**STUDENTS' ABILITY IN TRANSLATING ENGLISH COMPOUND
WORDS OF THE FOURTH SEMESTER STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM OF
BOSOWA UNIVERSITY**

SKRIPSI

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FACULTY OF EDUCATION AND LITERATURE
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SKRIPSI

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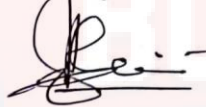ENGLISH EDUCATION STUDY PROGRAM OF
BOSOWA UNIVERSITY

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Had been defended in front of Skripsi Examination Committee
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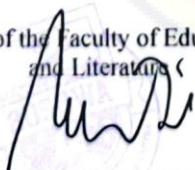First Supervisor

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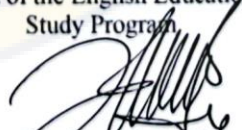
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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

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Judul Skripsi	:	Students' ability in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University.

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian maupun seluruhnya.

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Makassar, 1 Juni 2023

Yang membuat pernayaan,

Muhammad Rifqi Nurishmat Rusli

ABSTRACT

Muhammad Rifqi Nurishmat Rusli. 2023. *Students' Ability in Translating English Compound Words of the Fourth Semester Students of English Education Study Program of Bosowa University.* English Education Study Program Faculty of Teacher Training and Education of Bosowa University (supervised by ST. Haliah Batau, S.S., M. Hum and Dr. Rampeng, M.Pd.)

This research aims to know the students' ability in translating English Compound Words into bahasa Indonesia and to describe some reasons why the students' performance in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University

This research applied qualitative approach by giving translation test of English compound words and delivering questionnaires to students. The researcher analyzed students' answer qualitatively in case study. The population of this research were students of the fourth semester of English Education Study Program of Bosowa University numbered 14 students. The researcher took 9 students as the samples because only 9 students whom active joined in teaching and learning process in even semester of the 2022/2023 academic year.

The result of the research show that students' abiliy in translating English compound words into bahasa Indonesia is good. It is shown in the data that there were 2 students got very good classification, 6 students got good classification and 1 student good classification. Besides that, students' average score was 72,96 and categorized as good. Several reasons found that the ability to translate English compound words into bahasa Indonesia of the fourth semester of English Education Study Program is categorized as good because they can distinguish English words and English compound words, they often make mistakes in translating texts containing English compound words, English teacher/lecturer often give assignments that aims to train translating texts that contain English compound words and they often encounter English compound words in sentences.

Keywords : ability, translation, compound words, performance.

ABSTRAK

Muhammad Rifqi Nurishmat Rusli. 2023. *Students' Ability in Translating English Compound Words of the Fourth Semester Students of English Education Study Program of Bosowa University.* Study Program Pendidikan Bahasa Inggris Fakultas Keguruan da Ilmu Pendidikan Universitas Bosowa (dibimbing oleh ST. Haliah Batau, S.S., M. Hum and Dr. Rampeng, M.Pd.)

Penelitian ini bertujuan untuk mengetahui kemampuan menerjemahkan kata majemuk bahasa Inggris (English compound words) dan untuk mendeskripsikan alasan dari hasil kemampuan menerjemahkan yang diperoleh mahasiswa semester 4 Program Study Pendidikan Bahasa Inggris Universitas Bosowa

Penelitian ini menggunakan jenis penelitian kualitatif dengan memberikan tes terjemahan kata majemuk bahasa Inggris dan membagikan angket kepada mahasiswa. Peneliti menganalisis hasil kerja siswa secara kualitatif dalam studi kasus. Populasi penelitiaan adalah mahasiswa semester 4 Program Studi Pendidikan Bahasa Inggris Universitas Bosowa yang berjumlah 14 orang. Peneliti memilih 9 orang sebagai sample penelitian karena hanya 9 mahasiswa yang aktif mengikuti proses belajar mengajar pada semester genap tahun akademik 2022/2023.

Hasil penelitian menunjukkan bahwa kemampuan menerjemahkan kata majemuk bahasa Inggris ke bahasa Indonesia tergolong baik. Hal ini tampak pada data bahwa terdapat 2 mahasiswa yang memperoleh kategori sangat baik, 6 mahasiswa dikategorikan baik dan 1 mahasiswa dikategorikan cukup baik, Selain itu, nilai rata-rata yang diperoleh mahasiswa adalah 72,96 yang dikategorikan baik. Beberapa alasan mengapa kemampuan menerjemahkan kata majemuk bahasa Inggris ke bahasa Indonesia mahasiswa semester 4 Program Study Pendidikan Bahasa Inggris Universitas Bosowa dikategorikan baik karena mereka bisa membedakan kata-kata bahasa Inggris dengan kata majemuk bahasa Inggris, mereka sering membuat kesalahan dalam menerjemahkan naskah yang berisi kata majemuk bahasa Inggris, guru/dosen bahasa Inggris sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi kata majemuk bahasa Inggris, dan mereka sering menemukan kata majemuk bahasa Inggris dalam kalimat.

Kata kunci: kemampuan, terjemahan, kata majemuk, penampilan.

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As human being, the writer realizes that what he presents in this skripsi is still far from perfection. Therefore, criticism and suggestion will surely be appreciated. Finally the writer pray may be the almighty God bless all for us.

Makassar, June 2023

The writer

Muhammad Rifqi Nurishmat Rusli

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CHAPTER I.
INTRODUCTION

This section consist of background, reason for choosing the title, research question, objective of the research, scope of the research, and significance of the research.

A. Background

Each language has different rules and systems, therefore we have to learn another language. Some linguists have conducted some researches about languages and given some definitions. Language is a mental process is closely linked to thought. The exact nature of the relation between language and thought is still largely unclear. In adult, the structure of language and the structure of thought appear to influence each other, but in particular language we speak does not determine our thought processes. Whatever is in our minds can be expressed through language.

In the era of globalization, English is very important to communicate in the world. To communicate effectively with others, people need to be proficient in a particular language because different countries have different languages. In this case, most countries consider English as a global language to connect people to communicate with each other. Language-related communication can take place in three modes; Speak. write and sign. Among these modes of communication, speaking is auditory and primary, but writing and signing are visual and secondary

According to Finegan, at. all (2012 : 26) :

> "Language is a system of grammatical rules that govern its structural organization in sentences. Equally is important is the role of language as a tool that we use to communicate with each other".

These definitions gave information about language are supposed to be enough to represent the other meaning of definitions of language. Therefore, it is simply concluded that language is a very important in human life as it is a mean of communication. It plays an important role in our life because by language we can understand other people thought and feelings. With language social group can cooperate, communicate ideas, emotions, and desires. The social group can be distinguished from the other animals in the world.

English is learned by people around the world for many purposes and many interests. By doing research of English language is one of example of this purposes. Mastering English may be chance to have better understanding. With English ability people can share information, experience, culture, desires and build international relationship. By English people can learn other countries.

Through English we can learn other Subject. Baudrillard in Nugroho (2020 : 143) said that we are in the era of hyperreality and hyperreal companies, such as internet companies, which operate beyond the materiality of the product. Work ceased to be an activity and become an operation. Through English we can get several information from internet. Thus, English is an important foreign language to be learned.

Teaching English includes four skills: listening, speaking, reading and writing. When learning a foreign language, including English, translation is considered proficient by the learner of that language. New mark at Renhoran (2017:1) considers that translating from source text to target language or from target language to source text, at the final stage of foreign language learning, is considered the fifth skill. This is because the translation has a specific purpose that reflects the learner's knowledge of the target language being studied. Translation is an intelligence activity to develop language learners' skills. In general, translation can be defined as a process of translating the source text into the target language, in terms of meaning or form. Several studies have demonstrated that translation helps learners to supplement their vocabulary and understand the text they have read. The research object of this topic focuses on the ability to translate English compound words of the 4th semester students of the English Education Research program at the University of Bosowa, so the deeper discussion focuses on grammar.

B. Reason for Choosing the Title

This research entitled "Students' ability in translating of English Compound Words of the fouth semester students of English Education Study Program of Bosowa University (a case study)". It is because sometimes before this title was chosen the researcher has seen the students' performance in English conversation to their friends or with some English lecturers, most students at English Language Education Study Program had poor performance in using compound words.

Several students did not know which are English words and which are English compound words. Most of them did not quite understand what kind in sentences or construction or particularly English compound words should be used. This fact should not ignored because we should master the different of word, phrase, sentence, etc. Mastering English compound words is very important because English compound words also plays in important role in determining the meaning of sentences.

With these reasons an actual research will be conduct. This is to obtain a factual information whether or not the students at English Language Study Program are really poor perform in translating English Compound Words of the fourth semester students of Bosowa University in Makassar city.

Besides the reasons obtained from the students' side as mentioned above the researcher who is also a student of English Education Study Program at Bosowa University show that English compound words is interesting to discuss. It is better when we compare with other parts of words in English language. Neoloka (2019 : 26) said that education is to understand yourself. As a student of this study program feels it is necessary to know how is students' ability in using compounds words. Therefore, he wants to now the students' performance in this area then the order objective is to investigate and discuss the reason why the students' performance. It is purposes to give some possible ideas or solution towards the improvement of the students' performance in translating English Compound Words of the

fourth semester students of English Education Study Program of Bosowa University.

C. Research Questions

Based on the description above, the researcher formulates the research questions as follows :

1. How is students' performance in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University ?

2. Why does the students' performance in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University ?

D. Objective of the Research

When analyzing the type of interlanguage communication involved in translation, the role of the source should be described as a combination of the intentions of the primary source, the author, and the secondary source, the translator himself. The massage should be described for both the content of the spirit and the recipient should be viewed from the perspective of his monolingual understanding of the translated text. .

The objective of the research are :

1. To get information about the students' ability in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University.

2. To describe some reasons the students performance in translating English Compound Words of the fourth semester students of English Education Study Program of Bosowa University (could be faced difficulties when they translate English compound words or not).

E. Scope of the Research

The scope of research is very diverse, the text is very different and the recipients are also very diverse. This study seeks to know what and why many distinct areas of problem in translation principles and practices have been proposed. All those who have written with a focus on translation agree that the translator must know both the source and the receiving languages, be familiar with the subject matter, and be fluent in the receiving language.

Scope of the problems in this research are :

1. The ability of the students in translating of English Compound Words of the fourth semester students of English Education Study Program.

2. Why the students' performance in translating of English Compound Words of the fourth semester students of English Education .

F. Significance of the Research.

The significance of this research is expected to give the benefits as the following contribution to :

1. Theoritically

The result of the research can add theories about the students' ability in translating of English compound words.

2. Practically

The result of the research will become new information for the students, teachers, readers and researchers.

a. Students

It is expected to help students in increasing their ability in translating English compound words and enrich their vocabulary and comprehend.

b. Teachers

This research can give input for English teachers to enhance their knowledge in English compound words which may be used to help them in their classroom to develop students in translating as well as possible. Can be also as an input for English teachers to give many assignments to students and provide some corrections if students make mistakes.

c. Readers

   The results of this study will be used to inform readers about the importance of mastering English compound words in translation.

d. Future researcher

   The result of this research can enrich their literacy and as a reading reference in the next research. What is lacking in this research which outlined in this skprisi can be used as a study material for future researchers.

