

**THE STUDENTS' PROBLEMS IN TRANSLATING ENGLISH
COMPOUND WORD INTO BAHASA INDONESIA**

SKRIPSI

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For The Degree Of The Sarjana Pendidikan (S.Pd)
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By

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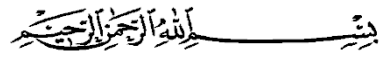
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ABSTRACT

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This study deals with The Students' Problems In Translating English Compound Word Into Bahasa Indonesia. The purpose of this research is to analyze the problems in translating compound text into bahasa Indonesia. The population is all eleventh grade students of SMA PAB 6 Helvetia academic year 2017/2018, class consists of 2 classes. Ipa students 25 and Ips 35 students. Sample this research is 60 students. From the results of the study students have difficulties because two different language and them always looking dictionary and interpret word by word. In this research students make mistake like misrepresented and did not get the meaning. Researcher found the students have lack in vocabulary. This research design is related to descriptive qualitative concerned measurement and sampling because their deductive approach emphasizes detailed planning prior to data collection and analysis. based on data analysis. Using the fahrazad assessment method of translation assessments. By consulting to the analyzing of data, it can be explained the result of this study, that was occurrences of The Students Problem In Translating English Compound Word Into Bahasa Indonesia, Accuracy Ips are 445 and Ipa 342. the Appropriateness of students problems are Ips are 488 and Ipa 351, the Naturalness are 481 and Ipa 346 . the cohesion Ips 498 and Ipa 352. and Discourse is Ips 466 and Ipa 286. which total Ips 2383 and Ips 1677 occurrences. Researcher found the students have lack in vocabulary. The main causes Of The Students Problems In Translating English Compound Word Into Bahasa Indonesia are environmental factor and other causes. Reading and listening habits to face problems in translating.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Translating usage is as a bridge for people to understand the message of the source language is translated into the target language with the same meaning.

A translator may find some difficulty in translating the text, because students face two different languages. As a country that uses English as a foreign language, necessary communication skills to be able to understand the dangers of second source (SL) and discuss the target (TL). Hatim and Munday (2004: 6) defines translation as "the process of transferring the written text of the source language (SL) target the language (TL). in this definition, they emphasize the translation as a process.

Nolan (2005) says *"no translation is ever" perfect "Because cultures and language Differ"* Therefore, the translator must master both the source language and target language so that the translator can transfer messages in one language to another, Translation can be done verbally or written by using a variety of strategies. Regarding that students learning English as a second language, translation is definitely necessary to understand what we are talking, reading, writing and listening in English.

The students do not know the goal of translation , the goal of the translation when the translation goal is to understand a text. and further problems have ambiguity problem. This can occur in specific vocabulary and structure of a particular language so that students have difficulty in its formulation. this is true

for junior school students in SMA PAB 6 Helvetia. In this case the student is experiencing difficult to translate English into bahasa indonesia, makethem become difficult to understand the meaning of the word in the material being learned. They are always looking for a dictionary and interpret word by word and make the teaching and learning process takes a long time to just interpret a text. Some students can do the translating, and some are not. They themselves believe that all students can not translate well without mistakes and without any dictionary. sometimes make mistakes like misrepresented and did not get the meaning from the dictionary which they hold and others. most students in SMA PAB 6 Helvetia weak in mastering the English language, especially in the translate. students do not know perfect translate.

Acoording to: Baker (1992) and Newmark (1988: 91) that the idea of equality is problematic in translation studies, and to solve this problem, a variety of translation, translation verious strategies have been proposed by various authors within the the field of translation. In this proposal the problem is translate Compound Word, Compound Word is two or more words are combined to create a new sense of the word. In this proposal focuses on student's problems in translating .

This compound is sometimes found in sentences that are sometimes difficult to understand by students because in English, there are a large number of word generated by the merger For example: **make up** if translate word by word have meaning (*membuat atas*) actually the meaning make up is (*berdandan*). **As long as** if translate word by word have meaning (*sabagai lama sebagai*) actually the

meaning (*selama*). **Bluebird** if translate word by word have meaning (*burung biru*) actually the meaning (*taxi with name bluebird*). The problem of resercher is felt to be interested in compound compound multiple words in Indonesian

B. Identification of the Problem

The problems of this researrch as follows:

1. The students have problems in translating English compound word into bahasa Indonesia.
2. The students have lack in vocabulary

C. The Scope And Limitation

The scope of this research wasin translation, and the limitation of the prolems was limited of the scope in translating english compound word, from level of the senior high school students of SMA PAB 6 Helvetiaeleventh grade academic year 2017-2018

D. Formulation of the problem

The problem of the study is formulated as the following.

1. What are the students' problems in translating english compound word into bahasa Indonesia?
2. What arethe causes of students'problems of translating english compound word into bahasa Indonesia?

E. The Objectives Of The Study

The objectives of this study

1. to figure out the students' problems in translating english compound word into bahasa indonesia.
2. to find out the causes of students' problem in translating English compound word into Bahasa Indonesia.

F. The significant of the research

This research was expected to be useful and also give information for:'

Theoritically, they are follows:

1. As a reference to conduct other research
2. provide information for those wishing to bring further studies in problem student in translating

Pactically, they are follows:

1. For the teacher, they should pay attention to be problems the students make in translating compound word in text
2. For the students, they will know the problems when translating compound word, so they will not make the same mistake in the text

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter discusses about basic of translation, students problems , The Causes of Translation Problem, English compound and bahasa Indonesia.

1. Translation

Every translation activity has one or more specific purpose and whichever they may be, the main aim of translation is to serve as a cross- cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

Nida and Taber (1982: 12) see translating as a process of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message, and style from one SLT to the TLT. In the order of priority, style is put the last. Here the things to reproduce (transfer) is stated, message.

Newmark (1991: 27) defines the act of translating very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another. (The discussion on meaning can be seen at sub-point F. Meaning, Message, and Style.)

According to Larson (1991:1) translation is a process based on the theory that it is possible to abstract the meaning of text from its forms and reproduce that meaning with the very different form of the second language.

