



**THE ABILITY OF STUDENTS  
AT ENGLISH EDUCATION DEPARTMENT (TBI-1)  
IN ANALYZING COMPOUND NOUNS AND COMPOUND ADJECTIVES**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of Requirement for the Degree of  
Islamic Education Scholar (S.Pd.I.) in English*

Written by:

**NONDANG SARI BULAN**  
Reg. No. 10 340 0015

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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**2014**

Padangsidempuan, August 28<sup>th</sup>, 2014

Term : Thesis

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Appendix : 7 (seven) exemplars

In -

Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying, and giving advice for necessary revise on thesis belong to Nondang Sari Bulan, entitle "THE ABILITY OF STUDENTS AT ENGLISH EDUCATION DEPARTMENT (TBI-1) IN ANALYZING COMPOUND NOUNS AND COMPOUND ADJECTIVES", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped that she could be summoned to defend her thesis in Munaqasyah. That's all and thank you for the selection.

Wassalamu'alaikumWr. Wb.

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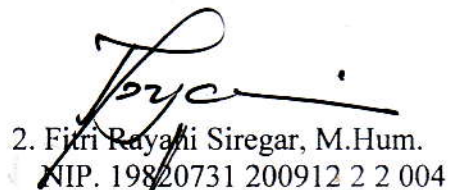


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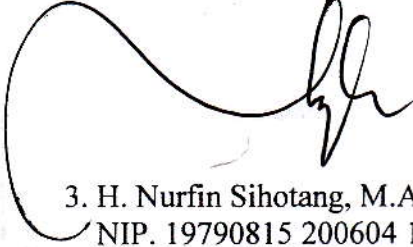
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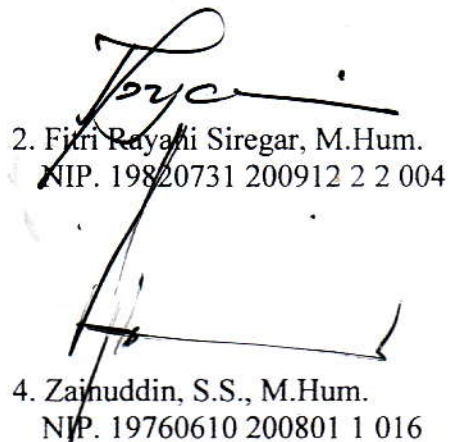
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## ABSTRACT

Name : NONDANG SARI BULAN  
Registration Number : 10 340 0015  
Title : The Ability of Students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives

The problem of the research was that not all of students TBI-1 at second semester academic year 2013/2014 have much basic knowledge about English. Then, some of students chose English Education Department because they think that English Education Department has many vacancies for job. In addition, when they were studying they just expect knowledge from lecturer. If lecturer commanded them to look for knowledge out lecturing they were less enthusiastic. In addition, lecturer of vocabulary said that students TBI were less interest and enthusiastic studying vocabulary. It could be proven by their result of final examination. Most of students got score 62 that categorized into low score.

This research was designed by qualitative research and the method used descriptive method. The source of the data was taken by purposive sampling. This data would be collected from students of TBI-1 IAIN Padangsidimpuan at the second semester academic years 2013/2014. The students were 33 students. In addition, collecting of data was done by doing observation to the class TBI-1, did interview to the students and lecturer of vocabulary, and giving test about analyzing compound nouns and compound adjectives.

Based on the result of research, researcher found that the ability of students at English Education department (TBI-1) in analyzing compound nouns and compound were high categories. The students' score were 67.6. In this case, the students faced difficulties in analyzing compound nouns and compound adjectives. Then, the lecturer's efforts overcame students' difficulties in analyzing compound nouns and compound adjectives were she explained definitions about it firstly. Then, she gave some examples. After that, she gave exercise about it. Finally, she gave a technique to memorize new vocabularies.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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3. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty.
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May Allah, The almighty bless them all, Amin.

Padangsidempuan, 28 Agustus 2014  
The Writer



**NONDANG SARI BULAN**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language as a tool of communication plays an important role in the human life. Without language it is impossible for the people to interact each other. It is as a central fact of human existence and social process. One of the languages that have succeeded to attract most of people in the world to learn is English. The usage of English nowadays is very wide and essential in our everyday life, especially in facing the globalization and free trade era. It is said like that because English has been an international language and every countries almost study and use English as a media of communication in the international situation. It is also used in the scientific books, advertisements, products and other materials. Therefore, every student should study English early on education. It is from primary school (five and six grade) so that they will be familiar with English.

In Indonesia, English subject is as one of the obligatory subject in the curriculum of high school, either in Junior High School, Senior High School, and also in university as the first foreign language. However, even though the students have learned English for a long time, it is still found that their English abilities are still poor and weak. It is in almost all the language skills. Then, they are also low especially in vocabulary mastery. Therefore, students are often

confused and bored about English. For all that, whoever wants to master English, he or she must have many vocabularies factually to facilitate him or her to master English especially English students. So, without mastering many vocabularies, English students will not be able to master four skills; they are reading, writing, listening and speaking.

In addition, in learning English, students are expected to master the most basic of language basically. One of the most basic of language is vocabulary because the competence of students in language is always influenced by their ability in mastering vocabulary. Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, and so on.<sup>1</sup> It is used for communication or expression, in particular art and skill. So, by mastering many vocabularies, English students are expected to be able to express their opinion, idea, and thought written and orally.

However, language as the tool of communication get growing and developing in line with time and period development so that the number of words also increases. In the other hand, language is change and dynamic.<sup>2</sup> It changes constantly. If a new word is used by many speakers of a language, it will probably survive and it can happen only one day, it is an everyday word and it includes to our dictionaries. When new inventions, discovery, innovation and

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<sup>1</sup> Howard Jackson, and Etienne Ze Amvela, *Words, Meaning, and Vocabulary*, (Great Britain: Cassell, 2000), p. 286.

<sup>2</sup> Henry Guntur Taringan, *Menyimak sebagai suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986) p. 20.

changes enter our lives, we have to name them and of course to communicate about them. But sometimes there is nothing the vocabulary to name the new invention in dictionary. Therefore, language needs new words either it is borrowed, derived or adopted.

In English, if there is a new thing but the language community has no word for it, so there are many ways in which words can be created and formed. In the past and present, people used and still use a variety of methods to create new words, such as inflection, derivation, blending, and compounding. In the term of morphology, it is called as word formation processes. Basically, this word formation is suitable with function of the word. Then, the using of this word formation processes is to avoid misunderstanding and mistake about meaning of the new words because English words have several meaning. English students will get difficulty and mistranslate if they do not understand it. So, it needs deep understanding.

Allah swt. Said in holy Qur'an in *suroh Ali-Imran* verse 7, as follows:<sup>3</sup>

هُوَ الَّذِي أَنْزَلَ عَلَيْكَ الْكِتَابَ مِنْهُ آيَاتٌ مُحْكَمَاتٌ هُنَّ أُمُّ  
الْكِتَابِ وَأُخْرُ مُتَشَابِهَاتٌ فَأَمَّا الَّذِينَ فِي قُلُوبِهِمْ زَيْغٌ فَيَتَّبِعُونَ مَا  
تَشَبَهَ مِنْهُ ابْتِغَاءَ الْفِتْنَةِ وَابْتِغَاءَ تَأْوِيلِهِ ۗ وَمَا يَعْلَمُ تَأْوِيلَهُ إِلَّا

---

<sup>3</sup> Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an in the English Translation*, (Saudi Arabia: Islamic University Al-Madinah Al-Munawwara, 1994), p. 68.

اللَّهُ وَالرَّاسِخُونَ فِي الْعِلْمِ يَقُولُونَ ءَامَنَّا بِهِ كُلٌّ مِّنْ عِنْدِ رَبِّنَا  
 وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ﴿٧﴾

Translation:

It is He who has sent down to you (Muhammad) the Book (Qur'an). In it are verses that are entirely clear, they are the foundations of the Book (and those are the verses of *Al-Ahkam*, *Al-Fara'id*, and *Al-Hudud*), and others not entirely clear. So as for those in whose hearts there is deviation (from the truth), they follow that which is not entirely clear thereof, seeking *Al-Fitnah*, and seeking for its hidden meanings, but none knows its hidden meaning save Allah. And those who are firmly grounded in knowledge say, "We believe in it; the whole of it (clear and unclear verses) are from our Lord". And none receive admonition except men of understanding. (*Q.S. Ali-Imran: 7*)

Based on above surah, Allah giving us Al-Qur'an that some of words have clear meaning and unclear meaning. For unclear meaning word, people must understand it with deep understanding to avoid ambiguity. However, if people do misunderstanding about how to understand it they will get astray. Likewise about compound, students should understand compound well so that they know what is the meaning of compound words. Unfortunately, not all of students TBI-1 at second semester academic year 2013/2014 have much basic knowledge about English. They just have a little knowledge about it. Then, some of students chose English Department because they think that English Department has many vacancies for job. <sup>4</sup> In addition, when they were studying they just expect knowledge from lecturer. If lecturer commanded them to look for knowledge out

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<sup>4</sup> Interview with Mr. Dedi Syaputra, et.al., Students of IAIN Padangsidempuan, on 17<sup>th</sup> December 2013 at 10.26 am.

lecturing they were less enthusiastic. Thereby, it caused their language skill is far away from what is expected. In addition, lecturer of vocabulary said that students TBI-1 were less interest and enthusiastic studying vocabulary so that it made their score were low. It can be proven by their result of final examination. Most of students got score 62 that categorized into low score.<sup>5</sup> So, in this case, researcher used compound word to analyze their ability in vocabulary mastery. Actually, there are some formations of compound word such as compound noun and compound adjectives.

Compound noun and compound adjective are one of ways to develop and add vocabulary. Then, it is one of the word enrichment and formations. In which, students can get new vocabularies from the combination of noun and noun, adjective and noun, verb and noun, adjective and adjective, verb and preposition, and so on. Thus, researcher analyzed students' TBI-1 ability in analyzing compound nouns and compound adjectives. Finally, in view of above explanation, researcher made the thesis with title: "THE ABILITY OF STUDENTS AT ENGLISH EDUCATION DEPARTMENT (TBI-1) IN ANALYZING COMPOUND NOUNS AND COMPOUND ADJECTIVES".

## **B. Focus of the Problem**

Actually there are many kinds of compound words such as compound noun, compound adjective, compound adverb, and compound verb. However, in

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<sup>5</sup> *Interview* with Mrs. Eli Nondang Saragih, Lecturer of Vocabulary in IAIN Padangsidimpuan, on 13<sup>th</sup> May 2014 at 10.30 am.

this case, the researcher only researched on the ability of students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives. Then, researcher just focused on the ability of students at English Education Department (TBI-1) in the second semester of academic years 2013-2014 IAIN Padangsidempuan.

