

## CHAPTER IV

### FINDING AND DISCUSSION OF THE RESEARCH

This chapter consists of the finding and discussion of research. The researcher has collected the data by using interview and documentation. The data will be discussed based on the theory explained in chapter II. This chapter is presented based on the research focuses stated in chapter I.

#### A. Finding of Research

The researcher explained about the result of the students difficulties in understanding the function of suffix morpheme-*ing* in the sixth semester of English department in IAIN Madura and the researcher interview the student's of sixth semester in front of the class.

There are two research focuses explained by the researcher. They are What are the Students' Difficulties in Understanding the Function of Morpheme-*ing* in the Fourth Semester of English Department in IAIN Madura and What are the factors of Students' Difficulties in Understanding the Function of Morpheme-*ing* in the Fourth Semester of English Department in IAIN Madura.

To obtain the data related on the students difficulties in understanding the function of morpheme-*ing* in the sixth semester of English department in IAIN Madura. The researcher conducted interview on 12th February 2020, 09:00, 18th February 2020, 08:43, 20th February 2019, 11.50 and 24 February 2020, 10.49 at IAIN Madura. The researcher conducted the research four times.

In this case, the researcher delivered the research finding gained from interview and documentation. The finding of research included students difficulties in understanding the function of morpheme-*ing* in the sixth semester of English department in IAIN Madura.

### **1. What are the Students' Difficulties in Understanding the Function of Morpheme-*ing* in the Sixth Semester of English Department in IAIN Madura?**

In this part, the researcher present the finding that deals with students' difficulties in understanding the function of suffix morpheme-*ing*, the data is gained from interview.

Based on the interview done by researcher, the researcher found some difficulties by interacting with some informants as the subject of this research. The difficulties are of understanding or differentiating the function of morpheme-*ing* as the informants said below;

Muzakki said;

‘‘I find many difficulties when want to differentiate between affix and suffix and also where is the word can be added by suffix and prefix. And I have many difficulties in learning morpheme-*ing*. Because -*ing* can be used in verb and noun’’<sup>1</sup>

Another informant, Nur Fitria Ningsih, said;

‘‘Morpheme-*ing* actually I just know-*ing* is simple continuous tense. So, I just know using-*ing* in simple continuous tense no more. So, I need study

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<sup>1</sup> Interview with Muzakki was conducted On February, 18 2020 at 08:43 in IAIN Madura

more about morphology in affixation. Such as how I can learn suffix or prefix. For example; “I am not happy, I am unhappy, I am dishappy” like that I can differentiate between them’’<sup>2</sup>

It is also supported by Kamilatus Siyadah, she said;

‘‘when I wanna give meaning from word and the word there is preffix and suffix I think it is difficult to give the meaning depend on adjective or part of speech its make me confuse about it.’’<sup>3</sup>

Samsul Arifin also said;

‘‘I have difficulties in undersstanding morpheme-*ing* actually all the subjects. If studying morphem-*ing* basically we should know tenses, but unfortunately i don’t know tenses at all. i just speaking because may be in grammar it is not to important for me. I have a diiculty in making a sentence. and to determine the types of *ing* which is in a long sentance. So i sleep.’’<sup>4</sup>

Mu’imatul Karimah, she said;

‘‘When I found a sentence its contain of *ing* it will be difficult for me I do not know the position of *ing* itself. Example; writing is my hobby. It is not verb but the position of writing is gerund. Honestly, in the classroom I did not face difficulties because the lecturer who teach me teach by interesting ways so that it makes me understand the explanation. The difficulties about morphology when I seldom to open the books. May be some things I forget may be when I open the books I can remember.’’<sup>5</sup>

Ahmadi also said;

‘‘Actually the pattern to make sentence, I seldom to write or re-teaching the lesson that have been taught. difficult to determine where is the inflectional, derivational, less of vocabulary, less of reading so I forget the subject. Because I do not remember the vocab so it’s also become the reason why I get difficulties and other difficult to determine where is verb-*ing* continous, all the words with suffix-*ing* are difficult for me. Sometimes not appropriate with the use of gerund and particple. Gerund can be put in

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<sup>2</sup> Interview with Nur Fitria Ningsih was conducted On February, 18 2020 at 08:52 in IAIN Madura

