A CONTRASTIVE ANALYSIS OF ENGLISH AND JAVANESE COMPOUND WORD CONSTRUCTIONS

a final project
submitted in partial fulfillment of the requirements
for the degree of *SarjanaPendidikan*
in English

by
FransiskaEndahWidyasari
2201411065

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2015

APPROVAL

This Final Project has been approved by the Board of Examination of the English Department, Faculty of Language and Arts, Semarang State University on September 2015.

Board of Examination

1. **Chairperson**
   Prof. Dr. Agus Nuryatin, M.Hum
   NIP.196008031989011001

2. **Secretary**
   Rini Susanti Wulandari, S.S., M.Hum
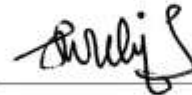   NIP. 197406252000032001

3. **First Examiner**
   Drs. Amir Sisbiyanto, M.Hum
   NIP. 195407281983031002

4. **Second Examiner**
   Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D
   NIP. 197510262005012001

5. **Third Examiner (Advisor)**
   Dra. Sri Suprapti, M.Pd
   NIP. 1959112419866032001

Approved by
Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001

ii

DECLARATION OF ORIGINALITY

I, FransiskaEndahWidyasari hereby declare that this final project entitled *A Contrastive Analysis of English and Javanese Compound Word Constructions*is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

I will accept whatever sanction if it is found out there is any violation against the convention of scientific writing.

Semarang, August 2015

FransiskaEndahWidyasari

MOTTO AND DEDICATION

Have enthusiasm

Enthusiasm is one of the most powerful engines of success.

Nothing great was ever achieved without enthusiasm.

(Ralph Waldo Emerson)

This final project is dedicated to:

My beloved parents (Edi Susanto and Suharningsih)

My best friends

ACKNOWLEDGEMENTS

First and foremost, I wish to take the opportunity to express my greatest gratitude to Allah the Almighty, for His blessing, inspiration and spirit given to me during the writing of my final project.

Further, I would like to express my gratitude especially to Dra. Sri Suprapti, M.Pd. for her meticulous guidance, encouraging comments, useful suggestions, immense knowledge, and valuable criticism in completing my final project. My sincere thank also go to all the lecturers of English Department of Semarang State University for all the enormous guidance and lecture during my study.

Last but not least, I would like to express my gratitude to my parents for always caring, loving, praying and supporting me through the journey of my life and I also thank my friends for the time to share, and for being great listeners when I need someone to talk to.

ABSTRACT

Widyasari, FransiskaEndah. 2015. *A Contrastive Analysis of English and Javanese Compound Word Constructions.* Final Project, English Department.Faculty of Languages and Arts.Semarang State University. Advisor: Dra. Sri Suprapti, M.Pd.

Keywords: *compound words, the English language, the Javanese language, contrastive analysis*

This study is an attempt to analyze the English and Javanese languages which focuses on the compound words in relation to their constructions in both languages. The data of this study were taken from compound words consisting of two constituents found in "Time" English magazine and "PanjebarSemangat" Javanese magazine, both were published in May 2014. The data were taken by using random sampling.

It is a library research, in which by using contrastive analysis the data were then analyzed. In order to achieve the main purpose of contrastive analysis, the similarities and differences between English and Javanese compound word constructions were analyzed by using Lado's theory (1957). In this study, there are classifications of the data. They are based on the classes of the elements, the relation of the elements, and the contrasts of English and Javanese compound words constructions.

The findings show that there are fourteen (14) constructions of English compound words based on classes of the elements while Javanese compound word only has nine (9) constructions. They have similarity in form of the construction. Both of them have the same constructions which constructed from eight (8) constructions; Noun + Noun, Adjective + Adjective, Adjective + Noun, Noun + Adjective, Verb + Noun, Noun + Verb, Verb + Adjective, and Adjective + Adverb.

The difference of English and Javanese compound word constructions is on its structure. The English compound word does not have structure like Javanese which has *TembungCamboranTugel*, e.g. budhe (ibu + gedhe) as realization of imperfect compounding. In English we recognize that pattern not as compound word, but as one of word formation processes named *"blending"* e.g. smog (smoke + fog). In addition, Javanese compound word does not have construction like English, e.g. Adjective + Verb, Adverb + Noun, Adverb + Verb, Noun + Adverb, Verb + Adverb, and Adverb + Adverb.

The findings of this study can be used as the guidance for the teachers to decide proper techniques to teach compound words with correct structure and constructions by knowing the point of learning difficulty first.

TABLE OF CONTENTS

Page

LIST OF TABLES

Findings of the Javanese Compound Word

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study, which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

This study is going to investigate the characteristics, similarities, and differences between English and Javanese compound words in relation to their constructions.

There are many languages in the world in which people speak and communicate each other within a cultural pattern.

> Every language has its own system and there is no language that has exactly the same structure. It contains a set of rules and discrete linguistic units, such as phonemes, morphemes, words, phrases, clauses, sentences, paragraphs, and the one which are bigger than paragraphs, are so functional in context (Halliday, 1994:76).

The differences of them lay both in the surface or in the explicit statement and in the implicit statement. The differences in the explicit statement can be seen as in grammar, vocabulary, and sound system. On the other hand, in the implicit statement the difference is in its meaning.

1

In this modern era, English is needed by many people in the world. This is due to the fact that by mastering it well or by having a good ability in English, we can carry out many of our plans successfully, like studying many books on science, creating and holding business, and so on. Also by mastering it, one can use it for communication with certain people to say things to each other and to express ideas.

In Indonesia, English is a foreign language. It means that English is not used as a means of daily communication, but only taught as a school subject and a skill. In this case, Indonesian learners will find difficulties because they face some problems dealing with differences in sounds, words, sentences, and meanings. On the other hand, there are many studentswho are interested in learning Javanese language. They take Javanese as their subject in a college, for example. Then, from my experience I found a case from English Education students. When they discussed about anything in English, they will interpret the discussion from English as their foreign language into Javanese as their mother tongue.So basically, the problems in learning a new language are so complex that it is impossible to clarify the problems in detail at once.

If two languages are compared, there might appear the similarities and differences. For example, if we compare Javanese (as native language) and English (as foreign language), we can identify the similarities and differences of both. They are different in terms of their language families. English and Javanese languages are two languages from different language families. English belongs to Indo-European (Bloomfield, 1933:60) while Javanese Language belongs to Austronesian. Each of them has its own characteristics. However, they are the same in terms of the number of their

speakers. Summer Institute for Linguistics (SIL) Ethnologue Survey 2011 reported that there are 77,75 thousands Javanese native speakers around the world. It is greater than Korean which only has 76,5 thousands speakers and France which has 76 thousands native speakers. Meanwhile, Wikipedia reported that more than 850 thousands English native speakers around the world. (https://afrobranding.wordpress.com/tag/summer-institute-for-linguistics-sil-ethnologue-survey/). Besides, in recent times Javanese language more famous than we think. It is proved when we opened google.com. Google provides Javanese language as one of the language service. So, it proved that Javanese language is interesting to be learned.

In learning language, basically we have to learn about the word and the word forming processes. And one kind of word that interesting to be learned is compound word. Compound word is the word which has two or more free forms among their immediate constituent. It comes from two different words which combined to form a new word with new meaning and they can function as different part of speech which can dictate what form the compound word takes on. This study intends to make a contrastive analysis of English and Javanese compound words constructions.