### **C. Definition of Terminologies**

To avoid ambiguity, the researcher explains some terms that used in this research, they are:

1. Ability; it is the fact of having the skill, power, or other qualities that are need to do something.<sup>6</sup> Ability needs mental and braveness to do something. For this case, the ability is pointed out with the ability of students at English Education Department (TBI-1) in analyzing compound nouns and compound adjectives.
2. Student; it is person who is studying at a college, polytechnic, or university.<sup>7</sup> So, student is someone who is studying in higher level of education after graduated from Senior High School. In this case, the students refer to TBI-1 students at second semester of IAIN Padangsidempuan academic years 2013/2014.

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<sup>6</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Great Britain: Oxford University Press, 1987), p. 2.

<sup>7</sup> *Ibid.*, p. 859.

3. Analysis; it is study of something by examining its parts and relationship.<sup>8</sup> It means that analysis is expounding about a subject in its parts to get an appropriate explanation and whole meaning understanding. So, in this case, an analyzing analyzed the ability of students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives.
4. Compound Noun; it is a noun formed from combination of two nouns and it forms one meaning.<sup>9</sup> In this case, compound noun must consist of two words. The first word is noun form and the second is another parts of speech.
5. Compound Adjective; it is an adjective which is made up of two parts and is usually written with a hyphen.<sup>10</sup> It means that if two adjectives are combined into one word to form one meaning, it can be called compound adjective.

So, based on explanation above, the researcher concluded that research title about the ability of students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives was the process to know capacity of the students in analyzing compound nouns and compound adjectives.

#### **D. Formulation of the Problem**

In conducting the research, the formulations of the problem are:

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<sup>8</sup> A.S. Hornby, *Advance Learner's Dictionary*, (New York: Oxford University Press, 1995) p. 38.

<sup>9</sup> Surawan Martinus, *Sukses Mneyelesaikan TOEFL Structure*, (Jakarta: Trans Media Pustaka Utama, 1990), p. 47.

<sup>10</sup> Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use*, (Jakarta: Erlangga, 2001), p. 24.

1. How is the ability of students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives?
2. What are the students' TBI-1 difficulties in analyzing compound nouns and compound adjectives?
3. What effort does lecturer do to overcome students' TBI-1 difficulties in analyzing compound nouns and compound adjectives?

#### **E. Purposes of the Research**

Purposes of the research are:

1. To describe the ability of students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives.
2. To analyze students' TBI-1 difficulties in analyzing compound nouns compound adjectives.
3. To know lecturer's effort to overcome students' TBI-1 difficulties in analyzing compound nouns and compound adjectives.

#### **F. Significances of the Research**

Significances of the research are:

1. To the Leader of English Education Department is as information about the ability and difficulties of students TBI-1 in analyzing compound nouns and compound adjectives.
2. As a learning material to make teachers' insight in teaching and learning process especially in vocabulary material.



3. To other research as an addition of material to do a further research in the same field.
4. As a source of knowledge to understand Compound Nouns and Compound Adjectives specifically.

#### **G. Outline of Thesis**

To make this research easier to read, the researcher makes outline of thesis this research that consists of five chapters. Each chapter is divided into many sub chapters. Chapter I explain about Introduction. Introduction include Background the Problems, Focus of the Problem, Definition of Terminologies, Limitation of the Problem, Formulation of the Problems, Purposes of the Research, and Significances of the Research. In addition, Chapter II explains about Theoretical Description. Theoretical Description includes Literature Review/Theoretical Description and Review of Related Finding. Theoretical Description consists of Definition of Ability, Definition of Compound, Classification of Compound, Forms of Compound, Compound Noun, and Compound Adjective.

Then, Chapter III explains about Research Methodology. Research Methodology is divided into Time and Schedule of Research, Research Design, Participant, Source of Data, Technique of Collecting, Technique of Analyzing Data, and Technique of Checking Data Trustworthiness. Chapter IV explains about Result of Research; it consists of Finding, Discussion, and Threats of the Research. Finally, Chapter V explains about Conclusion. Conclusion includes Conclusions and Suggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Definition of Ability

Ability is the fact of having the skill, power, or other qualities that are need to do something.<sup>1</sup> Ability needs mental and braveness to do something. For this case, the ability is pointed out with the ability of students at English Education Department (TBI-1) in analyzing compound nouns and compound adjectives. However, in this case, there are some indicators that refers to the ability of students at English Education Department (TBI-1) in analyzing compound nouns and compound adjectives, they are:

- a. Students are able to form compound nouns that are written with Noun + Noun, Verb + Noun, Adjective + Noun, Adverb or Preposition + Noun, and Gerund + Noun pattern.
- b. Students are able to form compound adjectives that are written with Noun + Adjective, Adjective + Adjective, and Adverb + Participle pattern.

##### 2. Definition of Compound

A compound derives from two words used together to form new vocabulary. It is a way of expansion of vocabulary. Actually, “the term

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<sup>1</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Great Britain: Oxford University Press, 1987), p. 2.

compound, as it is used for a part of speech, refers to a group of words. It is usually two, but sometimes more that joined together into one vocabulary unit that functions as a single part of speech”.<sup>2</sup> Furthermore, the compound is also defined as a stem that consist of combining more than one root together. The meaning and writing of compounds are by no means constituent. This observation tends to suggest that compounds have a mediator status between terms of phrases and words that consisting of a single root. However, although most compounds consist of some roots but in some case, one of the roots of a compound may be modified by an inflection.<sup>3</sup> Thus, the specific characteristic of compound is consisting of more than one root. For example, notebook, cupboard, money-box, and so on in which they consist of two roots.

In addition, A.S. Hornby says that “compound is a word formed by adding another word to a headword. It is written as one word (nightdress), as two words are separated by hyphen (night-time), and as two separate words (night life)”.<sup>4</sup> The same compound may be found in different books, newspaper, notices, and so on, but the compound is written by no irregular way. Sometimes it is written with a hyphen, as one word, and as two words.<sup>5</sup>

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<sup>2</sup> Marcella Frank, *Modern English A Practical References Guide*, (New York: Prentice Hall, 1972), p. 7.

<sup>3</sup> Howard Jackson, and Etienne Ze Amvela, *Words, Meaning, and Vocabulary*, (Great Britain: Cassell, 2000), p. 79-80.

<sup>4</sup> A.S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (Great Britain: Oxford University Press, 1987), p. xv.

<sup>5</sup> *Ibid.*

Therefore, Compound word must consist of two words at least although the meaning of the compound may be very different from the meanings of its components in isolation.

In addition, compounds are always made as separate headwords (not as part of another main headword). So, it is important to distinguish which one is compound words that have a fixed form and a special meaning and groups of words that used together in a particular sentence.<sup>6</sup> It will be recall that compound is the combination of two or more words to form a new word. Similarity, compound consists of the combination of two words, in which one word modifies the meaning of the other.<sup>7</sup> When the two constituents of the compound belong to the same word class, it may be assumed that the resulting of the compound also belong to the same word class. Its function can be as the simplest number of that class but when there are two constituents compounds belong to different word classes, the classification of the resulting compound cannot be taken for granted.<sup>8</sup> In this case, deep understanding about them is very necessary to avoid ambiguity. It is according to resources in getting compound.

Base on the explanation above, it can be concluded that compound is the process of word formation that creates compound word. That is, in

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<sup>6</sup> Sir Randolph Quirk, *Dictionary of Contemporary English*, (England: Longman, 1987), p. F30.

<sup>7</sup> Geert Boij, *the Grammar of Words an Introduction to Linguistic Morphology*, (New York: Oxford University Press, 2005), p. 75.

<sup>8</sup> Howard Jackson, and Etienne Ze Amvela, *Op. Cit.*, p. 82.

familiar terms, compounding occurs when two or more words are joined together to make them one word. The meaning of the compound may be very different from the meanings of its components in isolation.

### 3. Classification of Compound

Compound also has classification like other English subjects that studied in college. The classification of compound is accord with the word classes and syntactic relationship in structure and grammar. The word class of the last element of the compound determines the class of the compound. As a general rule, according to the word classes and the syntactic relationship between the roots, classifications of the compound are noun, verb, adjective, adverb compounds, and also special compound, they are as follows:<sup>9</sup>

#### a. Compound nouns.

The second root must be a noun while the first root may be any root. So, it can consist of any root (noun, verb, adjective or an adverb) plus noun. Examples of compound nouns are as follows:

- Noun + Noun (modifier-head): ash-tray, arm-chair, text-book
- Verb + Noun (verb-object): dare-devil, pick-pocket
- Adjective + Noun (modifier-head): black-bird, blue-collar, hard-cover
- Adverb + Noun (not syntactic): after-thought, back-talk, down-grade.

In addition, Marcella Frank also adds that forming of noun compound can be derived from combination of Gerund + Noun and Noun

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<sup>9</sup> *Ibid.*, p. 82-83.

+ Verb. For example of Gerund + Noun are waiting list, drawing book, visiting card, spelling book, and so on. Then, compound nouns use Noun + Verb is like handshake, lifeguard, bodyguard, bus stop, sunset, trademark, and so on.<sup>10</sup>

b. Compound verbs.

The second root must be a verb and the first root may be any root. So, it can consist of any root (noun, a verb, an adjective, or an adverb) + Verb. Examples of compound verbs are as follows:

- Noun + Verb (object-verb): baby-sit, brain-wash, house-keep
- Verb + Verb (co-ordinate): dive-bomb, drop-kick
- Adjective + Verb (not syntactic): dry-clean, sweet-talk, white-wash
- Adverb + Verb (modifier-head): down-grade, over-do

c. Compound adjectives.

The second root of compound adjective must be an adjective and the first root may be a noun, an adjective, or an adverb. Meanwhile, verbs do not combine with adjectives in English compound. Examples of compound adjectives are as follows:

- Noun + Adjective (not syntactic): earth-bound, ox-eyed, sea-sick
- Adjective + Adjective (co-ordinate): blue-green, metallic-green, south-west

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<sup>10</sup> Marcella Frank, *Op. Cit.*, p. 8.

- Adverb + Adjective (modifier-head): near-sighted, off-white<sup>11</sup>

Another special group of compound adjectives are those where the second part is a preposition. They are listed with a typical noun such as all-out strike, broken-down bus, hard-up student, run down area, burnt-out car, built-up area, , and well-off bankers.<sup>12</sup>

d. Compound adverbs.

The first word is an adverb and the second word is an adverb so that compound adverbs are adverb + adverb = compound adverbs. For example, Av + Av (co-ordinate): in-to, through-out.

e. Compound special. Verb + adverb = noun compound

Compound special refers to compound noun. However, in compound special, the first root is just a verb and the second root is an adverb. This is the only one classifications of compound which does not follow the general rule in English because the second root is not from noun but adverb. So, blast-off and drive-in are not adverbs but nouns.<sup>13</sup>

Based on the explanation above, it can be concluded that there are many classifications of compound. They are taken from most of part of speech. It is compound nouns, compound verbs, compound adjectives, compound adverbs, and compound special.

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<sup>11</sup> Howard Jackson and Etienne Ze Amvela, *Op. Cit.*, p. 83.

<sup>12</sup> Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use*, (Jakarta: Erlangga, 2001), p. 24.

<sup>13</sup> Howard Jackson and Etienne Ze Amvela, *Op. Cit.*, p. 83.

