THE USE OF THE TEXTBOOK "THE DRIVE TO DUBAI" TO TEACH STUDENTS' MORPHOSEMANTIC READING SKILLS THROUGH A WINDOW SHOPPING STRATEGY

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfilment of Requirements
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

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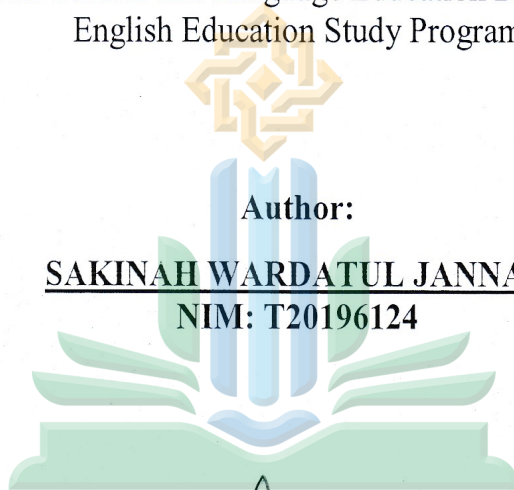
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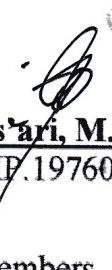
THESIS

It has been examined and approved by examiners in fulfilment of
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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۝ ١

Meaning: "Read! In the Name of your Lord, Who has created (all that exists)," [1]

QS Al-alaq:1

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[1] Muhammad Taqi-ud Din Al Hilali and Muhammad Muhsin Khan, "Translation of The Meaning of The Noble Qur'an in The English Language" Madinah: King Fahd Complex (1996)

DEDICATION

This thesis is especially dedicated to:

1. My beloved parents Mr Ahmad Fauzan and Mrs Siti Nurfadilah, thank you for your never-ending love, prayer, and support.

2. My adoptive parents Mr. Suki Dahlan and Mrs. Susyani, thank you for loving me like a biological child.

3. My younger brother and sister, Ahmad Nabil Syarif Hidayatullah and Shannas Dian Ramadhani. They have always set me as a role model. They are one of the reasons why I want to be successful.

4. Thanks to all my besties for loving me and supporting me during part of the ups and downs of this research, and finally thanks to the Mama Lela Series team who provided entertaining entertainment when stress hit me.
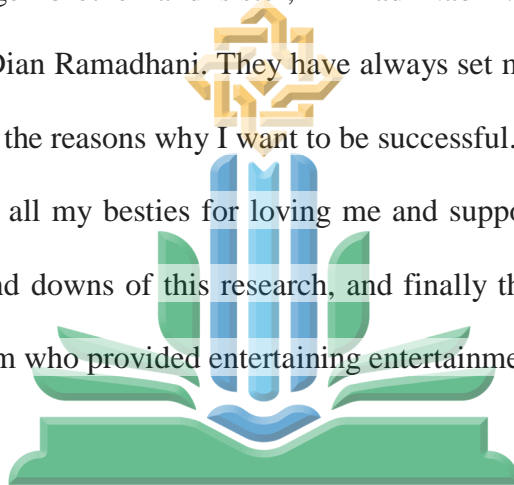
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First, I want to thank Allah who has mercy and blessing and blessed me with a healthy body to complete my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

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7. My participant is willing to participate in my research project on the ability of students' morphosemantic through reading English learning

The author realises that this thesis has not yet reached perfection in terms of writing and language. For the sake of the perfection of this thesis, the author gladly accepts criticism and suggestions for improvement in the contents of this

thesis. Hopefully, this thesis can be useful for researchers. Hopefully, Allah can reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis

Jember, 30 November 2023

Researcher

ABSTRACT

Sakinah Wardatul Jannah,2023: The use of the textbook "The Drive to Dubai" to teach students' morphosemantic reading skills through a window shopping strategy.

Keywords: *textbook, morphosemantic, teaching reading skills, window shopping*

Every human in the world needs education. A new educational environment requires a different way of designing student learning experiences and a new approach to teaching and evaluating. Teaching morphosemantics is certainly very necessary for students, especially in learning to read English texts. This is of course to help students build reading skills from morphology and semantics.
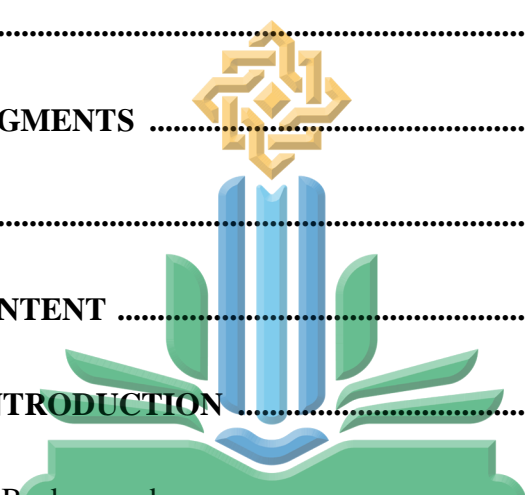
This research aimed to discover the effect of using the textbook through a window-shopping strategy that can help students explore their morphosemantic reading skills. Furthermore, this research focuses on how students can implement their word formation and lexical meaning understanding through reading English learning. The present study had two research objectives, there are: 1) To find out to what extent students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story, and 2) To find out how far those students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story.

The researcher used a descriptive qualitative method as a research design. This research project was carried out in SMP Islam Raudlatul Ulum Jember. Participants in this research were all 8th-grade students, totalling 33 students. Data were collected from three stages including class observation taking photos of learning and teaching activities, document analysis through student learning artefacts such as written and unwritten assignments and semi-structured interviews through audio recordings. The data analysis namely data display and data condensation.

This research had two findings: 1) Students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story. 2) Students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story. Based on the findings, the researcher concluded that teaching language students the fundamentals of morphosemantic studies, such as word formation and lexical meaning at a young age has many positive effects, including theoretically and practically assisting students in terms of arranging words into simple sentences and being able to distinguish between parts of speech. This knowledge may also be applied as a practical guide for students to hone their reading abilities, and it naturally makes it simpler for them to practice reading more English texts by their fundamental language capabilities.
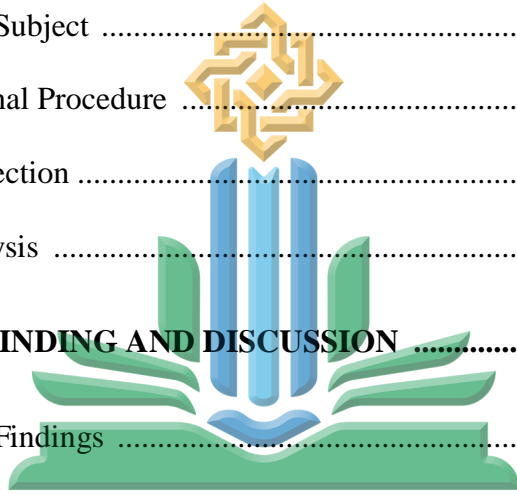
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CHAPTER I

INTRODUCTION

This chapter presented the background of the research, the question of the research, the objective of the research, the definition of key terms, and the significance of the research.

A. Research Background

Every human in the world needs education. A new educational environment requires a different way of designing student learning experiences and a new approach to teaching and evaluating. According to Thompson, "Education is a process of environmental influence on individuals to produce permanent changes in behaviour habits, thoughts, and traits."[2] Because the important role of education is to improve the quality of human life. Law Number 57 of 2021 concerning Education, states that education is a deliberate and planned effort for the individual, society, country, and state.[3] According to the definition of education above, education is not just about academic achievement but also about how well the teaching and learning process develops mastery ability.

Along with time, the competence of students in the 21st century is also growing, including thinking skills and action proficiency.[4] Therefore, in topics where students needed to replicate language, the teachers had to have

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[2] Konsep Dasar Ilmu Pendidikan (Penerbit Alfabeta, Bandung,2014), 28
[3] Pemerintah Republic Indonesia, Undang-undang Sistem Pendidikan Nasional No 57 Tahun 2021, (pasal 1)
[4] Alberta Education (2010). *Inspiring Education: A Dialogue with Albertans*. Edmonton AB: Alberta Education.

the knowledge to effectively and accurately convey learning content through teaching materials. According to Wardhaugh, "Language is an arbitrary vocal symbol used for human communication."[5] It means that language serves as a tool for communication that enables us to engage with a variety of individuals in daily life and to convey thoughts, feelings, and ideas. One of the ways to explore the knowledge of the language in the world of education is by reading a lot.

On another side in The Holy Qur'an, Allah SWT orders his servants (humans) to learn a lot of science and read books. Surah Al Alaq verses 1-5 contain one of these orders. Armed with knowledge, humans can prove the power and greatness of Allah SWT. Through this letter, Allah SWT orders his servants (humans) to find out who God created and glorified him.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ ٥

The meaning: 1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! And your Lord is the Most Generous, 4. Who has taught (the writing) by the pen (the first person to write was Prophet Idrees (Enoch)), 5. Has taught man that which he knew not.[6]

The word اقرأ Iqra is taken from the verb (*maa Iqra*) it means What should I read? Assorted opinions of interpreters about the object of the reading in question. Some argue the object is (*Ismi Rabbika*) While judging the letter *ba'* accompanying the word *Ismi* is an insert, meaning to read the name of

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[5] Wardhaugh, an Introduction to linguistics "Teaching and learning" (Banjarmasin, PBS FKIP UNLAM, 2007), 3

[6] Muhammad Taqi-ud Din Al Hilali and Muhammad Muhsin Khan, "Translation of The Meaning of The Noble Qur'an in The English Language" Madinah: King Fahd Complex (1996)

your Lord or think. If what was meant was a commandment of *Dzhikr* of course he did not answer so because long before revelation came, he always did. [7] From this it can be concluded that the word Iqra' is used in the sense of reading, studying, conveying, and so on.

Richards (1985) stated that "The teaching of languages is a complex issue, that includes sociocultural linguistic, psycholinguistic, curriculum, and instructional aspects."[8] English is spoken and utilized in Indonesia, especially among young people. Indonesia includes a "growing circle" within the use of English, which is a country where many people learn English as a foreign language and the widespread use of English as a second language in education or broadcasting or for local official purposes. Concerning foreign language teaching, a few specialists point out that second or overseas language teaching is any activity on the part of one person intended to facilitate the learning using another person of a language which is not his native one. One of the international languages is English, due to the fact a few nations use English as their second language even though their first language is not English.

Reading allows one to gain knowledge, because reading is the window to the world, as the proverb goes.[9] This means that reading would broaden our perspectives on many subjects, and we had to cultivate a habit of reading for language learners to advance their language skills. In the modern

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[7] Ibnu Katsir, HR. Bukhari Jus 1:3, Lafazh miliknya dan Muslim Jus 1:160. pdf.
[8] Richards, Jack C. 1985 The Concept of Language Teaching. USA: C.U.P p.,11.
[9] https://deepublishstore.com/blog/kata-bijak-membaca-adalah-jendela-dunia/ (accessed on 14th October 2023, 20:29 pm).

era like today, we can know everything, one of which is by reading. As the saying goes reading is a window to the world. This means that reading opens our horizons about many things, through other people's writings we can know the culture, language, religion, weather conditions, and the social and natural environment without having to be directly involved with the topic being discussed, therefore humans, especially students, must improve reading habits because by reading students can develop the competencies they want. Those statements above are nearly the same as Harmer's statement that teaching reading is a complex process that involves instruction between the readers, language, and ideas of the text. [10] So, the readers should less or more understand what they read, the more they read, the better they get at it. In reading, the readers should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. It means that the reading process should involve the reader connecting information from the written message with previous knowledge to arrive at the meaning and understanding. This is where humans had to know how language works. And the complex workings of language are the subject of linguistics.

Both the definition of the word "linguistics" and the meaning of the word "language" are related to linguistics. [11] To put it another way, linguistics is linked to the interaction of language-related data that are significant for its subcategories. The vital fields of culture, literature, social studies, politics, law, psychology, and other fields cannot be separated from linguistics.

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[10] Jeremy Harmer, *How to teach English* (Cambridge: Longman Pearson, 2007), 99.
[11] Laurie Bauer, *Beginning Linguistics* (United Kingdom: Palgrave Macmillan, 2012), p. 3.

Linguistics is a field that will continue to grow. This is done so that the linguistic orientation, rather than focusing just on language products as autonomous entities, can also probe the ways and examine the methodology of social interaction in society as a whole.

A branch of linguistics called micro-linguistics focuses on studying language in detail.[12] Based on the statement above language is referred to be a distinct natural phenomenon. Language possesses some patterns, including semantics, syntax, phonology, and morphology, which are focus the study of micro-linguistics. In general, micro-linguistics is used to lead the study of a particular internal structure of a language or the internal shape of a language. Additionally, the field of linguistics known as micro-linguistics studies language from within, or from the viewpoint of the language itself.

