Discovery Model Strategy for learning *Morphologie:* Morphological Analysis of French-South Korean Cosmetic Brands

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Abstract

The aim of this research is to enhance students' thinking abilities in Morphological Analysis in the Morphologie course through the implementation of the Discovery Learning teaching model, and to describe the learning process of the Morphologie course in the French Language Study Program at STBA YAPARI-ABA Bandung for the Academic Year 2019-2020. The data source for this research is South Korean cosmetic brands in the French language. The research method used is a qualitative method. The data collection techniques used are documentation, observation, using the listening method as the data collection method, and using tapping as the underlying technique. Data was collected from various sources, such as commercial advertisements in various media, cosmetic products sold in various shopping centres as well as online through e-commerce, and various Korean cosmetic websites. The data analysis technique used is the distribution method, with language itself as the determining element. The research findings indicate that there are only 2 morphological processes of South Korean cosmetic brands in the French language that adhere to the grammatical rules of the French language, and 26 morphological processes of South Korean cosmetic brands in the French language that do not comply with the grammatical rules of the French language.

Keywords: discovery learning,;morphologie,;cosmetic brand

A. INTRODUCTION

Discovery Learning can be defined as a learning process that occurs when students are not given the subject matter in its final form, but must organise it themselves. This approach is based on Bruner's basic idea that children should play an active role in learning in the classroom. Discovery learning model is a teaching model that focuses on student learning activities (Simamora & Saragih, 2019). The discovery learning method involves students in organising the material learned towards a final form. Through an intuitive process, students understand concepts, meanings, and relationships, and reach conclusions independently. Discovery learning involves using all students' abilities to search, investigate, and discover knowledge, attitudes, and skills that result in behavioural changes. This approach is designed to allow students to discover concepts and principles through their own thinking process. (Pardede et al., 2016). Quoted by Antonius in Bruner that "Discovery learning can be defined as the learning that takes place when the student is not presented with subject matter in its final form, but rather is required to organise it himself." It can be interpreted that Bruner's opinion underlines the active role of children during the learning process in the classroom (Bruner in Roicha, 2017).

In discovery learning, students are encouraged to learn actively through their own involvement with concepts, principles, while teachers encourage students to have experiences and conduct experiments that allow them to discover principles for themselves (Wilcox in Nur, 2000). This strategy is centred on students trying to find, investigate, process, and discover new knowledge concepts in problem solving, so that students can develop their knowledge and skills. The discovery learning strategy conditions students to discover principles or concepts in

accordance with the material presented by the teacher from the results of experiments or observations made by the teacher during the learning process (Septiyowati & Prasetyo, 2021). The benefits of implementing discovery learning are that students can be critical in everything they go through, foster good socialising qualities, and have a desire to discover new things (Fithriyah et al., 2021).

Through research conducted by Ellyza entitled "Application of Discovery Learning Model on Economic Concepts", it is explained that discovery learning is learning that is based on inquiry-based, constructivist and learning theory. Ellyza also added that this learning model gives students the space to solve their own problems and students can have a learning scenario related to the problem. The Discovery learning process is focussed on students discovering information through their own experiments or observations which can make learning activities active and creative (Cahyaningsih et al, 2021). Discovery learning is constructivist, so students can use their previous experiences to solve problems. Moreover, the activities that students do help to practice how to interact, explore and question things during experiments with trial and error techniques.

The discovery learning model according to Alma et al (2010:59) which is also referred to as the inquiry approach, starts from a belief in the independent development of students. However, this model requires the active participation of children in learning in class, as expressed by the following quote, "Discovery learning can be defined as the learning that takes place when the student is not presented with subject matter in its final form, but rather is required to organise it himself." (Lefancois in Emetembun, 1986:103 in Depdikbud 2014).