#### 4. Forms of Compound

In English, words, particularly adjectives and nouns are combined into compound structures in a variety of forms. Sometimes they are formed as two words, joined by a hyphen, and then be joined into one word. So, compound can be written base on three forms of writing. They are as follows:<sup>14</sup>

a. As one word.

As one words, it means that the words are melded together. Compounds are written as a single word if they have been used very commonly in the language for a while. So even though the first element of compound consists of two syllables long, but there is no space between combinations of the compound. Then, if the compound is formed of monosyllables, it is more likely to be written as one word such as workbook, blackboard, mailman, and others.

b. As two or more words.

Compound is written as two or more words if at least one element is more than one syllable long or the words of the compound are written separately such as dining room, waiting room, star film, and others. Essentially, one of the root compounds must consist of two syllables.<sup>15</sup>

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<sup>14</sup> Keith Denning, et.al, *English Vocabulary Elements*, (New York: Oxford University Press, 2007), p. 54-56.

<sup>15</sup> *Ibid.*



c. With a hyphen.

Hyphen is from Greek *huphen*, meaning ‘together’ and refers to the combination of two words. Many compound words have evolved from two hyphenated words and this seems to happen by way of a natural progression as an object becomes more common.<sup>16</sup>

Actually, hyphens are needed when pronunciation or meaning of compound is unclear without them so that compounds do not cause misunderstanding and ambiguity. It can be seen in the word of Reorganize, co-operation, mother-in-law, and others. Then, when modifying a person with his or her age, the compound is hyphenated such as my six-year-old son. However, when the age comes after the person, we don't use a hyphen. My son is six years old.<sup>17</sup>

From the explanation above, it can be concluded that compounds can be of any part of speech and be built up of different types of elements and usually the last element in the compound is the head.

## 5. Compound Noun

The term of compound noun consists of two words, it is compound and noun. Base on the above explanation said that the definition of compound is the process of putting words together to build a new one vocabulary that denote to one thing. Meanwhile, “noun is a word which refers to people, things, and abstract ideas such as feeling and qualities. It may function as the

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<sup>16</sup> Barbara Dykes, *Grammar for Everyone*, (Australia: ACER Press, 2007), p. 135.

<sup>17</sup> Keith Denning, et.al, *Op. Cit.*, p. 56.

chief or head of word in many structures of modification”.<sup>18</sup> Generally, Noun can be countable and uncountable noun.<sup>19</sup> In the other hand, countable nouns are nouns which can be followed by word a/an before them and can be used in plural form while uncountable nouns are always singular and are not used with a/an. However, it is preceded by some, any, a little, much and so on. In a simple way, uncountable noun usually has measurement.

In addition,

A noun can function as the subject of a verb, the complement of a verb, the object of a verb, the object of a preposition, and possessive case. Moreover, there are four kind of noun in English; they are common nouns, proper nouns, abstract nouns, and collective nouns.<sup>20</sup>

When somebody wants to give more specific information about someone or something, he or she sometimes use a noun in front of another noun because a single noun is not sufficient to refer clearly and unambiguously to a person or thing. For example, someone can use a noun + noun combination to say what something is made of, where something is, when something happens, or what someone does. When this case happens, a compound noun can be used.<sup>21</sup> Student’s vocabulary can be rich by using compound noun. However, the using of compound noun should be suitable with the combination.

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<sup>18</sup> Collins Cobuild, *English Grammar*, (London: Harper Collins Publishers, 2003), p. xix.

<sup>19</sup> Martin Hewings, *Advanced Grammar in Use*, (Great Britain: Cambridge University Press, 2002), p. 100.

<sup>20</sup> A.J. Thomson, and A.V. Martinet, *A Practical English Grammar*, (Hongkong: Oxford University Press, 1986), p. 10.

<sup>21</sup> Martin Hewings, *Op. Cit.*, p. 108.

A compound noun is a fixed of expression which is made up more than one word and its function in the clause is as a noun, for example ‘some people write out a new address book every January’. Then, most compound nouns consist of two words, but sometimes consist of three or more words such as lily of the valley, brother-in-law, and others.<sup>22</sup>

Furthermore, a compound noun is formed from two nouns and then it creates one meaning and specific meaning. Sometimes, compound noun has more different meaning from the combination of each word because it gets constriction of meaning. Actually, the difficulty in this compound noun is the location of noun itself, whether a noun is in front of another noun or behind it because if the place is changed it can make confusing that used in general meaning.<sup>23</sup> For example, the word “master and head” both of these words must be combined in general compound noun, is it masterhead or headmaster? However, the general compound noun is headmaster.

Later, a number of compound noun are related to phrasal verbs. Phrasal verbs consist of verbs and the verbs are preceded by particles in which regularly occur together with certain preposition. Phrasal verbs are combinations that usually have a meaning of their own different from component parts itself such as cover-upon.<sup>24</sup> Compound noun that related to phrasal verbs usually have a plural form that written with a hyphen.<sup>25</sup> To

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<sup>22</sup> Collins Cobuild, *Op. Cit.*, p. 24-25.

<sup>23</sup> Surawan Martinus, *Sukses Mneyelesaikan TOEFL Structure*, (Jakarta: Trans Media Pustaka Utama, 1990), p. 47.

<sup>24</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 319.

<sup>25</sup> Collins Cobuild, *Op. Cit.*, p. 27.

form the plural, 's' is added to the end of preposition such as look-ups.<sup>26</sup>

However, the using of this plural form is rarely found in English book.

Furthermore, compound noun may be also written as two words, such as tin opener, bank account. Besides that, it may be written with a hyphen between first root of words and the second, for example, pen-name, baby-sitter, and so on.<sup>27</sup> Actually, hyphen is necessary when pronunciation or meaning of word might be unclear if without using them such as in the word of co-operate, re-cover, pen-name, baby-sitter, and so on.<sup>28</sup> Then, some expressions can be written with a hyphen and also as two separate words such as letter box and letter-box are correct. Sometimes they may be written as one word, example earring. Actually the word 'earring' consists of two words; it is 'ear' and 'ring'.<sup>29</sup> So, written of compound noun has own regulations to combine words. It is important to know that the combination must be appropriate for general compound noun.

Moreover, compound nouns may be countable and uncountable noun, and singular and plural noun. "Countable noun is the name of a thing that can be counted or divided into singular and plural. Meanwhile, uncountable noun is the name of a thing that cannot be counted or divided into singular and

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<sup>26</sup> Michael McCarthy and Felicity O'Dell, *Op. Cit.*, p. 28.

<sup>27</sup> *Ibid.*, p. 26.

<sup>28</sup> A.J. Thomson, and A.V. Martinet, *Op. Cit.*, p. 313.

<sup>29</sup> Michael McCarthy and Felicity O'Dell, *Op. Cit.*, p. 26.

plural”.<sup>30</sup> To form the plural, ‘s’ is added to the end like pin-ups. The plural forms of compound nouns vary according to the type of words that they consist of. If the final of a compound noun is a count noun, the plural form of the count noun is used when the compound noun is plural.<sup>31</sup> Below are some common countable, uncountable, singular and plural compound nouns:<sup>32</sup>

- a. Countable compound nouns; address book, air-conditioner, alarm clock, baby-sitter, bank account, bird of prey, brother-in-law, bus stop, car park, come-on, credit card, dining room, fairy tale, film star, human being, old hand, pen-friend, t-shirt, post office, and so on.
- b. Uncountable compound nouns; blood pressure, capital punishment, central heating, common sense, family planning, general knowledge, law and order, make-up, mineral water, pocket money, remote control, social work, table tennis, and so on.
- c. Singular compound nouns; age of consent, brain drain, colour bar, cost of living, general public, human race, labour market, mother-tongue, sound barrier, space age, welfare state, and so on.
- d. Plural compound nouns; baked beans, civil rights, French fries, high heels, human rights, luxury goods, yellow pages, vocal cords, natural resources, race relations, social services, and so on.

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<sup>30</sup> Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 10-11.

<sup>31</sup> Collins Cobuild, *Op. Cit.*, p. 27.

<sup>32</sup> *Ibid.*, p. 25-26.

Explanation above said that compound noun may be countable and uncountable noun and singular and plural noun, nevertheless there are also forming of compound noun. In this case, compound nouns consist of the following composite forms; they are Noun + Noun, Verb + Noun, Adjective + Noun, Adverb or Preposition + Noun, and Gerund + Noun as explained below:<sup>33</sup>

a. Noun + Noun

“This kind of compound noun is most common. Noun + Noun compounds are more likely to be hyphenated in British than in American English”.<sup>34</sup> Here is a list of compound noun that derive from combination Noun + Noun, they are:

**Table I**  
**Compound noun deriving from Noun + Noun**

<b>Noun</b>	<b>+ Noun</b>	<b>New Word</b>
Sun	Light	Sunlight
Cricket	Match	cricket-match
Hand	Bag	Handbag
Post	Card	Postcard
Rail	Road	Railroad
Air	Ticket	air-ticket
Maid	Servant	maid-servant
Jail	Bird	jail-bird
Love	Story	love-story
Tax	Payer	tax-payer
Hall	Door	hall door
Kitchen	Table	kitchen table
Fleet	Street	Fleet Street

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<sup>33</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 343-344.

<sup>34</sup> Marcella Frank, *Op. Cit.*, p. 7.

Traffic	Warden	traffic warden
Head	Master	Headmaster
River	Bank	river bank

b. Verb + Noun

Here is a list of compound noun that derive from combination

Verb + Noun, they are:

**Table II**  
**Compound noun deriving from Verb + Noun**

<b>Verb</b>	<b>+ Noun</b>	<b>New Word</b>
Hang	Man	Hangman
Dare	Devil	dare devil
Cut	Throat	Cutthroat
Pick	Pocket	Pickpocket
Play	Ground	Playground
Love	Letter	love letter
Pay	Slip	pay slip
Work	Load	Workload
Work	Shop	Workshop
Watch	Man	Watchman
Cook	Book	Cookbook
Rain	Water	rain water
Speed	Limit	speed limit
Care	Taker	Caretaker
Spare	Time	spare time
Trouble	Marker	Troublemaker
Name	Board	name board

c. Adjective + Noun

Here is a list of compound noun that derive from combination

Adjective + Noun, they are:

**Table III**  
**Compound noun deriving from Adjective + Noun**

<b>Adjective</b>	<b>+ Noun</b>	<b>New Word</b>
Sweet	Heart	Sweetheart
Black	Market	black-market
Clever	Man	clever man
Short	Hand	Shorthand
Deep	River	deep river
Long	Live	long life
Short	Story	short story
Regional	Language	regional language
Social	Animal	social animal
Strong	Hold	Stronghold
Political	Leader	political leader
Kind	Heart	kind heart
Bad	Smell	bad smell
Golden	Ways	golden ways
Wise	Word	wise word
Blue	Print	blueprint
Back	Ground	Background
Common	Sense	Common sense

d. Adverb or Preposition + Noun

Here is a list of compound noun that derive from combination

Adverb or Preposition + Noun, they are:

**Table IV**  
**Compound noun deriving from Adverb or Preposition + Noun**

<b>Adverb or Preposition</b>	<b>+ Noun</b>	<b>New Word</b>
In	Side	Inside
Down	Fall	Downfall
In	Mate	Inmate
By	Path	Bypath
After	Noon	Afternoon
Off	Off	Offspring



Over	Coat	Overcoat
Fore	Sight	Foresight
Fore	Thought	Forethought
Out	Law	Outlaw
In	Door	Indoor

e. Gerund + Noun

Here is a list of compound noun that derive from combination

Gerund + Noun, they are:

**Table V**  
**Compound noun deriving from Gerund + Noun**

<b>Gerund</b>	<b>+ Noun</b>	<b>New Word</b>
Spelling	Book	spelling-book
Walking	Stick	walking-stick
Writing	Desk	writing-desk
Blotting	Paper	Blotting-paper
Stepping	Stone	Stepping-stone
Looking	Glass	Looking-glass
Drawing	Book	Drawing-book
Waiting	List	Waiting-list
Living	Room	Living-room
Dining	Room	Dining-room
Visiting	Card	Visiting-card
Punching	Bag	Punching-bag

Actually, the difficulty in this compound noun is the location of noun, whether a noun is in front of another noun or behind it because if the place is changed it can make confusing that used in general meaning.