> "One branch of linguistics that studies the structure of a word and its formation process is referred to as morphology. Etymologically, morphology derives from the Greek word 'morph' which means shape or form. It is the system of categories and rules involved in word formation and interpretation as described by O'Grady (1997)."[13]

Morphology is the study of word and word formation.[14] There are new words in languages all over the world, and depending on how they are used in phrases or to make a sentence, they can take on different forms. Morphology is a branch of linguistics that studies the building blocks of language or grammar and how they influence grammatical and semantic changes.

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[12] G. Glosser, and T. Deser, "A Comparison of Changes in Macrolinguistic and Microlinguistic Aspects of Discourse Production in Normal Aging", *Journal of Gerontology*, Vol. XLVII, Numb. IV, (1992), 266-272.

[13] O'Grady, W. 1997. "Contemporary Linguistic". University of Hawaii at Manoa: Third Edition.

[14] R. Lieber, *Introducing Morphology* (America: Cambridge University Press, 2009), p. 8.

Morphology also is the study of systematic covariation in the form and meaning of words.[15] As a result, understanding morphology can surely help one to understand how language words are formed. We learn about morphosemantics, it does not only learn about morphology since it also learns about semantics.

Semantics is a branch of linguistics that is closely related to other social sciences such as sociology or anthropology, even philosophy and psychology. Sociology is interested in semantics because it is often found that the use of certain words to convey meaning can mark group identity in society. In addition, Palmer (1983) emphasizes that "Semantics is a technical term used to refer to the study of meaning."[16] On the other hand, "Semantics is the study of meaning in human language (O'Grady 1997)."[17] Similarly, according to Hurford (2007), "Semantics is the study of meaning in language".[18] Therefore, it can be concluded that semantics is a term used to indicate the study of language's meaning and understand its meaning more deeply. This research correlated with morphology and semantics so that case morphosemantics support understanding text through a window shopping strategy.

Morphosemantics is a study of language using morphological theory and semantic theory. Morphosemantics is obtained by combining the words

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[15] Hasplemath Martin, *Understanding Morphology* (New York: University Press Inc, 2002), p. 19.
[16] Palmer, F. R. (1983). Semantics. Cambridge: Cambridge University Press.
[17] O'Grady, W. 1997. "Contemporary Linguistic". University of Hawaii at Manoa: Third Edition.
[18] Hurford, J. R. (2007). Semantics: A coursebook. Cambridge: Cambridge University Press.

"morpho" and "semantics" based on word formation. Morpho is taken from the word "morphology," a branch of linguistics that identifies the basic units of language as grammatical units, while semantics examines meaning or meaning.[19] Morphosemantics is a branch of linguistics that identifies grammatical units and their meanings based on this understanding of morphology and semantics. In this case, the researcher focused on word formation in English and Indonesian consisting of morphological understanding based on lexical meanings.

According to Brumfit "Theoretical and empirical investigation of real-world problems in which language is a central issue" constitutes applied linguistics.[20] It implied that linguistic engineering is what applied linguistics is. Linguistics is put another way, applied linguistics is used linguistics to address real-world issues. There are many practical problems related to linguistics, one of which is that many students have difficulties in arranging words in English, this was evidenced by the results of observation made by the researcher. In this study, the researcher examined the extent to which the ability to read, translate, and process words into sentences and concluded the results of students' reading in learning English at SMP Raudlatul Ulum Suren. In the initial review, the researcher found several students obstacles in learning and practising their reading skills, one of which was the students' limitations in practising English because English was still foreign to them.

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[19] Ghozali, D. D. (2021). Analisis morfo-semantik penggunaan leksem dalam instagram bahasa Arab. Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban, 2(1), 63–79. https://doi.org/10.52593/klm.02.1.05

[20] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 14, 2023.

Second, students feel that learning English is very boring and requires more perseverance in learning it.

The same thing was also found at the Muhammadiyah University of Makassar. This study found students' errors in translating English texts into Indonesian. The results of the data analysis show the types of student errors in translating. From English to Indonesian text, 81.6% of the translations were literal, and 11 out of 60 students, or around 18.4% used general translations from translation errors or lexical meanings.[21] In Germany, to be precise at the University of Konstanz in the Words in the Brain's language research, there were many different classes of vocabularies. At school, one learns to categorize words into fifty or so lexical categories, such as nouns or verbs, and one may also be asked to categorize words based on their meaning, according to semantic criteria. However, one may wonder whether some of these distinctions reflect biologically real differences.[22] Those are some of the problems that occurred in various places related to stringing words in a language.

The uniqueness of this research is that we can find out the ability of SMP Raudlatul Ulum students to read English texts and the impact of learning through fictional stories on students' ability to read English texts. The researcher also felt that the choice of research location was appropriate because the students who studied English came from schools in the middle of

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[21] Andi Asri Jumiaty, "AN ANALYSIS OF THE TRANSLATION PRODUCTS FROM ENGLISH TEXT INTO INDONESIAN LANGUAGE" Journal of Education, Language Teaching and Science, Volume 1, Issue 1 April 2019

[22] Friedemann Pulvermüller "Words in the brain's "Behavioral and brain sciences, 1999 - cambridge.org

coffee plantations in rural areas within Islamic boarding schools which still lacked facilities, and were still looking for identity because this school had just been established and students whose study time clashed with boarding school activities. Besides the uniqueness found there, the researcher also found the students' problems in English, they didn't know the grammatical rules. That's why the researcher tried to gain the students' ability based on morphology specific to word formation and their semantics specific to lexical meaning. The approach used by the researcher is descriptive qualitative. The goal of this research is to comprehend the phenomena that study participants encounter. For instance, can students improve their ability to read and translate English texts with the aid of the researcher's materials and strategy? According to the researcher, teaching linguistics is like a derivation process in which new word forms are needed to become their knowledge base in reading English texts. The researcher also believed that learning to read English texts using fictional story texts can make learning English more interesting. Therefore, based on the description of the background above, the researcher presents a study entitled: **The use of the textbook "The Drive to Dubai" to teach students' morphosemantic reading skills through a window shopping strategy.**

B. **Research Question:**

1. To what extent are students able to distinguish word formation in the textbook "The Drive to Dubai' at part of father's story?

2. To what extent do those students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story?

C. Research Object:

This research focused on:

1. To find out to what extent students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story.

2. To find out how far those students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story.

D. Research Significant

1. Theoretical Benefit

   The result of the study is expected to increase knowledge about morphosemantic reading skills through window shopping strategy.

2. Practical Benefit

   a. For Lecturer

   For lecturers and teachers, the researcher hopes this research is useful. The result can make the teacher and lecturer explain to students about reading (practice).

   b. For Students

   For students, it helps students deepen their knowledge of morphology and semantics. Additionally, this study can assist students in improving their reading skills.

   c. For Researcher

   For the researcher, this study became helpful for those who are interested in conducting more in-depth research on morphology and

semantics, as well as how to read a paragraph or an essay and interpret songs in addition to texts.

d. For the Next Researcher

For the next researcher, it is hoped that this research can serve as a reference for future research on a related subject using various research methodologies, media, and theoretical frameworks.

E. Definition of Key Term

The term definition is the definition used as the basis for the empirical measurement of research variables with a formula based on variable indicators.[23] This is intended so that there is no misunderstanding of the meaning of the term, it is necessary to clarify the terms as follows:

1. Teaching Reading Skills

A good teaching objective should not only accentuate the attainment of theoretical and practical knowledge but also provide a meaningful learning outcome and positive change in students' attitudes and behaviour. As one of the key components within the teaching and learning process at school, a teacher plays central roles and contributions to successfully achieve this desired goal.[24] There are several efforts that the researcher can make to teach reading skills to students, including giving direct examples, giving assignments, cultivating action, and being a role model.

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[23] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Iain Jember* (Jember: IAIN Jember, 2020), p. 40.
[24] Hendra Heriansyah, "THE IMPORTANCE OF CHARACTER EDUCATION: THE ENGLISH TEACHER'S EFFORTS AND CHALLENGES IN STUDENTS' CHARACTER BUILDING", 2018, Syiah Kuala University Banda Aceh, Indonesia

2. Morphosemantic

Morphosemantics is obtained by combining the words "morpho" + and "semantics" based on word formation. Morpho is taken from the word "morphology," a branch of linguistics that identifies the basic units of language as grammatical units, while semantics examines meaning or meaning.[25] Based on the statement of morphosemantic, the focus of research is to understand how to assemble words consisting of understanding morphology based on lexical meaning.

3. Textbook

Text is a part of words that conveys a series of meanings to the person who reads it. It is a collection of written works, in various forms and structures, which can be words, phrases and sentences that unite parts of the written work.[26] The researcher focused on understanding the contents of the translated text through a morphological-semantic approach by only knowing the form of word formation and meaning in the dictionary or lexical meaning.

4. Window Shopping Strategy

According to Rahma, Window Shopping is a group work-based learning model by shopping around and looking at the work of other groups to broaden their horizons.[27] Therefore, based on the statement above the researcher combined teaching and learning to read the textbook

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[25] Verhaar, J. W. M. (2004). Asas-asas linguistik umum. Gadjah Mada University Press.

[26] https://www.twinkl.co.id/teaching-wiki/text . (accessed on 28th April 2023, 9:24 pm).

[27] Ibnu Athiyah, "CLASSICAL GUIDANCE SERVICES USING WINDOW SHOPPING METHOD TO IMPROVE READING COMPREHENSION OF VOCATIONAL SCHOOL COUNSELORS" (2017: Journal of Indonesian Education Research, Vol. 2, No. 2)

"The Drive to Dubai" written by Julie Till with the window shopping method through students reading the text and then translating, concluding by knowing the form of word formation and meaning in a dictionary or lexical meaning, then share the conclusions with fellow readers.

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CHAPTER II

LITERATURE REVIEW

An overview of related literature is presented in this chapter. It included a theoretical foundation and results from prior studies.

A. Previous Research

This part includes a list of the many findings from earlier studies that are pertinent to the work that would be done, followed by an overview of both types of study that have been published and those that have not (undergraduate thesis, thesis, dissertation, scientific journal articles, and so on). By completing this phase, it can be possible to gauge how innovative and distinctive the proposed research is.[28]

Several studies that have been conducted related to this research are as follows:

1. Dr Ali S. Alward, Muna Y. Al-Qeili, Dr. Abdulhameed A. Ashuja'a (2019), journal entitled "Translating the Ten Arabic Verb Patterns into English: A Morpho-Semantic Study". The purpose of this study was to look into the problems that translation students run into when trying to translate the 10 Arabic verb patterns into English. The results showed that the Arabic verb root's additions can lead to several semantic alterations that are challenging for novice translators. The challenges may stem from the fact that novice translators lack fundamental knowledge and comprehension of the various roles played by

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[28] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Iain Jember* (Jember: IAIN Jember, 2020), p. 40.

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morphosemantic features, which may be caused by the translators' lack of familiarity with the varied and underlying meanings of the morphemes attached to the root form. The results showed that the difficulty of the pattern for student translators increases as the number of features increases.

The research that was undertaken by the researcher differs from the previous research that concentrated on translating English into Indonesian, while the research conducted by Dr Ali S. Alward Muna Y. Al-Qeili Dr Abdulhameed A. Ashuja'a focuses on translating Arabic into English.

The similarity is using a textbook as the research object, both types of research use a descriptive qualitative research approach and investigate a morphosemantic study.

2. Murniati Br. Barus & Mhd. Pujiono (2022), journal entitled "Comparison of Indonesian and Japanese New-Vocabularies in the Context of the Covid-19 Pandemic: Morphosemantic Study". Data for this study was gathered through listening and recording, and it was then analysed using an interactive model. Data gathering revealed 30 Japanese words and 24 new Indonesian words. The vocabulary of Japanese is made up of loanwords, native words, kango, and combinations. Even though both Indonesians and Japanese are the owners of the new phrases related to the COVID-19 epidemic, their comparison is not always the same. It fills in the gaps left by earlier

studies that emphasized data and context from a single language. Japanese and Indonesian COVID-19 vocabulary terms are examined.

The research that was carried out by the researcher differs from past research in that it utilized a textbook as its primary source of information, whereas Murniati Br. Barus & Mhd. Pujiono's research used online newspapers as its primary source.

The focus on explaining the morphosemantic study and adopting a descriptive qualitative research approach are the commonalities.

3. Varl L. Berryter (2019), journal entitled "Translation strategy for nominal phrases: Analysis of Morphosemantic Errors". The goal of this study is to identify nominal phrases. After that, each nominal phrase structure is broken down into three types: coordinative endocentric phrases, attributive endocentric phrases, and fixed phrases. The analysis's findings demonstrate that the translator employs a variety of strategies, including transfer, naturalization, cultural equivalents, functional equivalents, descriptive equivalents, synonyms, and comprehensive equivalents, as well as shifting or transposition, modulation, compensation, and translation of well-known words, component analysis, paraphrasing, reduction, and expansion. There are some variations on the noun phrase as well.

Varl L. Berryter's research focused on discussing morphosemantic error, whereas the research that was undertaken by the researcher

focused on morphosemantic. This is the main distinction between the two types of research.

The use of a descriptive qualitative research approach and employing a textbook as the subject of the study are similar.

