



Research Article

Identifying and Categorizing Derivational Morphemes on Students' Thesis Abstracts: A Corpus-Driven Analysis

Anggun Purnomo Arbi

Universitas PGRI Delta, Sidoarjo, Indonesia; anggunpurnomo58@gmail.com



Copyright © 2024 by Authors, Published by **DIROSAT: Journal of Education, Social Sciences & Humanities**. This is an open access article under the CC BY License <https://creativecommons.org/licenses/by/4.0/>

Received : June 05, 2024

Revised : September 12, 2024

Accepted : October 29, 2024

Available online : November 18, 2024

How to Cite: Arbi, A. P. (2024). Identifying and Categorizing Derivational Morphemes on Students' Thesis Abstracts: A Corpus-Driven Analysis. *DIROSAT: Journal of Education, Social Sciences & Humanities*, 2(4), 365–378. <https://doi.org/10.58355/dirosat.v2i4.78>

Abstract. This study aims to analyze the use of derivative morphemes in thesis abstracts of STKIP PGRI Sidoarjo students, focusing on the contribution of these morphemes to the clarity and quality of academic writing. The problem raised is the lack of understanding of the role of derivative morphemes in academic writing. The method used is corpus-based analysis of five student thesis abstracts. The findings of this study show that derivative morphemes such as “-er”, “-ion”, and “-al” help in conveying information and clarifying the content of the abstract. The analysis identified how derivative morphemes contribute to the understanding of the content and structure of the research. In conclusion, a better understanding of the use of derivative morphemes can improve the quality of academic writing. Suggestions are given for the improvement of morphology learning curriculum at the higher education level, in order to strengthen students' writing skills.

Keywords: derivational morpheme, thesis abstract, corpus analysis, applied linguistics

INTRODUCTION

Effective writing is an essential talent for students in the realm of higher education (Hodgman, 2023; Rahnuma, 2023). Their capacity to express concepts and research findings precisely and concisely is demonstrated in academic writing, in addition to their comprehension of the subject matter. The use of morphology, particularly derived morphemes, is a crucial component of academic writing. To create new words with distinct meanings, derivative morphemes are components added to fundamental words. These words serve to expand vocabulary and improve writing's intricacy and clarity. When derivational morphemes are used correctly, students may communicate ideas more effectively. The usage of derivative morphemes can improve the clarity and caliber of academic writing, but in practice, many students still struggle with it. Therefore, it is important to conduct an analysis of the use of derivative morphemes in students' academic writing to understand the extent to which they master this important aspect of morphology.

Even though derivation morphemes are crucial for academic writing, a lot of students struggle to learn them. Students' struggles with derivational morphemes impact their academic writing, leading to less diverse and occasionally deviant morphological standards (Imran et al., 2023). Some pupils frequently overuse simple words without making use of morphemes that are derivative and can improve their writing. These errors lessen the language's complexity and may impair the reader's understanding. Furthermore, a shallow grasp of language structure is demonstrated by the non-use of derivative morphemes. Thus, in order to assess students' academic writing skills, this study attempts to find and examine how derivative morphemes are used in thesis abstracts. This research is expected to provide an overview of the extent to which students use derivative morphemes appropriately and how this affects the quality of their writing.

The study of morphology in academic writing, in particular the use of derivational morphemes in students' thesis abstracts, is a crucial field that is relatively understudied, especially in Indonesia (Jeiter & Smets, 2023). Although previous studies have focused on derivational morphology in English, there is a noticeable gap in understanding how derivational morphemes are used by students in academic writing in Indonesia, thus highlighting the need for a more comprehensive analysis in this area (Winnie et al., 2023). By studying the nuances of derivational morpheme usage in university students' thesis abstracts, this research aims to bridge this gap and provide important insights that can contribute significantly to the improvement of language pedagogy and academic writing practices in Indonesia, in line with the broader goal of advancing scholarly communication and linguistic competence among students in academic settings (Freudenthal et al., 2024).

Objective of the Study

The aim of this research is to analyze the use of derivative morphemes in student thesis abstracts. Based on the PICOS framework, the population studied was STKIP PGRI Sidoarjo students. The intervention was in the form of analysis of derivative morphemes in thesis abstracts. Comparisons were made by observing differences in the use of derivative morphemes between various abstracts. The

expected result was a deeper understanding of students' abilities in using derivative morphemes. and the research design used is qualitative descriptive analysis. Thus, this research aims to reveal the extent to which the use of derivative morphemes influences the quality of students' academic writing, as well as providing recommendations for improving language education.