1.2 Reasons for Choosing the Topic

There are three reasons why I am eager to investigate this topic.First, when we use a foreign language, we may make mistakes because of influence from our native

language, especially making mistake in forming word. Being aware of it is essential in order to learn the correct structure use of the foreign language. Then, by knowing that contrastive analysis has often been done for practical/pedagogicalpurposes, I want the findings of my study provide better descriptions and better teaching materials for language learners in terms of predicting points of student difficulty in learning foreign language. Secondly, by assuming that English and Javanese are two languages from different language families, there might appear certain similarities and differences. Thirdly, both English and Javanese compound words are important in forming word to construct meaningful sentence, so it needs to be observed and investigated to obtain comprehensive and profound result of analysis in order to predict the points of foreign language learner difficulty.

1.3 Statements of the Problem

The problems discussed in this study are as follows:

1) How are English and Javanese compound words constructed?

2) What are the characteristics, similarities and differences between English and Javanese compound words constructions?

1.4 Objectives of the Study

This study is aimed to:

1) find out the constructions of English and Javanese compound words.

2) find out the characteristics, similarities and differences in English and Javanese compound words constructions.

1.5 Significances of the Study

By conducting this study, I hope that:

1) Practically, the study will provide better description of English and Javanese constructions for the readers and also for the students who are interested in learning English and Javanese compound words.

2) Pedagogically, the study can provide some guidance for the readers to use lexico-grammatical analysis in order to analyze compound words constructions.

1.6 Limitation of the Study

The concern of this study was compound words found randomly in all passages in two different magazines, "Time" English magazine and "PanjebarSemangat" Javanese magazine. Both were published in May 2014. I limited my study on the constructions of compound words consisting of two roots or constituents.

1.7 Outline of the Study

This study consists of five chapters. Chapter I is introduction which explains about general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and outline of the study.

Chapter II presents the review of related literature which containsreview of the previous studies, review of the related theories, and theoretical framework.

Chapter III presents the methods of investigation which includesthe approach of the study, object of the study,data sources, procedures of collecting data, and procedures of analyzing data.

Chapter IV presents the findings and discussions of findings supported by the analysis.

Chapter V presents the conclusions of the study, some suggestions in relation to the findings of the study, and pedagogical implication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections, they are: review of the previous studies, review of the related theories, and theoretical framework. The first section presents the previous studies in subject related to this study. It is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basic of this study.

2.1 Review of Previous Studies

Contrastive analysis research has been conducted several years ago. This kind of analysis has caught the attention of some scholars recent years. One of the studies correlated to this study was conducted byOratmangun, (2014) entitled Interrogative Sentences in English and Tanimbar Language: A Contrastive Study. Oratmangun's study was aimed at analyzing in contrast English and Tanimbar Language which focuses on the interrogative sentences in relation to their form and function in both languages. The result of that study showed that English and Tanimbar languages have similarities, in the form of yes-no question and interrogative word question. However, both of them different in terms of the placement of question word. English question

word is at the beginning of sentence while question word in Tanimbaris at the beginning and at the end of sentence.

The relation between Oratmangun's study and the current study is found in the context of analysis; contrastive analysis. Both of the studies aim to reveal if two languages are compared, there might appear certain similarities and differences.Then, the difference is on the object of the study. The previous study attempted to analyze the interrogative sentence form in two different languages while the present study attempts to analyze compound word constructions in two different languages.

Another previous similar study was conducted by Kusumawati (2009) entitled Contrastive Analysis between Indonesian and English Declarative Sentences. The objective of her study was to reveal to know the similarities, differences, and students' error in making declarative sentence in both languages. She used contrastive analysis to analyze the similarities and the differences. The findings show that the similarities of declarativesentence patterns between Indonesian and English language found in threecategories, those are transitive, bitransitive, and intransitive; however thedifferences ones found in the nominal, adjectival, prepositional, and numeralcategory. In addition, she concludes that there are many Indonesian students wholearn English language make errors in making English declarative sentenceswhose different patterns with Indonesian, that are in nominal, adjectival, prepositional, and numeral sentence. In other words, the errors happened amongthe students caused by interference (negative transfer) they did.

There are similarities and differences found in the previous study and the current study. The obvious similarity that can be seen is both of studies have the same core analysis, which is analyzing the similarities and differences on the elements of two different languages. Even though the object of both studies is different, Kusumawati's study is about analyzing declarative sentence, whereas the current study is about analyzing compound word constructions. Thus, the result of the study will be different from the previous study.

Regarding to those studies above, the area of contrastive analysis covers up various grammar aspects. The previous study is considered relevant to be grounded theory of this study. These related literatures are also needed to be base of the analysis in the next chapter.

2.2 Review of the Related Theories

In the study of contrastive analysis, I have to deal with the theories of morphemes, words, compound words, reduplication, and compounding. I also explain briefly the characteristics of English and Javanese compound words and the relations among compound words elements.

2.2.1Contrastive Analysis

The word **contrastive** is derived from the word **contrast**. In the Cambridge Advanced Learner's Dictionary, **contrast** is an obvious difference between two or more things.

It means,it is putting in opposition or contradiction with the aim of showing inequality or differences between two or more things. Besides, (Fisiak, 1981:56) roughly defined "Contrastive Analysis is a subdiscipline of linguistics that is deals with the comparison of two or morelanguages in order to determine both the differences and similarities that holdbetween them.

From these explanation, it can be drawn the conclusion that what is meant by the term contrastive analysis is the language science that examines the differences, as well several differences which are contained in two or more languages that do not belong into same language family.

Contrastive analysis is little bit different with comparative study. Comparative study examines the similarities and differences by comparing two or more languages that are cognate. For example, the comparison area in Indonesian language. Meanwhile, contrastive analysis basically just examines the differences or inequalities that contrast contained in two or more languages that do not belong into same language family, while the similarities are not so overlooked or considered. (Lado, 1957) states that contrastive analysis is a method for comparing the elements of two different languages in terms of form and function to obtain the similarities and differences that can be useful for teaching both languages. In addition, contrastive analysis is a branch of study that has an important role in the process of teaching a foreign language. It is important because "by doing contrastive analysis we can predict learning problems or points of difficulty that may appear when learning foreign language", (Johansson, 2008:18). In the process of language teaching, the

most important is to determine aspects of similarities and differences in the two languages which are compared.

Stig Johansson in his paper title "Contrastive Analysis and Language Learner: a Corpus based Approach (2008:11)" states that

> The importance of contrastive analysis extends beyond individual languages. When we compare across a number of languages, we can also see more clearly what is characteristic of languages more generally. There is a lot of interest in *universals* of language – that is, what is characteristic of language in general. To study this, to predict points of foreign language learner learning difficulty, there is a need for language comparison.

To sum up, contrastive analysis is a branch of linguistics study that has a function to contrast two or more languages which does not belong into same language family. Furthermore, contrastive analysis can help difficulties that may be experienced by a person while teaching or learning two different languages in the same time.

