

BUILDING
A BETTER
VOCABULARY
BY WORD
FORMATION
PROCESS

Diterbitkan atas bantuan penulisan buku
LPPM IAIN Padangsidimpuan tahun 2021

Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, sebagaimana yang telah diatur dan diubah dari Undang-Undang Nomor 19 Tahun 2002 bahwa:

Kutipan Pasal 113

- (1) Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000,- (seratus juta rupiah).
- (2) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,- (lima ratus juta rupiah).
- (3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,- (satu miliar rupiah).
- (4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,- (empat miliar rupiah).

BUILDING A BETTER **VOCABULARY** BY WORD **FORMATION** **PROCESS**

Fitri Rayani Siregar, M.Hum.

Eka Sustri Harida, M.Pd.



BUILDING A BETTER VOCABULARY BY WORD FORMATION PROCESS

Edisi Pertama

Copyright © 2021

ISBN 978-623-384-030-9

13,5 x 20,5 cm

xii, 92 hlm.

Cetakan ke-1, November 2021

Kencana. 2021.1555

Penulis

Fitri Rayani Siregar, M.Hum.

Eka Sustri Harida, M.Pd.

Diterbitkan oleh Kencana

Bekerja sama dengan IAIN Padangsidimpuan Press

Desain Sampul

Eko Widiyanto

Penata Letak

Rendy & Miya

Penerbit

K E N C A N A

Jl. Tandra Raya No. 23 Rawamangun - Jakarta 13220

Telp: (021) 478-64657 Faks: (021) 475-4134

Divisi dari PRENADAMEDIA GROUP

e-mail: pmg@prenadamedia.com

www.prenadamedia.com

INDONESIA

Dilarang memperbanyak, menyebarluaskan, dan/atau mengutip sebagian atau seluruh isi buku ini dengan cara apa pun, termasuk dengan cara penggunaan mesin fotokopi, tanpa izin tertulis dari penerbit dan penulis.

Sambutan

Rektor IAIN Padangsidimpuan

Bismillahirrahmanirrahim

Puji dan syukur dipanjatkan ke hadirat Allah Swt., berkat rahmat dan hidayah-Nya akhirnya penerbitan buku ajar dan buku referensi di lingkungan IAIN Padangsidimpuan dengan menggunakan anggaran tahun 2021 ini bisa diwujudkan. Hal ini bisa terlaksana berkat kerja sama pihak LPPM dengan para dosen dalam rangka menerbitkan buku-buku dosen IAIN Padangsidimpuan, baik itu berupa buku ajar, buku referensi, maupun buku bacaan.

Apresiasi yang tinggi untuk semua dosen yang telah menyumbangkan karya pikirnya bagi kemajuan dunia pendidikan dan kemajuan dunia ilmiah di IAIN Padangsidimpuan. Keberadaan buku ini diharapkan dapat menjadi informasi bagi para akademisi dan menjadi bahan bacaan bagi mahasiswa terhadap berbagai ranah keilmuan. Selain itu, juga diharapkan dapat menjadi bahan ajar bagi para dosen dalam mengampu dan mengemban matakuliah yang dibebankan.

Penerbitan buku-buku karya dosen-dosen di lingkungan IAIN Padangsidimpuan dilakukan melalui kerja sama antara IAIN Padangsidimpuan Press dan Penerbit PrenadaMedia Group. Dengan adanya kerja sama yang dibangun

melalui LPPM IAIN Padangsidimpuan, diharapkan penerbitan buku ini akan terus berlangsung setiap tahunnya. Terima kasih kepada LPPM yang telah melakukan gebrakan untuk kemajuan IAIN Padangsidimpuan melalui karya-karya ilmiah pada dosen.

Demikian disampaikan, besar harapan akan munculnya karya-karya dosen lainnya di IAIN Padangsidimpuan.

Rektor IAIN Padangsidimpuan

Prof. Dr. H. Ibrahim Siregar, MCL.



Kata Pengantar

Ketua LPPM IAIN Padangsidimpuan

Bismillahirrahmanirrahim

Puji dan syukur dihadirkan kepada Allah Swt., berkat rahmat dan hidayah-Nya penerbitan buku di lingkungan IAIN Padangsidimpuan akhirnya menjadi kenyataan. Tahun 2021 ini ada 16 judul buku yang diterbitkan dengan kerja sama IAIN Padangsidimpuan Press dan PrenadaMedia Grup, buku ini adalah salah satunya.

Ucapan terima kasih kepada penulis yang telah mendukung program LPPM dengan mengirimkan naskah terbaik yang dimilikinya. Tanpa kontribusi dari para dosen kegiatan ini tidak akan terlaksana. Terima kasih juga disampaikan kepada Pusat Penelitian dan Penerbitan yang telah memotivasi dan terus menggenjot para dosen untuk mengirimkan naskahnya, hingga akhirnya buku ini hadir di hadapan para pembaca. Keberadaan buku-buku ini hendaknya membawa manfaat yang signifikan, tidak saja bagi para dosen, tetapi juga para mahasiswa, yakni dengan tersedianya sumber belajar yang sesuai dengan keilmuan yang mereka tekuni.

Demikian disampaikan, semoga bisa tetap berkarya.

Ketua LPPM IAIN Padangsidimpuan
Dr. H. Zul Anwar Ajim Harahap, M.A.

Preface

Bismillaahirrohmaanirrohiim

All praises to Allah Swt. who always gives His hands to writers in finishing the writing book entitled *Building a Better Vocabulary by Word Formation Process* at the right time. *Shalawat* and *Salaam* to our Prophet Muhammad saw. who leads us to see and live in a better world by guidance of The Almighty God. In a hard and peace time, the writers never forget to beg for the ease and blessing in every process that the writers deal with. The purpose of writing this book is to assist the students or readers to enlarge and improve their vocabularies in speaking English for any level. In this book you will see the definition, kinds and examples. You also will find some exercises to make you more understand about the vocabularies.

At the university level, particularly in the English language education program, learning English has become a goal and aspiration. The ability to master the English language is no longer just a necessity but has become a requirement to be a determinant of passing the requirements and being accepted for a job vacancy. From these evidences, there are strong reasons and the basis that binds every student in the English language education program to master

English as well as possible as a guide for them not only in the world of work or in daily life when communicating with foreigners.

Again, this book is expected to be initial bridge in studying English. With relevant and synergistic definitions, explanations and examples this book presents an easy and simple procedure for mastering English vocabulary. This book provides easy and simple explanations so it helps in understanding and practicing mastering English vocabulary. Hopefully, the presence of this book can provide good relevance for the students to help their fluent speaking English. This *Building a Better Vocabulary by Word Formation Process* book will provide easy and simple explanations for the readers so that it helps in understanding and practicing so that readers can master English well. Hopefully the hopes and desires of the writers through the presence of this book can come true and provide relevance for students in speaking English fluently.

Padangsidempuan, September 2021

Fitri Rayani Siregar, M.Hum.

Eka Sustri Harida, M.Pd.



Table of Content

SAMBUTAN REKTOR IAIN PADANGSIDIMPUAN	v
KATA PENGANTAR KETUA LPPM IAIN PADANGSIDIMPUAN	vii
PREFACE	ix
CHAPTER 1 WHAT IS VOCABULARY?	1
A. What is Vocabulary	1
B. Purposes of Vucabulary	3
C. Kinds of Vocabulary.....	5
D. Aspects of Vocabulary	7
CHAPTER 2 COMPOUNDING	31
A. Definition of Compounding	31
B. Compound Words Classification	35
CHAPTER 3 PREFIX AND SUFFIX	43
A. Definition Prefix and Suffix	43
B. Types of Prefix and Suffix	44
C. References List of Prefix	49
D. References List of Prefix Denoting Numbers.....	52
E. References List of Sufix.....	54
CHAPTER 4 REDUPLICATION, INTERNAL CLASS, AND COINING	65
A. Definition of Reduplication	65
B. Distribution	67

C. Kinds of Reduplication	70
D. Forms of Reduplication	71
C. Internal Change	75
E. Coining	76
REFERENCE	87
BIOGRAPHY	91

IAIN Padangsidimpuan



CHAPTER 1

What Is Vocabulary?

A. WHAT IS VOCABULARY

Vocabulary is a basic to communication. It is true that mastery of vocabulary will affect the student's ability in four language skills like listening, speaking, reading and writing. Furthermore, the knowledge of vocabulary, along with the basic comprehension strategy is one important factor to understand both spoken and written English. Next, vocabulary is one of the materials studied by students of all level of schools in Indonesia. It should be mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary.

Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain the vocabulary mastery. In addition, Hornby explains also that vocabulary

is one of the language elements. It is all the words that a person knows or use, the word that a person knows or use, the words that people use when they are telling about particular subject. It means that vocabulary is a list of word usually in alphabetical order and with explanation of their meaning-less complete than a dictionary.

In addition, according to Penny Ur, "Vocabulary can be defined roughly, as the word we teach in the foreign language". However, a new item of vocabulary maybe more than a single word: for example Note book and mother in law which are made up two or three words but express a single idea. There are also multi word Idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words A useful convention is to cover all such cases by talking about vocabulary items rather than words.

Purwanto said that three main principles appear to underline effective vocabulary teaching, namely:

1. To recognise the vocabulary items in written form.
2. To relate them to appropriate object or concept.
3. To aware of their connotation and association.

From previous definitions, it is known that vocabulary is important for writing, reading and speaking successfully where participant needs to negotiate meaning expressed in idea, feeling and information and are able to manage into a good order the component of speaking, pronunciation, grammar, vocabulary, fluency and comprehension.

Then, vocabulary is one of the language elements. Shirley Buttridge says also that vocabulary is all the words in language list of word in lesson or books, all the word that one person knows. Next according to Thomas Nelson, Vo-



cabulary is a list of word expands in alphabetical order". Then, Hornby considers "Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject. So, from those statements, the researcher concluded that vocabulary is a list of word that is known or used by people usually in alphabetical order and with explanation of their meanings less complete than a dictionary.

B. PURPOSES OF VOCABULARY

Vocabulary is important in learning English, because it is related to other English skills, without having vocabularies, someone cannot speak well. Before stepping toward to other language skills such as listening, reading, speaking, and writing, one should learn vocabulary first. People cannot use a language without having knowledge about vocabulary of the language. In speaking the word, someone chooses the word that effect how well she/he understands. In listening, vocabulary influences how much someone can express her/his idea.

It seems teaching vocabulary is easier task than other component of the language. Yet, in fact, most of the students have difficulty in inquiring vocabulary. Teacher often explains new vocabulary to students. To illustrate meaning, our common way is often explain to give a definition. With definition, drawbacks include a lack of context, a need to use equally complex term, and the temptation to provide other meanings of few words. The students may have learnt which is neccessary achieving fluency. It is not only for short term memory, during the learning, but also, if it is possible, for a long term memory.



One way to capture their attention is to keep them engaged in activities to supplement the activities with a lot of brightly colored visual, toys, puppets, or objects that match one of the used in the story. These also can help make the language input comprehensible and can be used for follow-up activities, such as retelling stories and guessing games. Although it takes a lot of preparation time to make or provide media, it is worth the effort if a teacher can use them in the future classes.

There are many ways to make the students master vocabulary and to improve vocabulary students so when working to improve your vocabulary it's important to know your goals in order to do the best choice of the way in which you want to learn. As a teacher, we can add other ways of teaching words. For students, the method we choose to illustrate is often the key to making the item meaningful and useable.

Robinson said that without lexicon the major element of meaning carried in language will be missing. In other words, vocabulary is an important thing to make learning of second language successful. According to Nunan has argued that acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, people will be unable to use the structures and functions people may have learned for comprehensible communication. So, it means that without vocabulary, learning English language will be not successful, because it is the most important aspect to use the structures and functions for making people/ students more comprehensive.



C. KINDS OF VOCABULARY

According to Thornbury in Harmer, there are two kinds of vocabulary, as follows: receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary. The further explanation is:

1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

2. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.

Another author said that is according to every Marcusen vocabulary can be divided in two kinds, there are high frequency vocabulary and low frequency vocabulary.

1. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words informal spoken texts.
2. The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text it means that low frequency vocabulary



is rarely used in common activity of English language. This group includes over 100.000 word families.