<sup>3</sup> Interview with Kamilatus Siyadah was conducted On February, 18 2020 at 09:05 in IAIN Madura

<sup>4</sup> Interview with Samsul Arifin was conducted On February, 24 2020 at 10:49 in IAIN Madura

<sup>5</sup> Interview with Mu’imatul Karimah was conducted On February,18 2020 at 09:30 in IAIN Madura

the first sentence and sometimes can be put in the last sentence, and sometimes can be as complement. That's make me confused to use it. I understand the function of *-ing* after "be" it is continuous tense, but another word with suffix *-ing* I cannot different the function or the use of it"<sup>6</sup>

Nurfazira also said;

"I have difficulties in understanding the function of morpheme *-ing* but I forget It's like adding like playing and the others difficulties like when I want to know the root of the word."<sup>7</sup>

Khoirunnas also said;

"I have studied morphology in the fourth semester, I have difficulty in morphology I feel difficult in remembering morphology and the types of morphology I have studied affixation in morphology such as suffix prefix. and I have studied about morpheme such as bound morpheme and free morpheme. My difficulties in understanding morpheme *-ing* where is morpheme *-ing* put in the sentence."<sup>8</sup>

Mafruhah said;

"when I want to determine the word in morpheme, derivational inflectional how to add suffix and prefix and I have little vocabulary so it's make me difficult to understand in morphology seldom memorizing vocabulary"<sup>9</sup>

Nur Diana Bilqis also said;

"I have studied morphology in the fourth semester, I have studied affixation in morphology such as suffix prefix infix and I have studied about morpheme. I have difficulty in morphology such to change to another word and compound word and have another meaning when I studied morpheme I confuse to different gerund and present participle actually when I do not know the meaning I cannot define it."<sup>10</sup>

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<sup>6</sup> Interview with Ahmadi was conducted On February, 18 2020 at 10:12 in IAIN Madura

<sup>7</sup> Interview with Nur Fazirah was conducted On February, 20 2020 at 11:56 in IAIN Madura

<sup>8</sup> Interview with Khoirunnas was conducted On February, 18 2020 at 09:05 in IAIN Madura

<sup>9</sup> Interview with Mafruhah was conducted On February, 18 2020 at 10:50 in IAIN Madura

<sup>10</sup> Interview with Nur Diana Bilqis was conducted On February, 12 2020 at 09:05 in IAIN Madura

Lailatul Maghfiroh said;

“I have studied morphology in the fourth semester, I have difficulty in morphology first I dislike morphology I do not know morphology especially in morpheme because in my opinion morphology is so bad. I know morpheme-*ing* but I do not know about morpheme more. I have difficulties in learning morpheme-*ing* and I have difficulties to differentiate the function of *ing* in position bond and the function in one by one word for example studying.”<sup>11</sup>

## **2. What are the factors of Students’ Difficulties in Understanding the Function of Morpheme-*ing* in the Sixth Semester of English Department in IAIN Madura?**

When students have difficulties in understanding lesson, teacher should struggle to find the best way to solve the problem in order to make students gain the goal of teaching learning process moreover in morphology which discuss about the formation of the word that can help students in speaking when they have difficulty in vocabulary. After researcher interviewed some of students of English department in IAIN Madura the researcher found the factors caused students having difficulties in understanding the function of morpheme-*ing*

- a. The students are less of understanding in Suffix or morpheme *ing*.

Morphology is the study of word formation as like how the words are constructed which influences the class of the word weather it is noun, verb, adjective, or others, so that to understand morphology is very important to make the learner can understanding all the functions of the words in English including the function of morpheme-*ing*, especially in affixation section namely the addition of morpheme

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<sup>11</sup> Interview with Lailatil Maghfiroh was conducted On February, 18 2020 at 09:05 in IAIN Madura

in word where the function can change the meaning or the class of the word but it also does not change the class and the meaning of the words. After researcher have interview with some students of the sixth semester of English department, the researcher found that they have difficulties in understanding of the function of words including morpheme-*ing* it is proven with what Muzakki said;

“I find many difficulties when want to differentiate between affix and suffix and also where is the word can be added by suffix and prefix. And I have many difficulties in learning morpheme-*ing*. Because-*ing* can be used in verb and noun”<sup>12</sup>