Literature Review

Derivation morphemes are significant linguistic components that alter a word's meaning or grammatical classification, and they are indicated in the context given (Arbi, 2023; Arbi et al., 2022). These morphemes show how versatile and rich language is by allowing them to be joined to foundation words to form new words with distinct meanings or purposes. One example of how derivational morphemes aid in word creation and the expression of different notions is the transformation of the verb "teach" into the noun "teacher" by adding "-er".

Corpus linguistics, as a research approach, relies on computer software, electronic databases, empirical methods, and quantitative and qualitative analytical techniques to investigate large amounts of data (Skichko, 2023). The use of corpus resources in language teaching and research has been significant, especially in exploring language use within social contexts (Meng & Meng, 2023). Furthermore, corpus-based studies have been instrumental in analyzing various linguistic phenomena, such as popularization strategies in science journalism articles, providing insights into how language is used in specific contexts (Jian & Liemei, 2023). By employing corpus-driven analysis to study derivative morphemes in student thesis abstracts, researchers can empirically observe language patterns, understand the impact of these morphemes on academic writing clarity, and enhance scientific communication effectiveness through a data-driven approach.

RESEARCH METHODS

Research Design

Through qualitative description, the investigation into students' thesis abstracts analysed the derivational morphemes with the objective of understanding the morphology in academic writing as well as finding out the rules governing how these morphemes operate in this area (Mubshirah et al., 2023). It means that this approach was chosen to gain an in-depth understanding of the morphological features present in academic writing and to identify patterns and functions of derivational morphemes within this context.

Data Collection

The data for this study were collected from five thesis abstracts written by students of STKIP PGRI Sidoarjo. These abstracts were selected to represent a range of topics and research methodologies, ensuring a diverse corpus for analysis. The abstracts were sourced from the institution's thesis repository, with permissions obtained from relevant institutional authorities.

Data Analysis

The analysis of derivational morphemes involved several steps. Those steps are called identification of derivational morphemes, categorization, and Contextual Analysis. Those steps were described below:

1. Each abstract was read carefully, and all derivational morphemes were identified. This included prefixes and suffixes that change the meaning or grammatical category of the base words.
2. Identified morphemes were categorized based on their morphological functions (e.g., forming nouns, adjectives, or verbs). This step involved distinguishing between different types of affixes and their roles in word formation.
3. The usage of each derivational morpheme was analyzed within the context of the abstract to understand its contribution to the overall meaning and clarity of the text. This included examining how morphemes help in expressing research objectives, methods, results, and conclusions.

Validation

To ensure the reliability and validity of the findings, the data analysis process was subject to peer review. Two independent researchers with expertise in linguistics reviewed the identification and categorization of derivational morphemes. Discrepancies were discussed and resolved to reach a consensus.

Ethical Considerations

The study adhered to ethical standards in research. Informed consent was obtained from all participating students for the use of their abstracts. The data were anonymized to protect the privacy and confidentiality of the authors. Additionally, the study was approved by the institutional review board of STKIP PGRI Sidoarjo.

RESULTS AND DISCUSSION

Findings

Analyzing derivational words or morphemes in abstracts can offer deeper insights into the language used in academic research (Narganes-Carlón et al., 2023). While lexical studies focus on word frequencies, exploring derivational morphemes can reveal details about the research, such as methods, objectives, and results (Bacha & Khachan, 2023). This type of analysis enhances the understanding of a study's significance by providing a new perspective on the abstract content (Bennett & Slattery, 2023). By delving into derivational morphemes, researchers can gain a more comprehensive view of how the research is portrayed in the abstract, aiding in a more thorough analysis of the academic work (Hackenbroich et al., 2022). By considering these reasons, the researcher presents the results of the analysis of the derivation morphemes used in 5 research abstracts written by STKIP PGRI Sidoarjo students.

Corpus-driven analysis of derivational morpheme on abstract 1

1. Comprehension

- a) Base word identification: the root word of "comprehension" is "comprehend".
- b) Morphological type: comprehend is a verb, while "comprehension" is a noun derived from that base word by adding the morpheme "sion".

