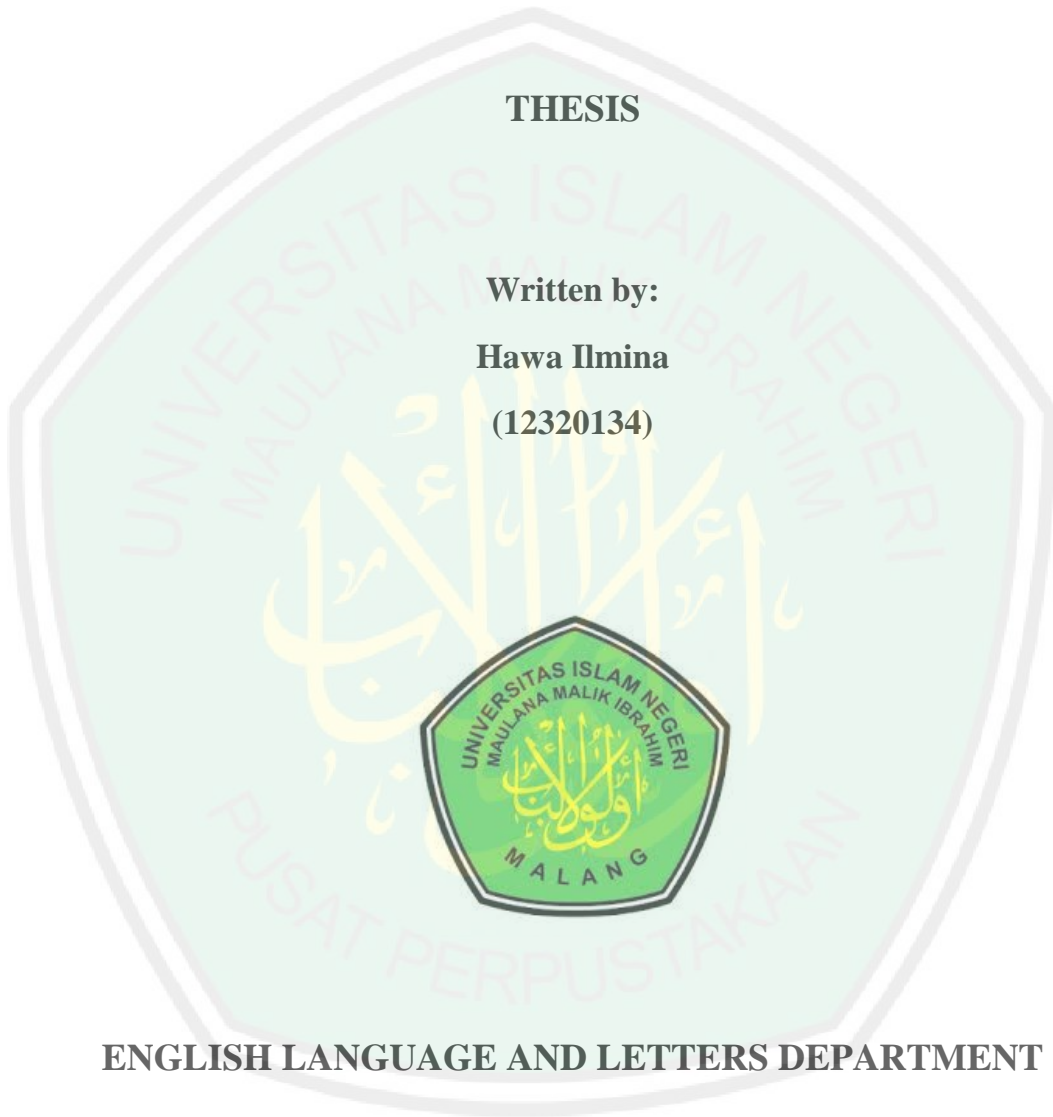**Borrowed Words in "*World Student*" Magazine**

THESIS

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FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

2016

Borrowed Words in "*World Student*" Magazine

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang in partial fulfillment
of the requirement for the degree of *Sarjana Sastra (S.S)*

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APPROVAL SHEET

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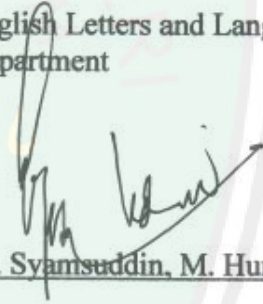
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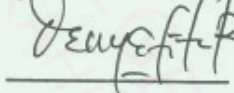
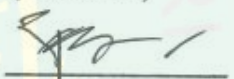   NIP 19711014 200312 1 001

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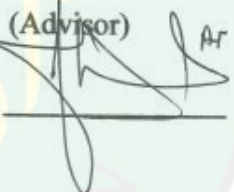
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STATEMENT OF AUTHORSHIP

This is to state that this thesis is truly my original work. I do not incorporate my materials previously written or published by another person, except those one who is indicated in the quotation and bibliography. Due to this fact, I am the only responsible for the thesis if there is any objection or claim from others.

Malang, 28 June, 2016

Hawa Ilmina

MOTTO

Intelligence is not the determinant of success, but hard

work is the real determinant of your success

DEDICATION

This thesis is my special work that dedicated to beloved people in my life for their love, kindness, and support during I studied in this university, they are:

My beloved parents

Riyono and Qonitun

You have made my dream come true with your prayer, endless love and support.

You make me be proud of being your son. You always encourage me, give me solutions, and many others that I cannot mention.

My beloved sisters:

Erni Rochayati

RiskaTsamrotul U

All of my big families and my dearest friend that I cannot mention all

For always giving me support

Thanks for your big support KisnoUmbar .M, NurIid.H. and Indah Tri W.

You are my inspiration

ACKNOWLEDGEMENT

Firstly, I am grateful to God of this universe, Allah SWT for his blessing and mercies, so I can finish my thesis entitled *Borrowed Words in "World Student" Magazine*the requirement for the degree of *SarjanaSastra.* Secondly, shalawat and salam are always delivered to prophet Muhammad SAW, who always guidedfrom the darkness to the lightness.

This research will never be completed without some contributions and supports from others. First of all, I would like to thankwith my deepest gratitude my beloved parents Riyono and Qonitun, my sisters Erni Rochayati and Riska Tsamrotul U, who never stop praying for me and always support me. Then, my best gratitude to my thesis advisor, Dr. Hj. Syafiyah, M.A who has guided from the first till the end in finishing my thesis.

I also thank to my friends: Iid, indah, Fani, Novi, Sofi, Nur, Linda, Tiara, Ani, Diah, Lutfi, Fikri, Ifti, Erisa and Kisno. Finally, I am truly aware that this thesis needs constructive criticism and suggestion from the readers. I hope this research will be useful not only for me as the researcher but also for the readers and next researchers in the same area.

Malang, 28 June 2016

Hawa Ilmina

ABSTRACT

This research is about the English words borrowed from other languages in *"World Student"* magazine. The objectives of the study are to describe the loan words from Latin and French languages are most frequently used in World Student magazine and the formation of borrowed words found in World Student magazine. The descriptive qualitative is employed in this research. The researcher analyses the kinds of word formation focusing on borrowing and the way the borrowing words are formed. To get the convenient and systematic data, the researcher becomes a main instrument by analyzing, interpreting and classifying the data. Then, the data are available and analyzed by using Werner Betz and Duckworth's theory.

As the result, the findings show that there are fifteen borrowed words in three categories only, they are: Fortunate, Reinforce, Cliché, Refugee, Viable, Annual, Doubt, Genuine, Magnitude, Captivation, Chorus, Relatable, Anxious, Veterinary and Athlete. The most frequently used in the *"World Student"* magazine was loan words classification. The data were classified as loan word when there is a word which integrated from Latin and French, such as: fortunate, reinforce, cliche, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete. Then, there are two words were categorized as foreign word, such as: captivation and relatable. While loan meaning was infrequently found in World Student magazine by only one datum already found, there was the word magnitude.

The formation of word from Latin or French into English, there are changing word, syllable, or sound by adding –ion, adding –able, adding the letter o in the last syllable; by omitting the letter r, omitting er , omitting s by adding al; and by changing the letter a into e, changing the letter i into e, changing the letter e into a, changing the letter o into e, changing the letter k into c and changing the letter o into u. Besides changing the letters, there are also changing in the pronunciation in the last sound and the last phonetic. In conclusion, the word formation from Latin or French into English, there are adding, omitting and changing the letter, sound and syllable.

The next researcher who are interested in doing research in the same field can have study in other part of borrowing. It can be more specific than the previous researches, so it enlarges the knowledge dealing with morphological

area. Moreover, the next researchers can also use the other object of study besides the article in "World Student" magazine. It can be in the form of speech, mass media, newspaper, book and other sources that can be analyzed through borrowing analysis.

ABSTRAK

Ilmina, Hawa. 2016. *Peminjaman Kata-kata dalam Majalah "World Student".* Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Syafiyah, M.A.

Kata Kunci: Peminjaman Kata-kata, Majalah World Student

Penelitian ini tentang kata-kata bahasa inggris yang telah meminjam dari bahasa-bahasa lain dalam majalah "World Student". Tujuan dari pembelajaran ini yaitu untuk mendeskripsikan loan word dari bahasa Latin dan Prancis yang sering digunakan dalam majalah "World Student" dan proses pembentukan dari kata-kata pinjaman yang ditemukan dalam majalah tersebut. Dalam penelitian ini peneliti menggunakan metode deskriptif kualitatif. Peneliti menganalisis macam-macam pembentukan kata yang fokus pada peminjaman dan proses peminjaman kata terbentuk. Untuk mendapatkan data yang efisien dan sistematis, peneliti sebagai perangkat pokok dalam menganalisis, menginterpretasi dan mengklasifikasi data. Kemudian, data yang tersedia dan dianalisis menggunakan teori Werner Betz dan Duckworth.

