

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF BOUND MORPHEME OF MORPHOLOGY SUBJECT
IN STUDENTS ENGLISH DEPARTMENT AT FIFTH GRADE STATE
INSTITUTE FOR ISLAMIC STUDIES OF METRO**

ACADEMIC YEAR 2020/2021

By:

**NURJANAH
Student Number: 1601070038**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

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INSTITUTE FOR ISLAMIC STUDIES OF METRO

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Department

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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**AN ANALYSIS OF BOUND MORPHEME OF MORPHOLOGY SUBJECT
IN STUDENTS ENGLISH DEPARTMENT AT FIFTH GRADE STATE
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ACADEMIC YEAR 2020/2021**

ABSTRACT

By:

NURJANAH

The objective of this research to analyze the kinds of bound morpheme are found in students free writing, to analyze the student most dominant using that kind of bound morpheme when written free writing and to analyze the result of bound morpheme are found in students free writing.

This research applied qualitative research in the form of descriptive qualitative research. In collecting the data, the researcher applied observation, documentation, and interview online because of the Covid19 pandemic. The researcher analyzes the data by Creswell's analysis technique. The participants of this research were Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021.

The result of this show study that the researchers found the bound morpheme that is inflectional morpheme that suffix -s is 109, suffix -es is 13, suffix -'s is 3, suffix -ing is 37, suffix -d is 21, suffix -ed is 31, suffix -en is 4, suffix -er is 6 and suffix -est is not found. From the derivational morpheme found that, prefix dis- is 1, prefix in- is 1, prefix mis- is 1, prefix un- is 2, suffix -able is 2, suffix -ly is 19, suffix -ful is 1, suffix -less is 1, suffix -ion is 15, suffix -ment is 5, suffix -ation is 8, and the suffix -ship is 1. The students are most dominant in using inflectional morpheme because students only follow the direction given and do not know that they mostly use the inflectional morpheme in their writing because they just write without thinking about bound morpheme. The result of students freewriting, the researchers found inflectional morpheme was 223 words or 79.36% and derivational morpheme was found 58 words or 20.64%.

Keyword: Morphology, Bound Morpheme, Derivational Morpheme, Inflectional Morpheme.

**ANALISIS MORFEM TERIKAT PADA MORFOLOGI SUBJEK PADA
MAHASISWA JURUSAN BAHASA INGGRIS DI INSTITUT AGAMA
ISLAM NEGERI METRO TAHUN AKADEMIK 2020/2021**

ABSTRAK

OLEH:

NURJANAH

Penelitian ini bertujuan untuk menganalisis jenis-jenis morfem terikat yang terdapat pada menulis bebas siswa, menganalisis siswa yang paling dominan menggunakan jenis morfem terikat tersebut pada saat menulis bebas menulis dan menganalisis hasil morfem terikat yang terdapat pada menulis bebas siswa.

Penelitian ini menggunakan penelitian kualitatif dalam bentuk penelitian kualitatif deskriptif. Dalam pengumpulan data, peneliti melakukan observasi, dokumentasi, dan wawancara online karena adanya pandemi Covid19. Peneliti menganalisis data dengan teknik analisis Creswell. Partisipan dalam penelitian ini adalah Mahasiswa Bahasa Inggris semester V Institut Agama Islam Negeri Metro Tahun Ajaran 2020/2021.

Hasil penelitian menunjukkan bahwa peneliti menemukan morfem terikat yakni infleksional morfem yaitu akhiran -s adalah 109, akhiran -es adalah 13, akhiran -'s adalah 3, akhiran -ing adalah 37, akhiran -d adalah 21, akhiran -ed adalah 31, akhiran -en adalah 4, akhiran -er adalah 6 dan akhiran -est tidak ditemukan. Dari morfem derivasi ditemukan bahwa, awalan dis- adalah 1, awalan in- adalah 1, awalan mis- adalah 1, awalan un- adalah 2, akhiran -able adalah 2, akhiran -ly adalah 19, akhiran -ful adalah 1, akhiran -kurang adalah 1, akhiran -ion adalah 15, akhiran -ment adalah 5, akhiran -asi adalah 8, dan akhiran -ship adalah 1. Siswa paling dominan menggunakan morfem infleksional karena siswa hanya mengikuti arahan yang diberikan dan tidak mengetahui bahwa mereka kebanyakan menggunakan morfem infleksional dalam tulisan mereka karena mereka hanya menulis tanpa memikirkan morfem terikat. Hasil penulisan bebas siswa, peneliti menemukan morfem infleksional sebanyak 223 kata atau 79,36% dan morfem turunan ditemukan 58 kata atau 20.647%.

Kata Kunci: Morfologi, Morfem Terikat, Morfem Derivasi, Morfem Infleksi.

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MOTTO

يَتَأْتِيهَا الْإِنْسَانُ إِنَّكَ كَادِحٌ إِلَىٰ رَبِّكَ كَدْحًا فَمُلَاقِيهِ ﴿٦﴾

*“O mankind, indeed you are laboring toward your Lord with [great] exertion and
will meet it. “*

(QS. Al-Insyiqoq : 6)

*“Whoever is involved in the work of Allah SWT, then Allah SWT will be involved
in his work”*

-Abu Bakr As-Shiddiq

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Ali Udin and my beloved mother Patimah, who always pray me, support me, finance me makes me someone who has knowledge and morals and guidance to be success in my study. I do love you and you are the light of life. My beloved young sister Sri Handayani and Alfa Zahrah, always give me support, care to me and miss me.

My beloved friends that always support me (Devi Nurjanah, Dwi Yulianti, Wahyuni)

And Putri Ayu Lestari who always support me

The big family of class D of TBI 16

My beloved lecturers of English Department of State Institute

For Islamic Studies of Metro

My Almamater IAIN Metro, the place where I got much knowledge and good experience.

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Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given his gift to the researcher that he could accomplish their undergraduate thesis, May peace will not stop to be upon our prophet, Muhammad SAW, who has led us from the darkness to the lightness. This Undergraduate Thesis Entitled "An Analysis of Bound Morpheme of Morphology Subject in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021".

The deepest gratitude would be addressed to her beloved parents, for understanding and supporting the researcher to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Aamiin). The greatest gratitude would also be addressed to both of his advisors, Drs. Kuryani, M.Pd and Andianto, M.Pd. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

Last but not least, the researcher does apologize for all mistakes she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this undergraduate. Hopefully, this undergraduate can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning

Metro, 08 July 2021

Researcher,



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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 human being. The communication is very important because the human nature is basically trying to make a 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.

A social Creature, 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.

Linguistics is the scientific study of language. Linguistics analyzes the form of language, the meaning of language, and language in context. In linguistics language sign are constituted of four different levels, not just two: phonology, morphology, syntax, and semantics.

Moreover, morphology is the study of meaningful form or the smallest meaningful units of language. In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. Word structure and word parts, such as stem, root, prefix, and suffix are analyzed here.

Furthermore, to understand about morpheme, morpheme is the smallest meaningful unit in a language. A morpheme is not identical to a word. The difference between them that is a morpheme sometimes does not stand alone, but a word, by definition always stands alone. The linguistics field of study that explains morphemes is called morphology. When a morpheme stands by itself, it is considered as a root because it has a meaning of its own (such as the morpheme rabbit). When it depends on another morpheme to express an idea, it is an affix because it has a grammatical function (such as the –s in rabbits to indicate that it is plural). Every word comprises one or more morphemes.

In addition, morpheme divided into two, namely free morpheme and bound morpheme. Free morpheme is morpheme that can stand alone as a word. Bound morpheme is morpheme cannot stand alone and must be attached to other morphemes. Bound morpheme there are two kinds, which are inflection morpheme and derivation morpheme.

Furthermore, in this research, the researcher focus on the study of analysis morphology on bound morpheme. The researcher focus on

student English department at fifth grade State Institute for Islamic Studies of metro.

Based on a pre-survey on 29 October 2019 at the State Institute for Islamic Studies metro. From pre survey above the researcher found some bound morpheme. The researcher found derivational and inflectional morphemes in students document. From the student documents with the initials AKW, the researcher found 2 words for derivational morphemes, then for inflectional morphemes, the researchers found 7 words. To see the results of the pre-survey data, the researcher presents them in the table 1 in the appendix. Total derivational morpheme was found 41 words or 14.85% and inflectional morpheme was found 235 words or 85.15%. Therefore, it can be conclude that from the students document dominated be inflectional rather than derivational morpheme. So, the researcher excited to looking for how much bound morpheme that found in student free writing. In this case, the researcher tried to research and analyze bound morpheme in students document in student English department at fifth grade state institute for Islamic studies of metro academic year 2020/2021.

B. Focus of the Study

Based on the background of study, the researcher focus on analysis of bound morpheme of morphology subject in student English department at fifth grade state institute for Islamic studies of metro academic year 2020/2021.

C. Research Questions

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

1. What are kinds of bound morphemes are found in students document in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021?
2. Why is the student most dominant using that kind of bound morpheme when written in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021?
3. How the results of bound morpheme are found in students document in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021?

D. Objectives and Benefits of the Study

1. Objective of the Study

- a. To analyze the most dominant kinds of bound morpheme are found in students document in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021.
- b. To analyze the student most dominant using that kind of bound morpheme when written document in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021.

- c. To analyze the result of bound morpheme are found in students document in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021.

2. The Benefits of Research

Overall, this research is expected to be useful for:

- a. Theoretically

The researcher hopes that the result of this study can provide knowledge about morphology on bound morpheme at student English department at fifth grade state institute for Islamic studies of metro. And also, the researcher hopes that the result can give the information to the readers about how to study deeper about morphology on bound morpheme.

- b. Practically

- 1) For the lecturers

The researcher hopes that this research aimed to give contribution as additional knowledge in learning morpheme, specially bound morpheme to the students.

- 2) For the student

The researcher can be useful as additional information in teaching specifically in teaching morpheme in morphology.

E. Prior Research

The researcher in conducting this research has been looked from similar prior research that has been done by some researchers. The researcher takes review of related research from other research as principle or comparative in this research are:

First, the reaseach was done by Amosi Halawa, Raflis and Fetri Reni, entitled *An Analysis of Derivational and Inflectional English Morpheme*. It can be concluding that the research is about to find out the kinds of derivational and inflectional, to explain the function of derivational and inflectional and to describe the principle of derivational and inflectional English morpheme.¹

Second, the research was done by Paramita Kusumawardhani, entitled *The Analysis of Morphology in Writing an English Narrative Composition* in 2015. It can be concluding that the research is about analyzed about morphology derivation and inflection in writing an English narrative composition. After the researcher corrected and analyzed, some errors were found and most of the errors are about derivational in class word. In derivational level, the learner still did not change the form of the class word.²

Third, the research was done by Tahir Rasool Tariq, entitled *An Analysis of Derivational and Inflectional Morphemes* in 2020. It can be

¹AmosiHalawa et al., "*An Analysis Of Derivational And Inflectional English Morphemes*", Vol.1, No.1

²ParamitaKusumawardhani, "*The Analysis Of Morphology In Writing An English Narrative Composition*", (AkademiBahasaAsingBsi Jakarta, 2015)

conclude that the research is about analyze about inflectional and derivational morphemes in Pakistani students and to explore the functions of Inflectional and derivational morphemes in Pakistani students.³

Based on the research above, it can be concluded that there are similarities and differences between previous studies and this study. This similarity in this study and previous studies are both researching on bound morpheme both derivational and inflectional morpheme. Whereas the difference is, in the first study, the researcher examined what types of bound morphemes were found in students document and what words were predominantly used by students. In this study, the difference is the object of research. Fifth Grade State Institute For Islamic Studies of Metro Academic Year 2020/2021 which is the object of his research.