As for other statements quoted by Ellyza, namely the statement according to Hoffman (2000) which says that, discovery learning is a teaching instructor strategy that can be utilised to increase student involvement and relevance. There are five discovery learning consisting of: case-based learning, incidental learning, learning by exploring, learning by reflection, and simulation-based learning alone, or in combination that can be applied to activities and skills teaching. Discovery learning uses real (authentic) problems that are unstructured and open-ended to help students build new knowledge and problem-solving skills and think critically and creatively (Aisyiah, 2020). Discovery Learning is also a fun learning process with all its aspects, which includes all relationships, interactions and differences. The focus is on dynamic interactions within the classroom environment, which form the foundation and framework for thinking (Hajrah et al., 2021).

Discovery learning has the characteristics of exploring and solving problems to create, combine and generalise knowledge, students take the initiative to go deeper and examine each learning given, so as to produce their own conclusions from an investigated problem. Students play an active and independent role in the learning process and the teacher only acts as a facilitator. So that learning will be very meaningful because in the discovery learning process, it is more centred on student needs, interests, talents, and abilities (Hosnan, 2014). Discovery learning students have the opportunity to be actively involved in learning, learning to find patterns in concrete and abstract situations, students predict (extrapolate) a lot of additional information provided, formulate a question and answer strategy that is not ambiguous and use questions and answers to obtain information that is useful in finding answers.This learning helps students form effective joint work, share information with each other, and hear and use other people's ideas.There are several facts that show that skills, concepts and principles learned through discovery are more meaningful. (Bell, 1978) (in M. Hosnan 2014: 282). Activities in discovery learning connect new knowledge and pre-existing knowledge, is an effort made by students how to be creative and imaginative in connecting new knowledge received with pre-existing knowledge. (Quoted in Ismatul Maulana et al, Development of PAI

Learning Methods during the Covid-19 Pandemic (Bandung: Media Sains Indonesia, 2021: 121).

Discovery Learning is a learning approach where students actively construct their own knowledge through experimentation and draw conclusions about rules or concepts from the results of their experiments. Discovery learning is also a learning model that places and portrays the way students learn actively by discovering ideas and investigating on their own. It helps students solve problems with the material they learn and according to the learning framework provided by the teacher (Marisya & Sukma, 2020). The use of this learning model is essential to increase students' desire to learn and their enthusiasm to actively participate in the learning process (Amelia & Sukma, 2021). According to Joolingen, discovery learning is considered a promising learning method as it involves students' active engagement and results in a more structured knowledge base compared to traditional learning that only transfers knowledge to students. Bicknell-Holmes & Hoffman in Castronova describe three main features of the Discovery Learning Model: 1) exploration and problem solving to create, integrate and generalise knowledge; 2) interest-based activities where students determine the stages and frequency; 3) activities that encourage the integration of new knowledge into the knowledge base students already have. To implement the Discovery Learning model comprehensively, teachers must facilitate students in carrying out a series of activities such as Stimulation, Data Collection, Data Processing, Verification, and Generalisation.

The discovery learning strategy has been applied to the learning process of the French morphology course, the lecturer assigns students to find data related to product names whose word elements use French, after the process of collecting data then students process the data by identifying the data and classifying how it is formed by morphological analysis of French, students in the learning process practice their learning experience in morphology courses, one of the contents of this course is morphological analysis of French, students analyse the product names they find. And as a source of data among several product brands they found is a brand of cosmetics made in South Korea which is currently rife and very popular by many people, from teenagers, to the elderly. Various ways are used by cosmetic companies in this ginseng country to market their products so that their products can be accepted by the global community. One of the ways they use to make their products acceptable to the wider community is by using foreign languages in their cosmetic brands.

