



Editor: Dr. Nur Hasyim

INTRODUCTION TO LINGUISTICS

Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum. | Mega Nofria, S. Hum., M.A.
Dr. Dra. Ina Sukaesih, Dipl.TESOL., M.M., M.Hum. | Dr. Nuzmi Sasferi, M.Pd
Prof. Dr. Nadra, M.S. | Dr. Dra. Yogi Widiawati, M. Hum | Dr. Drs. Supriatnoko. M. Hum.
Dr. Nur Hasyim | Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.
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Dr. Nur Hasyim

Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.

Beny Hamdani, S.S,S.Pd.,M.Pd



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Alamat	: Perumahan DPRD DKI Blok C No 8 Cibubur Jakarta Timur, Jakarta, Kota Jakarta, DKI JAKARTA, 13720
Kewarganegaraan	: Indonesia
Pemegang Hak Cipta	
Nama	: Dr. Lenny Brieda, Dipl. Tesol., M.Psi., M.Hum., Mega Nofria, S. Hum., M.A. dkk
Alamat	: Perumahan DPRD DKI Blok C No 8 Cibubur Jakarta Timur, Jakarta, Kota Jakarta, DKI JAKARTA, 13720
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LAMPIRAN PENCIPTA

No	Nama	Alamat
1	Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum.	Perumahan DPRD DKI Blok C No 8 Cibubur Jakarta Timur, Jakarta
2	Mega Nofria, S. Hum., M.A.	Jl. M. Kahfi 2 No 19, RT14/RW09, Kel. Srengseng Sawah, Jagakarsa, Jakarta Selatan
3	Dr. Dra. Ina Sukaesih, Dipl.TESOL., M.M., M.Hum.	Jalan Kenanga VIII/No.3, Perum Taman Duta, Cisalak, Sukmajaya, Depok
4	Dr. Nuzmi Sasferi, M.Pd	Sebukar, Kec. Tanco. Kab. Kerinci, Prov. Jambi
5	Prof. Dr. Nadra, M.S.	Komp. Andalas Makmur Blok A No.9 RT 002 RW 003, Kelurahan Kubu Dalam Parak Karakah, Padang Timur, Padang
6	Dr. Dra. Yogi Widiawati, M. Hum	Jalan Jambu 2 Blok FA 8 No 9 Kompleks Menteng Garden. Bintaro Jaya Sektor 7- Tangerang Selatan-Banten
7	Dr. Drs. Supriatnoko. M. Hum.	Jalan M Sanun 92 RT 03/RW 08 Kelurahan Harapanjaya Kecamatan Cibinong Kabupaten Bogor
8	Dr. Nur Hasyim	Jalan Angsa Nomor 19 Beji Timur Depok Jawa Barat
9	Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.	Jl. Adityawarman Lrg. Pacitan No.41 RT.14., The Hok, Jambi Selatan, Jambi
10	Beny Hamdani, S.S, S.Pd., M.Pd	Dsn.Tambakrejo Desa Kedungcaluk RT 02/ RW 03 Kec. Krejengan Kab. Probolinggo

LAMPIRAN PEMEGANG

No	Nama	Alamat
1	Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum.	Perumahan DPRD DKI Blok C No 8 Cibubur Jakarta Timur, Jakarta
2	Mega Nofria, S. Hum., M.A.	Jl. M. Kahfi 2 No 19, RT14/RW09, Kel. Srengseng Sawah, Jagakarsa, Jakarta Selatan
3	Dr. Dra. Ina Sukaesih, Dipl.TESOL., M.M., M.Hum.	Jalan Kenanga VIII/No.3, Perum Taman Duta, Cisalak, Sukmajaya, Depok
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Authors:

Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum.
Mega Nofria, S. Hum., M.A.
Dr. Dra. Ina Sukaesih, Dipl.TESOL., M.M., M.Hum.
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Dr. Nur Hasyim
Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.
Beny Hamdani, S.S,S.Pd.,M.Pd

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FOREWORD

Thank you, we pray for the presence of Allah SWT, because of His grace and grace this collaborative book can be published, it is hoped that it will reach the readers. This book was written by a number of Lecturers and Practitioners from various Institutions according to their expertise and from various regions in Indonesia.

It is hoped that the publication of this book can make a positive contribution to science and of course provide a different nuance from other similar books and complement each other in each discussion, namely in terms of the concepts contained so that it is easy to understand. The systematics of the book entitled "Introduction to Linguistics" consists of 10 chapters which are explained in detail as follows:

Chapter 1 Basic Concept Of General Linguistics

Chapter 2 Linguistic History

Chapter 3 Schools Of Linguistics

Chapter 4 Basic Concepts Of Language

Chapter 5 The Basic Concept Of The Field Of Linguistics

Chapter 6 Phonology

Chapter 7 Basic Concepts Of Morphology

Chapter 8 Basic Concepts About Syntac

Chapter 9 Basic Concept Of Semantics

Chapter 10 The Basic Concepts Of Pragmatics

Finally, we would like to thank all those who supported the preparation and publication of this book. Hopefully this book can be useful for all readers.

Director of Tahta Media
Dr. Uswatun Khasanah, M.Pd.I., CPHCEP

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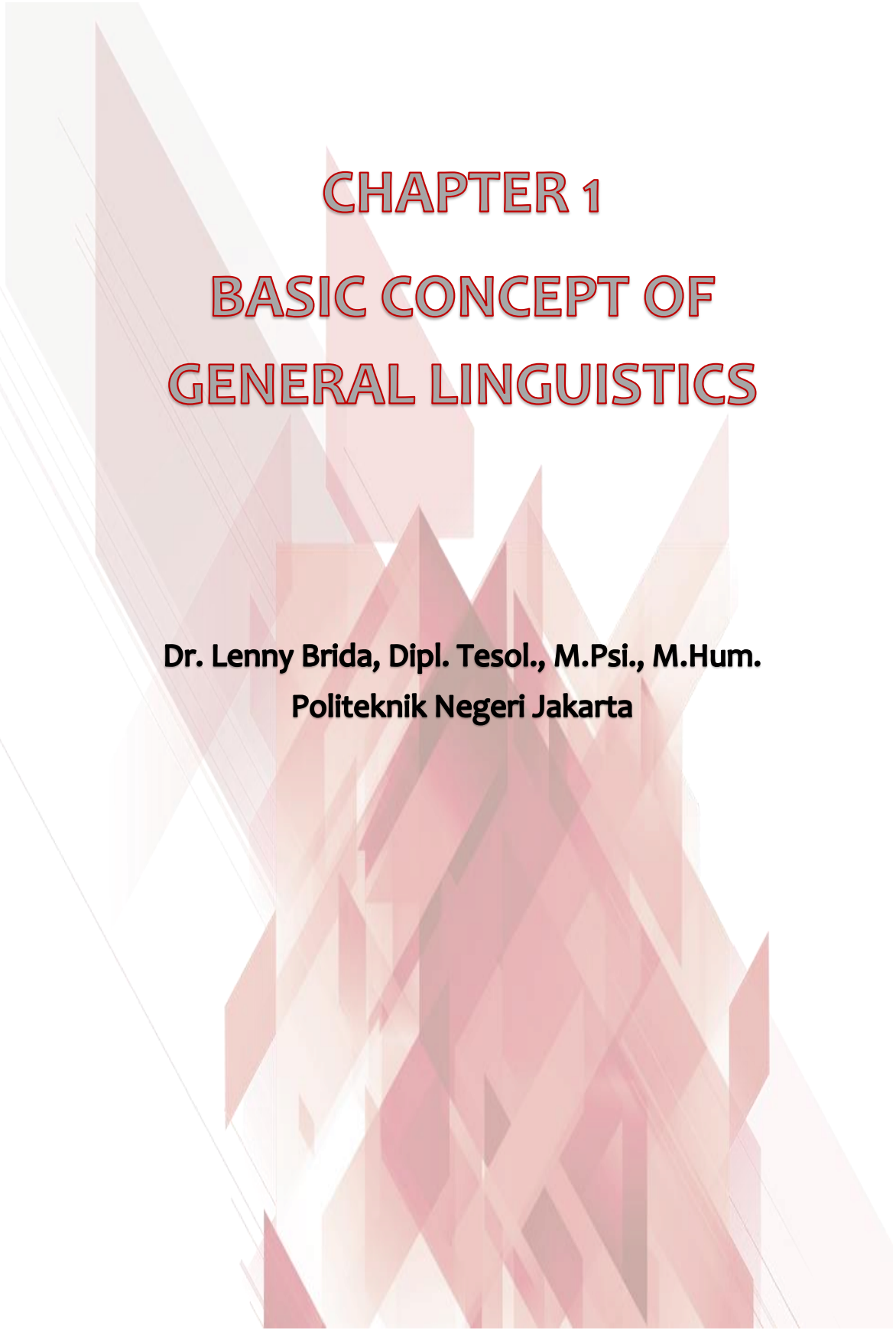
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CHAPTER 1

BASIC CONCEPT OF GENERAL LINGUISTICS

Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum.
Politeknik Negeri Jakarta

A. INTRODUCTION

The first chapter of this book is intended to explain about the basic concept of general linguistics, not only as a theory of language but rather as essential components underlying the subsequent formulation of all manifestation of human language. In explaining the basic concepts of general linguistics, it's worth starting from its definition, in order to avoid any misunderstanding. The first definition which is quoted from Merriam-Webster dictionary (2003); it is explained that **General linguistics** is a study of the phenomena, historical changes, and functions of language without restriction to a particular language or to a particular aspect (as phonetics, grammar, stylistics) of language. This definition shows us that the area of general linguistics are very broad and based on multidimensional aspects.