   The result of this research which outlined in this final skripsi are expected to be useful for all people who have interests to this material.
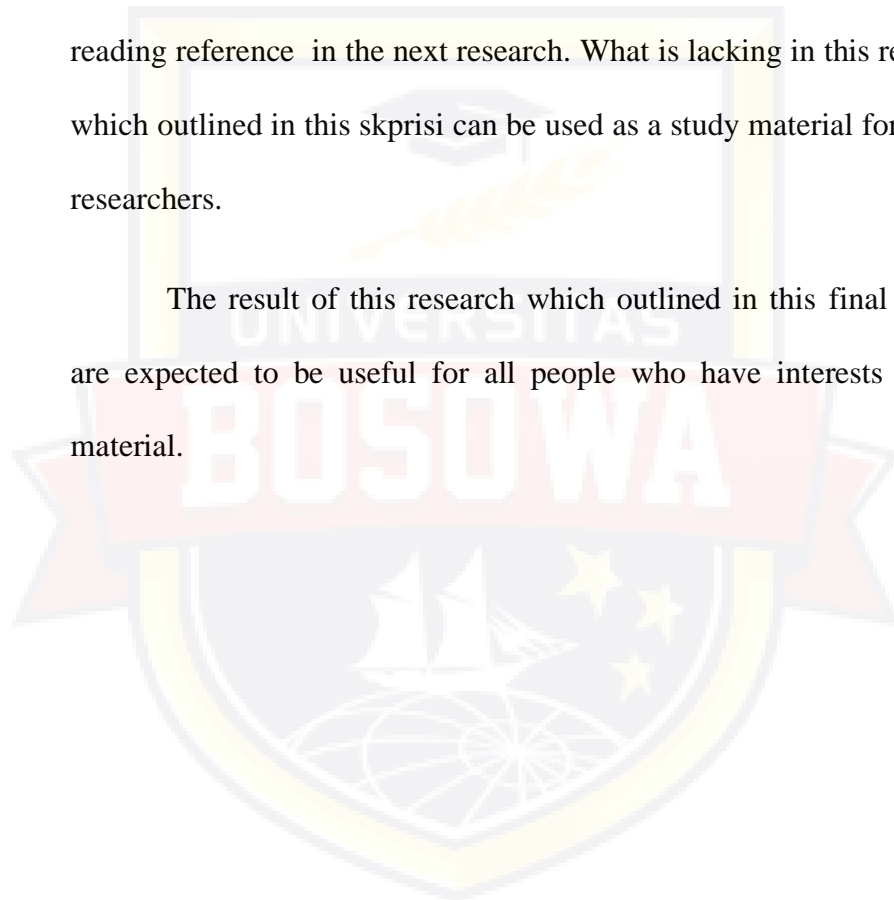
CHAPTER II
REVIEW OF RELATED LITERATURE

This section consist of Previous Related Studies, Some Theories, Some Definitions and Conceptual Framework.

A. Previous Related Studies

There are some researchers have done the same themes for the research namely:

Ariatmi (2015) http://eprints.ums.ac.id wrote a skripi titled Analysis of compound words found in the English translation by Sahih Al-Buhari. In the data collection process, she used the documentary method and analyzed the qualitative descriptive method. Based on data analysis, the author found data of 102 compound words in the English translation of Sahih Al-Buhari. There are three forms of compound words, which are compound nouns (66 or 65.8%), compound verbs (22 or 21.5%) and compound adjectives (14 or 13.7%). As for the meaning of compound words, there are 53 (52%) data in the inner meaning and 49 (48%) in the data in the fuzzy meaning.

Renhoran (2017) wrote skripi from translation research titled "An Indonesian English translation error in public areas". He carried out the research at Sultan Hasanuddin International Airport using a qualitative method. He describes the process of English-Indonesian translation in public spaces focusing on words, phrases and sentences. He identified translation

errors found at Sultan Hasanuddin International Airport in Makassar City as lexical errors, namely: (first). Bad dictionary: choose and use words to express meaning, (2). Redundant words: redundant and unnecessary in the use of language, and (3). Spelling error:Spelling errors can be found such as fowel problems, apostrophe errors and classic missing typography.

Upiah (2018) *http://repositoryuinbantenac.id* did the research of compound words entitled "An Analysis of Compound Words In Three Articles of the Jakarta Post". She focused in three articles published on 4-6 Mei 2018 in online edition by qualitative descriptive research. She found that there are four types of English compound words achieved namely: compound noun 76,1%, compound adjective 12,7%, compound verb 5,6% and 5,6% neoclassic compound. The conclusion of her research showed that compound word not only to create new words, but also to create new meaning.

Sarina (2019) *http://repository.uin-alauddin.ac.id* did the research of compound words entitled Compound Words in Mark Walden's Novel "Earthfall Retribution" This research discussed about the word formation of compounding words which aimed to described the types of compound words and the function of compound words. The writer used a qualitative method to analyze the types of compound words. The data analyzed by using descriptive qualitative method. She used notes to get the valid data. The result of the research found that there are five types of compound words in this novel, namely: Noun Compound, Verb Compound, Adjective Compound, Adverb Compound and others from class. Beside that, the researcher identified the

function of compound words as object, adverb, subject, and predicate. She concluded that most of the compound words are made from Noun + Noun. So that, this research much showed Noun Compound are made from NOUN + Noun in the novel "Earthfall Retribution" by Mark Walden.

Another researcher, Sekarsari (2021) carried out a translation study titled "Translation analysis of English idioms in the novel The Lion, the Witch, and the Wardrobe". This study examines the English idiom in the novel The Lion, the Witch and the Wardrobe and its translation. The objective of this study is 1). Classification of idioms, and 2). Describe the translation strategy used in translating idioms in the novel The Lion, the Witch, and the Wardrobe and its translation. This study uses qualitative descriptive method. Data are sentences that contain English idioms. The data source is the novel The Lion, the Witch and the Wardrobe and its translation (Sang Singa, Sang Penyihir dan Lemari) chapters 1 to 6. Data collection techniques used in the material. Data analysis techniques using comparative methods. Search results show that the types of idioms found in this novel are:

1. Irregular form, but clear in meaning,

2. Regular form, but unclear in meaning,

3. Irregular form, and unclear in meaning.

It supported from data that:

1. From 35 source data analyzed from chapter 1 to chapter 6 founded that contained idiom type 1 is 54,29%, type 2 is 37,13%, type 3 is 8,57%.

2. From 35 data there were three strategy used by translator namely: 17,14% has the same meaning and form, 62,68% has the same meaning but different in form, and 20% including in translation by losing idiom. The domain strategy is using idiom which the same meaning, but different form.

B. Definition of Translation

Translation is understood as the process of changing from one language (called source language = SL) to another language (called target language = TL). Meanwhile, some people are trying to put the translation to a different version, with the translator translating the messages into another language.

Definitions of translation are almost universal and vary according to those who have approached the subject. Mochtar and Farida (2018: 9) declares that a translation is a text derived from another text in another language that exhibits qualities equivalent to this source text, so that the derived text can be considered a substitute for the original text. Translation (or translation practice) is a set of actions performed by a translator when translating the source (or original) text (ST) into another language. Translation is a means of interlingual communication. Translators enable the exchange of information between users of different languages by producing a text in the

target language (TL or translation language) that has the same communicative value as the source (or original) text (ST).).

Herman (2016 : 23) said that translation involved two languages, they are source language (SL) and Target Language (TL), so translation is a process transferring of the massage, meaning, statement, utterance of the SL to the TL, and his product of his translation is from the author's perspective.

A general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether those languages are written or spoken; whether the language is orthographically established or has no such standardization:or if one or both languages are sign-based, as with sign language for the deaf.

Translation is the transfer of verbal or non-verbal information from the primary or source information to the target information. On the other hand, translation is the message or meaning from one language to another. Its business is to transfer or the meaning of verbal or non-verbal massage from one language to another.

Translation is generally considered a process of transferring a text message from the first or source language to the target language. The source language here means the language used by the writer to express ideas, ideas, thoughts, and information that becomes translated material, and the target language is the translation language for those ideas. , ideas, thoughts, information from the author's wishes.

Another definition is given by Wahyu (2019:17) stated :

> "Translation should have the same virtues as the original, and inspire the same response in it readers. It must reflect cultural differences, while drawing parallels that make it accessible, and it must achieve a fine balance between the literal and the suggestive, the story and its melody. It should be ready by readers in its new language with the same enthusiasm and understanding as it was in the old".

More, she devided translation method into 8 methods namely:

1. Word-For-Word Translation.

   This is usually displayed as an interlaced translation with the TL just below the SL words. The SL word order is preserved and the words are translated.

   Single in their most common sense, out of context. The word culture is literally translated. The main use of word-for-word translation is to understand the mechanics of the source language or (to interpret a difficult text as a pre-translation process).

2. Literal translation.

   SL grammatical structures are converted to their closest TL equivalents, but the words are translated alone, out of context. As a pre-translation process, it indicates problems to be solved.

3. Faithful Translation.

   The faithful translation attempts to reproduce the exact contextual meaning of the original within the confines of the TL grammatical

structure. It "transfers" cultural words and preserves the degree of grammatical and lexical "abnormalities" (deviation from SL norms) in the translation. It tries to be completely faithful to the intention and actualization of the SL author's text.

4.   Semantic Translation.

Semantic translation differs from faithful translation only in that it must consider more aesthetic value (i.e. the beautiful natural sound of the SL text, compromise on "meaning" if necessary. There are no homonyms, puns, or repetitions. In addition, it can translate less cultured words into culturally neutral functional or tertiary terms, but not into cultural equivalents. chemistry – "a nunuling a corporal" can become "a nunuling of body tissue" and it may make other minor concessions to the reader. while the latter is more flexible, admitting 100% fidelity of creative exceptions and allowing the translator to visually empathize with the original.

5.   Adaptation.

This is the freest form of translation. It is mainly used for plays (comedy and poetry; themes, characters, plot are usually kept the same, SL culture turns to TL culture and rewrites the text. a play or a poem later rewritten by playwrights or poets who made many bad adaptations, but other adaptations "saved plays from a period" .

6. Free Translation.

The free translation reproduces the matter without the manner nor the context without the form of the original. It is usually a much longer interpretation of the original, the so-called "local translation", often verbose and pompous, and has no translation at all.

7. Idiomatic Translation

Idiomatic translations reproduce the "message" of the original but tend to distort nuances of meaning by favoring colloquial language and idioms that do not exist in the original.

8. Communicative Translation.

Communicative translation attempts to express the correct contextual meaning of the original in such a way that the content and language can be easily accepted and understood by the readers. Equivalence or similarity is the formal correspondence of language with each word, sentence, sentence, and meaning (central meaning, extended or situational meaning, denotative meaning, inclusive meaning, figurative or transitional meaning, grammatical meaning) or structural meaning).

Another definition of translation is given by Laurentia (2018 : 210) stated :

"Translation is actually hard for computers due to the lexical ambiguity, syntactic ambiguity, and subtleties of translation. Machine translation works based on two main approaches: rule-based and statistic-based. Rule-based MT program works on a sentence by sentence basis, while statistics-based MT program depend on a

massive amounts of data in the form of "aligned" parallel text, usually referred to bilingual corpora or bitext.

As the world becomes more global and unified, the cultures considered are getting larger and larger. Translation, once seen as merely a linguistic activity, has begun to create a cultural turning point. The 21st century, with all its challenges and opportunities, has become uncharted territory for translators with the advancement of information and technology.