³TahirRasool Tariq, "*An Analysis of Derivational and Inflectional Morphemes*", (Riphah International University, Pakistan, 2020)

CHAPTER II

RIVIEW OF THE LITERATURE

A. The Concept of Morphology

1. Definition of Morphology

In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics related to 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, and giving shows the relationship in the word meaning and its form in both systematically or semantically. Carol Genetti said morphology is one of the areas in which languages can differ the most from one another.⁵

Andrew Carstairs said the area of grammar related to the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology.⁶ According to Martin Haspelmath, "morphology is the study of the internal structure of words".⁷ Furthermore, Rochelle Lieber said that the study of words and word formation is called morphology.⁸

⁴ Mark Arronoff and Kirsten Fudeman, *What is Morphology; Second edition* (United Kingdom : Blackwell Publishing, 2011), p.2

⁵ Carol Genetti, *How Language Work: An Introduction to Language and Linguistics*, (New York: Cambridge University Press, 2014), p.72

⁶ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, (United Kingdom: Edinburg University Press, 2002), p.16

⁷ Martin Haspelmath, *Understanding Morphology*, (New York: Oxford University Press, 2002), p.1

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

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*, consist of two constituent, *read* and *ing*. The two of the constituent also show the example of the part discussion of the morphology that is morphemes.

B. The Concept of Morpheme

1. Definition of Morpheme

Discussing of morphology means that we also have to discuss the morphemes, seeing that morphemes 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 expert is required to support arguments expressed by the researcher. Andrew Carstairs defined that morpheme is the smaller parts of words.⁹ Moreover, Rochelle Lieber in his book entitled *Introducing Morphology* said that most linguists define a morpheme as the smallest unit of language that has its own meaning.¹⁰ Furthermore, According to Mark Aronoff and Kirsten Fudeman, "morpheme often defined as the smallest linguistic pieces with a grammatical function".¹¹ Morpheme is a branch of morphology, morphemes as a smallest units of word has a meaning in the sentence.

⁹ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, p.16

¹⁰ Rochelle Lieber, *Introducing Morphology*, p.3

¹¹ Mark Aronoff and Kirsten Fudeman, *What is Morphology?*, p.2

While, According to Charles W. Kreidler morpheme is the technical term for a minimal meaningful part.¹² Moreover, Carol Genetti explained in the book she edited, entitled *How Language Work: An Introduction to Language and Linguistics* "the study of how morphemes are combined to form new words is called morphology". Furthermore, Baudouin de Courtenay gives a more complicated definition of morpheme as cited from *The Handbook of Word-Formation* edited by PavolStekauer and Rochelle Lieber that morpheme is the part of a word which is endowed with psychological autonomy and is for the very some 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 definition above, researcher can conclude that morpheme is the smallest unit of language with a grammatical function which has its own meaning.

¹² Charles W. Kreidler, *Introducing English Semantics*, (New York: Routledge, 2002), p.51

¹³Pavol Stekauer and Rochelle Lieber, *Handbook of Word Formation*, (Netherland: Springer, 2005), p.7

2. Kinds of Morpheme

According to Akmajian, Demers, Farmer and Harnish the classification of all morpheme as follows¹⁴:

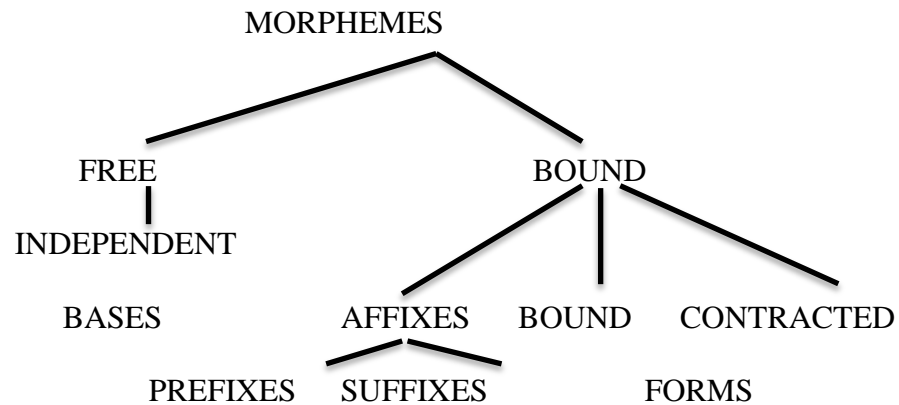


Figure 1 The classification of English morpheme

a. Free Morpheme

According to Carol Genetti "Free morphemes are those that can stand alone as words".¹⁵ 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.

Moreover, morpheme that can stand alone as an independent word in phrase is free morpheme, such as the word *tree* in *John sat in the tree*.¹⁶ Furthermore, according to Charles F. Meyer "if morpheme is

¹⁴ Adrian Akmajian et al., *Linguistics An Introduction to Language and Communication*, (England: Cambridge, 2001), p.18

¹⁵ Carol Genetti, *How Language Work: An Introduction to Language and Linguistics*, p.75

¹⁶ Adrian Akmajian and friends, *Linguistics An Introduction to Language and Communication*, p.18

free, it can stand on its own". In a word *walking*, the morpheme *walk* is free because it can stand alone as a word.¹⁷

From the definition above, the researcher can conclude that free morpheme is a morpheme or word that can stand on its own.

In the free morpheme consists of two types, there are ;

1) **Lexical Morpheme**

Lexical morpheme is type of free morpheme. Lexical morpheme is a morpheme who can get in a beginning and end of affix in the word. The lexical morpheme which carry meaning and content in a word. This is the example of lexical morpheme ;

- **Untidy** (as a adjective)
- **Smartly** (as a adverb)

From example above, the original word is a home and smart. After that, *un* and *ly* in the beginning and end in word is a affix in end of word and that is called lexical morpheme.

2) **Functional Morpheme**

Functional morpheme is a type of free morpheme. Functional morpheme is a morpheme that cannot added a affix in beginning and the end in a word. Functional morpheme which basically changes the meaning of a word, which serves as the opposite of

¹⁷ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.152

providing the basic meaning in a sentence. This is the example of functional morpheme.

- At, on, in, etc. (as a preposition)
- And, or, but, etc. (as a conjunction)

C. The Concept of Bound Morpheme

1. Definition of bound Morpheme

After the researcher explained about what is free morpheme. Now the researcher will explain the other kinds of morphemes, namely bound morphemes. Charles F. Meyer said in his book entitled *Introducing English Linguistics*, if it is bound, it must be attached to a free morpheme. In the word of *walking*, *-ing* is a bound because it has to be attached to a lexical verb, in this case *walk*.¹⁸

Moreover, according to Carol Genetti, bound morphemes are morphemes that never occur as words on their own. The English morphemes, *-able*, *un-* and *-s* are all bound. Bound morphemes are always written with a hyphen on at least one side.¹⁹

Furthermore, Adrian Akmajian and friends describe, bound morpheme cannot stand alone but must be attached to another morpheme, for example, the plural morpheme *-s*. Certain bound morphemes are known as affixes like *-s*, others as bound base morphemes like *cran-*.²⁰

¹⁸ *Ibid*, p.125

¹⁹ Carol Genetti, *How Language Work: An Introduction to Language and Linguistics*. p.75

²⁰ Adrian Akmajian and friends, *Linguistics An Introduction to Language and Communication*. p.18

From the definition above, the researcher conclude that bound morpheme is cannot stand by itself and must be attached to another morpheme. On the other term, it is also called affix, which is divided into prefix, suffix, infix, circumfix. Affix is always attached to a root to modify the meaning of the word so that the word is meaningful. A type of affix that appears before the root is prefix. Moreover, a type of affix that occurs after the root called suffix. Furthermore, a type of affix that appears inside the root is infix, and circumfixes wrap around the root.

These are the examples of prefixes:

The following are the examples of suffixes

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

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> -on ‘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

<i>un-</i> believe <i>-able</i> = unbelievable
<i>in-</i> able <i>-ity</i> = inability
<i>ir-</i> radiate <i>-ion</i> = irradiation
<i>un-</i> identify <i>-ed</i> = unidentified

2. Types of Bound Morpheme

There are two types of bound morphemes; they are derivational morpheme and inflectional morpheme

a. Derivational Morpheme

Charles F. Meyer expressly declared that derivational morphemes are a much larger class. Derivational morphemes exhibit other differences from inflectional morphemes as well. Derivational morphemes can be either prefixes or suffixes, whereas inflectional morphemes can be only suffixes.²¹

Amosi, Raflis and Fetri stated that derivational morpheme is a bound morpheme that changes the part of speech. The bound morpheme like *-ness* is derivational morpheme. The morpheme which produces a new lexeme from a base while Inflectional morpheme is do not create new meaning is called derivational morpheme.²²

²¹Charles F. Meyer, *Introducing English Linguistics*. p.154

²²Amosi Halawa et al., *An Analysis Of Derivational And Inflectional English Morphemes*, No.1, p.133

According to Tahir Rasool Tariq, derivational morpheme is attached with free morpheme, it will convey different meaning and a chance have that it will change even word class.²³ Furthermore, Paramita Kusumawardhani said derivational morphology discusses about the morphemes can be used to form new words. It also studies the principles governing the construction of new words, without reference to the specific grammatical role a word might play in a sentence.²⁴

Based on some definitions expressed by the expert above, it can be inferred that derivational morpheme 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 morpheme.

Derivational morphemes can change the meaning of a word or its part of speech: adding dis- to the base like results in a word – dislike – with a completely opposite meaning; adding -able to like changes like from a verb to an adjective: likeable. Adding -ed to a verb such as walk changes neither the meaning of walk nor its part of speech.