Following the explanation given by linguistics Department, University of Cologne (2018), it is described that **General Linguistics** investigates the diversity of language structures and use in the languages of the world. Therefore, general linguistics develop linguistic theory on a comparative basis. Language comparison is not limited to contrasting language structures and types of language use from different parts of the world, but also includes studying the chronological development of historical stages of one and the same language (language change). This definition is described clearly that the basis of the requirements of linguistics is done by scientific process of research and investigation, and also more complex and multidimensional perspectives.

Therefore, the study of language is not only examines diversity of language structures, but also tries to answer the question of the mechanisms of linguistic diversification and why languages are different. This includes both the search for common features (language universals) and investigating the limits of variation in natural languages (linguistic typology). *Linguistic typology* is the study of the structural similarities between languages regardless of their history, to establish a classification or typology and research into universals is not limited to the structure of sounds, words, and sentences, but also extends into the level of meaning (semantics/pragmatics), the lexicon, and discourse structures. Linguists studied typology on a broad empirical base by collecting primary data (audio and video recordings, written texts,

experimental data). Because little is known about most of the over 7000 languages spoken in the world today, this includes language description and documentation (linguistic fieldwork), i.e. the compilation of an extensive corpus of varied primary data of a given idiom (Department of Linguistics data, University of Cologne, 2018).

Chaer (2014) also highlights the same definition of general linguistics. Based on the scope of the study, he differentiates linguistics into two categories; that is **general linguistics** and **specific linguistics**. General linguistics is related to any study of language in common and not restricted to particular language, while specific linguistics focus the study on one language only.

From all the definition above, there is no contradictive formulation of general linguistics. Linguistics is defined as a scientific approach and formulated based on empirical study and language evident which is developed by linguists and researchers.

B. WHAT ARE THE AREAS OF LINGUISTICS?

Based on the definition of general linguistics above, it is worth to discuss the areas of linguistics, since the formulation of the linguistics is multidimensional aspects. Why the areas of linguistics need to be analyzed, because human language is very complex and the complexity of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. We could say that **Linguistics** is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time?

Linguists are concerned with a number of particular questions about the nature of language. What properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, i.e. can we find patterns in the differences? How do children acquire such complete knowledge of a language in such a short time? What are the ways in which languages can change over time, and are there

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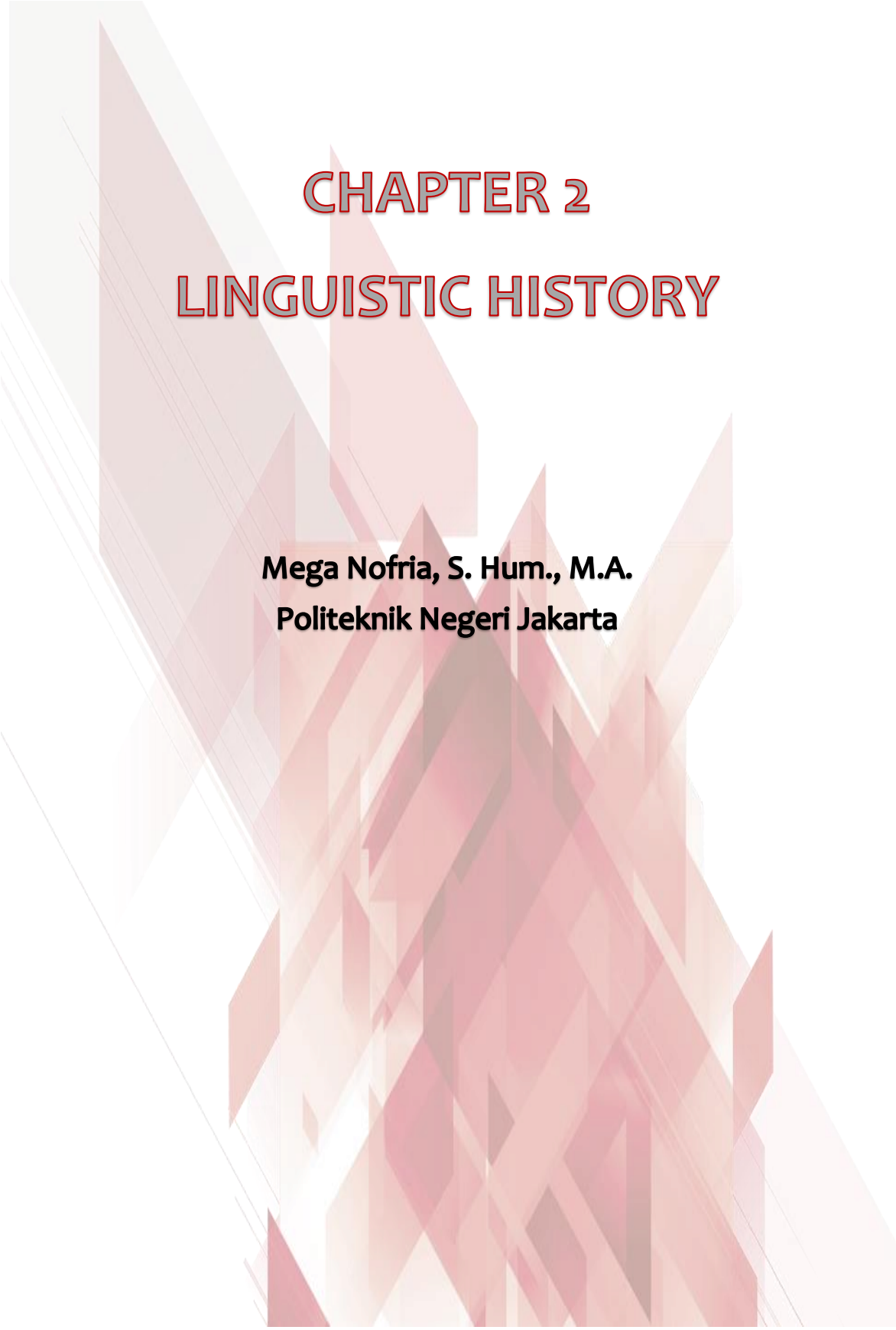
AUTHOR PROFILE



Lenny Brida, Dr. Dra., Dipl. Tesol., M.Psi., M.Hum.

Lenny Brida is a lecturer in Business Administration Department at Politeknik Negeri Jakarta. She has a Bachelor Of Arts (B.A) and Dra. in English Language Teaching from IKIP Negeri Medan. She has a Post Graduate Diploma in TESOL (Teaching English to Speaker of Other languages) and Certificate of Vocational Teaching from University of South Australia, and Certificate of Vocational Education Training Leadership (VELT) from Sydney Institut. She also has a master degree in Psychology from University of Indonesia. She has a master and Doctor degree in Linguistics-Translation from University of Sebelas Maret. Her research interests are social sciences and Psychology, Translation, foreign language teaching, and the use of figurative/idiomatic language in Business discourse. He specializes in teaching English For Business, English For Public Speaking and English For Business Correspondence, Business Translation as well as Psychology of Industry and Organization (PIO) and Organizational Behaviour. She has written and published some books; English For Business, Business English For Polytechnic Students, English For Business: Banking, Finance And Accounting., dan Langkah Praktis Menerjemahkan.

Email: lennybrida@pnj.ac.id



CHAPTER 2

LINGUISTIC HISTORY

Mega Nofria, S. Hum., M.A.
Politeknik Negeri Jakarta

A. PERIOD OF LINGUISTIC DEVELOPMENT

The linguistics history is a record of the development about the linguistics study from ancient Greece to modern times. In the history of its development, in finding the nature of language as well as placing it as an academic discipline, linguistics has undergone three stages of development, namely the stages of speculation, observation and classification, and theory formulation. In the speculation stage, statements about language are not based on empirical data, but on fables or made-up stories. This stage is also a common thread between the fields of linguistics and literature. Furthermore, in the observation and classification stages, linguists make observations and classifications of the languages under investigation, although they have not yet reached the formulation of theories. At the next stage, namely the stage of formulating the ideal theory or concept of language, which then generate to various thought, understandings, approaches, and techniques of investigation.

If we discuss the history of linguistics, it cannot be separated from three periods of development, namely the early period, the development period, and the renewal period. The following describes the development of the period:

1. Early Period

Logical factors are the foundation of linguistic analysis that occurred in the early period. There are several periods of linguistic development in the early period, as follows:

a. Indian period

The Akoka method is considered the oldest text in India. India studied language for ritual purposes, it's mean that by studying the language (Sanskrit) more carefully, they could better recite the prayers contained in the books. The alphabet used is the Brahmin alphabet which claims that Buchler has existed since the 5th century BC. It can be concluded that learning languages in India is shown for the benefit of religion. The sounds of language are studied carefully not to know the nature of language, but solely to preserve the wisdom of the strong texts contained in the Vedic books.

b. Greek Period.

In the era of Ancient Greece, (5th century B.C.) closely related features and its philosophical foundations were located in this era, namely discussing the origins of the language used by humans. This is not surprising because those who were engaged in language at that time were philosophers, so their views on language naturally had a starting point from philosophy.

Plato is one of the philosophers who uses symbols and relates them to the conversation between Kratylos and Cratylus. Meanwhile, Socrates said that if the symbol must match the reference. Aristotle said that the relationship between symbols and references must be conventional.

c. Roman Period

In the Greek era, there was already a division of word classes which later developed in the Roman period, including the essays of Thrax and Dionysius which mentioned a new word, namely the word number. There is also a Roman figure called Varro who wrote the book *De Lingua Latina*, explaining etymology, morphology, and syntax. At this time, there was already a grammatical and logical study of language.

d. Middle Period

Latin education has a very big influence because there are two things that arise related to linguistic development, namely the Modistae and also speculative grammar. The Modistae prioritize semantics, believing that every object has different characteristics and is called the *essendi mode*. Speculators say that words are systems with references, so that all languages must have words in the same concept.

e. Renaissance period

It's a time of life, learning a lot about ancient languages, including Roman and Greek. Happening in the 16th and 17th centuries, humans wanted to be *homo trilinguist* for mastering Hebrew, Latin, and Greek, there are also various languages from outside Europe for comparison.