4. Ervina CM Simatupang & Ida Zuraida Supri (2020), journal entitled "Compound words that occur during the Global pandemic COVID-19: A morphosemantic study". The purpose of this study is to analyse and closely explore the sort of meaning associated with the category of compound words that are used during the global pandemic COVID-19. The information was obtained from the 'Your Questions Answered' section of the World Health Organization (WHO) website. The results demonstrated two types of compound words found, compound nouns (67%) and compound verbs (33%). Besides, there are three types of meaning found, namely literal meaning (50%), semi-idiomatic meaning (33%), and idiomatic meaning (17%). Furthermore, in the category of compound nouns, the types of meanings that occur are literal meaning (50%), semi-idiomatic meaning (25%), and idiomatic meaning (25%). Meanwhile, the types of meanings that appear in the category of compound verbs are literal meaning (50%) and semi-idiomatic meaning (50%).

The research that was carried out by the researcher differs from previous research in that it used a textbook as its research subject, whereas Ervina CM Simatupang and Ida Zuraida Supri's research used

data that were taken from the World Health Organization's (WHO) official website's "Your Questions Answered" section.

The similarities are that both approaches emphasize employing descriptive qualitative research and presenting the morphosemantic study.

5. Marko Bucić (2023), master thesis entitled "Why Japanglish Won't Languish: A Morphosemantic Analysis of English Loanwords in Japanese". This paper aims to describe how English lexemes and morphemes are introduced into Japanese, modified to suit their new linguistic environment, and then used in various ways to create novel English-derived forms and meanings that are not present in Standard English, demonstrating morphological productivity beyond the Anglosphere.

The research that was carried out by the researcher differs from previous research in that it used a textbook as its research subject, whereas Ervina CM Simatupang and Ida Zuraida Supri's research used data that were taken from the World Health Organization's (WHO) official website's "Your Questions Answered" section.

The similarities are that both approaches emphasize employing descriptive qualitative research and presenting the morphosemantic study.

Table 2.1 Similarities and Differences of Previous Research

No	Name/Title of Research	Similarities	Differences
1	Dr Ali S. Alward Muna Y. Al-Qeili Dr Abdulhameed A. Ashuja'a (2019), journal entitled "Translating the Ten Arabic Verb Patterns into English: A Morpho-Semantic Study".	- Using the textbook as the object of research. - Using a qualitative research approach. - Investigated a morphosemantic study.	The researcher focused on translating English into Indonesian, while the research conducted by Dr Ali S. Alward Muna Y. Al-Qeili and Dr Abdulhameed A. Ashuja'a focused on translating Arabic into English.
2	Murniati Br. Barus & Mhd. Pujiono (2022), journal entitled "Comparison of Indonesian and Japanese New-Vocabularies in the Context of the Covid-19 Pandemic: Morphosemantic Study".	- The focus is on discussing the morphosemantic study. - Using a descriptive qualitative research approach.	The researcher used a textbook as the research's subject, whereas Murniati Br. Barus & Mhd. Pujiono used online newspapers for their study.
3	Varl L. Berryter (2019), journal entitled "Translation Strategy for Nominal Phrases: Analysis of Morphosemantic Errors".	- Use a short story from a textbook as the object of research. - Using a descriptive qualitative research approach.	The study by Varl L. Berryter, on the other hand, concentrates on discussing morphosemantic error whereas the researcher solely considers morphosemantic.
4	Ervina CM Simatupang & Ida Zuraida Supri (2020), journal entitled "Compound Words that Occur during the Global Pandemic COVID-19: A Morphosemantic Study".	- The focus is on discussing the morphosemantic study. - Using the descriptive qualitative research approach.	The researcher used a textbook as the object of research, while research conducted by Ervina CM Simatupang and Ida Zuraida Supri used the data taken from the official website of the World Health Organization (WHO)

			in the 'Your Questions Answered' section.
5	Marko Bucić (2023), master thesis entitled "Why Japanglish Won't Languish: A Morphosemantic Analysis of English Loanwords in Japanese".	- The focus is on discussing the word formation process (morphosemantic study). - Using descriptive qualitative research approach.	The researcher focused on translating English into Indonesian, while the research conducted by Marko Bucić focused on translating English into Japanese.

By reading these earlier studies, we can get the references that the author's research and earlier studies had some points in common and some discrepancies. In terms of morphosemantic analysis, looking for new vocabularies, and comprehending word order, prior research and the author's research are comparable. The difference between the author's research and previous research is in the way that English is delivered in different languages. For example, previous research used articles from online newspapers and articles chosen from the World Health Organization (WHO) official website in the 'Your Questions' section, while this research is translating English into Indonesian. The author addresses basic word classes or word formations based on text and simply translates them with lexical meaning, which is a very noticeable difference.

B. **Theoretical Framework**

The idea that serves as a perspective for conducting research is also discussed in this part. The researcher's understanding of investigating the issues to be solved by defining the issue and the study's focus would become

even more profound with a wider and more in-depth discussion of the theory.[29] The theoretical studies discussed in this study include:

1. English Language Teaching

a. English Language Teaching and Learning

There are some definitions of language. Brown stated that "Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings."[30]

Language is defined succinctly by Brown. According to his definition of a language, a) Language is systematic; b) Language is a set of arbitrary symbols; c) The symbols have conventionalized meanings to which they refer; d) The symbols operate in a speech community or culture; e) Language is used for communication; f) Language operates in a speech community or culture; g) Language is essentially human, though not limited to humans; h) Language is acquired by all people in much the same way that language and language learning both have the universal principle.

Brown stated that "Learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction."[31]

Brown divided learning into a few categories based on the above

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[29] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Iain Jember* (Jember: IAIN Jember, 2020), p. 52.

[30] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.5

[31] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.6

statement: Learning included paying attention to and responding to external circumstances with an active, conscious focus. Although forgetting is possible, learning is a generally lasting process. Practice, possibly reinforced practice, is a necessary component of learning. Learning modifies behaviour. Learning is the process of acquiring knowledge or skills. Retaining such knowledge or ability is what is meant by learning. Language learning is a long and complex way. Language learning is the step where the learners explore all their competence to think, feel, and act. In addition, he also stated that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training to succeed in the learning process.

According to Brown, "Teaching is the activity of facilitating and leading students as they learn. Additionally, teaching creates the circumstances for learning and helps students learn."[32] It indicated that learning and teaching are inextricably linked—the teacher's perception of what teaching was depended on how they perceived learning. Understanding how students learn can help teachers develop their educational philosophy, as well as their teaching style, tactics, and classroom procedures. The teacher's comprehension of learning determines the approach, tactics, and strategies used in the classroom. In other words, the definitions of teaching and learning are compatible.

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[32] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.7

Richards stated that "Language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions."[33]

According to some experts, teaching a second or foreign language is any action taken by one person to assist another person in acquiring a language that is not their native tongue. When teaching a foreign language, the teacher has to allow the students to acquire the language outside of the classroom. It is required of teachers to be able to create a conducive learning environment in the classroom. Designing the proper learning materials that can improve the teaching and learning process should come next.

Many teachers do not always consider their aims, the context in which they are teaching, or the objectives of the students in their classes. They instructed without considering the proper resources, strategies, or tactics. As a result, their students did not find their lessons to be very engaging. Teachers had to be aware of their teaching's goals.

> "Rivers (1968) stated that instruction should have the following goals: Increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key; a) Develop the student's intellectual abilities through the study of another language; b) Teach students to read another language with comprehension; c) Increase the student's understanding of how language functions; d) Bring the student to a greater awareness of the functioning of their own language through the study of another language; f) To help students better understand others across national boundaries by providing them with sympathetic insight into the way of life and way of thinking of those who speak the language they are learning; g) To equip

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[33] Richards, Jack C. 1985 The Concept of Language Teaching. USA: C.U.P p.,11.

students with the communication skills necessary for them to interact verbally and to a limited extent in writing with people who speak another language and with people of other nationalities who have learned this language in personal or professional contexts."[34]

Based on the statement above a variety of factors must come together for language instruction and learning to be successful. Teachers must be able to create goals and adapt their delivery to meet the requirements of their students.

2. Teaching Reading

With this skill, the students can improve their grammar such as how to use correct tenses, adjectives, articles and phrases. "Reading is about understanding written texts. It is a complex activity that involves both perceptions and thought."[35] Based on the theory above, the researcher concluded that reading is an activity that could be empowering to everyone who learns it. They could be able to benefit from the store of knowledge in printed materials and, ultimately, contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

"Reading depends first and foremost on visual letter recognition. To be fluent and productive, however, reading also depends on ready knowledge of words their spellings, meanings, and pronunciations and on consideration of the contexts in which they occur."[36]

Based on the theory above, the researcher concluded that reading consists of two related processes: word recognition and comprehension.

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[34] Rivers, Wilga Marie. Teaching Foreign Language Skills. Chicago: University of Chicago Press. 1968
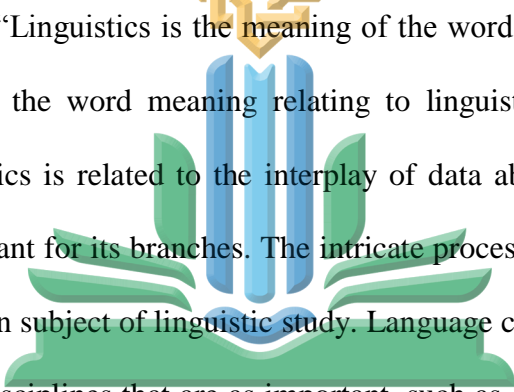
[35] Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil: Teaching Reading p.6

[36] Adams, M.J. 1998. Beginning to read: thinking and learning about print. Cambridge, MA: MIT Press.

Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

3. **Linguistics**

   a. **Linguistics**

   "Linguistics is the meaning of the word relating to language, as well as the word meaning relating to linguistics."[37] In other words, linguistics is related to the interplay of data about language, which is significant for its branches. The intricate processes behind language are the main subject of linguistic study. Language cannot be separated from other disciplines that are as important, such as culture, literature, social studies, politics, law, psychology, and others. The study of languages is a growing field.

   "Linguistics, however, is a much broader field than this might lead one to suppose, invaluable though such work has proved in contributing to our understanding of how human language is structured."[38] This is so that the linguistic orientation can also investigate the means of social interaction in society as a whole, rather than only language products as autonomous entities.

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[37] Laurie Bauer, *Beginning Linguistics* (United Kingdom: Palgrave Macmillan, 2012), p. 3.

[38] Fiona English and TimMarr. 2015. Why Do Linguistics?

b. **Applied Linguistics**

Applied linguistics is described in the following ways, according to experts: Brumfit stated that "Applied linguistics is the theoretical and empirical investigation of real-world problems in which language is a central issue".[39]

Applied linguistics was also defined by Richards and Schmidt in the Dictionary of Language Teaching & Applied Linguistics as the study of second and foreign language learning and teaching.

> "Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics to develop its theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, language planning, stylistics, etc."[40]

Both of the theories above correlated with the theory from Kridalaksana, where he defined

> "Applied linguistics is a general term for various branches of linguistics that utilize descriptions, methods and results of linguistic research for various practical purposes; branches such as language teaching, lexicography, translation, language pathology, etc. are included in applied linguistics."[41]

One might conclude that applied linguistics is the engineering of linguistics based on those definitions. In other words, applied linguistics is the use of linguistics to address real-world issues.

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[39] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 14, 2023.

[40] Jack C. Richards and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

[41] Harimurti Kridalaksana. 2008. *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.

c. **Educational Linguistics**

The definitions of educational linguistics that several professionals have provided are as follows: Richards and Schmidt described educational linguistics as "A term sometimes used to refer to a branch of applied linguistics which deals with the relationship between language and education" in the Dictionary of Language Teaching & Applied Linguistics.[42]

The theory or the statement above was also supported by Hult and Spolsky described educational linguistics as "A field of study that integrates the research tools of linguistics and other related social science disciplines to investigate the wide range of issues comprehensively related to language and education."[43]

Both of the theories above correlated with the theory from Kridalaksana, where he defined "The application of linguistics in language teaching and learning in schools or other environments is what educational linguistics is all about."[44]

According to all these definitions, educational linguistics is the application of linguistics to problems in education. In a similar vein, educational linguistics uses language to speak to contemporary concerns in education.

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[42] Jack C. Richards and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

[43] B. Spolsky and F. M. Hult. 2008. *The Handbook of Educational Linguistics*. Victoria: Blackwell Publishing.

[44] Harimurti Kridalaksana. 2008. *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.

d. Between Applied Linguistics and Educational Linguistics

> "Educational linguistics is inevitably a sub-branch of applied linguistics, the study of language in real-world situations where the problems and conventions are defined by non-linguists, whether the general public or language professionals like (e.g.) teachers or translators, strengthens this idea."[45]

The theory by Blumfit, according to which the relationship between applied linguistics and educational linguistics is based on the fact that applied linguistics is the predecessor to educational linguistics, as can be seen from the definitions of both terms provided above. To put it another way, applied linguistics encompasses educational linguistics or is a subset of it.

