miles and Huberman, Interactive Model



Based on the statement, hence the researcher intends to apply these steps to analyze the data.

1. Data collection, in this step, the researcher collected all the data required in order to complete this research through several data collecting process.
2. Data reduction, this step refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data findings. In this step, the researcher selecting and choosing some specific things which were required for the next process.
3. Data display, in displaying the data, the writer used graphics, or charts or figures that are able to describe the entire data.
4. Conclusion drawing and verification. At last, the writer verified his research by making conclusion of data findings.

E. Approach

It would state again that this research used qualitative design and conducting using a model proposed by Creswell. Here are the procedures approach of the research.

1. Preparing and organizing

In this first step, the researcher scanned the materials, makes field-notes or even qualified and arranged the data into some types based on the source of information.

2. Reading through all data

After obtaining a general sense of the information and drawing its overall meaning, the general ideas of the data were noted and recorded.

3. Starting depth analysis with a coding process

The researcher adopted text data, segment sentences or paragraphs on several categories, and marked those categories with a term.

4. Utilizing the coding process to produce a description of the setting or people based in the analysis categories or themes.

Researcher produced codes for the description. Moreover, she designed detailed description for case studies in order to case analysis. Then, amount of themes or categories were generated.

5. Advancing how the description and themes will be represented in the qualitative narrative.

The researcher conveyed the findings of the analysis in a narrative passage by visuals, figures, or tables as the adjuncts.

6. Creating interpretation or meaning of the data.

It was the final step of data analysis. In this phase, researcher drew interpretation which is adapted for different kinds of designs and flexible to convey personal, research-based, and action meaning.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings of this research. It deals with the presentation of the data, data analysis, and discussion about data obtained from documentation. These data analysis and discussion were presented descriptively.

A. Description of Research Data

This research aimed to analyze the affixes derivation that found in Abstract International journal written by the lecturer at IAIN Metro. The researcher has mentioned previously on the chapter three that the instruments used for collecting data for this research was documentation.

In this case, the researcher was looked for the data by asked the lecturer in IAIN Metro. After that the researcher only took the abstract international journal written by the lecturer in IAIN Metro. The lecturer gave the researcher information to get the abstracts of international journal written by the lecturer in website “Google Scholar”. Internet as the object of investigation that was easier to be investigated. So, the researcher got documentation data from the internet to be analyzed.

Next, the result of this research would be analyzed through an analysis model from Miles and Huberman namely the Interactive Model. This model consists of some steps in analyzing the data findings qualitatively, they are:

1. Data collection

Collecting the data was the first step of research because the better the data was, the better the result would be. In line with that, the researcher collected the data which was greatly needed to support this research. The following were the result of affixes derivation in abstracts international Journal written by the lecturer at IAIN Metro.

Table 1

The result of derivation in abstracts Journal international

No	Title of journal	Types of Derivation			Total
		Prefix	Suffix	Circumfix	
1	Abstract Journal 1	6	13	1	20
2	Abstract Journal 2	1	11	-	12
3	Abstract Journal 3	3	14	2	19
4	Abstract Journal 4	3	10	-	13
5	Abstract Journal 5	-	9	1	10
Total		13	57	4	74
Percentage		18%	77%	5%	100%

Based on the table above, we can describe that if the suffix was the higher percentage than prefix and the lowest percentage was circumfix.

1. Abstract International journal 1

The researcher got the abstract international journal 1 by the website "Google Scholar". The title of abstract international journal 1 was "From

Live Interaction To Virtual Interaction:Addressing Moral Engagement In The Digital Era”. This was full text of the abstract international journal:

ABSTRACT

The interaction among the society at large has been shifted from direct interaction to virtual one across borderless space. However, it seems to have led to emerge the challenging issues such as cyber bullying, uncertain information and etc. An exposure on moral engagement such as trust, care, friendship, and commitment needs to pay a serious attention to provide a foundational framework in driving the user interaction in the digital era. This paper aims to explore the moral engagement in underlying virtual interaction by providing an innovative way to help the human society in a good life. This study attempts to investigate the moral engagement which can underlie the interaction from live to virtual basis. To achieve this, literature review from peer reviewed journals, conferences and books was conducted to propose the framework model of strengthening moral engagement in the digital era. By using keywords on moral values and live and virtual interaction, multiple research findings can be achieved from met-synthesis with integrating, evaluating and interpreting process. As a result, phenomenological and grounded theories and ideas extracted to identify their common features, elements, and functionalities can be integrated and used to propose a framework model. The findings reveal that to exposure the moral engagement with professional and ethical basis associated with the instructional strategy and application in virtual interaction, reference model demonstrates how the human with all the potency they behave can become a significant contribution to the society at large to enhance the abilities to improve their capacities to operate the technological tools wisely and appropriately. Considering the way to go further with more challenging issues in the virtual interaction like cyberbullying, uncertain information and etc., exploring moral engagement should be regarded to provide the framework of interactional basis with human communities such as trust, care, friendship, and commitment.

Keywords: *Live Interaction, Virtual Interaction, Moral Engagement, Digital Era*

2. The researcher got the abstract international journal 2 by the website “Google Scholar”. The title of abstract international journal 2 is ‘Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context’. This was full text of the abstract international journal:

ABSTRACT

Recently, there seem a significantly growing number of studies in the relationship of religion and instructional activities. In Indonesia, the world’s biggest Muslim country where the big number of Islam-affiliated schools play a role in shaping the educational policy, it is considered important that teachers find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of a foreign language. However, it is still found hard to find the practical and effective strategies to implement both. Moreover, not all experts say yes to include religious teachings and language pedagogy. This paper is aimed at comprehensively discussing the importance and the practices of instilling Islamic values in foreign language classroom in Indonesian context. By doing this, it is expected that the Muslim learners could both achieve the foreign language skills and, in the same time, become more aware of filtering the culture, which is irrelevant with theirs, contained in foreign language they are learning.

Keywords: *Islamic values, foreign language teaching, instilling*

3. Abstract international journal 3

The researcher got the abstract international journal 3 by the website “Google Scholar”. The title of abstract international journal 3 was ”The Use Of Literary Works In Language Classrooms At Indonesian Islamic University: A Postmethod Perspective”. This was full text of the abstract international journal:

ABSTRACT

Literary works have been widely believed to be meaningful resources of linguistic input, cultural input, and values that can be used to teach native language or foreign language. The exploration of such belief in the postmethod era and at particular context like Indonesian Islamic university is still under research. This research is aimed at describing the teachers' and students' beliefs, attitudes, preferences, and experiences concerning the use of literary works at language classrooms. The research was a case study involving 8 lecturers and 9 students from Ma'arif Islamic Institute NU of Metro, Muhammadiyah University of Metro, and State Islamic Institute of Metro. The research data were collected through semi structured interview, analyzed qualitatively, and validated through member checking technique. The findings of the research show that all respondents believe that literature is a pleasurable resource to teach language skills, enhance cultural and intercultural understanding, and inculcate transcendental dimension. Literature could be flexibly used in the opening, instructional, and closing phases of a lesson delivery. Literary works from various traditions are basically welcome. Developing a literature-based learning materials is feasible when it promotes language skills and contains values related to Indonesian multicultural education.