Sebagai hasilnya, studi kasus menunjukkan ada 15 peminjaman kata dalam tiga kategori, yaitu: Fortunate, Reinforce, Cliché, Refugee, Viable, Annual, Doubt, Genuine, Magnitude, Captivation, Chorus, Relatable, Anxious, Veterinary and Athlete. Kata-kata pinjaman yang sering digunakan dalam majalah "World Student" adalah klasifikasi dari loan word. Data yang diklasifikasikan sebagai loan word yaitu ketika ada sebuah kata yang mana menyatu padukan dari bahasa Latin dan Prancis, seperti: fortunate, reinforce, cliche, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete. Kemudian, adapun dua kata yang dikategorikan sebagai foreign word, seperti: captivation dan relatable. Sedangkan loan meaning yang jarang ditemukan dalam majalah World Student hanya dengan satu kata yaitu magnitude.

Pembentukan kata dari bahasa Latin atau Prancis ke dalam bahasa Inggris, yakni ada perubahan kata, suku kata, atau bunyi dengan penambahan imbuhan –ion, -able, penambahan huruf o di akhir suku kata; menghilangkan huruf r, er, s dengan penambahan al; perubahan huruf a menjadi e, perubahan huruf i menjadi e, perubahan huruf e menjadi a, perubahan huruf o menjadi e, perubahan huruf k menjadi c dan perubahan huruf o menjadi u. Selain perubahan huruf-huruf, ada juga perubahan dalam pengucapan di akhir bunyi dan fonetis. Kesimpulannya, pembentukan kata dari bahasa Latin atau Prancis ke dalam bahasa Inggris, yaitu penambahan, menghilangkan dan perubahan huruf, bunyi, dan suku kata.

Peneliti selanjutnya yang tertarik dalam melakukan penelitian di bidang yang sama dapat membahas bagian lain dari borrowing. Hal itu bagi peneliti

selanjutnya dapat lebih spesifik dari peneliti sebelumnya, maka hal itu menambah wawasan sehubungan terhadap studi area morfologi. Selebihnya, peneliti-peneliti selanjutnya dapat menggunakan objek lain dari penelitian selain artikel dalam majalah "World Student. Hal itu bisa dalam bentuk pidato, media massa, koran, buk dan sumber lain yang dapat dianalisis terhadap analisis peminjaman kata.

الملخص

علمنا، حوى. ٢٠١٦. *استعارة اللفظ من اللغة الإنجليزية في المجلة "World Student".* بحث جامعي، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة الأولى: رينا ساري، الماجستير المشرفة الثانية: الدكتورة الحاج شافية، الماجستير.

الكلمة الرئيسية: استعارة اللفظ من اللغة الإنجليزية، مجلة "World Student"

هذا البحث حول استعار اللفظ من اللغة الإنجليزية في المجلة "World Student". والمصطلاحات اللفظية التي توجد فيها توجد أيضا في قاموس أوكفورد. والباحثة تستخدم منهج الوصفي الكيفي. والباحثة تحلل أنواع تكوين اللفظ الذي يركز في استعارة وعملية الاستعارة في تكوين اللفظ. لنيل البيانات فاعلية ونظامية ، وتكون الباحثة أداة أولى في تحليل هذا البحث، وتأويله، وتفصيله. ثم تحلل الباحثة كل من البيانات فيه بنظرية Werner Betz و Duckworth.

أما نتائج البحث فتوجد خمسة عشر لفظا في ثلاثة انواع، وهم: Fortunate، Reinforce، Cliché، Refugee، Viable، Annual، Doubt، Genuine، Magnitude، Captivation، Chorus، Relatable، Anxious، Veterinary، و Athlete. وتلك الألفاظ هي مصطلاحات الاستعارة متخذة من اللغة اللتيني كمثل Fortunate، Annual، Doubt، Genuine، Magnitude، Captivation، Chorus، Relatable، Anxious، Veterinary، و Athlete. وأما مصطلاحات الاستعارة الأخرى وهي Reinforce، Cliché، Refugee، Viable متخذة من اللغة الفرنك. ويكون التفصيل loanword أكثر من loanmeaning و Foreign Word فيه لأن توجد فيه واحد فقد من loanmeaning وثانية من Foreign Word. وكان الألفاظ التي استعارت من اللغة اللتيني وفرنك قد حصل تغيير التكوين والمعنى موافقا أومختلفا.

أما تكوين اللفظ من اللغة اللتيني أو فرنك إلى اللغة الإنجليزية فتوجد تغيير اللفظ، وتغيير المقطع، وتغيير الصوت بزيادة ion–، able–، بزيادة الحرف "o" في أخير مقطع اللفظ؛ وبحذف الحرف r, er, s بزياد al؛ وبتغيير a إلى e، وبتغيير i إلى e، وبتغيير e إلى a، وبتغيير o إلى e، وبتغيير k إلى c، وبتغيير o إلى u. وتوجد أيضا تغيير في نطق أخير الصوت وبونتيك. ومن ذلك يعرف أن تكوين اللفظ من اللغة اللتيني أو فرنك إلى اللغة الإنجليزية بالزيادة، والحذف، وتغيير الحرف والصوت والمقطع. ثم تستدل الباحثة أن المقالات التربيوية في COBIS مستطيع أن يدرس بالعلوم اللغوية.

كان الباحثون الأخرون الذين يهتمون بهذا المجال يستطيعون أن يبحثوا بمجال أخر من استعار اللفظ. وهم يستطيع أن يبحثوا استعار اللفظ معينا من الباحثة في القديم، وذلك يستطيع أن يوسع دراسة التي تتعلق بدرسة الصرفية (Morfologi). ويستطيعون الباحثون الأخرون يستخذمون موضوع أخر سوا المقالة في مجلة "World Student" كمثل الخطابة، المقالة في جريدة، وصحيفة، وكتب وغير ذلك.

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER II : REVIEWOF RELATEDLITERATURE

CHAPTER III : FINDINGS AND DISCUSSION

CHAPTER IV : CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDIXES

CHAPTER I

INTRODUCTION

This study deals with English words borrowed from foreign languages found in *World Student* magazine. The objective of this study is to identify the words which are borrowed from other languages found in the articles of the magazine. This chapter presents the background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, definition of the key terms and also the research method.

1.1. Background of the Study

Language is the main tool in communication with peer of human which have specific purpose so that their messages can be delivered well. A communication will develop self concept, self actualization, and can bridge the relationship with other people. In the process of communication, the language is as a symbol of verbal communication which is often used. Many new words will appear in communication. Therefore, the language always develops all the time.

In communication, word is important. Word is the unit of a single distinct meaningful element of speech or writing, used with others to form a sentence. Many complex words in a sentence which created should be known and understood. Moreover, many words are borrowed from other languages. Especially, the English words which are borrowed from other languages, such as Latin, Greek, French, Japanese, Italian, and some other languages.

Word formation is the study about processes whereby new words come into being in a language (Yule:1996). There are ten kinds of word formation. They are coinage, borrowing, compounding, blending, backformation, conversion, acronyms, affixation (prefixes, suffixes, and infixes) and multiple processes.

According to Yule (2006), borrowing is taking over of words from other languages. For example, the word *croissant* is adopted from French word *crescent*,*Electric* is taken from Latin *Electrum*, and *antagonist* from Greek antāgonistēs. It is also called a *loanword* or *loan word*. He stated that it is the process of taking words from origin languages and also using it into native words. Nowadays, many borrowing words are also found in the magazine. For example, borrowing words are found in Gold Network magazine published on January 2016, Such as *mixture* adopted from (French) 'mixture', *debt* adopted from (Latin) 'debitum' and *asylum* adopted from (Greek) 'asulon'. It is also as media in developing people's knowledge.

The magazine that is used for this research is *World Student* magazine. World Student magazine is a new print and digital magazine aimed at students in international schools around the world and predominantly those studying in COBIS (Council of British International Schools) and other British international schools. The magazine has the intention of motivating and encouraging students to make best use of their international school education. The magazine features also a mixture of news and information from COBIS (Council of British International School) which contains of articles, such as a further education options and career opportunities and additional focus on pastoral care, school

councils, student leadership, and advice on school transition, retrieved from www. COBIS.com. Certainly, many new words used in those articles made by students based on their thoughts and experiences. Therefore, the writer tries to find words which are from other language in *World Student* magazine, especially, English words which is borrowed from Latin and French languages. It is identified that the original term and meaning of words are borrowed from Latin and French. Probably, they pronounce the words the same or similar to the way they are pronounced in the source language. Moreover, the pronunciation of word is borrowed and adapted into English. The process of borrowing involves many words usage because almost all of the words in English adopt from other languages. The analysis of borrowing words from Latin and French in *World Student* magazine is interesting and needed for people who do not know yet the original words.

Inlinguistic classification, Werner Betz (1959) classifies borrowing into two classifications and Duckworth (1977) addsthe type "partial substitution" and supplements the system with English terms. The explanation of those classifications will be given in the next chapter.

There have been some similar studies conducted by previous researchers on the same topic of word formation. First, Anggraeni (2008) from UPI conducted a research on French borrowed words in English and investigated the morphological process occurs and also the way of adapting the French word into English. The result shows that there are six kinds of morphological processes found, namely: deletion, addition, change, doubling, singling and combination

processes. Moreover the borrowed words found are adapted to fit the equivalence on English native system.