## 6. Compound Adjective

The term of compound adjective consists of two words, it is compound and adjective. Compound is the process of putting words together

to build a new one vocabulary that denote to one thing. Meanwhile, adjective is a word that functions to explain noun. Similarity, Jayanthi Dakshina Murthy says that “adjective is a word used to express the quality, quantity, number, and to point out the person or thing. Adjectives used attributively are commonly noun”.<sup>35</sup> In the other hand, adjective is also words typically with nouns to provide more information about the things referred.<sup>36</sup> For example, happy people, large objects, open-toed sandals, and others. So, it can be concluded that compound adjective is adjective that make up from two or more words to create one unit vocabulary.

Compound adjective is usually written with a hyphen. For example, well-dressed, never-ending, shocking-pink and so on are written with a hyphen. Its meaning is usually clear from the words it combines. The second part of the compound adjectives are a present or past participle form.<sup>37</sup> “Present participle is a verb formed with adding ‘ing’ to indicate an action going on, incomplete, or imperfect [Verb + ing]. Meanwhile, past participle ends with ‘ed’, ‘d’, ‘t’, or ‘n’ and is used to indicate an action as completed”.<sup>38</sup> These compounds adjectives are usually written with hyphens, but sometimes they are not. Hyphens are necessary when pronunciation or meaning make unclear and ambiguous without using them.

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<sup>35</sup> Jayanthi Dakshina Murthy *Op. Cit.*, p. 33 and 48.

<sup>36</sup> George Yule, *The Study of Language*, (United States of America: Cambridge University Press, 2010), p. 82.

<sup>37</sup> Michael McCarthy and Felicity O’Dell, *Op. Cit.*, p. 24.

<sup>38</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 121.

A large part of compound adjectives describe personal appearance commonly. For example, Tom was curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight fitting jeans and open-toed sandals.<sup>39</sup>

In addition, an adjective compound may express measurement. However, the unit of measurement is singular in the compound that precedes the noun.<sup>40</sup> Then, another set of compound adjectives describe a person's characters that usually written with a hyphen. For instance, Nondang was absent-minded, easy-going, good-tempered, warm-hearted, and quick-witted, if perhaps a little big-headed, two-faced, self-centred, and stuck-up at times.<sup>41</sup> In addition, "another special group of compound adjectives are those where the second part is a preposition. For example: all-out, broken-down, drive-in, run-down, well-off, built-up, and so on".<sup>42</sup> Generally, forming of compound adjectives consist of the following composite forms, they are Noun + Adjective, Adjective + Adjective, and adverb + Participle as explanation below:<sup>43</sup>

a. Noun + Adjective

Here is a list of compound adjective that derive from combination

Noun + Adjective, they are:

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<sup>39</sup> Michael McCarthy and Felicity O'Dell, *Loc. Cit.*

<sup>40</sup> Marcella Frank, *Op. Cit.*, p. 110-111.

<sup>41</sup> Michael McCarthy and Felicity O'Dell, *Loc. Cit.*

<sup>42</sup> *Ibid.*

<sup>43</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 345-346.

**Table VI**  
**Compound adjective deriving from Noun + Adjective**

<b>Noun</b>	<b>+ Adjective</b>	<b>New Word</b>
Bed	Ridden	Bedridden
Hand	Made	Hand made
Heart	Broken	heart-broken
Time	Serving	time-serving
Ear	Piercing	ear-piercing
Heart	Rending	heart-rending
Note	Worthy	Noteworthy
Sea	Sick	Seasick
Home	Sick	Homesick
Stone	Blind	stone-blind
Skin	Deep	skin-deep
Breast	High	breast-high
Snow	White	snow-white
Sky	Blue	sky-blue
Purse	Proud	purse-proud
Pitch	Dark	pitch-dark
Blood	Red	blood-red

b. Adjective + Adjective

Here is a list of compound adjective that derive from combination

Adjective + Adjective, they are:

**Table VII**  
**Compound adjective deriving from Adjective + Adjective**

<b>Adjective</b>	<b>+ Adjective</b>	<b>New Word</b>
Red	Hot	red-hot
Blue	Black	blue-black
White	Hot	white-hot
Dull	Grey	dull-grey
Bright	Red	bright-red
Black	White	black-white

c. Adverb + Participle

Here is a list of compound adjective that derive from combination Adverb + Participle, they are:

**Table VIII**  
**Compound adjective deriving from Adverb + Participle**

<b>Adverb</b>	<b>+ Participle</b>	<b>New Word</b>
Far	Seen	far-seen
In	Born	Inborn
Down	Hearted	down-hearted
Out	Spoken	Outspoken
Well	Deserved	well-deserved
Through	Bred	through bred
Never	Ending	never-ending
Ever	Lasting	Everlasting
Long	Suffering	long-suffering

Based on the explanation about compound nouns and compound adjectives above, researcher makes some indicators of them as follows:

- a. Students are able to form compound nouns that are written with Noun + Noun pattern.
- b. Students are able to form compound nouns that are written with Verb + Noun pattern.
- c. Students are able to form compound nouns that are written with Adjective + Noun pattern.
- d. Students are able to form compound nouns that are written with Adverb or Preposition + Noun pattern.
- e. Students are able to form compound nouns that are written with Gerund + Noun pattern.

- f. Students are able to form compound adjectives that are written with Noun + Adjective pattern.
- g. Students are able to form compound adjectives that are written with Adjective + Adjective pattern.
- h. Students are able to form compound adjectives that are written with adverb + Participle pattern.

## **B. Related Findings**

This research had related findings with another research. The first, it is Zannuriyah Pakpahan's research in State College for Islamic Studies Padangsidempuan. The title is "An Analysis Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse" in 2012-2013 academic years.<sup>44</sup> The concluding of her research was the students' ability in identifying adjectives and adverbs at grade VIII SMP N 2 Arse was categorized into enough categories with mean score was 53.80%. So, there were some difficulties that faced by students when identifying them such as vocabulary, grammar, and understanding characteristic of adjective and adverb in sentences.

The second, Ayu Widya Ningsih's thesis, in which she had done research in State University of Padang. The title was Types and Processes of Compound

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<sup>44</sup> Zannuriyah Pakpahan, "An Analysis Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse in 2013 academic years" (*Unpublished Thesis*), (Padangsidempuan: STAIN, 2013), p. 47.

Words Used in Headline News Columns in the Jakarta Post Newspaper.<sup>45</sup> In her thesis, she found 71 compound nouns from 114 data. It is about 62.28%. The process mostly used is Noun + Noun that occur 35 times from 71 data. Then, she also found 14 compound verbs. It is about 12.29% from 114 data. The type that mostly used in compound verbs is exocentric which occurs 9 times from 14 data. The last, she found 29 compound adjectives; they are about 25.43% from 114 data. It is about 27.59% from 29 data of compound adjectives.

Based on the explanation above that the related findings has similarity with them, it is qualitative research, but they are different in using purposes and field research. Therefore, researcher hopes that this research can complete and add knowledge about teaching and learning vocabulary especially in compound nouns and compound adjectives.

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<sup>45</sup> Ayu Widya Ningsih, "Types and Processes of Compound Words Used in Headline News Columns in the Jakarta Post Newspaper" in 2013 academic years" (*Unpublished Thesis*), (Padang: UNP, 2013), p. 20.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Schedule of the Research

The location of the research is in IAIN Padangsidimpuan. It is located at H.T Rizal Nurdin Street Km. 4,5 Sihitang, Padangsidimpuan. This research has been done from February 2014 until August 2014.

#### B. Research Design

This research is designed by using qualitative research. Qualitative research is a kind of research describes phenomena happening in the field. Similarly, qualitative research is the research that means to understand the phenomenon about what is the subject research undergone by using natural method.<sup>1</sup> In addition, qualitative approach is one in which the inquirer often makes knowledge claims used primarily on constructivist perspectives.<sup>2</sup> Then, Qualitative approach is used for investigating a variety of educational problems an issue it's used to the terming addescript the way thing.<sup>3</sup> So, this qualitative research will be used to analyze the ability of students at English Education Department (TBI-1) in analyzing Compound Nouns and Compound Adjectives.

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<sup>1</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

<sup>2</sup> Jhon W. Creswell, *Research Design, Qualitative, Quantitative and Mixed Methods Approaches* (USA: Sage Publications, Inc, 2003), p. 18.

<sup>3</sup> L.R. Gay and Peter Airasian, *Educational Research*, (USA: Printice Hall Incorporate, 2000), p. 56.



### **C. Participant**

Kind of this research is qualitative research so that it needs some participants. The participants are students of TBI-1 IAIN Padangsidimpuan at the second semester Academic years 2013/2014. This class has 33 students. Therefore, the researcher chose all students as participant in analyzing compound nouns and compound adjectives. Moreover, there was also collaboration with lecturer of vocabulary at TBI-1 IAIN Padangsidimpuan at the second semester Academic years 2013/2014.

### **D. Sources of Data**

Source of the data this research consists of two sources, they are:

1. Primary data. It is data that got from the first source. So, this data was collected from students of TBI-1 IAIN Padangsidimpuan at the second semester academic years 2013/2014. The data is got by purposive sampling. Purposive sampling is a kind of non-probability sampling in which researcher's judgment as to who this research pointed, it can provide the best information to achieve the objectives of study.<sup>4</sup> So, researcher took data from TBI-1 second semester academic years 2013/2014 that consists of 33 students.
2. Secondary data; it is a data that got from the second source. So, this data collected from the lecturer of vocabulary TBI-1 at second semester IAIN Padangsidimpuan. She was Elli Nondang Saragih, S.S. The secondary data

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<sup>4</sup> Ranjit Kumar, *Research Methodology (a step-by-step guide for beginners)*, (New Delhi: SAGE Publication, 2011), p. 207.

was used as a supporter of primary data to examine and interpreted data that related to primary data.