Key words: *literary works, language classrooms, Islamic university, postmethod*

4. Abstract international journal 4

The researcher got the abstract international journal 4 by the website "Google Scholar". The title of abstract international journal 4 was "Teaching with Literature: The Needs of Indonesian Islamic Universities" This was full text of the abstract international journal:

ABSTRACT

Reading literary works helps learners grow linguistically, personally, culturally, and spiritually. However, researchers in the field of ESL and EFL have not conducted adequate analysis on the use of literature as a resource particularly in a multi-layered educational contexts like Indonesian Islamic universities where values embedded in literature might be in conflict with each other. This research therefore aims to provide a thick description on the target needs and the learning needs of teaching with literature in such context. A case study with qualitative and quantitative methods of data collection was

conducted. A questioner was distributed to 30 students and a semi-structured interview was conducted to five lecturers from three Islamic universities. Major findings show that short stories with the topics of noble character, self-empowerment, freedom, code of conduct, and greed are preferable to novel, drama, and poem. The stories in the forms of their simplified and original versions should be used to teach language skills and to inculcate global, national, and Islamic values within the CTL framework. Values similarities are to be the basis of teaching universal values while their differences are to strengthen cross-culture understanding.

Keywords: *Teaching with Literature, EFL, Indonesian Islamic University, Reading*

5. Abstract international journal 5

The researcher got the abstract international journal 5 by the website “Google Scholar”. The title of abstract international journal 5 was “Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia”. This was full text of the abstract international journal:

ABSTRACT

Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. This gives birth to the emergence of local wisdom in every region in this country. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation. Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms. This should be paid more attention since local wisdom is one of the self-identity of the nation. One of strategies to preserve and inherit local wisdom is by integrating it into all lessons, including foreign language, taught at school. Local wisdom needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity. The application of this concept is not only to equip the students with linguistic competence but also to provide them with cultural competence. This paper discusses the importance, the reason and the practical ways of integrating local wisdom in foreign language teaching for Indonesian students. It is concluded that the integration of local wisdom is very essential and it could be executed by including the local wisdom values into the

materials, allocated time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill.

Keywords: *Local Wisdom, Integration Strategy, Foreign Language Teachin.*

2. Data reduction

The data reduction was meant that the researcher selected the most important parts or the main points of all data that the researcher had gotten by the collecting data before.

a. Types of Affixes Derivation that Found in the Abstract International Journal written by the lecturer at IAIN Metro

Based on the focus of the study that is previously stated in the chapter I, the researcher must be able to find the affixes of the derivation. Therefore, to answer the question, the researcher elaborated the result of the analysis of affixes derivation in abstract international journal written by the lecturer at the State Institute for Islamic Studies of Metro.

After analyzing five abstracts of International journal written by the lecturer at IAIN Metro, the researcher found the affixes of derivation, namely:

1) Prefix

a. Abstract international journal 1

Based on the abstract international journal written by the lecturer at IAIN Metro, the prefix derivation words that found by

the researcher was *uncertain*, *across*, *underlie*, *review*, *multiple*, and *integrating*. Base word of *uncertain* is *certain*. word class of *certain* and *uncertain* are adjective. Sometimes the derivation cannot change the word class, but the prefix of *un-* has a negative meaning.

The prefix that found by the researcher was: *un-*, *a-*, *under-*, *re-*, *multi-*, and *inter*.

b. Abstract international journal 2

Based on the abstract international journal 2 written by the lecturer at IAIN Metro, the prefix derivation words found by the researcher was *irrelevant*. Base word of *irrelevant* is *relevant*. word class of *irrelevant* is noun. Prefix *ir-* have a negative meaning or *not relevant*.

The researcher only found one prefix in abstract international journal 2 written by the lecturer at IAIN Metro. The prefix is *ir-*.

c. Abstract international journal 3

Based on the abstract international journal 3 written by the lecturer at IAIN Metro, the prefix derivation words found by the researcher was *postmethod*, *semistructured*, and *interview*. Prefix *post-* have a meaning “after” do something. Prefix *semi-* have a meaning “a part” of something. Prefix *inter-view* have a meaning “more than two something”.

The researcher only found three prefix in abstract international journal 3 written by the lecturer at IAIN Metro. The prefix were *post-*, *semi-* and *inter-*.

d. Abstract international journal 4

Based on the abstract international journal 4 written by the lecturer at IAIN Metro, the prefix derivation words found by the researcher was *post-method*, *semi-structured*, and *interview*. Prefix *post-* have a meaning “after” do something. Prefix *semi-* have a meaning “a part” of something. Prefix *inter-view* have a meaning “more than two something”.

The researcher only found three prefix in abstract international journal 4 written by the lecturer at IAIN Metro. The prefix was *post-*, *semi-* and *inter-*.

e. Abstract international journal 5

Based on the abstract international journal 5 written by the lecturer at IAIN Metro, the researcher did not find the prefix derivation.

2) Suffix

a. Abstract international journal 1

Based on the abstract international journal 1 written by the lecturer at IAIN Metro, the researcher was found words that suffix derivation. These were the words of suffix derivation: *information*, *application*, *contribution*, *foundational*, *instructional*, *technological*, *phenomenological*, *professional*, *wisely*, *appropriately*, *conference*, *engagement*, and *friendship*. The suffix –*ion* changed the word class from the verb into noun. Example, the base word from *information* is *inform*. The word class of *inform* is verb then suffix –*ion* in “*inform-ation*” changed the word class into noun.

The suffix –*al* changed the word class from noun into adjective. Example, the base word from *foundational* is *foundation*. The word class of *foundation* is noun then suffix –*al* in “*foundation-al*” changed the word class into adjective. Next, The suffix –*ly* changed the word class from adjective into adverb. Example, the base word from *appropriately* is *appropriate*. The word class of *appropriate* is adjective then suffix –*ly* in “*appropriate-ly*” changed the word class into adverb.

The base word from *engagement* is *engage*. word class of *engage* is ‘verb’. Then suffix –*ment* changes the word class

engagement becomes ‘noun’. What we should notice here is that this type suffix derivation change the word class of the lexeme and creates a new lexeme. Suffix *-ment* in derivation changes the verb into noun.

The researcher was found thirteen suffix in abstract international journal 1 written by the lecturer at IAIN Metro. The suffixes were *-ion*, *-al*, *-ship*, *ment*, *ly* and *ence*.

b. Abstract international journal 2

Based on the abstract international journal 2 written by the lecturer in IAIN Metro, the researcher was found words that suffix derivation. These were the words of suffix derivation: *recently*, *significantly*, *particularly*, *comprehensively*, *instructional*, *educational*, *practical*, *relationship*, *teacher*, *instruction* and *importance*.

The suffix *-ly* changed the word class from adjective into adverb. Example, the base word from *comprehensively*, is *comprehensive*. The word class of *comprehensive* is adjective then suffix *-ly* in “*comprehensive-ly*,” changed the word class into adverb. The suffix *-al* changed the word class from noun into adjective. Example, the base word from *educational* is *education*. The word class of *educational* is noun then suffix *-al* in “*education-al*” changed the word class into adjective.