2.2.2 Morphemes

Grammar is conveniently divided into two portions: morphology and syntax. Morphology is defined as "the study of morphemes, their combination in words" (Wardhaugh, 1977:246). Whereas Akmajian (2010:55) states that "morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words". So, morphology is merely concerned with morpheme discovery, word, and part of words. On the other hand, "syntax is the

subfield of linguistics that studies the internal structure of sentences and the interrelationships among the internal parts", (Akmajian, 2010:55). There is a distinction between morphology and syntax. Morphology concerns in combining morphemes into words, and syntax concerns with the arrangement and interrelationship of words, phrases, clauses, and sentences. Since the smallest meaningful constituents are morphemes, morphology concerns with the examination of meaningful units that make up sentences. Certain aspects of morphology have syntactic implications.

Various definitions of morpheme have been suggested by linguists. They seem various because they are usually embedded in a series of definitions of linguistic terms, but all are essential agreements. Here are some definitions of morphemes according to some linguists.

1) "A morpheme is the minimal unit of meaning" (Wardhaugh, 1977:77)

2) A morpheme is the smallest unit which is grammatically pertinent. A morpheme can be usefully described as the smallest meaningful units in the structure of the-language. A morpheme is not identical with a syllable. A morpheme may consist of single phoneme. (Gleason, 1961:52-53)

3) "Morphemes are the minimal meaningful units of sounds which may constitute words or parts of words". (Nida, 1962:1)

From those definitions, a morpheme can be defined as the minimal linguistic sign which has meaning. A morpheme may be a whole word or a part of word. In English, for example, the word *cat* is a single morpheme. It cannot be broken down further into meaningful parts. The word *cats,* however is composed of two morphemes,

*cat*meaning is a domesticated quardrupe of the family felideae, and *s* not a word according to the above definition; yet it is a meaningful parts of the word *cats,* and therefore is morpheme. Likewise in Javanese, we can find the word *tanduran*, for example, which is composed of two morphemes, *tandur* (agriculture) and *an*, which is a meaningful part.

2.2.2.1 The Classifications of Morphemes

Morphemes can be classified into free, bound, and zero morphemes. (Wardhaugh, 1977:82-83).

1) Free morpheme is morpheme which can occur independently or one that may constitute a word (free form) by itself, such as friend, clever, sleep, in English, and the words *konco, pinter*, and *turu* in Javanese. These are called word or free morphemes. Every free morpheme is a word but not every word is necessarily a free morpheme.

2) A bound morpheme cannot occur independently, or one that must appear with at least one other morpheme, bound or free, in a word. The examples are English '-s' in the word *cats* and '-ed', '-er', '-ness' and '-ing' in *played, singer, happiness, and saying*. In Javanese 'di-' in*dijupuk*, '-ne' in *bukune*, and '-um-' in *kuminten* are bound morphemes which cannot stand alone, but have to be added to some morphemes.

3) Zero morpheme is zero allomorph (a positional variant of morpheme) which is a single phonetic form, in the manner of homonym, and represents two meanings

which are usually distinguished by means of linguistic form, as singular and plural noun in the *sheep* and *deer* as following sentences:

Singular	Plural
There is a sheep	There are two sheep
There is a deer	There are two deer

2.2.3 Words

Words are the most noticeable unit of language. Yet, it is extremely difficult to find a general, explicit description of this concept. A word is a morpheme or combination of morphemes which native speakers regard as minimal pronounceable meaningful units (Wardhaugh, 1977:222).

2.2.3.1 The Kinds of Words

Words can be divided into three types, namely, simple word, compound word, and complex word.(Soegondho, 1985:55).

1) Simple word or base is the term which refers to unbreakable elements from which any construction of varying kind and complexity is obtained. The examples are English *write* and *sleep*, and Javanese *tulis* and *turu*.

2) Complex word is a construction made of one or more bound and free form. Complex words are the result meaning or function. One or more morphemes are added to a base (which is a free morpheme) or a root (which is a bound morpheme). The following examples are some of English and Javanese complex words.

- Bound morpheme + Free Morpheme

  English   : dis + agree   = disagree

                    Un + like   = unlike

  Javanese   : di + tuku   = dituku (be bought)

                    Mi + lara   = milara (to injure)

- Free morpheme + Bound morpheme

  English   : enjoy + ment = enjoyment

                    Dark + ness   = darkness

  Javanese   : dhewe + an   = dhewean (alone)

                    Gawe + an   = gawean (job)

- Affix + free morpheme + affix

  English   : dis + honest + ty   = dishonesty

                    Un + happy + ness   = unhappiness

  Javanese   : mi + tuna + ni   = mitunani (to harm)

                    Pa + urip + an   =panguripan (provision)

- Affix + free morpheme + affix + affix

  English   : un + friend + affix + affix = unfriendliness

2.2.4 Compound Words

2.2.4.1 English Compound Words

Compound word is the construction made up of two or more free morphemes which

yet constitute a 'new' meaning. As stated by Soegondho (1985:55), a compound word

is made up of two free morphemes used together to form a single lexical unit.

For example:

    English:

    Type + writer   = typewriter (machine for writing)

    Bell + boy   = bellboy (servant)

2.2.4.2 Javanese Compound Words

In Javanese, we call compound word as *TembungCamboran*. Javanese compound

words (tembungcamboran) are divided into two, namely:

1) Tembungcamboranwutuh/tunggal: two words which combined and has new

    meaning.

    Examples:

    Anjaniputra   : anoman (Figure in Javanese mythology)

    Balapecah   : baranggampangpecah (Fragile things)

    Gantungsiwur : katurunankangkapingpitu(The 7th generations)

    Gotongmayit   : anak 3 wadonkabeh (Three daughters)

    Wanasaba   : araningkutha (The name of city)

2) Tembungcamborantugel/wudhar: two words which combined and has new meaning and the meaning is close with the word itself.

Examples:

Bangjo	: abangijo(red and green-Traffic light)
Bulik	: ibucilik(Little mother-Aunt)
Dhengus	: gedhebagus(Big and handsome-well-build body and-handsome man)
Lunglit	: balungkulit (Bone and skin-very thin)
Thukmis	: bathukklimis (Shiny forehead)

2.2.5 Reduplication

(Soegondho, 1985:13) states that "another kind of word which concerns with morphological process is reduplication". The following explanation is cited from Poedjosoedharmo (1984).

Reduplication, is a process in which a word or morpheme, either wholly or partially is doubled. In English, reduplication is very rarely used, and is only used to indicate intensity. There are two types of reduplication in English, namely, full reduplication, and full modified reduplication.

1) Full reduplication is a process a in which a reduplicated word is formed by repeating the whole stem, such as:

Fifty + fifty = fifty-fifty

2) Full modified reduplication is a process in which a reduplicated word is formed by repeating the whole stem, but the vowel changes, such as:

Fiddle + faddle = fiddle-faddle

In Javanese, reduplication is extremely used and usually indicates intensity, plurality, or frequency.

There are five types of reduplication, namely; *dwipurwa* (double initial), *dwilingga* (full reduplication), *dwilinggasalinswara* (full modified reduplication), *pengulanganberimbuhan* (affixed reduplication), and *dwiwasana* (double final).