## **E. Instrument of Collecting Data**

### **1. Observation**

Observation is used to get information about phenomenon that occurs. Furthermore, Gay and Peter Airasian say that observation is a technique of collecting data to gain insight on understanding the natural environment as lived by the participants.<sup>5</sup> It is used toward visible phenomenon systematically. So, this observation is used to know how the situation of class TBI-1 at second semester and learning teaching activities in the classroom. The observation was done by two parts. First, starting observation. Starting observation was used to know the description before test. The second was final observation. It was used to compare the test and observation toward students' ability. So, researcher observed the teacher, students and teaching learning process in the classroom.

### **2. Interview**

Interview is an activity asking and answer usually between two people. It is between interviewer and interviewee to get information. According to Hornby interview is to talk somebody and ask his or her questions to find out

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<sup>5</sup> L.R. Gay and Peter Airasian, *Op. Cit.*, p. 212.

whether he or she is suitable for job or study.<sup>6</sup> In this research, the researcher did interview to the TBI-1 students to know students' TBI-1 condition when studying, condition of class, and also the students' difficulties in analyzing compound noun and compound adjective. In addition, researcher also did interview to the lecturer of vocabulary TBI-1 at second semester IAIN Padangsidempuan. It was about what strategy that was used in teaching compound especially compound nouns and compound adjectives. Therefore, researcher did interview to the lecturer and students.

### 3. Test

Test is an instruments that systematically organized as testes numeral in order to gather the data accurately. According to Brown, test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>7</sup> So, the tests analyzed students' TBI-1 ability in analyzing compound nouns and compound adjectives. In analyzing compound nouns, researcher tested students' TBI-1 ability about combining one word to another word to form compound noun in form Noun + Noun, Verb + Noun, Adjective + Noun, Adverb or Preposition + Noun, and Gerund + Noun.

In addition, in analyzing compound adjectives, researcher tested students' TBI-1 ability about combining one word to another word to form compound adjective in form Noun + Adjective, Adjective + Adjective, and

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<sup>6</sup> A. S. Hornby, *Advance Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 788.

<sup>7</sup> H. Douglas Brown, *Language Assessment*, (San Francisco: Longman, 2004), p. 3.

adverb + Participle. Therefore, the total of items were 40 items in multiple choices form in which 20 items were in analyzing compound nouns and 20 items are in analyzing compound adjectives. The options were a, b, c, or d. Besides that, researcher also had some indicators toward given each item. It can be seen in the following table:

**Table IX**  
**Indicators in analyzing compound nouns and compound adjectives**

No	Indicators	Value	Number of Item	Total Score
1	Noun + Noun	2.5	1, 9, 17, 25, 33	12.5
2	Verb + Noun	2.5	2, 10, 18, 26, 34	12.5
3	Adjective + Noun	2.5	3, 11, 19, 27, 35	12.5
4	Adverb or Preposition + Noun	2.5	4, 12, 20, 28, 36	12.5
5	Gerund + Noun	2.5	5, 13, 21, 29, 37	12.5
6	Noun + Adjective	2.5	6, 14, 22, 30, 38	12.5
7	Adjective + Adjective	2.5	7, 15, 23, 31, 39	12.5
8	adverb + Participle	2.5	8, 16, 24, 32, 40	12.5
	<b>Total</b>		40	100

The techniques for collecting data with the test as follow:

- a. The researcher prepared the test.
- b. The researcher gave the test in multiple choices form in which the options were a, b, c, or d.
- c. The researcher determined the time in doing the test.

- d. The researcher gave chance and time for students to asked unclear test to researcher.
- e. The researcher gave chance and time for students to did the left test so that they answer all test completely.
- f. After students finished answering the test, the researcher collected the students' answer to analyzed it.

#### **F. Technique of Analyzing Data**

After collecting data, the writer analyzed of the data by using some steps to analyze students' TBI-1 ability in analyzing Compound Nouns and Compound Adjectives, the steps were:<sup>8</sup>

1. Editing of data. It was done to arrange the data to be structured sentence systematically.
2. Reduction of the data. It was done to look for the uncompleted data and put an unnecessary side data.
3. Tabulation of the data. It was done to account and give the scores to respondents' answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer of subjects, it takes on the table by using the formula:

$$P = \frac{f}{N} \times 100\%$$

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<sup>8</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

Explanation:

f = frequency

N = Sum of the students

P = Percentage

4. Description of the data. It is done to describe or interpreted data that have been collected systematically.
5. Taking conclusion. It is done to conclude the discussion solidly and briefly.

### **G. Techniques of Checking Data Trustworthiness**

Actually, there are many steps to check data trustworthiness. According to Gay, there are some techniques of checking data trustworthiness, they are:<sup>9</sup>

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representative of the study and thus the database.
3. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the

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<sup>9</sup> L. R. Gay & Peter Airasian, *Op. Cit*, p. 225.

same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.

So, based on above techniques, researcher chose Triangulate by using different data sources. It was used to check the data trustworthiness of the ability of students TBI-1 in analyzing Compound Nouns and Compound Adjectives by comparing the result of test, interview, and observation.

## CHAPTER IV

### RESULT OF RESEARCH

#### A. Findings

##### 1. General Finding

This research was done in IAIN Padangsidimpuan which the location is at H.T Rizal Nurdin Street Km. 4,5 Sihitang, Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733. First of all, this college was name UNUSU Padangsidimpuan. Then, based on decision of President Republic Indonesia No. 11 on March 21<sup>th</sup> 1997 and Religion Ministerial Decree of RI. No 300 and 333 released about founding STAIN was come out.<sup>1</sup> After that, on Monday 6 January 2014, based on president's rule number 52 in 2014, the minister of religious affairs of the Republic of Indonesia H. Suryadharma Ali inaugurated STAIN Padangsidimpuan became IAIN Padangsidimpuan and inaugurated as the first rector Dr. H. Ibrahim Siregar, MCL. This inauguration was held in the auditorium of IAIN Padangsidimpuan.

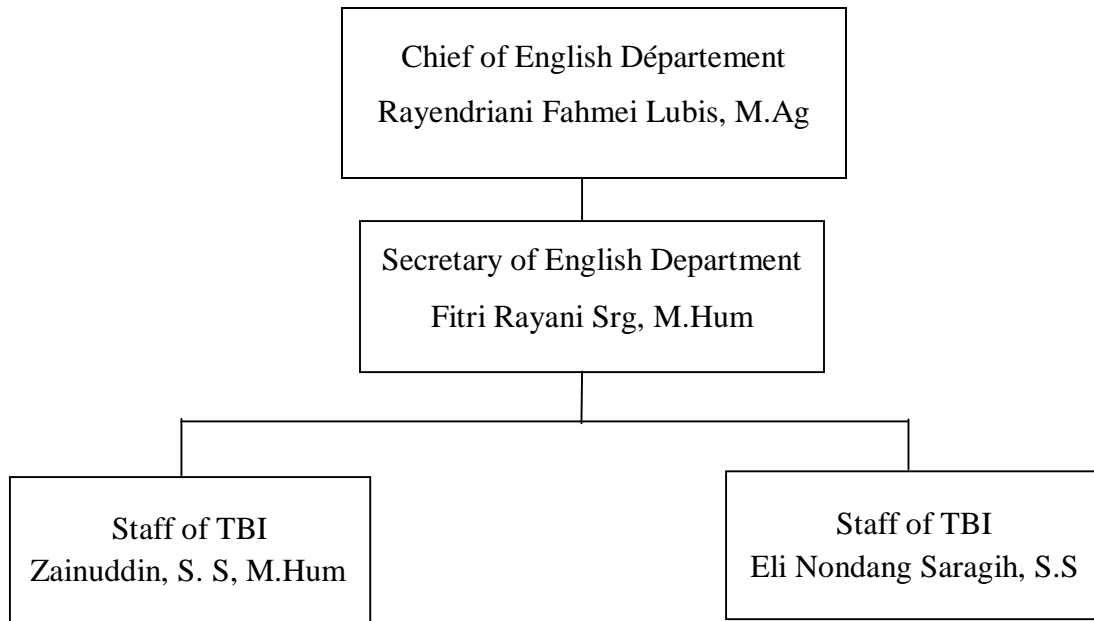
In addition, structure organization of English Education Department (TBI) in IAIN Padangsidimpuan was:

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<sup>1</sup> Tim Penyusun, *Buku Panduan Mahasiswa Baru*, (Padangsidimpuan: STAIN, 2010), p. 1.



**Scheme I**  
**Structure Organization of Tadris Bahasa Inggris**



From the structure organization of English education department (TBI) above, researcher found that some of the lecturers had side assignment in administration. Researcher assumed that it was less effective for lecturer to have another assignment besides lecturing sometimes. However, sometimes it also has benefit to know how students' administrations are.

Beside that, researcher also did observation about learning process of students' English Education Department in IAIN Padangsidimpuan. Basically, this department starts to study at 08.00 am. For the first time, lecturer and students said *Basmalah* to open lesson. Then, they begin to study. When studying, lecturer explained topic first. After that, she asked students about what they did not understand and lecturer answered it. This strategy was done

if lecturer used speech method. However, if lecturer used discussing method, some of students explained topic first. Then, students discussed it. After that, lecturer would re-explain it to be clearer.<sup>2</sup> Especially for students TBI-1 at second semester Academic Semester 2013/2014, they studied compound by using changeable strategy. Sometimes they used conventional method, speech method, and discussing method. When studying compound, lecturer also commanded them to done some tasks. After teaching learning process finished, lecturer and students said *Hamdalah*.<sup>3</sup>

Therefore, it could be concluded that learning process of students' English Education Department in IAIN Padangsidimpuan had used some learning method. It was speech method and discussing method.

## 2. Specific Finding

### a. The Description of the Ability of Students at English Education Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives

Based on the observation, total of students at English Education Department at the second semester were 33 students. However, there were 2 students absent when the test was taking; they were Imam Sholeh and Sariana Siregar. So, researcher just took 31 students to done test in the research.

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<sup>2</sup> Result observation to class of TBI-1 at second semester IAIN Padangsidimpuan, at Thursday, 20<sup>th</sup> March 2014.

<sup>3</sup> Result observation to class of TBI-1 at second semester IAIN Padangsidimpuan, at Thursday, 06<sup>th</sup> March 2014.