It can be concluded that high frequency vocabulary is used by the native speakers because it contains four language skills; reading, writing, speaking and listening otherwise the low frequency is rarely used by person in a common activity of English language.

While, Scott Thornbury states vocabulary can be divided into active and passive vocabulary too, but in the other explanation, they are:

1. Active vocabulary refers to put item which the learned can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
2. Passive vocabulary refers to language item that can be recognized and understand in this context of reading or listening also called as receptive vocabulary.

Exercise:

- 1) Define the meaning of vocabulary based on your own language!
- 2) By using your own easier own language, give a short explanation about the purposes of the vocabulary!
- 3) How many kinds of vocabulary based on Jack C. Richard and Willy A. Renandiya, what are they called and what are they defined?
- 4) What is the definition of active vocabulary according to your own language?
- 5) What is the definition of passive vocabulary according to your own language?



- 6) What are the different between high and low frequency?
- 7) How many words/vocabulary that must be mastered by the elementary, junior, and high students?

D. ASPECTS OF VOCABULARY

Vocabularies are classified into functions and contents of words. The classification of word intended into noun, pronoun, verb, adjective, preposition, conjunction, and interjection. These could help students in mastering vocabulary deeper. They are:

1. Noun is a word used as the name of a person, place or thing.
2. Pronoun is a words used instead of a noun.
3. Verb is a words used to say something about some person, place or thing.
4. Adjective is a word used to end to the meaning of noun.
5. Preposition is a word used. With a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
6. Conjunction is a word used to join word or sentence.
7. Adverb is a word used to end some thing to the meaning of a verb, and adjectives, or another adverb.
8. Interjection is a word which express some sudden feeling.

The further explanation is follows:

1. Noun

Noun is one of the most important parts of speech. Noun is a word used to name a person, place, thing, an idea



or a quality of mind. A noun is a word used as the name of a person, place, or thing. Nouns are divided into eight kinds:

a. Common Noun

Common noun is a name given in common to every person or thing of same class or kind. Example: table, chair, lawyer, soldier, city, officer, girl, doctor, boy, woman, teacher, doctor, village, town, etc. Then, common noun is always followed by an article "the, a, or an". Example:

- She is a **lawyer**.

But, in fact, there is a common noun that doesn't use article in the sentence. For example:

- She goes to school by **car**.

b. Proper Noun

Proper noun is the name of some particular person or place. A proper noun begins with a capital letter in writing. Proper noun is the name of some particular person or place, the name of city, country, name of person, days, month, nationality, the name of factory, school, and religion.

Example: Indonesia, America, October, December, Monday, Thursday, Nurjannah, Fauziah, Faizal, Airlangga University, Oxford University, and Coca Cola. Then, it is never followed by article. For example:

- **Indonesia** is my lovely country.

c. Collective Noun

A collective noun is the name collection of thing or person. Collective noun is a word for a group of people, animals or objects considered as a single unit. Example: group, fleet (armada), crowd, mob, class, army, team, etc. Even though, the collective noun using an article "a or an", but this noun is known as a plural. The example



in the sentence:

- We saw a fleet of ship near the Sumatera island.

d. Concrete Noun

A concrete noun is the name of thing that can be touched or seen. Concrete noun is a word for a physical object that can be perceived by the sense, we can see, touch, smell the object. Example : flower, girl, boy, room, and so on.

e. Abstract Noun

An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind). An abstract noun is the name of quality, action or state. Example: freedom, liberty, love, goodness, happiness, friendship, wisdom, etc.

f. Countable Noun

A countable noun can usually be made plural by the addition of -s(one girl-two girls). A countable noun is the name of thing that can be counted or divide into singular and plural. Example: student, book, pen, table, room, camera, etc.

- Student → students
- Book → books
- Pen → pens
- Table → tables
- Knife → knives
- Glass → glasses
- Tomato → tomatoes
- Radio → radios
- City → cities
- Monkey → monkey

g. Uncountable Noun

An uncountable noun is the name of a thing that can-



not be counted or divided into plural. The form is always in the singular form. Example: milk, sand, sugar, goodness, darkness, rice, ice, coffee, ink, oxygen, etc.

h. Material Noun

A material noun is the name of material or substance out which things are made. Example: gold, silver, iron, water, wood, etc. Looked the table below, this is a form of noun and example of sentence.

No.	Word	Class	Form	Sentence
1.	<i>Girl</i>	Noun	Common	They are the beautiful girl!
2.	<i>Jakarta</i>	Noun	Proper	Jakarta is the city big!
3.	<i>class</i>	Noun	Collective	Walk to class!
4.	<i>Freedom</i>	Noun	Abstract	Freedom is our birth-right!
5.	<i>Door</i>	Noun	Countable	Close the <i>door</i> !
6.	<i>rice</i>	Noun	Uncountable	Cook <i>rice</i> !
7.	<i>Gold</i>	Noun	Material	Gold gives us many comforts!
8.	<i>table</i>	Noun	Concrete	Walk to the next to the <i>table</i> !

Exercise:

Arrange these nouns into the correct words!

1. T L N A I A I (Nationality)		11. C F F O E E (Material Noun)	
2. P L S H O I (Nationality)		12. U D M (Material Noun)	
3. S T R D Y A U A (Day)		13. L F E E T (Collective Noun)	
4. O P L N D A (The name of country/ Proper noun)		14. E A T M (Collective Noun)	
5. V I E W S (Countable Noun)		15. Y F M L A I I (Collective Noun)	



6. M B R L L U E A (Concrete Noun)		16. S G R U A (Uncountable Noun)	
7. A I C H R (Common Noun)		17. S L V R I E (Uncountable Noun)	
8. C R A (Common Noun)		18. W L L A E T (Common Noun)	
9. D A S E S S N (Abstract Noun)		19. Y E K S (Countable Noun)	
10. Y S T N H O E (Abstract Noun)		20. P N H O E (Concrete Noun)	

Exercise:

Find ten nouns in the wordsearch

A	D	B	R	A	Z	I	L	I	A	N
P	A	S	G	H	J	K	L	N	V	E
E	L	M	O	P	P	T	O	F	C	W
N	I	C	K	E	N	E	W	E	R	S
C	I	I	I	D	C	A	R	D	D	P
I	E	G	L	U	U	E	D	F	B	A
L	N	R	O	C	V	B	N	M	G	P
C	N	T	U	V	G	L	Q	W	T	E
A	T	U	Y	T	Y	E	Q	O	Y	R
S	Y	C	A	M	E	R	A	F	H	O
E	I	Y	T	U	J	A	P	E	O	A
P	O	W	D	F	K	S	L	L	O	P
E	S	O	N	H	J	E	K	L	L	P
B	D	F	H	H	J	R	E	R	D	L
S	A	N	D	W	I	C	H	S	W	E



2. Adjectives

Adjectives is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective. Adjectives which are used in a noun group are said to be used attributively. Adjectives are divided into ten types namely:

a. **Adjective of Quality**

An adjective used to talk about the quality of person or thing is knowns. Example: wealthy, regional, industrial, fundamental, and so on.

b. **Adjective of Quantity**

An adjective used talk about the quantity of things is known. Example: little, much, enough, no, any, whole some, etc.

c. **Adjective of Number**

An adjective used talk about the number of things or person. Example; five, few, many, all, first, any, etc.

d. **Demonstrative Adjective**

An adjective used to point out which person or things we speak. Example: this, that, these, those, such.

e. **Distributive Adjective**

An adjective used to refer to each and every person or thing separately. Example; each, every, either, neither, any, none, both.

f. **Interrogative Adjective**

An adjective used to question. Example: what, which, whose.

g. **Possessive Adjective**

An adjective used to talk about ownership or possession is known as possessive adjective. Example: my, your, his, our, her, its, their.



h. **Emphasizing Adjective**

An adjective used to emphasize a noun is known as emphasizing adjective. Example: own, very.

i. **Exclamatory Adjective**

The word “what” is known as exclamatory adjective.

j. **Proper Adjective**

An adjective derived from a proper name is known as a proper adjective. This is a table about of adjective, the kinds of adjective, and example of sentence.

No.	Word	Class	Kinds	Sentence
1	<i>wealthy</i>	Adjective	Quality	He is a wealthy person
2	<i>enough</i>	Adjective	Quantity	My father earned enough money
3	<i>All</i>	Adjective	Number	All students passed in the exam
4	<i>This</i>	Adjective	Demonstrative	This pencil is <i>black</i>
5	<i>Neither</i>	Adjective	Distributive	Neither country accepted the treaty
6	<i>My</i>	Adjective	Possesive	He is <i>my father</i>
7	<i>Own</i>	Adjective	Emphasizing	I saw it with my <i>own</i> eyes
8	<i>Which</i>	Adjective	Interrogative	<i>Which</i> place do you wish to visit?
9	<i>What</i>	Adjective	Exclamatory	What an insult?
10	<i>American President</i>	Adjective	Proper	

Then, based on Dony Hariyanto and Rudy Hariyono, there are eight types of adjectives. They are:

- Descriptive adjectives
- Numeral adjectives
- Quantitative adjectives
- Demonstrative adjectives
- Proper adjectives

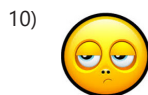
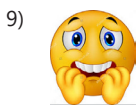
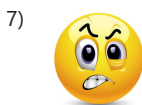
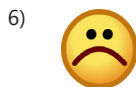
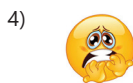
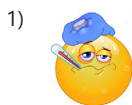


- f. Interrogative adjectives
- g. Possessive adjectives
- h. Distributive adjectives

Exercise:

Match the pictures number 1-10 with the adjectives a-j.

- a. Sick
- b. Sad
- c. Happy
- d. Disappointed
- e. Nervous
- f. Sleepy
- g. Angry
- h. Scary
- i. Lazy
- j. Doubtful



Exercise:

Finds the antonym of these adjectives.

- 1) Clever ><
- 2) Lazy ><
- 3) Small ><
- 4) Tall ><
- 5) Ugly ><
- 6) Bad ><
- 7) Dry ><
- 8) Fat ><
- 9) Stupid ><
- 10) Happy ><
- 11) Strong ><
- 12) Full ><
- 13) Pointed nose ><
- 14) Dark ><
- 15) Fast ><
- 16) Sweet ><
- 17) Tame
- 18) Clean ><
- 19) Crowded ><
- 20) New ><

3. Verb

The verb follows subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb. The verb may be a single word and the verb may be a verb phrase. Verb is the most complex part of speech. Its varying argument with nouns determine the different kinds of sentences, statements, questions, coomonds exclamations. In English language, verb can categories in some group, they are:



a. According to the using, they are;

- 1) **Infinitive verb (V1):** Infinitive verb is a word which is not limited by person or number of the subject. So, infinitive verb is a verb that is not limited by the people.
- 2) **Preterit/past tense (V2):** Past tense is a when a verb is used to show that an action was completed. So, past tense is a verb that is used to show the action was completed.
- 3) **Past participle (V3):** A past participle ends with 'ad', 'd', 't', or 'n' and is used to indicate an action as completed. So, past participle is used to show a completed action.

b. According to the times, they are:

- 1) **Regular verb:** the verb is that constantly same as the verb 1, 2 and 3.
- 2) **Irregular verb:** the verb that changes in each time, or it is in different form in verb 1, 2 and 3.

c. According an object, they are:

- 1) **Transitive verb:** Transitive verb is a verb that denotes an action which passes over from the doer or subject to an object. So, transitive verb is showing the action that is passing over the doer to an object.
- 2) **Intransitive verb:** Intransitive is a verb which has no object is known as intransitive verb. So, intransitive is a verb does not have an object.

d. According function in the sentence, they are:

- 1) **Full verb or ordinary verb:** Full verb is a verb to be used for work or an action. This verb has meaningful and



without used to. So, full verb is a verb that is used for an action.

- 2) **Auxiliary verb:** Auxiliary verb is a verb which helps other verbs to form different tense is known as auxiliary verb. So, auxiliary verb is a verb that helps other verbs to construct different tense.
- 3) **Linking verb:** Linking verb is a word to use for conjunction between subject with pronoun or adjective that explain of subject. So, linking verb is a verb that is used to conjunct between subjects with pronoun or adjective that explains of subject.

This is a table about of verb and example of sentence.