Second, Ali (2009) conducted a study on "Morphological Analysis on The Word Formation Found in The Terms of Microsoft Word 2007 Program" he analyses word formation process in his thesis by using Yule theory. The changes of those terms were not significance and the dominant process of this study is inflection.

Next, Indrayanti (2011) also conducted the use of loan words from French to English cuisine terms used in Ratatouille movie. She found that almost of culinary terms in English are created by borrowing from French since its cuisine is the most famous cuisine in the world. There are three processes of borrowing found in her research; those are importation, partial substitution and substitution.

Last, Ruhyani (2012) conducted a study "English Borrowing and Compound Words Found in Akeelah and the Bee Movie". She analyzed English borrowing and compounding in both two English movies. She takes English words which are borrowed from Latin, Greek and French languages and adapts it into its language.

The difference between this study and the previous studies is the object that is *World Student* magazine which is used by Latin and French as the object in analysis. Therefore, the writer chooses those two languages because most of words in English borrowed from Latin and French languages.

1.2. Research Questions

1.   What are the English words borrowed from Latin and French languages which are most frequently used in *World Student* magazine?

2.   How are the borrowed words formed?

1.3. Objectives of the Study

Related to the statement of the problems above, the objectives of this research are stated as follows:

1.   To describe the English words borrowed from Latin and French Languages which are most frequently used in *World Student* magazine

2.   To describe the formation of borrowed words found in *World Student* magazine.

1.4. Significances of the Study

The findings of this study give contribution to morphology. Practically, the writer hopes that this study gives understanding for the readers about the meaning and the term of original word found in *World Student* of educational magazine for enriching their vocabularies. Regarding to the theoretical significance, the findings of this study are expected to give contribution or additional source in morphology, especially on how to analyze English words are borrowing from Latin and French language in *World Student* magazine. This study also can be used as a reference by the readers especially the student at English Letters and

Language Department Faculty of Humanities and Culture State Islamic University of Maulana Malik Ibrahim Malang.

1.5. Scope and Limitation of the Study

The scope of this study is focuses on morphology area especially on word formation processes. Then, this study only analyzes on terms of borrowing by using Werner Betz and Duckworth's theory of the classifications of borrowing words. The object is using educational magazine about *World Student* magazine which is containing of articles about motivation and suggestion for student to make best of their education. The writer limits the data only analyze on four articles in that magazine. They are COBIS and world student, the beating heart of innovation, living extra-curricular and a UWS experience in Cambodja.

1.6. Definition of the Key Terms

1. **Borrowing** is the taking over of words from other languages. Borrowed words refer to the process of the speakers who are adopting words from a source language into their native language.

3. **World Student Magazine** is an educational magazine intended for students at international schools around the world and predominantly those studying in COBIS and other British international schools.

1.7. Research Method

1.7.1 Research Design

The method of this research is descriptive qualitative method. The researcher uses a descriptive qualitative method of this study because it explains and describes a language phenomenon that is impossible using numbers. Therefore, descriptive qualitative has purpose to inform based on the fact, systematically and accurately.

1.7.2 Data Source

The data of this study are articles in *World Student* magazine. They are COBIS and world student, the beating heart of innovation, living extra-curricular and a UWS experience in Cambodja. Those articles are interested to be analyzed because there are some words which are needed to know the source of word. Certainly, many new common words are appearing in the magazine and borrowed from Latin and French languages. The data source of this study focuses on *World Student* magazine published on May 2016. The writer chose this edition because she checked the borrowing words which present in the magazine firstly. Besides, it is also the newest magazine, it gives new information for the readers and understand the phenomena of borrowed words in World Student Magazine. Then, she selected some article to be analyzed because there are many English borrowed words are adapted from Latin and French languages.

1.7.3   Research Instrument

The instrument of this study is the researcher herself as the only research instrument who can understand the data of research very well. It means that the researcher is directly involved in collecting, identifying, analyzing and discussing the data.

1.7.4   Data Collection

First, the writer collected the data by reading the *World Student* magazine downloaded from the internet, that is www.COBIS.com. Then, she selected articles that consist of many words needed to know the sources. After that, she classified the borrowing words from Latin and French by checking in Oxford's dictionary. The writer uses that dictionary because it is more complete in providing the original words. Besides, it presents the meaning and also pronunciation. Finally, she writes many words used in article of the magazine which contains the borrowing English words in the form of list. The writer found English words which were borrowed from Latin and French only.

1.7.5 Data Analysis

After collecting the data, the writer analyzed the data by using Werner Betz (1959) and Duckworth (1977) theory of borrowing. There are some steps of data analysis: firstly, the writer analyzed the words which are borrowed from Latin and French languages. Secondly, she classified the words into certain kinds of borrowing based on Werner Betz and Duckworth's theory. Then, she presents the original term and meaning of borrowed words in World Student magazine.

Finally, the writer explained the formation of borrowing words found in those articles of *World Student* magazine. After that, the finding of the research is drawn.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories related to this research. There is morphology, word formation, borrowing, English borrowing. Besides, this chapter also presents the previous study.

2.1. Morphology

Morphology is talking about the study of forms which is used to explain all basic of element in languages (Yule:2006). Yule said that different language has different analysis of morphology. Morphology is explains about how pronouns the word. All basic of elements in the form of a linguistic message are technically called as morphemes. A number of elements such as *-s, -er, -d* and *-ing*. In English word, such as *plays, player,* played and *playing*.

There are two types of morphemes. There are free morphemes and bound morphemes. Free morphemes is the words that can stand by themselves or called as single words. Such as *open* and *tour*. While bound morphemes which are those forms that cannot stand alone. Such as *re-, -ist, -ed, -s*. Besides that, there are also lexical morphemes or called as free morphemes. Such as *lion, tiger, close, open* etc. Other types also called as free morphemes are functional morphemes. Examples are *but, when, on, because, are, and, near, in, at, it, that, above, them, the*. Then, the set of affixes also divided into two types. They are derivational morphemes and inflectional morphemes. Derivational morphemes, including

10

suffixes such as *–ish* in *foolish, -ly*in *quickly.* It also include prefixes such as *re-, pre-, ex-, mis-, co-, un-* etc.

2.2.Word Formation

Word is a single distinct meaningful element of speech or writing used with others to become a sentence. According to Harley (2006), a word is not just any old sequence of sounds that can be pronounced on its own. The example is *raise your hand* or *how are you*, those example you can say with space. The shapes are sequences of sound that do not have any meaning connected with them, and the letters are sequences of sound that have much meaning.

Stokwell and Donka (2001) said that words as being the most basic of language, the most fundamental unit through which meaning is represented in language. Words are the smallest free-standing forms that represent the meaning.

In linguistics, word formation refers to the ways in which new words are made on the basis of other words or morphemes. Word formation is also the formation of words in a language by the processes of derivation and composition.

According to Yule (1985), word formation is the creating of a new word which is a change of single meaning of words. Then, Yule classified the kinds of word formation, such as coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, derivation that divided into prefixes and suffixes, infixes and multiple process. The explanation and example of each type are:

2.2.1 Coinage

Coinage is one of the least common processes of word formation in English. That is the invention of totally new terms. The most typical sources are invented trade names for commercial products that become general terms which usually without capital letters for any version of that product. They are *aspirin, vaseline, kleenex, teflon, tylenol and Xerox* (Yule: 2006). New words also based on the name of a person or a place is called eponyms. Some eponyms are technical terms, based on the names of those who first discovered or invented things. Such as fahrenheit, (from the German, Gabriel Fahrenheit), volt (from the Italian, Alessandro Volta) and watt (from the Scot, James Watt).

2.2.2 Borrowing

The most common sources of new words in English is the process simply labeled borrowing that is the taking over of words from other languages. Yule (2006) said that borrowing is taking over of words from other languages.

According to Brun and Pei (1983;1966), borrowing is the process whereby new words are formed by adopting words from other languages together with the concepts or ideas they stand. There are some examples the English language has adopted a vast number of words from other languages:

- Croissant (French)   - sofa (Arabic)

- Tattoo (Tahitian)   - tycoon (Japanese)

- yogurt (Turkish)   - zebra (Bantu).

- Dope (Dutch)   - lilac (Persian)

- piano (Italian)   - pretzel (German)

2.2.3   Compounding

Compounding is joining of two separate words to produce a single form. In other words, it is "combination of two free forms, or words that have an otherwise independent existence" (Adams:1973). Common English compound nouns are *bookcase, doorknob, fingerprint, sunburn, textbook, wallpaper, wastebasket* and *waterbed*. There are also creating compound adjectives. Such *as good-looking, low-paid*. Besides, also compounds of adjective + noun as in *a fast-food* and *a full-time job*.

2.2.4   Blending

Blending is the combination of two separate terms to produce a single new term process (Yule: 2006). According to God by et al. (1982), blending is the process whereby new words are formed by combining parts of two words, usually the beginning of one word and the end of another.

Examples:

- *smog* (smoke + fog)

- *motel* (motor + hotel)

- *brunch* (breakfast + lunch)

- heliport (helicopter + airport)

- *telecast* (television + broadcast)

- *Chunnel* (Channel + tunnel)

2.2.5 Clipping

Clipping is the processes whereby new words are formed by shortening other words. Yule (2006) stated that clipping is the element of reducing which is noticeable in blending is even more apparent in the process. This occurs when a word of more than one syllable is reduced to a shorter form.