Then, based on the result of test to the students, the students answered the questions about analyzing compound nouns and compound adjectives. The description scores of the ability of students TBI-1 in analyzing compound nouns and compound adjectives can be seen as table below:

**Table X**  
**The Description of Students' Score in analyzing compound nouns and compound adjectives**

No	Students' Initial Names	True	False	Total Scores of Value
1.	AIS	30	10	75
2.	AY	34	6	85
3.	AAS	28	12	70
4.	AL	32	8	80
5.	AHS	18	22	45
6.	AN AR	29	11	72,5
7.	DAP	34	6	85
8.	DSS	27	13	67,5
9.	FYWH	29	11	72,5
10.	FK	27	13	67,5
11.	FRN	18	22	45
12.	HB	31	9	77,5
13.	IZ	28	12	70
14.	LS	24	16	60
15.	M	24	16	60
16.	NS	29	11	72,5
17.	NA	25	15	62,5
18.	NAS	30	10	75
19.	NA	20	20	50
20.	NA	25	15	62,5
21.	NS	28	12	70
22.	NSH	26	14	55

23.	RSS	32	8	80
24.	RFS	31	9	77,5
25.	RSN	25	15	62,5
26.	RAP	30	10	75
27.	RH	20	20	50
28.	SH	28	12	70
29.	SKL	25	15	65
30.	U	28	12	70
31.	Z	26	14	65
Total				2095
Mean Score				67,6
Highest Score				85
Lowest Score				45

Based on the result of the test that was given to respondents, it could be known that the score of the respondents was between 45 up to 85. It means that the highest score was 82 and the lowest score was 45. Then, the means score was 67.6. Therefore, it can be said that the ability of students at English Education Department in analyzing compound nouns and compound adjectives at second semester were high categories. It can be seen in the table Riduan below:

**Table XI**  
**Criteria Score Interpretation**

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high. <sup>4</sup>

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<sup>4</sup> Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

In addition, researcher also described about scores of the ability of students TBI-1 at second semester in analyzing compound nouns and compound adjectives based on the indicators of test. They could be seen in the following explanation. The first indicator is about forming of compound nouns from Noun + Noun. This indicator there was 5 items that consist of number 1, 9, 17, 25, and 33. From this indicator, there were 4 students answered all items correctly. 10 students got wrong 1, 10 students were wrong 2, and 7 students were wrong 3. So, it can be concluded that a half students are able to analyze compound nouns from Noun + Noun.

The second indicator is about Verb + Noun. This indicator there is 5 items that consist of number 2, 10, 18, 26, and 34. From this indicator, there were 7 students answered all items correctly. 10 students got wrong 1, 13 students were wrong 2, and 1 student were wrong 3. The third indicator is about Adjective + Noun. This indicator consisted of 5 items that consist of number 3, 11, 19, 27, and 35. From the indicator, no one student could answer all items correctly. It meant that all students got wrong to answer these items; It is 4 students got wrong 1, 13 students were wrong 2, 12 student were wrong 3, a student got wrong 4, and one student got wrong 5. Therefore, it can be concluded that students are less understanding in analyzing compound nouns from Adjective + Noun.

Then, the fourth indicator is about Adverb or Preposition + Noun. This indicator included 5 items that consist of number 4, 12, 20, 28, and

36. From this indicator, there were 8 students answered all items correctly. 6 students got wrong 1, 12 students were wrong 2, 3 student were wrong 3, and a student got wrong 4. In addition, in the fifth indicator, it is about Gerund + Noun. In this indicator, there were 5 items that consist of number 5, 13, 21, 29, and 37. From this indicator, there were 9 students answered all items correctly. 9 students got wrong 1, 8 students were wrong 2, and 5 student were wrong 3. So, it can be said that students TBI-1 understand about compound noun from Adverb or Preposition + Noun and Gerund + Noun.

Next, the sixth indicator, it is about Noun + Adjective. In this indicator, there were 5 items that consist of number 6, 14, 22, 30, and 38. From this indicator, there were 2 students answered all items correctly. 9 students got wrong 1, 18 students were wrong 2, and 2 student were wrong 3. From the seventh indicator, it is about Adjective + Adjective. In this indicator, there were 5 items that consist of number 7, 15, 23, 31, and 39. From the indicator, there were 9 students answered all items correctly. 4 students got wrong 1, 5 students were wrong 2, 13 student were wrong 3, and a student were wrong 4.

Finally, the eighth indicator, it is about Adverb + Participle. In this indicator, there were 5 items that consist of number 8, 16, 24, 32, and 40. The result of test from this indicator had varieties value, it is 11 students answered all items correctly, 11 students got wrong 1, 3 students were

wrong 2, 3 student were wrong 3, and 3 students got wrong 4. Therefore, it can be concluded that most of students can analyze compound adjective from Noun + Adjective, Adjective + Adjective, and Adverb + Participle.

In addition, the researcher also did interview to the students TBI-1 and the lecturer of vocabulary TBI-1 at second semester. In this research, researcher interviewed four students. First, Fitri Khoirunnisah. She said that she was confused and less understanding sometimes about compound nouns and compound adjectives. She said like that because not all of her classmates that feel fun when studying about it so that the condition made her to be not concentration. However, she was interested in studying compound nouns and compound adjectives because if someone like English he or she should like all of English subject.<sup>5</sup>

Second, Dedi Syahputra. He had little knowledge about compound nouns and compound adjectives. His ability was in combining compound noun deriving Noun + Noun and Gerund + Noun. He was difficulty and he was not intensive about compound nouns and compound adjectives. He said like that because the condition of class was not comfortable. So, he was less interested in studying compound nouns and compound adjectives.<sup>6</sup> Third, Ade Yanti. According to her, she was interested in compound nouns and compound adjectives. She said like that because

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<sup>5</sup> Fitri Khoirunnisah, Students of TBI-1 at second semester, *Interview*, June 18<sup>th</sup> 2014 at at 09.25 am.

<sup>6</sup> Dedi Syahputra, Students of TBI-1 at second semester, *Interview*, June 18<sup>th</sup> 2014 at 09.35 am.

from the compound someone can find new meaning from combination of two words. Then, she said that their class when studying about it was so interested and fun. Beside that, she also understood about compound nouns and compound adjectives.<sup>7</sup>

Finally, Dian Adela Pane. She said that she had ability about compound nouns and compound adjectives. However, she also felt difficulty for learn compound nouns and compound adjectives. It was caused by she did not know how to combine of two words so that it formed a new meaning. According to her, Beside that, she was also less understanding about compound nouns and compound adjectives.<sup>8</sup>

Based on the descriptions above, researcher can conclude that the Ability of Students' English Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives were have different ability. There were difficult and easy.

In addition, based on the result of interview to lecturer of vocabulary, Mrs. Eli Nondang Saragih, S. S. said that the students' ability in studying compound nouns and compound adjectives was enough categorize.<sup>9</sup> Despitefully, researcher also saw list value of students TBI vocabulary at second semester. In the list value, there were 4 students

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<sup>7</sup> Ade Yanti, Students of TBI-1 at second semester, *Interview*, June 18<sup>th</sup> 2014 at 09.45 am.

<sup>8</sup> Dian Adela Pane, Students of TBI-1 at second semester, *Interview*, June 18<sup>th</sup> 2014 at 09.55 am.

<sup>9</sup> Mrs. Eli Nondang Saragih, Vocabulary Lecturer TBI-1 IAIN Padangsidimpuan, *Private Interviews*, at 13<sup>th</sup> May 2014 at 10.21 am.



getting mark A, there were 17 students getting mark B, and 12 students getting mark C.<sup>10</sup> according to interview of vocabulary lecturer, students could get mark like that because when they were studying vocabulary subject they were inactive in class and less preparation. Beside that, they were not mastering learning material, lazy to study, and they were less interaction each other.<sup>11</sup> Therefore, it could make their mark to be low categories. However, based on the result of research test, students TBI-1 ability in analyzing compound nouns and compound adjectives had high categories. It meant that they had a little weakness and difficulty about compound nouns and compound adjectives. They were just difficulty in other lesson.

**b. The Students' TBI-1 Difficulties in Analyzing Compound Nouns and Compound Adjectives**

Based on the students result test in analyzing compound nouns and compound adjectives, students TBI-1 had mean score 67.6. It meant that the students TBI-1 had ability in analyzing compound nouns and compound adjectives. Beside that, researcher also did interview to the students and the lecturer. According to Dian Adela Pane, compound nouns and compound adjectives were difficult. It was caused because she did not understand how to combine the words. Then, she did not know about new

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<sup>10</sup>Daftar Ujian Mahasiswa Program Studi Tadris Bahasa Inggris TBI-1 IAIN Padangsidempuan, at Thursday, 12<sup>th</sup> January 2014.

<sup>11</sup> Mrs. Eli Nondang Saragih, *Op. Cit.*

meaning of words after it was combined. She also did not have many vocabularies about compound nouns and compound adjectives.<sup>12</sup> So, it made her to be difficult.

Next, Ade Yanti said that compound nouns and compound adjectives were also very difficult sometimes and easy. She said difficult because there were two words that want to combine and then it made a new meaning. So, student should master many vocabularies to get the meaning.<sup>13</sup> In addition, Dedi Syahputra also said that compound nouns and compound adjectives were difficult.<sup>14</sup> Then, according to students' answer when answered research test, most of student were confused to differentiate between compound and phrase. So, most of students choose the false answer.

Therefore, from the explanation, there were some students' TBI-1 difficulties in analyzing compound nouns and compound adjectives. The first, the students did not understand how to combine the words. Second, students did not know the new meaning of words after it was combined. Third, students also did not have many vocabularies about compound nouns and compound adjectives. The last, they were not able to differentiate which one is compound and phrase.

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<sup>12</sup> Dian Adela Pane, *Op. Cit.*

<sup>13</sup> Ade Yanti, *Op. Cit.*

<sup>14</sup> Dedi Syahputra, *Op. Cit.*

**c. The Lecturer's Effort to Overcome Students' TBI-1 Difficulties in Analyzing Compound Nouns and Compound Adjectives**

Based on the result of interview that researcher did to vocabulary lecturer about the lecturer's effort to overcome students' TBI difficulties in analyzing compound nouns and compound adjectives, there were some lecturer's effort to overcome it as stated by Mrs. Eli Nondang Saragih, S.S. she said that before students study about this subject (compound nouns and compound adjectives) she suggested students to look for information about it. It could be seen in any source either in internet, books, or other sources. Then, when students were studying it, she did not command students to present it in paper form, but she explained by herself. She assumed that vocabulary was a basic to master language so that she explained it by herself to avoid students' misunderstanding.<sup>15</sup>

After she explained the theory, she gave some examples about it. The example could be found in sentence or word form. When she was giving examples, she correlated it with the theory. Then, she asked students what is the meaning of words. Then, to get the meaning of words, students might use dictionary. After students understood about theory and example, she asked student to do exercises. Sometimes these exercises were done individually and sometimes working in group.<sup>16</sup>

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<sup>15</sup> *Ibid.*

<sup>16</sup> *Loc. Cit.*

In addition, she commanded students to look for another example of compound nouns and compound adjectives at home as many as possible. Then, she asked students to memorize and practice it when speaking and writing English. Finally, she gave a technique to memorize new vocabularies and gave motivation to students TBI-1. Therefore, based on the explanation, it can be concluded that the lecturer's efforts to overcome students' difficulties in analyzing compound nouns and compound adjectives were she explained definitions about it firstly. Then, she gave some examples. After that, she gave exercise about it. Sometimes these exercises were done individually and sometimes working in group. Finally, she gave a technique to memorize new vocabularies and gave motivation to students TBI-1.

#### **d. Result of Triangulation**

In this research, researcher used compound noun and compound adjective to analyze the ability of students at English Education Department (TBI-1). Compound noun is combination of two words to make one meaning. The first word is noun form and the second is another parts of speech. While compound adjective is an adjective which is made up of two words in which the first word is adjectives and the second is adjectives, adverb or participle. As shown in previous chapter (Chapter III) that this research used triangulation technique to check trustworthiness data.