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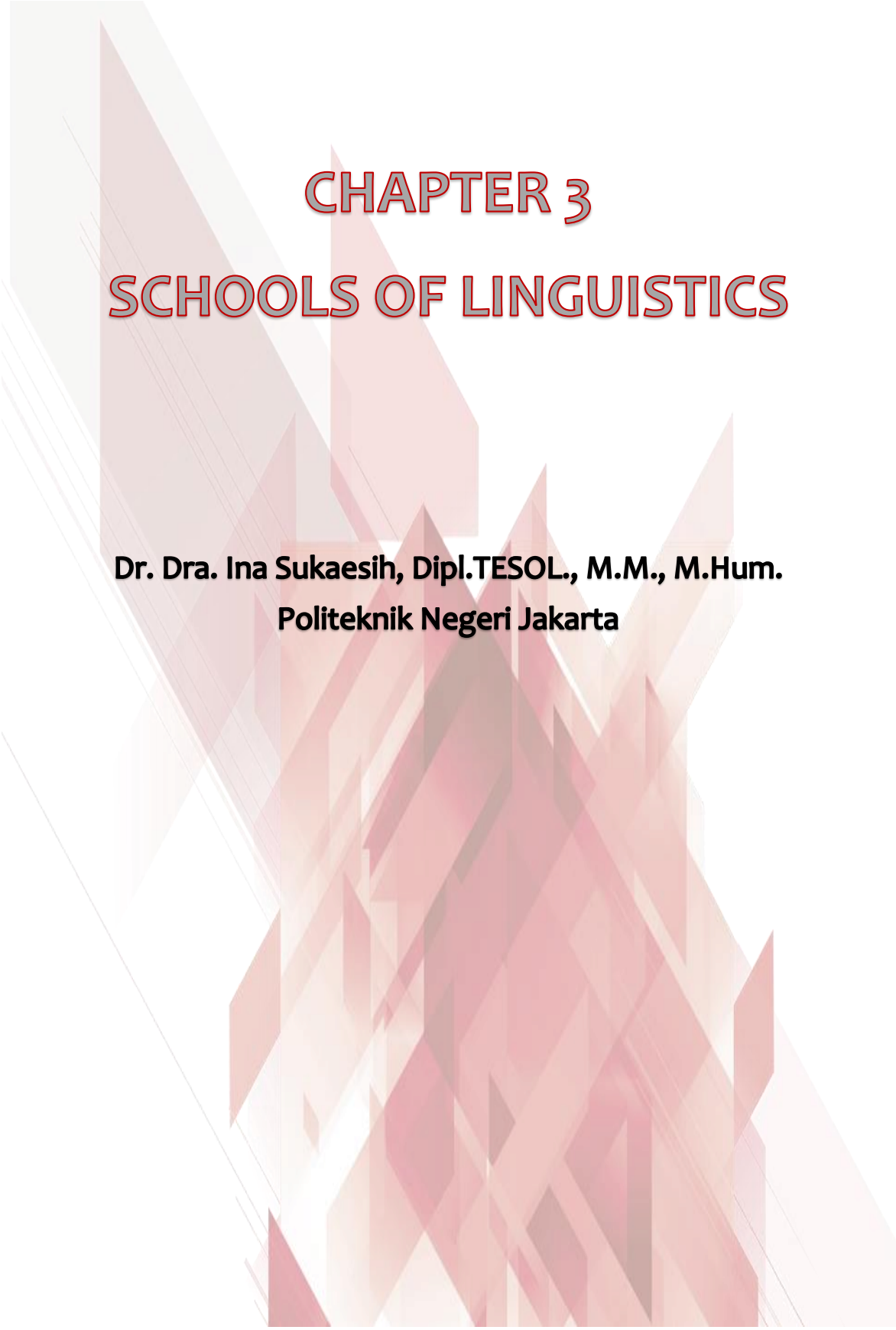
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AUTHOR PROFILE



Mega Nofria, S. Hum., M.A.

The author is an Indonesian Language Lecturer at Politeknik Negeri Jakarta since 2017. As a person who fully devotes herself as a lecturer, besides the formal education she has taken, the author also participates in various trainings to improve the performance of lecturer, especially in teaching, research and service. The book that the author has produced is *Pedoman Ejaan yang Disempurnakan*. Email: mega.nofria@pnj.ac.id



CHAPTER 3

SCHOOLS OF LINGUISTICS

Dr. Dra. Ina Sukaesih, Dipl.TESOL., M.M., M.Hum.
Politeknik Negeri Jakarta

A. INTRODUCTION

Communication using language started hundreds of years ago, even before Ferdinand de Saussure came up with a book on linguistics. How could it not be? Language is a communication tool that was even used by ancient humans even though, at that time, the language used was still limited to symbols or images. This communication is called primitive communication. In prehistoric times, early humans communicated through information on cave walls. They tell about their hunting experiences and the animals they hunt. They paint to represent the things they want to say. Chatting between humans is still limited to grunts, sign language, and hand gestures. The development from primitive language to written language cannot be separated from the period of the emergence of written language as a new and acceptable medium of communication in modern society. This was the period when humans started to study linguistics.

Linguistics development cannot be separated from the period of the emergence of language as a means of communication. Among these periods, starting with the period of India, Greece, Rome, Renaissance to the renewal period which was marked by the birth of the *Cours de Linguistique Generale* by Ferdinand de Saussure. At that time, the attention of experts did not only emphasize philosophy, but also language issues. Saussure, *Father of Modern linguistics*, emphasized that many things influenced language, starting from sound, synchronic and diachronic studies, to the anthropological level.

Saussure is famous for his phenomenal terms in linguistics. These terms are *langue*, *langage*, and *parole*. Saussure defines *langue* as a "system" in any language, be it Indonesian, French, English, etc. Meanwhile, *langage* is "a characteristic that is only inherent in humans". This means that one of the absolute differences between humans and animals is language. *Parole* is defined as "speech" or concrete communication produced by humans when interacting with one another.

Starting from Saussure's studies, other linguists began to carry out scientific studies of the world's languages which led to the birth of various schools of linguistics theory. This rapid development of linguistics has led to the emergence of various studies and perspectives of linguistics known as the *School of Linguistics*. These streams enrich our knowledge about languages that

are pretty complex. Understanding and studying that one language is different from another has an impact on linguistics schools that existed until the 20th century. These schools include traditional linguistics structural linguistics, transformational linguistics descriptive linguistics, relational linguistics, and functional systemic linguistics.

B. SCHOOLS OF LINGUISTICS

1. Traditional Linguistics

The most striking traditional linguistics is seen in English which in 1920 was influenced by Latin and Greek. This is due to the similarities in structure found in Latin and Greek. These languages were then adopted by French and English which resulted in the emergence of a big misconception, reflecting on the similarities that these languages have, that all human languages in the world have the same structure. Some examples of Latin words adopted by English which were later also adopted by Indonesian can be illustrated in the following table:

Table 3.1 Several Latin vocabularies adopted in English and Bahasa Indonesia

Singular	Plural
Datum	data
Medium	media
Alumnus	alumni
Labium	labia
Species	spesies

In addition to these similarities, traditional linguistics is also thick with influential figures from Greece, such as the Sophists, one of the important figures is Protagoras, dividing sentences into narrative sentences, interrogative sentences, answer sentences, imperative sentences, reporting sentences, prayers, and invitation.

After the Sophists, Plato came up with his statement that language is a statement of the human mind by means of *onoma rhema*. *Onoma* means a

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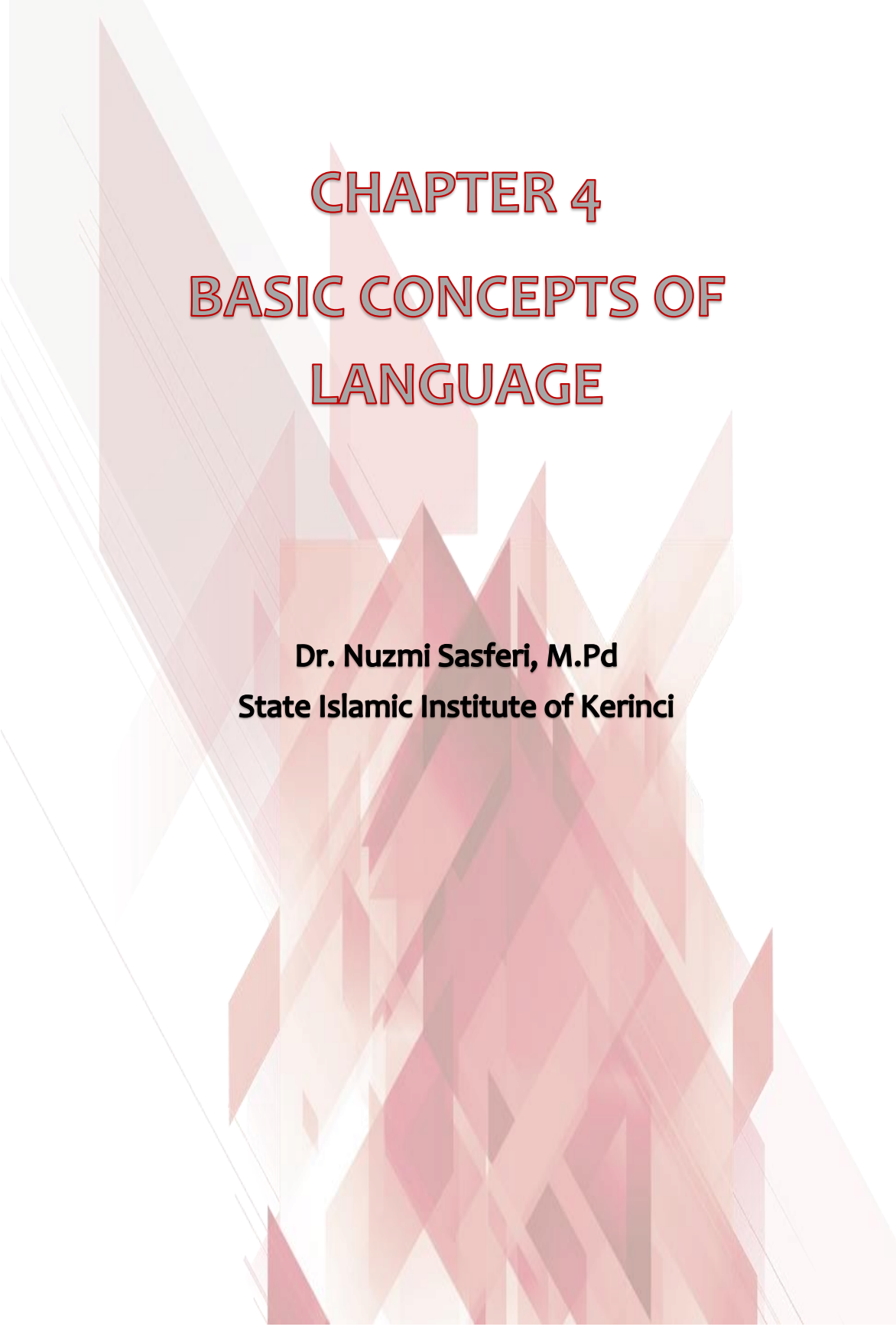
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AUTHOR PROFILE