One of the many foreign languages chosen to be used as a cosmetic brand is French. There are many reasons behind the choice of French as a cosmetic brand, one of the reasons is because France is known for its worldwide products and has superior quality in terms of *fashion* and cosmetics. Some South Korean cosmetic brands that use French are *Mise en Scène, Etude House, Mamonde* and *LacVert.*

These brands have unique morphological forms, LacVert for example. The brand is derived from two morphemes, lac and vert. From a grammatical point of view, the brand should be written as two morphemes separated by a space as Lac Vert. Another example is the Mamonde brand. Mamonde also comes from two morphemes, ma and monde. However, if we want to follow French grammatical rules, the brand should not be Mamonde, but Mon Monde. Since monde is a masculine noun, the possessive adjective should be mon. Such morphological processes are of interest to researchers. Because it is felt that for the sake of one or several things, South Korean companies violate grammatical rules, especially in morphological processes in the use of their cosmetic brands.

Grammatical structure is an important study in the formation of brands. Williamson's (2013) research examines the morphology of drug names. This study found that the language factor used in drug names is romance language, the morophological process that appears in the form of affixation and suffixation and the naming of the brand is related to the generic name of the drug. Linguistically, a brand name is not only a whole word and original in the original language, but to give a special and interesting impression as well so that it gives rise to additions in the process. Another study that examines the

morphology of drug names is research conducted by Pamungkas and Abdullah (2017). The results of this study show that morphological processes can be used as one of the strategies in the selection of drug brands, especially to describe the type, characteristics, and uses of the drug. So from the results of this study it can be concluded that the process of naming medicines must be in line with the naming strategy used, one of which is through linguistic aspects, namely word formation.

Another research related to the morphological process was also conducted by Miftahuddin (2017) who studied the formation of words and terms in the field of international relations in Arabic. From the results of this study, information can be obtained that 408 terms are formed by translation, 1154 terms are formed by regeneration, and 116 terms are formed by absorption.

Morphology has an important place in linguistics. After studying phonetics and phonology, which discuss the intricacies of language sounds, people usually study morphology. According to Arifin and Junaiyah (2007: 2) morphology is the science of words (word structure). The nature of morphology basically studies the process of word formation, both derivational (through affixation) and composition. In this study, what differentiates it from previous studies is the use of discovery learning in morphological studies specifically in French, namely there is a word formation process that is different from Indonesian.

In French, there is a word formation process that is different from Indonesian and English. There are two word formation processes in French, namely through derivation and composition (Dumarest and Morsel, 2004: 29). The process of word formation by derivation can be divided into two, namely derivation using affixation, and derivation that does not use affixation. In the process of word formation by way of composition, the word formed is called mot composé. Mot composé is a group of words that has a different meaning or meaning, it can also be translated into a lexical unit that refers to a different reference from the lexical formation.

French has 8 word classes, namely; 1) *determinant*, 2) *nom*, 3) *adjectif*, 4) *préposition,* 5) *adverbe,* 6) *verbe,* 7) *conjonction,* and 8) *pronom*.

Déterminant or delimiter for nouns. According to Tobing (2012) a determinant is a grammatical unit that accompanies every French noun that functions as a delimiter, besides that a determinant is a bound morpheme that cannot stand alone without a noun. Some determiners in French are possessive adjectives (*mon, ma, mes, ton, ta, tes*), demonstrative adjectives (*ce, cette, cet, ces*), numeral adjectives (*un, deux, trois, quatre*), *article definis* (*le, la, l', les*), *article indifinis* (*un, une, des, plusieurs, quelques*), *article partitif* (*du, de la, de l')* (Delatour et al, 2004: 16-58).

There are several types of nom, also called nouns in French, including nom propre 'proper name' and nom commun 'general noun'. A proper noun describes a particular object or category of objects. They are usually written with a capital letter at the beginning and do not require a determiner, for example, place names or person names such as Hugo, Victor, Marie; or they can be place names such as Paris, Marseille. There are also nom propre which are written with a determiner such as la France, l'Europe. Nom commun is a noun that describes a creature or object in general. These nouns are always preceded by a determiner and are usually written in lower case, for example le moto 'the motorbike', la table 'the table', une voiture 'a car'.