Other principles that underlie translating theory are comparative study in linguistics, bilingualism, contrastive linguistics, and semantic. In other words, translating can not get rid of both diachronic or historical (linguistics whish studies language change…..and all languages are continually changing). Beside that, synchronic or descriptive (linguistics which studies a language at a single point of time. It concentrates on the state of a language and completely ignores all the processes which led up to the state).

C. The Fundamental Principles of Translation

A good translator should know some fundamental principles of translation beside definitions. Translators usually try to find out some principles of translating. Here we can summarize the principles of translating by the analyzing the opinion of some excellent translators.

1. Translators must have perfect knowledge of the language they are translating and excellent knowledge of the language they are translating into.

2. Translators must fully understand the content and intentions of the author they translate.

3. Translators have to use spoken forms in the usual sense.

4. Translators should avoid the tendency to translate verbatim because this will lose the meaning of the original and spoil the beauty of the expression.

5. By his choice and order of words, the translator must create an overall effect with an appropriate "tone".

A good translator also should know other principles of the criteria for good translating, namely: :

1. Reasonable presentation of the meaning of the original.

2. Convey in his version, as much as possible, consistent with the linguistic genius he wrote, the spirit and the character of the author.

3. For this release, "at least so far the quality of an original performance, sound natural and easy to listen to."

4. The translation must be a complete copy of the original.

5. The style and writing style must be true to the original.

6. The translation must have the full basis of the original work.

The study of words is part of English morphological analysis. Morphology is a field of linguistics that deals with the internal structure of words. To convey meaning, sounds are combined into words. Many words are made up of smaller units of meaning, and these units are combined in specific

ways to form words. Morphology is the study of meaningful units and the rules that govern them or the study of word structure.

Kalsum at. al. (2021 : 9) said that morphology is a branch of knowledge that concern to study about word formation or morpheme of a language". If we study about word formation it means we study about inflectional and derivational morpheme. Beside that, if we study about morpheme it means we study about free morpheme and bound morpheme.

D. Definition of Word

To be a good translator, there are some definitions of word should be known given by some grammarians:

Word is a linguistic unit with meaning, composed of one or more morphemes that are more or less closely linked with each other and have phonetic value. Usually, a word consists of a root or root and no or more affixes. Words can be combined to create phrases, clauses, and phrases. *https://www.azlifa.com>morphology*

Another definition of the word is found in linguistics. A word is a unit of language that speakers of that language can consider a distinct and specific unit of meaning. Language is made up of words. *http://www.topprcom>vocabulary*

In fact, a word refers to a speech sound or a mixture of two or more speech sounds in the written and spoken form of the language. A word that

functions as a symbol to represent or refer to something or someone in language to convey a particular meaning, for example: love, rift, sky, etc. *https://www.learngrammar.net*

According to Handoko (2019:4) This word is the smallest free form found in a language. This is in stark contrast to the morpheme, which is the smallest meaningful unit but does not necessarily stand alone. A word can consist of a single morpheme (for example: kick, red, fast, run, wait) or more (kick, red, fast, run, surprise). While a morpheme may not be able to stand on its own as a word (in the words just mentioned, they are:-s, -ness, -ly, -ing, un-, -ed)

These several definitions of words mentioned above are useful for many words. By means, word is the smallest segment of speech that can be used alone. Each word has a meaning.

E. Types of Word

Translator should know the types of words. There are several types of words, namely: nouns, determiners, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions *https://www.twinkl.com*

While Muliati (2017:15) devided word classes into seven classifications and examples, namely:

Word Class	Examples
Verb	*Be, drive, grow, think, ...*
Noun	*Husband, car, him, house, she, ...*
Determiner	*A, an, my, some, the*
Adjective	*Big, foolish, happy, talented, tidy*
Adverb	*Happily, recently, soon, then, there*
Preposition	*At, in, of, over, with*
Conjunction	*And, because, but, if, or*

F. Compounding

Compounding is one of the important terms in morphological rules. Besides derivational morphemes and inflectional morpheme, compounding is other process in forming words. Compounding is very productive source of new terms in English. Compounding are words constructed by combining roots. They are different from phrase words.

A word particle is an internal structural element of a sentence but works syntactically like a word. The difference between compound words and particle words is recognized from two criteria, that is, the place of stress and the semantic aspect. Consider blackboard and blackboard expressions. There are distinctions of sounds corresponding to different meanings: in the first expression, the main emphasis is on the edge, while in the second expression,

the main emphasis is on black. The first item with the stress is the first item to be classified as a phrase. The second item stressed in the second item is considered a compound word, although this pattern of stress applies only to compound nouns, not to compound words in other vocabulary categories.

Aside from the stress patterns, compounds are also semantically different from phrasal words. A compound contributes to a more or less idiosyncratic or uncertain meaning. Thus, consider the following examples :

1. *Hair net*   *hairnet*

   'net made from hair'   'net to veil hair'

2. *White house*   *(the) white house*

   'house which is white in color'   'residence of the US President'

The examples on the left are phrase words while those on right re compounds. As the definitions written down the examples show that the meanings of compounds are unpredictable. All compounds in 1-2 are nouns. In English, compound nouns are indeed the most common form of compound. The following is a detailed description of compound verbs, compound verbs, compound adjectives and nouns in English.

1. Compound verbs

   The following are examples of compound verbs whose right element is a verb. Most compound verbs indicate an action marked by the right component action. Let's say correct compounds, the rightmost

component is the head, which is the morpheme that completes the whole word category.

a. verb-verb (VV) construction :

- dry-clean

- sleep-walk

b. noun-verb (NV) construction :

- baby-sit

- test-drive

c. adjective-verb (AV) :

- white-wash

- super-star

d. preposition-verb (PV) :

- overcook

- under-work

Examples (a-d) that the compounds are formed from the head and the transformer. Since most compounds in English are on the right, the verbs in the above examples are dry, sit, drive, clean, cook and work.

2. Compound Adjectives

Compounds may consist of combinations of adjectives and other word classes. The following are examples of right-headed compound adjectives:

a. noun-adjective (NA):

- nationwide

- skin-deep

b. adjective-adjective (AA):

- bittersweet

- blue-green

c. preposition-adjective (PA):

- above-mentioned

- underpaid

In the above examples, the type whose first element is the underlying preposition is probably the most productive. New adjectives of this type meaning 'less than X' are suitable, e.g. underserved, undersized, undersigned.

In *underpaid* the core of compound is adjective *paid*. Therefore, the construction of this adjective comprises of a string of morphemes (under + paid).

3. Compound Nouns

Compounds can also be formed by combining nouns with other parts of speech. Examples of compound nouns include:

a. verb-noun (VN):

- hit-man

- pickpocket

b. noun-noun (NN):

- bathroom

- ape-man

c. adjective-noun (AN):

- sick-room

- low-rider

d. preposition-noun (PN):

- overdose

- onlooker

In addition, Rahayu (2021: 108) presents his opinion within the compositions. He makes his claim that every compound has only two immediate components. All the compounds discussed have only two components. This was not an involuntary or arbitrary restriction. Think of a noun that can be used to describe a new cleaner that works equally well on counters and windows. Along with a secondary hair restoration blend in a two-part oven cleaner and window cleaner. Can we relate to a new product that contains three components, like a window cleaner? The answer is definitely not. Window oven cleaner is clearly not something that cleans both windows and ovens (ie ovens with a clear panel on the door).

G. Conceptual Framework

Operational concept is a concept is used to give an explanation about the theoretical framework of the research,. It is purposed to avoid

misinterpretation and misunderstanding in procedure of collecting data and analyzed data.
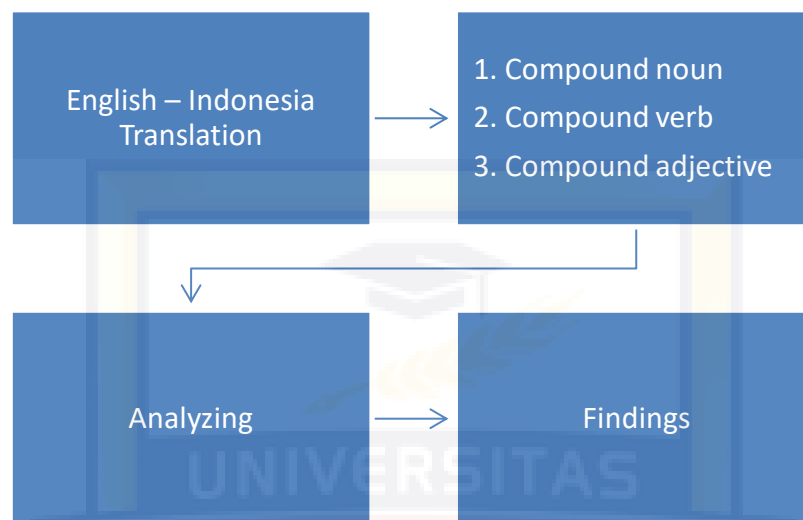
Figure 2.1. Conceptual Framework

In collecting data the researcher gave English text to students and then asked for students to translate into Indonesian language. The text consist of three compounds words namely :

a. compound nouns,

b. compound verbs,

c.   compound adjective.

Beside that, the researcher also gave questionnaire then, asked for students to choose one of the best answer. Those data found from the test and questionnaire analyzed descriptively. The result of the data analysis categorized as the findings of the research.

CHAPTER III
METHODOLOGY

This chapter covers research setting, research design, population and sample, research variable, research instrument, data collection procedure and data analysis technique.

A. Location of the research.

The research site was located in Bosowa University, Jln. Urip Sumoharjo km. 4 Makassar City. The English language study program was created in 2006. So now it's 17 years old.

B. Research Design

This research used qualitative approach by giving translation test of English compound words to students. The researcher analyzed students' answer qualitatively in case study. Salim and Khaidir (2019: 50) said that case studies are essentially intensive studies of an individual or group experiencing a specific event. Therefore, the researcher wants to draw attention to the problems students face when translating English compound words.

C. Population and Sample

According to Setyosar (2013: 229), population is defined as the members of some well-defined class of people, event or object. The population of this study was therefore the number of students in the fourth semester of the English Education Study Program of Bosowa University, 14 students. Vockell and Ashar Setyosaris (2013: 230) said that a sample should

represent the population from which we want to make generalizations. Therefore, the researcher took a sample of 9 students because only 9 students actively participated in the learning and teaching process this semester.

D. Research Variable

This study consisted of two variables which are dependent variables and independent variables. The dependent variable is the students' ability to translate the results and the independent variable is a compound word in English

E. Research Instrument

The researcher used two instruments to get the data by giving translation test of English compound words and delivering questionnaires. The test is given to students in essay test. The researcher gave 30 numbers of vocabulary tests. The 30 numbers of vocabulary tests are devided into 3 items, namely : 10 numbers (Nouns Compound), 10 numbers (Verbs Compound) and 10 numbers (Adjectives Compound). On the other hand, the researcher gave 10 numbers of questionnaires. The tests are given to students to get the primary data, while questionnaires are given to students to obtain the secondary data.

F. Prosedure of collecting data

The procedures of collecting data in this research is applied by two steps:

First, conducting a test.