1) *DwiPurwa* (double initial)

   A process in which a reduplicated word is formed by repeating the first syllable. The meaning implied is expressing or using something which is mentioned in the stem. In Javanese, the first vowel is changed into /ə/ (spelled 'e').

   o   Tombo = tetombo 'drugs'

   o   Tuku   = tetuku 'buy frequently'

   o   Wadi   = wewadi 'secrets'

2) *DwiLingga* (full reduplication)

   A process in which a reduplicated word is formed by repeating the whole stem. The meaning is expressing plurality, for example:

   o   Bocah = bocah-bocah 'children'

   o   Kewan = kewan-kewan 'animals'

3) *DwiLinggaSalinSwara* (full modified reduplication)

   A process in which a reduplicated word is formed by repeating the whole stems, but vowel changes. The meaning is expressing intensity, for example:

   o   Lungguh   = lunggah-lungguh 'sit down often'

  o Mangan = mongan-mangan 'eat too often'

4) *PengulanganBerimbuhan* (affixed reduplication)

Sometimes consist of dwipurwa, dwilingga, dwilinggasalinswara, and is followed

by a prefix, infix, and suffix. The meaning depends on the stem or is expressing

something like the term, for examples;

  o Tuku : tetuku + an = tetukon 'buy thing'

  o Tangis : tetangis + an = tetangisan 'cries'

5) *DwiWasana* (double finals)

The process in which a reduplicated word is formed by repeating final syllable

and accompanied by sound modification. For examples:

  o Cenges : cengenges 'kind of smile'

  o Bedhug : bedhudhug 'very big'

2.2.6 Compounding

"Compounding is one of the word formation processes in English", (Falk, 1978:43).

It is from two roots which are combined to form a compound word. Many

constructions are made up of free morpheme, as '*gentleman*', '*airplane*', '*thereafter*',

and '*housewife*' in English. '*raigedhek*', '*landhepdengkul*', and '*kodhokmelet*' in

Javanese. Such combinations are called compound word, each is made up of two or

more free morphemes which yet constitute a 'new' meaning. The word '*gentlemen*'

for example, refers to a 'special' man or person. Similarly '*raigedhek*' refers to one

behavior which has no shame. The meaning of some compounds, though, depends on

their parts; '*aircraft*' means a craft traveling in the air, '*airport*' a port used for

vehicles used in the air, and *'airconditioner'* means conditioner of air. The elements of a compound may be free morpheme, derived words, or other compounds. The word *'gentleman'* for example, consists of N + N, and the word *'raigedhek'* consists of N + N. Some definitions below make the meaning of compound words clear:

a) "Some stems or words which contain two or more roots are said to be compound", (Gleason, 1961 : 74)

b) "Compounds are words which though felt and used a single word, are made up of two or more elements each of which may also be used as a separate word", (Zandvoort, 1975 : 227)

From the definitions above, it can be concluded that compound word is a new word with new meaning that is formed by combining two or more words as single words with a perceptible lexical meaning.

Compound words are different from phrases. The grammatical features lead us to distinguish compound word with phrases. Bloomfield (1933:227) states that compound word have two or more free forms among their immediate constituents. Under the principle of immediate constituents, language usually distinguishes compound word from phrases. In meaning, compound words are usually more specialized than phrases; for instance, *blackbird*, denoting a bird of a particular species, is more specialized than the phrases *blackbird*, which denotes any bird of the color. Similarly, *walangkekek* denotes kind of animals (grasshopper). From the examples above, it can be concluded that compound words constitute 'new meanings'. Moreover, a phrase is as specialized in meaning as any compound: in the

phrase a *queer bird*, *meat*, and *drink*, the words bird and meat are fully specialized as they are in the compounds jailbird and sweetmeats.

One important thing to be noted is that compound differs from phrase as the former consists of element that can neither be separated by inserting some other word nor change in their pattern. We cannot say *air has port* instead of airport nor *kamar sing dhahar* instead of kamardhahar. If we insert some words in those words, we no longer have compound words.

Another feature that can distinguish compound words from phrases is the use of a single high stress on each word. In English the high stress is usually on the first member; on the other member there is a lesser stress, as in door-knob (/dɔː r- nɑːb/), upkeep (/ʌp-kiːp/). Certain compounds have the irregularity of leaving the second member unstressed, as in gentleman (/ˈdʒen.tlˌmən/); contrast milkman (/ˈmɪlk.mən/). Accordingly, wherever we hear lesser or least stress upon a word which would always show high stress in a phrase, we describe it as a compound-member: *ice-cream* is a phrase, although there is no denotative difference of meaning.

A compound-member may be characterized by some feature of word-formation which differs from what would appear in an independent word. Compounds with special feature of word-formation are known as syntactic compounds. In English the forms like *long-tailed* or *red-beared* are compound, which differ from the phrases like long tail or red bear. Suffixes '-er', '-ed', and '-ing' differentiate compounds from phrases.

Most constructions of compound word cannot be inverted. We cannot say *gedhekrai* instead of *raigedhek* nor *keephouse* instead of *housekeep*, which differ by the simple feature of word-order. The difference of order will make a difference of meaning.

2.2.6.1 The Characteristics of English Compound Words

(Soegondho, 1985) states that English compound word has many characteristics:

1) The elements of compound word construction can be:

   a) Simple word (base) + simple word : *textbook*, *sunburn*

   b) One of its elements is a complex word (affixed) which consists of derivation of inflection : *shopkeeper*, *sunflower*

2) The construction is used as a single word, though in writing its elements are written independently as single words; *post office*, *walking stick*

3) The constructions have 'new' meanings : *bellboy* (servant); *redskin* (Indian)

4) The constructions are identified as certain classes.

Zandvoort (1975:227) identified five compounds, namely: Compound Noun, Compound Adjective, Compound Verb, Compound Pronoun, Compound Participle, and other compound parts of speech.

   a) Compound Noun

   Compound Noun mostly consists of two elements; the first element may be a noun, an adjective, a verb, a pronoun, and an adverb; the second of which is

usually a noun. As a rule the first element has the main stress and qualifies the second.

- A special type of compound noun is formed by those consisting of classifying <u>genitive</u> + <u>noun</u> :*child' play*, *lady's maid.*

- Compound nouns may be formed by N + N. The semantic relations between the two parts of these compounds exhibit great variety.

  o If the second element denotes an action, the first element may denote either the subject or object of the action; as *daybreak*, *sunrise*, *housekeeping*. In the latter case the second element may also denote an agent, as housekeeper.

  o The first element may denote place or time, as *night-porter*, *night-club*, *headache*.

  o The first element may denote purpose, as *inkstand*, *dining-room*.

  o The first element may denote a means or an instrument; *handwriting*, *fly-fishing*.

  o The first element may denote resemblance: *goldfish*, *silver-fox*.

  o If the second element denotes a person or an animal, the first element may denote the sex: *man-servant*, *billy-goat*, *nanny-goat*, *bull elephant*, *cow elephant*.

  o Other relations are implied in compounds like *goldsmith*, *newspaper*, *rainbow*, *lawsuit*, *foot-bridge*, *lily-flower*, *ironware*, *air-raid*, *motorcar*.

- Compound noun may be formed by adjective <u>Adjective + N</u> : blackboard, bluebell, common law, green room, hot house, highway, smallpox, shorthand, wildfire, (initial stress); dead-letter, common sense, easy chair (even stress); young man, old lady, best man (final stress).