4. Morphology

A subfield of linguistics known as morphology examines the arrangement and construction of words from their component elements. Shape is the subject of morphology. "Morphology in linguistics refers to the mental system involved in word formation or the branch of linguistics related to the word, its internal structure and the word it is formed."[46] This means morphology is a scientific field that examines words' word forms and internal structures. Morphology consists of two morphemes, morph + ology. The suffix – ology means a branch of knowledge therefore morphology is the branch of knowledge concerned with word formation.

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[45] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 14, 2023.

[46] Mark Aronoff, K. Fudeman, *What Is Morphology?* (New Jersey: Wiley Blackwell, 2011)

The statement from Mark Aronoff and K. Fuderman is also supported by the statement from Fromkin, Rodman, and Hyams, "Explain the study of the internal structure of words, and of the rules, by which words are formed, is morphology."[47]

Morphology research aims to define and clarify the morphological patterns seen in human languages. As a result, morphology is a branch of linguistics that examines grammatical and semantic changes in words, such as the past tense '-ed in the word looked, the plural '-s' in the word kites, and the transition from the adjective 'true' to the adverb 'really'. These examples show that the term "morphology" refers to the structure and form of words. It also highlights how morphemes are translated into words with important core parts.

The statement from Fromkin, Rodman, and Hyams is also supported by the statement from Lieber, "Morphology is about word formation, with the way new words are found in the world's languages and the way word forms vary depending on how they are used in sentences."[48]

According to the theory, words can change as a result of the affixation process and can take on various forms depending on how they are used in a sentence. Morphology is the study of word formation. The majority of linguistic knowledge that people are unaware of and the grammatical knowledge that connects language words are both referred to

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[47] V. Fromkin, R. Rodman, & N. Hyams, *An Introduction to Language, Ninth Edition (International Edition)* (Boston, Massachusetts: Wadsworth Cengage Learning, 2011), p. 33.
[48] Lieber, R. (2016). Introducing Morphology, Second Edition. New York, NY: Cambridge University Press.

as morphology. Dictionary use is a common practice among those who speak other languages. Without language, people would find it difficult to converse with one another.

According to all of the morphological definitions given above, it is the study of words. It involves both the meaning and the structure of each word. Because words are the smallest part of a sentence, they also deal with sentences that are formed by mixing words and cannot be further subdivided into meaningful components.

a. Derivational

"A derivational morpheme is added to a base to form a new word that differs in its part of speech classification."[49] If a derivational morpheme is added to the root word, it can result in a change in the form of the word. part of the speech or grammatical category of the word. For example, when the suffix –ness is added to the adjective 'happy', the adjective 'happy' becomes the noun 'happiness'. Bound morphemes such as –ify, -cation, and -arian are called derived morphemes. When they are added to the root word, a new word with a new meaning can be derived. The form resulting from the addition of a derived morpheme is called a derived word. In addition, when a base is added by a derivation morpheme, it can change the meaning.

"The function of certain derivational morphemes is to create new base forms (new stems) that other derivational or inflectional

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[49] G. Kolanchery, *Analytical Components of Morphology in Linguistics* (Global English-Oriented Research Journal. 1(1), 161-166, 2015), p. 5.

affixes can attach to".[50] There are the functions of derivational morphemes that can be analyzed.

5. **Semantic**

"Semantic is the study of meaning in human language (O'Grady, et al., 1997)."[51] It can be inferred that the name "semantics" refers to the study of linguistic meaning. Semantics is essential to the study of communication since it is the study of meaning. This explanation is necessary due to the expanding significance of communication, which also increases the need for a deeper understanding of language and its meaning.

The ability to interpret the meaning of a word and sentences is not easy, one must be able to understand the intent as well purpose of the written text. This ability can manifest if understanding. The theory of meaning possessed by a language user is adequate. Semantic studies also investigate the level of one's understanding to understand the meaning in the text and deduce its true meaning contained in the text, either in the form of words or sentences. This study digs into the many types of meaning that can be revealed, especially in the form of analysis that can be studied and want to be understood by humans.

Meanings can be divided into several types. Pateda (2010: 97)

"Explains that there are 26 types of meaning in between, namely affective, denotative, descriptive, extension, emotive, grammatical, ideational, intention, specific, figurative, cognitive, collocation, connotative, conceptual, construction, contextual, lexical,

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[50] G. Kolanchery, *Analytical Components of Morphology in Linguistics* (Global English-Oriented Research Journal. 1(1), 161-166, 2015), p. 162.
[51] O'Grady, W. 1997. "Contemporary Linguistic". University of Hawaii at Manoa: Third Edition.

elocutionary, broad, pictorial, proportional, central, referential, narrow, and stylistic."[52]

The theory above correlated with the theory from Wijana and Rosmadi inside Suhardi (2015:55) says, "There are 8 types of meaning, namely (a) lexical meaning and grammatical; (b) denotative and connotative meanings; (c) literal meaning and meaning figurative; (d) primary meaning and secondary meaning."[53]

The various meanings that have been mentioned, can be studied in more detail about one of the meanings, namely the lexical meaning.

Lexical meaning is the meaning of the word itself beyond the sentence composition, the meaning of a word can change if the word is put in the sentence.[54] Lexical meaning is an adjective derived from the unit lexicon noun of the lexicon is lexeme, which is a unit of language form meaning.

Chaer (2009:60) stated, "Lexical meaning can be said to be the meaning that corresponds to the referent or meaning by the results of the human senses."[55] For example, the lexeme horse in language has a lexical meaning of a kind of ordinary four-legged animal ridden, while the lexeme horse outside of language has meaning in the dictionary, namely animals that suckle, have one hoof, and are usually cared for by humans. Based on the examples above, the lexical meaning is the true meaning, the meaning

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[52] Pateda, Mansoer. 2010. Semantik Leksikal. Jakarta: Rineka Cipta

[53] Suhardi. 2015. Dasar-Dasar Ilmu Semantik. Yogyakarta: Ar-Ruzz Media.

[54] Mukarromah, Inayah. 2002. "A semantic analysis on the lyric of Krisdayanti's songs". College of Foreign Language (STIBA), Malang.

[55] Chaer, Abdul. 2009. Pengantar Semantik Bahasa Indonesia. Jakarta: Rineka Cipta

that is by the results of sensory observations, or meaning as it is. These words serve as a reference for language users. This meaning has an element of language regardless of the user or the context.

The theory above supported by the theory of Wijana and Rosmadi in Suhardi (2015:56) states, "Meaning lexical is the meaning of a lexeme that is formed without combining lexemes with other elements."[56]

The unit of the lexicon is the lexeme, which is the unit of form meaningful language. Lexical meaning can be interpreted as meaning which lexicon, lexeme, or word. Thus, the meaning lexeme is called lexical meaning, lexicon is a collection of lexemes or vocabulary. A language used either actively or passively is still scattered among language users and those collected in the form of a dictionary. It means that lexical meaning in language is the meaning written in a dictionary or the meaning not changed in the truth, for example, the words radio, computer, and books. The word radio in the dictionary has the meaning of broadcasting sound or sound by air. The computer has meaning in the dictionary of automatic electronic devices that can calculate or manage data carefully according to instructions, provide processing results, and run a multimedia system. The book has meaning in the dictionary of bound paper sheets, containing writing or blank.

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[56] Suhardi. 2015. Dasar-Dasar Ilmu Semantik. Yogyakarta: Ar-Ruzz Media.

6. **Window Shopping Strategy**

According to Kholish Istianingsih, "Window shopping is a group work-based service strategy by carrying out activities like shopping around and seeing the work of other groups to gain insight."[57] Based on the statement the work can be posted on the wall or the window. This visiting activity is not only sightseeing but students are asked to observe and record the work of other groups. This reveals window shopping, the activity of going around looking, and observing the knowledge products of other groups.

In this window-shopping practice, every school counsellor is formed into several groups, where each group acts as a shopkeeper and is tasked with explaining the product and serving other group visits by explaining the product, answering questions and asking for responses or input if any of the groups visit. This activity is carried out alternately. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This activity requires students to communicate with their friends and peer tutoring activities can occur.

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[57] Kholis, I. (2018). Pengaruh model two stay two stray dengan aktivitas window shopping terhadap minat dan hasil belajar siswa mts al-muttaqin plemahan kediri. Jurnal Ilmiah Pendidikan Matematika, 3(2), 92 – 98.

CHAPTER III

RESEARCH METHOD

This chapter described the research approach and the type used in this current study, as well as the data source, data gathering method, data analysis method, and data validity.

A. Research Design

This research resulted in written descriptions of the findings; a qualitative method was chosen. According to Creswell, the process of analysing and interpreting the significance that individuals or groups attach to a social or human issue is what qualitative research entails.[58] In descriptive research, the subject or object of the investigation is accurately or realistically described. Inductive reasoning and scientific critical thinking are other methods for conducting qualitative research.

As for type, the researcher used one type of research, this research was conducted in real conditions. The type of window-shopping strategy was needed to answer all the research focuses. The researcher combined a study of teaching and learning to read the textbook "The Drive to Dubai" that's written by Julie Till through a window-shopping strategy to find students reading interests by translating, concluding, and then sharing the conclusion with fellow readers. From these activities, readers or students also added new vocabularies that they had never known and they understood word formation and lexical meaning.

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[58] J. W. Creswell, & C. N. Poth, *Qualitative Inquiry and Research Design Choosing Among Five Approaches (4th ed)* (Los Angeles: SAGE, 2018)

This study also employed an inductive method of thought, which involved capturing the facts discovered during the research process. The first step was to examine the facts and phenomena involved in the instruction and learning processes in the 8th grade at SMP Raudlatul Ulum Suren. To determine if all students can read correctly or only a select few, consider the facts and phenomena that emerge after the teaching and learning process as well as the importance of the assignment outcomes.

The results of the data acquired throughout the study process were examined using the scientific theory of linguistics, which included the theory of teaching reading and English as a second language. It also contained the definitions of linguistics and applied linguistics.

B. Research Subject

The purpose of this study is to determine the level of understanding that eighth-grade junior high school students have of how words are formed and how words are used. In choosing the school as the research location, the researcher considered several reasons: 1) An Islamic school named Raudlatul Ulum which is located in a pesantren environment which is located right in the middle of a coffee plantation, 2) This school also has several learning support facilities such as a computer lab, a new library, and an LCD projector which is used to facilitate teachers and students in learning, but there is still a shortage of classrooms because this school is a school that has just developed, so there are still obstacles in learning i.e. Frequent movement of classrooms during learning takes place, 3) This school is also very suitable for the title that the

researcher took because students in this school have difficulty developing English skills because there is only one English teacher in this school who teaches English lessons for all grades starting from grades 7, 8 and 9 so there is a possibility of learning English is not optimal because the teacher is only based on the curriculum which makes students' ability in English lacking, 4) Apart from that, most of the students at Raudlatul Ulum Islamic Middle School are Islamic boarding school students and a small number come from outside the Islamic boarding school. According to the principal's explanation "Grammar is taught to students only as an add-on or insert, if you want students to be proficient in English skills then there must be extra activities such as private tutoring outside of school hours."[59], so it is suitable for the researcher to researching an understanding of word formation and lexical meaning of English textbook reading skills to them.

Before leaving for the school with the place and purpose of the research, the researcher provided a letter of informed consent from the faculty. The researcher does this out of ethics before doing research. The researcher asked for informed consent from the administrative staff on campus to get permission from the principal and the curriculum department. At that time the researcher met with the principal and English teacher, then the researcher told the English teacher and principal about the research that the researcher did at school and explained the concept and purpose of my research on morphosemantic studies in English language learning. After discussing with

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[59] Informal talk between the principal and me. 10 July 2023., at office principal.

the English teacher, the English teacher suggested researching class 8 including 33 students in the classroom, to find out the extent of students' abilities in English, especially in the word formation and lexical meaning section, the English teacher also informed the standard of minimum completeness of mastery learning for junior high school (KKM) is 70 and the curriculum used for grade 8 students is the independent learning curriculum, then the researcher checked the students' experiences regarding how students understood learning English and monitored improvements obtained from the lessons the researcher was given in class.

The researcher asked students to participate in the research. With the best of luck, all members of the class are willing to volunteer for the study. The researcher had reasons to comply, whatever their voluntary choice, including the purpose of the research and consent to engage in research. First, the participants' research assignment scores were high and low. Second, participants can learn English quickly and know whether they practice correct word formation. The researcher informed the learning material that was to be given to the class first before starting the research. Participants were then interviewed after being asked to relive the study of word creation and lexical meaning about benefits.

C. Instructional Procedures

In this study, the researcher used a reading lesson from an English textbook to teach junior high school students about morphosemantic, or the way words are formed and meaning based on lexical factors. It was thought

that integrating students in this learning improved their ability to comprehend English-language texts or at the very least, broaden their understanding of proper word structure.

The researcher had prepared instructional materials to be distributed in class before the learning process started. The storybook "The Drive to Dubai" by Julie Till served as the research assistant's preparation for the lesson plan. The author of this book described a lively supplemental reading material that is perfect for individual study or classroom reading practice, kept students interested in the story and helped them understand the primary language, built themes from the stories and invited students to describe their own experiences, and is suitable for group work in class or individual assignments.