According to the purpose, translation can be divided into four types: (a) pragmatic, (b) aesthetic-poetic, (c) ethnographic, and (d) linguistic translation (Brislin, 1976: 3-4). Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. Belonging to such translation is the translation of technical information, such as repairing instructions. The second type is aesthetic-poetic translation that does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing. The third is ethnographic translation that explicates the cultural context of the source and second language versions. The last type is linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form. Seen from this classification, the translation of literary work should be the aesthetic-poetic one.

The other kinds of translation or translation approach important to review are the ones related to the concept of dynamic translation, semantic translation, communicative translation, and artistic translation.

Nida and Taber and the semantic and communicative translation was by Newmark. He even states that the concepts represent his main contribution to general theory of translation (Newmark, 1991: 10). It seems to be a reaction to the concepts of formal and dynamic equivalence, literal and free translation. In the above dichotomy, the first “pole” of the dichotomy (formal equivalence and literal translation) seems to be condemned for being not be able to transfer the message. Semantic and communicative translation seem to be in the middle of the two poles formal and dynamic translation. According to Catford (1965: 20), translation means transferring the source language to the target language. Translation is the replacement of textual material in the source language into the target language. In the process of translation, the translator always tries to get the target language element that is commensurate with the source language in order to express the same message in the target text. Because each language has its own rules, then the difference in this rule will cause a shift.

a. Translation as a Process

Translation may be defined as follows: *thereplacement* of textual material in one language (SL) by equivalent textual material in another language (TL), he added “translation is *recording* of a linguistic text, accompanied by the creation of its new linguistic appearance and stylistic shape”.

b. Trnslation as a Activity

Translation is an *activity*, which consists of variable re-expression, converting of the text in one language into the text in a different language, which is carried out by a translator, who creatively chooses variants apending on language

variability resources, text type, translation tasks, and under the influence of his (her) own personal individuality, translation is also a result of this activity.

c. Translation as a Communication

Translation can be defined as a *way to provide interlingual communication* by the means of creation of a text in the TL (target language), intended to fully replace the original text. Translation is a *social function of communicative mediation* between people, who use different language systems. This function is carried out as a psychophysical activity of a bilingual person aimed at the reflection of reality on the basis of his (her) individual abilities as an interpreter, accomplishing the transition from one semiotic system to another with the purpose of equivalent, i.e. maximally complete, but always a partial transmission of a system of meaning, contained in a source message, from one communicant to another.

d. Translation as a skill

Translation is a *craft* consisting of the attempt to replace a written message and/or statement in one language of the same message and/or statement in another language. The suggested classification is not a final version and does not include all possible criteria for definition taxonomy. Putting some of the definitions under careful scrutiny may show that most of the definitions fall into more than one category. According to the classification given here, translation is a process and a result of this process, a type of communication and a skill

2. Problems In Translating

Baker (1992) and Newmark (1988: 91) that the notion of equality is problematic in the translation of the study, and to address this problem, various translation strategies have been suggested by various authors in the field of translation. In doing a translation, a translator will come across many kinds of problems. The first problem is linguistics problem and the second one is problem of meaning. Nababanon his journal states that the first difficulty faced by a translator is the difficulty that caused by the linguistic problem include the message meaning. Some of the linguistics problem such as, word arrangement, sentence pattern, kinds of word, suffix, etc. The linguistic problems here include structure. Every language has its own system. One language may have different systems as compared to another language. The difference often causes difficulties and even may create misunderstanding if in translating them, the translator does not know the system or structure of the source language. Factors that are problematic for students are the lack of students' understanding of the English lesson, the students consider the less important English lessons, the environmental factors and the lack of vocabulary that the students have. Vocabulary is an important thing in learning English. Due to the lack of knowledge and the lack of reading books on the English language make it difficult for students to translate and find it difficult to understand what the teacher is saying and difficult to understand the reading. Learning English as a second language, translation is definitely needed to understand what we are talking about, reading, writing and listening in English. Translation can be done orally or in writing directly.

In this thesis focused on the problem of students in translating compound words into bahasa Indonesia, The subject of this research is SMA PAB 6 Helvetia. Translation is not an easy job. It needs serious attention and concentration. It can be said that the core of translation is the transfer of messages. Translators should be careful in changing the meaning from Source Language (SL) to Target Language (TL). The translator must also store the advantages and missions in Source Language and then transfer them to a single target. If the translator can translate by semantics but can not move the nearest mission, the translation is not satisfactory. Therefore, to overcome this problem the translator must master not only the linguistics and the material to be translated but also the translation theory. In general, Indonesian or Language is used freely by its users in both oral and written form. While learning English as a foreign language, Students sometimes find it difficult to translate and this becomes a problem for students. The problem they find when They search for meaning word for word to generate the meaning of the word they are looking for and the results will also be inaccurate with the true meaning in compound words.

In translating Problems are cultural circles when translating when language is associated with a crocodile. The process of translation takes this into consideration, especially when translating traditional texts, about cultural practices or humor, and in addition to the problem of ambiguity. this kind of problem is not the only reason why the translation is difficult. Ambiguity is a widespread phenomenon in human language. It is very difficult to find word which is at least not two ambiguous ways, and a few (out of context) phrases an

ambiguous way is the rule, not an exception. It is not only problematic because some alternatives are undesirable (that is representing wrong interpretation), but due the ambiguity of 'breed'. In the worst case, a sentence contains two words. Very specific words and certain grammatical structures can cause difficulties in the translation of unclear meanings. An experienced translator with good knowledge of both languages can avoid such difficulties, ensuring that translated documents reflect original meaning and context.

3. The Causes of students' Problem

English has been regarded as the first foreign language in Indonesia. Its function is to assist the development of the state and nation, to build relationships with other countries, English is also the language that unites all humanity in this world to be able to communicate with each other. No wonder the English language became the most widely studied language in all corners of the world. In this case of the mother tongue, the child learns it easily, due to favorable environment and by the great amount of exposure to the language. But, learning a second language requires conscious efforts to learn it and the exposure to the second language in most cases is limited (bose, 2007), majority of the students have favored classroom instruction for the second language acquisition (james, 1996). There are so many factors affect the process of learning a second language, including attitude, self-confidence, motivation , duration of exposure to the language, classroom conditions, environment, family background, and viability of competent teacher (verghese,2009).statemen From wiliwam dharma raja andk.