Ina Sukaesih adalah seorang dosen Bahasa Inggris di Politeknik Negeri Jakarta dan telah mengajar lebih dari 30 tahun. Mata kuliah yang pernah diampu antara lain adalah English for Business, English for Journalism, dan English for Engineering.

Ina Sukaesih lahir dan besar di Sumedang, Jawa Barat, dan lulus dari sekolah dasar dan menengah di daerah tersebut. Setelah menyelesaikan studi sarjana pada program Pendidikan Bahasa Inggris dari IKIP Bandung (sekarang Universitas Pendidikan Indonesia), ia bergabung di pelatihan mengajar yang diadakan oleh Pusat Pengembangan Pendidikan Politeknik) di Bandung. Ia mengajar sebagai dosen bahasa Inggris angkatan pertama di poli-tata niaga, Politeknik Negeri Jakarta. Ia menyelesaikan studi magister di jurusan Manajemen Pemasaran tahun 2004 dan Linguistik dengan minat utama penerjemahan pada tahun 2015. Pada tahun 2020, ia telah menyelesaikan pendidikan doctoral di Universitas Sebelas Maret di jurusan Linguistik dengan minat utama penerjemahan.



CHAPTER 4

BASIC CONCEPTS OF LANGUAGE

Dr. Nuzmi Sasferi, M.Pd
State Islamic Institute of Kerinci

A. INTRODUCTION

Language is one of the builders of human ideas, which distinguishes it from animals, where a person knows the words he speaks, unlike other animals despite having a sense of pronunciation, on the other hand, mind and language are two sides of a single coin, closely related and not separable. With language, we can know the purpose of our interlocutor, with language we can also know what is implied by our interlocutor, even though our interlocutor wants to close his identity.

Language is based on the study of human thought based on linguistic symbols that thought can form. The concept of language is one of the most important concepts which have received high attention from philosophers and are preoccupied with contemporary philosophy and some of the human sciences (sociology, linguistic psychology) and linguistics, as the arrangement of language and examination is the best way to solve all problems and the barriers of different branches of philosophy, from here comes the interest shown by modern philosophers in language, and their interest in their analysis through the so-called (language transformations). (Blackburn in (Misbahuddin, 2020)

B. MANUSCRIPT LAYOUT

1. Meaning of Language

There are three very related entities, namely language, society and culture. The three are interrelated and mutually reinforcing. In society there must be language, on the other hand, in language there must be people who speak language. While culture is in the language and society. There are those who argue that language is one of culture, but there are also languages as a marker of cultural existence. All of these opinions certainly have their own basis.

Language as a reflection of society can show a well-developed culture. Meanwhile, a well-developed culture means that the community is advanced. This linkage is certainly inseparable and will relate to each other. That way, it can be said that language can almost certainly show its nation (Rahardi, 2009)

The progress of a nation can be seen from the various dynamics and dignity of a language. When a nation is considered a modern language, it is almost certain that the dynamics of the language and the dynamics of the language used are more advanced and modern.

As a language that has meaning for society, of course, it must have benefits and mean for its speakers. Because if language cannot provide usefulness and meaning, then the language will gradually be abandoned by its speakers. In the end, the fate of the language will become extinct and cannot be passed on to the next generation.

Therefore, a language must be cared for and maintained by its speakers so that it remains a source of pride for its speakers so that the language does not experience decline or involution. For a language to keep moving forward, it needs progressive dynamics that its speakers need to do. Many things continue to be done so that the language is dignified and has a place for its speakers. Because if a language has lost its dignity, the language will die and become a 'pathetic' language. If the language has died, it will be difficult to revive, like re-enforcing wet threads.

Therefore, caring for a language that is still there will be much easier than a language that has died. Thus, the usefulness and meaning of a language becomes very important and it is the responsibility of every speaking community to maintain, care for and preserve the existence of a language.

The presence of real language must be grateful for by humans so that humans have the obligation to protect and care for this language. Because not all creatures can speak like humans. Animals that have a mouthpiece (mouth) cannot make vowels and consonants like humans. There are several things that make human language special compared to animals. There are several experts who have distinguished human language from other creatures.

In the book Chaer, A., & Agustina, (2004) it is explained that Hockett, McNeil, and Chomsky distinguish language from other creatures, namely

- a. In human language there is an auditory vocal pathway, namely vowels that can be heard by other creatures.

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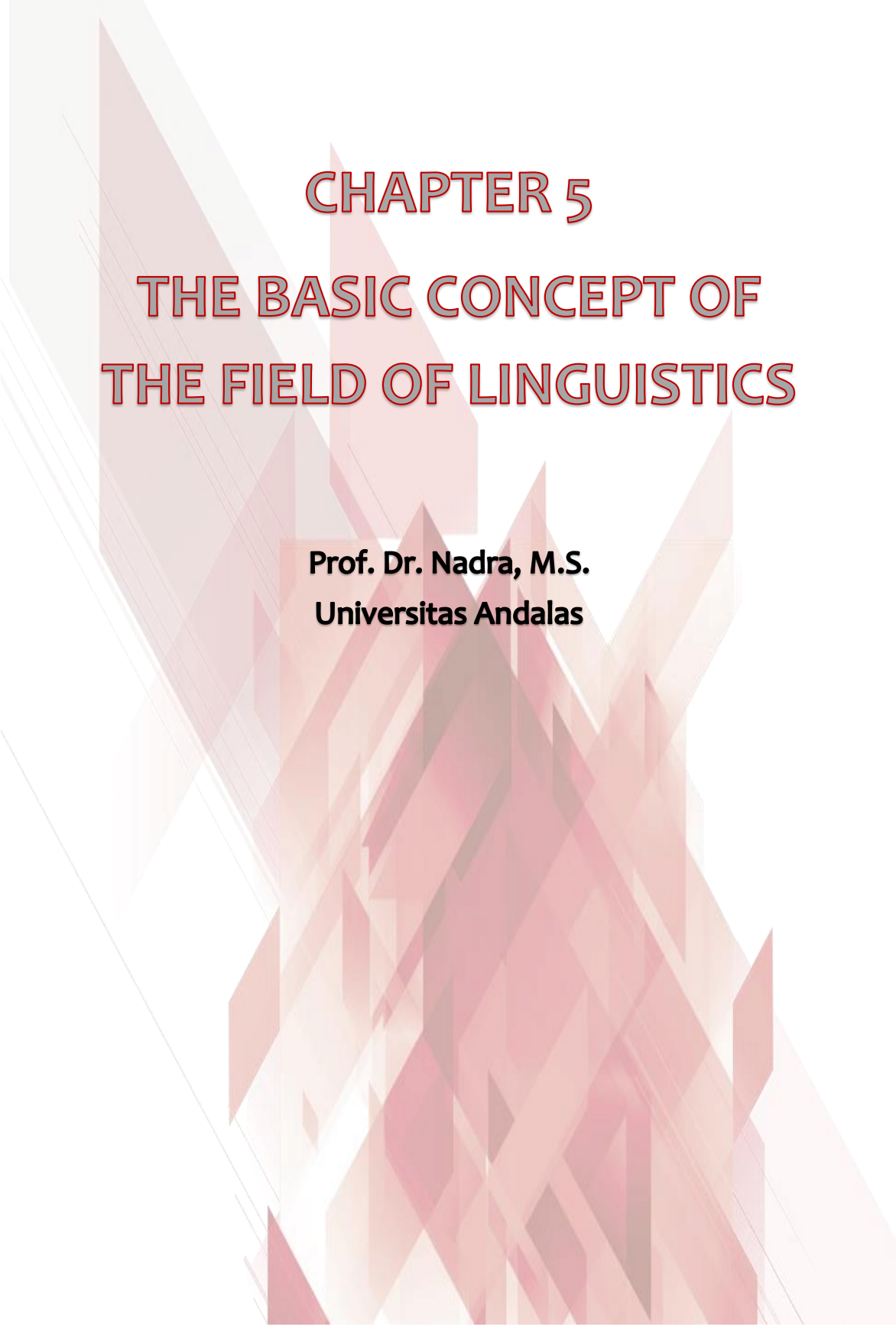
AUTHOR PROFILE



Dr. Nuzmi Sasferi, M.Pd

Graduated S.1 in the Indonesian Language Study Program, Padang State University (UNP) in 2001, passed S.2 Study Program DIKDAS Kons. Yogyakarta State University (UNY) Language Year 2009, S.3 Education Study Program Const. Language at the University of Jambi (UNJA) in 2020. The author has been a Lecturer in Indonesian at the Kerinci State Islamic Institute, Jambi Province since 2006. As a person who fully devotes himself as a lecturer, apart from the formal education he has taken, the author has also attended various trainings to improve lecturer performance, especially in the fields of teaching, research and community service. The author actively conducts research that is published in various national and international journals. The author is also active as a speaker in various activities and as a resource person at certain workshops/seminars/workshops.