Furthermore, French also has adjectives, but French has its own rules regarding adjectives. there is gender, namely masculine and feminine. In its use, concordance is required. It is in this concordance rule that we can see the gender of the noun and its number (singular or plural) (Tobing, 2012), for example the following concordance from masculine to feminine: *mon fils est beau* → *ma fille est belle* 'my daughter is beautiful'*, il est intelligent* 'he (man) is clever*, elle est intelligente* 'she (woman) is clever'*.* Adjectival concordances in number can be: *la chemise blanche* 'the white shirt'→ *les chemises blanches* 'the white shirts', *il est beau* 'he (man) is handsome'→ *ils sont beaux* 'they are handsome'.

On the other hand, prepositions in French are used to explain many things, for example, to explain manner, time, noun, place, movement. The preposition *à*, for example, can explain time/time, place/destination, e.g. *je suis à Paris* 'I am in Paris'*, il part à 4 heures du matin* 'he (the man) leaves at 4am'*. The* preposition *de* can describe possession, and origin, e.g. *c'est le stylo de Pierre* 'this is Pierre's pen'*, le vin de Bordeaux* 'the wine from Bordeaux'.

As for verbs, verbs in French occupy the position of predicates. According to Delatour et al, 2004, 91) in verb construction, there are three types of verbs. The first group is stand-alone verbs (these verbs do not need an attribute, e.g. *il pleut* '(it is raining)', *il rentre* 'he (the man) went home'). The second group is verbs followed by an attribute (*elle est belle* 'she is beautiful', *la terre est ronde* 'the earth is round'). The third group is verbs followed by one or more complements (*complement d'objet*), which can be followed by a noun, an infinitive (an unconjugated verb), or a preposition (these verbs are most common in French, e.g. *il telephone à son ami* 'he (the man) calls his friend', *elle veut patir* 'she (the woman) wants to leave').

According to Moullec and Erytryasilani (2006:3) based on endings, French verbs are classified into three groups. The first group consists of verbs that end in *-er* in the infinitive. For example, *donner* 'to give', *acheter* 'to buy', *habiter* 'to live'. *The* second group are verbs that when conjugated end in *-is in the* first person in the present indicative mode and end in *-issant in* the present participle, for example the verb *finir* 'to finish' becomes *finis* in the present tense for the first person, and becomes *finissant in* the present participle. The third group is other verbs not found in the first and second groups, which can be verbs that end in *-oir, -dre, -re,* etc. in their infinitive form.

In French, there are also conjunctions that connect sentences and clauses. Some French conjunctions are *mais* 'but', *et* and', *ou* or, *donc* 'so', *ni* 'or', *car* 'because'.

Then to replace nouns, French has pronominals. The function of a pronominal is to avoid repetition. There are different types of *pronoms* in French, namely: *pronoms personels sujets (je, tu, il), pronoms toniques (moi, toi, nous), pronoms des verbes pronominaux (je me leve, on se leve), pronoms compliments* (there are two types: *compliment d'objet direct* and *compliment d'objet indirect*), *pronoms demonstratives (celui, celle, ceux, celles, ce, cette), pronoms interrogatives (que, qui, lequel, lesquels).*

Through the description above, the following problem formulation can be drawn: 1) What morphological processes occur in French-language South Korean cosmetic brands? 2) What morphological processes are in accordance with grammatical rules in French-speaking South Korean cosmetic brands, and 3) What morphological rules of French are violated in French-speaking South Korean cosmetic brands?

Based on the formulation of the problem, the objectives of this study are to: 1) Describe the morphological processes that occur in French-speaking South Korean cosmetic brands; 2) Describe morphological processes that are in accordance with grammatical rules in French-speaking South Korean cosmetic brands; and 3) Describe what morphological French is violated in French-speaking South Korean cosmetic brands.

This research on the morphological process of South Korean cosmetic brands in Prnacis is expected to provide benefits for science, especially in the linguistic study of Prnacis language, especially in teaching linguistics, both structural linguistics and applied linguistics.