- A special type of <u>Adjective + N</u> is represented by blackshirt, greybeard (initial stress); dead letter, common sense (even stress); young man, old lady, old maid (final stress).

- In compounds of the type he-goat, she-wolf, the pronoun usually indicates the sex.

- When the first element is <u>Verb</u>, it may either take the form of the stem, or that of the stem + ing. Examples of the former are playground, drawbridge; of the latter drawing-room, looking-glass.

- Combinations of <u>Adverb + Noun</u> are two types; in the former the noun is not, in the latter it is identical in form with a corresponding verb. Examples : by-way, outpost, upkeep, outbreak.

- Combinations may be formed by <u>Noun + Gerund</u>. Examples: story-telling, fortune-telling, sightseeing.

- Combinations may be formed by <u>Noun + Prepositional Phrase</u>, as in s*on-in-law*.

- Combination may be formed by <u>Verb + Prepositional Adverb,</u>as in breakdown, make up.

- The first element of a compound noun may itself be a compound. Examples: *dead-letter office*, *public schoolboy*. Here is one of which the first element is not adjective: *penny-in-the-slot-machine.*

  Quirk (1973: 445) classifies compound nouns based on productive or creative type of compounding elements by paraphrases. There are five combinations namely <u>Subject and Verb Compound</u>, <u>Verb and Object Compound</u>, <u>Verb and Adverbial Compound</u>, and <u>VerblessBahuviri Compound</u>.

- Subject and verb compound

  Examples   : sunrise (n + dn)   = the sun rises

                     Dancing girl (g + n)   = the girl dances

- Verb and Object Compound

  Examples   : taxpayer (n + an)   = X pays taxes

                     Story telling (n + g)   = X tells a story

- Verb and adjective compound

  Examples   : daydreaming (n + g) = X dreams during the day

                     Homework (n + v)   = X works at home

- Verbless compound

  Examples   : darkroom (n + n)   = the room (is) dark

                     Girl-friend (n + n)   = the friend (is) a girl

- Bahuviri compound (names an entire thing by specifying some features)

  Examples   : paleface (a + n)   = (the man has) a pale face

Notes:

x : subject; **n** : noun; **an** : agentive noun (instrumental); **g** : gerund; **v** : verb;

a : adjective

b) Compound Adjective

Compound adjective mostly consist of two elements, and the second element

is usually an adjective while the first element may be a noun, an adjective or

an adverb.

- Combinations of Noun + Adjective exhibit various semantic relations. The
  following list is not exhaustive.

  o In compound with –*worthy*, the first element denotes what may be
  called the object, as *blameworthy*, *trustworthy* (who deserves blame,
  trust).

  o The first element may denote resemblance, as *blood-red*, *paper-thin*.

  o The first element may denote cause, as in *seasick*, or purpose *blood-*
  thirsty.

  o The first element may denote measure or extent, as *world-wide*.

  o The first element may restrict the second meaning. Eg: *car-free* (free
  from car), *color-blind* (blind in regard to color).

- Adverb + Adjective.

  There is one compound with *ever*, as *evergreen*; an unlimited number with *over* (all of them even stressed); *over-ripe*; and one and two with *under*: *under-ripe.*

- Compound adjective may be formed by two adjectives. Three groups may be identified:

  o The compound expresses a combination of two qualities, as *bittersweet, dead-life*.

  o A special case of this is a combination of two adjectives the former of which end in −o: *Anglo-Saxon*, *Franco-German.*

  o The first adjective, which is semi adverbial in character, qualifies the second and is, therefore subordinate to it, as *dark-blue*, *red-hot*.

Quirk (1983:447) classifies compound participles into compound adjectives. According to Quirk, there are three kinds of compounds namely, compound noun, compound verbs, and compound adjectives. Many participle combinations belong to adjective compounds.

- Noun + ing participle

  Example   : *man-eating, heart-breaking*

- Noun + ed participle (past participle)

  Example   : *hand-made, self-employed*

- Adverb/adjective + present participle

Example   : *good-looking, easy-going*

- Adverb/adjective + past participle

    Example   : *new-liad, quirk-frozen*

c) Compound Verb

Zandvoort (1975:283) identifies three groups of compound verbs.

- Those with an adverb as the first element, as in *overcome*, *overlook*.

- Those occurring as participles as in *hand-made*.

- Those formed by shorting compound verbal noun in *–er* or *–ing*, so called

    back formation as *housekeep* is sometimes formed by substruction from

    housekeeper or *housekeeping*.

- The combinations may be formed by <u>Adverb + Verb</u>

    o   Out   : outbit, outdo

    o   Over   : overcome, overdo

    o   Under   : underestimate, undersell

- The combinations may be formed by <u>Noun + Verb</u>

    Examples   : baby-sit, sightsee

d) Compound Participle

The following cases may be noted.

- If the second element is the present participle of a transitive verb, the first

    element may denote the object, as in *all-seeing*, *self-denying*.

- If the second is a participle of verb, the forst element may denote the agent or instrument of the action, eg. *Airbone*, *handmade*, *park-marked*.

- If the second element is a participle, the first element may denote place, time or manner: *shore-going*, *ever-lasting*, *forth-coming*.

- Some combinations of adverb + verb are chiefly used as participles: *outlying*, *upstanding*, *underdone*, to which may added *downcast* (eyes), *inborn* (shyness), *widespread* (indignation).

e) Other compound parts of speech call for little common, in so far they are felt as unit. For examples, <u>Adverbial groups</u> such as *at once* (directly), *of late* (lately); <u>Prepositional groups</u> like *on to*, *into*, *up to*, and *Conjunctional groups* like *as if*.

f) Compound Pronouns

  Examples   : *myself*, *nobody*, *ourselves*

2.2.6.2 The Characteristics of Javanese Compound Words

The compounding in Javanese has certain criteria as follows:

1) Javanese compound word consists of two or more words, as *kolomongso* 'sometimes', *kuntawijayandanu* 'Karna'screese'

2) Compound word has new meanings which differ from the meaning of their elements, as:

   Karta + Raharja   = kartaraharja 'peaceful'

   Randha + royal   = randha royal 'kind of cake'

3) Affixations must be added to the initial final element, as:

   Nagasari + e   = nagasarine 'kind of cake'

   -di + japa mantra + -I = dijapamantrani 'praying for'

4) Reduplication of compound word is full reduplication as a word. Affixes are added in the initial or final element of the compound words reduplicated:

   - wongtuwo-wongtuwo 'parents'

   - nagasari- nagasarinipun 'the (kinds of) cakes'

5) A compound word is considered as a class word.

   a) Compound noun; as *subosit*o 'dainty', tukangkayu 'carpenter'.

   b) Compound verb, as *olah raga* 'sport', *arubiru* 'disturb'.

   c) Compound adjective, as *gandesluwes* 'charming'.

   d) Compound conjunction, as *kadospundi* 'how', *ewodene* 'as for'.

   e) Compound pronoun, as abdidalem 'servant'.

   f) Compound adverb, a kadhangkala 'sometimes'.

   g) Compound preposition, as *ingkene* 'here', *sokoendi* 'where'.

   According to Poedjosoedarmo (1984:155), there are two kinds of compounding in Javanese, namely compounding based on the elements and that on meanings.