Examples:

- facsimile (fax)

- advertisement (ad)

- Fanatic (fan)

- influenza (flu)

- cabriolet (cab)

-condominium (condo)

2.2.6 Backformation

Yule (2006) stated that backformation is a very specialized type of reduction process. Typically, a word of one type (usually a noun) is reduced to form a word of another type (usually a verb). Another definition of backformation is the process by which new words are formed by the deletion of a supposed affix from an already existing word

(cf. Quirk et al., 1985; Fromkin& Rodman, 1983; Richards et al. 1985). For example, the verb *peddle, edit, hawk, enthuse, stoke, swindle, televise, donate, sculpt, buttle* have been created form the pre-existing nouns *peddler, editor, hawker, enthusiasm, stoker, swindler, television, donation, sculptor and butler*. The nouns have been thought to be derivatives of verbs on the analogy of cases such as *revision, creation, formation, transmission,* which are true derivatives form the verbs *revise, create, form, transmit*.

2.2.7 Conversion

Conversion is the process by which new words are created by using a word in new functions (i.e., by shifting, changing or converting its original grammatical class to another class), without any change in its form (cf. Godby et al., 1982; Byrne, 1978; Pei, 1966). Yule (2006) also stated that conversion is a change in the function of a word. As for example when a noun comes to be used as a verb (without any reduction). Other labels for this very common process are 'category change' and 'functional shift'. The conversion process is particularly productive in modern English, with new uses occurring frequently. The conversion can involve verbs becoming nouns, with guess, must and spy as the sources of a guess, a must and a spy. Phrasal verbs (to print out, to take over) also become nouns (a print out, a takeover). One complex verb combination (want to be) has become a new noun, as in *He isn't in the group, he's just a wannabe.* Verbs (see through,

stand up) also become adjectives, as in see-through *material* or *a stand-up comedian*. Or adjectives, as in *a <u>dirty</u> floor, an <u>empty</u>*room, *some <u>crazy</u> ideas* and *those <u>nasty</u> people*, can become the verbs *<u>to dirty</u>* and *<u>to empty</u>*, or the nouns *a crazy* and *the nasty*.

Examples:

butter (n.) → (v.) she buttered the bread

permit (v.) → (n.) You can't park here unless you have a permit

empty (adj.) → (v.) Paul emptied the glass and washed it

must (v.) → (n.) Doing your homework is a must

There are some other common cases of conversion (cf. Quirk et al., 1985):

1. **Conversion to noun**

   a. **From verbs**: answer, attempt, bet, blow-out, bore, catch, cheat, coach, cover, desire, dismay, divide, doubt, drive-in, fall, find, hand-out, hit, laugh, lay-by, lift, love, raise, release, retreat, rise, search, show-off, shut-down, smell, stand-in, swim, taste, throw, turn, walk, want, wrap, walk-out, wrench, etc.

   b. **From adjectives (1)**: bitter (type of beer), comic, daily (newspaper), final (race), marrieds (married people), natural (a naturally skilled player), roast, red, regular (customer), wet, etc.

   c. **From adjectives (2)**:(the) ignorant, (the) poor, (the) poorest, (the) rich, (the) wealthy, (the) wealthier, (the) wicked, etc.

d. **From closed-class words**: buts, downs, how, ifs, a must, ups, why, etc.

e. **From affixes**: isms.

f. **From phrases**: also-rans, been-to, do's and don'ts, down-and-out, free-for-all, has-been, high-ups, know-it-all, low-down, etc.

2. Conversion to verb

a. From nouns: baby, bicycle, boat, bottle, brake, butter, canoe, carpet, catalogue, cash, chaperon, coat, commission, core, corner, cripple, elbow, father, fiddle, finger, floor, garage, glue, grease, group, gut, hand, knife, mail, mask, mother, motor, muzzle, nurse, oil, parrot, peel, pit, pilot, plaster, porch, position, rack, shelve, skin, etc.

b. From adjectives: calm, calm down, dirty, dry, empty, humble, lower, narrow, sober up, smooth out, soundproof, weary, yellow, etc.

3. Conversion to adjectives from nouns: (in both predicative and attributive) brick, cotton, nylon, reproduction (furniture), wool, Worcester (porcelain), etc.

2.2.8   Acronyms

Acronym is new words formed from the initial letters of a set of other words. It is also the process whereby a new word is formed from the initial

letters of the constituent words of a phrase or sentence. According to Quirk et al. (1985), there are two main types of acronyms, namely:

1. Acronyms which are pronounced as a word. For examples:

   - UNICEF ('United Nations International Children's Emergency Fund')

   - UNESCO ('United Nations Educational, Scientific, and Cultural')

   - NASA ('National Aeronautics and Space Administration')

   - COBOL ('Common Business Oriented Language')

2. Acronyms which are pronounced as sequences of letters called as **alphabetisms.** For examples:

   - CD ('compact disk')   - C.O.D ('cash on delivery')

   - TV ('television')   - M.C. ('Master of Ceremony')

2.2.9   Derivation

According to Yule (2006) derivation is accomplished by means of a large number of small of the English language. It is not usually given separate listings in dictionaries. These small 'bits' are generally described as affixes. Some familiar examples are the elements *un-, mis-, pre-, -ful, -less, -ish, -ism* and *-ness* which appear in words like *unhappy, misrepresent, prejudge, joyful, careless, boyish, terrorism and sadness.*

- **Prefixes** are bound morphemes that are added to the beginning of the word. For example *un-* in *unnoticed*, *a-* in *amoral*, *sub-* in *subway*, *mis-* in *misrepresent*, etc.

- **Suffixes** are bound morphemes which are attached to the end of the word. For example *-able (noticeable), -less (careless), -s (seeks), -en (shorten),* etc.

- **Infixes** are bound morphemes that are inserted within the words. Infixes are represented by the morphemes preceded and followed by a hyphen. Such as *-um-*.

	Verb	Noun
('to drill')	see	srnee
('a drill')		
('to chisel')	toh	trnoh
('a chisel')		

From these examples, we can see that there is a regular pattern whereby the infix -rn- is added to verbs to form corresponding nouns. If this pattern is generally found in the language and we know that the form krnap is the Kamhmu noun for 'tongs', then we can work out the corresponding verb 'to grasp with tongs'.

2.2.10 Multiple Process

Yule (2006) gives explanation that in English language is not always a single word formation process. It is the operation of more

than one process at work in the creation of a particular word. For example, the term deli seems to have become a common American English expression via a process of first borrowing delicatessen (from German) then clipping that borrowed form.

2.3. English Borrowing

Borrowing is the process of taking new term from other languages and adapting it in native language. Borrowing is also called as loanword or loan-word. It is considered as the most common process of the emergence of new word in English.

The focus of this research is on English borrowing words. The borrowing refers to the process of the speakers who are adopting words from a source language into their native language. There is no literal borrowing process of loan and also borrowing. It means that there is no transferring process from one language to another and also no reverting words to the source language.

English has many borrowing words. In 1973, a computer survey about 80.000 words in the old Shorter Oxford Dictionary was published in Ordered Profusion by Thomas Finkenstaedt and Dieter Wolff. The flexibility of English's syllable structure, while possibly a contributing factor is certainly not essential. The syllable structure does mean that words do not usually need to be heavily modified in borrowing. The English pronunciation of borrowing words often different from the

original pronunciations to such a degree that a native speaker of the language it was borrowed from is not able to recognize it. English has often borrowed words from the other languages and cultures of the British Colonies. English also gets borrowing words in which foreign sounds are part of foreign pronunciations.

According to Betz (1959) and Duckworth (1977) classified borrowing into three classifications, those are:

1. Importation, it is classified into two kinds , those are:

    a. Foreign word: non-integrated word from a foreign language and spelt as it is. For example: the word *café* from French.

    b. Loan word: integrated word from a foreign language, orthography adapted for the receiving language. For instance: music which is borrowed from the word *musique* from French.

2. Partial Substitution

    It means composite words, in which one part is borrowed and another one is substituted. Such as an Old English word *Saturnesdæg*'Saturday' which is derived from Latin word (*Saturni dies*).

3. Substitutions

    a. Loan coinage

        (1) Loan formation

- Loan translation

  The translation of the elements of the foreign word, e.g. *Monday* coming from Latin word *Lunae dies.*

- Loan rendering

  The translation of part of the elements of the foreign word, e.g. the word *brotherhood* derived from Latin word *frater-nitas* (frater 'brother' + suffix).

- Loan creation is coinage independent of the foreign word, but created out of the desire to replace a foreign word, e.g. an English word *brandy* from French word *cognac.*

(2) Loan meaning

It is an indigenous word to which the meaning of the foreign word is transferred. Such as an Old English word *chint* 'servant + disciple of Jesus' which is derived from Latin word disciplus 'student, disciple of Jesus'.

From the classifications stated by theory above, it can be said that Betz and Duckworth's theory is more complete than others. Therefore, the writer chooses this theory to analyze her data. Besides, it gets deeper information.

2.3.1 English Words Borrowed from Latin Vocabulary

The main characteristic of English language is the dense vocabulary. It is about 80 percent word in English language originated from other languages. It could be the modern English language really complex. Therefore, English language is not easy to be posted.

The English language which many borrowed words from other languages, especially in Latin vocabulary about 29 percent. The adoption of this foreign language appeared for centuries ago. Since the user of English language begin to communicate with the people from other cultures.

2.3.2 English Words Borrowed from French Vocabulary

A great number of words of French origin have entered the English language to the extent that many Latin words have come to the English language. According to different sources, 45% of all English words have a French origin. This fact suggests that 80,000 words should appear in this list; this list, however, only includes words imported directly from French, such as both joy and joyous, and does not include derivatives formed in English of words borrowed from French, including joyful, joyfulness, partisanship, and parenthood. It also excludes both combinations of words of French origin with words whose origin is a language other than French.