- c) Meaning: “comprehension” refers to the understanding or comprehension of information or material.
 - d) Usage in abstract context: in this abstract, “comprehension” refers to students' ability to comprehend reading using the think aloud method. It is the variable examined in the research, i.e., how well the students comprehend the reading after learning using the method.
- 2. Experimental**
- a) Base word identification: the root word of “experimental” is “experiment”.
 - b) Morphological Type: experiment is a noun, while “experimental” is an adjective derived from the root word by adding the morpheme “al”.
 - c) Meaning: “experimental” refers to something related to experimentation or testing.
 - d) Usage in abstract context: in this abstract, “experimental research” refers to the research method used in the study, which was an experiment to test the effectiveness of the think aloud method in improving students' reading comprehension.
- 3. Significance**
- a) Base word identification: the root word of “significance” is “significant”.
 - b) Morphological type: “significant” is an adjective, while “significance” is a noun derived from the root word by adding the morpheme “ce”.
 - c) Meaning: “significance” refers to the importance or meaningfulness of something.
 - d) Usage in abstract context: in this abstract, “significance” refers to the result of statistical analysis that shows whether there is a significant difference in reading comprehension between students taught using the Think Aloud method and students taught using the conventional method.
- 4. Difference**
- a) Base word identification: the root word of “difference” is “differ”.
 - b) Morphological type: “differ” is a verb, while “difference” is a noun derived from the root word by adding the morpheme “ence”.
 - c) Meaning: “difference” refers to the distinction or contrast between two things.
 - d) Usage in abstract context: in this abstract, “difference” refers to the difference in reading comprehension between students taught using the Think Aloud method and students taught using the conventional method.
- 5. Conventional**
- a) Base word identification: the root word of “conventional” is “convention”.
 - b) Morphological Type: “convention” is a noun, while “conventional” is an adjective derived from the root word by adding the morpheme “al”.
 - c) Meaning: “conventional” refers to something that is usually or commonly done according to tradition or custom.
 - d) Usage in the abstract context: in this abstract, “conventional method” refers to a common teaching or learning method in an educational context, which is compared to the Think Aloud method in the study.

With this analysis, it can be understood how each derivational morpheme found in abstract 1 contributes to the delivery of information and meaning in the text.

Corpus-driven analysis of abstract 2

1. Action

- a) Base word identification: the root word of "action" is "act".
- b) Morphological type: "act" is a verb, while "action" is a noun derived from that base word by adding the morpheme "ion".
- c) Meaning: "Action" refers to an action or activity that is performed.
- d) Usage in the abstract context: in this abstract, "action research" refers to the type of research conducted, namely action research, which aims to improve students' speaking ability by using the scientific approach.

2. Researcher

- a) Base word identification: the base word of "researcher" is "research".
- b) Morphological type: "research" is a noun, while "researcher" is a noun derived from that base word by adding the morpheme "er".
- c) Meaning: the word "researcher" is an individual or person who conducts research or studies.
- d) Usage in the abstract context: in this abstract, "researcher" refers to a person who conducts research on developing students' speaking skills using a scientific approach.

With this analysis, it can be seen how the two derivational morphemes found help in conveying information about the type of research being conducted (action research) and the way the person conducting the research (the researcher).

Corpus-driven analysis of abstract 3

1. Descriptive

- a) Base word identification: the base word of "describe" is "describe".
- b) Morphological Type: "describe" is a verb, while "descriptive" is an adjective derived from the root word by adding the morpheme "ive".
- c) Meaning: the word "describe" refers to something that gives a description or explanation of something.
- d) Usage in the abstract context: in this abstract, "descriptive qualitative" refers to the type of research used, which is descriptive qualitative research which aims to understand the contexts related to the study.

2. Researcher

- a) Base word identification: the base word of "researcher" is "research".
- b) Morphological type: "research" is a noun, while "researcher" is a noun derived from that base word by adding the morpheme "er".
- c) Meaning: the word "researcher" refers to an individual or person who conducts certain research or studies.
- d) Usage in the abstract context: the term "researcher" in this abstract designates a person who has studied the book "guess what" and its interpretation.

3. Activity

- a) Base word identification: the base word of "activity" is "act".
- b) Morphological type: "act" is a noun, while "activity" is a noun derived from the root word.
- c) Meaning: the word "activity" is a noun that describes an activity that is done.

- d) Usage in abstract context: in this abstract, “activity book” denotes the part of the book “Guess What” that contains exercises or activities for students.