No.	Word	Kinds	Class	Sentence
1	<i>Sing</i>	Invinitive	verb	<i>She like sing a song</i>
2	<i>Went</i>	Past tense	verb	<i>I went yesterday!</i>
3	<i>Written</i>	Past participle	verb	<i>Lesson written by sinta!</i>
4	<i>Asked</i>	Regular verb	verb	<i>He asked to our teacher!</i>
5	<i>ate</i>	Irregular verb	verb	<i>She ate bakso last morning!</i>
6	<i>Drink</i>	Transitive	verb	<i>Ani drink coffee!</i>
7	<i>walk</i>	Intransitive	verb	<i>Walk to the door !</i>
8	<i>Go</i>	Full verb	verb	<i>Go to market!</i>
9	<i>Do</i>	Auxiliary verb	verb	<i>Do visit us!</i>
10	<i>Fell</i>	Linking verb	verb	<i>I feel sleepy!</i>

Exercise:

Fill these verbs with the correct letter.

1. F H T
2. F Y
3. R O W
4. W E P



5. S T N D
6. S I G
7. A E
8. W M
9. S T
10. U N E R T N D
11. E X P I N
12. D A W
13. E A M
14. F I D
15. S P K
16. H A R
17. B L W
18. B O U
19. B R U T
20. B T
21. H R T
22. H I
23. H D E
24. W K
25. C A H T
26. I V
27. G
28. O M
29. L A G
30. L L

Exercise:

Fill the blanks with the suitable form of verbs.

- 1) She (watch) television every night.
- 2) They (not, go) to Borobudur temple last holiday.
- 3) I a university student?



- 4) Nursalimah and her friends (visit) Singapore right now.
- 5) Ahmad has (live) in Bnadung for 4 years.
- 6) Hamdan and his father (not, eat) since 3 days ago.
- 7) Fatimah's uncle (come) last Idul Fitri?
- 8) Aminah usually (sweep) her bedroom.
- 9) I (teach) right now.
- 10) Fatma (visit) Mecca next year.
- 11) Shakira and his wife (not, be) at home yesterday.
- 12) you (forget) me since I moved to Lombok?
- 13) Syifa (reading) novel while her mother was calling her.
- 14) We were reading Al-qur'an when syifa's father (come).
- 15) Dormitory students (eat) when Mr. Ibrahim visited dormitory last night.

Exercise:

Without looking the book, write down the verb 2 and 3 of these verbs.

No	Verb I	Verb II	Verb III
1	Eat		
2	Drink		
3	Listen		
4	Write		
5	Read		
6	Speak		
7	Say		
8	Come		



9	Go		
10	Walk		
11	See		
12	Show		
13	Grow		
14	Fly		
15	Sweep		
16	Stand up		
17	Understand		
18	Hear		
19	Run		
20	Sing		
21	Dance		
22	Borrow		
23	Steal		
24	Watch		
25	Catch		
26	Get		
27	Give		
28	Buy		
29	Sell		
30	Bring		
31	Take		
32	Wake up		
33	Wash		
34	Swim		
35	Drive		
36	Ride		
37	Wear		
38	Spend		
39	Keep		
40	Know		
41	Explain		



42	Teach		
43	Make		
44	Shake hand		
45	Sleep		
46	Sit		
47	Forget		
48	Forgive		
49	Tell		
50	Think		

4. Adverb

Adverb is a word which modifies the meaning of a verb, an adjective. An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective). So, an adverb is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in -ly. Adverbs as complete of sentence that make a sentence have good meaning. Here is kinds of adverb:

- a. **Adverb of manner:** an adverb used to show how an action is done. They are: quickly, bravely, happily, hard, fast, well, clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly. Example:
 - Fatimah and Ihsan lived *happily*.
 - Muslimah walks *gracefully*.
 - Ramdhan speaks *patiently*.
- b. **Adverb of place:** an adverb used to show where an action is done. They are: here, there, up, down, near, below, away, out, in, everywhere. Example:
 - Syafira went *there*.
 - Assyifa stood *near* the gate.
 - Please come *here*.



- c. **Adverb of time:** an adverb used to show when an action is done. They are: now, then, today, tomorrow, early, soon, yet, before, late, ago, lately, daily, already, since. Example:
- My father is not at home *now*.
 - She will come *here* soon.
 - Madeha came *late* yesterday.
- d. **Adverb of certainty:** an adverb used to show definiteness of the action. They are: certainly, surely, definitely, obviously. Example:
- *Surely*, I love you.
 - I shall *certainly* help you.
 - Rahma is *obviously* very clever.
- e. **Adverb of frequency:** an adverb used to show how often an action is done. They are: once, twice, often, never, always, occasionally, again, frequently, seldom, sometimes. Example:
- They talk to each other *again*.
 - Maharani visited Bangkok *twice*.
 - They never go to the cinema.
- f. **Adverb of degree:** an adverb used to show how much or in what degree or to what extent an action is done. They are: very, rather, fairly, quite, too, almost, hardly, fully, enough, so. Example:
- We have eaten *enough*.
 - I feel *much* better.
 - He is *very* great.
- g. **Interrogative adverb:** an adverb used to ask question. They are: where, when, why, how. Example:
- *When* do you come?
 - How long will you stay in Delhi?
 - Where did you go yesterday?



Exercise:

Find the adjective in the first sentence and fill in the blanks with the corresponding adverb.

TOP OF FORM

1. Jakfar is careful. He drives .
2. The girl is slow. She walks .
3. Her English is perfect. She speaks English .
4. Our teacher is angry. She shouts .
5. My neighbour is a loud speaker. He speaks .
6. He is a bad writer . He writes .
7. Jakfar is a nice guitar player. He plays the guitar .
8. He is a good painter . He paints .
9. She is a quiet girl. She does her job .
10. This exercise is easy. You can do it .

Exercise:

Fill in the blanks with suitable adverbs. Choose from those given in the table.

Slowly	Even	Only	Tomorrow	Quickly	Completely	Probably
Upstairs	Certainly	Neatly	Definitely	Happily	Often	always

1. Polite people say thank-you.
2. I have headaches.



IAIN Padangsidimpuan

5. Preposition

before a noun and pronoun to show its relation to some other word in the sentence. Then, Prepositions make up a much smaller class of lexemes than the open categories of verb, noun, adjective and adverb. There are only about a hundred prepositions in current use. Example: about, with, in, after, down, etc. Example in sentence; She is angry *with* me, I felt thirsty *after* run, He live *beside* my house. So, Preposition is a word that connects one thing with another, showing how they are related and tell about position/place. Pronoun or noun that follow preposition must have position as object. Here is the list of preposition:

Above	Along	Below	By	For	Like
About	Among	Beneath	Concerning	From	Near
Across	At	Beside	Despite	In	Next
After	Before	Between	Down	Inside	To
Against	Behind	Beyond	Except	Into	Of
Off	On	Opposite	Out	Outside	Over
Past	Round	Since	Through	Till	To
Towards	Under	Unless	Until	Unto	With

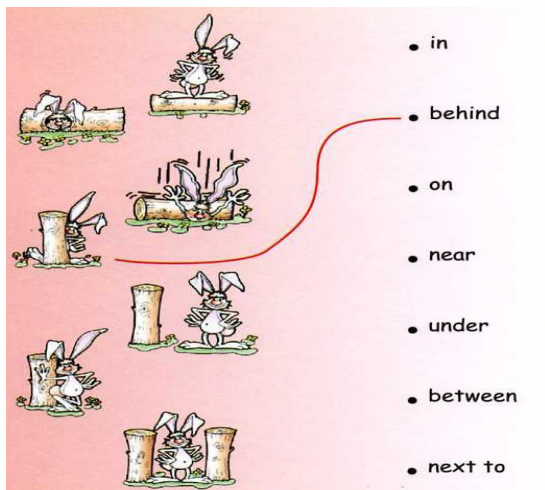
For example:

- Fatma is *at* the bus stop.
- Aisyah is killed *by* her husband.
- He fell *off* the bus.
- He ran *across* the road.
- Sky is *above* us.
- They walked *along* the seashore.
- Rama built a wall *around* the garden.

Exercise:

Match the pictures with the correct preposition.





Exercise:

Fill the blanks with the correct preposition based on the picture.



- 1) The clock isthe wall.
- 2) The ball isthe table.
- 3) The cat isthe armchair.
- 4) The table isthe armchair.
- 5) The carpet isthe floor.
- 6) The lamp isthe table.
- 7) The flowers arethe vase.
- 8) The table isthe chair
and the armchair.



Exercise:

Fill the blanks with the correct preposition based on the picture.



1) Where is Mary ?

She isthe desk.

2) Where is the mouse ?

It isthe desk.

3) Where is the chair ?

It isthe desk.

6. Conjunction

Conjunction is a word used to connect two sentences or words. A conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. A conjunction may link two or more than two words or sentences. They tell when something happens, so they are called conjunctions of time. Then, Jayanthi says "Conjunction is a word which joins together sentences or words and clauses. Example; I like Padmaja *and* Madhavi. So, Conjunction is a word to connect words or sentences to easy understand of the meaning word or sentence. It is also a word that can be sentence to another sentence have relationship and easy to know meaning of sentences. Here is the list of conjunction:



And	Also	If	Unless	Than
But	Still	Though	As	Since
Or	Else	Although	When	Only
That	Because	Till	Where	-
For	After	Before	While	-

For example:

- I like Aisyah *and* Sarah.
- Annisa answered all questions *but* she didn't pass the exam.
- *Although* she is not beautiful, she want to be a film star.
- *Unless* you go there, you don't know what has happened there.
- He is poor *so* he can't visit America.
- *Since* you have money, you can't help me.
- *Though* he is your brother, you should not trouble him like that.
- She came *when* I was reading this novel.
- She wrote the exam better *than* I expected.

Exercise:

BASIC COORDINATING CONJUNCTIONS

and

but

or

so



Complete the sentence with the correct conjunction:

- She says that she loves her dog, _____ she never plays with it.
- You must study for the test, _____ you will fail.
- Mom said we must wash the dishes, _____ clean our rooms.
- Would you like apples, _____ do you prefer bananas?
- I feel sick, _____ I can still work.
- I am a vegetarian, _____ I don't eat any meat.
- I was shopping all day, _____ I did not have time to do my homework.
- I like to eat healthy, _____ I find it very difficult.
- I was late for school, _____ my teacher made me stay after class.
- He took me to the shop, _____ bought me a new dress.



7. Interjection

Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. *Interjections* are sudden, interrupting words or phrases that are also known as *exclamations*. Common interjections include wow, well, hey, bravo, and oh. An *interjection* expresses strong emotion or surprise; it functions independently within a sentence. Example:

▪ Dear me!	▪ Well done!
▪ Oh!	▪ Well said!
▪ Yeah!	▪ Stuff! (omong kosong)
▪ My god!	▪ How beautiful she is!
▪ Splendid!	▪ Dammit!(persetan)
▪ Fantastic!	▪ What a good idea!
▪ Amazing!	▪ How wonderful!
▪ Wow!	▪ What a funny to say!

For example:

- *Bravo!* That is a good player.
- *Hurrah!* (horee) He win the game.
- *Oh!* That is beautiful.
- *Hush!* My father is being sick.
- *Hush!* Dont say like that.
- *Oh!* It's wonderful.
- *Ah!* I find Him.
- *Hurrah!* The school is over.
- *Alas!* (sayang) he has gone.

So, interjection is the *worst* firewood we have had known is words that used to explain expression, emotion



and situation. Interjections also add or complete of sentence to know meaning and expression from the speaking, writing, and reading.

IAIN Padangsidimpuan



CHAPTER 2

Compounding

A. DEFINITION OF COMPOUNDING

In English word, particularly and nouns, are combined into compound structures and vary ways. And once they are formed, they sometimes metamorphose over time. A common pattern is that two –fire fly, say– will be joined by a hyphen for a time –fire-fly– and then be joined into one word –fire–. In this respect, a language like German, in which words are happily and immediately linked one to the other seem to have an advantage. There is only one sure way to know how to spell compounds in English: use an authoritative dictionary.

Compounding is the combining of two base forms together to form a new word. New words may be formed by stringing together other words to create compound words. The compounds, as the result of the combining of the base forms, may be nouns, verbs, adjectives, adverbs or other form classes.