2.4. Previous Studies

There have been some similar studies conducted by previous researchers on the same topic of word formation. First, as stated by Anggraeni (2008) from UPI conducted are search on French borrowed words in English and investigated the morphological process occurs and also the way of adapting the French word into English. The result shows that there are six kinds of morphological processes found, namely: deletion, addition, change, doubling, singling and combination processes. Moreover the borrowed words found are adapted to fit the equivalence on English native system.

Second, Ali (2009) conducted a study on "Morphological Analysis on The Word Formation Found in The Terms of Microsoft Word 2007 Program" he analyses word formation process in his thesis by using Yule theory. The changes of those terms were not significance and the dominant process of this study is inflection.

Third, Indrayanti (2011) also conducted the use of loanwords from French to English cuisine terms used in Ratatouille movie. She found that almost of culinary terms in English are created by borrowing from French since its cuisine is the most famous cuisine in the world. There are three processes of borrowing found in her research; those are importation, partial substitution and substitution.

Last, Ruhyani (2012)conducted a study "English Borrowing and Compound Words Found in Akeelah and the Bee Movie". She analyzed English borrowing and compounding in both two English movies. She takes English

words which are borrowed from Latin, Greek and French languages and adapts it into its language.

From the fourth previous study above, the writer concluded that in the present research there is the different angel in analyzing the data and also the kind of the data from the article of World Student magazine. She focuses on borrowing words adapted from Latin and French languages. In analyzing the data, the present research used the Werner Betz and Duckworth theory of borrowing.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the data findings and also discussion of the findings based on two research questions. The writer presents the result of data analysis.

3.1. Findings

The researcher explains about the article first, then, she analyzes the data finding which contain of describe the kinds of borrowing based on Werner Betz and Duckworth's theory. Then, she describes the formation of words are borrowed from Latin and French found in the magazine. Before the researcher doing the analysis, she presents the findings of English word based on the classification of borrowing words as follows:

Datum 1

Fortunate

*I was very **fortunate** to garnish first hand evidence that the power of the student voice is a force for change and a vehicle for worldwide possibility thinking.*

The writer was getting the advantage for this event because it can change the world and thinking widely.

The word *Fortunate* was included in importation classification as loanword. They were integrated from Latin into English. The orthography adapted for the receiving language. The word *fortunate* has the basic of English word *Fortune*. The word *Fortune* categorized as noun. The word *fortunate* was taken

from Latin word *fortuna*means *'a goddess personifying luck or chance'*. But in English, the meaning is 'advantage'. The meaning of the both in Latin and English has relation with a chance that can give the advantage. While concerning about article is that the writer was very lucky because can use their arms to produce a creation of the thoughts.

The formation of this borrowing word of *fortunate* was from the basic English word *fortune.* It is adopted from Latin *fortuna.* Morphologically changing of the word "fortunate" was changed the last letter *a* become *e*. The word *Fortunate* originated from the root *fortune* + derivational suffix *ate* that changes noun to adjective. on the other hand, take "fortunate" we might think that "tune" is the root, since "for-" is a common derivational prefix (in "forgive" and "forget"), and "tune" is a root in other words ("he tuned the guitar"). But does the meaning of "fortune" in have anything to do with the meaning of "tune" in "he tuned the guitar"? Not really. Since it does not, it is not the same unit of meaning in both places, and in "fortunate". It is not a unit of meaning at all. Therefore, it cannot be the root, the root has to be "fortune".

Datum 2

Reinforce

*The event did so much to **reinforce** the old **cliché** that age is but a number as we were treated to a real display of the wisdom of youth.*

The student stated that age is not the influence to be a success. Even the existence of the event they can show their real works.

The word *reinforce* was included in importation classification as loan word that adopted from French because integrated from French into English. That word was adapted for the receiving language. The word *reinforce* was taken from French *renforcer*means 'strengthen'. In English means 'strengthen or support'. Both of *reinforce* and *renforcer* have the same meaning which is concerning to the article. The existence of inaugural COBIS Model United Nations event could make strong for students. They realized that to be wisdom of youth is not because of age but caused them always support to others.

The borrowing word *reinforce* was formatted by inflectional *re* + inflectional *in* + the root *force*. The inflectional *re-* has the meaning "return", inflectional *in-* has the meaning "negative position of true meaning", and the root *force* has the meaning "strenghten". The changing process from Latin renforcer to English reinforce has different in pronunciation, especially in the last phoneme by omitting –*er*in the last of sound.

Datum 3

Cliché

The term *cliché* was borrowed from French. The kind of borrowing based on Werner Betz and Duckworth's theory is importation classification as loanword. It integrated from French into English language. The word cliché adapted from French *clicher* means 'to stereotype'. But the word *cliché* means 'a phrase or opinion'. It has closer phoneme but different meaning. The word *clicher* has the meaning is 'to stereotype'. The people can interpret that the meaning like imitate

to others or called as plagiarism. Whereas, the word cliché has the meaning is 'phrase or opinion'. The interpretation of the meaning is over used and shows a lack of original thought.

The word *cliché* has no morphological process *cliché* is the form of root. The changing process from Latin clicher to English clich*é* has different in pronunciation, especially in the last phoneme by omitting -*er* in the last of sound.

Datum 4

Refugee

*With students not only discussing everyday realities like the **refugee** crisis, the threat of terrorism, or global warming but offering **viable** solutions to these modern challenges.*

The students of COBIS not only discussing about the reality life, such as crisis of terrorism or global warming but also they discuss about the solutions to be life in the modern life.

The word *refugee* was originated from French word. It was included in importation classification as loanword. The integration the word from French into English and adapt for the receiving language. The word *refugee* was taken from French word *réfug¡é*, the meaning is 'gone in search of refuge'. While the meaning of *refugee* is a person who has been forced to leave their country in order to escape war, persecution or natural disaster. Thus, both *refugee* and *réfug¡é* have the same meaning.

The formation of the French *réfug¡é*to English *refugee* has no morphological process, the word refugee is form of root. The little change that happened of the word with integrated word with considering English orthographic system by change the letter i become e. The English word of refugee has same in pronunciation but different phonetic transcription. The same pronunciation has the same meaning.

Datum 5

Viable

The word *viable* was borrowed from French *vie*. It was included in importation classification as loanword based on Werner and Duckworth's theory because it integrated word from a foreign language. The word was adapted for the receiving language. The meaning of *vie* is 'life'. But in English, the word *viable* means 'capable of working successfully'. Both of them have the meaning which is relevance. The people who have the ability of work, it means that they are struggling for life.

The borrowing word of *viable* formed by integrated word the word *vie* become *viable* is change the part of speech. The French word of *vie* is categorized as verb. Then, the people who speaking English change the word become via by changing the letter e become a. So, the word viable was categorized as adjective by adding the suffix 'able', so that via + able become *viable*. It was formed by people who speaking English language with considering English orthographic system. It could be extended the new forms with original words.

Datum 6

Annual

*While our events and competitions encourage students to express themselves, our **Annual** Conference which takes place in London in May gives international school leaders and governors the chance to tell the story of their school and **the** students that light up every day.*

The purposes of establishing events and competitions for students are in order to appear their best performance. While they establish the Annual Conference in London and the leaders and governors is given an opportunity to speech about their school and also activist student every day.

The word *annual* was included in importation classification as loan word. It was borrowed from Latin word *annus* means 'year'. While the meaning in English is 'occurring once every year'. The English word of *annual* categorized as adjective. The relation of article above Cobis is establishing the conference once in every year. Therefore, both *annus* and *annual* have different meaning.

The word *annual* has no morphological process because *annual* is a root. That word categorized as adjective by people who speaking English to increase the use of unique grammatical. The different in pronunciation is in the last sound, but the meaning is related.

Datum 7

Doubt

*When my teachers first asked me if I wanted to participate in a trip to Cambodia I wasn't totally convinced – this seemed a great opportunity but I had my **doubts**, especially when they told me about the need for vaccinations.*

The article above aimed that if want to participate in travelling to Cambodia must not make students believe totally but only needed to more explore.

The word *doubt* was originated from Latin *dubitare*. The kind of borrowing of that word is loanword of importation classification because integrated word from foreign language. The word adapted for the receiving language of its language. The word *dubitare* means 'hesitate'. While in English means 'a feeling of uncertainty'. So that both of *doubt* and *dubitare* have the same meaning that people who are feeling indecision.

The word *doubt* has no morphological process because *doubt* is a root. That word categorized as adjective by people who speaking English to increase the use of unique grammatical. The different in pronunciation is in the last sound, but the meaning is related.

Datum 8

Genuine

*When we arrived at the Swy village the children were thrilled to see us and immediately wanted to play. The **genuine** kindness we saw characterizes everyone we met in Cambodia.*

When Matteo and partners met with students of United World Schools, they seemed like happy about their coming. Their characterization is also very kindness.

The word *genuine* was taken from Latin word *genuinus*from *genu* means 'knee'. While the word *genuine* means 'truly what it is said to be'. Based on Werner Betz and Duckworth, it was included in importation as loan word because integrated word from Latin language. Both *genuinus* and *genuine* were clear that have a different meaning from the original word. Relating to the article above the word *genuine* indicates that in fact, the characteristics of children in Cambodja are really kindness.

The word *genuine* has no morphological process because *genuine* is a root. That word categorized as adjective by people who speaking English to increase the use of unique grammatical. The different in pronunciation is in the last sound, but the meanings were not related.