4. Teacher

- a) Base word identification: the base word of “teacher” is “teach”.
- b) Morphological type: “teach” is a verb, while “teacher” is a noun derived from the root word.
- c) Meaning: “teacher” referred to an individual who is responsible for teaching or giving instruction.
- d) Usage in abstract context: in the abstract, “teacher” would refer to an individual who owns a “Guess What” book for both students and teaching.

5. Compatible

- a) Root word identification: the root word of “compatible” is “compatibility”.
- b) Morphological Type: “compatibility” is a noun, while “compatible” is an adjective derived from the root word.
- c) Meaning: “compatible” denotes something that is suitable or compatible with something else.
- d) Usage in the abstract context: in the abstract, “compatible” and “compatibility” are used to evaluate the extent to which the book “Guess What” is suitable or compatible with the question indicators in the English exam framework.

6. Incompatibility

- a) Base word identification: the root word of “incompatibility” is “compatibility”.
- b) Morphological Type: “compatibility” is a noun, while “incompatibility” is a noun that is given the prefix “in” to show its opposite meaning.
- c) Meaning: “incompatibility” refers to the incompatibility or incongruity of something.
- d) Usage in the context of the abstract: in this abstract, “incompatibility” refers to the unsuitability or incongruity of the book “Guess What” with the question indicators in the English exam framework.

Through this analysis, it can be seen how each derivational morpheme found in the abstract helps to convey information and deep meaning in the text, as well as being able to understand the type of research, the elements of the book being analyzed, and the results of the research presented.

Corpus-driven analysis of abstract 4

1. Elementary

- a) Base word identification: the base word of “elementary” is “element”.
- b) Morphological type: “element” is a noun, while “elementary” is an adjective.
- c) Meaning: the word “elementary” denotes things that are basic, fundamental, or initial.
- d) Usage in the abstract context: in this abstract, “elementary school” refers to the primary level of education, in which prior knowledge in English affects students' reading ability in secondary education.

2. Regression

- a) Root word identification: the root word of “regression” is “regress”.

- b) Morphological Type: “regress” is a verb, while “researcher” is a noun that refers to the statistical analysis used to evaluate the relationship between independent and dependent variables.
- c) Meaning: the word “regression” is a statistical analysis method used to assess the relationship between variables.
- d) Usage in abstract context: according to this abstract, “linear regression” is a statistical method employed to analyze the relationship between prior knowledge in English (independent variable) and students' reading ability (dependent variable).

3. Calculation

- a) Base word identification: the base word of “calculation” is “calculate”.
- b) Morphological Type: “calculate” is a verb, while “calculation” is a noun that refers to the mathematical process of determining the amount or value of something.
- c) Meaning: the word “calculation” is the process or result of a mathematical calculation.
- d) Usage in the context of an abstract: in this abstract, “calculation” refers to the calculated results of a linear regression analysis conducted to assess the effect of prior knowledge in English on students' reading ability.

4. Researcher

- a) Base word identification: the base word of “researcher” is “research”.
- b) Morphological type: “research” is a noun, while “researcher” is a noun derived from that base word by adding the morpheme “er”.
- c) Meaning: Those who perform research or studies are referred to as “researchers”.
- d) Usage in the context of an abstract: in this abstract, “researcher” refers to a person who conducts research on the effect of prior knowledge in English on students' speaking ability.

With this analysis, it can be reviewed how each derivational morpheme found in the abstract helps in conveying information and meaning in the text, as well as understanding the type of research, data analysis methods, and research results presented.

Corpus-driven analysis of abstract 5

1. Descriptive

- a) Base word identification: the base word of “descriptive” is “describe”.
- b) Morphological Type: “describe” is a verb, while “descriptive” is an adjective derived from the root word by adding the morpheme “ive”.
- c) Meaning: the word “describe” indicates what gives a description or explanation of something.
- d) Usage in the context of the abstract: in this abstract, “descriptive qualitative” refers to the type of research used, which is descriptive qualitative research that aims to describe the types and reasons for the use of code switching by students during English language learning.