The suffix *-er* changed the word class from verb into noun. Example, the base word from *teacher*, is *teach*. The word class of *teach* is adverb then suffix *-er* in “*teach-er* changed the word class category into noun.

The researcher was found eleven suffix in abstract international journal 2 written by the lecturer at IAIN Metro. The suffixes were – *ion*, *-al*, *-ship*, *ly*, *er*, and *ance*.

c. Abstract international journal 3

Based on the abstract international journal 3 written by the lecturer at IAIN Metro, the researcher was found words that suffix derivation. These were the words of suffix derivation: *widely*, *meaningful*, *cultural*, *exploration*, *teacher*, *preferences*, *experience*, *qualitatively*, *pleasurable*, *transcendental*, *flexibly*, *instructional*, *basically*, and *education*.

Widely, *qualitatively*, *basically*, were adverb. The root of *Widely*, *qualitatively*, *basically* were *wide*, *qualitative*, and *basic*. suffix *-ly* change the words from adjective become adverb.

The suffix *-ion* changed the word class category from the verb into noun. Example, the base word from *education* is *educate*. The word class of *educate* is verb then suffix *-ion* in “*educat-ion*” changed the word class into noun.

The suffix *-able* changed the word class from the noun into adjective. Example, the base word from *pleasurable* is *pleasure*. The word class of *pleasure* is noun then suffix *-able* in “*pleasure-able*” changed the word class into adjective.

The researcher was found some suffix in abstracts international Journal 3 written by the lecturer at IAIN Metro. The suffix were *-ly*, *-ful*, *-al*, *-er*, *-able*, *-ence*, and *-ion*.

d. Abstract international journal 4

Based on the abstract international journal 4 written by the lecturer at IAIN Metro, the researcher was found words that suffix derivation. These were the words of suffix derivation: *linguistically*, *personally*, *culturally*, *spiritually*, *particularly*, *educational*, *description*, *collection*, *questioner*, and *preferable*.

linguistically, *personally*, *culturally*, *spiritually*, *particularly*, were adverb. The root of *linguistically*, *personally*, *culturally*, *spiritually*, *particularly* were *linguistic*, *personal*, *cultural*, *spiritual*, *particular* suffix *-ly* change the words from adjective become adverb.

The suffix *-ion* changed the word class from the verb into noun. Example, the base word from *collection* is *collect*. The word class of *collect* is verb then suffix *-ion* in “*collect-ion*” changed the word class into noun.

The suffix *-al* changed the word class from noun into adjective. Example, the base word from *personal* is *person*. The word class of *person* is noun then suffix *-al* in “*person-al*” changed the word class into adjective.

The researcher was found some suffix in abstract international journal written by the lecturer at IAIN Metro. the suffix are *-al*, *-ion*, *-ly*, *-er*, and *-able*.

e. Abstract international journal 5

Based on the abstract international journal 5 written by the lecturer at IAIN Metro, the researcher found words that suffix derivation. These was the words of suffix derivation: *emergency*, *certainly*, *meaningful*, *attention*, *instructional*, *application*, *competence*, *integration*, *discussion*, and *importance*.

The suffix *-al* changed the word class from noun into adjective. Example, the base word from *instructional* is *instruction*. The category of *instruction* is noun then suffix *-al* in “*intruction-al*” changed the word class into adjective.

The suffix *-ion* changed the word class from the verb into noun. Example, the base word from *discussion* was *discuss*. The word class of *discuss* was verb then suffix *-ion* in “*discuss-ion*” changed the word class into noun.

The researcher was found some suffix in abstract international journal written by the lecturer at IAIN Metro. the suffix are *-ly*, *-al*, *-ion*, *-ence*, and *-ful*.

3) **circumfix**

1. Abstract international journal 1

Based on the data in abstract international journal 1 written by the lecturer at IAIN Metro, the researcher only found one word that was *interaction*. The root interaction was *act*. The prefix *interaction* was *inter-* and the suffix *interaction* was *-ion*.

2. Abstract international journal 2

Based on the abstract journal international 2 written by the lecturer at IAIN Metro, the researcher did not find the circumfix.

3. Abstract international journal 3

Based on the abstract journal international 3 written by the lecturer at IAIN Metro, the researcher was found circumfix that was *intercultural* and *multicultural*. The word class of *intercultural* is adjective. The base word of *intercultural* is *culture* 'adjective'. The prefix *intercultural* was *inter-* and the suffix was *-al*.

The word class of Multicultural is noun. The base word of multicultural is culture 'adjective'. The prefix multicultural was multy- and the suffix was -al.

4. Abstract international journal 4

Based on the abstract international journal 4 written by the lecturer at IAIN Metro, the researcher did not find the circumfix.

5. Abstract international journal 5

Based on the data in abstract international journal 5 written by the lecturer at IAIN Metro, the researcher only found one word that was *unfortunately*. The base word *unfortunately* was *fortune*. The prefix *unfortunately* was *un-* and the suffix *unfortunately* was *-ly*. Sometimes the derivation cannot change the word class, but the prefix of *un-* has a negative meaning.

b. The affixes derivation that frequently show in the abstract international journal

The total of affixes derivation frequently shows in the abstract journal international device is explained as the following:

Abstract international journal 1:

The affixes derivation in abstract journal international 1 written by lecturer of IAIN Metro by the title” From Live Interaction To

Virtual Interaction: Addressing Moral Engagement In The Digital Era”

the prefix derivation was 6 words, the suffix derivation was 13 words and the circumfix was derivation only 1 word . It means that the affixes derivation frequently showed in the abstract international journal 1 written by lecturer was suffix.

Abstract international journal 2:

The affixes derivation in abstract international journal 2 written by lecturer of IAIN Metro by the title ”Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context” the prefix derivation was only 1 word, the suffix derivation was 11 words. It means that the affixes derivation frequently showed in the abstract international journal written by lecturer was suffix.

Abstract international journal 3:

The affixes derivation in abstract international journal written by lecturer of IAIN Metro by the title ” The Use Of Literary Works In Language Classrooms At Indonesian Islamic University: A Postmethod Perspective” the prefix derivation was 3 words, the suffix derivation was 14 words and the circumfix derivation was 2 words . It means that the affixes derivation frequently showed in the abstract international journal written by lecturer was suffix.

Abstract international journal 4:

The affixes derivation in abstract international journal written by lecturer of IAIN Metro by the title “Teaching with Literature: The Needs of Indonesian Islamic Universities” the prefix derivation was 3 words; the suffix derivation was 10 words and circumfix was empty. It means that the affixes derivation frequently showed in the abstract international journal written by lecturer is suffix.

Abstract international journal 5:

The affixes derivation in abstract international journal written by lecturer of IAIN Metro by the title “Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia” the prefix derivation was empty word, the suffix derivation was 9 words, and circumfix derivation was only one word. It means that the affixes derivation frequently show in the abstract international journal written by lecturer was suffix.

c. The composition of abstract international journal written by the lecturer at IAIN Metro

Abstract generally described the whole of the contents of the research however, the researcher should comprehend that abstract was not written in many paragraphs. It should be written in limited words, usually between 150 and 250 words.