B.   RESEARCH METHODS

In general, this research is to describe the Discovery Learning Strategy in the learning process of the Morphologie Course at the French Language Study Program of STBA YAPARI-ABA Bandung Academic Year 2019-2020, especially the application of Morphology theory theory to morphological analysis that occurs in French-speaking South Korean cosmetic brands. To achieve this goal, the researcher uses the listening method as a data collection method and uses the tapping technique (Sudaryanto, 2015) as the basic technique. The listening method as a data collection method allows the researcher to see and record information related to the Discovery learning strategy in the learning process of Morphologie Course in French Language Study Programme. The tapping technique as the basic technique of the listening method shows the researcher's accuracy in designing a method that allows the collection of representative and accurate data. Data were tapped from various sources, such as commercial advertisements in various media, cosmetic products sold both in various shopping centres and sold online in e-commerce, and various Korean cosmetics websites. Data cards were used to collect data on the morphological processes of French-speaking South Korean cosmetic brands.

After the data is collected, it will be analysed using the agih method (Sudaryanto, 2015). Agih method is a data analysis method whose determining element is the language itself. The use of agih method as a data analysis technique strengthens the validity of the findings. The agih method places language as the determining element in data analysis, ensuring that the results of the analysis are reliable and in accordance with the language context under study. After the data is collected and analysed, the next stage is the presentation of the research results. In this study, the research results will be presented qualitatively in accordance with the flow of data presentation in qualitative research.

This research was conducted in the 2019-2020 academic year at STBA Yapari-ABA Bandung,

C. RESULTS AND ANALYSIS

The brand of a product is something that is rarely studied in the realm of language. However, it is an interesting thing to study. Cosmetic brands are included in the common noun 'common noun' in the linguistic category, just like Honda motorbikes, Swallow sandals, Pampers baby nappies, and Sanyo water pumps. These brands can be categorised as nouns because most people prefer to drop the noun or nominative and leave the brand alone to refer to a referent or one of the objects above, for example when people mention sanyo, the intended referent is the Sanyo water pump. Another example is when mothers want to buy disposable nappies for their babies, they often mention that they want to buy pampers to the shop assistant.

One group of brands that are interesting to study are cosmetic brands from South Korea, especially French-language cosmetic brands. Nowadays, many South Korean cosmetic companies prefer to use French as their brand. Apart from being attractive, these French-language cosmetic brands have their own image in the world cosmetics market.

Behind every French-speaking South Korean cosmetic brand, there is a morphological process that is interesting to study. Some of these cosmetic brands meet the rules of French word formation and some do not meet the morphological rules of French. The Etude House brand is one of the brands originating from South Korea. However, the brand has violated morphological rules because the brand uses French, namely étude 'study', while the word house 'house' comes from English.

In linguistic rules, a brand is a common noun or common noun phrase. Every language has grammatical rules, including French. Morphological studies are included in the grammatical level in linguistic studies. In morphology, a word must also fulfil the rules of word formation. French word formation (formation des mots) consists of derivation and composisition. In the formation of nouns (nominal), one of the word formation processes is derivation. Derivation is divided into two types, namely derivation afixale and derivation non avixale. The process of forming South Korean cosmetic brands can go through one of these types of processes. In the data found by researchers, there are brands that really fulfil the morphological rules in French, namely the mise en scène brand. The mise en scene brand is a brand that complies with the morphological rules of French so far. This can be seen from the way the brand is written (orthographe) which follows French grammatical rules. When viewed from the word formation process, this brand undergoes a composition process because it consists of the morphemes mise 'placement', en 'in', and scène 'scene'. This cosmetics company writes its brand correctly, not violating any rules, neither orthography, nor grammatical rules of French. The only brand in French that follows morphological rules is Mise en Scène. Compositions of French words such as mise, meaning "placement", en, meaning "in", and scène, meaning "scene", are used in its formation process. These findings show that certain brands consistently follow the morphological conventions of the French language when written.