Email: nuzmi78@gmail.com



CHAPTER 5

THE BASIC CONCEPT OF THE FIELD OF LINGUISTICS

Prof. Dr. Nadra, M.S.
Universitas Andalas

A. INTRODUCTION

Language as one of the fields of disciplines might be divided into some fields of study and different perspectives. Such different fields of study point of views bring about various branches of linguistics. The term of science of language itself scientifically refers to linguistics. Talking about language, we are facing the complex varieties of knowledges and abilities starting from how one pronounces, what form is spoken, and what meaning or purpose to deliver. These are defined among others by perception, emotion, wish, time, place, discussion topic, social, and cultural issues as well, and even someone else's social status. Then, how is the language acquired, how does it develop or what change does take place in a language, how is its structure, what are the difference and the similarity from one another, what variations are used, and in what context? In order to answer the questions above it is necessary to deal with linguistics. Besides, there are still many other things related to the language study or the linguistics concerned.

Before stepping up further to the elaboration of the linguistic field of discipline, it is necessary to comprehend first the elementary components of it. The rudimentary element of linguistics is language. The language meant here is the one in form of lingual units (Sudaryanto, 1990). It is previously mentioned that a field of discipline could be broken down into numerous studies. As for the field of discipline certainly, there is an obvious baseline. The basic linguistic field of disciplines will be elaborated as follows.

B. THE BASIC CONCEPT OF LINGUISTIC FIELD

There are several reasons made to base the linguistic field.

1. The Field Based on the Structure of Language

Based on the structure of language, the study of language might be categorized into six fields of discipline namely:

a. Phonology

Phonology is the field of discipline comprising the linguistic study of both phonetics and phonemics. There are some experts immediately distinguished both of them into two different fields of study from one another. Ladefoged (1993) defined phonetics as a

science that describes speech sounds in the languages of the world. Ohala (1990) defined it as a field of discipline studying how the speech sounds are produced and perceived.

According to Irawan (2017), some experts stated that the study of phonetics was also called the lower level of phonology for it is considered a study of superficial speech sound. Meanwhile, the study of phonology is heeded to be the one of the higher level of phonology since it is a mental representation of speech sounds. Laxmi (2021) stated that phonetics is the study of speech sounds in their physical aspects whereas phonology is the study of sounds that a person makes while speaking. Trubetzkoy (1939), obviously said that both phonology and phonetics are separate fields of discipline with different entities, and even treated under different methods as well. Furthermore, Verhaaar (1996) stated that both phonetics and phonology do not belong to the part of grammar.

In relation to how the speech sound is produced and perceived, thus, the phonetics might be distinguished into three types namely: 1) articulatory phonetics, which discusses how the speech sounds are produced by the speech apparatus, what speech organs are involved in the formation of the speech sounds, and how the mechanism works; 2) auditory phonetics, it explains how the speech sounds are perceived, how the ear mechanism perceives the speech sounds; and 3) acoustic-phonetic, elaborates fundamental frequency, intensity, and duration in a given speech domain (Irawan, 2017). Notwithstanding, the three types of phonetics mentioned above, is articulatory phonetics immediately related to linguistics since the speech sounds are produced by the speech apparatus and the use of different speech organs thus will result in different sounds.

b. Morphology

Morphology is a field of linguistics that studies the structure of words and the process of their formation. There are several different definitions brought forward on morphology but principally they refer to the same significance. Morphology deals with the formation of words (Laxmi, 2021). Tarigan (1987) stated that morphology is a part of language study discussing the detail of word formation as well as the influence of the

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AUTHOR PROFILE



Prof. Dr. Nadra, M.S.

The author is a lecturer in the Faculty of Humanities, Universitas Andalas since 1988 and was appointed Professor in 2002. She participated in numerous activities, including as a participant and a source person in numerous workshops and training, a language expert witness in some local cases at the West Sumatra Provincial Police, a teacher of Indonesian Language for Foreign Speakers (BIPA), the paper presenter in several seminars and author in numerous journals and books. The author is also a source person and member of a research team at the Agency for Language Developing and Nourishing (*Badan Pengembangan dan Pembinaan Bahasa*) for Regional Language Mapping Research in Indonesia (*Penelitian Pemetaan Bahasa-Bahasa Daerah di Indonesia*). Several books already published are among others *Dialektologi: Teori dan Metode*; *Rekonstruksi Protobahasa Bahasa Minangkabau*; *Bahasa dan Teknik Penulisan Karya Ilmiah dan Surat Resmi*; *Idiom Bahasa Minangkabau*; *Buku Ajar BIPA: Tingkat Dasar dan Tingkat Lanjut*; and *Kamus Khusus Bahasa Indonesia: Benda dan Kata Penggolongnya dalam Jual Beli*.

Email: nadra@hum.unand.ac.id



CHAPTER 6

PHONOLOGY

Dr. Dra. Yogi Widiawati, M. Hum
Politeknik Negeri Jakarta

A. DEFINITION OF PHONOLOGY

Phonology is a branch of linguistics that studies the science of the vocabulary of speech sounds and their distribution through the human speech apparatus. Phonology has a common interest in all things "phon". regarding the use of sounds in speech. This definition shows the broad scope of the topic, ranging from the study of individual vowels and consonants to form words in a particular language or dialect to sounds that span longer segments of the language (emphasis, rhythm, and intonation).

From a neurobiological or cognitive neuroscientific point of view, phonology can be seen as the study of the mental model of human language. In this brief summary, we limit ourselves to spoken language, although similar concerns apply to sign language (Brentari, 2011). The word phonology comes from the ancient Greek *φωνή*, *phōnḗ*, "voice, sound" and the suffix *logy* (which comes from the Greek *λόγος*, *lógos*, "word, speech, topic of discussion"). Definitions of the term vary. Nikolai Trubetzkoy, in *Basics of Phonology* (1939), defines phonology as "the study of sound in connection with the language system", in contrast to phonetics, which is "the study of sound in connection with the act of speech." (The distinction between language and speech is basically Saussure's distinction between *langue* and *parole*). More recently, Lass (1998) written that phonology generally refers to the subdiscipline of linguistics that deals with the sounds of language, while phonology proper deals with the function, behavior, and organization of sounds as linguistic elements. According to Clark et al. (2007), it means the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use.

There are two types of phonology, namely phonetics and phonemic. What are the differences between these two terms? Phonetics is the study of how the phonemes of a language are pronounced. Meanwhile, phonetics is the study of the functioning of the organs of the human body, especially those related to the use and pronunciation of the language. Phonetics is a part of phonology that studies how speech sounds are generated or how the human speech apparatus generates the sound of speech. Meanwhile, phonetics has become part of phonology, which examines the sounds of speech according to their function as differentiators of meaning.

B. FUNCTIONS

Here are the seven main types of phonological rules / processes with examples (Jessica, 2016):

a. Assimilations

phonological process in which a sound changes to resemble a nearby sound and can appear both forwards and backwards, within a word or between words

Example:

The prefix in- where sometimes it appears as in- and others as im-. Before bilabial words, like put or between, in- is pronounced with an m, “input” or “im between.”

b. Dissimilation

phonological process in which two close sounds, similar consonants or vowels, change to become less alike.

Example:

Manner dissimilation in which an occlusion becomes a fricative when another occlusion follows. The sixth word is pronounced sikst, where /sθ/ becomes /st/.

c. Insertion

Phonological process in which a sound is added to a word

Example:

Voiceless stop insertion where, between a nasal consonant and a voiceless fricative, a voiceless stop with the same place of articulation as the nasal consonant is inserted. In English, many add a / p / to the hamster and say “Hampster”

d. Deletion (Elision)

Phonological process in which speech sounds disappear from words

Example:

Vowels can be deleted to make one-syllable words that are easier to pronounce in a fast manner. Police become “plice”, and friendship is called as “frienship”.