Then, compound word processes are essential in the English language as it is possible to create new words according to certain patterns. According to O'Grady and Do-

brovolsky “compounding is a process involving the combination of two or more roots (with or without accompanying affixes) to yield a new word. Compounding is the combination of two or more roots”. Ingo Plag states compounding (sometimes also call composition) rather loosely as the combination of two words to form a new word. This definition contains two crucial assumptions, the first being that compounds consist of two (and not more) elements, the second being that these elements are words. Then, Martin Haspelmath states, a compound is a complex lexeme that can be thought of as consisting of two or more base lexeme. In the simple case a compound consists of two lexeme that are join together. So, it is concluded compound words is combination by or more than one root that is have a meaning.

Compounding is a very common process in most languages of the world (especially among synthetic languages). In English, for instance, compound words have the following characteristics:

1. Compounds words behave grammatically and semantically as single words.
2. Since compound words behave as units, between their component elements no affixes (whether inflections or derivations) can usually occur; inflectional suffixes can appear only after compound words. For example, *bathrooms*, *school*, *buses*, *water resistant*. Exceptions: *passersby*, *brothers-in-law*, *courts-martial*.
3. Compound words can be written in three different ways:
 - a. **Open**, i.e., with a space between the parts of the compound; e.g., *toy store*, *diving board*, *flower pot*.
 - b. **Hyphenated**, i.e., with a **hyphen** (-) separating the



elements of the compound; e.g., *flower-pot*, *air-brake*, *she-pony*.

- c. **Solid**, e.g., without a space or hyphen between the component elements of the compound; e.g., *flowerpot*, *washrooms*, *pickpocket*. Preference for a particular form of writing the compound word depends largely on lexicographical conventions and the variety of English use. For instance, **hyphenation** (i.e., separating the elements of a compound with a hyphen) is more common in British English than in American English. In American English, the tendency is to write the compounds open or solid (Quirk et al., 1985). However, hyphenation is quite common practice in both varieties of the language when **ad hoc premodifying compounds**⁵ are used; e.g., a *muchneeded* rest; a *state-of-the-art* report.
- d. The global meaning of the compound word can often be guessed from the individual meaning of each element of the compound. For example, a *boathouse* is 'a shed in which boats are stored'; a *bookstore* is 'a store which sells books'; and so on. But there are a few compound words whose global meanings have to be learned as if they were single words because such meanings cannot be guessed from the individual meanings of the component elements of the compounds. For instance, a *Redcoat* is 'a British soldier', not 'a coat that is red'. Similarly, a *flatfoot* is 'a detective or policeman', a *turncoat* is 'a traitor', a *hot dog* is 'a kind of fast food', etc.
- e. Compound words usually have the primary stress on the first element of the compound; e.g., "*air*-Æcrafts, "*chewing*-Ægum. This fact differentiates



compounds from phrases that have the same elements and order as compounds. Phrases usually have their primary accent on the second (or nominal) element; e.g., a “red Æ coat vs. a “Red Æcoat; a “flat Æ foot vs. A “flatÆfoot; the “white Æ house vs. the “White ÆHouse. Of course, there are a few compounds which have their primary stress on the second element as phrases; e.g., Æworking “man, Æflying “saucer, woman “writer, Æfancy “dress.

- f. The second element (or **head word**) of the compound usually determines the grammatical category to which the whole compound belongs. Following are a few possible combinations: n + n = n; e.g., *sunrise, dancing girl, hand-shake, air-conditioning, cigar smoker, windmill*. v + n = n; e.g., *rattlesnake, call-girl, dance-hall*. adj. + n = n, e.g., *darkroom, high-brow*. n + adj. = adj.; e.g., *airsick, bottle-green*. pron. + n = n; e.g., *she-pony, he-goat*. prep. + v = v; e.g., *over-take, undergo*. prep. + n = n; e.g., *onlooker, off-day*. adj. + adj. = adj.; e.g., *gray-green, Swedish-American*. However, there are some cases in which the head-word does not determine the grammatical class of the compound; for example: n + v = adj.; e.g., *man-eating, ocean-going, heartfelt*. adj./adv. + v = adj.; e.g., *hard-working, good-looking, dry-cleaned*. n + prep. = n; e.g., *passer-by, hanger-on*. v + (adv.) prep. = n; e.g., *show-off, holdup*. v + adv. = n; e.g., *have-not, get-together*. It is important to point out that some compound words are made up of a bound root (or ‘special’ combining form, as Quirk et al. (1985) call it), e.g., **socio-**, **psycho-**, and a free root; e.g., *socio-economic, psychoanalysis, biotechnology*. The com-



pound may also consist of two bound roots; e.g., *Laundromat*, *nephrolithotomy*, *pornography*.

- g. Compounding is a **recursive process**; i.e., one compound itself may become a constituent of a larger compound; e.g., *lighthouse keeper*, *living-room furniture*.

B. COMPOUND WORDS CLASSIFICATION

1. Compound Nouns

This is types of Compound Nouns, they are :

- a) Noun + Noun → e.g:
 - 1) boy-friend
 - 2) bath towel
 - 3) she-goat
 - 4) he-cheetah
- b) Verb + Noun → e.g:
 - 5) pickpocket
 - 6) breakfast
 - 7) play pit
- c) Noun + Verb → e.g:
 - 8) nosebleed
 - 9) sunshine
 - 10) birthcontrol
 - 11) nosedive
- d) Verb + Verb → e.g:
 - 12) make-believe
 - 13) nose out
 - 14) nose drove
- e) Adjective + Noun → e.g:
 - 15) deep structure
 - 16) fast-food



- 17) hard-stuff
- 18) software
- 19) hardware
- f) Particle + Noun → e.g:
 - 20) afterheat
 - 21) in-crowd
 - 22) off-islander
 - 23) over-kill
- g) Verb + Particle → e.g:
 - 24) cop-out
 - 25) drawback
 - 26) drop-out
 - 27) put-down
 - 28) teach-in
- h) Phrase Compounds → e.g:
 - 29) lady-in-waiting
 - 30) son-in-law
 - 31) milk-and-water
 - 32) love-in-a-mist
 - 33) bubble-and-squeak

2. Compound Verbs

This is types of Compound Verbs, they are:

- a) Noun + Verb → e.g:
 - 1) carbon-copy
 - 2) carbon-date
 - 3) blockbust
 - 4) colour-code
 - 5) sky-dive
- b) Verb + Noun → e.g: shunpike
- c) Verb + Verb → e.g:
 - 6) Typewrite



- 7) freeze-dry
- 8) make do
- 9) dare say
- 10) test-market
- d) Adjective + Verb → e.g:
 - 11) double-book
 - 12) fine-tune
 - 13) free-associate
 - 14) soft-land
- e) Particle + Verb → e.g:
 - 15) overachieve
 - 16) overbook
 - 17) overeducate
 - 18) overmark
- f) Adjective + Noun → e.g:
 - 19) brown-bag
 - 20) bad-mouth
- g) Noun + Noun → e.g: breath-test

3. Compound Adjective

This is types of Compound Adjective, they are:

- a) Noun + Adjective → e.g:
 - 1) capital-intensive
 - 2) card-carrying
 - 3) childproof
 - 4) clotheared
 - 5) machine readable
- b) Verb + Adjective → e.g: fail safe
- c) Adjective + Adjective → e.g:
 - 6) bitter-sweet
 - 7) deaf-mute
 - 8) double-helical



- 9) open-ended
- d) Adverb + Adjective → e.g:
 - 10) cross-modal
 - 11) over-qualified
- e) Noun + Noun → e.g:
 - 12) back-street
 - 13) glassteel
 - 14) coffee-table
- f) Verb + Noun → e.g:
 - 15) break-bulk
 - 16) turn-key
 - 17) roll-neck
- g) Adjective + Noun → e.g:
 - 18) broad-brush
 - 19) grey-collar
 - 20) red-brick
- h) Particle + Noun → e.g:
 - 21) before-tax
 - 22) in-depth
- i) Verb + Verb → e.g:
 - 23) go-go
 - 24) stop-go
 - 25) pass-fail
- j) Adjective/Adverb + Verb → e.g:
 - 26) quick-change
 - 27) high-arise
- k) Verb + Particle → e.g:
 - 28) see-through
 - 29) wrap-around
- l) Number + Particle → e.g:
 - 30) two-away
 - 31) one-way



4. Compound Adverbs → e.g:

- 1) double-quick
- 2) flat-out
- 3) off-hand
- 4) over-night
- 5) capital-intensively

5. Other Form Classes

This is types of Other Form Classes, they are:

a) Compound Prepositions → e.g:

- 1) Into
- 2) because of
- 3) onto
- 4) in spite of

b) Compound Pronouns → e.g:

- 1) Myself
- 2) Ourselves
- 3) Themselves
- 4) Himself
- 5) herself

Exercise:

1. Combine these words with the suitable words!

- 1) White...
 - a. Worm
 - b. Wash
 - c. Way
 - d. Print
- 2) Home...
 - a. Made
 - b. Wash



- c. Line
- d. White
- 3) World...
 - a. Ball
 - b. Way
 - c. Wide
 - d. Cube
- 4) Tear...
 - a. Heart
 - b. Side
 - c. Hand
 - d. Filled
- 5) Life...
 - a. Step
 - b. Long
 - c. Through
 - d. Hand
- 6) Pepper ...
 - a. Mint
 - b. Black
 - c. Hot
 - d. Grey
- 7) Book ...
 - a. Black
 - b. Case
 - c. Self
 - d. Bag
- 8) River ...
 - a. Bank
 - b. Corner
 - c. Near
 - d. Far



9) Water ...

- a. Down
- b. Bank
- c. Cold
- d. Fall

10) Tea ...

- a. Pan
- b. Spoon
- c. Fork
- d. Pot

2. **Match the word in A with the word in B to make a new noun!**

A

- 1. Cross
- 2. Drug
- 3. Flash
- 4. Gold
- 5. Net
- 6. Night
- 7. Pan
- 8. Pen
- 9. Rain
- 10. Sea

B

- a. light
- b. weed
- c. bow
- d. cake
- e. store
- f. road
- g. work
- h. mare
- i. knife
- j. fish



CHAPTER 3

Prefix and Suffix

A. DEFINITION PREFIX AND SUFFIX

Looking more closely at the preceding group of words, we can say that some affixes have to be added to the beginning of the word, and the other definition prefix is affix that is added in front of a word and often changes the meaning of it. More, a prefix is a group of letters that is placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (stem) word “happy”; the word “unhappy” means “not happy”. While, in other definition says that a prefix is a syllable at the beginning of a word which precedes the main part of the word. Each prefix has a different meaning when the prefix plus a root of words, prefixes change the meaning of the word become a new word has been added. Next, prefix can be defined also as prefix is added to the beginning of an existing of an existing word and order to create a new word with a different meaning.

While, A suffix is a letter or group of letters that comes at the end of a word and has a meaning of its own. Then, it is also as the letters or groups of letters that are placed at

the end of words or root simplest (from the base) of a word cannot be described again to produce a new word. Suffixes is a single letter or a group of letters placed after the root of a word, which adds to the meaning of a word when placed at the beginning. Suffix is an added after root, stem, base (the original word).

According to Katamba suffix is an affix attached after a root (or stem or base) like -ly, -er, -ist, -s, -ing, and -ed; kind-ly, quick-ly, wait-er, play-er, chair-s, leg-s, work-ed, jump-ed. According to Mc. Carthy the suffix is come at the end of words. Suffix are attached to the stem in the end. So, in simple the suffix is a group of letters that added to the end of a word.

B. TYPES OF PREFIX AND SUFFIX

1. Types of Prefix

- A. **Prefixes of Negation:** These are prefixes that when added to a word, they negate the meanings of such word. Examples of these prefixes include:
- 1) Un: Examples include: unhappy, untie, unconscious, unrepentant, unreasonable, etc.
 - 2) Mis: Examples include: misuse, misdirect, misguided, misunderstand, misspelled, etc.
 - 3) Non: Examples: nonentity, nonsense, non-academic, nonreactive, non-teaching, etc.
 - 4) De: Examples include: deemphasise, demerit, de-tribalise, deactivate, deionise, deforest, dethrone, decapitate, etc.
 - 5) Mal: Examples: malfunction, maltreat, maladjustment, malnutrition, maladministration, etc.
 - 6) Pseudo: Examples: pseudo-drama, pseudo-democ-



racy, pseudo-literate, pseudo-intellectual, etc.