Datum 9

Chorus

*When the plane eventually touched ground in the dark hours of the evening, a **chorus** of frenzied squeals burst from our group of over-excited teenagers – it didn't quite seem real that we were actually here.*

Concerning to the article above claimed that desirability must be proven. If can be imagine using mind, have to do with a mind. It can happen with the reality. So that doing something which is appropriate with our interest.

The word of *chorus* was borrowed from Latin *khoros*. The kind of borrowing of *chorus* was loanword of importation classification because it integrated word from foreign language. The word *khoros* means 'space'. But in English means 'a part of a song which is repeated after each verse'. Both *chorus* and *khoros* have different meaning.

The word *chorus* has no morphological process because *chorus* is a root. That word categorized as noun. The different in pronunciation is in the last sound, but the meaning is different. The little change from Latin word *khoros* into English *chorus* is changed in the first and the last letter. The letter k changed into c, the letter o changed into u.

Datum 10

Anxious

*I attended an international high school, so my intent was always to study abroad. I think that because of that drive, I really did not have the common fear of moving alone and being away from home. As a matter of fact, I was **anxious** to get to Nottingham and experience everything that comes with a life abroad, at university.*

The people who gathering to a head to looking for knowledge in abroad, they will not be afraid for being away from home. Certainly, having anxious feeling to go to Nottingham University and get the experience.

The word *anxious* was originated from Latin word *anxius*. Based on Werner Betz and Duckworth's theory, the word *anxious* was included in importation as loanword. It integrated the Latin word *anxius* into English word *anxious*. The meaning of *anxius* from *angere* means 'to choke'. In English, the

meaning of anxious is 'experiencing worry'. They integrated word from Latin language for the receiving language into its language. The meaning of both *anxious* and *anxius* have different meaning.

The word *anxious* has no morphological process because *anxious* is a root. That word categorized as adjective. The two words *anxius* and *anxious* were same in pronunciation, but different in phonetic. The changing from Latin anxius into English *anxious* was changed in the last syllable by adding the letter o.

Datum 11

veterinary

The university has four campuses: the biggest of them all, University Park, has most of the scholastic buildings and is where you'd find most of the students studying sciences, law, history and arts; the Sutton Bonington campus is a **veterinary** *and biosciences campus; King's Meadow hosts professional services and business support departments; and the more modern Jubilee Campus is home to a wide variety of the university's newer departments and schools.*

The word *veterinary* was borrowed from Latin *veterinarius*. It adapted into English for people who is speaking English and needed as an adjective. The word *veterinary* was included in importation as loan word. Because integrated word from Latin into English language. The word *veterinarius* means 'cattle'. While in English is 'relating to the diseases, injuries, and treatment of farm and domestic animals'. It is clear that both have the different meaning.

The word *veterinary* has no morphological process because *veterinary* is a root. That word categorized as adjective. The pronunciation of two words *veterinaries* and *veterinary* were different in the last phonetic. The changing from

Latin veterinarius into English *veterinary* is changed in the last letter by changing

us into *nary*.

Datum 12

Athlete

My definite favorite aspect of the University of Nottingham is its dedication to sports. I have always been an active **athlete***, and competed in everything that I could in high school.*

Sport is the one of favorite aspect in the University of Nottingham. Kris as the athlete of sports always competed in everything when he was in high school. Because of that, he was always been an active athlete.

The word of *athlete* was borrowed from Latin word *athleta*. It was included in importation as loan word because they integrated from Latin into English. The word *athlete* means 'compete for a prize'. While the word *athlete* means 'a person who is proficient in sports'. It has the same meaning that a person who always to be an active to compete in sports.

The word *athlete* has no morphological process because *athlete* is a root. That word categorized as noun. The pronunciation of two words *athlete* and *athleta* are near, but different in the last phonetic by changing the letter a into the letter e. The meaning of word athleta and athlete are related.

Datum 13

Captivation

*Everywhere I looked I saw how technology affected our lives, and how each day it was continually changing. As I experienced this more and more, my **captivation** increased and I began to understand how dependent we are on such things.*

According to the writer's experiences, she looked and saw the technology affected in our lives. So that she knows the changing of technology in everyday. It could make angered for his self.

Captivation is the English noun. It was originated from Latin *captivat-*. According to Betz and Duckworth's theory, the word *captivation* was included in importation classification as foreign word. It was non-integrated word from a foreign language. So that it is not change the word that is adapted into English. The meaning of *captivat-* is 'take captive'. While the meaning of captivation is 'the entices of heart'. The meanings of both were same meaning. According to the article above the word *captivation* means that writer's anxiety to the technology until can attract her heart. Therefore, she wants to understand more and more that technology important for our lives.

The formation of the word *captivation* is actually there is not integration the word, but it is only added by suffix-*ion*. It was indicated to noun, so that the word *captivat-* becomes *captivation*. The word *captivation* formed from the root *captivate* + derivational suffix *-ion* that change the part of speech from verb into noun. The meaning of morphological process of *captivate* to *captivation* was

same. Besides, the meaning of changing word *captivat-* into *captivation* was related.

Datum 14

Relatable

*NTT Docomo was another enthralling museum that focused more on mobile technology. This seemed more **relatable** to us, as mobiles are central to a teenager's life nowadays and it was intriguing to see what was being worked on, as much of what we saw had not been released onto the market yet.*

Mobiles technology is important life for teenagers nowadays. Because of that it focused on the museum in NTT Docomo where can enthrall them. The technology of mobiles is very **relatable** for their life because they can see the quality of mobile's worked on.

The word *relatable* was borrowed from Latin *relat-*. The word of *relatable* was included in importation classification as foreign word. It was non-integrated word from a foreign language. The Latin word of *relat-* means 'bringback'. But in English the word *relate* means 'give an account of'. The meaning of both *relatable* and *relat-* were different meaning. Concerning to the article the word *relatable* means is having the relation between mobiles technology and teenagers for life.

The word formation of *relatable* was from the root *relate* + derivational *able* with adding by suffix *(-able)*. There was also changed the part of speech from verb to adjective. The meaning of relat- and relatable were different.

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reinforce, cliche, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete. The second common borrowing class40-47ification of words is foreign word. Those are captivation and relatable. The last is loan meaning only in word "magnitude".

3.2. Discussion

Based on data analysis in the findings above, the following discussion refers to the research questions arranged in the first chapter, which deal with borrowing words from Latin and French also the way of borrowing words are formed in *World Student* magazine.

In the area of borrowing words that often used in *World Student* magazine based on the analysis of English borrowing words from Latin and French, there were many words in World Student magazine which was included as loan word in classification of importation, such as *fortunate, reinforce, cliché, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete.*

The importation classification of loan word was integrated word from a foreign language, orthographically adapted for the receiving language. Loan word refers to the process of speakers adopting words from a source language into their native language. Loan is metaphors, because there was no literal lending process. There was no transfer from one language to another, and no "returning" words to the source language. They simply come to be used by a speech community that speaks a different language from the one they originated. It can be observed from the example below:

*I was very **fortunate** to garnish first hand evidence that the power of the student voice is a force for change and a vehicle for worldwide possibility thinking.*

The word *Fortunate* was included in importation classification as loan word. They were integrated from Latin into English. The word fortunate called as loan word because the formation of this borrowing word of *fortunate* is from the basic English word *fortune*. It was adopted from Latin *fortuna*. The people who spoke English, they were changed the word "fortunate" by changing the last letter *a* become *e*.

Morphologically changing of the word "fortunate" was originated from the root *fortune* + derivational suffix *ate* that changed noun to adjective. On the other hand, take "fortunate" we might think that "tune" is the root, since "for-" is a common derivational prefix (in "forgive" and "forget"), and "tune" is a root in other words ("he tuned the guitar").

Besides, in substitution classification of loan meaning was a minimum appearance in a word which is analyzed. Loan meaning is an indigenous word to which the meaning of the foreign word was transferred. For example:

*The world around us is a metropolis for continuous and rapid innovation of astounding **magnitude** and every day we take new steps towards discovering fresh ways to improve the world around us.*

The word *magnitude* was borrowed from Latin word *magnitudo*. The kind of borrowing word of *magnitude* in substitution classification as loan meaning because the word magnitudo has the meaning is "great". Then, the word in English, the meaning of the word magnitude is "great size". Therefore, the meaning of the foreign word was transferred. On the other hand, there was a little

change from Latin word *magnitudo*into English *magnitude* was changed in the last letter. The letter *o* changed into the letter *e*. So, the word magnitude and magnitudo were indicated as noun.