2. Researcher

- a) Base word identification: the base word of “researcher” is “research”.
 - b) Morphological type: “research” is a noun, while “researcher” is a noun derived from that base word by adding the morpheme “er”.
 - c) Meaning: the word “researcher” is an entity or person who performs studies or research.
 - d) Usage in the abstract context: in this abstract, “researcher” refers to the person who conducts research on the use of code switching by students during English language learning.
3. **Continuity**
- a) Root word identification: the root word of “continuity” is “continue”.
 - b) Morphological Type: “continue” is a verb, while “continuity” is a noun derived from the root word by adding the morpheme “ity”.
 - c) Meaning: “continuity” is a state or process of continuation or continuity.
 - d) Usage in abstract context: in the present abstract, “continuity” denotes the process or state of continuation of a conversation or speech by a student.
4. **Speaker**
- a) Base word identification: the base word of “speaker” is “speak”.
 - b) Morphological type: “speak” is a verb, while “speaker” is a noun derived from that base word by adding the morpheme “er”.
 - c) Meaning: the word “speaker” refers to someone who is conveying information or speaking.
 - d) Usage in the context of the abstract: in this abstract, “speaker” refers to a student who uses code switching during English language learning.
5. **Pronunciation**
- a) Base word identification: the root word of “pronunciation” is “pronounce”.
 - b) Morphological Type: “pronounce” is a verb, while “pronunciation” is a noun that refers to the pronunciation of a word.
 - c) Meaning: the word “pronunciation” is the way or process of pronouncing a word.
 - d) Usage in abstract context: in this abstract, “pronunciation” refers to the aspect of pronunciation involved in code switching by students.
6. **Situational**
- a) Base word identification: the base word of “situational” is “situation”.
 - b) Morphological type: “situation” is a noun, while “situational” is an adjective derived from the root word by adding the morpheme “al”.
 - c) Meaning: the word “situational” is something related to or associated with a certain situation or circumstance.
 - d) Usage in abstract context: in this abstract, “situational code switching” refers to the use of code switching that is influenced by the learning situation or context.
7. **Observation**
- a) Base word identification: the base word of “observation” is “observe”.
 - b) Morphological Type: “observe” is a verb, while “observation” is a noun derived from the base word by adding the morpheme “ion”.

- c) Meaning: the word “observation” is the process or action of observing or paying attention to something.
- d) Usage in abstract context: in this abstract, “observation” refers to the process of observing students' use of code switching during English language learning.

8. Teacher

- a) Base word identification: the base word of “teacher” is “teach”.
- b) Morphological type: “teach” is a verb, while “teacher” is a noun derived from the root word by adding the morpheme “er”.
- c) Meaning: the word “teacher” refers to an individual that is responsible for teaching or giving instruction.
- d) Usage in abstract context: in this abstract, “teacher” refers to an individual involved in English language learning at the school, who may have an influence on students' use of code switching.

9. Easily

- a) Base word identification: the root word of “easily” is “easy”.
- b) Morphological type: “easy” is an adjective, while “easily” is an adverb derived from the root word by adding the morpheme “ly”.
- c) Meaning: the word “easily” refers to the ease or simplicity of doing something.
- d) Usage in abstract context: in this abstract, “easily” refers to one of the reasons for students' use of code switching, which is to convey opinions or information in a way that is easy to understand.

10. Implication

- a) Root word identification: the root word of “implication” is “implicate”.
- b) Morphological Type: “implicate” is a verb, while “implication” is a noun derived from the base word by adding the morpheme “ion”.
- c) Meaning: “implication” is the consequence or impact of an action or situation.
- d) Usage in abstract context: in this abstract, “implication” denotes the impact of students' use of code switching in English language learning.

11. Effective

- a) Base word identification: the root word of “effective” is “effect”.
- b) Morphological Type: “effect” is a noun, while “effective” is an adjective derived from the root word by adding the morpheme “ive”.
- c) Meaning: the word “effective” is something that is able to achieve the desired result or in accordance with the goal.
- d) Usage in the context of the abstract: in this abstract, “effective strategy” refers to an effective strategy, in this case the use of code switching, for teaching students with low levels of English proficiency.

12. Unconfident

- a) Base word identification: the root word of “unconfident” is “confident”.
- b) Morphological type: “confident” is an adjective, while “unconfident” is an adjective modified by the prefix “un” to show its opposite.
- c) Meaning: “unconfident” is a lack of confidence or self-assurance.

- d) Usage in abstract context: in this abstract, “unconfident” refers to one of the reasons for students' use of code switching, namely their lack of confidence in using English.

Through this study, we are able to comprehend the type of research, its conclusions, and its consequences, as well as how each derivational morpheme identified in the abstract contributes to the text's informational and semantic content.