- 7) Ab: Examples: abnormal, abaxial, aboral, etc.
- 8) In: Examples include: – inability, insufficient, incalculable, intolerant, insensible, inorganic, inobservance, inoffensive, ineffective, inoperable, insatiable, insecure, insensitive, etc.

b. Prefixes of Attitude

- 1) Anti: Examples include: antiparty, antisocial, antifreeze, anticlerical, anti-atom, anti-aircraft, antichrist, antemeridian, etc. NB: 'anti' is different from 'ante'.
- 2) Pro: Examples include: prodemocracy, pronoun, pro-Chinese, proconsul, proactive, etc.
- 3) Co: Examples include: coexist, coincidental, co-independent, co-dependent, coincidence, coproduction, co-pilot, coextend, cofounder, coordinate, cooperate.
- 4) Counter: Examples include: counterattack, counter-march, counteraccusation, counteragent, counterattack, counterblast, counterconspiracy, counterbid, countercoup, countermeasure, countereffort, counterincentive, counter-memo, countermove, etc.
- 5) Contra: Examples include: contraceptive, contradistinction, contrabass, contraindication, contraclockwise, contracultural, contradirectional, contradistinguish, contranatural, contralateral, contraoriented, contragravity, contracyclical, etc.

c. Prefixes of Number

- 1) Uni: Examples include: unidirectional, unilateral, unisexual, unicellular, unicameral, uniaxial, unicolour, unicycle, etc.



- 2) **Di/Bi:** Examples include: dicotyledon, bi-annual, bi-weekly, bilateral, bicameral, bicycle, bilabial, bifocal, etc.
 - 3) **Tri:** Examples include: tricycle, triangle, triaxial, trigon, trisect, trimonthly, etc.
 - 4) **Quad:** Examples include: quadruplet, quadrangle, quadrilateral, quadragenarian, etc.
 - 5) **Tetra:** Examples include: tetrameter, tetrachloride, tetrachord, tetracyclic, tetradactyl, etc.
 - 6) **Pent:** Examples include: pentagon, pentameter, pentaprism, pentadactyl, pentaprism, pentatonic, pentatomic, pentahedral, etc.
 - 7) **Deca:** Examples include: decametre, decasyllabic, decahedron, decathlon, decagon, etc.
 - 8) **Deci:** Examples include: decimetre, decilitre, decimal, decillionth, decibel, etc.
 - 9) **Multi:** Examples include: multiverse, multilateral, multidirectional, multilingual, multiracial, multicultural, multinational, multidisciplinary, multicolour, multi-storey, multiparous, multi-ethnic, multi-access, multichannel, etc.
- d. **Prefixes Emphasizing Degree**
- 1) **Super:** Examples include: supermarket, superman, supernatural, supernormal, superstar, supersonic, superscript, etc.
 - 2) **Mini:** Examples include: mini mart, miniskirt, mini stadium, minibus, minivan, etc.
 - 3) **Hyper:** Examples include: hyperactive, hyperventilate, hypersensitive, hyperinflation, hypermarket, hyper-modern, hypercritical, hyperacidity, etc.
 - 4) **Over:** Examples include: overloaded, oversize, over bloated, overgeneralise, overcharge, overdue, over-



simplify, overestimate, etc.

- 5) **Out** Examples include: outnumber, outspoken, outsmart, outwitted, outrun, outgoing, outlast, outlive, outgrowth, etc.
 - 6) **Less:** Examples include: less important, less privileged, less tedious, less beautiful, less attended, less dominating, etc.
 - 7) **Infra (Below):** Examples include: infrastructure, infrared, infra-dig, infracoastal, infrasonic, infra-specific, infralapsarian, etc.
 - 8) **Ultra (Beyond):** Examples include: ultraviolet, ultrasound, ultrasonic, ultra vires, ultra-distance, ultraconservative, ultra-filtration, ultracentrifugal.
 - 9) **Supra (Over, Above, Beyond, or Greater than):** Examples include: supralapsarian, supraglottal, suprasegmentals, supraliminal, supranational, supraorbital, supramolecular, etc.
 - 10) **Sub (Under, Beneath, Secondary in rank):** Examples include: subtopic, subliminal, subnormal, subalpine, suborbital, subnuclear, subordinate, suboceanic, subatomic, substandard, subcommittee, subterranean, etc.
- e. Prefixes of Location or Direction
- 1) **Pre (Before in time, rank, order, position):** Examples include: predate, preeminent, premeditation, prefrontal, prepaid, preschool, prefix, etc.
 - 2) **Post (After in time or sequence; Following; Subsequent):** Examples include: postmortem, postdate, posthumous, postnatal, postfix, post-paid, post-primary, postgraduate, postorbital, postscript, postdoctoral, poststructuralist, postpositive, postmo-



dern, postoperative, postmillennial, postmeridian, etc.

- 3) **Trans (across, beyond):** Examples include: transatlantic, transnational, transoceanic, trans-Siberian, transuranic, etc.

2. Types of Suffix

There are two types of suffix, they are:

- a. Derivational suffix is if added at the end of a word will determine the part of his speech. The new word is produced through a process called derivation (word formation process derivatives) which will be different meaning of the word or root earlier. Example:

No.	Suffix	Derivational Suffix	Word Formation
1	Noun suffix	-acy,-age,-al,-dom,-ance,Ness,-ment,-hood	happy(adjective)+ness = happiness (noun)
2	Verb suffix	-ate,-en,-er,-ify	wide (adjective)+en = widen (verb)
3	Adjective suffix	-able,-al,-ly,-ant,-ed -ive,-like,-ous	friend(noun)+ly = friendly(adjective)

- b. Inflectional suffix is if added at the end he will give variations without changing the classes of words and their meanings. Example:

Inflectional suffix	Example
Adding s/es	book-books, worker-workers
Adding s/es- to the noun into plural form	
Added ing	
Adding ing- to the verb into continuous form	study-studying, swim-swimming
Added Er	



Inflectional suffix	Example
Adding er- to the adjective and adverb into	clever-cleverer, fast-faster
Comparative form	

C. REFERENCES LIST OF PREFIX

For convenient study and use we bring together here all the principal prefixes (other than those denoting number, which form their own list after this alphabetical list). The left hand column gives the prefix, the second column gives its meaning, the third column gives examples of words in which the prefix appears, and the last column shows the language of origin of the prefix. Here is the list of prefix:

NO.	PREFIX	MEANING	EXAMPLES	ORIGIN
1	a-	On	Alive, asleep, afoot	Old English
2	a-, an-	Not	Anesthetic, amoral, anarchy	Greek
3	Ab-	Away from	Abstraction, abnormality	Latin
4	Ad-	To, forward	Advertisement, abnormality	Latin
5	Ambi-	Both	Ambidextrous, ambiguos	Latin
6	Amphi-	Both	Amphibious, amphitheater	Greek
7	Ana-	Up, on, backward	Anachronistic, analysis, analogy	Greek
8	Ante-	Before	Anteroom, antecedent	Latin
9	Anti-	Against	Antiseptic, anticlimax	Greek
10	Apo-	Off, away from	Apology, apocryphal	Greek



NO.	PREFIX	MEANING	EXAMPLES	ORIGIN
11	Be-	Completely	Bedraggled, befuddled	Old English
12	By-	Near, extra	Bystander, by-product	Old English
13	Cata-	Down, against	Catalogue, catastrophe	Greek
14	Circum-	Around	Circumference, circumlocution	Latin
15	Com-	Together with	Co-pilot, cooperation	Latin
16	Contra-	Against	Controversial, contradict	Latin
17	De-	(a)down from away (b)depriving	Deprese, depose Denatured, deform	Latin
18	Dia-	Through, across	Diametrically, diagonally	Greek
19	Dis-	(a)apart from (b)negation	Dismiss Dissolve	Latin
20	Ec-, ex-	Out of	Eccentric, exodus	Greek
21	En-	In	Entomology, energy	Greek
22	Epi-	Upon	Epidermis, epitaph	Greek
23	Eu-	Well	Euphony, euphemism	Greek
24	Ex-	Out of	Ex-governor	Latin
25	For-	Very	Forlon, forbid	Old English
26	Fore-	In front	Forearm, foreground	Old English
27	Hyper-	Over, above	Hypersensitive, hyperbola	Greek
28	Hypo-	Under, beneath	Hypocrite, hypochondriac	Greek
29	In-	Into Not	Infect, immerse Inexperienced, improper	Latin



NO.	PREFIX	MEANING	EXAMPLES	ORIGIN
30	Inter-, intro-	Between	Interurban, interborough, intervention	Latin
31	Meta-	After, along, with, over	Metamorphosis, metatarsal	Greek
32	Mis-	Wrong	Mistranslated, misleading	Old English
33	Miso-	Hatred of	Misanthropic, misogamy	Greek
34	Non-	Not	Nonessential, nonconformist	Latin
35	Ob-	Against, toward	Opposition, obstruct	Latin
36	Off-	From	Offspring, offset	Old English
37	Out-	Surpassing, out	Outrun, outfield	Old English
38	Over-	Too much	Overactive, overhead	Old English
39	Para-	Beside, beyond	Parallel, paragraph	Greek
40	Per-	Throughtout, completely	Permeate, pernicious, perfervid	Latin
41	Peri-	Around	Perimeter, period	Greek
42	Poly-	Many	Polygamy, polyglot	Greek
43	Post-	After	Postseason, postscript	Latin
44	Pre-	Before	Preamble, preceede	Latin
45	Pro-	Forward, in place of	Progressive, propulsion	Latin
46	Re-	Black Again	Revoke, reflexive, reread, readjust	Latin
47	Se-	Aside	Secret, secession	Latin
48	Sub-	Under	Submarine, suffer, subhuman	Latin
49	Super-, supra-	Over, above	Supernatural, supervision	Latin



NO.	PREFIX	MEANING	EXAMPLES	ORIGIN
50	Syn-	With, together	Synthesis, symphony	Greek
51	Trans-	Beyond, across	Trans-atlantic	Latin
52	Un-	Not	Uneducated, uncovered	Old English
53	Under-	Below	Underpaid	Old English
54	Vice-	In place of	Viceroy, vice-president	Latin
55	With-	Against	Withstand, withdraw	Old English

D. REFERENCES LIST OF PREFIX DENOTING NUMBERS

LATIN PREFIXES DENOTING NUMBER

NO.	PREFIXES	MEANING	EXAMPLES
1	semi-	half	semicircle
2	uni-	one	semiannually
3	bi-	two	unilateral
4	tri-	three	triangle triple
5	quadr- quadri-	four	quadruple quadrant
6	quinque-	five	quincuagenarian quintessence
7	sex-	six	sexennial sextette
8	sept-	seven	september septuagint
9	oct-	eight	octavo octet
10	nona0	nine	nonagon nones



NO.	PREFIXES	MEANING	EXAMPLES
11	dec-	ten	decimal decimate
12	centi-	one hundredth	centigrade centime
13	milli-	one thousand	millennium mileage
14	multi-	many	multitude multiple

GREEK PREFIXES DENOTING NUMBER

NO.	PREFIX	MEANING	EXAMPLES
1	hemi-	half	hemisphere hemicycle
2	mono-	one	monoxide monogamy
3	di-	two	diphthong diploma
4	tri-	three	tricycle trimester
5	tetra-	four	tetrameter tetrarch
6	penta-	five	pentagon pentameter
7	hexa-	six	hexapla hexapod
8	Hepta	seven	heptameter heptangular
9	oct-	eight	octagon octameter
10	ennea-	nine	enneahedron ennead
11	dec-	ten	decigram decaliter
12	hecto-	one hundred	hecatomb hectoliter



NO.	PREFIX	MEANING	EXAMPLES
13	kilo-	one thousand	kilowatt kilometer
14	poly-	many	polygon polychromatic

E. REFERENCES LIST OF SUFFIX

We include here in our general alphabetical list all the common suffixes (except the grammatical suffixes, which belong strictly to the study of grammar). The left hand column gives the suffix, the second column gives its meaning, the third column gives examples of words in which the suffix appears, and the last column shows the language of origin of the suffix.