A word can contain many derivational affixes, but only one inflectional affix; and if a word contains an inflectional suffix and one or more derivational suffixes, the derivational suffixes will always

²³Tahir Rasool Tariq, *An Analysis of Derivational and Inflectional Morphemes*, No.1/January 2020, p.84

²⁴Paramita Kusumawardhani, *The Analysis Of Morphology In Writing An English Narrative Composition*, No.01/ Maret 2015, p.32

precede the inflectional suffixes. In the examples below, the inflectional affixes are in boldface and the derivational affixes in italics:

declassified: de + class + **ify** + **ed**

unlikeliest: un + like + **ly** + **est**

disempowering: dis + em + power + **ing**

reformulations: re + formula + **ate** + **ation** + **-s**²⁵

A prefix is added in front of its base, for example: re-play, de-activate, il-legal, and in-accurate. Then, a suffix is added to the end of its base, for example: govern-ment, small-er, kind-ness and comfortable.

b. Inflectional Morpheme

George Yule stated, the second set of bound morphemes contains what are called inflectional morphemes. Inflectional morpheme not used to produce new words in the language but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, is past tense or not, and if it is a comparative or possessive form.²⁶

Andrew Carstairs argue inflectional morphology or inflection which deals with the inflected forms of words, that is the kind of

²⁵Charles F. Meyer, *Introducing English Linguistics*. p.154

²⁶George Yule, *The study of Language*, Fourth Edition (Cambridge: Cambridge University Press, 2010), p.69

variation that words exhibit on the basis of their grammatical context.²⁷

Then, Paramita Kusumawardhani said, inflectional morphology occurs with nouns, pronouns and verbs. It also studies the way in which words vary (or “inflect”) in order to express grammatical contrasts in sentences such as singular/plural or present/past tense.²⁸

From the definition above, the researcher can conclude inflectional morpheme are morphemes to indicate grammatical functions, like plural or singular, past tense, comparative, and superlative form. There are four inflections attached to verbs: -s (3rd person singular), -ing (present participle), -ed (past tense) and -en (past participle). There are two inflections attached to adjectives: -er (comparative) and -est (superlative). In English, all the inflectional morphemes are suffixes.

Noun + -'s, -s (doctors, girls)

Verb + -s, -ing, -ed, -en (reading, walked, children)

Adjective + -er, -est (faster, biggest)

There is some variation in the form of these inflectional morphemes. For example, the possessive sometimes appears as -s’ (those boys’ bags) and the past participle as -ed (they have finished). Armed with all these terms for different types of morphemes, we can now take most sentences of English apart and list all the “elements.”

²⁷ Andrew Carstairs-McCarthy, *An Introduction to English Morphology: Words and Their Structure*, P.30

²⁸ ParamitaKusumawardhani, *The Analysis Of Morphology In Writing An English Narrative Composition*, p.32

For example, in the sentence *The child's wildness shocked the teachers*, we can identify eleven morphemes.

*The (functional) child (lexical) -'s (inflectional) wild (lexical) -ness (derivational) shock (lexical) -ed (inflectional) the (functional) teacher (lexical) -s (inflectional)*²⁹

²⁹ George Yule, *The study of Language*, p.70

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic Research

According to James and Kimberly, a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand given phenomenon which we are interested is called research.³⁰

In general, there are three types of doing research are qualitative research, quantitative research, and action research. This study was to analyze the bound morpheme from students document in the student English department at the fifth grade state institute for Islamic studies of metro in the academic year 2020/2021. Researchers analyzed about bound morpheme in students document at the morphology subject. Certainly more suitable to use qualitative research.

Moreover, qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things that we will research.³¹ Furthermore, qualitative Research is a form of effort to obtain information through data collection that explores

³⁰ James B. Schreiber and Kimberly Asner-Self, *Educational Research* (United States of American: Joy O'Collegan, 2011), p. 2.

³¹ Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, (USA: Allyn & Bacon, 2001), p.3

phenomenon in natural settings and uses many methods to interpret, understand, explain and bring meaning to them.³²

The researcher use descriptive qualitative research when make this research. Qualitative is one of research methodology which collects the data without using statistics as an instrument. However, the data is got by several media such as observation, interview, documentation, and so on.

Qualitative research has some characteristics. First, case study takes place in the natural setting. The second, case study employs multiple methods as observation, interview, and document. Next, case study views social phenomenon case study examines the issue holistically. After that, case study is fundamentally interpretative and the last the qualitative research is analyzed their data inductively and the last the qualitative research.³³

Based on the explanation above, researchers conducted research at the State Institute for Islamic Studies of Metro. In this research, researchers examined the Bound Morpheme are found from students free writing in Students English Department of Morphology Subject at Fifth Grade.

B. Data Resources

In this research, the data sources ware obtained from two sources, which was the primary data and secondary data sources. Primary data

³² Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research; Second Edition*, (The Falmer Press: USA, 1998), p. 126.

³³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed methods Approaches; third edition*, (USA: Sage Publications, 2009), p 175

sources were obtained from observation conducted by researchers in the fifth semester. The primary data was the data coming from ones who was present and provide the research as supporting data.

While secondary data source was documentation, it consists of the information about State Institute for Islamic Studies of Metro and conditions of State Institute for Islamic Studies of Metro. In addition, there was the literature related to morphology that is bound morpheme. It was obtained from the lecture, books, journals, etc. as the secondary data source.

C. Data Collecting Technique

The technique of data collection is the important step in the research. Qualitative research typically follows an inductive process.³⁴ The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.³⁵ Based on the explanation can be concluded that data are important in the scientific research. The data collection is used to develop the theory based on the analyzing the data.

Qualitative researchers also have a toolbox of data-gathering techniques, including in depth interviewing, participant observation, and document analysis³⁶. The researcher uses students free writing to collect

³⁴ Linda Kalof et al., *Essentials of Social Research* (UK: Open University Press, 2008), p.85

³⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), p.212

³⁶ Donald Ary et al., *Introduction to Research in Education, Eighth Edition* (Canada: Wadsworth, Cengage Learning, 2010), p.32

the data in this research. The researcher asked the students to write a free writing. In the process of collecting data the researcher uses students free writing to analyze and search for bound morpheme contained in the students free writing

In this research the researcher will use three techniques to collect the data that are observation, documentation, interview and field note.

1. Documentation

For gathering the data, the researcher used instrument. The instruments which have been used in conducting the research were documentation. The researcher used this method to get the data about the history of State Institute for Islamic Studies of Metro, the quantity of students, and the condition of State Institute for Islamic Studies of Metro.

2. Observation

In this research, the researcher chose activity observation. The researcher observes about bound morpheme in student free writing. So, in conducting this research, the researcher will observe bound morpheme in student free writing in students English Department of Morphology Subject at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021.

3. Interview

In this research the researcher uses interview to get the deeper understanding about the participants through the questions and answers

that are structured. By using it the researcher can also know more about what the problems of the students.

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*³⁷. The steps involved are the figured below:

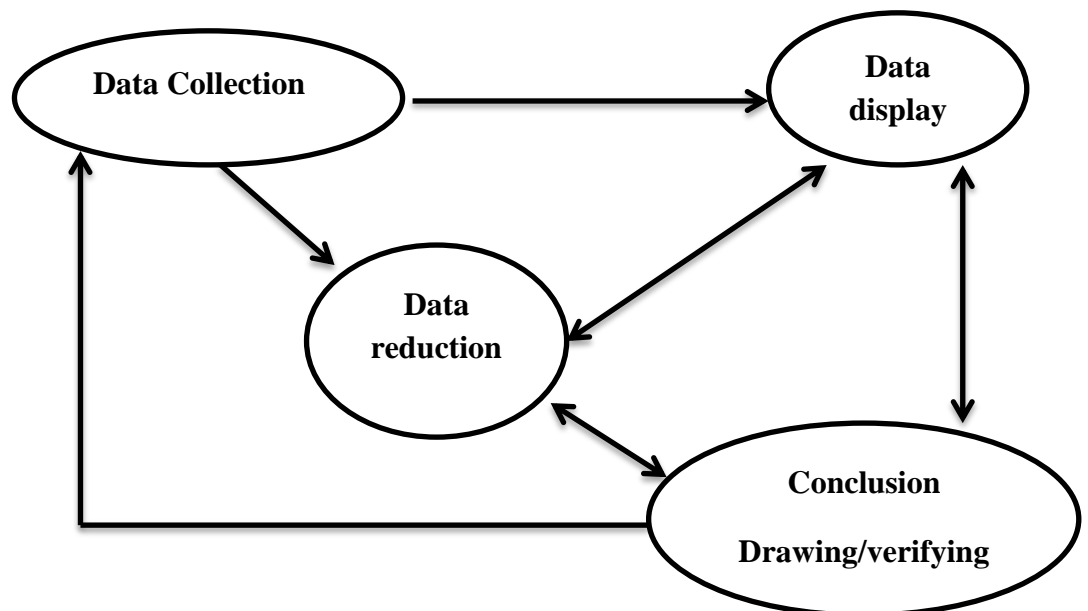


Figure 2 Data Analysis Components

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

The first, data collection, in this step the researcher collected all the data required in order to complete this research through several data

³⁷ Mathew B. Miles and A. Michael Huberman. Qualitative data analysis. (London: Sage Publication, 1994), p.12

collecting process from observation, documentation and interview to complete the research.

The second, data reduction, this steps refers to the process of selecting, focusing, simplifying, abstracting and transforming the data findings, in this steps, the researcher selecting and choosing some specific things which were required for the next process. Therefore, the data that had been reduced would give the broad overview which could help the researcher to collect the further data.

The third, data display, in displaying the data, the researcher used graphics or chart figures that are able to describe the entire data. In case of displaying the data, the researcher will be easier to comprehend the data and plan the next step base on what had been comprehended.

The last, conclusion drawing and verification. At last, the researcher verified her research by making conclusion or data findings.

E. Research Approach

It would state again that this research use qualitative design and conducting using a model proposed by Creswell. Here are the procedures approaches 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 base in the analysis categories or themes