The analysis in the use of derivational morphemes encountered in the student's thesis abstracts of STKIP PGRI Sidoarjo becomes substantial evidence in revealing language use in academic setting. Precisely, the analysis becomes very instrumental in describing how the research is presented in the abstract text in relation to the research method, the research objective and the research findings. More importantly, the use of derivational morphemes helps to describe the kind of research, and to give hints and the description of the significance of the research to academic.

DISCUSSION

The analysis of derivational morphemes in academic writing, particularly in thesis abstracts, plays a crucial role in conveying essential information about the research conducted (Kurniawan & Haerunisa, 2023). Derivational morphemes played a key role in distinguishing the type of research, the methods used, and the main findings of each study. For example, in some abstracts, the use of morphemes such as “experimental” and “descriptive” describes the type of research conducted, while morphemes such as “teacher” and “researcher” provide information about who conducted the research and the parties involved in the research. In addition, morphemes such as “comprehension”, “significance”, and “difference” help in conveying research results and statistical analysis, while morphemes “regression” and “calculation” explain the data analysis methods used. The use of “continuity” and “situational” morphemes indicates the specific context of the research findings, and morphemes such as “implication” and “effective” explain the impact and effectiveness of the methods applied in the research.

The analysis of derivational morphemes makes an important contribution to the development of applied linguistic theory, especially in the context of academic writing. By understanding how derivational morphemes are used in abstracts, researchers can develop a better understanding of the structure and style of scientific writing. The practical implication of this analysis is the improvement of academic writing skills for researchers, particularly in formulating effective and informative abstracts. By being aware of the proper use of derivational morphemes, researchers can improve the clarity and precision of communication in conveying their research objectives, methodology, and results.

The use of derivational morphemes in thesis abstracts not only has academic implications, but also wider social implications. This analysis not only enhances academic writing but also aids in teaching and learning by providing students with insights into the structure and usability of academic language, thereby improving their comprehension and proficiency in this domain (Kołodziej et al., 2023). In

addition, awareness of the importance of morphology in academic writing can strengthen language literacy and academic communication skills in various fields of study. This can help create a more inclusive and responsive academic environment, where students from diverse backgrounds can effectively participate in scholarly discussions and convey their ideas clearly and efficiently.

This study has some limitations that need to be considered. First, the analysis was only conducted on five thesis abstracts from STKIP PGRI Sidoarjo students, which may not represent the variation in the use of derivational morphemes in a wider context. Second, the focus of this research is limited to derivational morphemes without considering other linguistic factors such as syntax or pragmatic, which can also affect the understanding of abstract structure and meaning.

CONCLUSION

The significance of derivational morpheme analysis in comprehending academic language utilized in thesis abstracts is demonstrated by this study. It was discovered via corpus analysis of five abstracts of theses written by STKIP PGRI Sidoarjo students that derivational morphemes are crucial in determining the meaning and function of words in scholarly contexts. Terms like "experimental," "comprehension," "descriptive," "researcher," and "teacher" demonstrate how derivational morphemes aid in defining the nature of the study, the methodologies employed, and the function of the researcher. Deeper understanding of language use in academic writing is provided by this approach, which can assist researchers and students in creating abstracts that are more useful and educational.

In order to provide a more complete picture, future study should incorporate a larger and more diversified sample. Furthermore, examining other linguistic facets like syntax and semantics might improve comprehension of abstract meaning and structure. Educational establishments have the ability to create specialized curricula on the application of derivational morphemes in scholarly writing. Understanding linguistic differences and similarities also requires equivalent research in other language environments. Lastly, investigating the impact of a writer's language proficiency and educational background can aid in the development of more successful teaching techniques.

REFERENCES

- Arbi, A. P. (2023). Exploring Nominalization and Adjectivization in Joko Widodo's Speech: A Morphological Analysis. *DIROSAT: Journal of Education, Social Sciences & Humanities*, 1(3), 81–90. <https://doi.org/10.58355/dirosat.v1i3.14>
- Arbi, A. P., Sulistyarningsih, Syakur, Abd., & Lestariningsih. (2022). Derivational and Inflectional Morphemes on the Thesis Abstracts. *JURNAL BASICEDU*, 6(3), 3895–3907. <https://doi.org/https://doi.org/10.31004/basicedu.v6i3.2659>
- Bacha, N. N., & Khachan, V. (2023). A Corpus-Based Lexical Evaluation of L1 Arabic Learners' English Literary Essays. *International Journal of Arabic-English Studies (IJAES)*, 23(2), 415–442. <https://doi.org/10.33806/ijaes.v23i2.470>