Based on comparing the test result, doing interview to the lecturer, and result of observation, it can be known that all findings were accurate and relevant. It could be proven that the test results of students are 67.6 that grouped into high category. Then, result of interview to the lecturer aid that students were able to analyze compound nouns and compound adjectives that grouped into high category. Meanwhile, the results of observation also proved that students had ability to analyze compound nouns and compound adjectives that grouped into high category.

Therefore, based on the triangulation technique by compositing test, interview and observation result, it could be concluded that the ability of students at English Education Department (TBI-1) in analyzing compound noun and compound adjective could be classified into high category. In which all findings were accurate and relevant. The results of three sources were same.

## **B. Discussion**

In this research, researcher also wanted to know the Ability of Students' English Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives. After analyzing the data, it was gotten that the Ability of Students' English Department (TBI-1) in Analyzing Compound Nouns and Compound Adjectives can be categorized into high score. Then, researcher related it to some related findings of this research. The first, Zannuriyah Pakpahan's research which came from State College for Islamic Studies Padangsidempuan. The title was "An

Analysis Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse" in 2012-2013 academic years.<sup>17</sup> The result of her research was the students' ability in identifying adjectives and adverbs at grade VIII SMP N 2 Arse could be categorized into enough categories because mean score was 53.80%. However, there were some difficulties that faced by students when identifying them such as vocabulary, grammar, and understanding characteristic of adjective and adverb in sentences.

The second, Ayu Widya Ningsih's thesis.<sup>18</sup> In her thesis, she found 71 compound nouns from 114 data. It is about 62.28%. The process mostly used is Noun + Noun that occur 35 times from 71 data. Then, she also found 14 compound verbs. It is about 12.29% from 114 data. The type that mostly used in compound verbs is exocentric which occurs 9 times from 14 data. The last, she found 29 compound adjectives; they are about 25.43% from 114 data. It is about 27.59% from 29 data of compound adjectives.

So, from the explanation about the related finding, if it is connected to students' TBI-1 ability in analyzing compound nouns and compound adjectives, this research can be categorized into high category. The result of this research had more space, it was between 67.6 and 53.80. Then, this research was better than related finding of this research.

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<sup>17</sup> Zannuriyah Pakpahan, "An Analysis Students' Ability in Identifying Adjectives and Adverbs in Sentences at Grade VIII SMP N 2 Arse in 2013 academic years" (*Unpublished Thesis*), (Padangsidempuan: STAIN, 2013), p. 47.

<sup>18</sup> Ayu Widya Ningsih, "Types and Processes of Compound Words Used in Headline News Columns in the Jakarta Post Newspaper" in in 2013 academic years" (*Unpublished Thesis*), (Padang: UNP, 2013), p. 20.

### **C. Threats of the Research**

In this research, the researcher believes that there were many treats of this research. It was started from the titled until the techniques of analyzing data. So the researcher knew this thesis not good as expected. Actually, researcher wants to do this research maximally to produce a good thesis. However, there were still many threats anywhere and researcher believed that nobody perfect in the world. The perfect one in the world is for our god; Allah swt.

The threat of time was one main threat that faced by the researcher because the student had many activities in their institute. They had different schedule between one respondent with another respondent. Furthermore, when researcher was doing test, they were facing the final semester examination. It made them to be not concentration to do test. Then, it was added by they had many tasks of final semester. So, it caused they didn't have a good preparation and attention in doing this research. Then, sometimes when they were doing examination they had different class each other.

The weakness of the research was when the researcher did test to the students, they did have enough time and they did not do test seriously. So, researcher spent enough time to resolve this problem. Then, the students had activities such as bullying another students, so, when they answered the test they less concentrate on the test. The last, when the researcher interviewed the students, there were the problem of time, the time and participant were not enough because there were just four students that wants to be interviewed. Other

students did not want to interview. So, the researcher got less information about their ability about compound nouns and compound adjectives.

Eventhough there were many problems but researcher attempted to do the best. So, some weakness and lack of this research were finished. It was done by consultation with the advisors so that the good control from advisors of this research could help researcher to decrease the problems.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After getting the result of the research, the researcher took the conclusions of research as explained below:

1. Students' English Education Department (TBI-1) ability in analyzing compound nouns and compound adjectives can be categorized into high in which the mean score was 67.6.
2. The difficulties of the students in analyzing compound nouns and compound adjectives are the students did not understand how to combine the words. Then, students do not know the new meaning of words after it is combined. After that, they are not able to differentiate which one is compound and phrase.
3. The efforts by Mrs. Eli Nondang Saragih, S. S to overcome the students' difficulties in compound nouns and compound adjectives, there are many steps. First, she gives explanations many times. Then, she gives some examples of the subject and gives the students exercises. Then, she gives a technique to memorize new vocabularies.

#### **B. Suggestions**

Based on the conclusions and the implication of the research that have mention before, the researcher would like to give some suggestions to people who gets benefits and from this research, they were as follows:

1. To the head of English Department, hoping that to be more reaffirmed about how to do teaching English process well so students and lecturer will be more active to study English. Then, always give motivation to vocabulary lecturer to increase ability in teaching vocabulary.
2. To English lecturer especially to vocabulary lecturer is hoping to develop the students' ability in understanding vocabulary especially in compound subject. Then, do not ever give up and stop to motivate students to develop and apply their vocabulary in daily life.
3. To the students of English Education Department (TBI-1) at second semester IAIN Padangsidempuan, may you do often excercises to develop your vocabulary ability, especially by using compound either compound nouns or compound adjectives and other kinds of compound. Then, you apply your vocabulary ability in daily life. Do not be shy to speak English even though your English ability is not fluent and good.

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## **CURRICULUM VITAE**

Name : NONDANG SARI BULAN

Reg. number : 10 340 0015

Place/date of birthday : Sayurmatangi, July 26<sup>th</sup> 1991

Sex : Female

Farther's name : Parlaungan Lubis

Mother's name : Sari Deni Hasibuan

### **Background educations**

1. Primary school : SD Negeri 142526 Sayurmatangi
2. Junior high school : MTs Swasta Al-Ahliyah Aek Badak
3. Senior high school : MAS Al-Ahliyah Aek Badak
4. Institute : IAIN Padangsidempuan

## **Appendix 1**

### **LIST OF TEST**

#### **A. Introduction**

1. This instrument is used to find out students' TBI ability in analyzing Compound Noun and Compound Adjective. So, do by yourself.
2. Your answer will not influence to your position in this institute.
3. Your answer will be kept for its confidentiality.

#### **B. Guideline**

1. Read carefully!
2. If you have a question, ask to the researcher!
3. Choose the correct answer by yourself!
4. Time is given for 60 minutes only.

#### **C. Indicator**

1. There are 40 items (20 items are compound noun and 20 items are compound adjective)
2. Score of every item is 5
3. Score all of items is 100

Name : .....

Class : .....

**Read the following questions and choose the best answer!!!**

A. Combine one word to another word to form compound noun for question 1-5.

1. Hand

- a. handbag    b. handfull    c. Left hand    d. Right hand

2. Name

- a. Fullname    b. name board    c. first name    d. nameless

3. Heart

- a. Heart attack    b. Sweetheart    c. my heart    d. big heart

4. Door

- a. Door room    b. house door    c. nice door    d. indoor

5. Waiting

- a. Waiting list    b. waiting for    c. waiting me    d. she

B. Identify compound noun is written with a hyphen for question 6-10.

6. Which compound noun is written with a hyphen?

- a. Sitter-baby    b. Head-set    c. baby-sitter    d. table-tennis

7. Which compound noun is written with a hyphen?

- a. Brain-drain    b. Magic story    c. pen-name    d. black-board



8. Which compound noun is written with a hyphen?
- a. Short-hand
  - b. Clever-man
  - c. Mother-tongue
  - d. all answers are true

9. Which compound noun is written with a hyphen?
- a. River-bank
  - b. shoe-string
  - c. sun-light
  - d. jail-bird

10. Which compound noun is written with a hyphen?
- a. T-shirt
  - b. Sun-light
  - b. cover-boy
  - c. address-book

C. Identify compound noun is written as one word for question 11-15.

11. Which compound noun is written a one word?
- a. pickpocket
  - b. headline
  - c. earring
  - d. all answers are true

12. Which compound noun is written a one word?
- a. trafficligh
  - b. riverbank
  - c. loveletter
  - d. all answers are false

13. Which compound noun is written a one word?
- a. horse shoe
  - b. blackwhite
  - c. high school
  - d. headmaster

14. Which compound noun is written a one word?
- a. filmstar
  - b. Tabletennis
  - c. Sunday
  - d. my, your

15. Which compound noun is written a one word?

- a. Keywheel      b. All answers are true      c. keyword      d. keyanswer

D. Give translation of compound noun for question 16-20.

16. Daydream

- a. Angan-angan      b. mimpi siang hari      c. bermimpi      d. siang hari

17. Rain water

- a. Air      b. air berhujan      c. air hujan      d. hujan

18. Troublemaker

- a. Pembuat      b. kesalahan      c. perusuh      d. kesukaran

19. Wise word

- a. Kalimat bijak      b. kebijaksanaan      c. kata-kata      d. kata bijak

20. Drawing book

- a. Menggambar      b. gambaran buku      c. gambar      d. buku gambar

E. Combine one word to another word to form compound adjective for question 21-

25.

21. Snow

- a. Snow-white      b. white snow      c. snow black      d. black snow

22. Air

- a. Conditioned-air      b. airing conditioned      c. air-conditioned      d. air

23. Never

- a. Never-ending      b. ending never      c. never say      d. ending

24. made

- a. made hand      b. made handing      c. madding hand      d. hand made

25. Home

- a. Home sick      b. sick home      c. home      d. sick homing

F. Make compound adjective in which **present participle** as second root for question 26-30.

26. long

- a. standing-long      b. stood-long      c. long-standing      d. long-stood

27. heart

- a. rended-heart      b. rending-heart      c. heart-rending      d. heart-rended

28. never

- a. end-never      b. never-ending      c. never-ends      d. ending-never

29. ever

- a. Ever-lasts      b. last-ever      c. ever-lasting      d. lasting-ever

30. Long

- a. Long-suffering      c. suffering-long  
b. long-suffered      d. long-suffers

G. List make compound adjective in which **past participle** as second root for question 31-35.

31. hand

- a. Handsome      b. handbag      c. handmade      d. all answers are true

32. well

- a. well-deserved    b. well-deserves    c. well-deserve    d. deserving-well

33. out

- a. out-spokes    b. out-speak    c. out-speaking    d. out-spoken

34. self

- a. self-centring    b. Self-centred    c. self-centres    d. all answers are true

35. down

- a. down-heart    b. Down-hearted    c. down-hearts    d. down-hearting

H. Give translation of compound adjective for question 36-40

36. Outback

- a. Di belakang dan di luar    b. daerah pedalaman  
b. Depan belakang    all answers are true

37. home sick

- a. rindu kampung halaman    c. sakit di rumah  
b. rumah yang kotor    d. all answers are false