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

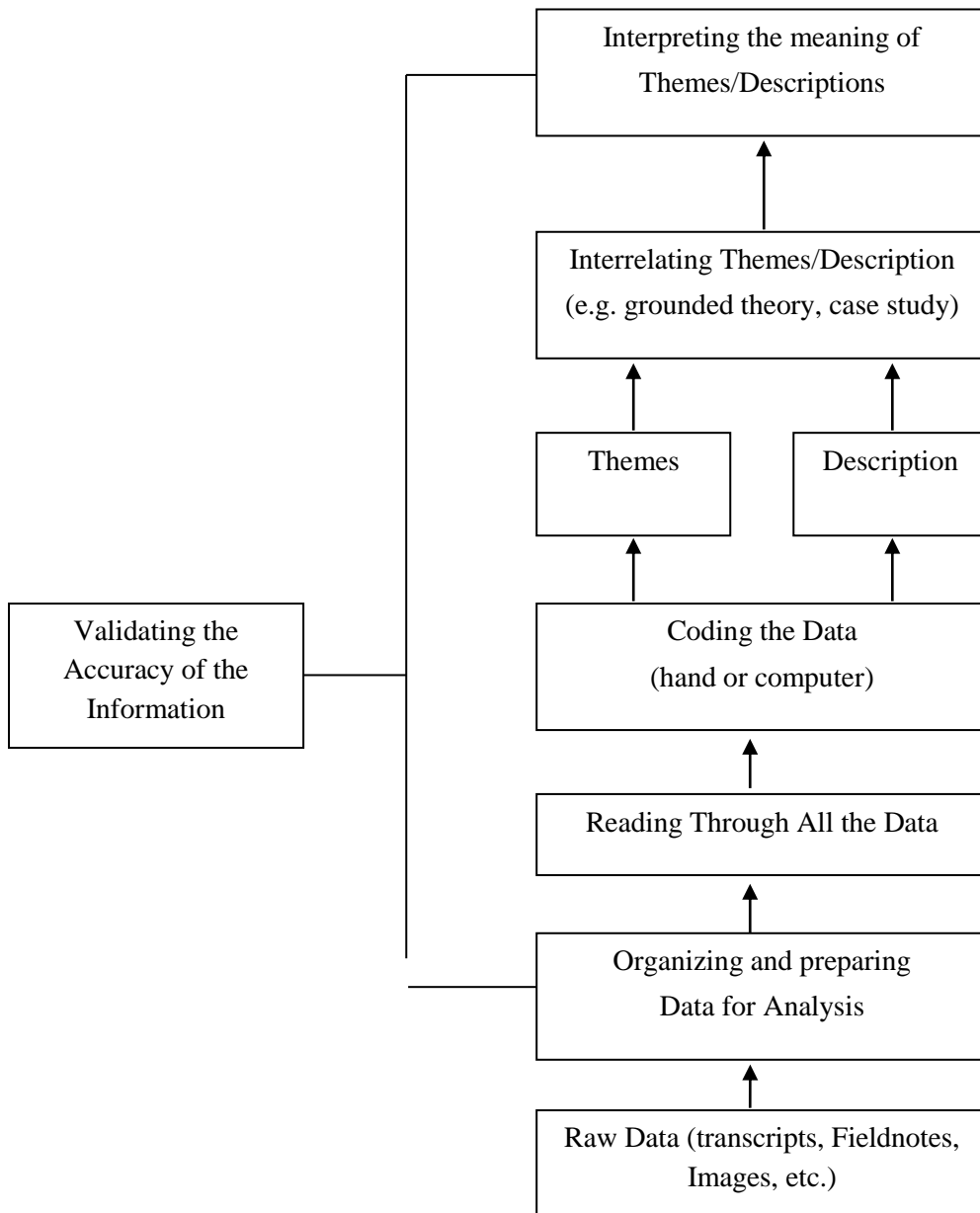
5. Advancing how the description and themes will be represented in the qualitative narrative

In this situation, researcher analyzed Bound Morpheme from students free writing in Students English Department of Morphology Subject at Fifth Grade State Institute for Islamic Studies of Metro. 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 the data analysis. In this phrase, researcher drew interpretation which is adapted for different kinds of design and flexible to convey personal, research-based, and action meaning.³⁸

³⁸ John W. Creswell, *Research Design; Third edition*, p 185-189



John W. Creswell model

Figure 3 Steps to Conduct Approach

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher in English department of morphology subject at fifth grade State Institute for Islamic Studies of metro. The result of the result, as follows:

1. Description of the Research Location

a. Brief History of IAIN Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of

three pillars of university, Implement a professional and cultivated institutional management system based on information technology.

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affairs Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of

Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last. The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

c. The Facilities of IAIN Metro

Table 5

The facilities of IAIN Metro

No	Facilities	Total of Room
1	Lectures's room	1
2	Computer laboratory unit & BMT	1
3	Library unit	1
4	Language laboratory unit	1
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	16
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1
16	Students committee office	1

Source: Documentation of State Islamic Institute (IAIN) of Metro

d. The Location sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different are. The first is at Jl. Ki Hajar Dewantara atreet 15 A, East Metro,

Metro City and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

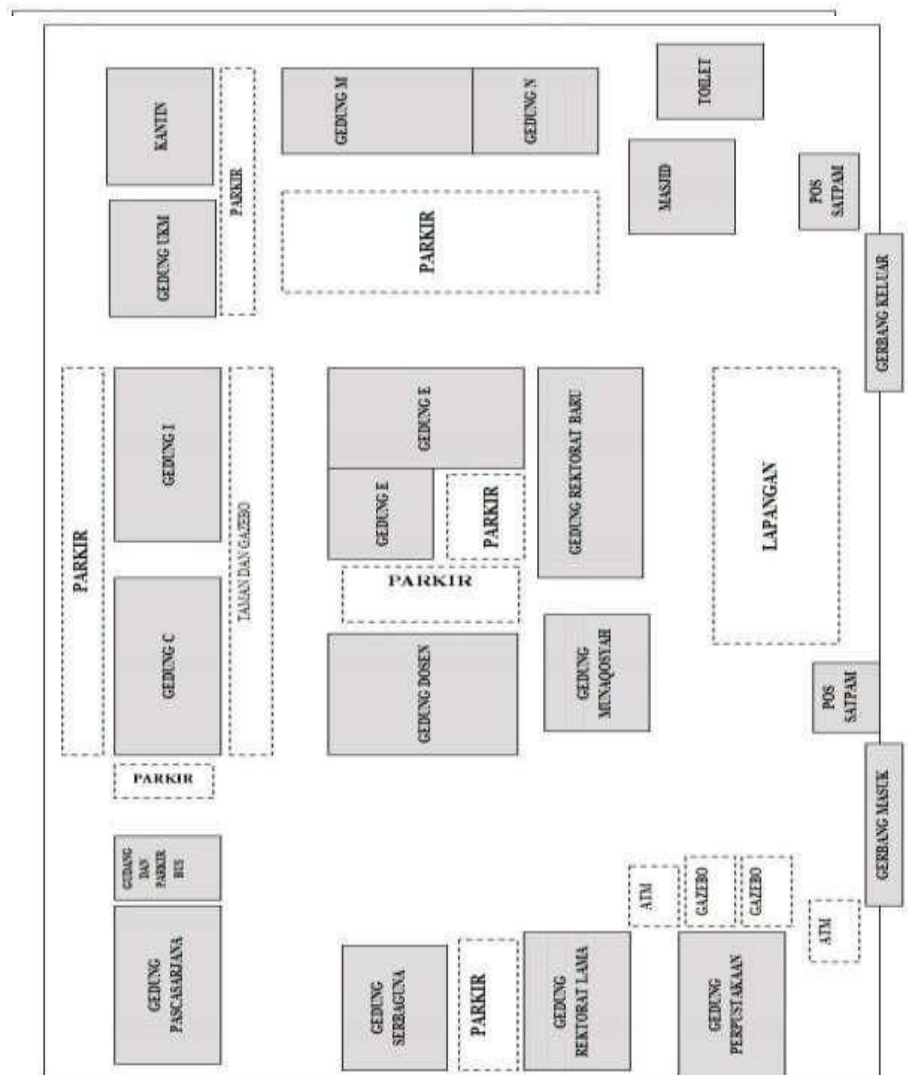


Figure 5: Location Sketch of IAIN Metro Campus 1

The Location Sketch of IAIN Metro 2

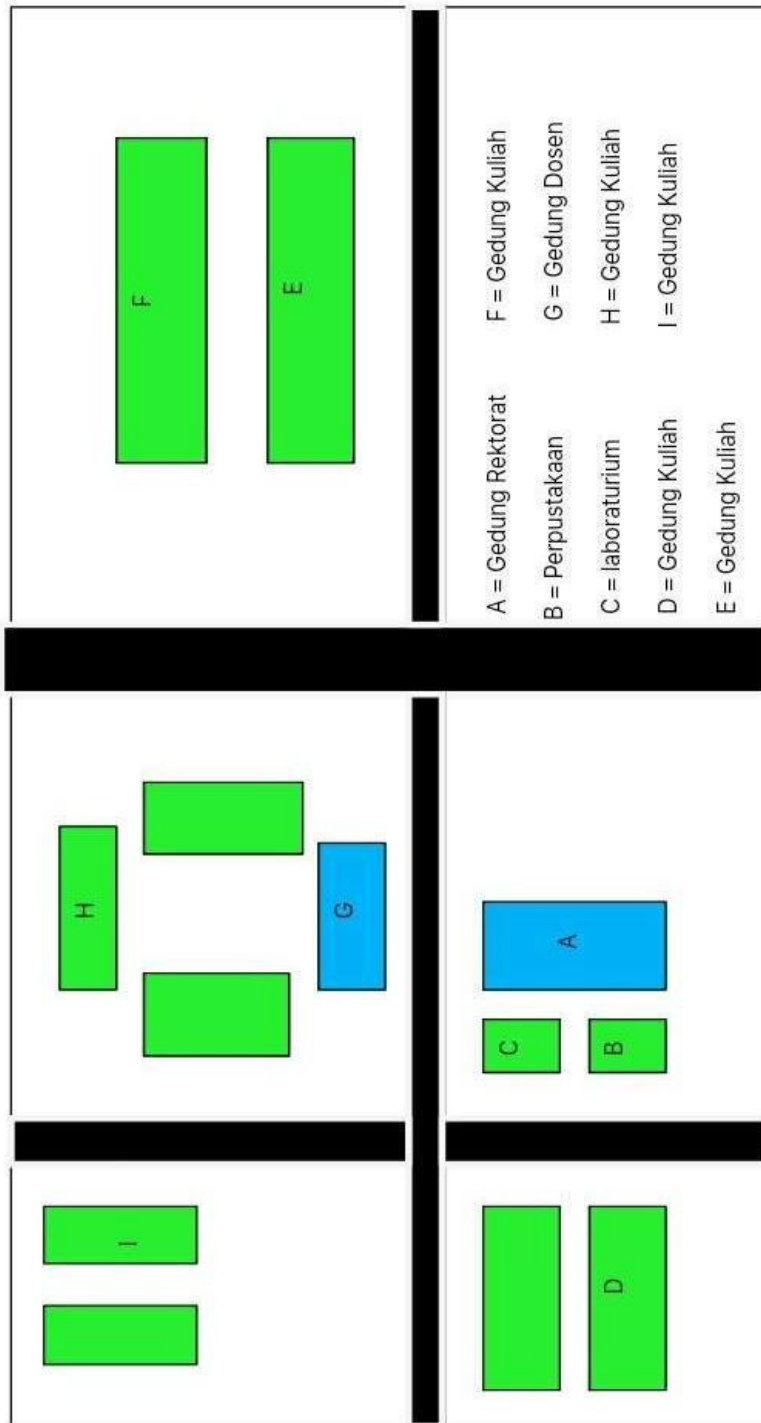


Figure 6: The Location Sketch of IAIN Metro Campus 2

2. Description of the Data Analysis

a. Observation Result

In this study, the researcher analyzed the bound morpheme contained in student document. The researcher has also analyzed the document of 15 students and found several bound morphemes of their document. In analyzing researcher used observation taken from document that has been written by students. Based on observation, the researcher found the bound morphemes.