The researcher completed two stages of the instructional procedure. The initial phase of learning to read English provides an understanding of word formation and lexical meaning. The researcher had four meetings; the first meeting was an explanation of the material morphology, the second meeting was devoted to activities to complete the task to check understanding of material that had been provided before, the third meeting was an explanation of the material semantics, and the last meeting was devoted to activities to complete the task including reading and translating with the aid of a dictionary, concluding, and sharing the findings with other readers via the window-shopping strategy. (Appendix)

D. Data Collection

The various methods for collecting data for this study were observation, interviews, group projects using a window shopping strategy, and recordings and photographs for documentation. Gathering and presenting data is the last stage before drawing any judgments.

According to Dörnyei, questionnaires and interviews are the most common methods used by researchers to gather qualitative data.[60] Interviews, which are also frequently referred to as interviews or oral surveys, involve a conversation. A qualitative study that uses interviews as its method of data collection. In interviews, at least two people take part, one of whom is the interviewer who poses the questions. Interviews are a very powerful research tool. They enable people to acquire more comprehensive data and draw more accurate conclusions than other research methods by taking into consideration nonverbal indications, spontaneous feelings, and emotional responses.

The researcher employed interviews with SMP Raudlatul Ulum Grade 8 students to gather data. Observed each person's behaviour from the start of the research process till the interview session. "Collecting data may involve research visits and observing individual behaviour without predetermined questions or conducting an interview where individuals are allowed to speak openly about a topic".[61]

This method allowed for the emergence of new questions because of the answers given by the speakers so that during the session information mining

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[60] Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative Qualitative, and Mixed Methodologies. Oxford: Oxford University Press. 132.
[61] John W Creswell (2014), op.cit. p. 39

could be done more deeply. By using observation, the researcher observed phenomena directly and automatically analyzed what was happening at the research site. The researcher made observations by looking at the involvement of students in the classroom during the learning process. The researcher also made observations by taking pictures using a smartphone camera to capture students' activities during the teaching and learning process. Taking pictures during the teaching and learning process made it easier for the researcher to analyse research data by looking back at the pictures taken through the camera phone as documentation.

E. Data Analysis

The researcher employed descriptive analysis via an interactive model created by Miles, Huberman, and Saldana to improve the accuracy of this research analysis.

"Data condensation, display of data drawing conclusions or verification as a link at the time, before, during, and after data collection in a parallel form to build general insight is called analysis. Research using descriptive analysis of this interactive model consists of components that interact with each other."[62]

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[62] Mathew B. Miles, Micheal Huberman, and John Saldana *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications, 2014.

Picture. 3.1 Components of Data Analysis: Interactive Model

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  ┌──────────────┐                    ┌──────────────┐
  │     Data     │ ◄──────────────►   │ Data Display │
  │  Collection  │                    │              │
  └──────────────┘                    └──────────────┘
         ▲            ┌──────────►            ▲
         │            │                       │
         ▼            │                       ▼
  ┌──────────────┐    │              ┌──────────────┐
  │     Data     │ ◄──┘              │  Conclusion  │
  │ Condensation │ ◄──────────────►  │  Drawing/    │
  │              │                   │  verifying   │
  └──────────────┘                   └──────────────┘
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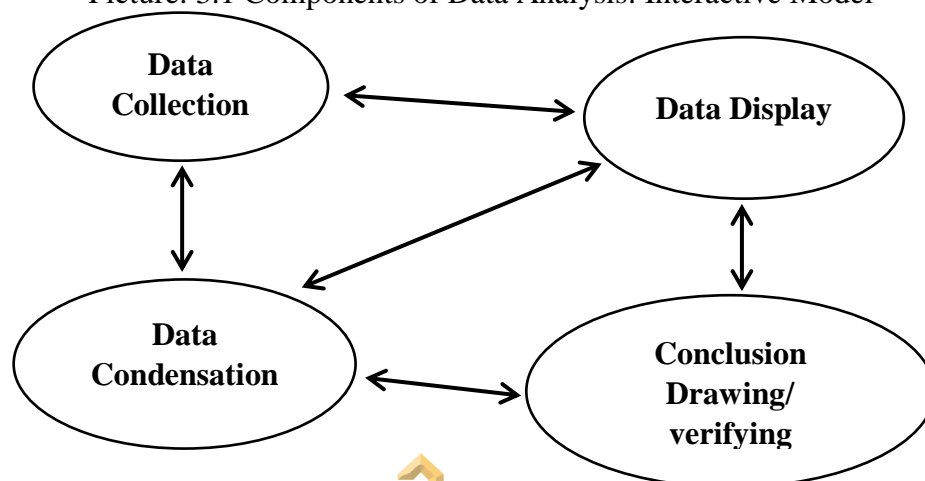
The picture above explains that the components of existing data analysis take place continuously starting from data collection which was collected through interviews and documentation and was processed through data condensation, they were transformed through a brief description and classified in a pattern or a broader way. The second flow of data analysis was the display of data as a set of structured information that provided the possibility of drawing conclusions and taking action.

In collecting the data, the researcher used tools in interviews, namely in the form of audio recordings with participants to get honest answers without correction. The data collection technique was the researcher conducting classroom observation using a smartphone camera as a medium to see the teaching and learning process between teachers and students when in class. Then researcher used document analysis through the tasks given by the teacher, after getting some triangulation of data from the previous data collection. The researcher tried to interpret the data collection process with a detailed explanation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the discussion and research results. This research was conducted to determine the research problem. Based on the facts and phenomena that occur during the learning process.

A. Research Findings

In this section, the researcher presented the research findings of research focuses. The two main findings identified included 1) Students' can distinguish word formation from reading comprehension in the textbook "The Drive to Dubai" textbook. 2) Students understand the lexical meaning of reading comprehension in the textbook "The Drive to Dubai".

1. **Students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story.**

The students involved in this study had never studied the word of formation and lexical meaning material before so it was certain that students did not have any prior views in terms of linguistics. In the teaching and learning process, before going into the prepared material, the teacher introduced and explained the students to the study of morphology and semantics, especially words of formation and lexical meaning such as definitions, examples, and benefits after learning morphology and semantics in their English language skills.

In this research, the researcher gained the experience of teaching English reading through the textbook "Drive to Dubai" by Julie Till. So,

before reading the textbook and translating, the researcher asked them, "Have you ever heard what the word formation and lexical meaning is?" Meanwhile, the student answered "No, ma'am" together.[63] The researcher found that they did not know what word formation is, therefore before being given chapter sheets from textbooks to be read and translated by students, the researcher first provided explanatory material regarding word formation using the PowerPoint that had been provided before entering the classroom. (see Appendix).

Figure 1. The teacher explained the material about Morphosemantic

On another occasion, before moving to the next stage, the researcher interviewed data with students to assess their understanding of the material that had been delivered. In this research students found word formation from story of "The Drive to Dubai" at part of father's story as follows:

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[63] (During an interview, students VIII-B, July 2023)

Table 4.1 word of formation

No.	Word	Main word	Page	Line
1.	Expensive (adjective)	Expend (verb)	14	12
2.	Engagement (noun)	Engage (verb)	16	24
3.	Announcement (noun)	Announce (verb)	16	25
4.	Information (noun)	Inform (verb)	16	26

2. Students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story.

After the introduction of morphology and semantics especially words of formation and lexical meaning study which is the initial stage to provide understanding as well as motivation for students, then check the extent of their understanding after being explained the material, the teacher continued by distributing chapter sheets from the story in the textbook to students to read, but the students said: "Ma'am, this is difficult to read, and there is a lot of vocabulary that we don't understand."[64] From the students' statements, the researcher found that they had never read a fiction story that had more than three paragraphs and then translated it.

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[64] (During an interview, students VIII-B, July 2023)

Figure 2. Division of study groups

The researcher divided the students into four groups, with one group containing 8/9 members and suggested they look up in the dictionary about what is the meaning of the vocabulary they don't know. By studying in groups, the researcher intended to make it easier for students to learn to read, because according to them the task of translating and finding the meaning of words they don't know is difficult, so the translation task is divided equally among each member by researcher.

Figure 3. The teacher checks the translation process carried out by students.

The researcher tried to correct the seriousness of the students in reading and to match the process of translating stories from the textbook "Drive to Dubai" by Julie Till. As a result, the researcher gets what is the purpose of the research. When students translate words one by one using a dictionary, they state that the words have their meaning according to the dictionary and can change if put together into a sentence. Students translate the story in words by looking for the meaning using a dictionary and then they arrange the meaning of the words into a sentence. Students recognize that the ability to interpret the meaning of words and sentences is not easy, they must be able to understand the meaning and purpose of the written text. It happens when they start to complete the translation of the text they read and then they conclude the purpose or meaning of the translation they produced. In this research students found lexical meaning from story of "The Drive to Dubai" at part of father's story as follows:

Figure 4. The result of students work of lexical meaning.

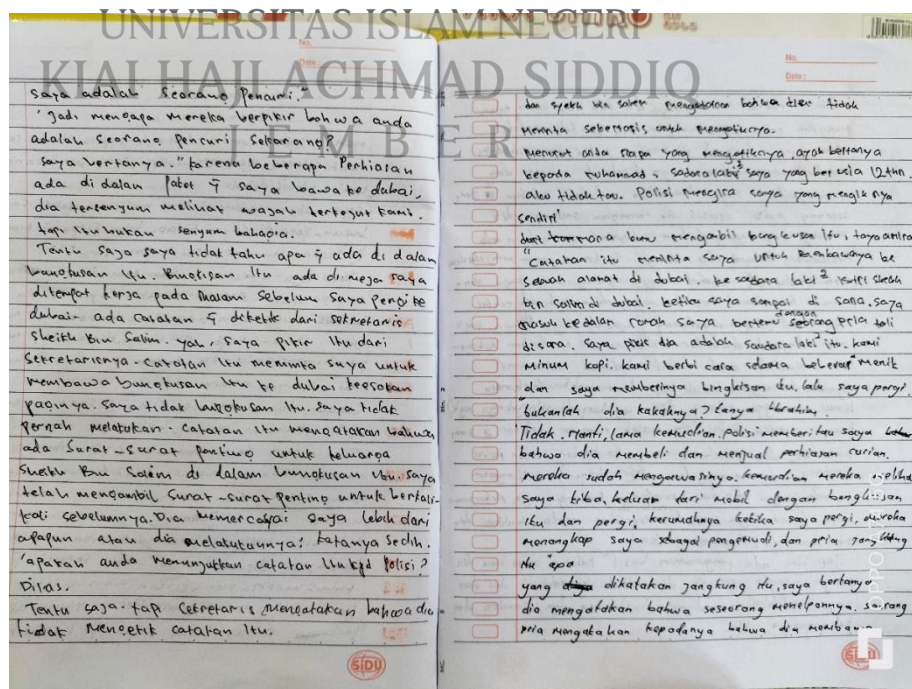Figure 5. The result of students work of lexical meaning

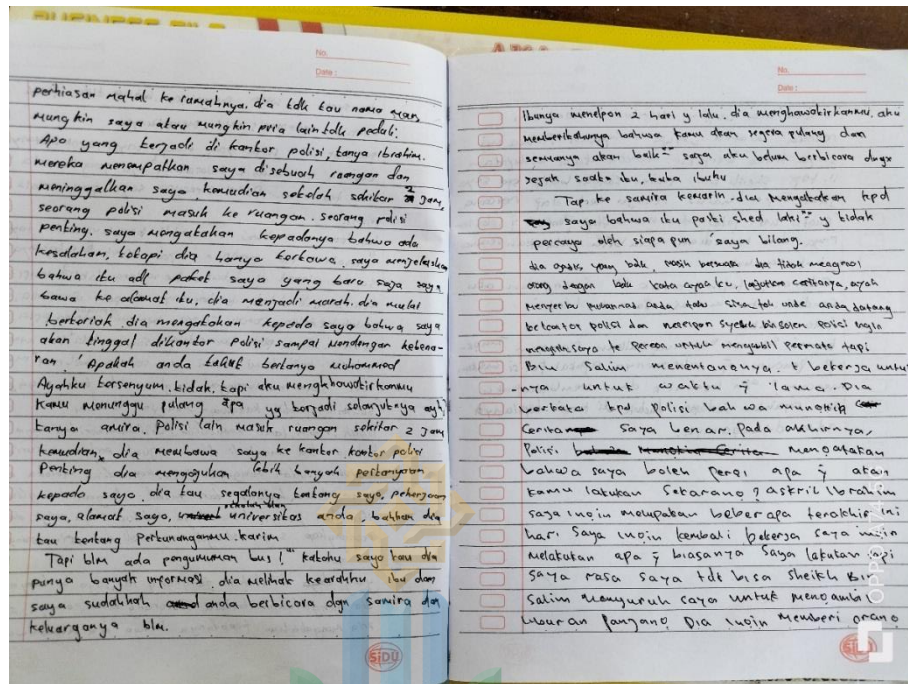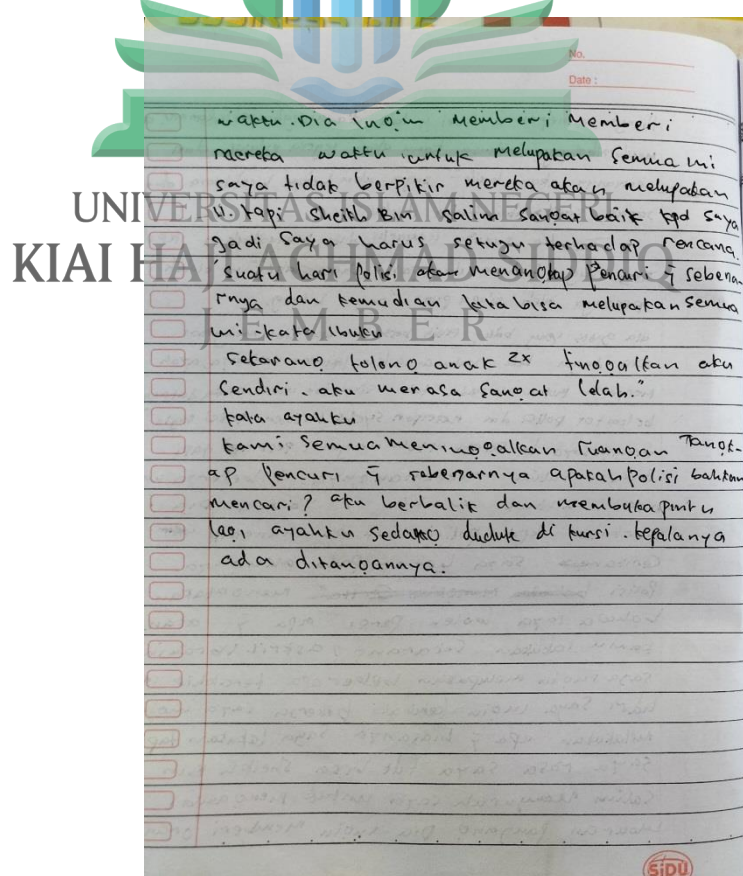Figure 6. The result of students work of lexical meaning .

