A COMPARATIVE STUDY OF WORD FORMATION PROCESSES IN ENGLISH & TIMOR LANGUAGE (UAB METO)

SKRIPSI

OLEH:
FIDELIA RATUROSARI DJEHAUT
2212021153

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS (S1)
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunaan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitias dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Balai Besar Sertifikasi Elektronik

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunaan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitias dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Balai Besar Sertifikasi Elektronik

SKRIPSI

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR SARJANA PENDIDIKAN

Menyetujui

Pembimbing I	Prof. Dr. I Gede Budasi, M.Ed. NIP.195812311985031022
Pembimbing II	Amanda Vira Maharani, S.Pd., M.Li. NIP.199406302025062005

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunaan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitias dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Balai Besar Sertifikasi Elektronik

Skripsi oleh Fidelia Raturosari Djehaut ini
telah dipertahankan di depan dewan penguji
Pada tanggal 28 September 2026

Dewan Penguji

Ketua	Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP.197609022000031001
Anggota	Adnania Nugra Heni, S.S, M.Li NIP.199610272025062010
Anggota	Prof. Dr. I Gede Budasi, M.Ed. NIP.195812311985031022
Anggota	Amanda Vira Maharani, S.Pd., M.Li. NIP.199406302025062005

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunaan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitias dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Balai Besar Sertifikasi Elektronik

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan

Menyetujui

Ketua Ujian	Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd. NIP.198104192006042002
Sekretaris Ujian	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001

Mengesahkan,
Dekan Fakultas Bahasa dan Seni

Drs. I Gede Nurjaya, M.Pd.
NIP.196503201990031002

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunaan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitias dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Balai Besar Sertifikasi Elektronik

PERNYATAAN

Dengan ini, saya menyatakan bahwa skripsi yang disusun sebagai salah satu syarat untuk memperoleh gelar Sarjana pada Program Studi Pendidikan Bahasa Inggris merupakan hasil pemikiran dan karya saya sendiri. Seluruh sumber, kutipan, maupun pendapat dari karya orang lain yang digunakan dalam penulisan skripsi ini telah dicantumkan secara jelas sesuai dengan norma, kaidah, dan etika penulisan karya ilmiah. Apabila di kemudian hari ditemukan adanya tindakan plagiarisme atau terdapat bagian dari skripsi ini yang bukan merupakan hasil karya saya sendiri, maka saya bersedia menerima sanksi sesuai dengan ketentuan dan peraturan yang berlaku.

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

Singaraja, 28 September 2026

Fidelia Ratu Rosari Djehaut
NIM 2212021153

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to Almighty God for His abundant blessings, grace, and guidance, which enabled her to complete this undergraduate thesis entitled "A Comparative Study of Word Formation Processes in English and Timor Language (Uab Meto)". This thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Language Education at Universitas Pendidikan Ganesha.

The completion of this thesis would not have been possible without the invaluable guidance, assistance, encouragement, and support from various individuals. Therefore, the writer would like to express her sincere appreciation and gratitude to:

1. Prof. Dr. I Gede Budasi, M.Ed., as the first supervisor, for his invaluable guidance, continuous encouragement, and insightful suggestions. Beyond his academic expertise, the writer is deeply grateful for his genuine care and unwavering belief in this research. His constant motivation and encouraging words served as a true source of strength, giving the writer the courage and resilience to keep moving forward and successfully complete this thesis despite the many obstacles encountered along the way.
2. Amanda Vira Maharani, S.Pd., M.Li., as the second supervisor, for her immense patience, thoughtful advice, and constructive feedback. The writer is truly grateful for her warm approach and her willingness to always make time for discussions. Her continuous support, detailed corrections, and careful guidance not only helped improve the quality of this research but also made the entire writing process feel much more manageable and less overwhelming.
3. All lecturers of the English Language Education Study Program at Universitas Pendidikan Ganesha, for their valuable knowledge, guidance, and dedication throughout the writer's academic journey. The writer is sincerely grateful for the lessons, experiences, and insights they have

shared, which have contributed greatly to her academic and personal growth. Their commitment to teaching and willingness to support students have made a meaningful contribution to the writer's learning experience and have provided a strong foundation for completing this undergraduate thesis.

4. The writer's beloved father, Vitalis Djehaut, for his endless love, sacrifices, prayers, and constant support throughout her academic journey. The writer is deeply grateful for his hard work, encouragement, and the many efforts he has made to provide her with the opportunity to pursue her education. His strength and dedication have been a constant source of inspiration, reminding the writer to remain determined and never give up, even when faced with difficulties. This achievement would not have been possible without his love, support, and the countless sacrifices he has made for the writer's future.
5. The writer's beloved mother, Natalia Kase S.E., for her unconditional love, endless prayers, patience, and sincere support throughout the writer's life and academic journey. The writer is very grateful for her care, understanding, and the countless ways she has provided comfort and strength during challenging times. Her love and prayers have been a source of peace, strength, and encouragement throughout the writer's academic journey, helping her overcome various challenges and persevere through difficult times from the beginning of her studies to the completion of her undergraduate degree.
6. The writer's beloved siblings, Yogi, Tio, and Tika, for their love, support, and companionship throughout her academic journey from the beginning of university to the completion of her undergraduate degree. The writer is truly grateful for their presence, encouragement, and the many ways they have made her feel supported and accompanied throughout the ups and downs of college life.