From the observation, the total inflectional morpheme was found are 223 words which is divided into the -s suffix is 109, the -es suffix is 13, the -'s suffix is 3, the -ing suffix is 37, the -d suffix is 21, the -ed suffix is 31, the -en suffix is 4, the -er suffix is 6 and the -est suffix is not found. To see the table of inflectional morpheme was found, the researcher presents them in the table 3 in the appendix. The total derivational morpheme was found are 58 words which is divided into prefix dis- is 1, prefix in- is 1, prefix mis- is 1, prefix un- is 2, suffix -able is 2, suffix -ly is 19, suffix -ful is 1, suffix -less is 1, suffix -ion is 15, suffix -ment is 5, suffix -ation totals 8, and the suffix -ship is 1. To see the table of derivational morpheme was found, the researcher presents them in the table 4 in the appendix. It can be concluded that the kind of bound morpheme that most use in students document is suffix -s of the inflectional morpheme.

b. Interview Result

Researchers conducted an interview of students in Students English Department at Fifth Grade State Institute for Islamic Studies of Metro Academic Year 2020/2021. The interview refers to 15 students. These are 5 questions:

1. Why do you use that kind of bound morpheme in your freewriting most?
2. What do you know about affixes in derivational morpheme?
3. What do you know about affixes in inflectional morpheme?
4. Do you realize that you use bound morpheme during writing your freewriting?
5. Are you just following the directions without knowing that you are using that bound morpheme?

From the answers to the first interview questions, students did not know if the bound morpheme type was the most dominant they used because most of them only wrote and did not think about the bound morpheme. For answers to the second and third interview questions, students know what the affixes of the inflectional and derivational morphemes are. For the answer to the fourth interview question, 7 students said they realized that in their writing, they used a bound morpheme and as many as 8 students did not realize that they were using bound morpheme when writing. For the answer to the fifth interview question, there were 4 students who

did not only follow the directive and 11 students only followed the direction without knowing that they were using bound morpheme. To see the table of the result of interview, the researcher presents them in the table 5 in the appendix.

It can be concluded that why students are most dominant using that kind of bound morpheme because students only follow the direction given, do not thinking about bound morpheme and do not know that they mostly use the inflectional morpheme in their document.

c. The result of bound morpheme from students document

It can be concluded, from students document, researchers found a bound morpheme. The result of bound morpheme from students document there are inflectional morpheme was found 223 words or 79.36% and derivational morpheme was found 58 words or 20.64%. So, the bound morpheme that students most dominant use is the inflectional morpheme. To see the table of bound morpheme from students document, the researcher presents them in the table 6 in the appendix.

d. Discussion

Based on the observation, the researcher found what kind of bound morpheme from students document, here are the result of the analysis that found in student document. Table 7 is a table of inflectional morpheme and table 8 is a table of derivational

morpheme. the total inflectional morpheme was found are 223 words which is divided into the -s suffix is 109, the -es suffix is 13, the -'s suffix is 3, the -ing suffix is 37, the -d suffix is 21, the -ed suffix is 31, the -en suffix is 4, the -er suffix is 6 and the -est suffix is not found. The total derivational morpheme was found are 58 words which is divided into prefix dis- is 1, prefix in- is 1, prefix mis- is 1, prefix un- is 2, suffix -able is 2, suffix -ly is 19, suffix -ful is 1, suffix -less is 1, suffix -ion is 15, suffix -ment is 5, suffix -ation totals 8, and the suffix -ship is 1.

Then, based on the results of observations that I have analyzed, why the student most dominant using that kind of bound morpheme? Because of their ignorance and because of the student just following the directions. They understand what bound morpheme, affixes in inflectional morpheme, and affixes in derivational morpheme, but for the most dominant that they use it is the suffix -s of the inflectional morpheme they do not know when they write a document.

Furthermore, how the result of bound morpheme was found. There are two types of bound morpheme, namely inflectional morpheme and derivational morpheme. From students document, the researcher was found 223 words or 79.36% and derivational morpheme was found 58 words or 20.64%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the researcher discusses the bound morpheme, namely the inflectional morpheme and the derivational morpheme found in student document. The researchers found in student document. In this study the researchers found the inflectional morpheme that suffix -s is 109, suffix -es is 13, suffix -'s is 3, suffix -ing is 37, suffix -d is 21, suffix -ed is 31, suffix -en is 4, suffix -er is 6 and suffix -est is not found. From the derivational morpheme found that, prefix dis- is 1, prefix in- is 1, prefix mis- is 1, prefix un- is 2, suffix -able is 2, suffix -ly is 19, suffix -ful is 1, suffix -less is 1, suffix -ion is 15, suffix -ment is 5, suffix -ation totals 8, and the suffix -ship is 1.

The reason why students are most dominant in using that kind of bound morpheme because students only follow the direction given and do not know that they mostly use the inflectional morpheme in their writing because they just write without thinking about bound morpheme.

Then, the result from students document, the researchers found a bound morpheme. Inflectional morpheme was found 223 words or 79.36% and derivational morpheme was found 58 words or 20.64%. So, the bound morpheme that students most dominant use is the inflectional morpheme.

B. Suggestion

After getting the result of the analysis, the researcher would like to give some suggestions as considerations which are important for the lecturers and the students.

1. For the lecturer

This research will be so useful for English lectures. This can help to understand about morpheme and the kinds of morpheme, and then this research later they are also can use this research to help them when want to teach English, especially about morphology subject.

2. For the students

The students need to enlarge their knowledge about bound morpheme especially in inflectional morpheme and derivational morpheme.

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APPENDICES

Table. 1**The data pre survey from student documents**

No.	Students initial	Bound Morpheme	
		Derivational	Inflectional
1	AKW	2 words	7 words
2	ARR	1 word	10 words
3	AHR	0 word	11 words
4	ASH	1 word	10 words
5	CHN	1 word	8 words
6	DA	4 words	8 words
7	DMS	1 word	11 words
8	DR	4 words	7 words
9	EA	0 word	8 words
10	ESDA	0 word	6 words
11	EIM	2 words	5 words
12	FE	0 word	10 words
13	FAN	0 word	4 words
14	HMA	4 words	8 words
15	HPA	2 words	5 words
16	HM	1 word	7 words
17	IS	1 word	4 words
18	IYS	3 words	9 words
19	KN	1 word	11 words
20	LH	2 words	7 words
21	MJ	2 words	9 words
22	MNH	1 word	6 words
23	NA	2 words	6 words
24	NN	1 word	11 words
25	RAN	1 word	11 words
26	SSS	2 words	8 words
27	WS	0 word	6 words
28	YM	0 word	10 words
29	YRP	0 word	6 words
30	YEW	2 words	5 words
Total		41 words	235 words
Percentage		14.85%	85.15%
Total percentage		100%	

Source: The data pre survey taken on 29 October 2019

Table 3**Table of Inflectional morpheme from students freewriting**

No	Students initial	Inflectional Morpheme								
		-s	-es	-'s	-ing	-d	-ed	-en	-er	-est
1	EW	8	1		3	1	1		1	
2	FR	2			5	1	3	1		
3	FAR	6	1		3	1			2	
4	HP	11	2	1	6	1				
5	JP	4			4	3	1		2	
6	K	5				1	4	1		
7	LM	9			1	1	1	1		
8	RY	3			2	1	1			
9	RS	12			3	1	1			
10	SN	10	4		5	1	6		1	
11	UK	13	2		2		3			
12	URP	4		1	1	1	1	1		
13	WS	6	1		1	3	3			
14	W	2	1		1	5	5			
15	YM	14	1				1			
Quantity		109	13	2	37	21	31	4	6	

Table 4. Table of Derivational morpheme from students freewriting

No	Students initial	Derivational Morpheme																		
		Dis-	In-	Ex-	Mis-	Il-	-able	Ify-	Im-	Un-	Non-	-ly	-full	-ful	-less	-ion	-ment	-ation	-ance	-ship
1	EW		1									1				2	1	1		
2	FR											2								
3	FAR											1				3		1		
4	HP															2				
5	JP	1																		
6	K						2											1		
7	LM											1				2				
8	RY															1				
9	RS								1			3						1		
10	SN											7		1		1	2			
11	UK											1				1		1		
12	URP								1			1								
13	WS																	1		1
14	W				2							2				1	1	1		
15	YM														1	2	1	1		
Quantity		1	1		2		2			2		19		1	1	15	5	8		1

Table 5
The Result of Interview

No	Questions	Responses
	Why do you use that kind of bound morpheme in your freewriting most?	<ol style="list-style-type: none"> 1. I do not know, because when I write something I do not think about morpheme. 2. I do not know if I use that kind of bound morpheme most. 3. I do not know because I do not think about it. 4. I do not know that I use that kind of bound morpheme in my freewriting. 5. I do not know because when I write something I do not think about bound morpheme. 6. I do not know if in my freewriting I use bound morpheme. 7. I do not know if I use that bound morpheme most. 8. I do not know but it was literally happen when I do freewriting to use bound morpheme. 9. I do not know if I use that kind of bound morpheme when I write my freewriting. 10. I do not know if I use that kind of bound morpheme most in my freewriting. 11. I do not know because I just write it. 12. I do not know about it. 13. I do not know because when I write I just write it without thinking about bound morpheme. 14. I do not know if I use that bound morpheme most. 15. I do not know because I do not think about it.
	What do you know about affixes in derivational morpheme?	<ol style="list-style-type: none"> 1. I know the affixes in derivational morpheme because derivational morpheme is an affix a group of letters added before the beginning or prefix or after the end or suffix. 2. When we create new words. 3. Affixes in derivational morpheme can be classified into two types prefix and suffix. 4. I think affixes in derivational morpheme are a group of letters that add before or after a base

		word to create a new word.
		5. Derivational morpheme that attached in a word as prefix or as suffix.
		6. Word sometimes is built by joining of affix and root together, sometimes it can form a new word with the new meaning and it can change the part of speech
		7. Affixes in derivational morpheme are a group of letters that add before or after a base word to create a new word.
		8. I am little bit remember about affixes and I know the example about affixes.
		9. It is word that we add in a word in beginning and also at the end of word.
		10. In my opinion derivational morpheme are changing the form of meaning or word in two ways
		11. Affixes in derivational morpheme can be classified into two types such as prefix and suffix.
		12. In derivational morpheme there is a process of word formation talks affix. Affix itself are in the form of the prefix and suffix.
		13. Affixes in derivational morpheme can be classify into types such as prefix and suffix and prefix add to the beginning of words and suffix add to ending of words, for example in prefix un, pre, and for example in suffix s, ed and es.
		14. Affixes in derivational morpheme there are two such as prefix and suffix.
		15. Affixes in derivational morpheme because derivational morpheme is an affix a group of letters added before the beginning or prefix or after the end or suffix.
	What do you know about affixes in inflectional morpheme?	1. I know about suffix in inflectional morpheme because in English morphology, an inflectional morpheme is a suffix that is added to a word such as a noun, verb, adjective or an adverb.
		2. When we create new form of the same word, like walk-walks-walked so we just create new form.
		3. In inflectional only suffix that containing but I do not know how to explain about suffix in inflectional.
		4. I think affixes in inflectional morpheme is group of letters that added before or after a base word to create a new form of word.
		5. Same as the affixes in derivational morpheme it is the part of morpheme than can be prefix or

		suffix in a word.
		6. Inflection is a word that has the same basic meaning or does not change the meaning of the root word.
		7. Affixes in inflectional morpheme that I know is just suffix.
		8. I think same as the second question.
		9. Similar to previous affix in inflectional morpheme is word that we use or we add in a root or base word to make a word.
		10. Inflectional morpheme are unable to change the form of meaning of word and only able to modify the form of a word.
		11. Affixes in inflectional morpheme such as grammatical function.
		12. Inflectional morpheme is a word that has the same basic meaning and does not change the meaning of word.
		13. Affix in inflectional morpheme only suffix that's containing but I do not know how to explain about suffix in the inflectional.
		14. Affixes in inflectional morpheme is group of letters that added before or after a base word to create a new form of word.
		15. An affix is a bound morpheme that attaches to the stem of a word to form either a new word or a new form of the same word.
	Do you realize that you use bound morpheme during writing your freewriting?	1. I realize that I used the bound morpheme during my freewriting.
		2. Yes, I do in each paragraph of course there are word with have bound morpheme.
		3. No, I do not
		4. Yes, I do realize I use bound morpheme during writing my freewriting.
		5. I do not think what kind of bound morpheme that I use
		6. Yes I realize I use bound morpheme in freewriting
		7. No, I do not know if I use bound morpheme