Figure 7. The result of students work of lexical meaning

After the students had completed the translation, they then read the translation to another group according to the teacher's directions, namely using a window shopping strategy, where half of the members of each group exchange positions with half of the members of the other group to share and read the translation. Meanwhile, half of the members who did not change positions remained in place to listen to the contents of the other group's translation. they complete each series of research well and according to the teacher's guidelines. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This activity requires students to communicate with their friends and peer tutoring activities will occur.

Figure 5. The researcher asked the English teacher about the students' progress in translating.

On another occasion, the researcher also asked the English teacher about the students' progress in translating. The English teacher said that after following the series of lessons from the researcher, the students had the desire to learn to read more English. Even though at the initial stage of

the research, students complained that there was too much reading text and were not used to translating words which were then put together into sentences using a dictionary.

B. **Research Discussion**

Based on the findings in the previous discussion, the researcher discussed two results. Namely 1) Students' can distinguish word formation from reading comprehension in the textbook "The Drive to Dubai" textbook. 2) Students understand the lexical meaning of reading comprehension in the textbook "The Drive to Dubai".

1. **Students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story.**

The first finding, in the process of introducing morphosemantic studies, especially word formation and lexical meaning, through learning to read English textbooks, students are consciously invited to explore elements of morphology and semantic studies, especially the formation of words and lexical meaning, which they were applied to practice their reading skills. The statement above is in accordance with the theory Brown about English language teaching and learning, which states learning includes paying attention to and responding to external circumstances with an active and conscious focus.[65] This statement above is also supported by Rivers (1968) about English language teaching and learning that a variety of factors must come together for language

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[65] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.6

instruction and learning to be successful.[66] Introducing and applying linguistics for students to solve boring reading skill problems in accordance with the theory by Richards and Schmidt[67], Hult and Spolsky[68], and Kridalaksana[69] that educational linguistics is the application of linguistics to problems in education.

Students said that studying morphology and semantics, especially word formation and lexical meaning was something they had just learned but made them easier to learn how to read and translate more easily. The statement above is in accordance with the theory by Elizabeth that teaching reading is an activity that could be empowering to everyone who learns it.[70] The students' statement above is also supported by the theory of Adam (1998) about teaching reading besides the purpose of students being fluent and productive reading also depends on ready knowledge of words their spellings, meanings, and pronunciations and on consideration of the contexts in which they occur."[71]

Understanding morphology surely helped to understand how language words are formed. Students added a statement that when they understand how the order of words can change according to their use,

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[66] Rivers, Wilga Marie. Teaching Foreign Language Skills. Chicago: University of Chicago Press. 1968

[67] Jack C. Richards and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

[68] B. Spolsky and F. M. Hult. 2008. *The Handbook of Educational Linguistics*. Victoria: Blackwell Publishing.

[69] Harimurti Kridalaksana. 2008. *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.

[70] Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil: Teaching Reading p.6

[71] Adams, M.J. 1998. Beginning to read: thinking and learning about print. Cambridge, MA: MIT Press.

they can easily differentiate words according to their division, namely verbs, nouns and adjectives. They could see that a word could change meaning depending on how they were used in a sentence. The students' statement above is in accordance with the theory of Lieber about morphology as the study of word formation.[72] Students added statements that they also can distinguish when the suffix –ness is added to the adjective 'kind', the adjective 'kind' becomes the noun 'kindness'. When the prefix – un is added to the adjective 'kind', the adjective 'kind' is still the adjective 'unkind'. When the prefix – un and the the suffix –ness is added to the adjective 'kind', the adjective 'kind' becomes the noun 'unkindness'. In addition, when a base is added by a derivation morpheme, it will change the meaning. According to the student statements, words can change as a result of the affixation process and can take on various forms depending on how they are used in a sentence. The theory above is also supported by G. Kolanchery about derivation being added to a base to form a new word that differs in its part of speech classification.[73]

b. **Students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story.**

In this finding, the researcher found several students obstacles in learning and practising their reading skills, one of which was the

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[72] Lieber, R. (2016). Introducing Morphology, Second Edition. New York, NY: Cambridge University Press.

[73] G. Kolanchery, *Analytical Components of Morphology in Linguistics* (Global English-Oriented Research Journal. 1(1), 161-166, 2015), p. 5.

students' limitations in practising English because English was still foreign to them. Second, students feel that learning English is very boring and requires more perseverance in learning it. Therefore, the researcher divided the students into several groups. By studying in groups, the researcher intended to make it easier for students to learn to read, because according to them the task of translating and finding the meaning of words they don't know is difficult, so the translation task is divided equally among each member by researcher. The formation of this group became a place for students to complete the assignments given by applying the material that had been studied. From the results of observations made, through a window-shopping method students carried out discussions and exchanged opinions to complete the assigned tasks. This proves that the window-shopping strategy makes it easier for students to learn and work in groups to solve problems or complete a task.[74]

In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. It means that the reading process should involve the reader connecting information from the written message with previous knowledge to arrive at the meaning and understanding. The students translated the story into words by looking for the meaning using a dictionary and then they arranged the meaning of the words into a sentence. The statement above

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[74] Kholis, I. (2018). Pengaruh model two stay two stray dengan aktivitas window shopping terhadap minat dan hasil belajar siswa mts al-muttaqin plemahan kediri. Jurnal Ilmiah Pendidikan Matematika, 3(2), 92 – 98.

is in accordance with the theory by O'Grady (1997) about semantics investigates the level of one's understanding to understand the meaning in the text and deduce its true meaning contained in the text, either in the form of words or sentences.[75] When students translated words one by one using a dictionary, they stated that the words have their meaning according to the dictionary and can change if put together into a sentence. The students' statement above is in accordance with the theory by Inayah (2002) about lexical meaning the meaning of a word will change if the word is put in the sentence.[76] The statement above is also supported by the theory of Chaer (2009) that the lexical meaning is the true meaning, the meaning that is by the results of sensory observations, or meaning as it is.[77]

In the translation process, students were observed and helped by the researcher on how students overcame the problems they faced in finding the meaning of words they did not know before by learning to read English textbooks. The researcher in this case of course helped students overcome the difficulties they faced, such as the researcher guiding students on how to look for words and the meaning of words using a dictionary and the researcher also guiding students on how to arrange the meanings of words into sentences. When students did not find the meaning of the word they were looking for in the dictionary,

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[75] O'Grady, W. 1997. "Contemporary Linguistic". University of Hawaii at Manoa: Third Edition.

[76] Mukarromah, Inayah. 2002. "A semantic analysis on the lyric of Krisdayanti's songs". College of Foreign Language (STIBA), Malang.

[77] Chaer, Abdul. 2009. Pengantar Semantik Bahasa Indonesia. Jakarta: Rineka Cipta

they bravely asked questions about its meaning, and the researcher helped in detail and carefully. The statement above is in accordance with the theory by Richards about English language teaching and learning.[78] Based on the theory above, language teaching and learning involve a lot of aspects to achieve success. Teachers were expected to be able to set objectives and modify their teaching style to accommodate the learners' needs. The theory above is also supported by Brown about English language teaching and learning, that teaching is the activity of facilitating and leading students as they learn. Additionally, teaching creates the circumstances for learning and helps students learn.[79] So, apart from practice, the researcher played a role in overcoming students' problems, the researcher should have theory references related to solving language problems in education, such as the theory from Brumfit (1997) which states that applied linguistics is theory and Empirical investigations of real problems that prioritize language problems.[80]

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[78] Richards, Jack C. 1985 The Concept of Language Teaching. USA: C.U.P p.,11.

[79] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.7

[80] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 14, 2023
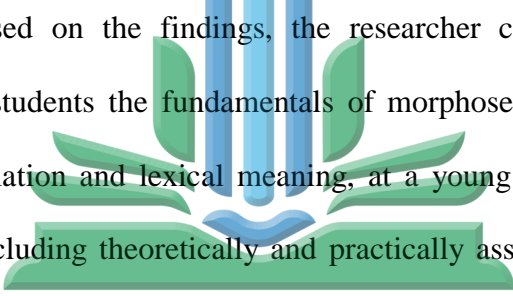
CHAPTER V

CONCLUSION AND SUGGESTION

There were two things presented in the study's last chapter: conclusions and suggestions. All study chapters are summarized in the conclusions, which also include suggestions in the hopes that they can serve as a guide for upcoming researchers. Following are the two conclusions and suggestions.

A. Conclusion

1. **Students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story.**

   Based on the findings, the researcher concluded that teaching language students the fundamentals of morphosemantic studies, such as word formation and lexical meaning, at a young age has many positive effects, including theoretically and practically assisting students in terms of arranging words into simple sentences and being able to distinguish between parts of speech. This knowledge may also be applied as a practical guide for students to hone their reading abilities, and it naturally made it simpler for them to practice reading more English texts by their fundamental language capabilities.

2. **Students understand the lexical meaning of the textbook "The Drive to Dubai" at part of father's story.**

   Students can theoretically and practically develop their reading ability by being given a basic understanding of linguistics, such as morphosemantic studies, at a young age. The researcher had an important

role in helping students overcome the difficulties they encounter in learning morphosemantic studies through learning to read English texts such as explaining material that students did not know or did not understand, using a strategy of window shopping to help students overcome their difficulties in translating texts that they think are too much.

B. Suggestion

At the end of this research, the researcher offered the following suggestions for teaching morphosemantic understanding through reading English texts using a window-shopping strategy.

1. For pre-service and in-service English teachers

Providing students with a foundational theoretical gap in language, such as through morphosemantic studies, helped them meet their learning objectives to the fullest extent. Thus, the researcher hoped that teaching students morphosemantic understanding through English reading instruction could be a viable alternative to conceptually developing students' reading skills, which can then be executed with various techniques depending on the context in which they are being taught. Additionally, it is intended to make it easier for English teachers in training and the classroom to instruct morphosemantic studies through English-reading learning.

2. For further research

The findings of this study served as a useful reference for future studies on the subject of teaching morphosemantic study through English-

reading instruction, the researcher hopes. The results of this study were compared to those of related studies to be compiled, in addition. Finally, it is suggested that future researchers employ resources, procedures, or learning approaches that are distinct from those used in this study.