Selvi in journal causes of problem in learning english as a second language as perceived by higer secondary studentsin collecting information by method survey is known that the main cause of the problem is the environment

The main causes of problems in ESL learning are environmental factors and other causes. Reading and listening habits tend to face problems in learning ESL.

3.1 Environmental Factors.

The environment plays an important role in language learning which in this case is English. The role of environment here is where as a container or a means for students to express and apply the use of English language that has been studied. Therefore, environmental factors determine the interest and motivation of English education students in improving their translating ability.

3.2 Reading Habits

Book is a window to the world. Through a book we can get a lot of knowledge, unfortunately reading habits among children began to wear off. Computers and games cause the lazy children to read. Especially reading english books, they are lazy to translate words per word and take shortcuts through google translate to cause student problems in translating.

3.3 Listen

Listening also causes students difficulties in translation due to lack of concentration in listening, less english accent, less vocabulary and not yet knowing how to pronunciation and listening tend to face problems in learning

ESL.Learning methods are less precise because they still have not received satisfactory results, the cause of the lack of enthusiasm to master the English language, tampa high sense of spirit does not seem possible students can speak English and interpret the English well and correctly.Another cause is less time to learn English.

4. Compound Word

4.1 Compound word

Word formation is the process whereby new words come into being in a language (Yule, 1985: 64). Compounding is one of the word formation processes.Yule (1965:54) states that compounding is a joining of two separate words to produce a single form. Compound word a combination of two or more separate words to form a new word with a new meaning. They can function as different part of speech, which can dictate what form the compound takes on.Compound words are one type of formation or the formation of words or so-called words formation in addition to clipping, blending, borrowing, blending,conversion, reduplication, abbreviation which is a type of word formation that other. The author in his research focuses on the study of compounding, the following The discussion:

Words in English, especially the adjective and noun, can be combined in composite construction (compound structures) with various kinds of way. When combined these words are formed, they have new meaning. One sure way to determine which compound words By using a good English dictionary to search for and Learn the combined word.O'Grady and Guzman (1996) explain that one

type of process morphology in a language called compounding. It is defined as a combination of some lexical categories such as adjective, noun, verb, or preposition with the aim of building a larger unit than words. The same opinion was expressed by Allen (1986), the compounds are lexemes constructed from two or more free morphemes,

for example:

- A. facebook derived from the noun + noun
- B. anticlimax comes from the adjective + noun
- C. come-on is derived from the verb + preposition
- D. swear word comes from the verb + noun

Compound words also have types, as follows:

1. **Closed form** (combined words), ie secondhand, softball, keyboard, notebooks, and so forth.
2. **Hyphenated forms**, for example: daughter-in-law, the master-at-arms, six-pack, and Etc.
3. **Open form** (individual words), ie post office, real estate, middleclass, and so forth. Compound words, such as a high school and the peanut butter, in contrast to a word that is modified or explained with an adjective, like for example: a little school and the yellow butter.

Word merging often uses dashes (-) to avoid mistakes in interpretation, for example: old-furniture salesman, part-time teacher, the highest-priced car, and so forth.

Compound words can be summed up as a word consisting of two or more free morphemes that create a particular meaning and belong with

Formation of each of them: closed formation without spaces, formation with a hyphen, and the last of the separate formations. Compounding in every language has its own regulated form as in English and Indonesian, and it is characterized by the systems which can determine some words combined called as compound words. English compound words cover parts of speech such as noun, adjective, verb, and adverb combinations, for example, the noun compound of flashlight (verb + subject) and the adjective compound of breathtaking (object + -ing participle) (Quirk, 1985: 1571, 1577), while the Indonesian compound words have their constructive rules which are different from the Indonesian phrases, for example, in kamar tidur and meja tulis (Masnur, 2008: 59).

4.2 Compound Adjective

Compound adjective is one type of compound words apart compound noun and verb. Some linguists divide the compound adjective into several parts, one of which is Delahunty and Garvey (2010), compound adjective split into twelve parts, as follows:

- A. noun + adjective: card-carrying; Childproof
- B. verb + adjective: fail safe
- C. adjective + adjective: open-ended
- D. adverb + adjective: cross-modal
- E. particle + adjective: over-qualified
- F. noun + noun: coffee-table
- G. verb + noun: a roll-neck

H. adjective + noun:red-brick;Blue-collar

I. particle + noun:in-depth

J. verb + verb:go - go;make - believe

K. adjective + verb:high-rise

L. verb + particle:see-through;Tow-away

Meanwhile, JD. Murthy (2003), divides into a compound adjective

Three parts are:

A. noun + Adjective:bedridden

B. adjective + Adjective:red-hot

C. adverb + participle:far-seen

Next is the theory chosen as a reference of this thesis is the theory Katamba (1993), states that:

A compound adjective contains a noun followed by an adjective, an Adjective followed by an adjective (derived from the past participle form Of verb), and preposition followed by an adjective (derived from the Present or past participle form of verb).Katamba explained that a compound adjective can be combined of noun and adjective, adjective and adjective (derived from the past participle of he verb), also a preposition and an adjective (derived from the present or past participle the verb). Provisions structure of the compound adjective is as following:

Table 1. Compound Structure Adjective

Noun + Adjective

Adjective + Adjective Preposition + Adjective

World-wide, Short-lived, Overwhelming, User-friendly, Hard-hearted, Under-mentioned, Seaworthy, Good-natured, Outspoken, Foolproof, Long-winded, Near-sighted

The above table classifies part part of speech are included to in a compound noun with the adjective is to formulate an adjective, adjective the adjective, adjective and preposition with. Thus there are three category according Katamba compound adjective. This theory is chosen because it has explanation in terms of the description of compound adjective with examples Which is more and more supportive. Of the whole sample of compound adjective that has been declared by Delahunty and Garvey, JD. Murthy and the last Katamba prove the revelation of the compound adjective that belong to the kind of compound words have three kinds, namely closed **form**, hyphenated **form**, and open **form**.