		8. Yes, I realize that I use bound morpheme on my freewriting.
		9. Yes, I do
		10. I just write without thinking about bound morpheme
		11. I do not realize.
		12. No, I do not realize about it
		13. Yes, I do sometime I use bound morpheme in freewriting.
		14. No, I do not know
		15. No, I do not realize that I use bound morpheme
	Are you just following the directions without knowing that you are using that bound morpheme?	1. Yes, I am I just following the direction without knowing that use the bound morpheme.
		2. Yes, I am but sometimes I do not know if I use the bound morpheme
		3. Yes, I just follow the direction.
		4. Yes, I just follow the direction.
		5. Yes, I just following bound morpheme when I wrote a freewriting.
		6. Yes, I just following the direction.
		7. Yes, I just following the direction
		8. No, I know and I realize when I use bound morpheme.
		9. No, I am not. I know that I am using bound morpheme in my writing.
		10. Yes, I just follow the direction without knowing I use using bound morpheme.
		11. Yes, I just following the direction and I do not know if I using bound morpheme.
		12. No, I know the bound morpheme in the paragraph I made.
		13. No, I know that sometime I wrote the bound morpheme.
		14. Yes, I just following the direction.
		15. Yes, I just following the direction.

Table 6. The Result of bound morpheme from students freewriting

No.	Students initial	Quantity	
		Bound Morpheme	
		Inflectional	Derivational
1	EW	15	6
2	FR	12	2
3	FAR	13	5
4	HP	21	2
5	JP	14	1
6	K	11	3
7	LM	13	3
8	RY	7	1
9	RS	17	5
10	SN	27	11
11	UK	20	3
12	URP	9	2
13	WS	14	2
14	W	14	7
15	YM	16	5
Total		223	58
Percentage		79.36%	20.64%
Total Percentage		100%	

Table 7. word of inflectional morpheme

Suffix	Stem Function		Word
-s / -es	N	Plural	Means, Adults, Activities, Effects, Relatives, Spectacles, Friends. Members, Users, Areas, Forums, Discussions, Seems, Resources, Humans, Animals, Trees, Oceans, Rocks, Conditions, Types, Concludes, Categories, Stereophomes, Clothes, Riverbanks, Corners, Signs, Hopes, Aspirations, Colleges, Sights, Faces, Students, Smartphones, Impacts , Cellphones, Characters, Restrictions, Uploads, Messages, Adds, Times, Periods, Experiences, Stories, Years, Universities, Assignments, Files, Things, Parents, Obstacles, Facilitates, Ideas, Thoughts, Networks, Communities, Documents, Videos, Photos, Tasks , Applications, Businesses, Costumers, Places, Diseases, Allows, Posts, Countries, Specialties, Courses, Habits, Conditions, Minerals, Institutions, Decisions, Affects, Consists, Tools , Components, Plants, Micro-organisms, Viruses, Studies, Benefits, Platforms, Sides, Functions,

Suffix	Stem Function		Word
-s	V	3 rd person singular present tense	Uses, Requires, Says, Flies, Gives, Includes, Continues, Lives, Comes, Makes, Helps,

Suffix	Stem Function		Word
-‘s	N	Possessive	Earth’s, people’s

Suffix	Stem Function		Word
-ing	V	Progressive	Spreading, Visiting, Forgetting, Boarding, Flowing, Going, Getting, Accessing, Uploading, Providing, Living, Being, Avoiding, Floating, Ranging, Participating, Messaging,

			Wrapping, Studying, Beginning, Tiring, Sharing, Building, Throwing, Networking, Learning, Interesting, Amazing, Using, Making
--	--	--	---

Suffix	Stem Function		Word
-d / -ed	V	Past tense	Used, Limited. Accepted, Embarrassed, Closed, Excited, Divided, Displaced, Changed, Scattered, Polluted, Entered, Pleased, Returned, Mixed, Viewed, Ended, Graduated, Stared, Relaxed, Chased, Continued, Originated, Asked, Adopted, Wanted, Resolved, Launched, Changed, Limited, Expanded, Tried, Penetrated, Explained, Devastated, Misguided, Followed, Decided, Based , Misplaced, Realized, Interpreted, Offered, Distracted

Suffix	Stem Function		Word
-en	V	Past participle	Been, seen

Suffix	Stem Function		Word
-er	Adj	Past tense	Easier, Faster, Longer, Higher,

Table 8. word of derivational morpheme

Verb to Noun		
1	Interact + ion	Interaction
2	Inform + ation	Information
3	Entertain + ment	Entertainment
4	Connect + ion	Connection
5	Discuss + ion	Discussion
6	Create + ion	Creation
7	Pollute + ion	Pollution
8	Relate + ion	Relation

9	Aspire + ation	Aspiration
10	Restrict + ion	Restriction
11	Educate + ion	Education
12	Depart + ment	Department
13	Assign + ment	Assignment
14	Combine + ation	Combination
15	Develop + ment	Development
16	Communicate + ion	Communication
Adjective to Adverb		
1	Wide + ly	Widely
2	Actual + ly	Actually
3	Usual + ly	Usually
4	Quick + ly	Quickly
5	Definite + ly	Definitely
6	Direct + ly	Directly
7	Final + ly	Finally
8	Official + ly	Officially
9	Immediate + ly	Immediately
10	Especial + ly	Especially
11	Initial + ly	Initially
12	Real + ly	Really
13	Recent + ly	Recently
14	Simultaneous + ly	Simultaneously
Noun to Adjective		
1	Dis + placed	Displaced
2	Comfort + able	Comfortable
3	Mis + guided	Misguided
4	Mis + placed	Misplaced
5	Intent + ion	Intention
6	Life + less	Lifeless
Adjective to Adjective		
1	In + appropriate	Inappropriate
2	Un + pleasant	Unpleasant

3	Un + forgettable	Unforgettable
Noun to Adverb		
1	Name + ly	Namely
Noun to Noun		
1	Member + ship	Membership
2	Institute + ion	Institution
Adjective to Noun		
1	Determinate + ion	Determination
2	Intent + ion	Intention
Adverb to Adverb		
1	Un + fortunately	Unfortunately

Test

Name : Eka Wahyuni

St. Number : 1801071016

Class : A

Social Media

Social media is the media used by many people. Social media can be used for long distance interaction, sharing, information, entertainment, and also for business use. Social media is not limited by space and time. The goal of social media itself is a means of communicating with others. When a person uses social media, it requires a steady and fluent internet connection.

Social media is spreading all over the world today, from children to adults know and use the social media. Most of social media is used for information, entertainment, business activities and to stimulate a persons daily activites. Among the widely used by social media such as Instagram, Yotube, Whatsap, Twitter. Social media also has positive and negative effects. The positive effects of social media use make it easier for someone to interact with distant relatives. While the negative effects of social media use include a host of inappropriate entertainment or spectacles such as pornography, violence and the other.

Test

Name : Fatikhatur Rohmah

St. Number : 1801071019

Class : A

My first collage experience

2018 year ago I was accepted in one of college in metro. Actually I had never been visiting Metro. I just know the name but don't know how and where metro is. Of course that is my first experience in metro. I don't have a friend or family in metro. I'm forgetting about the date of first time I go to college. I went to college with my friend namely Kinanti yeah she is my friend in a boarding house too. The first met I got embarrassed with my new friends in class. But day by day time is flowing and I began closed with my friend. Flashback ..

Since I Sign up in the college I was met with friends who To be my squad friends. I'm so happy because I have kind friends. There are 7 members in our squad namely Adel, annisa, feby, erni, vivi, Elly and me. Every day we are going to college together. My squad always make me excited to study in college. We always hangout together, do task together and everything together, I am into it. I wish that my squad always be my first and forever squad.

Test

Name : Firdha Aulia Rachma

St. Number : 1801070026

Class : A

Social media

Social media is a media used for long distance communication or a process of interaction between one user and another and also getting information. The purpose of social media is as a means of communication to connect between users and vast areas of coverage. We can find out what is going on in any region or country.

To make it easier and faster on social media requires a steady and fast Internet connection, simply accessing social media can connect with many people, forums, discussions together, uploading your daily activities, and so on. Today is widely used social media is facebook, instagram, twitter, line and so on. As social media users we must also be wise to use it, as we must be able to tell what is real news or what is a hoax.

Test

Name : HAANII PRADINI

St. Number : 1801072015

Class : A

Environment

The environment seems to be the place in which some of the earth's resources adjust to stand. For example of the earth's resources that contribute to the creation of an environment are humans, animals, trees, oceans, and rocks. Those are in responsible for providing an organism with living conditions.

Moreover, the environment is divided into two types: physical and biological. The first type includes atmosphere (air), hydrosphere (water), and lithosphere (solid). The second type includes all living being. Both of those categories have relation to survive on earth. Thus, the environment is important, and we have to protect it with avoiding abusive behavior including the pollution, tree removal, and other human bad activities.

Test

Name : Jevita Pebrinda

St. Number : 1801070037

Class : A

Environment

The river in our village is no longer like the river in the past. The color is now black with the amount of garbage floating on its surface, ranging from plastic waste, Styrofoam, being displaced, to clothes also participating in the river. The clean riverbanks have also changed.

Garbage that is scattered and in some corners there is also garbage piling up, now a common sight in our river. These are signs that our river is very polluted and the water is no longer healthy. Meanwhile, the river is one of our sources of water.

Test

Name : Kinanti

St. Number : 1801071025

Class : TBI / A

My first college experience

My first day in college was an important event in my life. For me this is an unforgettable day. During my school days, I caught a glimpse of campus soap opera life on tv.

I entered the college environment with new hopes and aspirations. I am pleased to see that colleges present new sights. This is very different from what I have seen in and around our school. I found many faces that I didn't recognize.

Here the students find a comfortable atmosphere that they don't have in school. For this they find it easy and comfortable here. I felt a new rhythm in life and returned home with a mixed sense of responsibility and freedom.