The test was conducted on Wednesday, 7th June 2023 from 10.00 am to 12.00 am. The researcher gave test to students to find out the data about their performance in translating English compound words. The test numbered 30 questions which devided into 3 types, namely; 10 questions (compound nouns), 10 questions (compound verbs) and 10 questions (compound adjectives). After the researcher put forward some questions to students and then checked all students' answer, giving score, classifying students' score, calculating mean score.

Second, delivering a questionnaire.

The questionnaire was given to students on Wednesday, 7th June 2023 from 10.00 am to 12.00 am (the same time when the researcher administered of the test). The questionnaire is give to students to know students' reasons background namely: students' attitude, students' interest and motivation towards English language that has resulted to their negative or positive performance particularly in their result translation of English compound words. The questionnaires numbered 10 questions.

G. Technique of Data Analysis.

To analyze the data the researcher used the formula :

1. Scoring students' answer

$$\text{Score} = \frac{Students'\ correct\ answer}{Total\ number\ of\ item} \times 100$$

Sucianingsih (2017 :24)

2. Classified the students' translation score:

No.	Classification	Interval score
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Fairly good
5.	50-59	Fair
6.	40-49	Poor
7.	0-39	Very poor

Sucianingsih (2017:24)

3. Calculating the mean score of the students by using the formula:

$$\overline{x} = \frac{\sum x}{N}$$

Notation :

$\overline{x}$: Mean score

$\sum x$: The sum of all scores

N   : The number of students

Sucianingsih (2017:24)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter presents data presentation and analysis which consist of students' score, students' classification and questionnaire analysis.

A. Students' Score

This part presents the result of .students' translation in English compound words. The figures on the right show the numbers of students who answer the particular alternative for each question. The asterisk (*) stands for the right answer.

A. QUESTIONS

Rubric I. Translate the compound nouns below into Bahasa Indonesia!

1. Air conditioner = ………………
   - Pendingin udara (*)   2
   - Pendingin ruangan (*)   7

2. Airline   = ……………
   - Penerbangan   2
   - Perusahaan penerbangan/penjual tiket pesawat   1
   - Dinas penerbangan (*)   1
   - Penerbangan/pesawat (*)   2
   - Perusahaan penerbangan(*)   3

3. Baseball =…………….

   - Kasti 3

   - Bola kasti 3

   - Bisbol (*) 2

   - Bola baseball/bola kasti 1

4. Bedroom = ………………….

   - Kamar tidur (*) 9

5. Chairman = …………….

   - Ketua kelas 3

   - Ketua (*) 5

   - Ketua/kepala (*) 1

6. Cowboy =……………

   - Penunggang kuda 1

   - Koboi (*) 8

7. Eyesight = ……………….

   - Penglihatan (*) 6

   - Penglihatan/pandangan (*) 1

   - Sinis 2

8. Fashion style = ………………..

   - Gaya tampilan 1

   - Gaya berpakaian (*) 3

   - Gaya pakaian (*) 1

   - Gaya hidup 4

9. Newspaper = ……………

   - Surat kabar/Koran (*)   3

   - Surat kabar (*)   5

   - Koran (*)   1

10. Toothbrush = …………..

   - Toothbrush (*)   8

   - Pasta gigi   1

Rubric II. Translate the compound verbs below into Bahasa Indonesia!

11. Cry baby = ……………..

   - Menangis seperti bayi   1

   - Bayi menangis   2

   - Bayi rewel (*)   1

   - Cengeng (*)   2

   - Rewel (*)   2

   - Bayi rewel/tantrum (*)   1

12. Eggplant = …………….

   - Terong (*)   8

   - ………?   1

13. Guide book = ……………

   - Buku panduan (*)   6

   - Buku bimbingan   3

14. Payday   = ………………..

- Gajian (*)   3

- Bayaran/gajian (*)   1

- Tagihan   4

- Hari gajian(*)   1

15. Playboy = ………………..

- Buaya darat (*)   1

- Pria yang memainkan perasaan (*)   1

- Laki-laki buaya darat (*)   2

- Pria hidung belang (*)   1

- Hidung belang (*)   2

- Laki-laki pemain wanita   (*)   2

16. Proofread = ………….

- Mengoreksi (*)   5

- Koreksian bacaan   2

- Koreksi/mengoreksi (*)   1

- Koreksi (*)   1

17. Backflip = …………..

- Guling belakang/membalik belakang (*)   1

- Jungkir balik (*)   2

- Salto (*)   1

- Salto belakang (*)   1

- ………………?   4

18. Baby-sit = …………….

-	Tempat duduk bayi	1
-	Dudukan bayi	2
-	Kursi bayi	2
-	Suster bayi(*)	3
-	Mengasuh bayi (*)	1

19. Dry-clean = ………………..

-	Pengering	6
-	Cucian kering	2
-	Cuci kering (*)	1

20. Flash-freeze = ………………

-	Pembekuan	4
-	Pembekuan cepat	1
-	Freeze kulkas	1
-	Lemari es/pembekuan	1
-	Freezer kulkas	1
-	……………..?	1

Rubric III. Translate the compound adjectives below into Bahasa Indonesia!

21. High – class = …………….

-	Kelas atas (*)	6
-	Kelas mewah	1
-	Berkualitas tinggi	1

- Mewah   1

22. Last – minute = …………..

- Menit terakhir (*)   8

- Terakhir (*)   1

23. High – speed = ………………

- Kecepatan tinggi (*)   9

24. Short – term = …………….

- Jangka pendek (*)   8

- Persyaratan/ketentuan   1

25. Low – profile = …………….

- Sederhana   4

- Ramah   1

- Rendah hati (*)   1

- Baik hati   3

26. Kind - hearted   = ……………..

- Berbaik hati (*)   2

- Baik hati (*)   7

27. Long – lasting = ……………….

- Langgeng (*)   6

- Bertahan lama (*)   2

- Tahan lama (*)   1

28. Over – lasting = ………………..

- Berlebihan   4

- Sepanjang masa (*)   4

- Abadi (*)   1

29. Densely – populated = ………………..

- Penduduk padat (*)   3

- Populasi yang padat (*)   1

- Padat penduduk (*)   4

- Populasi padat (*)   1

30. Old – fashioned = ………………

- Penampilan yang ketinggalan jaman/kuno (*)   2

- Kuno (*)   2

- Gaya tempo dulu (*)   2

- Jadul/kuno (*)   1

- Penampilan jaman dulu (*)   1

- Ketinggalan jaman (*)   1

Note: (*)   = stand for the correct answer

… ?   = stand for no answer.

The table 4.1. below show the students' correct answer, students' wrong answer and students' score.

Table 4.1 Students' Score

No.	Reg. Number	Students' Innitial	Correct Answer	Wrong Answer	Score
1.	4521101001	DQ	19	11	63,33
2.	4521101002	DJV	21	9	70

3.	4521101005	YF	21	9	70
4.	4521101006	VK	22	8	73,33
5.	4521101008	YL	25	5	83,33
6.	4521101010	BA	22	8	73,33
7.	4521101011	NF	22	8	73,33
8.	4521101013	AZA	21	9	70
9.	4521101014	EK	24	6	80
Total			197	73	656,65
Average					72,96

In the table 4.1 above we can see the students' total score is 656,65 with average is 72,96 and categorized as good classification.

Table 4. 2. below show the classification of students' score in translating English compound words into bahasa Indonesia.

Table 4.2 Classification of Students' Score

No.	Classification	Interval Score	Frequency
1.	Excelent	90-100	0
2.	Very Good	80-89	2
3.	Good	70-79	6
4.	Fairly Good	60-69	1
5.	Fair	50-59	0
6.	Poor	40-49	0
7.	Very Poor	0-39	0

In table 4.2. at page 39 we can see that 2 students got very good classification, 6 students got good classification, 1 student got fairly good classification and no student got excellent, fair, poor and very poor classification.

Table 4.3. below show an analysis of the test in compound nouns numbered 10 items.

Table 4. 3. Analysis of Test in Compound Nouns.

Question	Students' Answer		Presentage (%)	
	Correct	Wrong	Correct	Wrong
1	9	0	100	0
2	6	3	66,67	33,33
3	2	7	22,22	77,78
4	9	0	100	0
5	6	3	66,67	33,33
6	8	1	88,89	11,11
7	7	2	77,78	22,22
8	4	5	44,44	55,56
9	9	0	100	0
10	8	1	88,89	11,11

In table 4.3. above we can find that from 10 questions answered by 9 students only 3 questions answered correctly namely questions number 1, 4 and 9.

Table 4.4. below show an analysis of the test in compound verbs numbered 10 questions.

Table 4.4. Analysis of Test in Compound Verb

Question	Students' Answer		Presentage (%)	
	Correct	Wrong	Correct	Wrong
11	6	3	66,67	33,33
12	8	1	88,89	11,11
13	6	3	66,67	33,33
14	5	4	55,56	44,44
15	9	0	100	0
16	7	2	77,78	22,22
17	5	4	55,56	44,44
18	4	5	44,44	55,56
19	1	8	11,11	88,89
20	0	9	0	100

In table 4.4. above show that from 10 questions answered by 9 students only 1 question answered correctly namely question number 15.

The last term can be seen in table 4.5. It show an analysis of the test in compound adjective numbered 10 questions.

Table 4.5. Analysis of Test in Compound Adjective

Question	Students' Answer		Presentage (%)	
	Correct	Wrong	Correct	Wrong
21	6	3	66,67	33,33
22	9	0	100	0
23	9	0	100	0
24	8	1	88,89	11,11
25	1	8	11,11	88,89
26	9	0	100	0
27	9	0	100	0
28	5	4	55,56	44,44
29	9	0	100	0
30	9	0	100	0

In the table 4.5 above we can see that from 10 questions answered by 9 students there were 6 questions answered correctly namely question number 22, 23, 26, 27, 29 and 30.

After the students were given three types of translation tests in English compound words namely compound nouns (10 numbers), compound verbs (10 numbers) and compound adjective (10 numbers) it appears that translating English compound adjective is the easiest one. On the other hand, the most difficult to translate is in English compound verbs.

Table 4.6 belows show an analysis of students' answer in the test. This table is a recapitulation of all students' answer in the test. The total of the tests are 30 questions.

Table 4.6. Analysis of Students' Answer in the Test

Question	Initial Student								
	DQ	DJV	YF	VK	YL	BA	NF	AZA	EK
Compound Noun									
1.	√	√	√	√	√	√	√	√	√
2.	√	√	√	√	√	√	√	√	√
3.	×	×	×	×	√	×	×	×	×
4.	√	√	√	√	√	√	√	√	√
5.	×	×	√	√	√	×	√	√	√
6.	×	√	√	√	√	√	√	√	√
7.	√	√	√	×	√	√	√	×	√
8.	×	√	√	×	√	√	×	×	×
9.	√	√	√	√	√	√	√	√	√
10.	√	√	√	√	√	√	√	√	√
Compound Verb									
11.	√	×	×	√	√	√	√	√	√
12.	×	√	√	√	√	√	√	√	√
13.	√	√	√	×	√	√	√	×	×
14.	√	√	√	×	√	√	×	×	√

15.	√	√	√	√	√	√	√	√	√
16.	√	√	√	√	×	×	√	√	√
17.	×	√	×	√	√	√	×	×	√
18.	×	×	×	√	√	×	×	√	√
19.	×	×	×	×	×	×	×	×	×
20.	×	×	×	×	×	×	×	×	×
Compound Adjective									
21.	√	×	√	√	×	×	√	√	√
22.	√	√	√	√	√	√	√	√	√
23.	√	√	√	√	√	√	√	√	√
24.	√	√	×	√	√	√	√	√	√
25.	×	×	×	×	×	√	×	×	×
26.	√	√	√	√	√	√	√	√	√
27.	√	√	√	√	√	√	√	√	√
28.	×	×	×	√	√	×	√	√	√
29.	√	√	√	√	√	√	√	√	√
30.	√	√	√	√	√	√	√	√	√

Note   : √ = Stand for the correct answer

: × = Stand for the wrong answer

Tabel 4.6 above represented the students' answer both in the correct answer and the wrong answer. It is used to show to the reader about students' answer in detailed. From 9 students as the samples of the research it found

that in *compound noun* there were 71 correct answers and 19 wrong answers. Totally 90 answers. In *compound verbs* there were 52 correct answer and 38 wrong answers. In *compound adjective* there were 74 correct answers and 16 wrong answers, totally 90 answers.