38. pitch black

- a. hitam    b. lumayan hitam    c. agak hitam    d. hitam pekat

39. newborn

- a. baru lahir    b. baru melahirkan    c. telah lahir    d. kelahiran anak

40. well-balanced

- a. baik    b. agak baik    c. tidak baik    d. lumayan

## Appendix II

### LIST OF INTERVIEW

#### A. To The Students

1. Have ever you learned English?  
*Pernahkah kamu belajar Bahasa Inggris?*
2. Do you like learning English?  
*Apakah kamu suka belajar Bahasa Inggris?*
3. How is your condition when learning English?  
*Bagaimana situasi dan kondisi dalam belajar Bahasa Inggris?*
4. How do you feel when you are in English learning process especially when you are studying compound noun and compound adjective?  
*Bagaimana perasaanmu ketika belajar Bahasa Inggris khususnya ketika sedang belajar materi compound noun and compound adjective?*
5. How is condition of your class studying compound noun and compound adjective?  
*Bagaimanakah kondisi kelas ketika belajar compound noun and compound adjective?*
6. When do you study subject of compound noun and compound adjective?  
*Kapan kamu belajar materi tentang compound noun dan compound adjective?*
7. Why do you interested in or uninterested in studying compound noun and compound adjective?  
*Kenapa kamu tertarik atau tidak tertarik belajar compound noun and compound adjective?*
8. What do you know when someone say compound noun?  
*Apa yang kamu ketahui ketika seseorang mengatakan tentang compound noun?*

9. What do you know when someone say compound adjective?  
*Apa yang kamu ketahui ketika seseorang mengatakan tentang compound adjective?*
10. Is the subject difficult for you?  
*Apakah kamu merasa kesulitan dengan materi tersebut?*
11. What are the difficulties that you found when you studying compound noun?  
*Kesulitan apa yang kamu hadapi ketika belajar compound noun?*
12. What are the difficulties that you found when you studying compound adjective?  
*Kesulitan apa yang kamu hadapi ketika belajar compound adjective?*
13. What do you do to overcome your difficulties?  
*Apa yang kamu lakukan untuk mengatasi kesulitan-kesulitan tersebut?*

**B. To Lecturer of Vocabulary**

1. What do you think students' condition when studying vocabulary especially in compound nouns and compound adjectives?  
*Bagaimana menurut Bapak/Ibu kondisi mahasiswa ketika belajar compound nouns and compound adjectives?*
2. What do you think about their abilities in compound noun and compound adjective?  
*Bagaimana pendapat Bapak/Ibu tentang kemampuan mereka dalam materi compound noun and compound adjective?*
3. What do you know about their difficulties in compound noun?  
*Menurut Bapak/ Ibu, dimana letak kesulitan mahasiwa dalam materi compound noun?*
4. What do you know about their difficulties in compound adjective?
5. *Menurut Bapak/ Ibu, dimana letak kesulitan mahasiwa dalam materi compound adjective?*

What strategy do you use in teaching compound noun and compound adjective?

*Strategi apa yang Bapak/Ibu gunakan dalam mengajar compound noun and compound adjective?*

6. Do you use handbook in teaching compound noun and compound adjective?

*Apakah Bapak/Ibu menggunakan buku panduan dalam mengajar compound noun and compound adjective?*

*Apa tindakan yang dilakukan Bapak/ Ibu dalam mengatasi masalah siswa-siswi dalam reading comprehension?*

7. How do you teach vocabulary especially about compound nouns and compound adjectives?

*bagaimana Ibu mengajarkan pelajaran vocabulary khususnya tentang compound nouns and compound adjectives?*

### Appendix III

#### KEY ANSWER

- |       |        |
|-------|--------|
| 1. A  | 21. C  |
| 2. C  | 22. A  |
| 3. D  | 23. B  |
| 4. D  | 24. A  |
| 5. A  | 25. D  |
| 6. C  | 26. C. |
| 7. A  | 27. A  |
| 8. B  | 28. D  |
| 9. B  | 29. C  |
| 10. D | 30. B  |
| 11. C | 31. A  |
| 12. D | 32. B  |
| 13. D | 33. A  |
| 14. C | 34. C  |
| 15. A | 35. C  |
| 16. A | 36. A  |
| 17. A | 37. C  |
| 18. D | 38. B  |
| 19. A | 39. D  |
| 20. C | 40. D  |



## **Appendix IV**

### **OBSERVATION GUIDANCES**

1. Location of IAIN Padangsidempuan

*Lokasi IAIN Padangsidempuan.*

2. The English learning process in IAIN Padangsidempuan.

*Proses pembelajaran Bahasa Inggris di IAIN Padangsidempuan*

3. The circumstances of the equipments and facilities as supporter of learning process.

*Keadaan sarana prasarana dan fasilitas penunjang kegiatan pembelajaran.*



13.	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	0
14.	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5
15.	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	0
16.	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5
17.	2,5	2,5	0	0	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5
18.	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	2,5
19.	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0
20.	2,5	2,5	0	0	0	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	0
21.	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	2,5
22.	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0
23.	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0
24.	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5
25.	2,5	2,5	0	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0
26.	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5
27.	2,5	2,5	0	0	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0
28.	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	0	0	0
29.	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0

30.	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5
31.	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0



	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Sum
1.	2,5	0	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	75
2.	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	2,5	85
3.	2,5	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5	70
4.	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	80
5.	0	0	0	0	0	2,5	0	0	2,5	0	0	2,5	0	0	2,5	2,5	0	2,5	0	0	45
6.	2,5	0	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	72,5
7.	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	85
8.	2,5	0	2,5	0	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	67,5
9.	2,5	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	0	72,5
10.	2,5	0	0	0	0	0	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	67,5
11.	0	0	0	2,5	0	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	0	0	0	45
12.	2,5	0	2,5	2,5	0	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	77,5
13.	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	0	0	0	70
14.	2,5	0	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	2,5	60
15.	2,5	0	0	0	0	2,5	0	2,5	2,5	0	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	60
16.	2,5	0	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	72,5

17.	0	0	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	62,5
18.	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5	2,5	0	2,5	2,5	75
19.	0	0	0	0	0	2,5	0	2,5	2,5	0	0	2,5	0	0	2,5	2,5	0	2,5	0	0	50
20.	2,5	2,5	0	2,5	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	0	2,5	62,5
21.	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	70
22.	0	2,5	0	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	2,5	0	55
23.	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	0	2,5	2,5	2,5	0	80
24.	2,5	0	2,5	2,5	0	0	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	2,5	77,5
25.	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0	62,5
26.	2,5	0	2,5	2,5	0	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	0	2,5	0	0	2,5	2,5	75
27.	0	2,5	0	0	0	2,5	0	2,5	2,5	0	0	2,5	0	0	2,5	2,5	0	2,5	0	0	50
28.	2,5	2,5	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	70
29.	0	2,5	0	2,5	0	2,5	0	0	2,5	2,5	0	0	2,5	2,5	0	2,5	0	0	2,5	0	65
30.	2,5	0	0	2,5	2,5	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	70
31.	2,5	0	0	2,5	2,5	2,5	2,5	2,5	2,5	2,5	0	2,5	2,5	2,5	0	2,5	0	0	2,5	2,5	65
<b>The Sum Result Score of Collecting Data</b>																				2095	

The researcher calculated the score by using the formula:

$$\frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{Item} \times \text{Highest Value of Items}} \times 100\%$$

$$\frac{2095}{31 \times 40 \times 2,5} \times 100 \%$$

$$\frac{2065 \times 100 \%}{3100}$$

$$= 0,6758 \times 100\%$$

$$= 67,58 = 67,6 \%$$



## APPENDIX VI

### LIST NAME OF LECTURERS

#### ENGLISH EDUCATION DEPARTMENT (TBI)

The name of permanent lecturers in English Education Department (TBI) in Academic Year 2013/2014 could be seen as follows:<sup>1</sup>

1. Drs. Fitriadi Lubis, M. Pd.
2. Rayendriani Fahmei Lubis, M. Pd.
3. Eka Sustris Harida, M. Pd.
4. Zainuddin, S.S., M. Hum.
5. Fitri Rayani Siregar, M. Hum.
6. Hamka, S. Pd., M. Hum.
7. Eli Nondang Saragih, S. S.
8. Sojuangon Rambe, SS., M. Hum.
9. Yusni Sinaga, S. Pd., M. Hum.

Then, the name of unpermanent lecturers in English Education Department (TBI) in Academic Year 2013/2014 were as follows:<sup>2</sup>

10. Surya Sagiro, M. Pd.
11. Nursaima, M. Hum.
12. Siti Meutia Sari, S. Pd., M. Hum.
13. Nursaima, M. Hum.
14. Samsiah Depalina Siregar, M. Hum.
15. Aprianti Hasibuan, M. Hum.

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<sup>1</sup> *Lampiran Surat Edaran BAKN, Nomor 03/SE/1980, Kementerian Agama Institut Agama Islam Negeri Padangsidempuan, Daftar Urut Kepangkatan per Maret 2014.*

<sup>2</sup> *Interview with Mrs. Rayendriani Fahmei Lubis, Leader of English Education Department in IAIN Padangsidempuan, on 9<sup>th</sup> July 2014.*

## APPENDIX VII

### List Names of Students TBI-1 Second Semester

No	REG. No	Names
1	13 340 0001	Ade Ira Safitri Hasibuan
2	13 340 0002	Ade Yanti
3	13 340 0003	Ahmad Aldi Sarjani
4	13 340 0004	Anita Lustiana
5	13 340 0005	Annisa Hulhusna Siregar
6	13 340 0006	Annisa Nurhabibie AR Harahap
7	13 340 0007	Dian Adela Pane
8	13 340 0009	Dedy Syahputra Siregar
9	13 340 0010	Filda Yanti Wahyuni Hsb
10	13 340 0011	Fitri Khoirunnisah
11	13 340 0012	Fuji Rahayu Nasution
12	13 340 0013	Hajjah Barokah
<b>13</b>	<b>13 340 0014</b>	<b>Imam Sholeh</b>
14	13 340 0015	Ismail Zuhri
15	13 340 0016	Laila Safirti
16	13 340 0017	Mardiah
17	13 340 0018	Nilma Sari
18	13 340 0019	Nindya Afyuni Silitonga
19	13 340 0020	Nirmala Aini
20	13 340 0021	Nur Annisakh
21	13 340 0022	Nur Azizah
22	13 340 0023	Novita Sari

23	13 340 0024	Novita Sari Harahap
24	13 340 0025	Rahmad Saleh Siregar
25	13 340 0026	Rahmi Fuadi Siregar
26	13 340 0028	Rina Sari Nasution
27	13 340 0029	Rizka Amanda Putri
28	13 340 0030	Romaito Hasibuan
29	13 340 0031	Safrina Hulu
<b>30</b>	<b>13 340 0032</b>	<b>Sariana Siregar</b>
31	13 340 0034	Siti Khodijah Lubis
32	13 340 0035	Utari
33	13 340 0037	Zulhajji

**Appendix VIII (Collecting data by test)**

**Researcher was giving the test**



**Students were doing the test**



**Some students were not enthusiastic to do the test**



**Researcher was collecting the test**