NO.	SUFFIX	MEANING	EXAMPLES	ORIGIN
1	-able, -ible, -ble	Implying capacity or fitness	Unmentionable, soluble	Latin
2	-acious	Tending to, abounding in	Tenacious, pugnacious	Latin
3	-acy, -cy	State or quality	Inaccuracy, secrecy	Latin
4	-age	Act of, state of	Postage, courage	Latin
5	-al	Belonging to, pertaining to	International, annual	Latin
6	-an, -ian	Belonging to, pertaining to	Arisan, musician	Latin
7	-ance, -ancy, -ence, -ency	State of, act of	Redundancy, conference	Latin
8	-ant, -ent	One who acts	Claimant, agent	Latin
9	-ar, -er, -or	One who acts	Oiler, bursar	Latin



NO.	SUFFIX	MEANING	EXAMPLES	ORIGIN
10	-ard	One who does something discreditable	Drunkard, wizard	Old English
11	-ary	Pertaining to, connected with	Primary, necessary	Latin
12	-ate, -ite	Used to form adjectives from certain verbs	Temperate, favourite	Latin
13	-cle, -cule	Used to form diminutives of nouns	Spectacle, molecule	Latin
14	-dom	State or condition	Freedom, kingdom	Old English
15	-eer, -ier	One who acts	Auctioneer, cashier	
16	-en	Made of, to make	Woolen, shorten	
17	-er	One who acts	Fighter, swimmer	
18	-ess, -trix	One who acts (feminine)	Laundress, executrix	
19	-ferous	Bringing, producing, yielding	Odoriferous, auriferous	Latin
20	-fic, -ific	Making, causing	Terrific, specific	Latin
21	-ful	Full of, abounding in	Wonderful, spoonful	Old English
22	--fy, -efy, -ify	To make, form into	Terrify, magnify	Latin
23	-hood	State of	Childhood, knighthood	Old English
24	-ic, -ical	Of, pertaining to, like	Heroic, comical	Latin
25	-ice	Act, quality, state	Cowardice	Latin
26	-ile, il	Pertaining to, like	Heroic, comical	Latin
27	-ine	Pertaining to, like	Heroic, comical	Latin
28	-ine, -ette	One who acts (feminine)	Canine, masculine	Latin



NO.	SUFFIX	MEANING	EXAMPLES	ORIGIN
29	-ion	State, condition, act of	Heroine, farmerette	Latin
30	-ish	Of the nature of, somewhat	Depletion, rebellion	Old English
31	-ism	Act of, doctrine or practise of	Greenish, Danish	Greek
32	lst	One who acts	Americanism, Heroism	Greek
33	-ity, -ty	State, condition, degree	Sanity, inhumanity	Latin
34	-ive	Having the nature of, given or tending to		Greek
35	-ize (-ise)	To make into, to practice	Sympathize, dramatize	Greek
36	-le, el	Used to form diminutives, expressing an instrument	Treadle, ladle	Old English
37	-lent, -ulent	Abounding in, having in a marked degree	Violent, turbulent	Latin
38	-less	Without, beyond the range of	Careless, hopeless	Old English
39	-ly	Like in manner, used to form adverbs from adjectives	Desperately, womanly	Old English
40	-ment	State or quality, act of	Impediment, sediment	Latin
41	-mony	Abstract condition	Testimony, alimony	Latin
42	-ness	State or condition	Kindness, courteousness	Old English



NO.	SUFFIX	MEANING	EXAMPLES	ORIGIN
43	-ory	Of pertaining to, place of, that which pertains to	Dormitory, compulsory	Latin
44	-ose, -ous	State or quality	Bellicose	Latin
45	-ship	State or quality, art or skill	Scholarship, worship	Old English
46	-some	Like or same	Quarrelsome, tiresome	Old English
47	-ster	One who act	Teamster	Old English
48	-try	Art or profession of	Ministry, dentistry	Latin
49	-tude	State of quality	Plenitude	Latin
50	-ty	State or condition	Safety, scarcity	Latin
51	-ure	Act or process, result of	Tenure, picture	Latin
52	-y	Characterized by somewhat like	Soapy, icy	Old English

Exercise:

1. **Write down what is the kind of suffixes below!**

- 1) Authority =
- 2) Glorious =
- 3) Creator =
- 4) Tolerance =
- 5) Trial =
- 6) Democracy =
- 7) Learner =
- 8) Communism =
- 9) Validity =
- 10) Sickness =
- 11) Internship =



12) Strengthen =

13) Criticize =

14) Incredible =

15) Selfish =

2. **Construct the word into these suffixes!**

No.	Suffix	New word
1	-able	
2	-ion	
3	-ation	
4	-y	
6	-ity	
7	-ment	
8	-ly	
9	-ure	
10	-ful	
11	-less	
12	-ish	
13	-ism	
14	-ous	
15	-c	
16	-al	
17	-ness	
18	-ize	
19	-er	
20	-or	

3. **Circle the suitable suffix!**

1) She lived in Medan during her...

a. childish

c. childishness

b. childlike

d. childhood

2) It is ... that he doesn't know anything about Math.

a. evident

c. evidence

b. evidently

d. eviden



- 59

Exercise:

1. Circle the suitable prefix given in a word!

1. Polite

- a. Impolite b. Inpolite c. Unpolite d. Dispolite

2. Honest

- a. Imhonest b. Ilhonest c. Unhonest d. Dishonest

3. Power

- a. Empower b. Powers c. Inpower d. Unpower

4. Ordinary

- a. Ordiment b. Ordinarita-
tion c. Ordinarity d. Extra
ordinary

5. Moral

- a. Immoral b. Inmoral c. Demoral d. Dismoral

6. Final

- a. Misfinal b. Semifinal c. Refinal d. Subfinal

7. Regular

- a. Regulares b. Inregular c. Imregular d. Irregular

8. Weight

- a. Weightnession b. Weightility c. Overweight d. Weight-
lessness

9. Power

- a. Auto power b. Dispower c. Powerment d. Contra
power

10. Live

- a. Alive b. Lively c. Ablive d. Unlive

2. Identify what is the kinds of prefix in these sentences and write down also its word base!

No.	10 Words & 10 Sentences
1.	Dishonest
Prefix	
Root	



No.	10 Words & 10 Sentences
2.	Decrease
Prefix	
Root	
3.	Semifinal
Prefix	
Root	
4.	Impolite
Prefix	
Root	
5.	Extinguish
Prefix	
Root	
6.	Antiseptic
Prefix	
Root	
7.	Miscommunicate
Prefix	
Root	
8.	Circumstance
Prefix	
Root	
9.	Tricycle
Prefix	
Root	
10.	Postwar
Prefix	
Root	
11.	All the participants will coordinate each others.
Prefix	
Root	
12.	This football match is unfair .
Prefix	



No.	10 Words & 10 Sentences
Root	
13.	Our family watched the preview of "Snow White" film in RCTI channel.
Prefix	
Root	
14.	Salamah has forgot her backpack, she had to return home to take it.
Prefix	
Root	
15.	There are so many disadvantages of mobile phone, aren't it?
Prefix	
Root	
16.	Salimah can swim underwater for more than 5 minutes.
Prefix	
Root	
17.	My father must enlarge his fabric to get the highest interest.
Prefix	
Root	
18.	Did you know how to empower our skills in English?
Prefix	
Root	
19.	The program that I watch last night was really extraordinary .
Prefix	
Root	
20.	Now, I have known that your office factory is illegal .
Prefix	
Root	



3. Construct the new word by using the prefix given below!

No.	Prefix	New word
1	A-	
2	Auto-	
3	Co-	
4	Contra-	
6	De-	
7	Di-	
8	Dis-	
9	Down-	
10	Epi-	
11	Extra-	
12	Hemi-	
13	Ig-	
14	Il-	
15	Im-	
16	In-	
17	Infra-	
18	Inter-	
19	Intra-	
20	Ir-	
21	Mid-	
22	Mini-	
23	Mis-	
24	Mono-	
25	Multi-	
26	Non-	
27	Over-	
28	Poly-	
29	Post-	
30	Pre-	



4. Give a suitable prefix for these words!

- 1) Ordinary (out of) =
- 2) Polite (not) =
- 3) Season (after) =
- 4) Wedding (before) =
- 5) Connect (apart from) =
- 6) Work (too much) =
- 7) Final (a half) =
- 8) Understood (wrong) =
- 9) Live (on) =
- 10) Biotics (against) =

IAIN Padangsidimpuan



CHAPTER 4

Reduplication, Internal Class, and Coining

A. DEFINITION OF REDUPLICATION

Reduplication is one of the ways to create words by marking a grammatical or semantic contrast and repeating all or part of the applicable basis. For example, razzle-dazzle, nitty-gritty, and “child” to “children” etc. In traditional grammar, repeated words are often called reduplications. The process of repetition or reduplication is the repetition of grammatical units either entirely or partially either with variations of the phoneme or not. It is a process with the result of repeating the language units such as phonological or grammatical tools. In contrast, Chaer states that reduplication is a morphemical process that repeats the basic form, either whole, partially, or by sound change.

Reduplication is the doubling of some part of a morphological constituent (root, stem, word) for some morphological purpose. It has long been a topic of intense interest for morphological and phonological theory alike. From the morphological perspective, reduplication poses a chal-

lenge for item-based theories of morphology because of its process-like phonological character. From the phonological perspective, reduplication, along with other prosodic morphology like truncation and infixation, has trained a bright light on phonological representations, providing evidence outside phonology proper for constituents like the mora, syllable and foot.

Reduplication is a word-formation process that involves copying some part of a base (a segment, syllable, or morpheme), or even the whole base. The term “reduplicant” refers to the copied part of a word, while the term “base” is used to refer to the root to which the reduplication process applies.

Several syntactic and semantic properties are associated with reduplication among languages. Among a wide variety of languages, the outcome of copying the word base entails generating new semantics of the root, thus causing change in the whole meaning of the reduplicated stem or adding new information along with the existing meaning of the basic word. The common semantic changes associated with reduplication include diminutivization, intensification, quantification, and conveying a sense of distribution or lack of control. Some of these semantic functions of reduplication overlap with Palembang reduplication. Among the common syntactic changes associated with reduplication is inflection. Reduplication may serve as an inflectional device.

For example, a reduplicated word may be a plural form of the noun root as in the case of Indonesian *buku~buku* ‘books’ from the base *buku* ‘book’, and as in Tohono O’Odham, a native American language, with the partially reduplicated *pa-pado* ‘ducks’ from the root *pado* ‘duck’. In



addition, reduplication can affect the transitivity of verbs, rendering the overall structure intransitive of potentially transitive verbs. Another example of “valence-reducing” reduplication from Paamese, a Malayo-Polynesian language, in which the transitive verb *lahi-e* ‘is carrying him’ is reduplicated, resulting in the intransitive verb *lahi-lahi* ‘is occupied’.

From some opinions mentioned above can be concluded, that reduplication is the process of repeating the form whether the shape is intact or some even sometimes phonemic changes. According to Verhaar reduplication occurs in many languages of the world in connection with this statement. To examine reduplication in a language should be viewed carefully and adapted to the conditions of the language related.

B. DISTRIBUTION

Languages on the accompanying map are classified as having a productive reduplicative morpheme, only if the morpheme can be systematically generalized to a set of open class words, and/or the morpheme can still be applied in the modern form of the language. For example, Greek is classified as a language that does not meaningfully employ reduplication, although there are a few reduplicative forms present in the modern language that are remnants of a previously productive reduplicative process. In Ancient Greek, the perfect was formed by a *Ce-* reduplicative prefix, e.g. *gi-grapha* ‘have written’; the modern equivalent is now periphrastic ‘*exo grapsi* (have + participial form).’ The old construction still appears, however, in some learned words, e.g. *δβ-δó-mena* (*Ce-give-MEDioPASSiVE*) ‘data’, *yi-*



yon-os (Ce-become/happen-**PERFECT**) ‘event.’ Greek has also borrowed from Turkish a nonproductive reduplicative prefix used with at least one affective/ intensive adjective: *tsir-tsiplakis* ‘buck naked’ from *tsiplakis* ‘naked’ (compare Turkish *bem-beyaz* ‘very white’ from *beyaz* ‘white’).

Reduplication can be found in several areas of the world that are genetically quite diverse. One such area is the Indian subcontinent where reduplicative morphemes can be found in languages spanning several families, e.g. Indo-European, Dravidian, Austro-Asiatic and Tibeto-Burman. The Horn of Africa is yet another area where reduplication plays an important role in various languages of distinct families.