B. QUESTIONNAIRES

The questionnaire was delivered to be answered by the students. The result of the questionnaire is intended to give information about the students' condition towards English that give effect to their performance in the translation of English compound words. These questionnaires consist of 10 numbers. The number of students who choose a particular alternative to each item in the questionnaire is shown by the figures on the right.

Rubrik : Jawablah pertanyaan-pertanyaan berikut dengan memberikan tanda silang (X) pada huruf jawaban yang anda pilih !

1. Sudahkan anda memiliki buku bacaan yang berisi English Compound Words ?

    a. Sudah.   1

    b. Belum.   8

2. Apakah anda bisa membedakan English word dan English compound words ?

    a. Bisa.   9

    b. Tidak.   0

3. Seringkah anda membuat kesalahan dalam menerjemahkan naskah yang berisi English compound words ?

    a. Sering.   8

    b. Tidak.   1

4. Jika kesalahan menerjemahkan English compound words sering terjadi, apa sebabnya ?

    a. Sukar dipahami   4

    b. Jarang ditemukan.   5

5. Seringkah anda mencari English compound words dalam naskah ?

    a. Sering.   3

    b. Tidak.   6

6. Seringkah anda menggunakan English compound words dalam percakapan?

    a. Sering   5

    b. Tidak.   4

7. Apakah guru atau dosen bahasa Inggris anda sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi English compound words ?

    a. Sering.   7

    b. Tidak.   2

8. Apakah   anda sering   menemukan English compound words dalam

   kalimat?

   a. Sering.   9

   b. Tidak.   0

9. Bisakah anda membedakan English compound words dan English idioms?

   a. Bisa.   3

   b. Tidak.   6

10. Apa yang mendorong anda memilih program studi Pendidikan Bahasa

    Inggris ?

    a. Ingin menjadi guru bahasa Inggris.   5

    b. Menguasai bahasa Inggris bisa ke luar negeri.   4

   Table 4.7. belows show an analysis of students' answer in

questionnaire. This table is a recapitulation of all students' answer in the

questionnaires numbered 10 questions.

Table 4.7. Analysis of Questionnaires

Question Number	Average		Presentage	
	A	B	A	B
1.	1	8	11,11	88,89
2.	9	0	100	0
3.	8	1	88,89	11,11
4.	4	5	44,44	55,56
5.	3	6	33,33	66,67
6.	5	4	55,56	44,44

7.	7	2	77,78	22,22
8.	9	0	100	0
9.	3	6	33,33	66,67
10.	5	4	55,56	44,44

Table 4.7 above show about the analysis of students' in the questionnaires. From this table we can see that from 10 questions in questionnaires answered by 9 students there were 2 questions answered 100 % namely question number 2 and number 8.

C. Discussion

The data obtained through test in translating English compound words and questionnaire were analyzed descriptively. The amount of participants are 9 students who active joined the teaching and learning at the fourth semester in 2022/2023 academic year.

1. Students'aAbility in Translating English Compound Words.

Of the 9 students joined the test was given we can see that the highest score was 83,33 founded by only 1 student, and the lowest score was 63,33 founded by only 1 student too, while the everage was 72,96 (see table 4.1). It was supported by data that 1 student (11,11%) got 63,33 score, 3 students (73.33%) got 70 score, 3 students (33.33%) got 73,33 score, 1 student (11,11%) got 80 score and 1 student (11,11%) got 83,33 score.

After correcting students' answer and giving score to all students then, the writer categorized their score. The average of students' score categorized as good classification (see table 4.1). It was supported by data that 2 students (22,22%) got very good classification, 6 students (66,67%) got good classification, 1 student (11,11%) got fairly good classification and none of the student got excellent classification, fair classification, poor classification, and very poor classification.

The test of English compound words was devided into 3 types, namely *compound noun, compound verb* and *compound adjective*. Students' ability in translating of the three types of tests in compound words can be seen in detailed.

Table 4.3 shows the analysis of the test of compound names. This table shows that out of 10 questions about compound nouns in English, 9 students answered correctly to 3 questions, namely number 1, number 4 and number 9. 8 students answered correctly to 2 questions, namely number 6 and number 10. It was 1 questions. Question 7 was answered correctly by a student, i.e. number 7. 2 questions were answered correctly by 6 students, namely number 2 and number 5. 4 students answered one question correctly, so only number 8.

In table 4.4. we can see the analysis of test in *compound verbs*. This table show that of the 10 questions of English compound verbs there was 1 question answered correctly by 9 students namely number 15. There was 1 question answered correctly by 8 students namely number

12. There was 1 question answered correctly by 7 students namely number 16. There were 2 question answered correctly by 6 students namely number 11 dan 13. There were 2 question answered correctly by 5 students namely number 14 dan 16. There was 1 question answered correctly by 4 students namely number 18. There was 1 question answered wrong by 9 students namely number 20.

In table 4.5. we can see the analysis of test in *compound adjectice*. There were 6 question answered correctly by 9 students namely number number 22, number 23, number 26, number 27, number 29, and number 30. There was 1 question answered correctly by 8 students namely number 28. There was 1 question answered correctly by 6 students namely number 21. There was 1 question answered correctly by 5 students namely number 28. There was 1 question answered correctly by 1 student namely number 25.

After paying attention to three types of questions distributed to students namely English compound nouns, English compound verbs and English compound adjective and each consist of 10 questions we can see that in English compound nouns there were 3 questions answered correctly by all students. In English compound verbs there was 1 question answered correctly by all students. In English compound adjectives there was 6 questions answered correctly by all students. It means that the easiest for students to translate is in English compound adjective and the most difficult for students is in English compound verbs.

To see the students' ability in translating English compound words of the fourth semester we can see it in their result in answering all questions (see table 4.7). This table can be described as follows:

Student 1.

Of the 30 questions given she has 19 correct answers and 11 wrong answers, so she got 63,33 score and categorized as fairly good.

Student 2.

Out of 30 questions given she has 21 correct answers and 9 wrong answers, so she got 70 score and categorized as good

Student 3.

Of the 30 questions given she has 21 correct answers and 9 wrong answers, so she got 70 score and categorized as good.

Student 4.

Out of 30 questions given she has 22 correct answers and 8 wrong answers, so she got 73,33 score and categorized as good.

Student 5.

Of the 30 questions given she has 25 correct answers and 5 wrong answers, so she got 83,33 score and categorized as very good.

Student 6.

Out of 30 questions given he has 22 correct answers and 8 wrong answers, so he got 73,33 score and categorized as good.

Student 7.

Out of 30 questions given she has 22 correct answers and 8 wrong answers, so she got 73,33 score and categorized as good.

Student 8.

Of the 30 questions given she has 21 correct answers and 9 wrong answers, so she got 70 score and categorized as good.

Student 9.

Out of 30 questions given she has 24 correct answers and 6 wrong answers, so she got 80 score and categorized as very good.

After the writer gave score to students' answer and categorized them, it can be concluded that there was 1 student got fairly good classification , 6 students got good classification and 2 students got very good classification.

2. Students' Answer in Questionnaire

To know some reasons why students' performances it can be seen in the students' answer in questionnaires (see table 4.7).

Questionnaire item no. 1

It discuss about the ownership of reading books that contain English compound words. The datahshows that 11,11% hof the students (1 out of 9 students) said that she already has an English book that contain English compound words and 88,89% of the students (8 out of 9 students) said that they do not have reading books that contain English compound words. This data show that students' motivation to buy English book are still low.

Questionnaire item no. 2

It discuss about the being able to distinguish between English word and English compound words. The data represents that *100% students* (all students) said that they could distinguish English word from English compound words. It means that all students can distinguish between English word and English compound words. In other words, English teachers/lecturers had succeeded in teaching English compound words.

Questionnaire item no. 3.

It discuss about the frequency in making mistakes in translating text that contain English compound words. The data shows that 88,89% students (8 out of 9 students) said that they often make mistakes in translating text that contain English compound words and 11,11% students (1 out of 9 students) said that he does not often make mistake in translating text that contain English compound words. Mistakes in this

case are caused by lack students who had English book containing English compound words (see students' answer in questionnaire item no.1).

Questionnaire item no. 4.

It discuss about the cause the frequent errors in translating English compound words. The data shows that 44,44% students (4 out of 9 students) said that English compound words are hard to understand and 55,56% students (5 out of 9 students) said that English compound words are rare found.

Questionnaire item no. 5.

It discuss about the frequently looking for English compound words in the text. The data shows that 33,33% students (3 out of 9 students) said that they often look for English compound words in the text and 66,67% students (6 out of 9 students) said that they don't often look for English compound words in the text.

Questionnaire item no. 6.

It discuss about the frequency of using English compound words in conversations. The data shows that 55,56% students (5 out of 9 students) said that they often use English compound words in conversations and 44,44% students (4 out of 9 students) said that they don't often use English compound words in conversations.

Questionnaire item no. 7.

It discuss about the intensity of English teacher/lecturer gives assignments that aims to train students in translating text that contain English compound words. The data shows that 77,78% students (7 out of 9 students) said that English teacher/lecturer often gives assignments that aims to train students in translating text that contain English compound words and 22,22% students (2 out of 9 students) said that English teacher/lecturer don't often gives assignments that aims to train students in translating text that contain English compound words.

Questionnaire item no. 8.

It discuss about the frequency of finding English compound words in sentences. The data shows that 100% students (all students) said that they often find English compound words in sentences. All students admit that they often got English compound words in sentences because all of them can distinguish English words and English compound words (see students' answer in questionnaire item no. 2).

Questionnaire item no. 9.

It discuss about the difference between English compound words and English idioms. The data shows that 33,33% students (3 out of 9) said that they can distinguish the different between English compound words and English idioms and 66,67% students (6 out of 9 students) said that they can not distinguish the different between English compound words and English idioms.

Questionnaire item no. 10.

It discuss about the things that encourage choosing English language education study program. The data shows that 55,56% students (5 out of 9 students) said that they want to become English teachers and 44,44% students (4 out of 9 students) said that if we can speak English well we can go abroad.

After analyzing all items of all questionnaires, the following are some reasons on the questionnaire result we found that (1) students do not have reading books that contain English compound words, (2) students could distinguish English word from English compound words, (3) students often make mistakes in translating text that contain English compound words, (4) mistakes in translating English compound words are caused by students rare found, (5) they don't often look for English compound words in the text, (6) they often use English compound words in conversations, (7) English teacher/lecturer often gives assignments that aims to train students in translating text that contain English compound words, (8) they often find English compound words in sentences, (9) they can not distinguish the different between English compound words and English idioms and (10) students chose English study program because they want to become English teachers.