4.3 Types of Compound Words

In the compound adjective that has more than one words as one unity are at the core head and modifier as explanatory or complementary to a compound words. Head is the core or the primary focus of the purpose of compound words consisting of more From one word.

According Fabb (2001), "In English, the head of an endocentric word is on the right ". Fabb suggested that the head at a compound endocentric words are in the right part of compound words. Furthermore, Fabb (2001: 67) give examples: "For example, in a sneak-thief, the thief is the head (a sneak-Thief is a kind of thief; Their and sneak-thief are both of noun) ". According to theory Fabb, the head on the right side of the compound words with examples created from the two words the same category namely noun.

In addition to the existing head on a compound adjective there is also a modifier, serves as a complementary element head. Citing the idea of Kridalaksana (2001), modifier are elements that limit, expand or imply parentcompound words. Thus the modifier not only clarify or complete the head but also can raise the head of compound words own. After discussing about two important elements that belong to the compound adjective that is head and modifiers, compound adjective can Is classified into several types. Fabb (2006), split-type compound wordsInto three parts, namely:

1. Endocentric Compound

According Fabb, "Compound thewhich has a head is called endocentricCompound ". From the above it can be concluded that endocentriccompound is a compound words that have a head.Likewise, according to Lyons (1968), "Anendocentric compound is one thatHas a head ". He explained that endocentric compound has one head.

Example: darkroom = dark(modifier) + room(head) = dark room (Room) is the head of his.

2. Exocentric Compound

Exocentric Compound is a compound that has no wordshead. According Fabb, "Compounds without a head are called exocentricCompound ". He stated that the compound words without head called exocentricCompound.

Example: Skinhead has a particular meaning that someone had a hair cut too short so do not have a nucleus (head).

3. Coordinate Compound

Fabb latter type according to which coordinate compound. Fabb Suggests that:

There is a third kind of compound, where there is some reason to think of Both word are as equally sharing head-like characteristics, as in student-Prince (both student and prince); These are called "appositional" or Coordinate compound. The statement led to a formulation of the type of coordinate compound, have more than one core word contained in one compound words, as an example: student-prince both head because it has a core Words that are equally important. From the above, there are three types of compound adjective that endocentric compound, exocentric compound and coordinate compound. Two of them namely endocentric and coordinate compound has a head and the modifier while exocentric compound does not have both as character.

B. Conceptual Framework

This study aims to determine the problem of students in translating compound word into Indonesian. Therefore the students must know about compound word. The more students know about compound word, the more they can use compound word. The less the rest knows about compound word. The more likely they are to have difficulty using it in words. It is expected that students can solve the problem of translating compound word into Indonesian.

This assumption will boost their ability to translate compound word into Indonesian correctly and teachers should pay attention to the problem of students in using compound word. So, the researcher will try to find the problem of student in translating compound word into Indonesian language to the student.

C. Previous Research

1. The first research which has carried out by wibowo heru. 2005-11-28 With the title research “An Analysis On The Student’s Problems And Strategies In Translating English Compound Word Into Indonesian”.The results of this study indicate that students need about strategies in translating compound English. Using the transposition strategy that is given to the students and the subject of research is the sixth semester students, sixth semester semesters are selected because the translation knowledge they get in the sixth semester is related to the translation theory.

2. The Second research which has carried out by khalifa mohamed Elsading , september 2015 in AL baha univesity, with the tittle “problems in translating english and arabic languages’ structure: a case study of efl saudi students in shaqra university, jurnal. The result of this research This study reports on the translation problems of English and Arabic languages’ structure made by Saudi students of English. The population of this study is Saudi students who learn translation courses in Shaqra University in the College of Arts and community College, Dawadmi. Students’ test, teachers’ questionnaire, and experts’ interview were used for data collection. Then, the researchers use SPSS to analyze the data. The study concluded that Saudi EFL students can not translate English structures properly because they do not have enough understanding of English grammar and structure. This creates so many problems when translating from English to Arabic or vise versa.

3. Third research which has carried out byRaja Dharma William and K. Selvi. December 2011 in Research Papers Entitled Causes Of Problems In

Learning English As A Second Language As Perceived By Higher Secondary Students. The main causes of problems in ESL learning are environmental factors and causes. Another major lack of reading and listening habits tends to face problems in learning ESL. Learning methods that are less precise cause they still do not get satisfactory results, the cause of lack of enthusiasm to master the English language, tampa high sense of spirit it seems impossible students can speak english and interpret the English well and correctly. Another cause is less time to learn English

CHAPTER III

METHOD OF RESEARCH

A. Location and time

This research was conducted at SMA PAB 6 Helvetia. The eleventh grade senior school of 2017/2018 academic year, at Jl. Veteran psr-v helvetia. The reason for choosing this school because there were still many students that found problems in translating English into bahasa Indonesia, the student have problems in translating English compound word into bahasa indonesia.

B. Population and sample

1. Population

Sugiono (2015:117) state that population is generalization area that include: object/ subject that has particular quality and characteristic that chosen by researcher to learned and then got the conclusion. The population of this research was theeleventh students of SMA PAB 6 Helvetia in academic year 2017/2018, which consist of two classes XI IPA 25students, and XI IPS 35 students, so total population is 60 students.

2. Sample

Sugiono (2015:118) state that sample is a piece of the total or characteristic which are belong of that population. Sample in this research in the class XI IPA and class XI IPS that consist of 25 and 35 so 60 students which

taken by the su sampling technique. Purposive sampling teaching is based on certain consideration. The table population and sample can be seen below;

Table 3.1

Sample of research

No	Class	Population	Sample
1	XI – IPA	25	25
2	XI – IPS	35	35
	TOTAL	60	60

C. Research design

In this study, the researcher used descriptive qualitative method to analyzed the students problems in translating English compound word into bahasa indonesia. The descriptive qualitative method concerned measurement and sampling because their deductive approach emphasizes detailed planning prior to data collection and analysis. It is the most suitable type for this study. It is aimed at describing the status and phenomenon (John W Creswell), that is, to present the description of the students problems in translating English compound word into bahasa indonesia.