As one of the major cosmetics producing countries in Asia, South Korea has many brands that use French. As a consequence of being a non-French speaking country, in determining a brand sometimes South Koreans do not comply with grammatical rules. The Petitfee brand is one of them. When traced from the word formation process in French, petitfee comes from the morphemes petit 'small' and fée 'fairy'. When traced from grammatical rules, the brand violates morphological rules because it does not comply

with writing rules or mot d'orthograph. The writing that conforms to the grammatical rules is petit fée. Because it consists of two morphemes, the writing in accordance with the rules should be separated by a space. There should also be aigu accent on the first /e/ in the morpheme fée. In its writing, the Petitfee brand violates morphological rules. The error lies in the morphemes petit and fée which are without spaces and without appropriate accentuation. Among the data collected, the majority of brands violate the morphological rules of the French language.

Similarly, the Elravie brand is also a brand that violates the morphological rules of French. This brand comes from two elements, namely the determinants el and ravie. In French morphology, nouns are usually delimited by a determinant that comes before the noun. However, the determinant found in this Elravie brand comes from a language other than French, namely el. In French, the determinant that should be used for the noun ravie is the article defini la because ravie is a feminine noun.

Similar to the Elravie brand, the mamonde brand also violates the same rules, especially spacing and determinant violations. Mamonde comes from two elements, ma (possessive adjective for feminine nouns) and monde 'world'. Because it consists of two elements, the correct writing must be separated by a space. In addition, monde is a masculine noun, so the possessive adjective that should be used is mon. Therefore, the correct writing is mon monde.

Puraelle also suffers from the same thing, violating the morphological rule because there is no space in it. This brand consists of three elements, namely pûr 'pure' à 'for' elle 'she (woman)'. This name violates the rule because there is no space to separate the elements in it. In addition to this rule violation, puraelle also violates French orthography. The writing that should be in accordance with French grammatical rules is pur à elle.

LacVert, Lapalette and Bonvivant are South Korean cosmetic brands that do not conform to morphological rules. All three brands consist of two elements that should be separated by a space. LacVert consists of two elements, lac 'lake' and vert 'green'. So the correct writing of the brand should be Lac Vert; likewise, the Lapalette brand consists of the article defini la (a delimiter for feminine nouns) and palette 'colour palette'. Therefore, the correct writing is La Palette. The same is true for the Bonvivant brand, which is written according to morphological rules as Bon Vivant. Because the brand comes from two elements, bon 'good' and vivant 'alive'.

Verité, Chöuchöu and Adieu Age are South Korean cosmetic brands that violate the morphological rules of French. These brands violate morphological rules in their writing (orthographe). The brand verité, when referring to the correct standard of writing (orthographe) in French, should be written vérité; in this case there should be the addition of accent aigu on the first /e/; then for the brand Chöuchöu, when referring to the correct standard of writing (orthographe) in French, /o/ in the brand should be written without using accent trema, so the correct writing is Chouchou; and the brand Adieu Age, when referring to the correct orthographe in French, /a/ in the brand should be written using the accent circonflèxe, so the correct writing is Adieu Âge.

In line with the violation of morphological rules used by the three cosmetic brands above, la Ferme. RiRe, and eSpoir also violate writing rules in the morphological process. All three violate the provisions for writing capital and non-capital letters. The la Ferme brand uses capital letters only on one of its elements, Ferme, if you want to be consistent, the initial letter of the article la should also be written using capital letters to become La Ferme; a similar brand that violates the morphological process is RiRe, this brand uses capital letters on both /r/. In fact, rire comes from only one element, rire 'laugh' itself, so if the writing in accordance with the rules is Rire; the eSpoir brand also puts the capital letter not at the beginning of the name, an unusual writing indeed. If you want to follow the rules of correct French writing, then this brand should be written Espoir.