Last, there were some words were included in importation classification as foreign word in World Student magazine, there were *captivation and relatable*. Foreign Word is non-integrated word from a foreign language and spelt as it is. The people who first used the new word might use it at first only with speakers of the source language who know the word, but at some point they come to use the word with those to whom the word was not previously known. To these speakers the word may sound 'foreign'. At this stage, when most speakers do not know the word and if they hear it think it is from another language. For example:

Everywhere I looked I saw how technology affected our lives, and how each day it was continually changing. As I experienced this more and more, my **captivation** *increased and I began to understand how dependent we are on such things.*

The word *Captivation was* included in importation classification as foreign word since it was non-integrated word from a foreign language and spelt as its word. There were not integration the word Latin *captivat-* and *captivate*, but there were same in spell. The morphological process of the word *captivation* is actually there was not integration the word, but it was added by suffix-*ion*. It indicated to noun, so that the word *captivate*becomes *captivation*. The word *captivation* formed from the root *captivate* + derivational suffix *-ion* that change the part of speech from verb into noun. The meaning of morphological process of *captivate* to *captivation* is same. Besides, the meaning of changing word *captivat-* into *captivation* is also related. (see table 1)

Table 1

From those analyses above, it can be conclude in the table below:

Data	English Words	Latin word	French word	Loan word	Foreign word	Loan meaning
1	Fortunate	✓		✓	-	-
2	Reinforce	-	✓	✓	-	-
3	*Cliché*	-	✓	✓	-	-
4	Refugee	-	✓	✓	-	-
5	Viable	-	✓	✓	-	-
6	Annual	✓	-	✓	-	-
7	Doubt	✓	-	✓	-	-
8	Genuine	✓	-	✓	-	-
9	Magnitude	✓	-	-	-	✓
10	Captivation	✓	-	-	✓	-
11	Chorus	✓	-	✓	-	-
12	Relatable	✓	-	-	✓	-
13	Anxious	✓	-	✓	-	-
14	Veterinary	✓	-	✓	-	-
15	Athlete	✓	-	✓	-	-

Based on the explanation above, the researcher found that there were some borrowing words which identified as loan word of importation classification, foreign word of importation classification and loan meaning of substitution classification. Mostly, they were used in importation as loan word because there were many words adapted from Latin and French in its languages. On the other hand, they also adapted those words in order to made the speaker easier to speak. Besides, the researcher though that it would enrich English vocabularies. As the result, kind of borrowing classification which most frequently used in the *"World Student"* magazine is loan word classification. The data are classified as loan word when there is a word which is integrated from Latin and French, such as:

fortunate, reinforce, cliché, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete. While loan meaning is infrequently found in World Student magazine, there was only one datum, *magnitude.*Besides, The process of importation classification the speakers adopting words from a source language into their native language. On the other hand, The people who first used the new word might use it at first only with speakers of the source language who know the word, but these speakers the word may sound 'foreign'. In substitution, the people who subtituted the meaning of word into native language. So the meaning from foreign language was transferred. The researcher also found morphological process that happened in borrowing words, such as derivational suffix *-ate,* inflectional prefix *re-,* inflectional prefix *–in* derivational suffix *–able,* derivational suffix *–ion*. As the result, the morphological process mostly used in World Student magazine was derivational suffix.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter, the researcher will present the conclusion and suggestion of the research. The conclusion that becomes the answer of the problems formulated in this research. After that, the following is the suggestion which refers to the research findings and discussion.

4.1. Conclusion

After analyzed the data, the researcher concluded fifteen terms of borrowing words in *"World Student"* magazine. They are Fortunate, Reinforce, Cliché, Refugee, Viable, Annual, Doubt, Genuine, Chorus, Anxious, Veterinary, Athlete, Captivation, Relatable, and Magnitude. Those fifteen terms of borrowed words have the word formation processes.

The most frequently used in the *"World Student"* magazine was loan word of importation classification. The data were classified as loan word when there is a word which integrated from Latin and French, such as: fortunate, reinforce, cliche, refugee, viable, annual, doubt, genuine, chorus, anxious, veterinary and athlete. Then, there are two words were categorized as foreign word of importation classification, such as: captivation and relatable. While substitution classification as loan meaning was infrequently found in World Student magazine by only one datum already found, there was the word *magnitude.*

The researcher found the morphological process in some borrowing words. From those words, there were consisted of derivational suffix -able and –ion; and inflectional prefix re- and in-. In inflectional, the morphological process does not change the part of speech in word, but it change the meaning of the word. Different with inflectional, derivational of the morphological process does not change the meaning but change the part of speech of the word. So that the morphological process that most frequently used in *World Student* magazine was derivational suffix.

4.2. Suggestion

Word is the unit of a single distinct meaningful element of speech or writing, used by others to form a sentence. It was the most important part of communication that always develops through many ways. Although the words that are created without any difficulty by anyone, but also it was important to do the research through the branch of word formation is borrowing in a few of the fact that we will know the origin term, meaning and process the words were formed of the borrowing words itself. The finding and the discussion of this study stated that interesting to know the origin word in the magazine that adapted from other languages.

The next researcher who are interested in doing research in the same field can have study in other part of borrowing. It can be more specific than the previous studies, so it enlarges the knowledge dealing with morphological area. Moreover, the next researchers can also use the other object of study besides the

article in World Student magazine. It can be in the form of speech, mass media, newspaper, book and other sources that can be analyzed through borrowing analysis.

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COBIS AND *WORLD* STUDENT MAGAZINE

Starting with something which you already know, being connected and sharing personal stories is what makes us all tick and the world turn. Regardless of age, gender, ethnicity, sexual orientation or geographic location we all have valuable stories that should be told and listened to.

For example, the readership of this stimulating magazine written by talented world students is distributed to all corners of the globe and to all schools within the COBIS family of schools which spans more than 70 countries worldwide. Each edition is packed full of inspirational, thought-provoking and colourful articles, each offering a different perspective on life as a student.

Leafing through the pages is an enriching experience with articles connected to innovation, culture, travel, learning, personal development, global awareness, political debate and the philosophical question of 'can we really make a difference?' Resoundingly and with confidence my position is that individually and collectively, we can.

I was very fortunate to garnish first hand evidence that the power of the student voice is a force for change and a vehicle for worldwide possibility thinking. The inaugural COBIS Model United Nations event, held in Romania in March and hosted by the admirable International British School of Bucharest, allowed students to step into the shoes of a United Nations delegate, experiencing the world of diplomacy and negotiation. It was truly an inspiring affair and the level of both preparation and debate was outstanding. The event did so much to reinforce the old cliché that age is but a number as we were treated to a real display of the wisdom of youth. With students not only discussing everyday realities like the refugee crisis, the threat of terrorism, or global warming but offering viable solutions to these modern challenges. This year was only the start, and COBIS is working hard to ensure that we offer students the opportunity to have their voices heard, through whatever medium possible.

While our events and competitions encourage students to express themselves, our Annual Conference which takes place in London in May gives international school leaders and governors the chance to tell the story of their school and the students that light up every day. Storytelling, the theme of the 35th Annual COBIS Conference, is a way not only to be entertained but for us all to learn and reflect. COBIS works for the benefit of both personal and professional development but we also stand strongly for the provision of better learning and life chances for children and young people. That's the whole motivation and drive for all our conferences, political-influencing activities, residential student summer schools and student competitions.

Finally, I'd like to remind all readers that this copy of World Student is just one in a series of enriching magazines so please do share this and other past editions, online and via various social media channels. We always welcome new contributions so article submissions for future editions would be much appreciated. Most of all though, enjoy reading this new issue! ●

Colin Bell, COBIS CEO

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THE BEATING HEART OF INNOVATION

CHRISTINE MATHIESEN DESCRIBES HER EXPERIENCE OF TOKYO AND THE TECHNOLOGICAL ADVANCES BEING MADE THERE

The world around us is a metropolis for continuous and rapid innovation of astounding magnitude and every day we take new steps towards discovering fresh ways to improve the world around us. The ability we have shown to use our intellect and understanding to create things that were previously unimaginable has caused our entire civilisation to grow and grasp the bigger concept of how the world around us works. Technology and innovation has always fascinated me, so when I was offered the opportunity to visit the epicentre of technological advancement, I jumped at the chance.

My fascination with technology started in my younger years, back when the only way my brother and I would get along was to battle it out on the PlayStation 2. All throughout my childhood I noticed electronics around me improving, from the complexity of the games I played to the size of the phones we used. Everywhere I looked I saw how technology affected our lives, and how each day it was continually changing. As I experienced this more and more, my captivation increased and I began to understand how dependent we are on such things. It shouldn't come as a surprise that my only wish was to travel to Tokyo so I could breathe the air of the technological hub that helps power our modern day world.

Recently, my Information and Communication Technologies teachers organised a school trip to Tokyo, Japan, to help our eager, youthful minds get some perspective on what was currently happening in our chosen field of interest. After years of only being able to imagine what the brightest minds could invent, it was finally our turn to see it for ourselves. When the plane eventually touched ground in the dark hours of the evening, a chorus of frenzied squeals burst from our group of over-excited teenagers – it didn't quite seem real that we were actually here.

The long haul flight and the time difference seemed to be the only thing dulling our chaotic excitement, and it managed to dampen our energy enough to get us into bed as soon as

we reached our hotel. This resulted with the next morning bringing enlivened teenagers, ready for our adventure to begin. Throughout the week we were introduced to masses of different technology, culture and tradition. There was a particular science museum that impressed every student amongst us: The Miraikan is dedicated to showcasing Emerging Science and Innovation and refused to let us down. The most humanoid robot in the world, Asimo, made an appearance to play some football, interactive conversation stations could be tried and there was even some space food to eat, just like astronauts would consume on their space journeys. NTT Docomo was another enthralling museum that focused more on mobile technology. This seemed more relatable to us, as mobiles are central to a teenager's life nowadays and it was intriguing to see what was being worked on, as much of what we saw had not been released onto the market yet. This managed to enforce my love for technology, seeing all these endless possibilities, and making me long to become a part of the journey of innovation.

Contrary to what I had originally expected, what influenced me most throughout the trip was how culture has infiltrated the fast paced lifestyle that is practiced in Japan. Technology isn't only seen in the immense skyscrapers and forward thinking museums, but also the inspiring anime museums that play an integral part in the Japanese culture. The Suginami Animation Museum displayed technology dating back many years to show how anime had first been created. This was perhaps the most unique perspective we encountered, as we could see side by side the advancements we had made and therefore appreciate the magnitude of where we are today.