Abstract should completely deliver a brief summary of the research. They should summarize the most important points in their scientific writing such as objectives, materials and methods, discussion, results, and conclusions.

In abstracts, there were some most important words such as technical terms representing the content of the abstract. Some most important words were included in the keywords. Generally, keywords are placed under the abstract.

In this case, the researcher tried to make a parts of composition abstract international journal written by the lecturer at IAIN Metro based on Brian Paltridge in his book entitled “*Thesis and Dissertation Writing in a Second Language*”

1. ”From Live Interaction To Virtual Interaction:Addressing Moral Engagement In The Digital Era”.

ABSTRACT

The interaction among the society at large has been shifted from direct interaction to virtual one across borderless space. However, it seems to have led to emerge the challenging issues such as cyber bullying, uncertain information and etc. An exposure on moral engagement such as trust, care, friendship, and commitment needs to pay a serious attention to provide a foundational framework in driving the user interaction in the digital era. This paper aims to explore the moral engagement in underlying virtual interaction by providing an innovative way to help the human society in a good life. This study attempts to investigate the moral engagement which can underlie the interaction from live to virtual basis. To achieve this, literature review from peer reviewed journals, conferences and books was conducted to propose the framework model of

strengthening moral engagement in the digital era. By using keywords on moral values and live and virtual interaction, multiple research findings can be achieved from met-synthesis with integrating, evaluating and interpreting process. As a result, phenomenological and grounded theories and ideas extracted to identify their common features, elements, and functionalities can be integrated and used to propose a framework model. The findings reveal that to exposure the moral engagement with professional and ethical basis associated with the instructional strategy and application in virtual interaction, reference model demonstrates how the human with all the potency they behave can become a significant contribution to the society at large to enhance the abilities to improve their capacities to operate the technological tools wisely and appropriately. Considering the way to go further with more challenging issues in the virtual interaction like cyberbullying, uncertain information and etc., exploring moral engagement should be regarded to provide the framework of interactional basis with human communities such as trust, care, friendship, and commitment.

Keywords: *Live Interaction, Virtual Interaction, Moral Engagement, Digital Era*

a. Overview of the study.

“The interaction among the society at large has been shifted from direct interaction to virtual one across borderless space. However, it seems to have led to emerge the challenging issues such as cyber bullying, uncertain information and etc. An exposure on moral engagement such as trust, care, friendship, and commitment needs to pay a serious attention to provide a foundational framework in driving the user interaction in the digital era”.

b. Reason for the study.

“This paper aims to explore the moral engagement in underlying virtual interaction by providing an innovative way to help the human society in a good life”.

c. Methodology of the study.

“This study attempts to investigate the moral engagement which can underlie the interaction from live to virtual basis”.

d. Result.

“The findings reveal that to exposure the moral engagement with professional and ethical basis associated with the instructional strategy and application in virtual interaction, reference model demonstrates how the human with all the potency they behave can become a significant contribution to the society at large to enhance the abilities to improve their capacities to operate the technological tools wisely and appropriately. Considering the way to go further with more challenging issues in the virtual interaction like cyberbullying, uncertain information and etc., exploring moral engagement should be regarded to provide the framework of interactional basis with human communities such as trust, care, friendship, and commitment”.

2. “Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context.

ABSTRACT

Recently, there seem a significantly growing number of studies in the relationship of religion and instructional activities. In Indonesia, the world’s biggest Muslim country where the big number of Islam-affiliated schools play a role in shaping the educational policy, it is considered important that teachers find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of a foreign language. However, it is still found hard to find the practical and effective strategies to implement both. Moreover, not all experts say yes to include religious teachings and language pedagogy. This paper is aimed at comprehensively discussing the importance and the practices of instilling Islamic values in foreign language classroom in Indonesian context. By doing this, it is expected that the Muslim learners could both achieve the foreign language skills and, in the same time, become more aware of filtering the culture, which is irrelevant with theirs, contained in foreign language they are learning.

Keywords: *Islamic values, foreign language teaching, instilling*

a. Overview of the study.

Recently, there seem a significantly growing number of studies in the relationship of religion and instructional activities. In Indonesia, the world's biggest Muslim country where the big number of Islam-affiliated schools play a role in shaping the educational policy, it is considered important that teachers find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of a foreign language.

b. Reason for the study.

However, it is still found hard to find the practical and effective strategies to implement both. Moreover, not all experts say yes to include religious teachings and language pedagogy.

c. Methodology of the study.

This paper is aimed at comprehensively discussing the importance and the practices of instilling Islamic values in foreign language classroom in Indonesian context.

d. Result.

By doing this, it is expected that the Muslim learners could both achieve the foreign language skills and, in the same time, become more aware of filtering the culture, which is irrelevant with theirs, contained in foreign language they are learning.

3. "The Use Of Literary Works In Language Classrooms At Indonesian Islamic University: A Postmethod Perspective".

ABSTRACT

Literary works have been widely believed to be meaningful resources of linguistic input, cultural input, and values that can be

used to teach native language or foreign language. The exploration of such belief in the postmethod era and at particular context like Indonesian Islamic university is still under research. This research is aimed at describing the teachers' and students' beliefs, attitudes, preferences, and experiences concerning the use of literary works at language classrooms. The research was a case study involving 8 lecturers and 9 students from Ma'arif Islamic Institute NU of Metro, Muhammdiyah University of Metro, and State Islamic Institute of Metro. The research data were collected through semi structured interview, analyzed qualitatively, and validated through member checking technique. The findings of the research show that all respondents believe that literature is a pleasurable resource to teach language skills, enhance cultural and intercultural understanding, and inculcate transcendental dimension. Literature could be flexibly used in the opening, instructional, and closing phases of a lesson delivery. Literary works from various traditions are basically welcome. Developing a literature-based learning materials is feasible when it promotes language skills and contains values related to Indonesian multicultural education.

Key words: *literary works, language classrooms, Islamic university, postmethod*

a. Overview of the study.

"Literary works have been widely believed to be meaningful resources of linguistic input, cultural input, and values that can be used to teach native language or foreign language. The exploration of such belief in the postmethod era and at particular context like Indonesian Islamic university is still under research"

b. Reason for the study.

"This research is aimed at describing the teachers' and students' beliefs, attitudes, preferences, and experiences concerning the use of literary works at language classrooms."

c. Methodology of the study.

"The research was a case study involving 8 lecturers and 9 students from Ma'arif Islamic Institute NU of Metro, Muhammdiyah University of Metro, and State Islamic Institute of Metro. The research data were collected through semi

structured interview, analyzed qualitatively, and validated through member checking technique”.

d. Result.

“The findings of the research show that all respondents believe that literature is a pleasurable resource to teach language skills, enhance cultural and intercultural understanding, and inculcate transcendental dimension. Literature could be flexibly used in the opening, instructional, and closing phases of a lesson delivery. Literary works from various traditions are basically welcome. Developing a literature-based learning materials is feasible when it promotes language skills and contains values related to Indonesian multicultural education.