Another informant, Nur Fitria Ningsih, said;

“Morpheme-*ing* actually I just know-*ing* is simple continuous tense. So, I just know using-*ing* in simple continuous tense no more. So, I need study more about morphology in affixation. Such as how I can learn suffix or prefix. For example; “*I am not happy, I am unhappy, I am dishappy*” like that I can differentiate between them. The factor I need more information about the word, I need to learn more about the function of morpheme-*ing*. And I don’t have more vocabulary to differentiate the function of-*ing*. Morpheme-*ing* actually I just know-*ing* is simple continuous tense. So, I just know using-*ing* in simple continuous tense no more. So, I need study more about that, actually there are many function of morpheme-*ing* itself but I just know about simple continuous tense.-*ing* can be used in gerund. I think I need learn more about that, I need to read a lot of books about this to solve this problem, I need to practice with my friends, my teacher, I must read grammar book.”<sup>13</sup>

It is also supported by Kamilatus Siyadah, she said;

“when I wanna give meaning from word and the word there is prefix and suffix I think it is difficult to give the meaning depend on adjective or part of speech its make me confuse about it. I don’t have many vocabularies so ican not make what is the meaning that include to noun or include to other part of speech.

<sup>12</sup> Interview with Muzakki was conducted On February, 18 2020 at 08:43 in IAIN Madura

<sup>13</sup> Interview with Nur Fitria Ningsih was conducted On February, 18 2020 at 08:52 in IAIN Madura

may be i have to read reading text and others and add my vocabulary reading book and open dictionary and ask to my teacher and my friend.”<sup>14</sup>

Samsul Arifin also said;

“I have difficulties in understanding morpheme-*ing* actually all the subjects. If studying morphem-*ing* basically we should know tenses, but unfortunately i don’t know tenses at all. i just speaking because may be in grammar it is not to important for me. I have a diificulties in making a sentance. and to determine the types of ing which is in a long sentence. So i sleep.”<sup>15</sup>

Nor Maulida also said;

“I have studied morphology I think I have many difficulties in understanding morphology as like preefix, affix and suffix. Sometimes I have difficulties in understanding morpheme if I met with a new word that I have never know before. The factor is I think its my problem because I seldom to study and I seldom to hear my lecturer’s explanation. The difficulties are to determine between gerund, present continous in the sentence and I still confious the function of ing. And to solve my dificulties as I know from my friend if I want to master it, I have to memorize many vocabulary and I have to study hard”<sup>16</sup>

b. The students forget the lesson about morpheme ing.

In studying morphology it needs to always practice by analyzing the form of words, as like determine the amount of morpheme in a word and determine the type of the morpheme, but if the students seldom practice they will forget the lesson no matter how understand they are in their class, or the students can read an English text while focusing on the morpheme so that the students are not easy to forget the lesson, but after the researcher did interview with some of students of the six semester, the students have difficulties to determine the

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<sup>14</sup> Interview with Kamilatus Siyadah was conducted On February, 18 2020 at 09:05 in IAIN Madura

<sup>15</sup> Interview with Samsul Arifin was conducted On February, 24 2020 at 10:49 in IAIN Madura

<sup>16</sup> Interview with Nor Maulida was conducted On February, 20 2020 at 09:05 in IAIN Madura

function of morpheme-*ing* because they do not remember the lesson so that when they found sentence they are confused to determine the function whether it is gerund or participle however they can know the function of *ing* when the morpheme-*ing* located after *be* (*is, am are*) by guessing that it is present participle in the form of present continuous tense, this is supported by Mu'imatul Karimah, she said;

“When I found a sentence its contain of-*ing* it will be difficult for me I do not know the position of-*ing* itself. Example; writing is my hobby. It is not verb but the position of writing is gerund. Honestly, in the classroom I did not face difficulties because the lecturer who teach me teach by interesting ways so that it makes me understand the explanation. The difficulties about morphology when I seldom to open the books. May be some things I forget may be when I open the books I can remember. The factor is in internal factors from myself which is I seldom to remember morpheme-*ing*. May be it is easy for me when I found in front of sentence like what I mention just now, the position is gerund. But when I found long sentence it can be difficult to differentiate it. The first way to solve is analysis the structure of the sentence itself and the second one is find in the dictionary.”<sup>17</sup>