Tokyo is a beating heart of innovation and is awe-inspiring in every possible way. Never before had I felt so small, being amidst the brilliance that radiates out from the capital. This trip helped me realise that the possibilities that we have in this generation are infinite – we have everything in front of us, ready to be discovered. Never before has my future been so unclear, but unclear in a good way. The uncertain future that I hold in my hands is exactly as it should be because it means that I develop, change and improve it as I want. The world has opened up for us through technology and I have every intention of continuing down that path and seeing what else we have to offer. ●

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When my teachers first asked me if I wanted to participate in a trip to Cambodia I wasn't totally convinced – this seemed a great opportunity but I had my doubts, especially when they told me about the need for vaccinations. Yet after this short period of indecision, it became clear that this experience was exactly what I needed as I wanted to understand what is meant by cultural difference and inequality.

We travelled from Phnom Penh to Ban Lung through unpolluted countryside, surrounded by green fields. The market in Ban Lung sold many different types of food, from fresh meat to deep fried insects. Amid this vibrancy, I could only see extremely poor people and this struck me – before experiencing the inequality of the world first-hand, I just did not know how large the gap between countries and incomes could be.

When we arrived at the Swy village the children were thrilled to see us and immediately wanted to play. The genuine kindness we saw characterizes everyone we met in Cambodia. For the four nights that we spent in our partner village we slept in hammocks underneath the school. We were joined by the Cambodian representative of United World Schools, Coco, who shared all sorts of local insights with us and his experience of Pol Pot. Coco became a true friend, going out of his way for us. He is a great man, always smiling through difficult times, brave

beyond comparison to any stuntman, and I will never forget him or the example which he set.

In the village, I taught music and was thrilled to find the children seemed to enjoy it more than their other lessons. After lessons in the morning, the afternoon held 'special activities'. My friend Tommaso and I ran sessions of dominoes but it soon became a time of simply having fun with the children. In the evening we put a play on for the students, choosing "The Three Little Pigs". Together with the teachers, we revisited the plot trying to find a rural Cambodian equivalent for items in the story like a wolf and a brick house.

My experience in Cambodia has really made me think about Western society's waste and use of resources. I don't think anything we have is 'deserved' from birth, we are all the same. In a world full of hate and continuous competition, we should be inspired by the people in Cambodia. They seem to live with a smile on their face, with no material wealth but just with the hope of creating a better future for themselves and those whom they love.

This journey has made me reflect on the world, on poverty and exploitation. The ability to do this trip has been a privilege, I know few will ever get the chance to bond with people from an entirely different and remote culture. I must thank my parents and my school as well as United World Schools. Without them, this wonderful experience would not have been possible. ●

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LIVING EXTRA-CURRICULAR

KRIS TELLS US ABOUT WHY HE CHOSE TO GO TO A UNIVERSITY ABROAD AND HOW HE SETTLED IN

Nottingham came into my radar by chance. I was looking for universities in the UK that were offering Media and Communications as a course, and my former classmate told me how he was applying to The University of Nottingham because his brother had done his Master's here and had loved it. I looked up the university, and found that they offer the course I was looking for and decided that it was better to take the word of someone I know, who has gone to the University and enjoyed their time there, rather than basing everything off of what I find on the internet. That's how Nottingham found its way on the top of my UCAS list, and here I am today- about to finish my 2nd year at this wonderful university.

I attended an international high school, so my intent was always to study abroad. I think that because of that drive, I really did not have the common fear of moving alone and being away from home. As a matter of fact, I was anxious to get to Nottingham and experience everything that comes with a life abroad, at university. I came to Nottingham in mid-September of 2014—a few weeks before the term was to begin – to try to get to know the city I was going to spend my next three years in, and to sort out all the small necessities like getting a UK SIM card, bank account related things, etc before the big rush that would follow when everyone else would come a few weeks later. I was rather disappointed to find out that setting up a bank account can only be done once you are a registered student, and therefore there was no way of avoiding doing that part without having to deal with a massive crowd of students. It is probably noteworthy that since my classmate was also going to attend the university, we had each other to base our confidence on. The city center is beautiful and filled with historic sites for all your tourist needs. Oddly enough, my favorite part about Nottingham as a city is probably their extremely well-organised public transport: reasonably cheap for students, very regular, and absolutely always on time.

A VOLLEYBALL ENGLAND EVENT IN WOLLATON PARK. NEARBY, WOLLATON HALL WAS USED AS WAYNE MANOR IN THE FILMING OF NOLAN'S DARK KNIGHT TRILOGY.

ME NEXT TO THE VLTAVA RIVER IN PRAGUE, ON A TRIP WITH MY FELLOW HIGH SCHOOL GRADUATES BEFORE SETTING OUT TO NOTTINGHAM.

A BUCS LEAGUE GAME BETWEEN NOTTINGHAM AND OXFORD BROOKES UNIVERSITY. I'M ABOUT TO SERVE THE BALL.

sports clubs and societies that the University offers. They are all student run, and have a government system which is democratically elected each year. All of them had stalls, and students would spend hours walking around the massive venue to find societies that shared their interests or hobbies, and sports that they were willing to pursue. I decided to attend the basketball and volleyball trials, as well as join the Game Society. Both trials had around 50 students trying out for the many university teams, which are sorted out according to skill (Men's 1st, Men's 2nd, Women's 1st, etc). In the end, I decided to dedicate myself to volleyball, and that would turn out to be the best decision I have made during my time here.

I found, and still do find, the volleyball club to be my greatest motivator at the university. If any student is greatly passionate about something, I could not stress enough, the importance of joining a sports team or society. It is a fantastic way of spending your free time, and a great way to meet people from around the world. For me personally, the volleyball club is definitely like my family away from home. I know that if I'm ever feeling sad,

BREAK DURING AN OUTSIDE VOLLEYBALL TOURNAMENT ON UNIVERSITY PARK CAMPUS

The university has four campuses: the biggest of them all, University Park, has most of the scholastic buildings and is where you'd find most of the students studying sciences, law, history and arts; the Sutton Bonington campus is a veterinary and biosciences campus; King's Meadow hosts professional services and business support departments; and the more modern Jubilee Campus is home to a wide variety of the university's newer departments and schools. As it is custom for first year students to stay in halls, my choice fell with Newark Hall on Jubilee Campus. A questionable choice, considering that all my classes were on University Park (approximately 10–15 minutes by the free campus buses, or 20-25 by foot from Jubilee), however I would come not to regret my choice. I moved in a day earlier than everyone else, as I just wanted to make sure I was settled in before the big rush started. My confidence in living alone did not take any hits, as there was nothing that did not meet my standards, or caused me any inconvenience; I had my own shower and toilet, high-speed internet, a bed, and a desk. What more does a student need? Granted, I would not have minded a stove, but since this hall was catered, I suppose they saw no need to provide students with cooking appliances. As a matter of fact, they were very strictly prohibited. During the first weeks, you meet hundreds and hundreds of people, and form your circle of friends, which for me consisted of a former classmate, and people who lived near me in my hall.

My definite favorite aspect of the University of Nottingham is its dedication to sports. I have always been an active athlete, and competed in everything that I could in high school. The so-called "Fresher's Fair" is like a convention for all the different

or frustrated, playing with those people will boost my mood for sure. Soon enough, Volleyball became approximately 50% of what I do in Nottingham. I started off in the lowest tier team and for the first time in my life got the chance to compete in the British University and College Sports (BUCS) competitions, and represent my university. Now, I am the captain of the 2nd team, have just come back from the BUCS Super 8's with the 1st team, where I got to play against some of the best players in England, and am running for President of the club in this year's committee elections. I simply cannot imagine what I

APPENDIXES

The List of Data Findings

Data	English Words	Sources	Classifications
1	Fortunate	Latin *Fortuna*	Loanword
2	Reinforce	French *Renforcer*	Loanword
3	*Cliché*	French *Clicher*	Loanword
4	Refugee	French *Réfug¡é*	Loanword
5	Viable => Via + able	French *Vie*	Loanword
6	Annual	Latin *Annus*	Loanword
7	Doubt	Latin *Dubitare*	Loanword
8	Genuine	Latin *Genuinus*	Loanword
9	Magnitude	Latin *Magnitudo*	Loan meaning
10	Captivation => Captivate + ion	Latin *Captivat-*	Foreign word
11	Chorus	Latin *Khoros*	Loanword
12	Relatable => Relate + able	Latin *Relat-*	Foreign word
13	Anxious	Latin *Anxius*	Loan word
14	Veterinary	Latin *Veterinarius*	Loan word
15	Athlete	Latin *Athleta*	Loan word

APPENDIXES

Loan Words with English Equivalent

English Loan Words	English word	Equivalent Word
Fortuna	Fortunate	Advantage, chance, profit
Renforcer	Reinforce	Strengthen, support, consolidate
Clicher	Cliché	Phrase, opinion, premise
Réfugié	Refugee	Gone, escape war, leave
Vie	Viable	Capability, ability
Annus	Annual	Year, yearly
Dubitare	Doubt	Uncertain, hesitate
Genuinus	Genuine	Truly, really, in fact
Magnitudo	Magnitude	Great, big, intelligence,
Captivat-	Captivation	Ingratiate, entices of heart
Khoros	Chorus	A part of song, group vocal
Relat-	Relatable	Bringback, give an account, connect.
Anxius	Anxious	Worry, afraid
Veterinarius	Veterinary	Cattle, diseases, domestic animal
Athleta	Athlete	Compete of prize, compete in field events, proficient in sports,

CURRICULUM VITAE

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