4.”Teaching with Literature: The Needs of Indonesian Islamic Universities”

ABSTRACT

Reading literary works helps learners grow linguistically, personally, culturally, and spiritually. However, researchers in the field of ESL and EFL have not conducted adequate analysis on the use of literature as a resource particularly in a multi-layered educational contexts like Indonesian Islamic universities where values embedded in literature might be in conflict with each other. This research therefore aims to provide a thick description on the target needs and the learning needs of teaching with literature in such context. A case study with qualitative and quantitative methods of data collection was conducted. A questionnaire was distributed to 30 students and a semi-structured interview was conducted to five lecturers from three Islamic universities. Major findings show that short stories with the topics of noble character, self-empowerment, freedom, code of conduct, and greed are preferable to novel, drama, and poem. The stories in the forms of their simplified and original versions should be used to teach language skills and to inculcate global, national, and Islamic values within the CTL framework. Values similarities are to be the basis of teaching universal values while their differences are to strengthen cross-culture understanding.

Keywords: *Teaching with Literature, EFL, Indonesian Islamic University, Reading*

- a. Overview of the study.
“Reading literary works helps learners grow linguistically, personally, culturally, and spiritually. However, researchers in the field of ESL and EFL have not conducted adequate analysis on the use of literature as a resource particularly in multi-layered educational contexts like Indonesian Islamic universities where values embedded in literature might be in conflict with each other”.
- b. Reason for the study.
“This research therefore aims to provide a thick description on the target needs and the learning needs of teaching with literature in such context”.
- c. Methodology of the study.
“A case study with qualitative and quantitative methods of data collection was conducted. A questioner was distributed to 30 students and a semi-structured interview was conducted to five lecturers from three Islamic universities”.
- d. Result.
“Major findings show that short stories with the topics of noble character, self-empowerment, freedom, code of conduct, and greed are preferable to novel, drama, and poem. The stories in the forms of their simplified and original versions should be used to teach language skills and to inculcate global, national, and Islamic values within the CTL framework. Values similarities are to be the basis of teaching universal values while their differences are to strengthen cross-culture understanding”.

5. “Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia”.

ABSTRACT

Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. This gives birth to the emergence of local wisdom in every region in this country. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation. Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms. This should be paid more attention since local wisdom is one of the self-identity of the nation. One of strategies to preserve and inherit local wisdom is by integrating it into all lessons, including foreign language, taught at school. Local wisdom needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity. The application of this concept is not only to equip the students with linguistic competence but also to provide them with cultural competence. This paper discusses the importance, the reason and the practical ways of integrating local wisdom in foreign language teaching for Indonesian students. It is concluded that the integration of local wisdom is very essential and it could be executed by including the local wisdom values into the materials, allocated time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill.

Keywords: *Local Wisdom, Integration Strategy, Foreign Language Teaching*

- a. Overview of the study.
“Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. This gives birth to the emergence of local wisdom in every region in this country. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation”.
- b. Reason for the study.
“Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms. This should be paid more attention since local wisdom is one of the self-identity of the nation. One of strategies to preserve and inherit local wisdom is by integrating it into all lessons, including

foreign language, taught at school. Local wisdom needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity”.

c. Methodology of the study.

“This paper discusses the importance, the reason and the practical ways of integrating local wisdom in foreign language teaching for Indonesian students”

d. Result.

“It is concluded that the integration of local wisdom is very essential and it could be executed by including the local wisdom values into the materials, allocated time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill”.

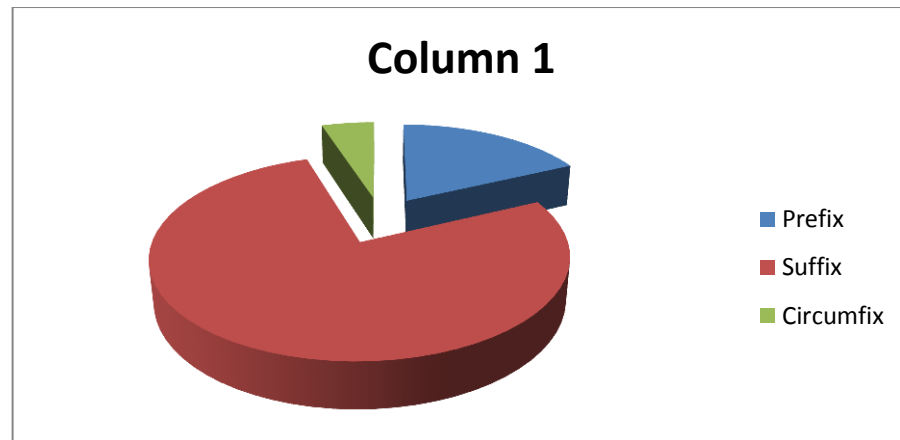
d. The Result of Affixes Derivation that Found in the abstract

International Journal Written by the Lecturer at IAIN Metro

From the data that had been conducted to the 5 abstract international journal written by the lecturer at IAIN Metro, the researcher found that the frequency of affixes derivation were *prefix* was 13 items words, *suffix* was 57 items words and circumfix was 4 items word. The following chart described the analysis data result:

Figure 2

The percentage on using affixes derivation in abstract international journal



The figure above is the percentage of using affixes of derivation in abstract international journal written by the lecturer at IAIN Metro. The using affixes derivation in abstract journal were 18% of prefix, 77% of suffix, and 5% circumfix. The highest percentage of the use type of derivation is suffix and the lowest percentage of the using derivation in circumfix only 5%.

e. Discussion

The researcher conducted this research in abstract international journal written by the lecturer at IAIN Metro. On the other hand, the result of this research is definitely dedicated and limited to these participants in this particular time and place. It means that if the researcher will conduct this

research in the different abstract international journal, place and time, the result may be different from now although the researcher treated the same topic of the research.

The result of this analysis describes that in fact there are some affixes derivation commonly found on abstract International Journal written by the lecturer at IAIN Metro. In addition, the researcher found three affixes namely *prefix*, *suffix* and *circumfix*.

Based on the analysis that has been done by the researcher, the researcher can conclude that there are affixes derivation that found in abstract international journal in IAIN metro. The affixes derivations are prefix, suffix and circumfix. If we see from the previous discussion, the affixes derivation namely *prefix* that has 18% of items, *suffix* that has 77% of items and circumfix that has 5% of items.

By conducting this research, we could know what the affixes derivation are, and what are the type of affixes derivation frequently show in abstract international journal written by the lecturers at IAIN Metro. Then, it can be said that the abstract international journal of lecturers' is a good written abstract. Because a good abstract should be written in a good structure containing aim, method, result and conclusion of the research.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research that had been conducted by the researcher, the researcher can conclude that:

1. This analysis there was some types of derivation commonly found on abstract International Journal written by the lecturer at IAIN Metro. In addition, the researcher found three types namely *prefix*, *suffix* and *circumfix*. From all the data the researcher found 74 affixes derivation which prefixes only 13 items data (18%), suffixes 57 items data (77%) and circumfix only 4 items data (5%). from all the data above, the suffix is the highest type of affixes derivation in abstract international journal written by the lecture at IAIN Metro than prefix and circumfix..
2. In this research, there are five abstract international journals known that all of the abstract international journals have consisted of complete composition, namely overview of the study, reason for study, methodology of study, and result.