D. The instrument of collecting the data

The instrument of this research was written test. There, were three text under the title. “The Miser, My day and How to Find Unusual Gifts”. the students were asked to translate the English compound word into bahasa indonesia.

E. Technique of collecting the data

Fahrazad (1992) who stated that the evaluation can be holistically, since the assessment a wide variety of competencies. The examiner find it convenient to approach the sentences and phrases as the unit of translation and adopt this system, especially for a large number of students. The examiner may come up with the following scheme:

1. Giving the test english for translating compound word. The test was done in 40 minutes. The test consist 15 compound word
2. Collecting the students' answer sheet
3. Scoring the students answer

TABLE 3.2
The Tranlation Assesments

NO	Criteria	Score
1	Accuracy The translation sould convey the information of ST precisely.i.e. the translation should be close to the ST norms	20
2	Appropriatness The sentences should be very fluent and native	20
3	Naturalness The Naturalness of TT compare ST	20
4	Cohesion The element of cohesion is transitional, appropriate use of pronouns, linkers	20
5	Style for discourse The elements of style are choice of discourse, and gramatical structure	20
Total		100

F. Technique of analyzing the data

The analysis of data on students was collected with their answer sheet. From the answer sheet, the researcher knew the errors in using compound word and here the way of analyzing the data by using the formulated as follows:

And there were steps of analyzing the data as the following procedure:

1. Analyzing the students' problems in translating
2. Analyzing the causes of the students' problems' in translating compound word into bahasa indoneia.

CHAPTER IV

DATA ANALYSIS

A. The Data collection

The research data is based on quantitative descriptive based on descriptive quantitative methods that only analyze the variables. Data collected from students' answers in translation tests. This test is written from They translates 15 items of choice compound word and translation test. The following table shows the student scores for each test. In this study has been discussed. students who become research are the students of class XI SMA PAB Helvetia field consisting of 2 classes amounted to 60 students, and sampel taken 60 students to sample in the research test to get the data. The following data is taken from analysis student's problem translating English compound word into bahasa indonesia. The description of student problem made by students can be shown in the table below.

Table 4.1
The Studets' Ips Score

NO	Students' Initial Name Class Ips	Translation Indicator					Score
		Acc	App	Nat	Coh	dis	
1	A I L	12	15	15	17	10	69
2	A S	13	14	15	14	13	69
3	A S	13	10	10	10	10	53
4	A P	12	14	15	17	15	73
5	A A	10	15	15	10	15	65
6	B R M	13	16	14	13	15	71
7	D J	10	10	10	15	15	60
8	D A	10	10	10	12	17	59
9	E N	14	16	11	14	14	69
10	F A	13	17	15	15	13	73
11	F T D	14	15	14	16	15	74
12	D A	12	14	15	15	14	70
13	I M H	10	10	12	15	15	62
14	I K P	10	10	12	15	15	62

15	IS	14	16	15	13	14	72
16	KP	14	16	15	14	14	73
17	LPS	10	10	15	15	10	60
18	LP	15	16	15	16	15	77
19	MHI	15	16	10	15	12	68
20	ME	13	16	14	13	15	71
21	MS	5	7	7	8	5	32
22	MRP	14	14	15	16	14	73
23	MBA	12	15	15	14	14	70
24	NTU	13	14	15	15	15	72
25	RAT	15	16	16	15	15	77
26	RA	15	14	14	13	12	68
27	RMA	14	15	14	14	14	71
28	RKF	15	14	13	15	12	69
29	RAR	13	14	15	14	14	70
30	SN	14	15	17	17	12	75
31	SW	14	16	17	16	13	76
32	SM	14	15	16	18	11	74
33	TIAM	13	12	10	10	12	62
34	VA	12	16	15	14	14	71
35	YW	15	15	15	15	13	73
Total		445	488	481	498	466	2383

Table 4.1
The Studets' Ipa Score

NO	Students' Initial Name Class Ipa	Acc	App	Nat	Coh	Dis	Score
1	A	17	15	15	15	10	72
2	AM	13	15	13	15	12	68
3	BSC	14	10	15	10	10	59
4	CB	15	13	14	14	12	68
5	DH	15	14	12	15	11	67
6	DRM	10	13	15	15	10	63
7	DL	15	15	15	10	10	65
8	DT	14	14	14	16	12	70
9	EAH	13	14	13	15	11	66
10	FR	13	14	14	17	12	70
11	FA	14	14	15	16	11	70
12	GHU	15	15	15	14	12	71
13	ICW	10	15	15	10	12	62
14	MA	12	13	13	12	11	61
15	MHH	15	13	15	16	11	70
16	MR	14	15	14	13	12	68
17	NA	13	13	15	15	11	67

18	PS	15	14	15	16	11	71
19	PR	14	15	14	15	12	70
20	RA	14	14	15	15	13	71
21	RMH	15	15	13	15	11	69
22	SA	14	13	15	15	11	68
23	SNE	10	15	10	15	13	63
24	SW	15	15	10	10	12	62
25	YYR	13	15	12	13	13	66
Total		342	351	346	352	286	1677

Note:

Acc : Accuracy

App :Appropriatness

Nat : Naturalness

Coh : Cohesion

Dis : Discourse

From the table above, the researcher found total problems students are ips 2786 and ipa 2014. From the data above, is showed that the highest score of students' translate achievement was 92 and the lowest score was 64. Of the score shows the ability to interpret the student is 80.

B. Data Analysis

In analyzing the data above , the researcher use to mean points of calculating as the following :

Type of student problem created by students in the student problem in translating English compound word into Indonesian. Based on the above table, it is shown that students have problems with translating compound word This means SMA PAB 6 Hevetia. There is a problem in translating compound word into bahasa indonesia. The previous explanation, it shows many problems

experienced by students in each item and each item has a different kind of problem.