- Bennett, H., & Slattery, F. (2023). Graphical abstracts are associated with greater Altmetric attention scores, but not citations, in sport science. *Scientometrics*, 128(6), 3793–3804. <https://doi.org/10.1007/s11192-023-04709-2>
- Freudenthal, D., Gobet, F., & Pine, J. M. (2024). MOSAIC+: A Crosslinguistic Model of Verb-Marking Errors in Typically Developing Children and Children With Developmental Language Disorder. *Language Learning*, 74(1), 111–145. <https://doi.org/10.1111/lang.12580>
- Hackenbroich, S., Kranke, P., Meybohm, P., & Weibel, S. (2022). Include or not to include conference abstracts in systematic reviews? Lessons learned from a large Cochrane network meta-analysis including 585 trials. *Systematic Reviews*, 11(1), 178. <https://doi.org/10.1186/s13643-022-02048-6>
- Hodgman, M. R. (2023). The Role of Institutions of Higher Education in Preparing Students to Write in the Workplace: Suggestions for Writing Curricula and Pedagogy. *Journal of Education and Training*, 10(2), 53. <https://doi.org/10.5296/jet.v10i2.21027>
- Imran, M., Sarwat, S., & Rehman, M. (2023). A Study of Morpheme Intervention for Classroom Teaching and Its Impacts on Students' Vocabulary. *Annals of Human and Social Sciences*, 4(1), 01–11. [https://doi.org/10.35484/ahss.2023\(4-i\)01](https://doi.org/10.35484/ahss.2023(4-i)01)
- Jeiter, J., & Smets, E. (2023). Integrating comparative morphology and development into evolutionary research. In *Taxon* (Vol. 72, Issue 4, pp. 724–732). John Wiley and Sons Inc. <https://doi.org/10.1002/tax.12983>
- Jian, W., & Liemei, H. (2023). Focuses and Trends of Domestic Research on English Corpus: A Visual Analysis Based on CiteSpace. *Journal of Education and Information Technology*, 2(1), 8–18. <https://doi.org/10.57237/j.jeit.2023.01.002>
- Kołodziej, T., Mielnicka, A., Dziob, D., Chojnacka, A. K., Rawski, M., Mazurkiewicz, J., & Rajfur, Z. (2023). Morphomigrational description as a new approach connecting cell's migration with its morphology. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-35827-9>
- Kurniawan, E., & Haerunisa, Z. F. (2023). A Comparative Study of Lexical Bundles in Accepted and Rejected Applied Linguistic Research Article Introductions. *Studies in English Language and Education*, 10(2), 628–648. <https://doi.org/10.24815/siele.v10i2.28119>
- Meng, D., & Meng, C. (2023). A Study of Corpus-based Academic Formulas and Its Postgraduate Teaching. *International Journal of Educational Curriculum Management and Research*, 4(2), 82–90. <https://doi.org/10.38007/ijecmr.2023.040210>
- Mubshirah, D., Rahis Pasaribu, G., Lubis, M. H., Saragih, E., & Sofyan, R. (2023). Sentence Complexity Analysis in Selected Students' Scientific Papers: A Closer Look on Abstract Section. *E-Structural (English Studies on Translation, Culture, Literature, and Linguistics)*, 6(1), 70–83. <http://publikasi.dinus.ac.id/index.php/estructural>
- Narganes-Carlón, D., Crowther, D. J., & Pearson, E. R. (2023). A publication-wide association study (PWAS), historical language models to prioritise novel therapeutic drug targets. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-35597-4>

- Rahnuma, N. (2023). Exploring ESL students' experiences of academic writing in higher education- a cultural historical activity theory perspective. *Education Inquiry*. <https://doi.org/10.1080/20004508.2023.2222450>
- Skichko, A. (2023). Corpus Driven Analysis of Motivational Speeches with Antconc. *Scientific Practice: Modern and Classical Research Methods*, 186–187. <https://doi.org/10.36074/logos-26.05.2023.050>
- Winnie, Leong, H. J., Badiozaman, I. F., & Yap, A. (2023). Negotiating the Challenges in Speaking English for Indonesian Undergraduate Students in an ESL University. *Studies in English Language and Education*, 10(2), 822–840. <https://doi.org/10.24815/siele.v10i2.26563>