B. Suggestion

Based on the research that had been conducted by the researcher, the researcher highly recommends that:

1. For Students:

The students need to enlarge their knowledge about derivation by learning in written text to know many new words through affixes derivation.

2. For Lecturers:

The researcher suggests that the lecturer use variant written text such as abstract journal, magazines, newspaper, so the students do not feel bored when learning the topic of derivation that is basically difficult for the students.

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APPENDICES I

FROM LIVE INTERACTION TO VIRTUAL INTERACTION: ADDRESSING MORAL ENGAGEMENT IN THE DIGITAL ERA

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ABSTRACT

The interaction among the society at large has been shifted from direct interaction to virtual one across borderless space. However, it seems to have led to emerge the challenging issues such as cyber bullying, uncertain information and etc. An exposure on moral engagement such as trust, care, friendship, and commitment needs to pay a serious attention to provide a foundational framework in driving the user interaction in the digital era. This paper aims to explore the moral engagement in underlying virtual interaction by providing an innovative way to help the human society in a good life. This study attempts to investigate the moral engagement which can underlie the interaction from live to virtual basis. To achieve this, literature review from peer reviewed journals, conferences and books was conducted to propose the framework model of strengthening moral engagement in the digital era. By using keywords on moral values and live and virtual interaction, multiple research findings can be achieved from met-synthesis with integrating, evaluating and interpreting process. As a result, phenomenological and grounded theories and ideas extracted to identify their common features, elements, and functionalities can be integrated and used to propose a framework model. The findings reveal that to exposure the moral engagement with professional and ethical basis associated with the instructional strategy and application in virtual interaction, reference model demonstrates how the human with all the potency they behave can become a significant contribution to the society at large to enhance the abilities to improve their capacities to operate the technological tools wisely and appropriately. Considering the way to go further with more challenging issues in the virtual interaction like cyberbullying, uncertain information and etc., exploring moral engagement should be regarded to provide the framework of interactional basis with human communities such as trust, care, friendship, and commitment.

Keywords: *Live Interaction, Virtual Interaction, Moral Engagement, Digital Era*

Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context

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Abstract

Recently, there seem a significantly growing number of studies in the relationship of religion and instructional activities. In Indonesia, the world's biggest Muslim country where the big number of Islam-affiliated schools play a role in shaping the educational policy, it is considered important that teachers find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of a foreign language. However, it is still found hard to find the practical and effective strategies to implement both. Moreover, not all experts say yes to include religious teachings and language pedagogy. This paper is aimed at comprehensively discussing the importance and the practices of instilling Islamic values in foreign language classroom in Indonesian context. By doing this, it is expected that the Muslim learners could both achieve the foreign language skills and, in the same time, become more aware of filtering the culture, which is irrelevant with theirs, contained in foreign language they are learning.

Keywords: Islamic values, foreign language teaching, instilling

1 INTRODUCTION

The success of communication in second or foreign language is indicated by at least two aspects, communicative aspect (Bagarić, 2007; Mecham, 2012) and intercultural aspect (Atay, et al, 2009; Mitchell, et al, 2015). The second aspect requires the learners to have cultural insight (Qu, 2010; Wahyudi, 2012) that should be taught in the targeted language teaching. This statement is in line with what Buttjes (1990) emphasizes that language teaching is culture teaching. Therefore, language teachers must pay a big attention to the learners' cultural background.

One of the learners' most important backgrounds is the religion because it shapes human' behavior (Kilp, 2011; Sasaki & Kim, 2011; Aldashev & Platteau, 2014). Studies on the relationship of the religion and pedagogy have been widely conducted. Johnston (2003) and Wicking (2012) argue that the teaching process and interactions at schools is influenced by the teacher's moral and religious

viewpoint, while Purgason (2009) suggests that it is fine for the language teachers to let religion or any other contentious issue appear in the classroom. Shahjahan's study (2004, 2010) has offered a hopeful lane for embracing spirituality, not only Christianity, into education in general and language teaching in non-Western settings possibly accomplished by local teachers and students. Meaning to say, Shahjahan argued that all religions are possible to be incorporated into the teaching of all subjects.

Strengthening this statement, Foye (2004) concluded that as long as the language materials are successfully taught, putting religious values in the instruction is no problem. Also, Liyanage, Bartlett, and Grimbeek (2010) hold the sight that one of the factors necessary to be involved in learning design is their ethno-religious backgrounds.

In Indonesia, there are five officially admitted religions namely Islam, Christianity, Hinduism, Buddhism and Confucianism. Among those religion, Islam has the largest adherents. The big number of

Abstract

Literary works have been widely believed to be meaningful resources of linguistic input, cultural input, and values that can be used to teach native language or foreign language. The exploration of such belief in the postmethod era and at particular context like Indonesian Islamic university is still under research. This research is aimed at describing the teachers' and students' beliefs, attitudes, preferences, and experiences concerning the use of literary works at language classrooms. The research was a case study involving 8 lecturers and 9 students from Ma'arif Islamic Institute NU of Metro, Muhammadiyah University of Metro, and State Islamic Institute of Metro. The research data were collected through semi-structured interview, analyzed qualitatively, and validated through member checking technique. The findings of the research show that all respondents believe that literature is a pleasurable resource to teach language skills, enhance cultural and intercultural understanding, and inculcate transcendental dimension. Literature could be flexibly used in the opening, instructional, and closing phases of a lesson delivery. Literary works from various traditions are basically welcome. Developing a literature-based learning materials is feasible when it promotes language skills and contains values related to Indonesian multicultural education.

Keywords: *literary works, language classrooms, Islamic university, postmethod*

INTRODUCTION

Language classrooms are not free from the inclusion of literary texts. Many language teachers incorporate stories, songs, and poetry into their instruction. Some teachers might like to have their students perform short drama or role-play. Language teachers in Islamic educational institution are not an exception. The use of literature in Islamic education, to certain extent, might be different from that of general schools. Seen from the postmethod perspective, language teachers should explore such presumed differences.

Language teachers in Indonesian Islamic schools may be familiar with a varried array of literary texts ranging from tales written by Persian writers to poetry composed by local poets



Teaching with Literature: The Needs of Indonesian Islamic Universities

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ABSTRACT

Reading literary works helps learners grow linguistically, personally, culturally, and spiritually. However, researchers in the field of ESL and EFL have not conducted adequate analysis on the use of literature as a resource particularly in a multi-layered educational contexts like Indonesian Islamic universities where values embedded in literature might be in conflict with each other. This research therefore aims to provide a thick description on the target needs and the learning needs of teaching with literature in such context. A case study with qualitative and quantitative methods of data collection was conducted. A questionnaire was distributed to 30 students and a semi-structured interview was conducted to five lecturers from three Islamic universities. Major findings show that short stories with the topics of noble character, self-empowerment, freedom, code of conduct, and greed are preferable to novel, drama, and poem. The stories in the forms of their simplified and original versions should be used to teach language skills and to inculcate global, national, and Islamic values within the CTL framework. Values similarities are to be the basis of teaching universal values while their differences are to strengthen cross-culture understanding.