1) Javanese compounds based on the elements.

a) Perfect and Imperfect Compounding

   • Perfect compound

Perfect compound is a compound whose element consists of words. For examples:

- o Wong tuo   = parents
- o Titimangsa   = time
- o Anakputu   = heredity

- Imperfect compound

  Imperfect compound is a compound one or all of whose elements are part of words. For examples:

  - o Bulik   = aunt
  - o Paklik = uncle
  - o Lunglit = very thin

b) Endocentric and Exocentric Compounding

- Endocentric Compound

  Endocentric compound is a combination of two elements one of which is the head word. For example:

  - o Wong tuwo   = parents
  - o Gulatebu   = sugar
  - o Titimongso   = time

  Endocentric compound can be Head Modifier (HM) or Modifier Head (MH). For examples:

  - o Head Modifier (HM), as *wongtuwo* 'parents', *paklik* 'uncle'

        o   Modifier Head (MH), as *sandhiasmo* 'pen-name'

- Exocentric Compound

  Exocentric Compound is a combination of two or more elements, one of which is not the head word. For examples:

  - Kiwotengen   = right and left
  - Tonggoteparo = neighbors
  - Sato kewan   = animals

2) Javanese compounds based on the meanings

a) Single compound

Single compound is a compound expressing a new meaning and if followed by a suffix such as *–e* or *–en*, it is added in the second element. For examples:

- Wong tuwo + e   = wongtuwone 'parents'
- Rajakaya + e   = rajakayane 'animal'

b) Composite compound

Composite compound is a compound whose elements occur independently and if followed by a suffix such *–e* or *–en*, it is added in the first element. For examples:

- Tukangkayu + e   = tukangekayu 'carpenter'
- Anaklanang + e   = anakelanang 'son'

2.2.6.3 The Relations among Compound Word Elements

The classification of compound word concerns the relations of the compound as whole to its members. Based on the characteristics, compound words are **endocentric** and **exocentric** (Bloomfield, 1933:235). The compound words: *blackbird* is a kind of bird, and *doorknob* is a kind of knob, so that we may say that these compounds have the same function as their head members; they are endocentric. In Javanese, compound word can be found in the words *kolomongso* (time), *wongtuwo* (parents), etc. The words *mongso* and *tuwo* are modifier of these words. On the other hand, the large class of English compound exemplified by *whitecap*, *longnose*, *red-head*, *blue-coat* has noun function and a noun as head member, and yet is to be classified as exocentric. Because the construction implies precisely that the object does not belong to the same species as the head member, in Javanese compound words, as *subosito*, *wonowoso*, etc, we cannot say that *subo* and *wono* are the head members of these words, these combinations have equal elements and have no head constituent.

The followings are explanation cited from (Bloomfield, 1933). He states that the other classification of compound words that concerns the relation of members is syntactic. Syntactic compounds are compounds whose members stand to each other in the same grammatical relation as a word in a phrase; such in English. The members of the compounds *whitecap* and *blackbird* show the same construction of adjective plus noun as do the words in the phrases *whitecap* and *black bird*. **The syntactic compound** differs from a phrase only in the essential features which is chiefly by use

of one high stress. We can set up sub-classes of syntactic compounds according to syntactic constructions which are paralleled by the members, as <u>adjective with noun</u> (eg. blackbird), <u>verb with goal noun</u> (eg. Dreadnought), <u>verb with adverb</u> (eg.Gadabout), <u>past participle with verb</u> (eg.Cast-away), etc.**Semi syntactic compounds** are definable, they can be further classified in the same manner as syntactic compounds. As the word *blue-eyed*, the members have the same construction as in the syntactic compound *blackbird*, in *three-master* same with *three-day*, in *housekeep*, *turnkey* same with *lickspittle,* etc. The other hand, the word *door-knob* is an **Asyntactic compound**, whose members stand to each other in a construction that is not paralleled in the syntax of their language. Other asyntactic English compounds are illustrated by *tomcat, broadcast, somewhere, zigzag, cranberry*, etc.

We can compare syntactic, semi-syntactic, and asyntectic compounds by extending the main divisions, namely coordinative or copulative compounds and determinative (attributive or subordinate compound). Copulative compounds can be seen in a semi syntactic compound like fuzzywuzzy, zigzag. While, determinative compounds can be discerned in syntactic compounds like *door-knob*, *cranberry* which have a kind of attributive and head construction. We may be able to mark off smaller divisions. We distinguish among the copulative, a special sub-group of repetitive, with identical member, as in bye-bye, goody-goody and among the determinative, a special class of syntactic attribute and head compounds, such as *blackbird*.

According to (Poedjosoedarmo, 1984:42), "another classifications of compound word based on the relation of their elements are coordinative, modificative, complementative and predicative relations".

1) Coordinative Relation

In coordinative relation, the elements are the same function in construction, as the following examples:

English   : butterfingers, bright-eyes

Javanese : kiwotengen (right and left), bapakibu (parents)

2) Modificative Relation

In modificative relation, one of the constituents is a Head (H) and the other constituent a modifier (M). A noun is usually modified by an adjective. This kind of construction is sometimes called an endocentric construction because this construction has the same distributional characteristics as in head constituent (H).

English   : headstrong, longhand

Javanese : kebogiro (name of Javanese song)

3) Complementative Relation

In complementative relation, one of the elements is used as a complement of the other such as the following examples:

English   : runway, airmail

Javanese : malangkerik (with arms akimbo)

The words way, air, and kerik are complements of run, mail, malang.

4) Predicative Relation

In predicative relation, one of the elements has a function as predicate. So the relation of each element is subject and predicative relation. This construction consists of Noun and Verb, such as the following examples:

English   : sunset, moonlight

Javanese   : garudhanglayang (name of war strategy)

To sum up, the explanations above are the review of related theories that based on the experts opinions. These theoretical reviews I used as the theories underlying this study.

2.3. Theoretical Framework

To limit the scope and the analysis of contrastive analysis, I will only focus on the theory proposed by Lado (1957) for the theory of contrastive analysis. Besides, I also use theory proposed by Fromkin (2011) and Poedjosoedharmo (1984) for the theory of the analyzing English and Javanese compound word constructions.

CHAPTER III

METHODS OF INVESTIGATION

This chapter explains the six points of methods of investigation in this study,that are approach of the study, object of the study,data sources, procedures of collecting data, and procedures of analyzing data.

3.1 Approach of the Study

This study analyzed the English and Javanese languages which focused on the compound words in relation to their constructions in both languages. Thus, library research approach was used, while for the main data resources were taken from compound words consisting two constituents found in all passages inside of two different magazines, "Time" English magazine and "PanjebarSemangat" Javanese magazine. This approach was chosen because this kind of research related to the previous studies which need a lot of information from it. According to Bernard Berelson (1952), "Library research aims to collect the data and any information from any materials inside of library, such as books, magazines, documents, notes, and history of legends". So, this kind of approach is regarding on answering the research

problems to pursue the main purpose of this study by analyzing deeply the constructions of English and Javanese compound word.

Since the object of the study was obtained from compound words found in two magazines in two languages, contrastive analysis was employed. It is used to analyze in contrast between English and Javanese compound word constructions.