More clearly we can classify based on the meaning, but there is no denial in it already established the function of repetition. Or it can be said in another way, that it has a function to produce a certain meaning. Although here the different functions of the meaning are difficult to recognize, but in general the distinction is clearly visible. The meaning that can be supported by the repetition that according to is:

1. Repetition first of all means *a lot that are indeterminate*. To declare *a lot that are determinate*, the Indonesian language does not require a reshape. Consider the following example:
 - Di padang terdapat 3 ekor kuda (*a lot that are determinate*).
 - Kuda-kuda itu berkejar-kejaran (*a lot that are indeterminate*).
 - Ayah membelikan saya sepuluh buah buku (*a lot that are determinate*).
 - Buku-buku itu telah kusimpan dalam lemari (*a lot*



that are indeterminate).

Besides *a lot that are indeterminate*, the form of repetition contains another meaning, which is *bermacam-macam (diverse)*

- *tanam-tanaman* = many and diverse plants
- *buah-buahan* = many and diverse fruits

The repeat word in this case is usually completed with the suffix *-an*.

2. Another meaning that can be derived from a word that *resembles* or imitation of something.
 - *kuda-kudaan*
 - *anak-anakan*
 - *orang-orangan*
3. Close to the third meaning is to weaken the meaning, in this case can be interpreted with *agak*.
 - *Apa-apa yang dilihatnya diambilnya.*
 - *Sifatnya kekanak-kanakan.*
 - *Orang itu sakit-sakitan.*
 - *Gadis itu kemalu-maluan melihat pemuda itu.*
4. Expressing the intensity, either the intensity of quality (qualitative intensity), both about quantity (quantitative intensity), or about frequency (frequency intensity).
 - *Pukullah kuat-kuat.*
 - *Belajarlah segiat-giatnya.*
 - *Gunung itu yang setingg-tingginya di pulau Jawa.*
5. Quantitative intensity:
 - *kuda-kuda, rumah-rumah.*
 - *buah-buah, anak-anak, etc.*
6. Frequency Intensity:
 - *Ia menggeleng-gelengkan kepalanya*
 - *Ia mondar-mandir saja sejak tadi.*



7. Deuteronomy on the verb can decrease the meaning of *mutual*, or reciprocal work (each other).
 - Terjadi *tawar-menawar* dalam proses jual beli.
 - Ia *berpukul-pukulan* dengan si Dul.
 - Keduanya *bersalam-salaman*.
 - Dalam perkelahian itu terjadi *tikam-menikam* antara kedua orang itu.
8. The repetition of the numerical word has a collective meaning: *dua-dua*, *tiga-tiga*, *lima-lima*, and others.

C. KINDS OF REDUPLICATION

Based on its kind, the form can be divided into four types:

1. Deuteronomy over the initial syllable, or also called *dwipurwa*. In this form of repetition, the vowels of the initial syllable are weakened and shifted to the middle position into e (*pepet*).

tatanaman > tetanaman

tatangga > tetangga

luluhur > leluhur

This deuteronomy even though is determined in Indonesian, but the examples are not so much.

2. Repeat of entire basic form. This is called a complete repetition. There are two kinds of repetitions, namely repetition of the basic form of the word base and called *dwilingga*, and a repeated basic form of word with affix.

For example:

rumah > rumah-rumah perbuatan > perbuatan-perbuatan

buah > buah-buah kejadian > kejadian

Full replication is found in many languages, including



Indonesian and highly productive.

3. Next, replication occurs over all syllables, but on one *lingga* there is a change of sound on one or more phonemes. This kind of repetition is called *dwilingga salin suara*. For example:

gerak-gerak > gerak-gerik

sayur-sayur > sayur-mayur

porak-porak > porak-porik

Although this form is not too much in language, but often appears in the activities of speech.

4. The fourth deuteronomy is repetition with affix, both on the first part and on the second part. This type of replication is called repetition with affix.

bermain main

memukul-mukul

berpukul-pukulan

main-mainan

Seeing this description means a complete initial syllable repetition, repetition of phonemic changes and replicated affixes are the kinds of repetitions that are often found in the Indonesian language.

D. FORMS OF REDUPLICATION

Based on the way of repeating the basic form, repetition can be classified into four groups:

1. The entire repetition: The entire repetition is the repetition of all basic forms, without any phonemic changes and not in combination with the affixing process. For example:

sepeda

sepeda-sepeda



buku	<i>buku-buku</i>
kabaikan	<i>kabaikan-kabaikan</i>

based on the above example it can be said, that the whole iteration underlines that the whole existing word is repeated.

2. Partial repetition: Partial repetition is a partial repetition of its basic form. Almost all the basic forms of this type of repetition are complex forms. A single form is a word *lelaki* formed from the basic *laki*, also *tetamu* being formed from the basic form *tamu*, *beberapa* which is formed from the *berapa*, *pertama-tama* formed of the basic form *pertama*, and *segala-galanya* from the basic form *segala*.

The word *pertama* and all are singular because in the morphological sequence there is no smaller unit of the two words. Indeed, in addition to the first word, there is word *utama*, but the two words cannot be inserted into a single morphological sequence. Although both have a form affinity, both of which contain the element *tama*, but they have no coherence of meaning so that the word *pertama* is defined as a morpheme, the word *utama* as one morpheme as well.

There is process of repetition which serves to change the class of words, and there is repetition which does not. In repeated words like *karang-mengarang*, *cetak-mencetak*, *potong-memotong*, *jilid-menjilid*, the process of repetition has the function of forming the nominal word of the verb, and also in the function of repeated words such as *sekuat-kuatnya*, the process of repetition serves as the former of the adverb from the adjective, but on the repeated words *binatang-binatang*, *rumah-rumah*, *pembangunan-pem-*



bangunan, kuda-kudaan, anak-anakkan, berteriak-teriak, memukul-mukul, pandang-memandang, surat-menyurat, cepat-cepat, kecil-kecil, the process of repetition does not change the word class.

The process of repetition has several meanings:

1. Stating the meaning of 'many': Let us compare the word *rumah* to the word *rumah-rumah* in two sentences below:

Rumah itu sudah sangat tua.

Rumah-rumah itu sudah sangat tua.

The word *rumah* in the phrase '*Rumah itu sudah sangat tua*' declares '*sebuah rumah*', while the word '*rumah-rumah*' in the sentence '*Rumah-rumah itu sudah sangat tua*' declares '*banyak rumah*'. As well as:

binatang-binatang = banyak binatang

pembangunan-pembangunan = banyak pembangunan

2. State the meaning of 'many': In contrast to the meaning mentioned above, here the meaning of '*banyak*' is not related to the basic form, but rather relates to the "*explained*" word. The word '*explained*' at the phrase level occupies a function as a central element, for example the word '*rumah*' in *rumah besar besar*. Clearly, the repetition of the '*besar-besar*' expresses the meaning of '*banyak*' to the '*explained*' word, in this case the word '*rumah*'. Other examples, such as:

Mahasiswa yang *pandai-pandai* mendapat beasiswa

Mahasiswa itu *pandai-pandai*

Pohon yang *rindang-rindang* itu pohon beringin

Pohon di tepi jalan itu *rindang-rindang*.

3. Stating the meaning of 'unconditional'

Example:



duri-duri diterjang : 'meskipun duri diterjang'
darah-darah diminum : 'meskipun darah diminum'

4. State the meaning 'that resembles what is on the basic form'. In this case the repetition process combines with the change process of affix -an

For example:

kuda-kudaan: 'that resembles *'kuda'*

gunung-gunungan: like *'gunung'*

Similarly, *sepeda-sepedaan*, *mobil-mobilan*, *orang-orangan*, *kereta-keretaan*, and so on.

The meaning of 'resembling' is also present in repeated words such as:

kebarat-baratan : resembling 'western people

kemuda-mudaan : resembling 'the youth'

5. Stating the meaning of 'action on the basic form done repeatedly'.

For example:

berteriak-berteriak : 'screaming for several times;

memukul-mukul : 'hitting for several times'

memetik-metik : 'plucking for several times'

menyobek-nyobek : 'ripping off for several times'

In addition, the meaning, the actions which are mentioned in the basic form done repeatedly and this is numerous and often found in Indonesian language.

6. To declare the meaning of 'the act in which its basic form is done casually, intentionally, or with pleasure'. Other examples, such as:

berjalan-jalan : 'walking with pleasure;

membaca-baca : 'reading with pleasure'

tidur-tidur : 'sleeping with pleasure' or 'not really sleeping'

7. To declare the meaning of 'action on the basic form



is done by two parties and mutual concern'. In other words, the repetition expresses the meaning of 'mutual'.

For example:

<i>pukul-memukul</i>	: 'hitting each other'
<i>pandang-memandang</i>	: 'looking at each other'

Such meaning exists only in the repetition of the verb, stating that it is reciprocal.

E. INTERNAL CHANGE

Internal change is one of the ways to replace one non-morphemic segment with another to mark grammatical contrast. For example, the word "sang" comes from "sing" by substituting the vowel *i* to *e*, the word "feet" comes from "foot" by substituting the vowel *oo* to *ee*, etc.

Symbolism (or morpheme internal change) consists in altering the internal phonemic structure of a morpheme to indicate grammatical functions (cf. Pei, 1966). For example, in order to form the plurals of *goose* \gu...s\ and *tooth* \tu...T\ in English, the phoneme \u... is replaced by the phoneme \i... , thus yielding the plural forms *geese* \gi...s\ and *teeth* \ti...T\, respectively. Other words that form their plurals in a similar way are *man* /moen\ → *men* /men/, *woman* \ "wUm'n\ → *women* \ "wIm'n\, *mouse* \mAU s\ → *mice* \maIs\, *louse* \lAU s\ → *lice* \laIs\, etc. Similarly, a few verbs indicate their past tense and past participle forms just by undergoing internal changes, as in the following cases: *sing* \sIN\ *sang* \soeN\ *sung* \søN\ *swim* \swIm\ *swam* \swoem\ *swum* \swøm\ *sink* \sINK\ *sank* \soeNk\ *sunk* \søNk\ *bring* \brIN\ *brought* \brÅt\ *brought* \brÅt\



teach \tiʊtʃ\ taught \tɔ:t\ taught \tɔ:t\.

Notice that some of these verbs, in addition, take the inflectional morpheme **-en** \-n\ to indicate the past participle, as in: break \breɪk\ broke \brʊk\ broken \ˈbrʊkən\ eat \iʊt\ ate \eɪt\ eaten \ˈiʊtn\ write \raɪt\ wrote \rʊt\ written \ˈrɪtn\ ride \raɪd\ rode \rʊd\ ridden \ˈrɪdn\ It is important to point out that the new words created by the process of symbolism are usually considered irregular forms and have come to be as a result of historical changes in the development of the language.

F. COINING

There are some points of view about the meaning of coining. Coining is the word formation process in which a new word is created either deliberately or accidentally without using the other word formation processes and often from seemingly nothing. As neologism or coinage, we identify the word formation process of inventing entirely new words (neology). This is a very rare and uncommon method to create new words, but in the media, people try to outdo each other with more and better words to name their products. Often these trademark names are adopted by the masses and they become “everyday words of language”.

Coining or Word coinage (or invention) is the process whereby new words are created outright, either deliberately or accidentally, to fit some purpose. Usually, words are coined to express new ideas, processes, products, etc. in the language. For example, brand names such as *Xerox*, *Kodak*, *Exxon*, *Kleenex*, *Nylon*, *Dacron*, etc.; *pooch*, *snob*, *nerd*, *blurb*, *googol*, etc. It is worth pointing out that the invention of new words is sometimes based on existing words, such



as *Jell-o* on *gel*, *Kleenex* on *clean*. Many acronyms such as *Cobol*, *laser*, etc. are based on phrases for which they stand. However, words are more often created out of thin air, i.e., without basing on any other pre-existing word.

Also coinage refers to extension of a name of a product from a specific reference to a more general one such as *Kleenex*, *Xerox*, and *Kodak*. And in some cases, the meaning of these words is broadened. Example, complicated chemical or technical terms (like *Aspirin*: acetylsalicylic acid) are adopted as the trademark term and often replace standard terms for e.g. in this example, painkillers. This also happened to words like *Xerox*, *Kleenex* or the German *Nutella*. Some words are differentiated from 'standard' neologisms, namely **eponyms**. Eponyms are words that are "based on the name of a person or a place". Common eponyms are *watt* from name of the discoverer, *Fahrenheit* from name the expert, *jeans* takes from Italian city of JENWA, *sandwich* from a person who makes his meal between two slices of bread, *gold* from Italian scientist.