1. The analysis of Students Problem In Translating Compound Word Into

Bahasa Indonesia such as :

Students' problems in accuracy

1. G H U in class XI Ipa, the text the Miser.

One of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *salah satu pengikutnya mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*. The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*.

Student problem in translate compound word, workmen. Student translate is *pengikutnya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

2. R M H in class XI Ipa the text The Miser,

One Of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *salah satu pengikutnya mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*. The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*.

Student problem in translate compound word, workmen. Student translate is *pengikutnya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

3. D R M in class XI Ipa the text The Miser,

One Of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *salah satu pengikutnya mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*. The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*.

Student problem in translate compound word, workmen. Student translate is *pengikutnya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

4. S W in class XI Ipa the text the miser

One Of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *salah satu pengikutnya mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*. The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*.

Student problem in translate compound word, workmen. Student translate is *pengikutnya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

5. F A in class XI Ipa the text The Miser, One of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *salah satu pengikutnya mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*. The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya*.

Student problem in translate compound word, workmen. Student translate is *pengikutnya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

Students' problems in appropriateness

1. De A in class XI Ips in text my day.

First, I woke up an late because my uncle sick I hope he get well soon and alarm clock didt'n go off.

students problems in translating are misordering in misordering students have problem in this sentence , for exampleis, *first hari yang mengerikan yang aku bangun terlambat satu jam karena jam alaram tidak pergi of*. The good translation is, *Pertama, saya terbangun telat karena mengunjungi paman yang sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala*.

Student problem in translate compound word, didn't go off. Student translate is *tidak pergi of*. The good translate is *tidak menyala*. this compound included in the type open form compound.

2. N A in class XI Ipa in text my day.

My uncle sick I hope he get well soon and alarm clock didn't go off.

students problems in translating are misordering in misordering students have problem in this sentence , for example is, *papan saya sakit. Aku harap dia cepat sembuh dan sam dalam saya tidak mengalah*. The good translation is, *Paman saya sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala*.

Student problem in translate compound word, didn't go off. Student translate is *tidak menyalah*. The good translate is *tidak menyala* this compound included in the type open form compound.

3. F A in class XI Ips in text my day

My uncle sick I hope he get well soon and alarm clock didn't go off.

students problems in translating are misordering in misordering students have problem in this sentence , for example is, *papan saya sakit. Aku harap dia sembuh dengan baik dan jam alaram tidak padam*. The good translation is, *Paman saya sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala*.

Student problem in translate compound word, didn't go off. Student translate is *tidak padam*. The good translate is *tidak menyala*. this compound included in the type open form compound.

4. A in class XI Ipa in text my day

My uncle sick I hope he get well soon and alarm clock didn't go off.

students problems in translating are misordering in misordering students have problem in this sentence , for exampleis, *papan saya sakit. Aku harap dia cepat sembuh dan jam alaram tidak berhenti.*The good translation is, *Paman saya sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala.*

Student problem in translate compound word, didn't go off. Student translate is *tidak berhenti.* The good translate is *tidak menyala.* this compound included in the type open form compound.

5. S A in class XI Ipa in text my day

My uncle sick I hope he get well soon and alarm clock didn't go off.

students problems in translating are misordering in misordering students have problem in this sentence , for exampleis,*papan saya sakit. Aku harap dia cepat sembuh dan jam alaram tidak hidup.*The good translation is, *Paman saya sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala.*

Student problem in translate compound word, didn't go off. Student translate is *tidak hidup.* The good translate is *tidak menyala.* this compound included in the type open form compound.

Students' problems in naturalness

1. D A class XI Ips, the text The Miser,

One Of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have

problem in this sentence , for example:*salah satu pengrajannya mengamati kunjungannya yang sering ke tempat kejadian dan memutuskan untuk melihat gerakannya.* The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya.*

Student problem in translate compound word, workmen. Student translate is *pengrajannya*. The good translate is *pekerjanya*. this compound included in the type Closed form compound.

2. K P class XI Ips, the text The Miser,

One Of Workmen observed his frequent visits to the spot and decided to watch his movements students problems in translating are misordering, in misordering students have problem in this sentence , for example:*seorang pekerja ini mengutuskan untuk melihat gerakannya.* The good translation is, *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya.*

Student problem in translate compound word, workmen. Student translate is *pekerja ini*. The good translate is *pekerjanya*. . this compound included in the type Closed form compound.

3. M B A class XI Ips, the text The Miser,

One Of Workmen observed his frequent visits to the spot and decided to watch his movements

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *seorang pekerja ini mengutuskan untuk melihat gerakannya.* The good translation is, *Salah satu pekerja mengamati*

kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya.

Student problem in translate compound word, workmen. Student translate is *pekerja ini*. The good translate is *pekerjanya*. . this compound included in the type Closed form compound.

4. N T U in class XI Ips the text the miser

One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure . students problems in translating are misordering in misordering students have problem in this sentence , for examplesalah *satu dari pekerjaan ini mengamati kunjungannya yang sering ke tempat kejadian. Dan memutuskan untuk melakukan gerakannya, dia segera menemukan rahasia harta karun itu.*The good translation is *Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya. Dia segera menemukan rahasia harta karun itu.*

Student problem in translate compound word, workmen. Student translate is *pekerja ini*. The good translate is *pekerjanya*. . this compound included in the type Closed form compound.

5. M S in class XI Ips in the text the miser

which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit,

found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause

students problems in translating are misordering in misordering students have problem in this sentence ,for example. *di tanah di samping dindingnya dan layu untuk di lihat setiap hari salah satu dari pekerjaan ini mengamati kunjungannya yang sering ke tempat kejadian. Dan memutuskan untuk melakukan gerakannya, dia segera menentukan rahasia harta karun itu dan menuruni bukit, sampai ke emas, dan mencurinya. Kekejamannya pada kunjungannya berikutnya, menentukan lubang itu kosong dan mulai merobeknya dan membuat keras. Lementasi, tetangga liat dia mengatasi kesedihan dan mempelajari penyebabnya.* The good translation is *di sebuah lubang di tanah di sisi dinding tua dan pergi untuk melihat setiap hari. Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya. Dia segera menemukan rahasia harta karun itu, dan menggali ke bawah, sampai pada benjolan emas, dan mencurinya. Si kikir, pada kunjungan berikutnya, menemukan lubang itu kosong dan mulai menjambak rambutnya dan membuat ratapan yang nyaring. Seorang tetangga, melihat dia mengatasi kesedihan dan mempelajari penyebabnya,*

Student problem in translate compound word, workmen. Student translate is *pekerjaan ini*. The good translate is *pekerjanya*. . this compound included in the type Closed form compound.