These are the conclusions that the researcher obtained from ten questions answer by students in questionnaires. These conclussions were

obtained from the most students' answer for each questions in the questionnaire.

CHAPTER V
CONCLUSSION AND SUGGESTION

This chapter consist of two parts, namely conclusion of the finding and suggestion.

A. Conclussions

After analyzing the data obtained from the translation of English compound words into Indonesian in the fourth semester of the English Language Teaching Program of Bosowa University, it can be concluded that:

a. Students' ability to translate English compound words into Indonesian is good. This is supported by the data that 2 students (22.22%) received a very good rating, 6 students (66.67%) received a good rating, and 1 student (11.11%) received a fairly good rating. In addition, the students had a total score of 656.65 and an average score of 72.96, so it is classified as a good rating.

b. The students got good classification because students could distinguish English word from English compound words, they often make mistakes in translating text that contain English compound words, English teachers/lecturers often give assignments that aims to train students in translating text that contain English compound words, and they often find English compound words in sentences.

B. Suggestions

After conducting the research, analyzing data and discussing, it is needed to give some suggestions which described detail as follows:

a. To English teachers/English lecturers.

It is important to give some exercises to students which contain translating English compound words, give as mush vocabulary about English compound words. In addition, beside providing a complete material, it needs to be balanced by providing sufficient exercises.

b. To students.

Being a good translator is not easy. So, it is suggested to be diligent in doing the assignments given by the English teacher/English lecturer, especially which contain English compound words. Be sure that the more often you do English assignments, the more also you will master the material. The more you translate the texts, the more vocabulary you master. Until now we only know that there were four skills in English, namely listening, speaking, reading and writing, but now translation of the day is the fifth skill.

c. To the reader.

Readers are advised to continue reading books, magazines, articles or studies in translation, especially those containing English compound words. Readers should know the difference between English conjunctions and English words, English idioms or phrases.

d. For future researchers.

The research on students' ability to translate English compound words into Indonesian is interesting. Therefore, it is recommended that future researchers highlight more comprehensive tools through deeper analysis.

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APPENDICES

Name   :

Reg. Number :

Semester   :

Appendices 1. Research Instrument

RESEARCH INSTRUMENT

A.QUESTIONS

I. Translate the compound nouns below into Bahasa Indonesia !

1. Air conditioner   =

2. Airline   =

3. Baseball   =

4. Bedroom   =

5. Chairman   =

6. Cowboy   =

7. Eyesight   =

8. Fashion style   =

9. Newspaper   =

10. Toothbrush   =

II.Translate the compound verbs below into Bahasa Indonesia !

11. Cry baby   =

12. Eggplant   =

13. Guide book   =

14. Payday   =

15. Playboy   =

16. Proofread   =

17. Backflip   =

18. Baby-sit   =

19. Dry-clean   =

20. Fash-freeze   =

III.Translate the compound adjectives below into Bahasa Indonesia !

21. High - class   =

22. Last - minute   =

23. High - speed   =

24. Short - term   =

25. Low - profile   =

26. Kind - hearted   =

27. Long - lasting   =

28. Over - lasting   =

29. Densely - populated   =

30. Old - fashioned   =
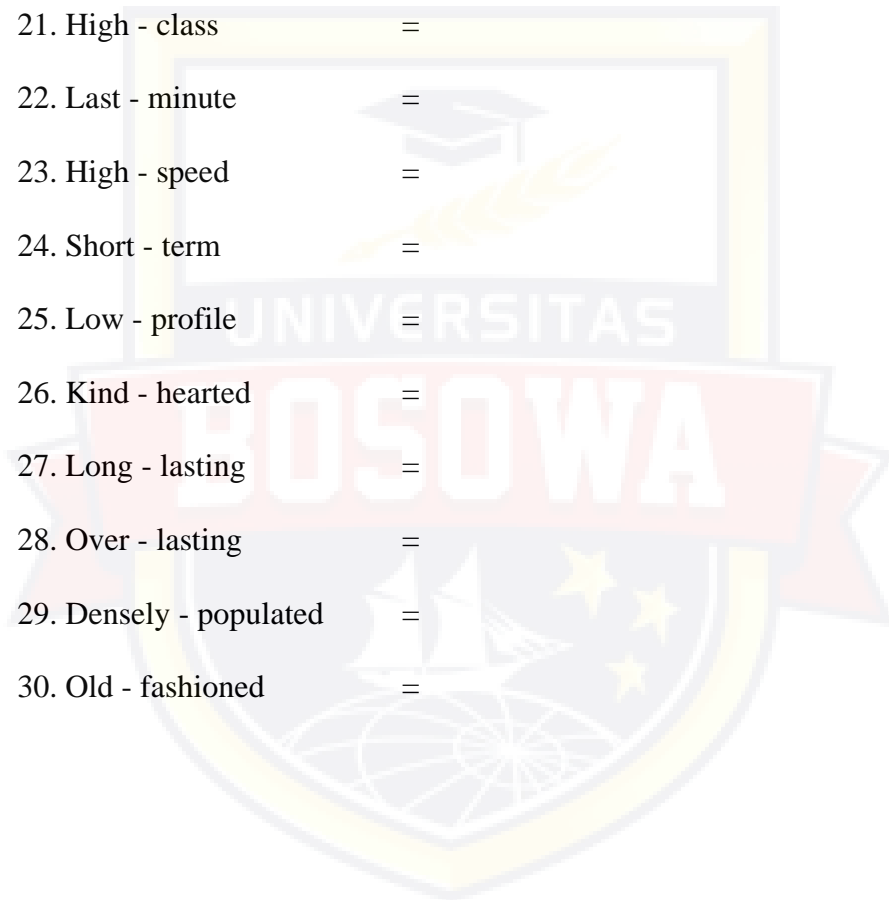
B. QUESTIONNAIRES

Jawablah pertanyaan-pertanyaan berikut dengan memberikan tanda silang (X) pada huruf jawaban yang anda pilih !

1. Sudahkan anda memiliki buku bacaan yang berisi English Compound Words ?

   a. Sudah.

   b. Belum.

2. Apakah anda bisa membedakan English word dan English compound words ?

   a. Bisa.

   b. Tidak.

3. Seringkah anda membuat kesalahan dalam menerjemahkan naskah yang berisi English compound words ?

   a. Sering.

   b. Tidak.

4. Jika kesalahan menerjemahkan English compound words sering terjadi, apa sebabnya ?

   a. Sukar dipahami

   b. Jarang ditemukan.

5. Seringkah anda mencari English compound words dalam naskah ?

   a. Sering.

   b. Tidak.

6. Seringkah anda menggunakan English compound words dalam percakapan ?

    a. Sering

    b. Tidak.

7. Apakah guru atau dosen bahasa Inggris anda sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi English compound words ?

    a. Sering.

    b. Tidak.

8. Apakah anda sering menemukan English compound words dalam kalimat ?

    a. Sering.

    b. Tidak.

9. Bisakah anda membedakan English compound words dan English idioms ?

    a. Bisa.

    b. Tidak.

10. Apa yang mendorong anda memilih program studi Pendidikan Bahasa Inggris ?

    a. Ingin jadi guru bahasa Inggris.

    b. Menguasai bahasa Inggris bisa ke luar negeri.

Appendices 2. Key Answer

KEY ANSWER

No.	Question	Answer
Compound Nouns		
1.	Air Conditioner	Pendingin Ruangan
2.	Airline	Perusahaan penerbangan
3.	Baseball	Bisbal
4.	Bedroom	Kamar tidur
5.	Chairman	Ketua
6.	Cowboy	Koboi
7.	Eyesight	Penglihatan
8.	Fashion style	Gaya berpakaian
9.	News paper	Surat kabar
10.	Tooth brush	Sikat gigi
Compound Verbs		
11.	Cry baby	Cengeng
12.	Egg plant	Terong
13.	Guide book	Buku panduan
14.	Pay day	Hari gajian
15.	Playboy	Laki-laki buaya darat
16.	Proofread	Mengoreksi
17.	Back flip	Membalik kebelakang

18.	Baby sit	Pengasuh bayi
19.	Dry clean	Cuci kering
20.	Flash freeze	Titik beku
Compound Adjective		
21.	High class	Kelas tinggi
22.	Last minute	Menit terakhir
23.	High speed	Kecepatan tiggi
24.	Short term	Jangka pendek
25.	Low profile	Rendah hati
26.	Kind hearted	Baik hati
27.	Long lasting	Bertahan lama
28.	Over lasting	Abadi
29.	Densely populated	Padat penduduk
30.	Old fashioned	Kuno

$$\frac{19}{30} \times 100 = 63,33$$

Name	: Oirsa Qiran
Reg. Number	: 4521101001
Semester	: 4 / Genap

RESEARCH INSTRUMENT

A. QUESTIONS

I. Translate the compound nouns below into Bahasa Indonesia !

1. Air conditioner = pendingin udara ✓
2. Airline = penerbangan ✓
3. Baseball = kasti ✗
4. Bedroom = kamar tidur ✓
5. Chairman = ketua kelas ✗
6. Cowboy = penunggang kuda ✗
7. Eyesight = penglihatan ✓
8. Fashion style = gaya tampilan ✗
9. Newspaper = surat kabar /koran ✓
10. Toothbrush = sikat gigi ✓

II. Translate the compound verbs below into Bahasa Indonesia !

11. Cry baby = menangis seperti bayi ✓
12. Eggplant = -
13. Guide book = buku panduan ✓
14. Payday = gajian ✓
15. Playboy = -
16. Proofread = mengoreksi ✓
17. Backflip = -

18. Baby-sit   = tempat duduk bayi   ✗

19. Dry-clean   = pengering   ✗

20. Fash-freeze   = pembekuan   ✗

III. Translate the compound adjectives below into Bahasa Indonesia !

21. High-class   = kelas atas   ✓

22. Last-minute   = menit terakhir   ✓

23. High-speed   = kecepatan tinggi   ✓

24. Short-term   = jangka pendek   ✓

25. Low-profile   = sederhana   ✗

26. Kind-hearted   = berbaik hati   ✓

27. Long-lasting   = langgeng   ✓

28. Overlasting   = berlebihan   ✗

29. Densely-populated   = penduduk padat   ✓

30. Old-fashioned   = penampilan yang ketinggalan jaman / kuno   ✓

nama : Oirsa Qirani
nim : 4521101001
Semester : 4 / genap

B. QUESTIONNAIRES

Jawablah pertanyaan-pertanyaan berikut dengan memberikan tanda silang (X) pada huruf jawaban yang anda pilih !

1. Sudahkan anda memiliki buku bacaan yang berisi English Compound Words ?

   a. sudah.

   X Belum.

2. Apakah anda bisa membedakan English word dan English compound words ?

   X Bisa.

   b. Tidak.

3. Seringkah anda membuat kesalahan dalam menerjemahkan naskah yang berisi English compound words ?

   X Sering.

   b. Tidak.

4. Jika kesalahan menerjemahkan English compound words sering terjadi, apa sebabnya ?

   a. sukar dipahami

   X jarang ditemukan.