Ahmadi also said;

“Actually I seldom to write or re-teaching the lesson that have been taught. difficult to determine where is the inflectional, derivational, less of vocabulary, less of reading so I forget the subject. Because I do not remember the vocab so it's also become the reason why I get difficulties and other difficult to determine where is verb-*ing* continuous, all the words with suffix -*ing* are difficult for me. Sometimes not appropriate with the use of gerund and participle. Gerund can be put in the first sentence and sometimes can be put in the last sentence, and sometimes can be as complement. That's make me confused to use it. I understand the function of -*ing* after “*be*” it is continuous tense, but another word with suffix -*ing* I cannot different the function or the use of it”<sup>18</sup>

Nur Fazirah also said;

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<sup>17</sup> Interview with Mu'imatul Karimah was conducted On February, 18 2020 at 09:30 in IAIN Madura

<sup>18</sup> Interview with Ahmadi was conducted On February, 18 2020 at 10:12 in IAIN Madura



“I have difficulties in understanding the function of morpheme-*ing* but I forget It’s like adding like playing and the others difficulties like when I want to know the root of the word. The factor I start from the vocabulary I have little vocabulary to understand morpheme because morpheme study about affixation. And I have. The difficultien like to make different between present continous and gerund I got the difficult. when I get the difficult word I confious. The way to solve my difficulties I have get exercise from myself but i’m lazy. The factor I start from the vocabulary I have little vocabulary to understand morpheme because morpheme study about affixation. And I have. The difficultien like to make different between present continous and gerund I got the difficult. when I get the difficult word I confious. The way to solve my difficulties I have get exercise from myself but i’m lazy.”<sup>19</sup>

Khoirunnas also said;

“I have studied morphology in the fourth semester, I have difficulty in morphology I feel difficult in remembering morphology and the types of morphology I have studied affixation in morphology such as suffix prefix. and I have studied about morpheme such as bound morpheme and free morpheme. My difficulties in understanding morpheme-*ing* where is morpheme-*ing* put in the sentence.”<sup>20</sup>

- c. The students are lack of vocabulary related with additional ing

To memorize many vocabularies can help students understand morphology because morphology discuss about word, so that the students can easy to know the function of the word as Mafruhah said;

“when I want to determine the word in morpheme, derivational inflectional how to add suffix and prefix and I have little vocabulary so it’s make me difficult to understand in morphology seldom memorizing vocabulary. I have little vocabulary and sometimes I forget to determine which one is inflectional derivational, seldom to open vocabulary and grammar’s book, and not practice every time. because morpheme-*ing* like gerund participle and continuous it’s make me difficult to determine it is gerund participle and continuous or affixation. And do not memorize vocabulary i have little vocabulary it is make me difficult, sometimes I have to open dictionary to solve the problem. Although I open the dictionary,

<sup>19</sup> Interview with Nur Fazirah was conducted On February, 20 2020 at 11:56 in IAIN Madura

<sup>20</sup> Interview with Khoirunnas was conducted On February, 12 2020 at 09:51 in IAIN Madura

I ever misunderstand with the theory because I confused to different both of them because the forms are the same. And to solve the difficulties learn about morphology or morpheme 2. Open the dictionary frequently 3. Have to understand about affixation 4. Always practice and do exercise. 5. And practice about morphology subject.<sup>21</sup>”

Nur Diana Bilqis also said;

“I have studied morphology in the fourth semester, I have studied affixation in morphology such as suffix prefix infix and I have studied about morpheme. I have difficulty in morphology such to change to another word and compound word and have another meaning when I studied morpheme I confuse to different gerund and present participle actually when I do not know the meaning I cannot define it.”<sup>22</sup>

Ahmadi

“The factor difficulties in differentiating the function of morpheme-*ing*, like gerund can be as subject or can be object, and complement. I have to memorize many vocabularies and study the formula to differentiate the function which one of the words as gerund, present participle. So, to solve the difficulties I have to study and read frequently.”<sup>23</sup>