Test

Name :Lulu Maileni

St. Number :1801070042

Class : A

Social Media Whatsapp

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that you usually use on old cellphones. But WhatsApp doesn't use credit, but internet data. So, in this application, you don't have to worry about the length of the characters. There are no restrictions, as long as your internet data is adequate.

It says yes WA as social media for users who use the Status feature. There is an interaction when a user uploads a photo, video, or text that causes interaction via chat messages. It says no to users who have never seen and used the Status feature. Some people I know even want Whatsapp like an instant messenger application. Even though there are many social media, and the Status feature adds one more activity for people to upload.

Test

Name : Rizki Yuniarsih

St. Number : 1801071048

Class : A

English Learning by Social Media

Social Media is an online media that people use to interact with each other. There are many benefits if someone has social media. Someone can interact with anyone. In education, social media can be used as learning media. Indonesia is a country that uses English as a second language. Because English is an international language, Indonesian people have to learn English.

There are many platforms that can be used as learning media. For example, Twitter, Instagram, Facebook, YouTube etc. Now, many people offered to learn English through social media. Even, many people think that learning English through social media is more interesting than learning English at school.

Test

Name : Rosmalita Septiana

St. Number : 1801074001

Class : A

Social Media

Social media, just like other things, comes with two different sides. There are positive and negative sides. What makes different is how people use it. We can not avoid that influence of social media in this era are so amazing with all of its functions. It helps us to live a better life using those modern tools. What people often use recently are instagram, whatsapp, tik tok, facebook, twitter, youtube etc. With those platforms, people can communicate and make friends with other people out there, people can get and share information, people can make money, etc.

Unfortunately, if we talk about social media we need to take a look to other negative impacts in our life. Sometimes, people can get distracted and can not concentrate in their tasks especially for students when they're on social media. Further, social media might be a problem of social life because people just focus on making friend on social media. People tend to give less attention to people around them in real life. So, based on the positive and negative sides of social media above, at the end it is up to the person who use this technology product.

Test

Name : SINTA NOVENDA

St. Number : 1801070059

Class : A TBI/6

My first college experience

Time flies so quickly, it turns out that the good times that people usually call gray-white periods have ended 3 years ago. Lots of unique experiences and stories during the three years of wrapping a high school degree, which every student who has just graduated from high school will definitely not forget. We know, most people will choose to continue their education to a higher level, namely to college, some choose to work directly or do other activities. And that decision was also my choice when I graduated from high school, namely to continue my education to one of the universities in Metro, namely IAIN METRO. Alhamdulillah, I was accepted in the Department of English Education at IAIN METRO, then I did a re-registration, and finally I have officially become a new student candidate at IAIN METRO.

When I started studying in August 2018, it was the beginning of a new story in my life at IAIN METRO. At first I thought that college is more relaxed than high school, but the reality is not like that. College is not as easy as what I thought so far, I am always being chased by assignments that pop up every day, files start to pile up on my cellphone and other things. Even though it was tiring, I continued to carry out this lecture with enthusiasm because of the enthusiasm of my parents, so that I was able to overcome all obstacles and it was already in semester 6. I hope all these experiences can be useful for me in the future, and for people my parents, I hope we can continue to be together until I as a child can make you happy.

Test

Name : Umi Kulsum

St. Number : 1801070067

Class : A

Social Media

Social media is a computer based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or smartphone via web-based software or applications.

Social media originated as a way to interact with friends and family but was later adopted by businesses that wanted to take advantage of a popular new communication method to reach out to customers. The power of social media is the ability to connect and share information with anyone on Earth, or with many people simultaneously.

Test

Name : Umi Reza Pratiwi

St. Number : 1801070068

Class : TBI A

Environment

"Throw away the trash in its place!", This sentence is a simple sentence that we often encounter in various places. However, this sentence in fact cannot solve the problem of the amount of garbage that has been piling up at this time. build up to create an ugly sight and unpleasant odor.

The current waste continues to increase in number. The amount of waste that continues to increase and is not immediately resolved will have a negative impact on the environment and people's lives, especially our health. There will be many diseases that arise as a result of this garbage. To overcome this problem, we have to start from ourselves. There is nothing wrong for us to get used to throwing garbage in its place.

Test

Name : Widya Sari

St. Number : 1801072037

Class : A

SOCIAL MEDIA

Facebook is a social networking site that allows users to interact with other users around the world. Almost everyone in the world has this American-made social networking account. In this social networking site, users can upload various information about themselves, so that other Facebook users can find out this information to get to know the owner of the account better. Not only that, Facebook account users can also comment on various things such as status posts or other information that they share on this social networking site.

The Facebook site was first launched on February 4, 2004. At this time Facebook still had the name "The Facebook" which was later changed and removed from its "The" section. Membership of this social networking site was initially limited to students and Harvard.edu account holders only. Over time, this social networking site has expanded its reach to foreign countries and at this time has penetrated all over the world. In Indonesia, Facebook is still a favorite of the people, both young and old.

Test

Name : Wuniati

St. Number : 1801070073

Class : A

My first college experience

When I was in first semester I felt stupid in class because I couldn't speak English, when the lecturer explained and gave my assignment I always asked my friends and that was where I felt very devastated and felt misguided but I tried to accept it and find a way out. For one year i just followed the plot and in the end i decided to go to pare for English specialty. At that time I felt misplaced, I just found out that there are a lot of specialties in Pare but there are very few courses that really focus on learning.

Kampung Inggris Lampung is the course that I take after I come home from Pare. There I really wanted to learn English because I realized that I couldn't speak English. As the time goes on, finally I can speak English even though it's not perfect but I'm lucky to be able to change my habits, destiny through my determination and I'm sure if there is an intention there must be a way.

Test

Name : Yesi Maryuningsih

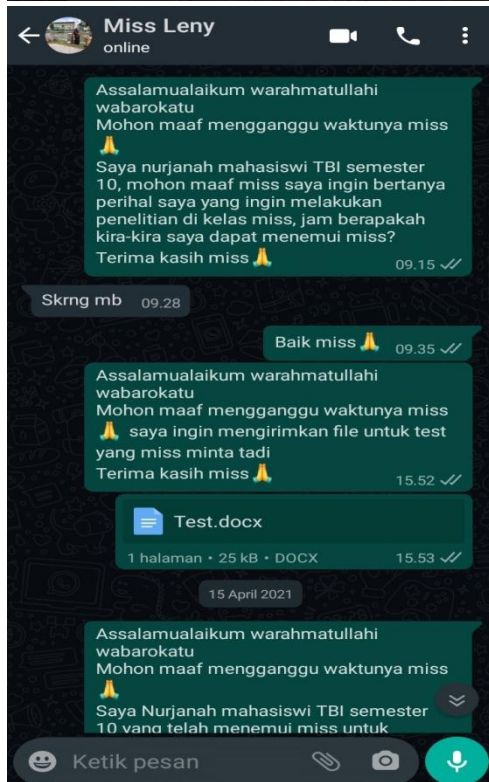
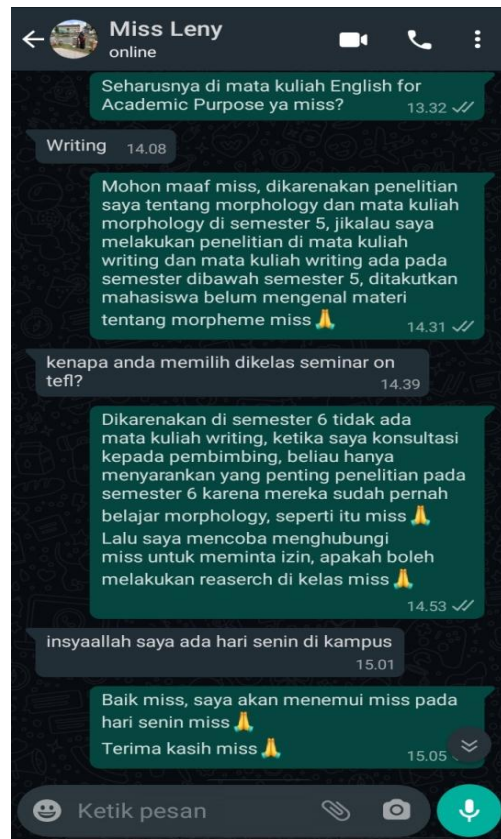
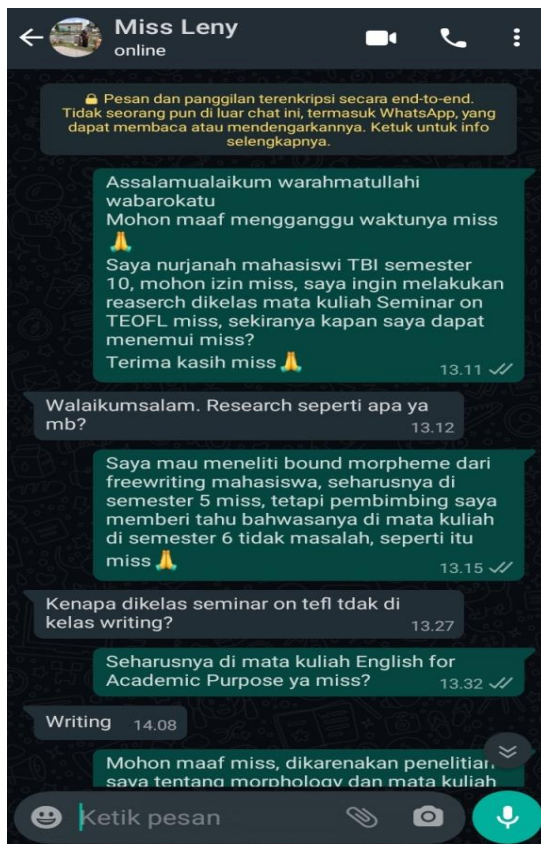
St. Number : 1801070074