5. Seringkah anda mencari English compound words dalam naskah ?

   a. sering.

   X tidak.

6. Seringkah anda menggunakan English compound words dalam percakapan ?

   a. sering ✗

   b. tidak.

7. Apakah guru atau dosen bahasa Inggris anda sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi English compound words ?

   a. sering. ✗

   b. tidak.

8. Apakah anda sering menemukan English compound words dalam kalimat ?

   a. sering ✗

   b. tidak.

9. Bisakah anda membedakan English compound words dan English idioms ?

   a. bisa. ✗

   b. tidak.

10. Apa yang mendorong anda memilih program studi Pendidikan Bahasa Inggris ?

    a. ingin jadi guru bahasa Inggris.

    b. menguasai bahasa Inggris bisa ke luar negeri. ✗

$$\frac{24}{30} \times 100 = 80$$

Name	: Elva Krosentia
Reg. Number	: 4521101014
Semester	: 4

RESEARCH INSTRUMENT

A.QUESTIONS

I. Translate the compound nouns below into Bahasa Indonesia !

1. Air conditioner = Pendingin Ruangan ✓
2. Airline = Perusahaan Penerbangan ✓
3. Baseball = Bola baseball / Bola kasti ✗
4. Bedroom = Ruang tidur ✓
5. Chairman = Ketua ✓
6. Cowboy = Koboi ✓
7. Eyesight = Penglihatan ✓
8. Fashion style = Gaya hidup ✗
9. Newspaper = Koran ✓
10. Toothbrush = Sikat gigi ✓

II. Translate the compound verbs below into Bahasa Indonesia !

11. Cry baby = Bayi rewel / tantrum ✓
12. Eggplant = Terong ✓
13. Guide book = Buku bimbingan ✗
14. Payday = Tagihan ✓
15. Playboy = Laki-laki buaya darat ✓
16. Proofread = Mengoreksi ✓
17. Backflip = Jungkir balik ✓

18. Baby-sit = Suster bayi ✓

19. Dry-clean = Pengering ✗

20. Fash-freeze = Freezer kulkas ✗

III. Translate the compound adjectives below into Bahasa Indonesia !

21. High-class = kelas atas ✓

22. Last-minute = menit terakhir ✓

23. High-speed = kecepatan tinggi ✓

24. Short-term = Jangka pendek ✓

25. Low-profile = Sederhana ✗

26. Kind-hearted = Baik hati ✓

27. Long-lasting = Langgeng ✓

28. Overlasting = Sepanjang masa ✓

29. Densely-populated = Padat Penduduk ✓

30. Old-fashioned = gaya tempo dulu / ketinggalan jaman ✓

Name : Elva kresentia
NIM : 4521101014
Semester : 4

B. QUESTIONNAIRES

Jawablah pertanyaan-pertanyaan berikut dengan memberikan tanda silang (X) pada huruf jawaban yang anda pilih !

1. Sudahkan anda memiliki buku bacaan yang berisi English Compound Words ?

   a. sudah.

   X Belum.

2. Apakah anda bisa membedakan English word dan English compound words ?

   X Bisa.

   b. Tidak.

3. Seringkah anda membuat kesalahan dalam menerjemahkan naskah yang berisi English compound words ?

   a. Sering.

   X Tidak.

4. Jika kesalahan menerjemahkan English compound words sering terjadi, apa sebabnya ?

   X sukar dipahami

   b. jarang ditemukan.

5. Seringkah anda mencari English compound words dalam naskah ?

   X sering.

   b. tidak.

6. Seringkah anda menggunakan English compound words dalam percakapan ?

   a. sering

   b. tidak.

7. Apakah guru atau dosen bahasa Inggris anda sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi English compound words ?

   a. sering.

   b. tidak.

8. Apakah anda sering menemukan English compound words dalam kalimat ?

   a. sering.

   b. tidak.

9. Bisakah anda membedakan English compound words dan English idioms ?

   a. bisa.

   b. tidak.

10. Apa yang mendorong anda memilih program studi Pendidikan Bahasa Inggris ?

    a. ingin jadi guru bahasa Inggris.

    b. menguasai bahasa Inggris bisa ke luar negeri.

$\frac{25}{30} \times 100 = 83.33$

Name	: Yoli Lestari A.
Reg. Number	: 4521101008
Semester	: IV (Empat)

RESEARCH INSTRUMENT

A.QUESTIONS

I. Translate the compound nouns below into Bahasa Indonesia !

1.	Air conditioner	= Pendingin ruangan	✓
2.	Airline	= Perusahaan penerbangan	✓
3.	Baseball	= Bisbol	✓
4.	Bedroom	= Kamar tidur	✓
5.	Chairman	= Ketua / Kepala	✓
6.	Cowboy	= Koboi	✓
7.	Eyesight	= Penglihatan	✓
8.	Fashion style	= Gaya berpakaian	✓
9.	Newspaper	= Surat kabar	✓
10.	Toothbrush	= Pasta gigi	✓

II.Translate the compound verbs below into Bahasa Indonesia !

11.	Cry baby	= Cengeng	✓
12.	Eggplant	= Terong	✓
13.	Guide book	= Buku panduan	✓
14.	Payday	= Hari gajian	✓
15.	Playboy	= Pria hidung belang	✓
16.	Proofread	= Koreksi bacaan	✗
17.	Backflip	= Salto	✓

18. Baby-sit = Mengasuh bayi ✓

19. Dry-clean = Cuci kering ✗

20. Fash-freeze =

III. Translate the compound adjectives below into Bahasa Indonesia !

21. High-class = ~~Berkualitas tinggi~~ Berkualitas tinggi ✗

22. Last-minute = Menit-menit terakhir ✓

23. High-speed = Berkecepatan tinggi ✓

24. Short-term = Jangka pendek ✓

25. Low-profile = Ramah ✗

26. Kind-hearted = Berhati baik ✓

27. Long-lasting = Tahan lama ✓

28. Overlasting = Abadi ✓

29. Densely-populated = Populasi padat ✓

30. Old-fashioned = Jadul / kuno ✓

Yuli Lestari G.
4521101008

B. QUESTIONNAIRES

Jawablah pertanyaan-pertanyaan berikut dengan memberikan tanda silang (X) pada huruf jawaban yang anda pilih !

1. Sudahkan anda memiliki buku bacaan yang berisi English Compound Words ?

    a. sudah.

    X. Belum.

2. Apakah anda bisa membedakan English word dan English compound words ?

    X Bisa.

    b. Tidak.

3. Seringkah anda membuat kesalahan dalam menerjemahkan naskah yang berisi English compound words ?

    X Sering.

    b. Tidak.

4. Jika kesalahan menerjemahkan English compound words sering terjadi, apa sebabnya ?

    a. sukar dipahami

    X jarang ditemukan.

5. Seringkah anda mencari English compound words dalam naskah ?

    a. sering.

    X tidak.

6. Seringkah anda menggunakan English compound words dalam percakapan ?

   a. sering

   ✗ tidak.

7. Apakah guru atau dosen bahasa Inggris anda sering memberikan tugas-tugas yang bertujuan untuk melatih menerjemahkan naskah yang berisi English compound words ?

   a. sering.

   ✗ tidak.

8. Apakah anda sering menemukan English compound words dalam kalimat ?

   ✗ sering.

   b. tidak.

9. Bisakah anda membedakan English compound words dan English idioms ?

   ✗ bisa.

   b. tidak.

10. Apa yang mendorong anda memilih program studi Pendidikan Bahasa Inggris ?

   ✗ ingin jadi guru bahasa Inggris.

   b. menguasai bahasa Inggris bisa ke luar negeri.

28. RPS English Morphology

RENCANA PEMBELAJARAN SEMESTER (RPS)

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN/PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER (RPS)

NAMA MATA KULIAH	KODE MK	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
English Morphology	4EE062		3 SKS	IV (empat)	
OTORISASI	Nama Koordinator Pengembang RPS	Koordinator RMK		Ka PRODI	
	Tanda tangan	Tanda tangan		Tanda tangan	
					Ulfah Syam, S.S.,M.Pd

Capaian Pembelajaran (CP)	CPL-PRODI (Capaian Pembelajaran Lulusan Program Studi)	
	S2	menjunjung tinggi nilai kemanusiaan, moral, etika, profesionalisme, dan integritas akademik
	S5	memahami, menghargai, dan menghormati keragaman sosialbudaya, agama, pendapat dan cara pandang orang lain
	S9	bersikap adaptif terhadap perkembangan jaman
	P4	menguasai ilmu pendidikan dan metodologi belajar dan pembelajaran Bahasa Inggris yang meliputi pengelolaan dan pengembangan kurikulum, perencanaaan, penerapan, dan evaluasi pembelajaran,
	P5	menguasai prinsip-prinsip dasar penelitian dalam kaitannya dengan memulai, merencanakan, mengatur, menerapkan, dan mengevaluasi tindakan

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P6	menguasai karakteristik peserta didik, baik dalam hal fisik, psikologi, sosial, maupun budaya untuk meningkatkan kualitas pembelajaran Bahasa Inggris secara optimal;
KU1	berpikir kritis, reflektif, dan inovatif
KU3	bekerja secara kolaboratif dan efektif dalam berbagai konteks dengan pihak lain
KU4	melakukan pembelajaran seumur hidup dan pengembangan profesional berkelanjutan
KU5	menunjukkan keahlian dalam pemecahan masa
KU6	menggunakan teknologi informasi dan komunikasi dengan bertanggung jawab
KK1	melaksanakan proses pembelajaran bahasa Inggris dengan mendesain, membuat, dan memanfaatkan berbagai media pembelajaran dan TIK untuk menghasilkan pembelajaran yang efektif, kreatif dan berpusat pada siswa
KK2	memberikan layanan pembelajaran sesuai dengan kebutuhan dan karakteristik peserta didik;
KK3	melakukan penelitian dan mengkaji data empirisnya secara kritis dan analitis untuk meningkatkan mutu pembelajaran Bahasa Inggris;
KK4	menulis karya ilmiah atau penelitian sederhana dan mendiseminasikan karya akademik dalam forum ilmiah
CPMK (Capaian Pembelajaran Lulusan Yang Dibebankan Pada Mata Kuliah)	
CPMK -1	Mampu Memahami pengertian Morphology
CPMK -2	Mampu Menguasai Konsep teoritis morphology
CPMK -3	Mampu Menguasai contoh-contoh dari morphology
CPMK -4	Mampu Menguasai bagian dari morphology
Sub CPMK (Kemampuan Akhir Tiap Tahapan Belajar) CPL → CPMK → Sub-CPMK	
Sub CPMK -1	Mampu menjelaskan tentang pengertian Morphology
Sub CPMK -2	Mampu menjelaskan teori-teori yang berkaitan morphology
Sub CPMK -3	Mampu menguraikan contoh bagian dari morphology
Sub CPMK -5	Mampu menjelaskan Review of literature kaitan dengan penelitian tentang morphology
Sub CPMK -7	Mampu menulis satu topik dari morphology
Diskripsi Singkat MK	Mata kuliah ini terdiri dari dua cabang ilmu bahasa yakni morphologi yaitu ilmu yang mempelajari tentang makna pembentukan kata atau satuan terkecil yang bermakna dan syntax adalah ilmu yang mengatur tentang kata atau klausa dalam pembentukan kalimat.
Bahan Kajian / Pokok Bahasan	28. Definisi Morphology 29. Morpheme (Free and bound morpheme) 30. Phrase, sentence, words 31. Teori-teori atau jurnal yang membahas tentang morphology 32. Contoh-contoh morphology 33. Relative Clause 34. Preposition