Key words: Teaching with Literature, EFL, Indonesian Islamic University, Reading

INTRODUCTION

In the last decades, there has been a wide interest in how to use literature with the English language teaching (ELT) because it is beneficial to students' linguistic competence, intellectual capacity, social awareness, and cultural understanding. Literature is promising learning materials as it possesses spectacular features (Khatib, et al., 2011: 207); is a natural resource (Chalikendy, 2015: 233); is the primary materials for a communicative language teaching (Mohammad, et al., 2012: 36); and promotes creative skills (Choudhary, 2016: 1). Thus, literature deserves a place in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL) seeking to develop communicative competence and character education.

Researches have shown that many factors should be considered in teaching of literature in ESL and EFL contexts, such as cultural and historical relevance (Llach, 2007: 16), integrated approach (Yimwilai, 2015: 14; Al-Mahrooqi, 2012: 179), eclectic approach (Hwang and Embi, 2007:1; Rashid, et al., 2010: 95; Areqi, 2015: 9), wide range of topics (Adelabu & Matthias, 2013: 857), classroom activities (Yeasmin, et al., 2011: 283; Chen, 2014: 232), model of presentation (Kırgöz, 2012: 115), cultural negotiation and interaction (Bacha, 2010: 62), literary theory (Chun, 2015: 734), analysis on students' needs (Violetta-Irene, 2015: 78; Hismanoğlu, 2005: 65), language proficiency (Hussein,

et al., 2016: 136), communicative competence (Muhammed, 2013: 35), technology or ICT (Hayati & Hashemy, 2013: 183; Li, 2011: 245; Zainal, 2012: 237; Jain, 2012: 53), assessment or testing (Khalid, 2016: 26; Mohamed, 2015: 2317; Nurgiyantoro & Efendi, 2013: 382), curriculum (Njagi & Muriungi, 2014: 147; Samuel, 1995: 107; Tuncer & Kizildağ, 2014: 181), post-colonial context (Makhdoom, 2014: 420; Rohmah, 2012: 157), teacher's competency (Mills, 2011: 76; Ortells, 2013: 97), non-native writer of literary work (Mujumdar, 2010: 210), the 21st century education context (Akhter, 2013: 7; Yeasmin, 2011: 10), cultural and linguistic differences (Shakfa, 2012: 95), literary text selection (Novianti, 2016: 45), and genres like short story (Erkaya, 2003: 10; Midhin, 2015: 83) song (Kennedy, 2014: 295) as well as poetry (Mittal, 2014: 21).

The rich body of related researches in the field convinces that literature is pedagogically, linguistically and culturally advantageous. However, less attention has been paid to its use to teach English in Indonesian Islamic university, a particular institutional context whose tradition and education philosophy, to certain extent, is different from those of the Western's. Diallo (2012: 175) argues that differences between Islamic tradition and Western tradition bring about divergent pedagogical and epistemological implications. Rohmah (2012: 157) argues that the failure of bridging the two traditions might create tension among learners. Thus,

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Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia

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ABSTRACT

Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. This gives birth to the emergence of local wisdom in every region in this country. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation. Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms. This should be paid more attention since local wisdom is one of the self-identity of the nation. One of strategies to preserve and inherit local wisdom is by integrating it into all lessons, including foreign language, taught at school. Local wisdom needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity. The application of this concept is not only to equip the students with linguistic competence but also to provide them with cultural competence. This paper discusses the importance, the reason and the practical ways of integrating local wisdom in foreign language teaching for Indonesian students. It is concluded that the integration of local wisdom is very essential and it could be executed by including the local wisdom values into the materials, allocated time for discussion on local wisdom, classroom activities and the process of teaching linguistic skill.

Key words: Local Wisdom, Integration Strategy, Foreign Language Teaching

INTRODUCTION

In view of the recent numerous crises faced by mankind, an emphasis from a knowledge-based education to wisdom based education changes. The students' abilities, skills, and character buildings should be covered in instructional actions at schools. Knowledge, skill, and character are considered to best prepare the students to be greatly competitive human beings so as to answer to challenges of global and modern eras. This is a nonstop process until students graduate from the schools where they are required to take a number of subjects existing at schools.

The students' gaining knowledge, skills, and strong characters is required and compressed in the Regulations made by the Government (Taufik, 2002). In attempt to realize this intention, teachers, instructional materials, as well as schools are to be ready to come up with various innovations and strategies (Tianto, 2010). One of necessary instructional materials to pay closer attention to is teaching material. Teaching materials are made not only to equip students with knowledge, but there is something bigger than that. They are aimed at building the characters of students (Pusat Kurikulum dan Perbukuan, 2011). One of Indonesian's very meaningful and worthy assets not yet maximally employed is local wisdom.

Local wisdom possessed by Indonesia could feasibly build the nation characters as well as the identity of Indone-

sia. It is ironical that local wisdom, constituting the character traits of Indonesia, erodes along the modernizing periods of time. Local wisdom is defined as the local richness that contains policies or life viewpoints. Local wisdom serves with its function as to shape human beings to be wiser in undergoing their lives. In Indonesia, local wisdom is not necessarily applicable within local context or ethnic, but cross-cultural or cross-ethnic natures as well, in hope of establishing national cultural values.

The teaching of language is necessary to involve culture in the instructional activities. This is in line with what Buttjes (1990) emphasizes that language teaching is culture teaching. Furthermore, cultural background of the learners is one of the aspects that the teacher must pay attention. Brown (1990) also maintains that cultural background is one of aspects on which language may be dependent. In this case, local wisdom existing in certain areas in Indonesia can be more maximized to have a role in teaching the language learners. Therefore, regarding with the essence of integrating local wisdom in everyday lives, particularly language teaching activities, the teachers in different places highly need to consider to include the local wisdom available in the region where they are teaching.

Local wisdom possessed by Indonesia, as stated by Anggraini and Kurniawati (2015), could possibly shape the

APPENDICES II



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor : B-2265/In.28.1/J/TL.00/10/2017
Lamp : -
Hal : IZIN *PRA-SURVEY*

25 Oktober 2017

Kepada Yth.,
Rektor IAIN Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

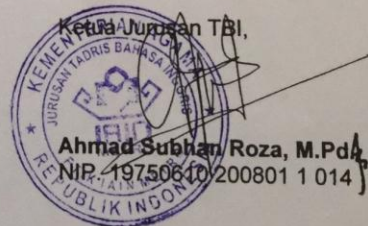
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Deni Chania Holiso
NPM : 14121117
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : An Analysis of Derivational process of Words Classes in Descriptive Text at IAIN Metro In Academic Year 2017/2018

Untuk melakukan *pra-survey* di IAIN Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-4788/In.28/R.1/TL.00/10/2017
Lampiran : -
Perihal : Balasan Izin Pra Survey

30 Oktober 2017

Kepada Yth.
Deni Chania Holiso
di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 25 Oktober 2017 perihal izin pra survey
maka dengan ini kami memberikan izin pra survey kepada:

Nama : DENI CHANIA HOLISO
NPM : 14121117
Jurusan : Tadris Bahasa Inggris (TBI)
Judul proposal : An Analysis of Derivational Process of Words Classes
in Descriptive Text at IAIN Metro in Academic Year
2017/2018