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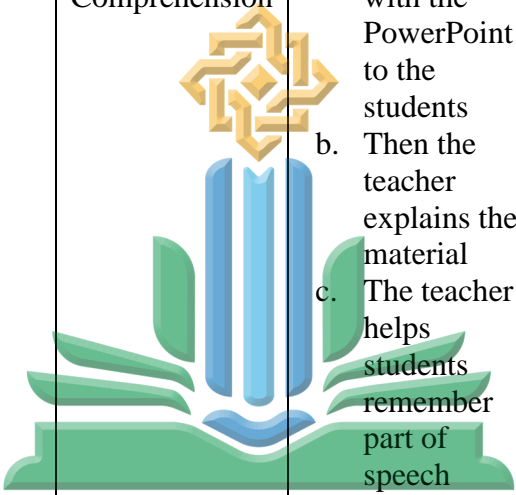KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix A

MATRIX OF RESEARCH

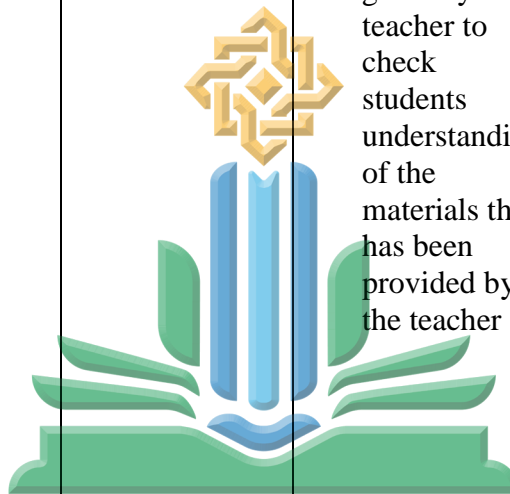| Title	Variable	Sub-variable	Indicator	Source of data	Research Design	Research focus
The use of the textbook "The Drive to Dubai" to teach students morphosemantic reading skills through a window shopping strategy	Textbook "The Drive to Dubai"	1. Planning 2. Implementation 3. Evaluation	1. Morphology: Derivation 2. Semantic: Lexical meaning	Secondary data: 1. Observation 2. Interview 3. Study document interview.	Windows shopping: 1. Make a conclusion based on the text fiction (semantic) 2. Students able to distinguish word formation from reading Comprehension 3. Students share the conclusion of the text with fellow readers	This research focused on: 1. To find out to what extent students can distinguish word formation in the textbook "The Drive to Dubai" at part of father's story. 2. To find out how far those students understand the lexical meaning in the textbook "The Drive to Dubai" at part of father's story.
	Morphosemantic Reading skills	1. Reading skill concept 2. Learning reading skills				

Appendix B

First stage

No.	Material	Goal	Teacher's activities	Students' activities
1.	Morphology based on word formation (derivation/part of speech)	Students can distinguish word formation from reading Comprehension	a. The teacher shows the material that has been prepared by the teacher with the PowerPoint to the students b. Then the teacher explains the material c. The teacher helps students remember part of speech through a song	a) The students write the material in their books b) The students hear what the teacher explains c) The students try to remember part of speech through a song by singing together with the teacher
2.	Forming groups	Study of main characters	a. The teacher gave students assignments b. The teacher forms a students' group consisting of 8/9 members of groups c. The teacher convening the rules in the groups and gives instructions on how to learn by	a) The students form a group according to the teacher's directions b) The students do the tasks with the rules and instructions as the teacher said

No.			window shopping	
3.	Discussing	Reading skill concept	a. Teacher leading the discussion process b. The teacher asks students to fill in the answer from the sheet that has been given by the teacher to check students understanding of the materials that has been provided by the teacher	a) The students fill in the answer sheet from the teacher b) The students corrections their task with the window shopping strategy according to the teacher's instructions c) The students tell the teacher about their difficulties in the learning process

Second stage

No.	Material	Goal	Teacher's activities	Students' activities
1.	Semantic-based on lexical meaning	Learning reading skill	a. The teacher gives an explanation in general about how to translate the text word by word with a dictionary	a) The students hear what the teacher explain
2.	Translating	Make a conclusion based on the text	a. The teacher distributed the text sheet "Drive to Dubai" chapter 3 for students	a) The students do the tasks translating the text with the rules and instructions as the teacher said

		fiction (semantic based on lexical meaning)	to translate b. The teacher monitors the students' process while translating the text	
3.	Evaluating	Students share the conclusion of the text with fellow readers	a. The teacher asks students to share and present the conclusion of text that has been translated through the window shopping strategy b. The teacher asks students about how experience learning English reading skills with a morphosemantic understanding of text c. The teacher gives motivation for students to keep their spirit in learning English	a) The students do the tasks with the rules and instructions as the teacher said b) The students answer the teacher's question about their experience learning English reading skills with a morphosemantic understanding of the text c) The students hear motivation from the teacher

Appendix C

Semi-structured interview instruments

Date   : **24ᵗʰ July 2023**
Place   : **SMP Islam Raudlatul Ulum**
Time   : **-**
Participant   : **VIII B**

Focus	Questions
Exploring students learning morphosemantic study	1. What do you think about English learning? 2. Do you think morphology and semantic material can help you in reading English? 3. After studying this lesson, will you be able to remember part of speech of English words correctly? 4. Which part of the material do you like? And why? 5. What do you think about morphosemantic study in learning reading English? 6. What are the difficulties you face when you learn morphosemantic study? 7. How do you overcome the difficulties you face in learning morphosemantic study through English reading learning? 8. How do you think about practising reading in a group?
Exploring students' Emotions in learning Morphosemantic study	1. How did you feel after studying the morphology and semantic material? 2. After studying this material, do you feel there has been an improvement in your English reading ability? 3. Which part did you enjoy while participating in this class? 4. Which part makes you bored in learning morphosemantic study?
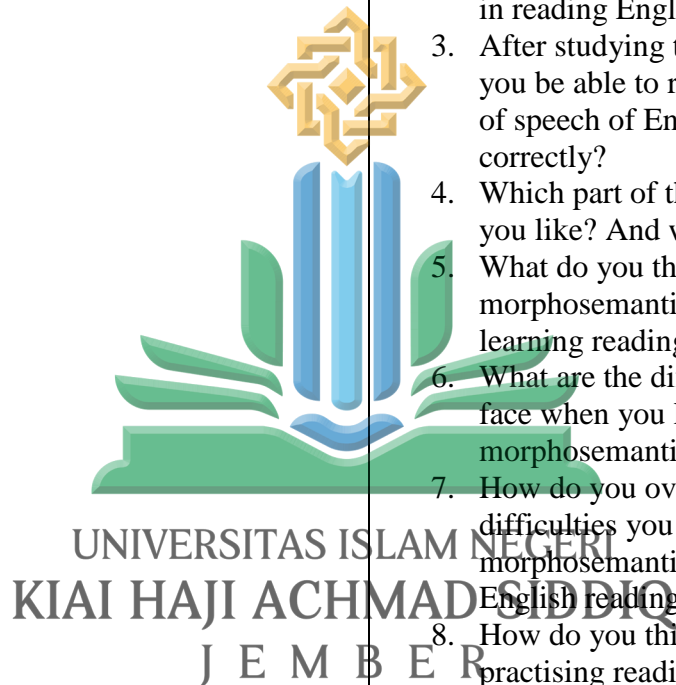
Appendix D

1. Rencana Pelaksanaan Pembelajaran 1

LESSON PLAN (RPP)

JUNIOR HIGH SCHOOLS (SMP ISLAM RAUDLATUL ULUM SUREN)

Theme/Material:	Morphology		Class/Semester:	VIII B/ Ganjil
Lesson:	1st		Time allocation:	4 JP (2 x meeting)

A. TUJUAN PEMBELAJARAN

1. Meningkatkan rasa syukur kepada Tuhan Yang Maha Esa.

2. Mengembangkan sikap kerja sama dan tanggung jawab dalam belajar dan bekerja baik secara individu maupun berkelompok.

3. Menyelesaikan tugas-tugas individu maupun kelompok dengan tepat waktu.

4. Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat menerapkan penggunaan part of speech dengan baik dan benar.

5. Memahami susunan word formation (derivation) dalam sebuah kalimat sederhana.

B. MATERI PEMBELAJARAN

1. Morphology based on word formation (derivation/ part of speech)

C. METODE PEMBELAJARAN

Pendekatan   : Saintifik

Model Pembelajaran   : Window shopping

Metode   : Question, Answer and Discussions

D. MEDIA PEMBELAJARAN

Alat/Bahan   : Kapur, Papan Tulis, Smartphone, Laptop, LCD Proyektor.

Sumber Belajar   : PowerPoint material from the teacher, LKPD (Lembar Kerja Peserta Didik)/ Worksheet, Best experience from teacher and students, and Real Dictionary

E. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran	Waktu
Pertemuan 1 **Kegiatan Pendahuluan** 1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai. 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi. 4. Guru memberikan apersepsi tentang materi yang akan dipelajari. 5. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya. 6. Siswa menyiapkan diri untuk belajar dan mengecek kelengkapan alat pembelajaran seperti (buku dan alat tulis) dan disiplin selama kegiatan pembelajaran (antusias). 7. Guru menyampaikan garis besar dari cakupan materi yang akan dipelajari.	10 Menit
Pemberian Rangsangan/ Literasi 1. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi bahan bacaan terkait: Morphology based on word formation menggunakan PowerPoint.	30 Menit

Indentifikasi Masalah (Problem Statement) / Berfikir Kritis 1. Siswa mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan word formation dan part of speech yang disajikan dan akan dijawab melalui kegiatan belajar. **Pengumpulan Data (Data Collection) /Kegiatan Literasi & Collaboration** 2. Siswa dibagi menjadi menjadi 4 kelompok oleh guru, setiap kelompok beranggotakan 8/9 siswa. 3. Secara berkelompok. Siswa mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan. 4. Siswa dan guru secara bersama-sama membahas contoh dalam buku "Drive to Dubai" mengenai materi word formation. 5. Siswa mencatat semua informasi tentang materi word formation yang telah diperoleh pada buku catatan dengan tulisan yang rapi, baik dan benar.	
Pengolahan Data (Data Processing) / Kolaborasi & Komunikasi 6. Siswa mendiskusikan tentang contoh word formation and part of speech didalam worksheets yang telah diberikan oleh guru. 7. Siswa berkolaborasi dan berkomunikasi untuk bertukar pendapat, argumentasi, dan ide terhadap jawaban yang telah didapatkan secara mandiri di kelompoknya masing-masing.	30 Menit

8. Guru melakukan pengamatan untuk menilai sikap dan keterampilan siswa.	
Pertemuan 2	
Pembuktian (Verification) / Kerjasama & Berpikir Kritis	
9. Siswa bersama kelompoknya, mengasosiasi data dari lembar worksheets yang diberikan oleh guru, untuk mengetahui sejauh mana pemahaman materi word formation yang dapat mereka tangkap/ingat.	
Menarik simpulan/generalisasi (Generalization) /	
Komunikasi & Kreativitas	
10. Mengevaluasi hasil siswa dengan diskusi klasikal untuk diberikan masukan oleh seluruh kelas.	
11. Guru dan siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
12. Siswa mendengarkan ulasan kembali materi yang telah disampaikan oleh guru dan menjawab kuis yang diberikan guru	
13. Siswa mengerjakan evaluasi dan menyerahkan evaluasi yang telah dikerjakan	
Kegiatan penutup	
1. Guru memberikan penghargaan dalam berbagai bentuk untuk kelompok belajar yang paling baik	
2. Sebelum pelajaran ditutup guru, meminta siswa melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini: • Apa yang telah kamu pelajari hari ini? • Apa yang paling kalian sukai dari pembelajaran hari ini?	10 Menit

• Apa yang belum kalian pahami pada pembelajaran hari ini? 3. Siswa melakukan analisis kelebihan dan kekurangan kegiatan pembelajaran. 4. Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu disiplin dan percaya diri. 5. Kegiatan belajar ditutup dengan doa. Doa dipimpin oleh siswa yang paling aktif dalam kegiatan pembelajaran.	

F. TEKNIK PENILAIAN:

Sikap : Karakter santun, kreatif, ketelitian, keaktifan, bekerja sama, saling menghargai dan tanggung jawab.

Pengetahuan : Ketepatan mengartikan kata dan ketepatan menganalisis serta menggolongkan sebuah kata ke dalam part of speech yang benar.

Keterampilan : Mengerjakan lembar tugas dengan jujur.

Mengetahui,   Jember, 31 July 2023
Kepala Sekolah   Praktikan,
Kepala SMP Islam Raudlatul Ulum
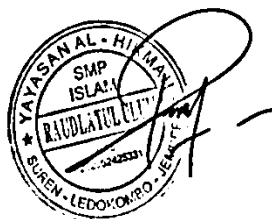
Ach. Zainuddin Hs, S.Pd. M.Pd   **Sakinah Wardatul Jannah**
                                                                              NIM. T20196124

2. Rencana Pelaksanaan Pembelajaran 2

LESSON PLAN (RPP)

JUNIOR HIGH SCHOOLS (SMP ISLAM RAUDLATUL ULUM SUREN)

Theme/Material:	Semantic	Class/Semester:	VII B/ Ganjil
Lesson:	2ⁿᵈ	Time allocation:	4 JP (2 x meeting)

A. Tujuan Pembelajaran.

1. Meningkatkan rasa syukur kepada Tuhan Yang Maha Esa.
2. Mengembangkan sikap kerja sama dan tanggung jawab dalam belajar dan bekerja baik secara individu maupun berkelompok.
3. Menyelesaikan tugas-tugas individu maupun kelompok dengan tepat waktu.
4. Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat menerapkan penggunaan part of speech dengan baik dan benar.
5. Memahami susunan word formation (derivation) dalam sebuah kalimat sederhana.
6. Menterjemahkan cerita textbook "Drive to Dubai" dengan baik dan benar menggunakan kamus serta.
7. Mengetahui makna leksikal dari kata/kalimat/paragraph yang diterjemahkan.