Students' problems in cohesion

1. C B class XI Ipa the text how to find unusual gifts

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift Give a welcome service.

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *berikut layanan selamat datang pijat, make over kostum, sehari dispa, atau makan makan romantis*. The good translation is, *Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus*

Student problem in translate compound word, welcome service. Student translate is *layana selamat datang*. The good translate is *layana balasan*. . this compound included in the type open form compound

2. D T in class XI Ipa the text how to find unusual gifts

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift Give a welcome service.

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *berikut layanan selamat datang pijat, make over kostum, sehari dispa, atau makan malam romantis*. The good translation is, *Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus*.

Student problem in translate compound word, welcome service. Student translate is *layana selamat datang*. The good translate is *layana balasan*. . this compound included in the type open form compound.

3. P S in class XI Ipa the text how to find unusual gifts

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift Give a welcome service.

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *berikut layanan selamat datang pijat, make over kostum, sehari dispa, atau makan makan romantis*. The good translation is, *Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus*

Student problem in translate compound word, welcome service. Student translate is *layana selamat datang*. The good translate is *layana balasan*. . this compound included in the type open form compound.

4. T I A M in class XI Ips the text how to find unusual gifts

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift Give a welcome service.

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *berikut layanan selamat datang pijat, make over kostum, sehari dispa, atau makan malam romantis*. The good translation is, *Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus*

Student problem in translate compound word, welcome service. Student translate is *layana selamat datang*. The good translate is *layana balasan*. . this compound included in the type open form compound.

5. I M in class XI Ips the text how to find unusual gifts

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift Give a welcome service.

students problems in translating are misordering, in misordering students have problem in this sentence , for example: *berikut layanan selamat datang pijat, make over kostum, sehari dispa, atau makan makan romantis*. The good translation is, *Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus*

Student problem in translate compound word, welcome service. Student translate is *layana selamat datang*. The good translate is *layana balasan*. this compound included in the type open form compound.

Students' problems in discourse

1. R A R M in class XI Ipa. the text how to find unusual gifts,

Giving gifts is a well-known way to show our attention toward somebody else.

students problems in translating are misordering in misordering students have problem in this sentence , for example *memberi hadiah adalah cara yang biasa untuk menunjukkan perhatian kepada orang lain*. The good translation is *Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain*.

Student problem in translate compound word, well-known. Student translate is *yang biasa* . The good translate is *terkenal*. . this compound included in the type Closed form compound.

2. A Br M in class XI Ipa. the text how to find unusual gifts,

Giving gifts is a well-known way to show our attention toward somebody else.

students problems in translating are misordering in misordering students have problem in this sentence , for example *memberi hadiah adalah cara yang biasa*

untuk menunjukkan perhatian kepada orang lain. The good translation is *Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain*

Student problem in translate compound word, well-known. Student translate is *yang biasa* . The good translate is *terkenal* . . this compound included in the type Closed form compound.

3. P R in class XI Ipa. the text how to find unusual gifts,

Giving gifts is a well-known way to show our attention toward somebody else.

students problems in translating are misordering in misordering students have problem in this sentence , for example *memberi hadiah adalah cara yang biasa untuk menunjukkan perhatian kita kepada orang lain.* The good translation is *Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain*

Student problem in translate compound word, well-known. Student translate is *yang biasa* . The good translate is *terkenal* . . this compound included in the type Closed form compound.

4. D L in class XI Ipa. the text how to find unusual gifts,

Giving gifts is a well-known way to show our attention toward somebody else.

students problems in translating are misordering in misordering students have problem in this sentence , for example *memberi hadiah adalah cara yang biasa untuk menunjukkan perhatian kita kepada orang lalu.* The good translation is *Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain*

Student problem in translate compound word, well-known. Student translate is *yang biasa* . The good translate is *terkenal* . this compound included in the type Closed form compound.

5. P R in class XI Ipa. the text how to find unusual gifts,

Giving gifts is a well-known way to show our attention toward somebody else. students problems in translating are misordering in misordering students have problem in this sentence , for *example memberi hadiah adalah cara yang biasa untuk menunjukkan perhatian kita kepada yang lain*. The good translation is *Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain*

Student problem in translate compound word, well-known. Student translate is *yang biasa* . The good translate is *terkenal* . this compound included in the type Closed form compound.

The occurrences of error can be shown in the table below.

Table4.2

The Occurrences of students problems

No	Type problems assessments	Number of occurrences	
		Ips	Ipa
1	Accuracy	445	342
2	Appropriatness	488	351
3	Naturalness	481	346
4	Cohesion	498	352
5	Discourse	466	286
Total		2383	1677

The table shown the total students problems in translating English compound word into bahasa Indonesia by students are 660 by each types of problems as the following table. It shows that the occurrences of students problems in translating. Accuracy Ips are 445 and Ipa 342. the Appropriateness of students problems are Ips are 488 and Ipa 351, the Naturalness are 481 and Ipa 346. the cohesion Ips 498 and Ipa 352. and Discourse is Ips 466 and Ipa 286. occurrences which total Ips 2383 and Ipa 1677 occurrences. So, the most often occurrences of students problems in translating compound word into bahasa Indonesia, of cohesion.

2. The causes of the students problems in translating English compound word into bahasa Indonesia

From the results of the study student have difficulties because two different language and them always looking dictionary and interpret word by word. In this research students make mistake like misrepresented and did not get the meaning. Researcher found the students have lack in vocabulary. The main causes of the students problems in translating English compound word into bahasa Indonesia are environmental factor and other causes. Reading and listening habits to face problems in translating.