The following list of words provides some common coinages found in everyday English:

Aspirin	Escalator	Heroin	Band-aid
Factoid	Frisbee	Google	Kerosene
Kleenex	Laundromat	Linoleum	Muggle
Nylon	Psychedelic	Quark	Xerox
Zipper			

Notice that many coinages start out as brand names for everyday items such as *Kleenex* for a facial tissue.



Exercise:

1. Find out other coining words in this era.
2. Give 5 examples for reduplication, internal change and coining.

EXERCISES REVIEW FROM ALL CHAPTER

■ Compound Nouns

MATCH THE WORDS TO MAKE COMPOUND NOUNS!

1	Face	chair
2	Traffic	clock
3	Mobile	stop
4	Washing	gallery
5	Alarm	food
6	Bus	phone
7	Art	light
8	Junk	paper
9	Arm	machine
10	Wall	book

■ Fill the correct nouns to complete the sentences!

1. There is a car _ _ _ _ next to the school.
2. You have to open your _ _ _ _ account. Therefore, you can save your money in it.
3. Ahmad's mother's job is a house _ _ _ _ _.
4. Fathimah extremely loves eating _ _ _ plant.
5. Tomorrow, Hasan will play foot _ _ _ _ with his _ _ _ _ _mates in campus.
6. Taking a shower is Umar's daily routine in the morning. But, he sometimes forgets to brush his teeth with _ _ _ _ _brush.



7. Every evening, Ahmad waits his son, Ali, in the bus _ _ _ _ .
8. The cup _ _ _ _ next to the windows is broken.
9. When Halimah travelled to Palestine, she left her mobile _ _ _ _ , _ _ _ _ book, and her mother's sweater hand _ _ _ _ on the plane 2 years ago.
10. Mr. Fatih needs his sun _ _ _ _ _ , he can't see anything, it's too bright.

■ Compound Verbs

MATCH THE WORDS TO MAKE COMPOUND NOUNS

1	Get	Over
2	Take	Off
3	Break	For
4	Look	Out
5	Get	along
6	Fall	After
7	Go	Of
8	Hand	Up
9	Call	Down
10	Ask	Up

■ Fill the correct words to complete the sentences!

1. Why does Hanafi take _____ his shoes in the room? He actually doesn't need to do it.
2. Let's hand _____ the answer sheet to Mr. Zakariya.
3. Yusuf needs to check _____. We are in the hotel room for work meeting tonight.
4. We shouldn't get _____ at the next bus stop.
5. Musa's family has to pull _____ their vacation in Maroko next week. Because, it's stormy there.
6. Nisa's parents and she went _____ to restau-



rant for dinner last weekend.

7. Oh, watch out!!! The huge stone is falling _____ from that hill.
8. Robiah usually gets _____ early in the morning.
9. My sister, Ruqoyyah is looking _____ her green veil. She needs it to match _____ her dress.
10. Harun has been trying to ask Ismi _____ for a week. They've been married for 3 years, but they haven't gotten _____ each other.

■ Compound Adjectives

MATCH THE WORDS TO MAKE COMPOUND ADJECTIVES!

1	Good	minded
2	Long	fitting
3	Easy	hearted
4	Tight	fashioned
5	Quick	haired
6	English	willed
7	Air	aged
8	Narrow	running
9	Old	tight
10	Short	working
11	Absent	looking
12	Strong	moving
13	Quick	going
14	Kind	headed
15	Long	minded
16	Middle	length
17	Full	lasting
18	hot	witted



19	Hard	speaking
20	Fast	thinking

■ Compound Adverb

MATCH THE WORDS TO MAKE COMPOUND ADJECTIVES!

1	Well	times
2	Brightly	behaved
3	Densely	after
4	Brightly	lit
5	Well	on
6	Highly	well
7	Well	after
8	Widely	established
9	Deeply	coloured
10	Never	populated
11	Forward	lit
12	Quickly	known
13	Self	respected
14	Early	educated
15	Very	recognized
16	there	rooted
17	Some	ending
18	Well	thinking
19	Look	presented
20	Dimly	consciously

■ Prefix

Find the opposite of the words below with prefixes!

1. Legal
2. Interested
3. Proper
4. Illusion



5. Responsible
6. Appear
7. Appoint
8. Close
9. Content
10. Offensive

Complete the sentences with the appropriate words from the words in the box!

Un- 2X	Dis-	In-	Im-	Over-
Ir-	il-	Mis-	under-	

1. The ghost that I saw yesterday was scary. It was so forgettable day.
2. There is no human or all the creatures in this world could be _____ mortal.
3. Hasanah thought that she would get low score but it was _____ expected that she is the first on the list.
4. Sa'diah's mother was mad at her daughter, Zakiyah. Because of her _____ obedience.
5. The government has to clarify the fake news to avoid the _____ understanding from the Indonesian society.
6. Ali doesn't like _____ active girl who will be his future wife.
7. The Sutan's family moved to Turkey because of immigration problem in preview country where they lived 3 years ago. They thought that it was _____ sane to live there with bad situation.
8. Don't be so _____ responsible of your job, attempt to be professional.



9. The Al 'ula airport in Madinah has never found any strange things like _____ legal goods during operation.
10. Husnul isn't a good cook. Everytime she makes something it will be over or _____ cooked.

■ **Suffix**

Add a suffix to each of the following words to make new words!

1. Fear.....
2. Comfort.....
3. Encourage....
4. Fashion....
5. Danger....
6. Home....
7. Jealous.....
8. Accident.....
9. Use....
10. Happy.....

Match the words with suffixes 1-10 to the meanings a-j!

1. Agreement
2. Academic
3. Endless
4. Exhausted
5. Loveable
6. Emotional
7. Magical
8. Understandable
9. Useful
10. Enjoying



- a. seeming normal and reasonable in a particular situation.
- b. to get pleasure from something.
- c. containing magic.
- d. connected with people's feelings.
- e. connected with education, especially studying in schools and universities.
- f. having qualities that people find attractive and easy to love, often despite any faults.
- g. very large in size or amount and seeming to have no end.
- h. that can help you to do or achieve what you want.
- i. very tired.
- j. an arrangement, a promise or a contract made with somebody.

■ **REDUPLICATION**

Choose the appropriate reduplications of the following words!

- 1. Pitter
 - a. Pittar
 - b. Patter
- 2. Dilly
 - a. Dully
 - b. Dally
- 3. Dingle
 - a. Dangle
 - b. Dingle
- 4. Criss
 - a. Cross
 - b. Crass
- 5. Flim
 - a. Flum
 - b. Flam
- 6. Scrip
 - a. Scriep
 - b. Scrap
- 7. Widdle
 - a. Waddle
 - b. Widdle



- | | |
|------------|------------|
| 8. Willy | |
| a. Nilly | b. Nilli |
| 9. Wriggle | |
| a. Wriggle | b. Wraggle |
| 10. Ding | |
| a. Dong | b. Dang |
| 11. Fifty | |
| a. Fifty | b. Fivety |
| 12. Dilly | |
| a. Dilly | b. Dally |
| 13. Hubble | |
| a. Bubble | b. Hubble |
| 14. Clop | |
| a. Clop | b. Lop |
| 15. Tick | |
| a. Tack | b. Tick |
| 16. Zig | |
| a. Zig | b. Zag |
| 17. Walkie | |
| a. Talkie | b. Talli |
| 18. Teeny | |
| a. Weeny | b. Winny |
| 19. Bling | |
| a. Blang | b. Bling |
| 20. Splish | |
| a. Splash | b. Splish |



REFERENCE

- Al-Salmi Badriyajuma and Batinah South Region, Teaching Vocabulary Using Shared Reading & Flash Card, Redrived 21 Desember 2012 from www.Teaching Vocabulary Using Shared Reading & Flash Chard.pdf.
- Bambang Setiyadi, *Teaching English as A Foreign Language*, Yogyakarta: Graha Ilmu, 2006.
- Brown, H. D. *Principle of language learning and teaching*, New York: Prentice Hall. 1980.
- Burnidge Shirley, *Oxford Basic English Dictionary*, New York: Oxford University Press, 1981.
- Carstairs- McCharty, *An Introduction to English Morphology; Words an Their Structure Linguistics*. United Kingdom; Edinburgh University, 2002.
- Celce-Murcia Marianne and Sharon Hill, *Technique and Resources in Teaching Grammar*, New York: Oxford University Press, 1998.
- Even Marcusin, *Vocabulary, Semantic and Language Education*, Cambridge: University Press, 1997.
- Fitri Rayani Siregar, *The Students Ability in Morphological Mastery (A case Study of Sixth Semester Iain Padangsidimpuan)*, 'English Education: English Journal for Teaching and Learning 06, no. 2 (2018); p. 128. <http://journaliain-padangsidimpuan.ac.id/index.php/EEJ/article/view1252>.

- Francis Katamba, *Modern Linguistics Morphology*. United Kingdom; Red Globe Press, 2006.
- Frank Marcella, *Modern English*, New York: Prentice Hall, 1972.
- Gerlach Vernon S. and Donald P. Ely, *Teaching and Media Systematic Approach*, New Jersey: Prentice-Hall 1, 1971.
- Hanson Susan & Jennifer F. M. Padua, *Teaching Vocabulary Explicit* Honolulu, Hawai: Pacific Resources for Education and Learning, 2011.
- Hornby A. S., *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 2000., *Oxford Advanced Learned Dictionary 7th Edition*, New York: Oxford University Press, 2005.
- <http://www.types-of-vocabulary.com>.
- Indra Kurniawan, *The Effect of Using Flash Cards on Students's Vocabulary Mastery at Seven Grade of SMP Swasta Nurul Ilmi Padangsidimpuan*, Padangsidimpuan: STAIN, 2011.
- Lubis, Masroana, *The Student's Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola*, A Thesis, STAIN Padangsidimpuan, 2010.
- Mark Twain, *Morphology; The Words of Language* . Tokyo: 2006.
- Martin Hapelmuth, *Understanding Morphology*. New York: Oxford University, 2010.
- Martin, *High School English Grammar*, Jakarta: Prasada Rao, 1990.
- Nunan David, *Practical English Language Teaching*, Boston Burr Ridge: McGraw Hill, 2003.
- Penny Vr. *A Course in Language Teaching*, London: Cambridge University Press 1998.
- Richard D Mallery, *How to Enlarge and Improve Your Vocab-*



- ulary, USA: The Blakiston Company, 1947.
- Scott Thornbury, *How to Teach Vocabulary*, New Zealand: Longman, 2002.
- Thomas Nelson, *The Award Compact English Dictionary*, London: Award Publication, 1985.
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2001.
- Wayan & Sumartana, *Evaluasi Pendidikan*, Surabaya: Usaha Nasional, 1986.
- Yusuf Muhammad, *The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery*, A Thesis, STAIN Padangsidimpuan, 2011.



BIOGRAPHY



FITRI RAYANI SIREGAR, M.Hum., Place/date of birth, 1982-07-31 She is lecturing in English IAIN Padangsidempuan and her Master Degree is in English. She is not only the lecturer but also as the Secretary of Study Program from 2007 to 2018. In 2018 to present, she is the Head of English Study Program. She is fond of Lecturing, doing educational research, journal and writing books. She has published more than 20 works in some journals in Indonesia. She can be contacted via mail: fitrirayani@iain-padangsidempuan.ac.id or mobile: 0812 6511 202.



Eka Sustri Harida, M.Pd., Place/ Date of Birth: Alahan Panjang, 17 September 1975. She has degree of Master of English Education, and now a candidate of Doctor at Universitas Negeri Padang. She is now a English lecturer at Tarbiyah and Teacher Training Faculty, IAIN Padangsidempuan (since 2003). She is also a chief of Center of Research and Publication Study of IAIN Padangsidempuan (2018-2022) and managing editor of some journals, and also active as a member of Aisyiyah Organization and ELITE (The English Lecturer Organization under Kemenag). She published some books and works in journals in Indonesia.