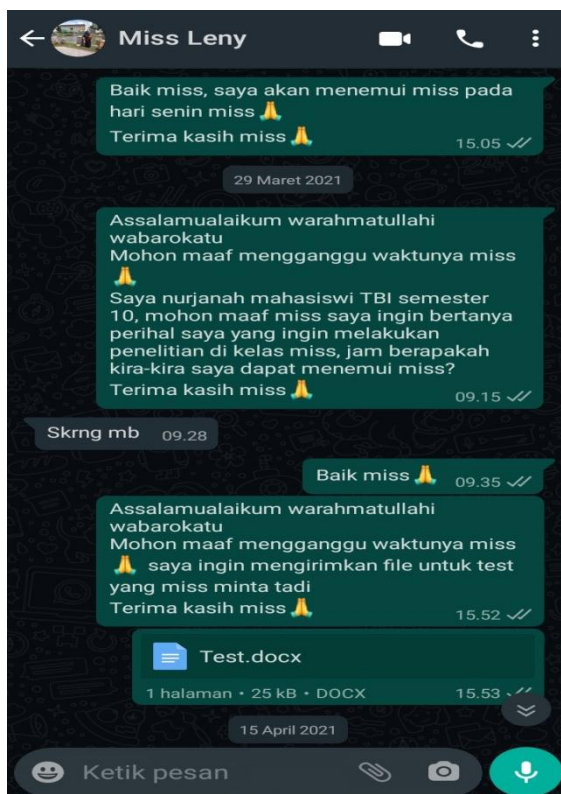
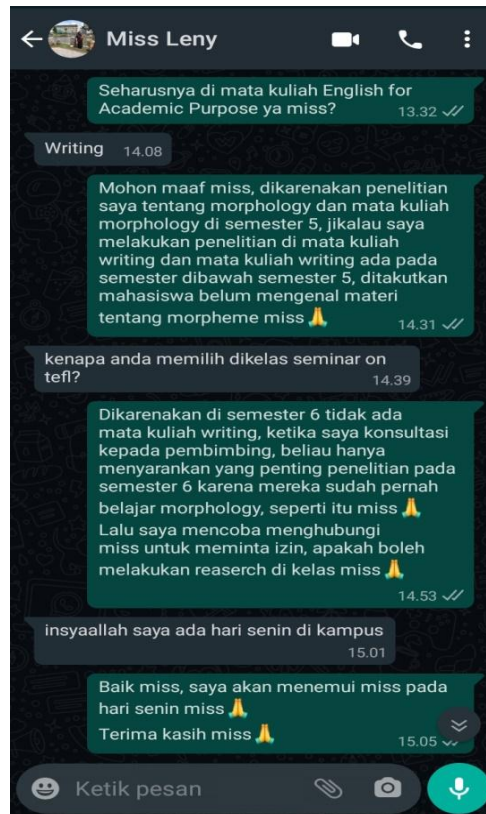
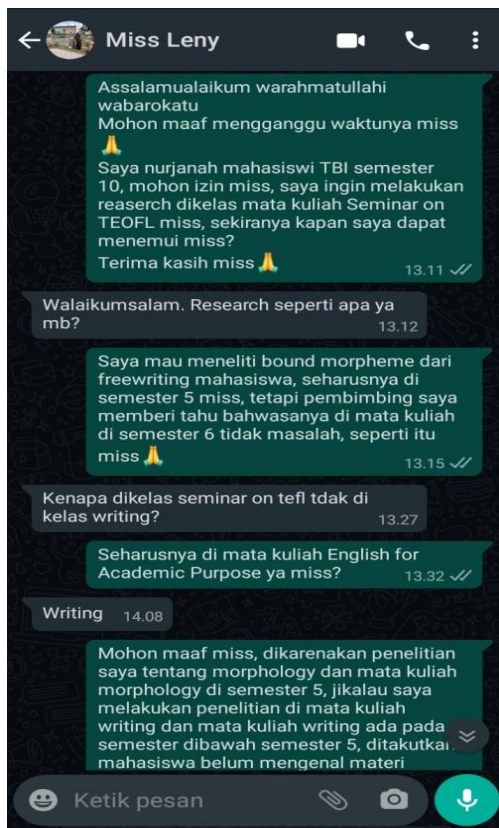
Class : A

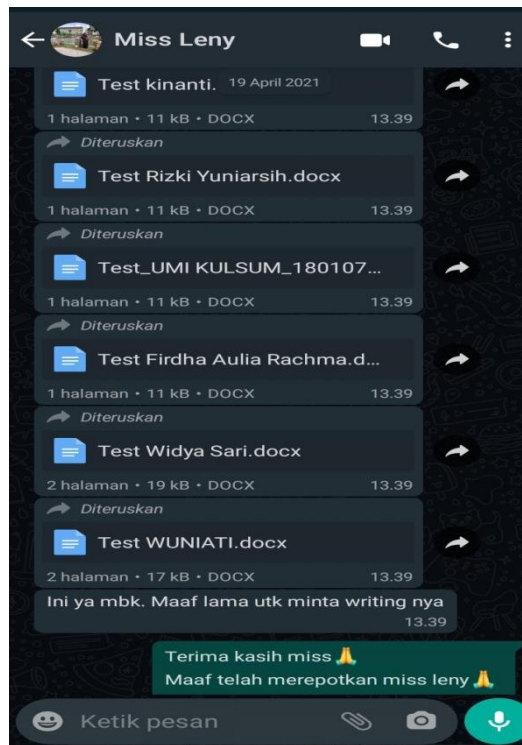
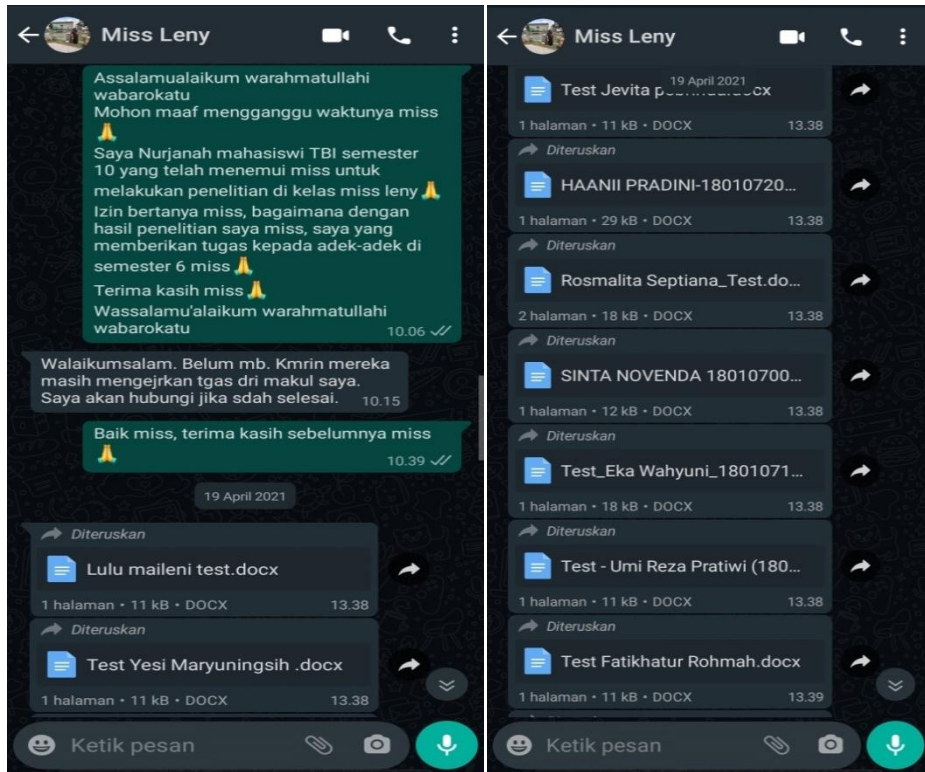
Environment

The environment is a combination of physical conditions that include the state of natural resources such as land, water, solar energy, minerals, and flora and fauna that grow on land and in the oceans, with institutions that include human creation, such as decisions on how to use the physical environment. The environment can also be interpreted as everything that is around humans and affects the development of human life.

Environment consists of biotic and abiotic components. The abiotic component is everything that is lifeless such as soil, air, water, climate, humidity, light, sound. While the biotic component is everything that is animate, such as plants, animals, humans and micro-organisms (viruses and bacteria). The science that studies the environment is environmental science or ecology. Environmental science is a branch of biology.









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507 Faks (0725) 47296 Website digilib.metrouniv.ac.id, pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-403/In.28/SIU.1/OT.01/05/2021

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

Nama	NURJANAH
NPM	1601070038
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070038

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juni 2021
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nurjanah
NPM : 1601070038
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 05 Juli 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

3/5/2021

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0585/In.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KETUA JURUSAN TBI INSTITUT
AGAMA ISLAM NEGERI METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0584/In.28/D.1/TL.01/03/2021,
tanggal 02 Maret 2021 atas nama saudara:

Nama : **NURJANAH**
NPM : 1601070038
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF BOUND MORPHEME IN STUDENTS ENGLISH DEPARTMENT OF MORPHOLOGY SUBJECT AT FIFTH GRADE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO ACADEMIC YEAR 2020/2021".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Maret 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

3/5/2021

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-0584/In.28/D.1/TL.01/03/2021

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

Nama : **NURJANAH**
NPM : 1601070038
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF BOUND MORPHEME IN STUDENTS ENGLISH DEPARTMENT OF MORPHOLOGY SUBJECT AT FIFTH GRADE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO ACADEMIC YEAR 2020/2021".
 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 : 02 Maret 2021

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS (TBI)

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroiniv.ac.id e-mail: iain@metroiniv.ac.id

SURAT KETERANGAN

Nomor B-1514/In 28 1/J/PP 00 9/05/2021

Assalamualaikum Wr Wb

Yang bertanda tangan dibawah ini

Nama Andianto M Pd
NIP 19871102201503 1 004
Jabatan Ketua Jurusan
Jurusan Tadris Bahasa Inggris (TBI)

Menerangkan bahwa

Nama Nurjanah
NPM 1601070038
Jurusan Tadris Bahasa Inggris (TBI)
Fakultas Tarbiyah dan Ilmu Keguruan
Instansi Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *research* dengan judul "*An Analysis Of Bound Morpheme In Students English Departement of Morphology Subject At Fifth Grade State Institute For Islamic Studies Of Metro Academic Year 2020/2021*" yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 05 s d 09 Maret 2021

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya

Wassalamualaikum Wr Wb

Metro, 07 Mei 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-0125/In 28 1/JJ/TL.00/01/2021
Lampiran : -
Penhal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Kuryani (Pembimbing 1)
Andianto (Pembimbing 2)
di-

Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NURJANAH**
NPM : 1601070038
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF BOUND MORPHEME IN STUDENTS ENGLISH
DEPARTMENT OF MORPHOLOGY SUBJECT AT FIFTH GRADE
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
ACADEMIC YEAR 2020/2021**


Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Januari 2021
Ketua Jurusan
Tadris Bahasa Inggris


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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurjanah
NPM : 1601070038

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at 25/2021 /06	✓		- Data analisis - Discussion gunakan format 1 what ...? 2 Why ...? 3 How ...?	
2	Kamis 01/2021 /07	✓		Acc Munagasyah	

Mengetahui
Ketua Jurusan TBI

Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : Nurjanah
NPM : 1601070038

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 09/2021 /06		✓	Revisi Chapter IV Complete Formulation and Result and Discussion	
	16/06 ²		✓	Revisi All Kerd 2X Complete Chapter ect.	
	23/21 /6		✓	Acc. Nijayansah A.H.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE



The name of researcher is Nurjanah she was born in Wana, on May 29th 1998. She is the first child of happy couple, Mr. Ali Udin and Mrs. Patimah. She has two sister. Her fisrts young sister's name is Sri Handayani and her second young sisterr's name is Alfa Zahrah.

She was enrolled at TK PGRI 1 Wana in 2003 and graduated in 2004. She continued her study at SDN 1 Wana, and graduated in 2010. She continued her study at SMPN 1 Melinting, and graduated in 2013. She studied in MAN 1 East Lampung and graduated in 2016. She was continued her study in 2016, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.