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	35. The article (a, an, the)
	36. Practice: words
	37. Practice: sentence
	38. Practice: paragraph

Daftar Referensi	**Utama:** 1. G.E.Booij. 2005. The Grammar of Words: An Introduction to Linguistics Morphology. Oxford: Oxford University Press **Pendukung:** 17. Abdullah, "Morpheme", access from: https://putrajawa690.wordpress.com/2016/05/12/mor pheme/ at 23 September 2018. 18. Andrew Carstairs and McCarthy. An Introduction to English Morphology, Great Britain: Edinburgh University Press 19. Anna Feldman & Jirka Hana. 2002. ESSLLI Course Azhary Tambusai, "Morphological Typology of Affixes in Riau Malay", International Journal of Humanities and Social Science, (Indonesia: Center for Promoting Ideas), vol 6, No 8/ August 2016. 20. Barton, David (1994). Literacy: An Introduction to the Ecology of Written Language. Blackwell Publishing. 21. Bauer, Laurie.1988. Introduction to Linguistic Morphology. Edinburgh: Edinburgh University
Media Pembelajaran	**Preangkat lunak:** Windows : Slide Presentasi **Perangkat keras :** Notebook, LCD & White board
Nama Dosen Pengampu	Muliati, S.Pd.,M.Hum.,M.Ed
Mata kuliah prasyarat	-

MingguKe-	Sub-CPMK (Kemampuan akhir yg direncanakan)	Bahan Kajian (Materi Pembelajaran)	Bentuk dan Metode Pembelajaran	Estimasi Waktu	Pengalaman Belajar Mahasiswa	Kriteria & Bentuk Penilaian	Indikator Penilaian	Bobot Penilaian (%)

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1-3	Mampu menjelaskan tentang definisi Morphology	▪ Definisi Morphology ▪ Teori morphology	Bentuk: - Kuliah Metode: - Diskusi	TM : 1x3x50' BT : 1x3x60' BM : 1x3x60'	Menyusun Ringkasan Materi (Tugas 1)	Kriteria: - Rubrik Bentuk non-test: - Tulisan Ringkasan materi	- Kehadiran - ketepatan menjelaskan, dan mereview hasil diskusi	10
4-5	Mampu menjelaskan morpheme	Morpheme (Bound and Free morpheme)	Bentuk: - Kuliah Metode: - Diskusi	TM : 1x3x50' BT : 1x3x60' BM : 1x3x60'	Menyusun Ringkasan Materi (Tugas 2)	Kriteria: - Rubrik Bentuk non-test: - Tulisan Ringkasan materi	- Kehadiran - ketepatan menjelaskan, dan mereview hasil diskusi	5
6-7	Mampu menjelaskan phrase, words,sentences	Phrase, words, sentences	Bentuk: - Kuliah Metode: - Diskusi	TM : 1x3x50' BT : 1x3x60' BM : 1x3x60'	Menyusun Ringkasan Materi (Tugas 3)	Kriteria: - Rubrik Bentuk non-test: - Tulisan Ringkasan materi	- Kehadiran - ketepatan menjelaskan, dan mereview hasil diskusi	5
8	Ujian Tengah Semester							
9-12	40. Mampu menjelaskan bagian-bagian dari morphology	Bagian dari morphology	Bentuk: - Kuliah Metode: - Diskusi	TM : 1x3x50' BT 1x3x60' BM : 1x3x60'	Menyusun Ringkasan Materi (Tugas 5)	Kriteria: - Rubrik Bentuk non-test:	- Kehadiran - ketepatan menjelaskan, dan mereview hasil diskusi	10

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No	Kemampuan	Materi	Bentuk/Metode	Waktu	Tugas	Kriteria/Bentuk	Indikator	Bobot
	Mampu menjelaskan bagian dari relative clause	Relative clause Sumber penelitian tentang morphology	Bentuk: - Kuliah Metode: - Diskusi	TM : 1x3x50' BT : 1x3x60' BM : 1x3x60'	Menyusun Ringkasan Materi (Tugas 6)	Tulisan Ringkasan materi Kriteria: - Rubrik Bentuk non-test: Tulisan Ringkasan materi	- Kehadiran - ketepatan menjelaskan, dan mereview hasil diskusi	10
15	Mampu menulis contoh morphology (bagian dari morphology)	Tugas kelompok	Bentuk: - Presentasi Metode: - Menulis proposal individu	TM : 1x3x50' BT : 1x3x60' BM : 1x3x60'	Menyusun Proposal (Tugas 7)	Kriteria: - Rubrik Bentuk non-test: Tulisan Ringkasan materi	- Kehadiran - Pemahaman Materi - Kesesuaian pustaka - Kerjasama Kelompok - Penilaian Tugas	50
16	Ujian Akhir Semester							100

Appendices 3. Students' Score

No.	Reg. Number	Students' Name	Correct Answer	Wrong Answer	Score
1.	4521101001	Dirsa Qirani	19	11	63,33
2.	4521101002	Devlin J. Varian	21	9	70
3.	4521101005	Yeslin Febrianti	21	9	70
4.	4521101006	Viona Kasuaran	22	8	73,33
5.	4521101008	Yuli Lestari	25	5	83,33
6.	4521101010	Bayu Anggara	22	8	73,33
7.	4521101011	Nurfadiyah	22	8	73,33
8.	4521101013	Arbia Zabila Alfansa	21	9	70
9.	4521101014	Elfa Kresentia	24	6	80
Total			197	73	656,65
Average					72,96

Appendix 4.   Analysis of Students' Answer in the Test

Question	Initial Student								
	DQ	DJV	YF	VK	YL	BA	NF	AZA	EK
Compound Noun									
1.	√	√	√	√	√	√	√	√	√
2.	√	√	√	√	√	√	√	√	√
3.	×	×	×	×	√	×	×	×	×
4.	√	√	√	√	√	√	√	√	√
5.	×	×	√	√	√	×	√	√	√
6.	×	√	√	√	√	√	√	√	√
7.	√	√	√	×	√	√	√	×	√
8.	×	√	√	×	√	√	×	×	×
9.	√	√	√	√	√	√	√	√	√
10.	√	√	√	√	√	√	√	√	√
Compound Verb									
11.	√	×	×	√	√	√	√	√	√
12.	×	√	√	√	√	√	√	√	√
13.	√	√	√	×	√	√	√	×	×
14.	√	√	√	×	√	√	×	×	√
15.	√	√	√	√	√	√	√	√	√
16.	√	√	√	√	×	×	√	√	√
17.	×	√	×	√	√	√	×	×	√

18.	×	×	×	√	√	×	×	√	√
19.	×	×	×	×	×	×	×	×	×
20.	×	×	×	×	×	×	×	×	×
Compound Adjective									
21.	√	×	√	√	×	×	√	√	√
22.	√	√	√	√	√	√	√	√	√
23.	√	√	√	√	√	√	√	√	√
24.	√	√	×	√	√	√	√	√	√
25.	×	×	×	×	×	√	×	×	×
26.	√	√	√	√	√	√	√	√	√
27.	√	√	√	√	√	√	√	√	√
28.	×	×	×	√	√	×	√	√	√
29.	√	√	√	√	√	√	√	√	√
30.	√	√	√	√	√	√	√	√	√

Appendix 5. Analysis of Students' Answer in Questionnaires

Question Number	Average		Presentage	
	A	B	A	B
1.	1	8	11,11	88,89
2.	9	0	100	0
3.	8	1	88,89	11,11
4.	4	5	44,44	55,56
5.	3	6	33,33	66,67
6.	5	4	55,56	44,44
7.	7	2	77,78	22,22
8.	9	0	100	0
9.	3	6	33,33	66,67
10.	5	4	55,56	44,44

Appendices 6. Documentation

DOCUMENTATION

Picture 1. The researcher is giving explanation to students about the test.

Picture 2. The researcher is giving explanation to students about the questionnaire.

Picture 3. The researcher is dividing the research instrument.

Picture 4. The researcher is giving attention to students filling out the instrument.

Picture 5. The students are filling out the instruments.

Picture 6. The researcher is answering the students' question.

Picture 7.The students have finished filling out the instrument and ready to collect

Picture 8. The researcher is saying thank you to students for their participant.

Appendices 7. A Statement of Having Carried Out the Research

UNIVERSITAS BOSOWA
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Jalan Urip Sumoharjo Km. 4 , Makassar-Sulawesi Selatan 90231
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
No.A.354/FKIP/UNIBOS/VI/2023

Yang bertanda tangan di bawah ini :

Nama	:	Dr. Asdar, S.Pd, M.Pd
NIDN.	:	0922097001
Pangkat/Golongan	:	Lektor Kepala /III.d
Jabatan	:	Dekan FKIP
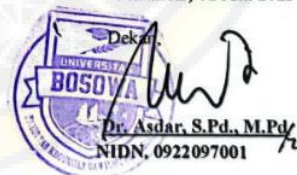
Menerangkan bahwa nama yang tercantum di bawah ini :

N a m a	:	Muhammad Rifqi Nurishmat Rusli
NIM	:	4519101007
Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Keguruan Ilmu Pendidikan

Benar telah selesai melakukan Penelitian dan Pengambilan data di Prodi Pendidikan Bahasa Inggris Fakultas Keguruan Ilmu Pendidikan (FKIP) Universitas Bosowa Makassar dengan Judul Skripsi : Sudents' Ability In Translating of English Compound Words of The Fourth Semester Students of English Education Study Program of Bosowa University (A Case Study).

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 12 Juni 2023

Dekan,

Dr. Asdar, S.Pd., M.Pd
NIDN. 0922097001

BIOGRAPHY

Muhammad Rifqi Nurishmat Rusli was born in Makale, Tana Toraja regency on June, 23rd 2002 from the marriage of his parents Ir. Muhammad Rusli and Hj. ST. Haliah Batau, S.S., M.Hum. He is the only one son in his family.

He started his elementary school in 2007 at SDN 198 INP Suli-Suli of North Maros regency for 6 months. At the second semester he moved to SD Inpres Daya Biringkanaya regency of Makassar city until graduated in 2013. In the same time he continued his study to SMP Negeri 25 Makassar until 2016. Then, he continued his study to MA Negeri 3 Makassar until 2019. After that, he continued his study to University by choosing English Education Study Program at the Faculty of Teacher Training and Education of Bosowa University in Makassar. While studying, he was active in several organizations, both intra-campus organizations and outside campus organizations. In intra-school organizations namely in 2017 -2018 as the chairman of the Youth Scientific Group Organization at the State Aliyah Madrasah, in 2021 – 2022 as the Head of Class for students of 2019, from June 2022 – September 2022 as vice chairman of Students Executive Board Faculty of Teacher Training and Education, September 2022 until July 2023 as chairman of Student Executive Board Faculty of Teacher Training and Education. In outside campus organizations namely, in 2020 – 2022 as member of LPPM UMI (Lembaga Penulisan dan Penerbitan Mahasiswa Universitas Muslim Indonesia), in 2020 – 2022 as premedical street volunteers who treated Omnibus Law mass injuries. He finished his study in 2023.