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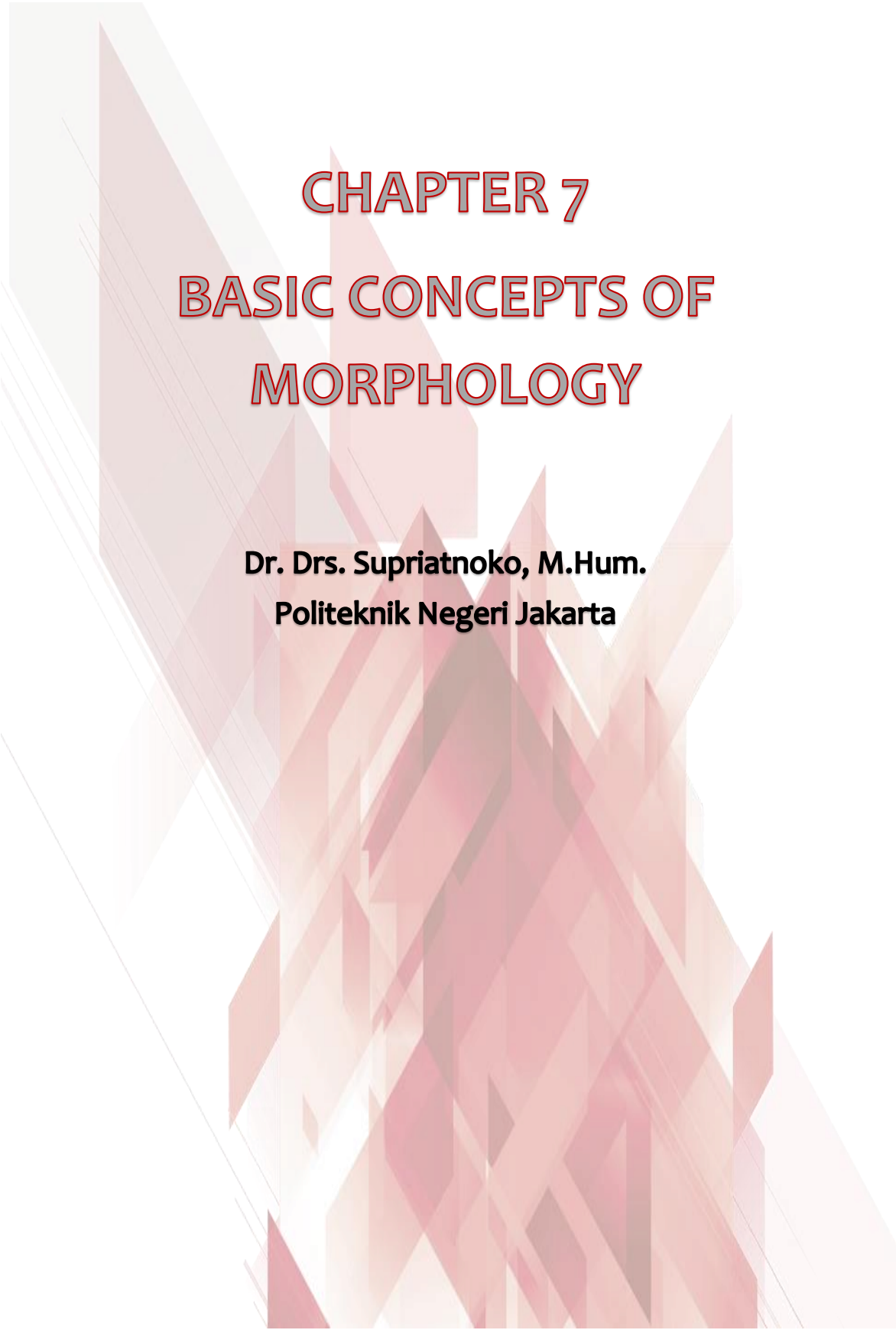
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AUTHOR PROFILE



Yogi Widiawati has been teaching English for Engineering (ESP) in Politeknik Negeri Jakarta since 1996 at Electrical and Electronics Department. She has also been teaching Introduction to Linguistics and Writing for students at Business English for communication Study Program at Politeknik Negeri Jakarta. She graduated her bachelor program at Universitas Negeri Jakarta (UNJ) and got her master and Doctoral Program from Universitas Indonesia (UI) at Linguistics Department. She was taking her sandwich program for 4 months during her doctoral program in Leiden University, Netherlands. She has written some books and articles in national and international journals. She can be reached at widiawatiyogi@pnj.ac.id



CHAPTER 7

BASIC CONCEPTS OF MORPHOLOGY

Dr. Drs. Supriatnoko, M.Hum.
Politeknik Negeri Jakarta

A. INTRODUCTION

In chapter 6 we examine material regarding phonology, in chapter 7 here, let us examine morphology. The term morphology comes from Greek: *morph* and *logos* are absorbed in to English to become morphology, absorbed into Indonesia to become *morfologi*. In linguistics studies, morphology is the system of categories and rules involved in word formation and interpretation (O'Grady et al, 1997: 1; see Pateda, 1994: 71; Alwasilah, 1990: 101; Verhaar, 2004: 97; Matthews, 1974: 1; Ramlan, 2012: 1; Nida, 1962: 1; Bloomfield, 1933: 207; Nurhayati dan Mulyani, 2006: 62; Arifin and Junaiyah, 2009:2).

In this morphology chapter we will examine morphemes: how to determine if a form is morpheme and how those morphemes are processed into words. Morphology has the smallest grammatical units called morphemes, phonology has the smallest grammatical units called phonemes, and syntax has the smallest grammatical units called words. Because the morphological process will also involve phonological issues, the morphology chapter will also discuss a process called morphophonemic or morphophonological process.

B. MORPHEME

Morphemes as the smallest grammatical unit has meaning. As the smallest unit, morpheme cannot be broken down into smaller parts, each of which has its own meaning. The word is a larger grammatical unit than a morpheme. In linguistics known units such as words, phrases, clauses and sentences in the study of syntax. Thus, in this relationship it can be stated that morphemes play a role in forming larger grammatical units. In language learning, morphology and syntax are the scope of grammar studies.

The morphemes as the smallest grammatical unit can be observed for its appearance. Let's consider the examples below.

1. dibungkus
2. dikirim
3. diterima
4. dipuji

compare with words:

1. bungkus
2. kirim
3. terima
4. puji

Based on the examples (1-4) and (5-8), /di/ turns out to have meaning. The **di-** form also cannot be broken down into smaller meaningful parts. *Bungkus* and *dibungkus*, *kirim* and *dikirim* and also two other pairs of examples raise different meanings. Let's look at the following examples in Indonesian and English.

Indonesian	English
(1) ke Depok	to Depok
(2) ke Demak	to Demak
(3) ke Denpasar	to Denpasar
(4) ke Donggala	to Donggala
With:	
(5) Depok	Depok
(6) Demak	Demak
(7) Denpasar	Denpasar
(8) Donggala	Donggala

Based on the examples (1-4) and (5-8) it appears that the form /to/ can be segmented as a separate unit and also has the same meaning, namely expressing direction or purpose. Thus, the form **ke** and **to** in the examples above are morphemes.

C. MORF, MORPHEME AND ALOMORPH

Morphemes have the same meaning and have a phonological meaning that is seen as a representative of the morpheme (Chaer, 2007: 150; O'Grady, 1997: 135). Kridalaksana (2008: 157) writes that morpheme is the smallest unit of language whose meaning is relatively stable and which cannot be

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AUTHOR PROFILE

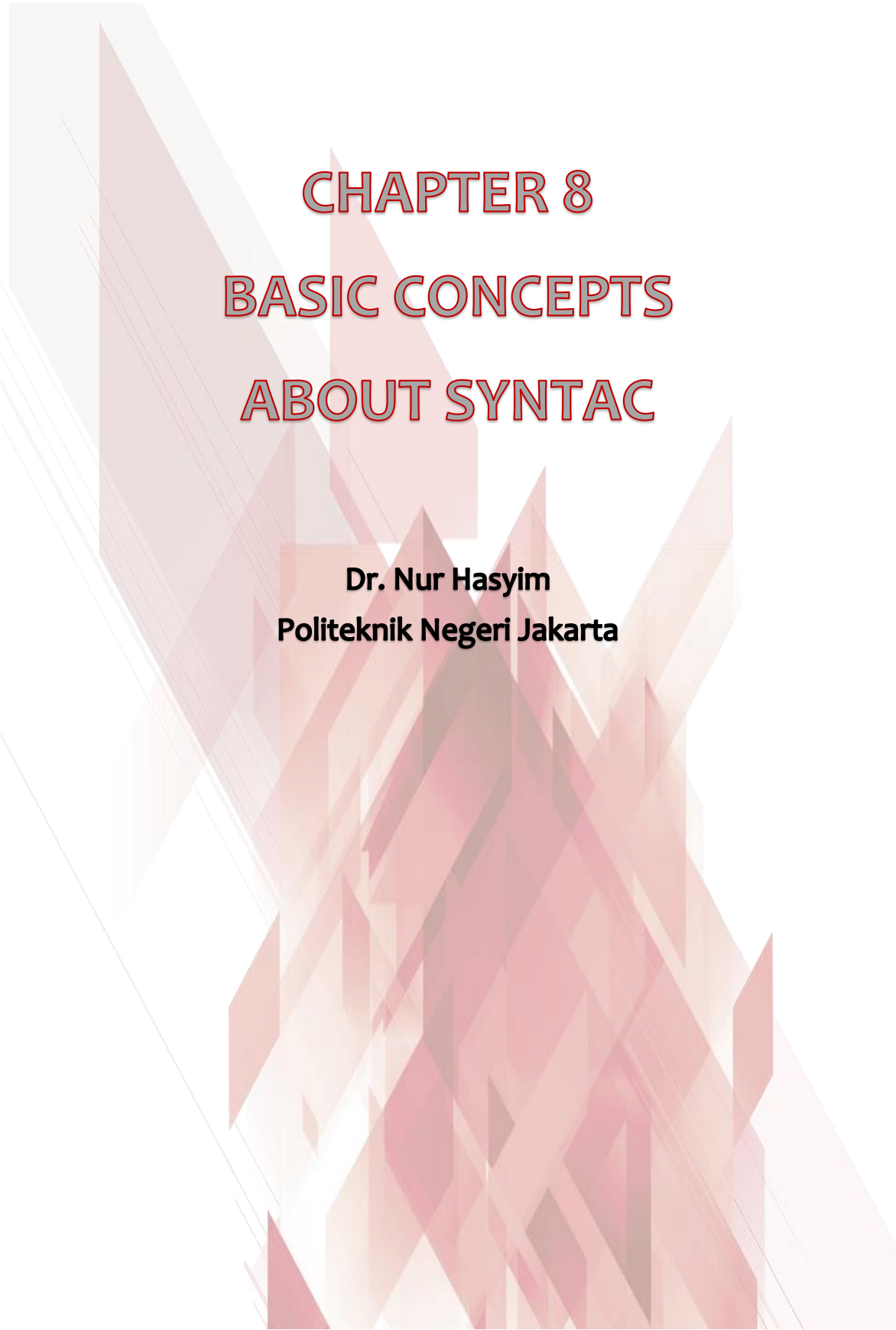


Dr. Drs. Supriatnoko, M.Hum.