3.2 Object of the Study

This study investigated the constructions of English and Javanese compound wordsconsisting of two constituents. The data of the research were compound words consisting of two constituents found in two magazines, "Time" English magazine and "PanjebarSemangat" Javanese magazine, both were published in May 2014. For example, the word ***chairman***. It is constructed from two constituents, ***chair*** + ***man***. Another example is the word ***nagasari***which is constructed from two constituents, ***naga*** + ***sari***.

3.3 Data Sources

The data of this study are obtained from compound words found randomly in all passages in two different magazines. I took English compound words from "Time" English magazine. Besides, I took Javanese compound words from "PanjebarSemangat" Javanese magazine. Both of them were published in May, 2014.

3.4 Procedures of Collecting Data

The steps of collecting data in this research were as follows:

1) Taking overall compound words which are presented in both data sources. It was including inside of editorial, short story, advertisement, biography, and poetry.

2) Classifying data based on the class of word-forming elements compound words in the English and Javanese. For example, I found three compound words; *chairman*, *runway*, and *blueprint*. Then, I tried to classify those compound words based on the class of word-forming elements. The word *chairman* belongs to Noun + Noun construction, *runway* belongs to Verb + Noun construction, and *blueprint* belongs to Adjective + Noun.

3) Classifying data based on the elements forming compound words in the English and Javanese.After I got the classification above, I tried to classify each word or element of the compound words to be more specific which is a stem or added by any suffixes. For example, the word *chairman* belongs to Noun + Noun construction. But here, I analyze deeply on each elements. Then, I got new analysis that *chairman* is constructed from two stems. Finally I can conclude that *chairman* belongs to N(s) + N(s), means that both elements are stems.

4) Classifying data based on morphological relationships of the elements forming word in the English and Javanese. For example, I found the word *aircraft*. Then,

I made an analysis that *air* is M (modifier) that modified the H (head) *craft*. So, the word *aircraft* belongs to endocentric compound word.

5) Comparing and contrasting the constructions of compound words in the English and Javanese.

6) Drawing conclusions about the presence or the absence of differences and similarities on compound words in the English and Javanese constructions.

3.5 Procedures of Analyzing Data

Before analyzing the data, there were some steps that were done:

1) Classifying the data according to the class of the elements.For example, I found three compound words; *chairman*, *runway*, and *blueprint*. Then, I tried to classify those compound words based on the class of word-forming elements. The word *chairman* belongs to Noun + Noun construction, *runway* belongs to Verb + Noun construction, and *blueprint* belongs to Adjective + Noun.After I got the classification above, I tried to classify each word or element of the compound words to be more specific which is a stem or added by any suffixes. For example, the word *chairman* belongs to Noun + Noun construction. But here, I analyze deeply on each elements. Then, I got new analysis that *chairman* is constructed from two stems. Finally I can conclude that *chairman* belongs to N(s) + N(s), means that both elements are stems.

2) Grouping the data according to the morphological relation of the elements of the compound word.For example, I found the word *aircraft*. Then, I made an analysis that *air* is M (modifier) that modified the H (head) *craft*. So, the word *aircraft* belongs to endocentric compound word.

In this study, some symbols were used to classify the data based on the class of words as follows:

N   = Noun

V   = Verb

Adv   = Adverb

Adj   = Adjective

So, in the analysis it can be found the symbols, such as:

N(s)   = Stem Noun

N(d)   = Derivation Noun

N(i)   = Inflected Noun

The constructions of compound word are classified as follows:

1) The compound word constructions include: stem (s), derivation (d), and inflection (i). For examples:

- The word *chairman* belongs to stem because it is a free morpheme and has no affixes in each element.

- The word *counterpart*, the first element belongs to derivation. It is because the word *counter* is derived from the word *count + suffix (-er)* and after getting suffix it has new meaning.

- The word *homespun*, the second element belongs to inflection. It is because the word *spun* is past participle form from the word *spin*. So, it is called as inflection because it does not change the meaning.

2) The relation among elements of the compound word constructions can be endocentric (which has a head and modifier) and exocentric (which does not have a head and modifier). For examples:

- The word *aircraft*. I can make an analysis that *air* is M (modifier) that modified the H (head) *craft*. So, the word *aircraft* belongs to endocentric compound word which has head and modifier.

- The word *layout*, this kind of word belongs to exocentric compound word because it has no head and modifier.

To sum up, those above are further explanation ofmethods of investigation in this study,that are approach of the study, object of the study,data sources, procedures of collecting data, and procedures of analyzing data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions, suggestions, and pedagogical implication based on the discussion from the previous chapter.

5.1 Conclusions

These conclusions answer the research problems stated on the first chapter of this study.

1) Both English and Javanese compound words are made up from two words with different meanings which combined and have a new meaning. Both of them have own construction. There are fourteen (14) kinds of English compound word constructions according to the classes of the elements; Noun + Noun, Adjective + Adjective, Adjective + Verb, Adjective + Noun, Noun + Adjective, Verb + Noun, Noun + Verb, Adverb + Noun, Adverb + Verb, Noun + Adverb, Verb + Adverb, Verb + Adjective, Adjective + Adverb, and Adverb + Adverb. On the other hand, there are nine (9) kinds of Javanese compound words constructions according to the class of the elements; Noun + Noun, Noun + Verb, Noun + Adjective, Verb + Noun, Adjective + Noun, Verb + Verb, Verb + Adjective, Adjective + Adjective, and Adjective + Adverb. Based on the table of frequency of English and Javanese

constructions based on the classes of the elements, the greatest number of English and Javanese compound word constructions is made up of <u>Noun + Noun</u> construction. While the smallest number of English compound words are made up of <u>Adjective + Adverb</u> and <u>Adverb + Adverb</u>, and the Javanese compound words are made up of <u>Verb + Verb</u> and <u>Adjective + Adverb</u>. English compound words are constructed of (s+s), (s+d), (s) + (s) + (i), (s) + (d) + (i), and (s + i) while Javanese compound words are (s + s), (i + s), and (s + i).

2) In order to reach the purpose of contrastive analysis, followings are the similarity and differences of English and Javanese constructions.The similarity of English and Javanese compound word constructions is they have same constructions which constructed from eight (8) constructions; <u>Noun + Noun</u>, <u>Adjective + Adjective</u>, <u>Adjective + Noun</u>, <u>Noun + Adjective</u>, <u>Verb + Noun</u>, <u>Noun + Verb</u>, <u>Verb + Adjective</u>, and <u>Adjective + Adverb</u>.

The differences of English and Javanese compound word constructions are;

a) English compound word does not have structure like Javanese which has *TembungCamboranTugel*, e.g. budhe(ibu + gedhe) = aunt. In English we recognize that pattern as one of word formation processes named "*blending*", not compound word.

b) Javanese compound word does not have construction like English, e.g. <u>Adjective + Verb</u>, <u>Adverb + Noun</u>, <u>Adverb + Verb</u>, <u>Noun + Adverb</u>, <u>Verb + Adverb</u>, and <u>Adverb + Adverb.</u>

To sum up, by knowing those structures and constructions above we can predict that students which has background as Javanese native speaker may feel little bit confused in learning English as their foreign language in forming compound word. It is because basically both English and Javanese compound word constructions are different. So, after knowing that point of difficulty, we can carry out proper methodology or proper teaching technique to teach compound word to the students.