Samsul Arifin

“The factor of my difficulties maybe i have little vocabulary and I seldom to open vocabulary and memorise vocabulary and also seldom to practice. My difficulties in differenciating the funtion of morpheme-*ing* like what i said just now to determine the types of ing which is in a long sentence.and way to solve my difficulties in understanding the funtion of morpheme-*ingi* study hard. Beside that as i said just now memorising vocabulary and practice.”<sup>24</sup>

- d. The studens do not like Morpheme ing or less motivation to learn

Morpheme ing

Except to make student understand the lesson, One of challenges that teacher faced in classroom is how to make students like the lesson

<sup>21</sup> Interview with Mafruhah was conducted On February, 18 2020 at 10:50 in IAIN Madura

<sup>22</sup> Interview with Nur Diana Bilqis was conducted On February, 12 2020 at 09:26 in IAIN Madura

<sup>23</sup> Interview with Ahmadi was conducted On February, 24 2020 at 10:39 in IAIN Madura

<sup>24</sup> Interview with Samsul Arifin was conducted On February, 24 2020 at 10:49 in IAIN Madura

given by the teachers, it often happens that some of students do not like the teacher and the material that make students are lazy trying to understand the lesson given, various reaction when it happened as like the students sleep even they do not join the class as Lailatul Maghfiroh said;

“I have studied morphology in the fourth semester, I have difficulty in morphology first I dislike morphology I do not know morphology especially in morpheme because in my opinion morphology is so bad. I know morpheme-*ing* but I do not know about morpheme more. I have difficulties in learning morpheme-*ing* and I have difficulties to differentiate the function of-*ing* in position bond and the function in one by one word for example studying. The factor is I’m lazy to study and lazy to ask to my friend because I’m shy. When i want to add the *ing* in a sentence When I want to make a sentence about the morpheme itself and to solve my difficulties maybe when I don’t know learn, i study to my friend and ask to my teacher.”<sup>25</sup>

## **B. Discussion of the Research**

In this section, the researcher would like to give detail discussion about the students’ difficulties in differentiating the function of morpheme-*ing*. The researcher has conducted a research by doing interview with the students’ of sixth semester and also taking picture as documentation.

### **1. The Students’ Difficulties in Understanding the Function of Morpheme-*ing* in the Sixth Semester of English Department in IAIN Madura**

From the finding above gained from interview students said that they have difficulties in determining the position of the word containing *ing* because it can be Noun, verb and adjective, this

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<sup>25</sup> Interview with Lailatul Maghfiroh was conducted On February, 12 2020 at 09:40 in IAIN Madura

difficulty can make students have another difficulty namely when to use the word containing *ing*. The students stated that the material of gerund and present participle was difficult to understand, it is because less of morphological understanding, especially the use of it when they have to use *-ing* as gerund and present participle. This problem is supported by that sometimes English learners are confused in distinguishing between gerund and present participle because gerund itself come from verb in the form *ing*.<sup>26</sup> Gerund itself is not verb but a noun. Gerund is a word ending treated made from verb but use as noun. The use of gerund is as the subject of the sentence, as a complement of “to be”, after the prepositions as phrasal verbs, as a compound noun, and after some expressions. They would make reference to the grammar book if they do not understand about gerund and present participle.

For the students, the lack of grammar books and learning facilities was the problem in learning gerund and present participle, but the main problem is caused the lack their ability of vocabulary memorizing. If they can memorize the vocabulary, they can determine the function of that vocab. So, it will not become the mistake anymore.

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<sup>26</sup> Aninda Aji Siwi, Kesalahan Tata Bahasa yang Sering dijumpai dalam Kelas Writing. *Thaqaffiyat*, vol. 19, no. 1, 2018.

## 2. The factors of Students' Difficulties in Understanding the Function of Morpheme *-ing* in the Sixth Semester of English Department in IAIN Madura

Different students have different difficulties and problem in learning English. When students have difficulties in understanding lesson, teacher should struggle to find the best way to solve the problem in order to make students gain the goal of teaching learning process moreover in morphology which discuss about the formation of the word that can help students in speaking when they have difficulty in vocabulary. After researcher interviewed some of students of English department in IAIN Madura the researcher concluded that the factors of the students' difficulties are caused by:

### a. The students are less of understanding morpheme *ing*

Morphology is the study of word formation as like how the words are constructed which influences the class of the word weather it is noun, verb, adjective, or others, so that to understand morphology is very important to make the learner can understand all the functions of the words in English including the function of morpheme-*ing*, especially in affixation section. They confused when they found the word added by affix include in gerund or present participle in the sentence such as "*writing is my hobby*". They cannot differentiate whether writing is gerund or participle. As stated by Mu'imatul Karimah

"When I found a sentence its contain of-*ing* it will be difficult for me I do not know the position of-*ing* itself. Example;

writing is my hobby. It is not verb but the position of writing is gerund. Honestly, in the classroom I did not face difficulties because the lecturer who teach me teach by interesting ways so that it makes me understand the explanation. The difficulties about morphology when I seldom to open the books. May be some things I forget may be when I open the books I can remember. The factor is in internal factors from myself which is I seldom to remember morpheme-*ing*. May be it is easy for me when I found in front of sentence like what I mention just now, the position is gerund. But when I found long sentence it can be difficult to differentiate it. The first way to solve is analysis the structure of the sentence itself and the second one is find in the dictionary.”<sup>27</sup>

There are some components that should the teacher provided in order to avoid less of students’ understanding, such as method, strategy, technique, and media which can be simply covered in the form of lesson plan, so that it is necessary for the teacher to plan every activities that will be done in the classroom where those plan can be noted in the form of lesson plan. Lesson plan is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which the students can recognise, help teachers identify aim and anticipate potential problem.<sup>28</sup> Those to anticipate less of student understanding, it is fundamental for the teacher to prepare lesson plan.

- b. The students forget the lesson about morpheme *ing*.

Actually, morphology has been studied in the previous semester and of course the students of sixth semester have passed the subject. Based on the interview although they have studied about morpheme they still get error in the function of morpheme –

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<sup>27</sup> Interview with Mu’imatul Karimah was conducted On February,18 2020 at 09:30 in IAIN Madura

<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (Longman: Pearson Longman, nd.) p. 308.

ing itself. It is caused by their forgetfulness on their teacher explanation about that material. In studying morphology it needs to always practice by analyzing the form of words, as like determine the amount of morpheme in a word and determine the type of the morpheme, but if the students seldom practice they will forget the lesson no matter how understand they are in their class, or the students can read an English text while focusing on the morpheme so that the students are not easy to forget the lesson. One of the approach called the audiolingual method was strongly believe that the use of language is influenced by the set of habit that could be develop with a lot of practices.<sup>29</sup> Thus, a lot of practice is appropriate to be implemented in order to make students are not easy to forget the lesson being learnt.

c. The students are lack of vocabulary related with morpheme ing

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”<sup>30</sup>. So, considering English as a second language or foreign language it is necessary to have enough vocabularies including in morphological lesson moreover

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<sup>29</sup> George Yule, *The Study of Language*. (New York: Cambridge University Press, 2010). P. 190.

<sup>30</sup> Mofareh Alqahtani. *The Importance Of Vocabulary In Language Learning And How To Be Taught*. Vol. III, No. 3, International Journal of Teaching and Education, 2015.

vocabularies related with morpheme ing or vocabularies consisting the suffix ing.

To memorize many vocabularies can help students understand morphology because morphology discuss about word, so that the students can easy to know the function of the word. They feel that when they know and have many vocabularies in their mind, they will not get those problems anymore.

- d. The students do not like Morpheme ing or less motivation to learn Morpheme ing

Except to make student understand the lesson, one of challenges that teacher faced in classroom is how to make students like the lesson given by the teachers, it often happens that some of students do not like the teacher and the material that make students are lazy trying to understand the lesson given, various reaction when it happened as like the students sleep even they do not join the class.

Thus, giving motivation to students are necessary to make them aware the importance of morphology in english learning. Motivation is essential condition of learning outcome will be optimal if students get whether istrinsic motivation or extrinsic motivation. So, motivation will always determine the intesity of learning effort for all of students because motivation has a function to encourage the onset of an action (without motivation there is no sense of enthusiasm for learning), as a directure to achieve the



desired goal and as an activator who will determine sooner or later a job or get a goal.<sup>31</sup>

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<sup>31</sup> Pupuh Fathurrohman, Strategi Belajar Mengajar: Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum & Islam. (Bandung: PT Refika Aditama, 2007). P. 20.