B. Materi Pembelajaran

1. Semantic (Translating text based on lexical meaning)

C. Metode Pembelajaran

Pendekatan   : Saintifik

Model Pembelajaran : Window shopping

Metode   : Question and Answer, Discussion, Presentation (Share the task conclusion with other groups).

D. Media Pembelajaran

Media   : Powerpoint, Textbook "Drive to Dubai", Lembar Penilaian, Laptop, LCD proyektor.

Alat/Bahan   : Kapur, Papan Tulis, Smartphone.

Sumber Belajar : LKPD (Lembar Kerja Peserta Didik)/ Chapter 3 from the story of textbook "Drive to Dubai", Best experience from teacher and students, Real Dictionary.

E. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Pertemuan 1 **Kegiatan Pendahuluan** 1. Guru menyapa dan memimpin doa sebelum pembelajaran dimulai. 2. Guru mengecek daftar kehadiran siswa. 3. Guru memotivasi siswa and menanyakan tentang kondisi. 4. Guru memberikan apersepsi tentang materi yang akan dipelajari 5. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya. 6. Siswa menyiapkan diri untuk belajar dan mengecek kelengkapan alat pembelajaran seperti (buku dan alat tulis) dan disiplin selama kegiatan pembelajaran (antusias). 7. Guru menyampaikan garis besar dari cakupan materi yang akan dipelajari.	10 Menit
Pemberian Rangsangan/ Literasi 8. Siswa menyimak penjelasan tentang semantic based on	45 Menit

lexical meaning dari materi PowerPoint yang diberikan oleh guru

9. Siswa diminta untuk mengidentifikasi semantic based on lexical meaning berdasarkan buku "Drive to Dubai" yang telah disiapkan oleh guru.

10. Siswa membaca dan mempelajari tentang lexical meaning melalui buku "Drive to Dubai" sesuai dengan penjelasan dari guru.

Indentifikasi Masalah (Problem Statement) / Berfikir Kritis

11. Siswa mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan semantic based on lexical meaning dan akan dijawab melalui kegiatan belajar.

Pengumpulan Data (Data Collection) /Kegiatan Literasi & Collaboration

12. Sesuai dengan kelompok pada pertemuan pembelajaran sebelumnya. Secara berkelompok, siswa mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan.

13. Siswa dan guru secara bersama-sama membahas contoh dalam buku "Drive to Dubai" atau contoh dalam PowerPoint mengenai materi semantic based on lexical meaning.

14. Siswa mencatat semua informasi tentang materi semantic based on lexical meaning yang telah diperoleh pada buku catatan dengan tulisan yang rapi, baik dan benar.

15. Siswa menerima LKPD dari guru (chapter 3 from textbook "Drive to Dubai").	
Pertemuan 2 **Pengolahan Data (Data Processing) / Kolaborasi & Komunikasi** 16. Siswa menterjemahkan LKPD dari guru. 17. Siswa berkolaborasi dan berkomunikasi untuk bertukar pendapat, argumentasi, dan ide terhadap jawaban yang telah didapatkan secara mandiri di kelompoknya masing-masing. 18. Siswa merancang sebuah kesimpulan berdasarkan hasil dari menterjemahkan yang sudah dilakukan. 19. Guru melakukan pengamatan untuk menilai sikap dan keterampilan siswa. **Pembuktian (Verification) / Kerjasama & Berpikir Kritis** 20. Siswa bersama kelompoknya, mengasosiasi data yang ditemukan dari chapter sheet "Drive to Dubai" untuk menyimpulkan hasil terjemahan dan menyusun kesimpulan dari cerita yang telah berhasil diterjemahkan. **Menarik simpulan/generalisasi (Generalization) / Komunikasi & Kreativitas** 21. Siswa bersama kelompoknya mempresentasikan hasil kerjanya kepada kelompok lainnya dengan menggunakan strategi window shopping yakni dengan cara setengah dari anggota per-kelompok tetap tinggal ditempat untuk mendengarkan hasil presentasi dari kelompok lain sementara setengahnya lagi pergi ke kelompok lain untuk mempresentasikan hasil	45 Menit

terjemahannya.	
22. Guru memperhatikan, memberikan feedback, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya.	
23. Mengevaluasi hasil siswa dengan diskusi klasikal untuk diberikan masukan oleh seluruh kelas.	
24. Guru dan siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
25. Siswa mendengarkan ulasan kembali materi yang telah disampaikan oleh guru dan menjawab kuis yang diberikan guru	
26. Siswa mengerjakan evaluasi dan menyerahkan evaluasi yang telah dikerjakan	
Kegiatan penutup	
27. Guru memberikan penghargaan dalam berbagai bentuk untuk kelompok belajar yang paling baik	
28. Sebelum pelajaran ditutup guru meminta siswa melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini:	
• Apa yang telah kamu pelajari hari ini?	
• Apa yang paling kalian sukai dari pembelajaran hari ini?	5 Menit
• Apa yang belum kalian pahami pada pembelajaran hari ini?	
29. Siswa melakukan analisis kelebihan dan kekurangan kegiatan pembelajaran.	
30. Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu disiplin dan	

percaya diri.	
31. Kegiatan belajar ditutup dengan doa. Doa dipimpin oleh siswa yang paling aktif dalam kegiatan pembelajaran.	

F. Teknik Penilaian:

Sikap   : Karakter santun, kreatif, ketelitian, keaktifan saling menghargai, kerja sama, dan tanggung jawab.

Pengetahuan   : Menterjemahkan seluruh chapter sheet dengan menggunakan kamus bersama teman kelompok.

Keterampilan : Menterjemahkan teks bahasa inggris kedalam bahasa indonesia, Mempresentasikan hasil dari menterjemah kepada kelompok lainnya dengan baik dan benar.

Mengetahui,   Jember, 21 Agustus 2023
Kepala Sekolah   Praktikan,
Kepala SMP Islam Raudlatul Ulum
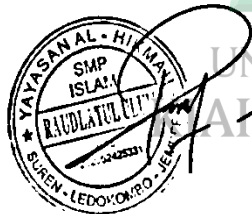
Ach. Zainuddin Hs, S.Pd. M.Pd   **Sakinah Wardatul Jannah**
                                                                      NIM. T20196124

Appendix E

Research Journal's Activities

Name   : Sakinah Wardatul Jannah

NIM   : T20196124

Title   : The use of the textbook "The Drive to Dubai" to teach students'
morphosemantic reading skills through a window shopping strategy

Location   : SMP Islam Raudlatul Ulum Suren Ledokombo Jember

No.	Day/Date	Activity	TTD
1.	Monday, 10th of July	The researcher gives a "research permission letter" to the school and interviews the principal and English teacher then conveys the flow of research that would be carried out in the future.	
2.	Monday, 24th of July	The researcher observes the classroom and student activity in the 8th grade of SMP Islam Raudlatul Ulum Suren Ledokombo Jember.	
3.	Monday, 31st of July	The researcher implements the action (first meeting) by giving material about morphosemantic to students.	
4.	Monday, 07th of August	The researcher gave one chapter from the English textbook "Drive to Dubai" to students (second meeting) to translate with the member of the group that was previously formed by the researcher.	
5.	Monday, 21st of August	The researcher continued by observing students doing assignments in the form of reading and sharing the results of the translation they had worked on at the previous meeting. (third	

		meeting)	
6.	Monday, 04th of September	The researcher interviewed students about how they felt after learning new knowledge (morphosemantics), and what benefits and difficulties students experienced while studying with the researcher. (last meeting)	
7.	Tuesday, 05th of September	The researcher had completed the research and asked the school principal for a letter of completion of the research.	

Jember, 5 September 2023

Mengetahui,

Kepala SMP Islam Raudlatul Ulum

Ach. Zainuddin Hs, S.Pd. M.Pd

Appendix F

			YAYASAN AL HIKMAH SUREN																
			SEKOLAH MENENGAH PERTAMA																
			SMP ISLAM RAUDLATUL ULUM																
			TERAKREDITASI : B																
			NSS : 202052425331 NPSN : 697523267 NUS : 320																
			Sekretariat :Jl. PP. Raudlatul Ulum Jegung – Suren - LedokomboJember68196'085107144449, e-Mail: smpratu12@gmail.com																
			PRESENSI KELAS VIII B																
			TAHUN PELAJARAN 20223/2024																
No	**NIS**	**Nama**										**BULAN :**							
												TANGGAL							
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	
1	0411	ADELIA AZ-ZAHIRA																	
2	0412	ADINDA PUTRI KHOIRUNNISA																	
3	0413	AUDYSTI KHILDATUR ROHMAH																	
4	0414	AULIATUT TISFANIAH																	
5	0415	AYU AGUSTIN																	
6	0416	CITRA DWI PUSPITA SARI																	
7	0417	FAIZATUR ROSALINDA																	
8	0418	FATIMATUL HASANAH																	
9	0419	FATIMATUZ ZAHRO																	

10	0420	HILDATUN NAFIS																		
11	0421	HOLIFATUL HASANAH																		
12	0422	INIS SHOLEHA																		
13	0423	INTAN NUR JANNAH																		
14	0424	LENY MAULIDATUS S																		
15	0425	LIANATUL HUMAIROH																		
16	0426	NABILATUL JANNAH																		
17	0427	NABILA WINDATUL UMMAH																		
18	0428	NADIVA CAHAYA ARIFINA																		
19	0429	NAFISAH																		
20	0430	NAFISATUN NAFI'AH																		
21	0431	NIA AYU LESTARI																		
22	0432	NOVI HERLINA																		
23	0433	NOVI																		
24	0434	NURUL AINI																		
25	0435	NUR AINI																		
26	0436	NUR WULAN RUHUN ATIQOH																		
27	0437	PUTRI DWI NURRAHMAH																		
28	0438	SITI ADINDA																		
29	0439	SITI NUR AZIZAH																		
30	0440	TAMARA QALBI ROHMANIA																		
31	0441	WILDANI AFIFAH																		
32	0442	YULIA NAFISAH																		
33	0443	YUNITASARI																		
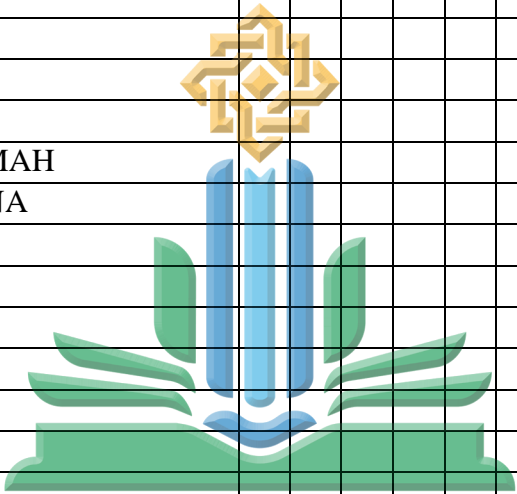
Appendix G

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor   : B-3162/In.20/3.a/PP.009/08/2023
Sifat   : Biasa
Perihal   : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Islam Raudlatul Ulum
Jl. Pesantren Suren, Ledokombo, Jember, Jawa Timur

     Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM   :   T20196124
Nama   :   SAKINAH WARDATUL JANNAH
Semester   :   Semester delapan
Program Studi :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai: The use of the textbook "The Drive to Dubai" to teach students' morphosemantic reading skills through a window shopping strategy selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Zainuddin M. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Agustus 2023
Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix H

YAYASAN AL HIKMAH SUREN
SEKOLAH MENENGAH PERTAMA
SMP ISLAM RAUDLATUL ULUM
TERAKREDITASI : B
NSS : 202052425331   NPSN : 69753267   NUS : 320

Sekretariat :Jl. PP. Raudlatul Ulum Jegung – Suren - Ledokombo Jember 68196 ☎ 085107144449,
e-Mail: smpraudlatululum12@gmail.com

SURAT KETERANGAN
Nomor : 024/a.1/69753267/IX/2023

Yang bertandangan di bawah ini:

Nama   : Ach. Zainuudin Hs, S,Pd. M.Pd

Jabatan   : Kepala SMP Islam Raudlatul Ulum

menerangkan bahwa :

Nama   : SAKINAH WARDATUL JANNAH

NIM   : T20196124

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Telah selesai melaksanakan penelitian di SMP Islam Raudlatul Ulum dari tanggal 10 Juli s.d. 5 September 2023 dengan judul The use of the textbook "The Drive to Dubai" to teach students' morphosemantic reading skills through a window shopping strategy

Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 28 Mei 2023
Mengetahui,
Kepala SMP Islam Raudlatul Ulum

Ach. Zainuudin Hs, S,Pd. M.Pd

Appendix I

DECLARATION OF AUTHORSHIP

The undersigned below

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State that the thesis entitled **"The use of the textbook "The Drive to Dubai" to teach students' morphosemantic reading skills through a window shopping strategy"** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual and the only person accountable if anyone abjected is me.

Jember, 30 November 2023

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Appendix J

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