5.2.Suggestions

After identifying, classifying, analyzing, and giving conclusions about English and Javanese compound words constructions, here some suggestions that I could give. It is considering with the findings and the significances of the study. It needs to conduct further studies to find out other compound word constructions that may appear. It is because this study used random sampling which the data were taken only from magazine, so the constructions and the vocabularies which are found are limited. Besides, a language is dynamic which certainly always changing in part of its vocabulary. And we know that vocabulary has a close relation with the construction. To clearer, it needs a further study. Furthermore, I suggest for other researchers to conduct study that related to this study, but in different aspect. For example, we can conduct an action research to decide the proper teaching technique in teaching compound words. As for teachers and students who are prepared to be teachers, when they teach English compound words, they had better do contrastive analysis between the items of their native language (e.g. Javanese language) and English as

their foreign language as long as it is needed, in which the similarities will facilitate teaching learning process and the differences will be problems in learning the target language. It is hoped that the teachers will develop their ideas and try to find out proper methodology to teach English, especially when they teach compound words. In addition, this study presents pedagogical implications that can be considered as the contribution of the study to the teaching of English. After knowing the point of difficulty that the students faced in forming compound words, as a teacher we can find and choose proper teaching techniques to teach compound words to our students. It is deals with how the compound words are constructed with correct structures and constructions, so it can construct meaningful sentences.

One recommendation that I could present is, it is important to do contrastive analysis between items in our native language and our foreign language that we will teach. It will make clearer understanding after we know the point of difficulty based on the similarities and differences between them.

REFERENCES

Akmajian, et.al. 2010. *Linguistics: An Introduction to Language and Communication, 6th edition*. University Press Group Ltd.

Berelson, Bernard. 1952. *Content Analysis in Communication Research*. Glencoe, IL: Free Press.

Bloomfield, Leonard. 1933. *Language*. London: George Allen and Unwin Ltd, Museum Street.

Cambridge Advanced Learner's Dictionary 3rd Edition. 2008. Cambridge University Press

Falk. Julia S. 1978. *Linguistic and Language: A Survey of Basic Concepts and Implications*. New York : John Willey and Sons.

Fisiak, Jacek Ed. 1981. *Contrastive Linguistics and the Language Teacher*.Oxford: Pergomon Press.

Fromkin, Victoria, et.al. 2011. *An Introduction to Language*. 9th edition. Canada: Michael Rosenberg.

Gleason, H.A. Jr. 1961. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinehart and Winston, Inc.

Halliday, M A K. 1994.*Functional Grammar*. London: Arnold.

Johansson, Stig. 2008. *Contrastive Analysis and Language Learner: a Corpus based Approach*. Online at http://www.hf.uio.no/forskningsprosjekter/sprik/docs/pdf/sj/johansson2.pdf[accessed 08/27/15]

Kusumawati, Anita. 2009. *Contrastive Analysis between English and Indonesian Declarative Sentences*. Final Project.English Education Department; SyarifHidayatullah State Islamic University.

Lado, Robert. 1957. Linguistic Across Culture: *Applied Linguistics for Language Teacher.* Ann Arbor: The University Of Michigan Press.

Mochtar, Dr. 2014. SuradiraJayaningratLeburdeningPangastuti.*PanjebarSemangat, May 2014*

Nida, E.A. 1962. *Morphology*.2nd edition. Ann Arbor: The University of Michigan, Press.

Norman, Pearlstine. 2014. The 100 Most Influential People. *Time, May 2014*

Oratmangun, Yeni D. 2014.*A Contrastive Analysis of English and Tanimbar Interrogative Sentences.*Final Project.English Literature Department; Sam Ratulangi University.

Poedjosoedarmo, Soepomo. 1979. *MorfologiBahasaJawa*. Jakarta: PusatPembinaandanPengembanganBahasa, DepartemenPendidikandanKebudayaan.

Poedjosoedarmo, Soepomo. 1984. *SistemPemajemukandalamBahasaJawa*. Jakarta: PusatPembinaandanPengembanganBahasa, DepartemenPendidikandanKebudayaan.

Purwadi, M.Hum, Dr. 2005. *Tata BahasaJawa*. Yogyakarta: Media Abadi.

Quirk, Randolph and Greenbaum. 1973. *University Grammar of English.* London: Longman Group. Ltd.

Ramelan, Prof. Drs. M. 1965. *Morfologi :SuatuTinjauanDeskriptif*. Yogyakarta: UP Karyono.

Soegondho. 1985. *MorfologiBahasaInggris*. Surakarta: UNS Press.

Summer Institute for Linguistics (SIL) Ethnologue Survey 2011. Online at https://afrobranding.wordpress.com/tag/summer-institute-for-linguistics-sil-ethnologue-survey/ [accessed 01/17/15]

Wardhaugh, Ronald. 1977. *Introduction to Linguistics*. New York: McGraw-Hill Book Company.

Yatmana, Sudi. 1985. *ParamasastralanKasusteraanJawa*. Solo: TigaSerangkai.

Zandvoort. 1975. *Handbook of English Grammar*. 5th edition, Groniger: J.B. Woeler.

APPENDIX 1

The frequency of English and Javanese compound word constructions based on the classes of the elements

Classes of the Elements	Frequency					
	s+s	(s+s)+i	(s+d)+i	s+i	s+d	(s+s)+d
Noun + Noun	22	1	1	4	6	1
Adjective + Adjective	2					
Adjective + Verb	2					
Adjective + Noun	12	1			1	
Noun + Adjective	2				1	
Verb + Noun	7					
Noun + Verb	5			1		
Adverb + Noun	3					1
Adverb + Verb					2	
Noun + Adverb	3					
Verb + Adverb	15					
Verb + Adjective	2					
Adjective + Adverb	1					
Adverb + Adverb	1					
TOTAL	77	2	1	5	10	2

APPENDIX 2

The frequency of English compound word constructions based on the relation of the elements.

Classes of the Elements	Frequency	
	Endocentric	Exocentric
Noun + Noun	30	5
Adjective + Adjective		2
Adjective + Verb		2
Adjective + Noun	11	3
Noun + Adjective	2	1
Verb + Noun	6	1
Noun + Verb	5	1
Adverb + Noun	3	1
Adverb + Verb		2
Noun + Adverb	3	
Verb + Adverb		15
Verb + Adjective		2
Adjective + Adverb		1
Adverb + Adverb		1
TOTAL	**60**	**37**

APPENDIX 3

The frequency of Javanese compound word constructions based on the classes of the elements.

Classes of the Elements	Frequency		
	s+s	s+i	i+s
Noun + Noun	23		
Noun +Verb	9	2	
Noun + Adjective	13		
Verb + Noun	12		1
Adjective + Noun	6		
Verb + Verb	3		1
Verb + Adjective	4		1
Adjective + Adjective	4		
Adjective + Adverb	2		
TOTAL	**76**	**2**	**3**

APPENDIX 4

The frequency of Javanese compound word constructions based on the elements.

Classes of the Elements	Frequency	
	Endocentric	Exocentric
Noun + Noun	15	8
Noun +Verb	11	
Noun + Adjective	13	
Verb + Noun		13
Adjective + Noun	3	3
Verb + Verb	1	3
Verb + Adjective	2	3
Adjective + Adjective	4	
Adjective + Adverb		1
TOTAL	50	31