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kebudayaan



Dito. Suharti, S.Ag, MH
NIP. 197210011999031003



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Nomor : 3149 /In.28.1/J/PP.00.9/10/2018

09 Oktober 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Deni Chania Holiso
NPM : 14121117
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis On Derivation Found In The Abstracts Of International Journal

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT TUGAS

Nomor: B-3365/In.28/D.1/TL.01/10/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : DENI CHANIA HOLISO
NPM : 14121117
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

AGENDA SURAT MASUK

Terima Tgl : 09 - 11 - 2018

No. Agenda : 2792

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON DERIVATION FOUND IN THE ABSTRACTS OF INTERNATIONAL JOURNAL".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 26 Oktober 2018



Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3366/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
REKTOR IAIN

di-

Tempat

AGENDA SURAT MASUK
Terima Tgl : 08 - 11 - 2018
No. Agenda : 2791

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3365/In.28/D.1/TL.01/10/2018,
tanggal 26 Oktober 2018 atas nama saudara:

Nama : DENI CHANIA HOLISO
NPM : 14121117
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON DERIVATION FOUND IN THE ABSTRACTS OF INTERNATIONAL JOURNAL".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Oktober 2018

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP.19670531 199303 2 003





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INSTITUT AGAMA ISLAM NEGERI METRO
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Metro, 19 November 2018

Nomor : Istimewa
Lamp : 1 (satu) bundel
Hal : Balasan Permohonan Data Penelitian

Kepada Yth.,
Sdri Deni Chania Holiso
di Tempat

Assalammu'alaikum Wr. Wb.

Menindaklanjuti surat saudara tanggal 9 November 2018 perihal permohonan penelitian, maka dengan ini kami memberikan data penelitian terlampir kepada:

Nama : Deni Chania Holiso
NPM : 14121117
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS ON DERIVATION IN THE ABSTRACTS
INTERNATIONAL JOURNAL WRITTEN BY THE
LECTURER AT IAIN METRO

Demikian surat ini kami sampaikan agar dipergunakan sebagaimana mestinya.

Wassalammu'alaikum Wr. Wb.

Rumah Jurnal,

Imam Mustofa, MSI.
NIP. 19820412 200901 1 016



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0738/In.28/S/OT.01/10/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Deni Chania Holiso
NPM : 14121117
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121117.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Oktober 2018
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Deni Chania Holsio

NPM : 14121117

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : Teaching English Language Learners

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Deni Chania Holiso
NPM : 14121117

Fakultas/Jurusan : FTIK/TBI
Semester/TA : IX/2018

NO	Hari/Tgl	Pembimbing I	Hal Yang Dibicarakan	Tanda Tangan
1.	Senin / 10 - 12 - 2018	✓	- cover - Abstract - Acknowledgment - Chapter I - Chapter IV	
2.	Rabu / 19 - 12 - 2018	✓	- Abstract - Chapter I - Chapter II - Chapter IV	
3.	Rabu / 2 - 1 - 2019	✓	- Abstract - Chapter I - Chapter IV	
4.	Senin / 3 - 1 - 2019	✓	- Abstract - Chapter I	
5.	10 Jan 2019		Ace to munggal	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Deni Chania Holiso
NPM : 14121117

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 12 - 11 - 2018		✓	- cover - Abstract - Acknowledgment - Table of content - Chapter I	
2.	Jum'at / 16 - 11 - 2018		✓	- Abstract - Chapter I - Chapter IV - Bibliography	
3.	Senin / 3 - 12 - 2018		✓	 See 1. & 2.	

Mengetahui
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



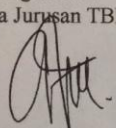
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iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

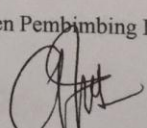
Nama : Deni Chania Holiso Fakultas/Jurusan : FTIK/TBI
NPM : 14121117 Semester/TA : IX/2018

NO	Hari/Tgl	Pembimbing II	Hal Yang Dibicarakan	Tanda Tangan
1.	22 October 2018	✓	1-3 Mr. Subhan Roza	22

Mengetahui :
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II


Ahmad Subhan Roza, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Deni Chania Holiso

Fakultas/Jurusan : FTIK/TBI

NPM : 14121117

Semester/TA : IX/2018

NO	Hari/Tgl	Pembimbing I	Hal Yang Dibicarakan	Tanda Tangan
1.	29 Oktober 2018	✓	APD	J. H.
2.	2 NOV 2018	✓	Acc APD	J. H.

Mengetahui :
Ketua Jurusan TBI

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Deni Chania Holiso
NPM : 14121117

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19 Maret 2018	✓		<ul style="list-style-type: none">- Judul- cover- Chapter 1<ul style="list-style-type: none">- Background of the study- Problem Identification- Limitation of the study- Formulation of the study- objective and benefit of research- Chapter II<ul style="list-style-type: none">- foot note- theoretical review- Chapter II- References	
2.	12 April 2018	✓		<ul style="list-style-type: none">- cover- Chapter 1<ul style="list-style-type: none">- Background of study- problem identification- limitation of study- objective and benefit of research- Chapter III- References	

Mengetahui:
Ketua Jurusan TBI

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Deni Chania Holiso
NPM : 14121117

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	23 April 2018	✓		- cover - Background of study - problem identification - Chapter III	24.
4.	16 Mei 2018	✓		- cover - chapter I - Background of study - chapter II	24.
5.	24 Juli 2018	✓		- cover - Acknowledgment - table of contents - chapter II	24.
6.	27 Agustus 2018	✓		- cover - Acknowledgment - chapter I - problem formulation	24.
7.	28 Agustus 2018	✓		Acc to Seminar	

Mengetahui:

Ketua Jurusan TBI

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Dosen Pembimbing I

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Deni Chania Holiso
NPM : 14121117

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	22 March 2018 Kamis		✓	<ul style="list-style-type: none">- Cover- Chapter I<ul style="list-style-type: none">- Background of the study- Problem Identification- Limitation of the study- Formulation of the study- Objective and benefit of research- chapter II<ul style="list-style-type: none">- Foot note- how to analysis this research- chapter III<ul style="list-style-type: none">- Yang part tenor in research methodology	
2	Kamis / 29 March 2018		✓	<ul style="list-style-type: none">- cover- Acknowledgment- Table of contents- Chapter I<ul style="list-style-type: none">- Background of study- Formulation of study- Prior research- Chapter II<ul style="list-style-type: none">- Data research- Data collecting technique- Data analysis technique	
3.			✓		

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
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CURRICULUM VITAE



Deni Chania Holiso was born in Gunung Aji, on July 31. She is the first child of two children of her father, Darwis and her mother Mansiar. Her younger brother is Dani Kholis Saputra. Her ethnicity is Oganese because her parents are also Oganese. She spent her life in Metro from Senior high school until now.

She took her elementary school at SDN Gunung Aji then continued her study at Mtsrs YBPP Gunung Aji. After graduating from junior high school, she went to the senior high school. She took MAN 1 Metro for three years and graduated in 2014. She then decided to continue her study at State Institute for Islamic Studies (IAIN) Metro to learn English. She met many friendly friends from Terpance class, there she learnt English together.