The next brands that do not conform to the morphological rules of French are Bonajour and Jantblanc. There is a /a/ in the middle of these names. The correct writing should be bonjour 'good

morning' by removing the /a/. On the other hand, Jantblanc does not add a sound in the middle of its brand, but removes one sound, namely /e/ in the jante element. This brand consists of two elements, namely jante and blanc. However, the blanc element should adjust to the jante noun because the jante noun is a feminine noun so the writing that fits the rules is blanche, so the writing of the brand that fits the rules of French morphology is Jante Blanche.

The next morophological rule discrepancies are found in the brands Bareblanc, Etude House, Claires Korea and Pigeon Korea. These four brands come from two elements in each of their writings. However, they only use French in one of the elements. In addition to using French, the four brands also use English, for example the Bareblanc brand, Bare is an element that comes from English, as well as House in Etude House and Korea in Claires Korea and Pigeon Korea. Consistency in the writing of the brand should be applied if it is to follow the morphological rules of French so that the selection of elements in the brand can be entirely in French, namely Corée.

Discrepancies in punctuation are also found in the writing of the South Korean cosmetic brand Cell:Monde. This can be seen from the way the brand is written in cosmetic products that do not follow French grammatical rules. In this case, the offence committed is the use of punctuation marks that are out of place. Cell and Monde should be written separately using spaces instead of punctuation (:).

The results of the above discussion can provide a better understanding of how to write South Korean cosmetic brands when using French so as not to violate the morphological rules of French. If the writing of brand names pays attention to the morphological rules and punctuation of French consistently and according to the rules of the French language, it can help the brands look more professional and consistent in their use of language, despite how complex the process of naming products originating from multilingual and multicultural contexts where morphological aspects are often not properly considered.

D.   CONCLUSIONS

Based on the discussion and data analysis, it can be concluded that according to the morphological process, French-speaking South Korean cosmetic brands can be divided into two, namely: names that meet the rules of French word formation and names that do not meet the rules, both grammatical rules, and writing rules (orthographe). The brand that fulfils the rules of French morophology is Mise en scène. While the brands that violate French morphological rules consist of 19 brands, namely: Petitfee, Elravie, Mamonde, Puraelle, LacVert, Lapalette, Bonvivant, Chöuchöu, Adieu Age, la Ferme, RiRe, eSpoir, Bonajour, Jantblack, Bareblanc, Etude House, Claires Korea and Pigeon Korea.

This research still has limitations. However, based on the results obtained, the research team suggests that the results obtained through this research can be used as one of the reference materials in the preparation of teaching materials for Linguistics courses so that students can gain new knowledge and insights into the morphological processes that occur in famous South Korean cosmetic brands. Then, the results of this study are also expected to be presented to the academic community in the STBA Yapari-ABA Bandung environment, especially the lecturers who teach Linguistics courses so that they can add scientific knowledge and insight and foster motivation to young researchers to dig deeper into the scope of linguistics and its application in all aspects of life that can be used as research material.

REFERENCE LIST

The literature listed in the References contains only the sources referenced or included in the article. Please use reference manager applications such as EndNote, Mendeley, Zotero, etc. Reference sources should provide 80% of journal articles, proceedings, or research results from the last five years. Writing techniques bibliography, using the APA Publication Manual (6th edition) cites system. or text and reference list citations, following the examples that are set out below. [Note: always provide citation page number(s) in the text for quoted material from a printed source.] Include in the reference list only those cited in the text and ensure that all text citations have an entry in the reference list.

Text citations: (Anwar et al., 2016) or (Aizid, 2016) or (Nugrahanto, 2015) (Abor & Bokpin, 2010; Cretu & Brodie, 2007; Jensen & Meckling, 1976; Ross, 1977) or (Rahmawati et al., 2019, p. 113) (for quoted material). Please note that names within parentheses should appear in alphabetical order, NOT listed chronologically.

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