The author has been a Lecturer in English at Financial Accounting Study Program and English Study Program for Business and Professional Communication at Politeknik Negeri Jakarta since 1987. As a person who fully devotes himself as a lecturer, in addition to his formal education the author has also attended various trainings to improve lecturer performance, particularly in the fields of teaching, research, and community services. The author is also a reviewer in several scientific journal and book editor.

The author has produced several books, including (1) Business English 1: Effective Presentation, (2) Business English for Accounting Students, (3) Pendidikan Kewarganegaraan untuk Perguruan Tinggi, (4) Dari Pasambangan ke Cerbon, (5) Restu Cinta: Bersama Menulis Pentigraf, (6) Aku dan Coklat: Kumpulan Cerita Pendek, (7) Kumpulan Quotes 5, (8) Pengantar Penerjemahan: Teori, Pendekatan, dan Praktik, (9) Kejutan di Balik Sandiwara Kehidupan: Kumpulan Pentigraf. In addition, the author is also active in writing research articles published in various national and international journals and proceedings, and is active as a speaker in various activities as a resource person at certain workshop/conference/seminar/training. The author is registered as a member of the Indonesian Linguistic Society (MLI), a member of the Indonesian Translators Association (HPI), a member of the AMCA (Association of Muslim Community in ASEAN), and A member of the Consultant at the Denpasar Institute: Human Resources Research and Development Institute.

Email: supriatnoko@bisnis.pnj.ac.id



CHAPTER 8

BASIC CONCEPTS

ABOUT SYNTAC

Dr. Nur Hasyim
Politeknik Negeri Jakarta

A. INTRODUCTION

In linguistics there is one of several linguistics that studies sentences, namely syntax. The objects of study included (i) different syntac, morphology, and semantics, (ii) basic concept of syntac, (iii) unit of language, (iv) main elements of sentences, and (v) conjunction.

This sentence is adjacent or intersects with the clause. Clause is 1 subject and 1 predicate (Wiratno, 2018a). One clause will produce a single sentence, while two clauses will produce a compound sentence.

Sentences are often defined by language units that are level or categorically higher/larger than clauses and lower/smaller than paragraphs (Kridalaksana, 2021). Meanwhile, a paragraph is a collection of sentences that support one particular idea.

B. SYNTAC, MORPHOLOGY, AND SEMANTICS

Syntax is the science of language which is very important to learn and understand so that students can compose sentences both in writing and orally correctly and precisely. Syntax is different from morphology because morphology is a branch of linguistics that studies the forms of language units. Syntax is different from semantics because semantics is a branch of linguistics that studies the meaning or meaning of language units.

In the discussion of morphology, the study of language units on the aspects of basic forms or invented forms is the main study. In morphology it also discusses the types of language units: nouns, verbs, adjectives, adverbs, prepositions, or conjunctions.

Morphological studies also concern aspects of the shift in the form of language units, especially for the purposes of translation research (Hasyim, 2020). Language units with word types in the form of nouns do they change the type of words in the target language/translation. Based on the author's observations, shifts in the types of words and shifts in the order of language units often occur (Nababan, 2003).

In semantics, the study of language units has denotative meanings and connotative meanings are the subject of study (Djarmika, 2014). Meanwhile, the meaning of language units according to context is studied in pragmatics.

1. A unit of language, such as **book**, is syntactically a unit of language that has the opportunity to become a subject or object; morphologically, book includes basic words and nouns; Semantically, it is a rectangular object in which knowledge is contained.
2. A unit of language, such as **menulis**, is syntactically a unit of language that has the opportunity to become a predicate; morphologically, book includes derivation and nouns; Semantically, it is activities by using hands or computers in order to decipher knowledge.

C. BASIC CONCEPTS ABOUT SYNTAC

1. Grammatical Units

Grammatical units refer to linguistic units, including words, phrases, clauses, and sentences.

2. Sentence Structure

Sentence structure refers to the existence of the main elements in the sentence, namely the subject and predicate, in addition to referring to the supporting elements of the sentence, namely objects, complements, and function adverbs.

3. Grammatical Status

Grammatical status indicates that the unit of language has grammatical or correct status. There are also grammatical units that are not grammatical, meaning that they are neither true nor false.

4. Structure of Phrase

the structure of the phrase is related to whether the structure of the phrase is *the element that is conjectured followed by the element that explains* or the element that explains is followed by the element that is explained*

5. Structure of Sentence

Sentence structure means how the sentence is arranged: the subject followed by the predicate or the predicate followed by the subject.

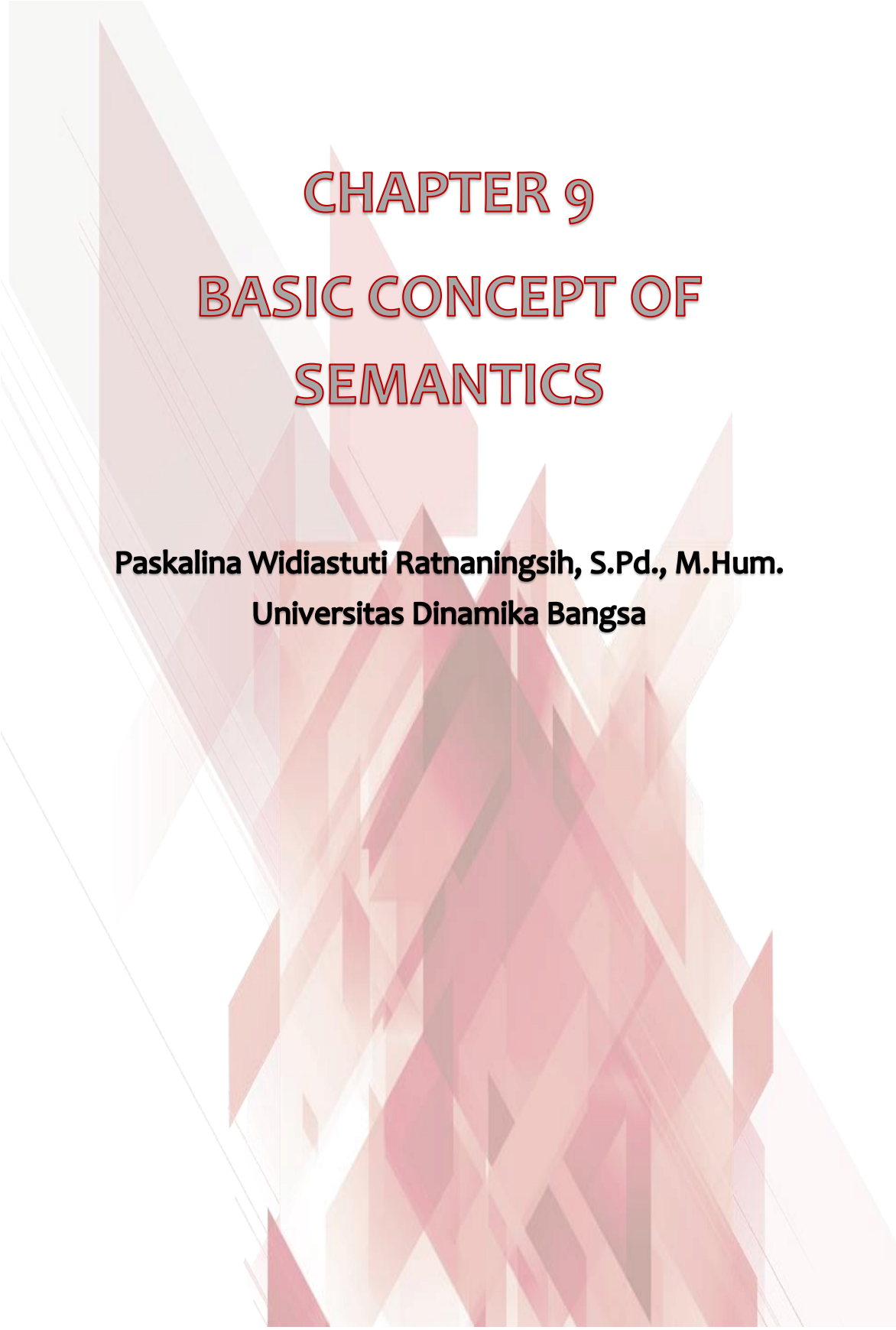
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AUTHOR PROFILE



Nur Hasyim is a lecturer at the Jakarta State Polytechnic in the Department of Business Administration, 4C (lecturer kepala). Teaching courses includes (i) Bahasa Indonesia, dan (ii) Pendalaman Tata Bahasa Indonesia. Actively conducting research in the fields of language and education.



CHAPTER 9

BASIC CONCEPT OF SEMANTICS

Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.
Universitas Dinamika Bangsa

A. INTRODUCTION

Linguistics is the study of language system (Putri & Budiarsa, 2018). The study of language consists of phonetics, phonology, syntax, semantics, pragmatics, sociolinguistics, psycholinguistics. Semantics is a part of linguistic. In a language, there were three faces of languages, namely expression, meaning, and context (Finegan, 2004). Expression refers to words, phrases, sentences, and intonation. Meaning refers to senses of those expressions. Context refers to situation where the expressions are spoken.

1. Linguistic Meaning, Social Meaning, and Affective Meaning

Semantics is the study of meaning. Meaning consists of linguistic meaning, social meaning, and affective meaning (Finegan, 2004). Linguistic meaning is about sense and reference. Social meaning refers to speakers and situations seen from social characteristics. Affective meaning relates to emotion associated with words and utterance. Semantic is the study of the real meaning (Putri & Budiarsa, 2018).