C. Findings

By consulting to the analyzing of data, it can be explained the result of this study, that was occurrences of the students problem in translating English compound word into bahasa Indonesia Accuracy Ips are 445 and Ipa 342. the Appropriateness of students problems are Ips are 488 and Ipa 351, the Naturalness are 481 and Ipa

346 . the cohesion Ips 498 and Ipa 352. and Discourse is Ips 466 and Ipa 286. which total Ips 2383 and Ips 1677 occurrences. The most dominant was the students' problems of cohesion which is Ips 498 and Ipa 353. So, the most often occurrences of the students' problems in translating English compound word into bahasa Indonesia is the cohesion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclutions

After analyzing the data, some conclusion can be drawn as te following.

1. Based on the result of problem analysis English translation compound word into bahasa Indonesia in upper class student of smapab Helvetia medan, found four types of errors found in this research is accuracy appropriateness, naturalness, cohesion, discourse
2. The most dominant students' problems in translating English compound word into bahasa Indonesia is environmental factor, reading habits and listen. The causes students' difficulties in translation due to lack of concentration in translation.

B. Suggestion

This research has clearly shown that the problems in translating compound into bahasa indonesia. Based on the conclusion above, some suggestions are stated as the following.

1. It is essential that the teacher knows that one of the factors affect the students' problems in teaslating text.
2. Translating can help the students in terms adding their vocabulary.
3. The teacher of English should give more preview of the translation to students, as an simulation to students to facilitate in translating the text
4. Students should know more about vocabulary especially about compound word vocabulary, if they want to have better translation.

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www.short-stories.co.uk. the miser, my day and how to unusual gifts

Appendix 1

Translate compound word into bahasa Indonesia

The Miser

A miser sold all that he had for lifetime and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

My day

I had terrible day yesterday. First, I woke up an late because my uncle sick I hope he get well soon and alarm clock didnt'n go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks

Next, I ran out the house trying to get 9:30 bus, but of course I late . not Enough money. finally I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday

How to Find Unusual Gifts

Giving gifts is a well-known way to show our attention toward somebody else. Moreover, never forget giving gifts may be important for certain special moments. Unusual or even weird gifts would leave a sweet memory for us and the recipient. So, try these tips to find something unusual as your gifts.

Look for gifts wherever you find yourself, especially when you were on a trip. From a bazaar in Bandung to a tag sale in Berlin. Use the Internet. Follow links until you find what you want. Without deadline. Track down items such as rare prints, out-of-print books or antiques in the auction.

Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift. Combine one or two things for a spectacular effect. The picture frame that you bought in Bali might provide the perfect background for showing off the portrait of the recipient. Come to a handicrafts store and talk to the people that make unique pieces. Visit art supply stores, craft shops, art galleries and factory stores for ideas.

Appendix 2

Key word

Si Miser

Si kikir menjual semua yang dimilikinya selama seumur hidupnya dan membeli seikat emas, yang dikuburkannya di sebuah lubang di tanah di sisi dinding tua dan pergi untuk melihat setiap hari. Salah satu pekerja mengamati kunjungannya yang sering ke tempat itu dan memutuskan untuk melihat gerakannya. Dia segera menemukan rahasia harta karun itu, dan menggali ke bawah, sampai pada benjolan emas, dan mencurinya. Si kikir, pada kunjungan berikutnya, menemukan lubang itu kosong dan mulai mejambak rambutnya dan membuat ratapan yang nyaring. Seorang tetangga, melihat dia mengatasi kesedihan dan mempelajari penyebabnya, berkata, "Berdoalah jangan bersedih hati, tapi pergilah dan ambillah batu dan letakkan di lubang itu, dan anggap emas itu masih terbaring di sana. karena saat emas itu ada di sana, Anda tidak memilikinya, karena Anda sama sekali tidak memanfaatkannya.

Hari saya

Aku mengalami hari yang mengerikan kemarin. Pertama, saya terbangun telat karena mengunjungi paman yang sakit, aku berharap dia cepat sembuh dan jam alarm saya tidak menyala. Lalu, saya sangat tergesa-gesa sehingga saya membakar tangan saya saat sarapan. Setelah sarapan pagi, saya berpakaian begitu cepat sehingga lupa memakai kaus kaki

Selanjutnya, saya berlari keluar rumah mencoba untuk mendapatkan bus 9:30, tapi tentu saja aku telat. Tidak Cukup uang. Akhirnya aku berjalan sejauh tiga mil ke

sekolahku hanya untuk mengetahui bahwa hari itu hari Minggu! Saya harap saya tidak pernah memiliki hari seperti hari kemarin

Cara Menemukan Hadiah yang Tidak Biasa

Memberi hadiah adalah cara terkenal untuk menunjukkan perhatian kita kepada orang lain. Apalagi, jangan pernah lupa memberi hadiah mungkin penting untuk momen spesial tertentu. Hadiah yang tidak biasa atau bahkan aneh akan meninggalkan kenangan manis bagi kita dan penerimanya. Jadi, cobalah tip berikut untuk menemukan sesuatu yang tidak biasa sebagai hadiah Anda.

Carilah hadiah dimanapun Anda berada, terutama saat Anda dalam perjalanan. Dari bazar di Bandung sampai menandai penjualan di Berlin. Gunakan Internet. Ikuti link sampai Anda menemukan yang Anda inginkan. Tanpa tenggang waktu. Melacak barang-barang seperti cetakan langka, buku cetak atau barang antik di pelelangan.

Berikan layanan balasan. Pijat, merubah pakaian, sehari di spa, atau makan malam romantis akan menjadi hadiah balasan yang bagus. Kombinasikan satu atau dua hal untuk efek spektakuler. Bingkai gambar yang Anda beli di Bali mungkin memberi latar belakang yang sempurna untuk memamerkan potret penerimanya. Datanglah ke toko kerajinan tangan dan berbicara dengan orang-orang yang membuat potongan unik. Kunjungi toko perlengkapan seni, toko kerajinan, galeri seni dan toko pabrik untuk mendapatkan ide.

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