Linguistic meaning consists of referential meaning and sense. Referential meaning refers to actual person, object, event where the words and sentences are spoken. For example: Smith's cat refers to a kind of animal that belongs to Smith. Sense refers to the real meaning of expressions. For example: Alex is the leader in the class.

Social meaning refers to identity of the person who speaks. The first is whether the speaker is first-person singular pronoun or third-person singular pronoun. The second is variety of English seen from the speaker. The third is various dialects. The fourth is comment in informal context.

Affective meaning is about the user's feeling and attitude about the context. Word choice and stress of pronunciation can bring different meaning. It leads to different interpretation of feeling and attitude.

2. Word and Sentence Meaning

Meaning of word is divided into content word and function word (Finegan, 2004). Content word consists of noun, verb, adjective, and adverb. Function word consists of conjunction and determiner. A word can have different meaning depending on mind-language, mind-world, language-mind, language-world (Engliana, 2016). Mind-language refers to action and perception. Mind-world refers to understanding individual's

mind in a language. Language-mind refers to connecting language and individual's mind. Language-world refers to true characteristics. Whereas sentence meaning implies more complex meaning of each word. Order of word, the speaker, and scope of word meaning convey complex meaning of a sentence.

B. PARTS OF SEMANTICS

Lexical semantics is about relation of word meaning (Finegan, 2004). There are several parts of semantics that can be seen below.

1. Synonymy

Synonymy means when the word has the same meaning to another word.

For example:

Noun: Job – Occupation

Adjective: Sad – Unhappy

Verb: Keep – Hold

Synonymy is divided into two types (Petcharat, 2017).

a. Strict synonymy

Strict synonymy refers to synonym that can alternate with the same meaning.

b. Loose synonymy

Loose synonymy refers to synonym that has overlapping meaning. Synonymy can be also divided into formal and non-formal (Petcharat, 2017). The example is beverage (formal) – drink (informal)

2. Antonymy

Antonymy means the word has contrast meaning to another word.

For example:

- Noun: import - export

- Adjective: big - small

- Verb: come – go

Antonymy refers to the opposite of word (Rahayu et al., 2022). Antonymy is divided into three types of antonymy (Rahayu et al., 2022).

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AUTHOR PROFILE



Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.

The author is an English lecturer in Universitas Dinamika Bangsa, Jambi, since 2021. Previously, she had been teaching as an English lecturer for five years since 2016 in Universitas Katolik Musi Charitas, Palembang. She had also taught English for Specific Purposes for employees. Her undergraduate degree was in English Language Education Study Program, Universitas Sanata Dharma, Yogyakarta. She also took her master degree in Universitas Sanata Dharma, Yogyakarta, majoring in English Language Studies. Her research interest was in English Language Education area. She has been teaching various subjects of English in the university level. She had published articles in journal and conference proceedings. She had also written a book and book chapters.

Email: wrpaskalina@gmail.com

CHAPTER 10

THE BASIC CONCEPTS OF PRAGMATICS

Beny Hamdani, S.S.,S.Pd.,M.Pd
Universitas Islam Zainul Hasan Genggong
Probolinggo

A. DEFINITION OF PRAGMATICS

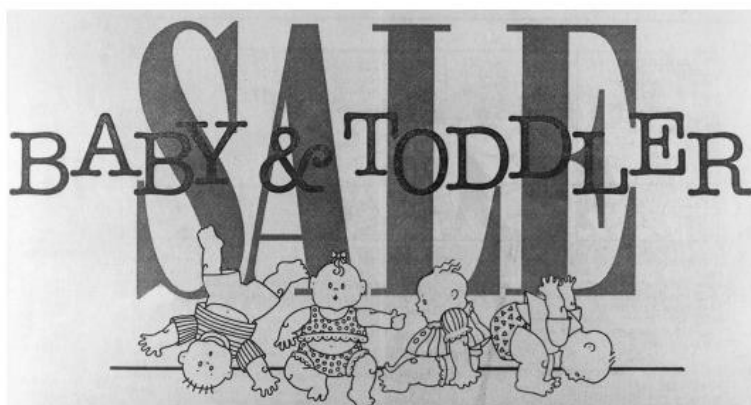
In many ways, pragmatics is the study of ‘invisible’ meaning, or how we recognize what is meant even when it isn’t actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate. The investigation of those assumptions and expectations provides us with some insights into how more is always being communicated than is said.

Driving by a parking garage, you may see a large sign like the one in the picture. You read the sign, knowing what each of the words means and what the sign as a whole means. However, you don’t normally think that the sign is advertising a place where you can park your ‘heated attendant’. (You take an attendant, you heat him/her up, and this is where you can park him/her.) Alternatively, the sign may indicate a place where parking will be carried out by attendants who have been heated.



The words in the sign may allow these interpretations, but we would normally understand that we can park a car in this place, that it’s a heated area, and that there will be an attendant to look after the car. So, how do we decide that the sign means this when the sign doesn’t even have the word car on it? We must use the meanings of the words, the context in which they

occur, and some preexisting knowledge of what would be a likely message as we work toward a reasonable interpretation of what the producer of the sign intended it to convey. Our interpretation of the ‘meaning’ of the sign is not based solely on the words, but on what we think the writer intended to communicate. In the other picture, assuming things are normal and this store has not gone into the business of selling young children over the counter, we can recognize an advertisement for a sale of clothes for those babies and toddlers. The word clothes doesn’t appear in the message, but we can bring that idea to our interpretation of the message as we work out what the advertiser intended us to understand. We are actively involved in creating an interpretation of what we read and hear.



B. CONTEXT

In our discussion of the last two examples, we emphasized the influence of context. There are different kinds of context. One kind is described as linguistic context, also known as co-text. The co-text of a word is the set of other words used in the same phrase or sentence. The surrounding co-text has a strong effect on what we think the word probably means. In the last chapter, we identified the word bank as a homonym, a single form with more than one meaning. How do we usually know which meaning is intended in a particular sentence? We normally do so on the basis of linguistic context. If the word bank is used in a sentence together with words like steep or

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AUTHOR PROFILE



Beny Hamdani, S.S.,S.Pd.,M.Pd was born in an amazing village called Kedungcaluk, located in Probolinggo regency, East Java on May 4, 1988. His father is Suhada, S.Ag and his mother is Hamsiya. His hobbies are teaching, educating, conducting research. He is a camp soar 1 scholar RELO US Embassy and IMOOC 2017 Training as well as a reviewer at the Journal of Pragmatics, IAIN Salatiga. He earned his undergraduate program degree in linguistics from English departments of faculty of letters of state university of Jember in 2011. He gets master degree in English Language Education at the University of Islam Malang. Right now, he is the head of English Education Study Program of the scientific studies of the university of Islam Zainul Hasan Genggong Kraksaan Probolinggo. His research interest falls in the field of Language Testing, TEFL, Teaching English for young learners, English for specific purpose, Linguistics, Literature and Translation. His earlier writings on this major field were published in several books, professional journals and conferences. i.e. Reflections on Pedagogical Practices during covid -19 Pandemic and Research Methodology in Education, World Journal of English Language in Canada, Journal of English Education, English Literature, and English Linguistics (ETJaR) IAI Hasanuddin Pare, Kediri, Pioneer journal (Abdurachman Saleh University) Situbondo, IKA PGSD Journal (Abdurachman Saleh University) Situbondo, Culture, English Language Teaching, Literature and Linguistics (CELTIC) Journal, University of Muhammadiyah Malang, International Journal of English Education and Linguistics (IJoEEL) Journal, Nurul Jadid University Paiton Probolinggo, International English Lecturer Association (IELA) conference, The iNeltal International conferences (State University Of Malang), International Conference on Linguistics, ELT, and Literature (ICOLEL) conference. In addition, He becomes a TOEFL ITP Presenter at the several occasion across universities in Indonesia i.e. Nahdlatul Ulama University (UNUSA) Surabaya,

Islamic University of Madura (UIM), Pamekasan, PGRI University Madiun (UNIPMA), University of Muhammadiyah Sumabatera Barat, Padang, Islamic Institute of Darussalam Blok Agung Banyuwangi, and Islamic Institute of Al-Qalam Malang. While teaching English, he also got the chance to establish GO English course and training center that is done as well in several occasions.

Email : benyhamdani.ielts9.consultation@gmail.com

WA. 085746177711

INTRODUCTION TO LINGUISTICS

CHAPTER 1 BASIC CONCEPT OF GENERAL LINGUISTICS

Dr. Lenny Brida, Dipl. Tesol., M.Psi., M.Hum. (Politeknik Negeri Jakarta)

CHAPTER 2 LINGUISTIC HISTORY

Mega Nofria, S. Hum., M.A. (Politeknik Negeri Jakarta)

CHAPTER 3 SCHOOLS OF LINGUISTICS

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CHAPTER 4 BASIC CONCEPTS OF LANGUAGE

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CHAPTER 5 THE BASIC CONCEPT OF THE FIELD OF LINGUISTICS

Prof. Dr. Nadra, M.S. (Universitas Andalas)

CHAPTER 6 PHONOLOGY

Dr. Dra. Yogi Widiawati, M. Hum (Politeknik Negeri Jakarta)

CHAPTER 7 BASIC CONCEPTS OF MORPHOLOGY

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CHAPTER 8 BASIC CONCEPTS ABOUT SYNTAC

Dr. Nur Hasyim (Politeknik Negeri Jakarta)

CHAPTER 9 BASIC CONCEPT OF SEMANTICS

Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum. (Universitas Dinamika Bangsa)

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Beny Hamdani, S.S.,S.Pd.,M.Pd (Universitas Islam Zainul Hasan Genggong Probolinggo)



CV. Tahta Media Group
Surakarta, Jawa Tengah
Web : www.tahtamedia.com
Ig : tahtamedia group
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