7. The writer's beloved extended family, especially her Bapa Besar (Alm), Mama Besar, Ka Ino, and her beloved nieces and nephews, Marvin, Gray, and Chennie, for the special place they hold in her life. The writer is forever grateful to Bapa Besar and Mama Besar for helping her parents raise her since baby and for loving her as their own daughter, as well as to Ka Ino for his care and support. Special thanks also go to Marvin, Gray, and Chennie, whose cheerful presence and playful moments have brought laughter and happiness to the writer's life.
8. The writer's beloved family and friends, Cesy, Cici, and Winda, who have been part of her life since her teenage years and school days. The writer is truly grateful for their lasting friendship, love, and companionship, which have remained meaningful throughout the years and made them more than just friends, but also family.
9. The writer's beloved college friends, Dwik, Aska, Rachel, and Rista, who have been part of her academic journey since the student orientation period, for their friendship, companionship, and the wonderful memories they have shared throughout the years. Their presence and support have made the writer's college journey more meaningful and enjoyable, helping her create precious memories through both happy moments and challenging times.
10. The writer's beloved classmates, Desira, Nana, Indah, Nabila, Eka, Ayu, and Luhtu, who have been part of her academic journey since the first semester. The writer is sincerely grateful for their friendship, companionship, and the memories they have shared throughout the years, which have made her university life more meaningful, enjoyable, and memorable.
11. The writer's research informants, for their valuable time, willingness, and contributions throughout the data collection process. The writer sincerely appreciates their knowledge, explanations, and cooperation, which have greatly contributed to the research and supported the successful completion of this undergraduate thesis.

12. Finally, for myself, Fidelia Ratu Rosari Djehaut, thank you for staying strong and continuing this journey despite the many challenges, doubts, and difficult moments along the way. There were moments of exhaustion, uncertainty, and fear of not being able to finish, but she kept trying and reminded herself why she started in the first place. This journey has taught her the importance of patience, courage, and believing in herself, even when things feel overwhelming and progress seems slow. Every struggle, sleepless night, and moment of doubt has become part of a valuable experience that has helped her grow, not only as a student but also as a person. She has learned that progress does not always have to be perfect, and that sometimes, simply choosing to continue is already a meaningful achievement. Above all, she is proud of herself for making it this far, for surviving the difficult days, and for never giving up on the dream she started pursuing years ago. This thesis is more than just the completion of her academic journey; it is also a reminder of how far she has come, how much she has learned, and how much she has overcome to reach this point.

TABLE OF CONTENTS

ACKNOWLEDGEMENT ..... **i**
TABLE OF CONTENTS ..... **i**
LIST OF FIGURES ..... **iv**
LIST OF TABLES ..... **v**
LIST OF APPENDICES ..... **vii**
ABSTRACT ..... **viii**
CHAPTER I **1**
1.1 Research Background 1
1.2 Research Question 8
1.3. Objectives of the Study 8
1.4. Significance of the Study 8
1.5 Scope and Limitation 9
1.6 Preliminary Findings / Expected Findings 11
CHAPTER II **13**
2.1 Theoretical Review 13
2.2 Previous Studies 36
2.3 Conceptual Framework 41
CHAPTER III **43**
3.1 Research Design 43
3.2 Research Setting 44
3.3 Research Subjects 45
3.4 Research Objects 49
3.5 Research Data 49
3.6 Research Instruments 52
3.7 Data Collection Method 54
3.8 Data Analysis Method 55

3.9 Trustworthiness 57

CHAPTER IV 59

4.1 Word Formation Process in Timor Language (Uab Meto)..... 60
4.1.1 Affixation..... 60
4.1.2 Compounding..... 63
4.1.3 Reduplication 68
4.1.4 Borrowing 72
4.1.5 Clipping..... 75
4.1.6 Blending..... 77
4.1.7 Conversion 79
4.1.8 Acronym 81
4.1.9 Back-formation 83

4.2 Comparative Analysis Between English and Timor Language 85
4.2.1 Affixation..... 85
4.2.1.1 Comparative Analysis of Affixation in English and Timor Language (Uab Meto) 87
4.2.1.2 Comparative Discussion 90
4.2.2 Compounding 91
4.2.2.1 Comparative Analysis of Compounding in English and Timor Language (Uab Meto)..... 94
4.2.2.2 Comparative Discussion 98
4.2.3 Reduplication..... 99
4.2.3.1 Comparative Analysis of Reduplication in English and Timor Language (Uab Meto)..... 101
4.2.3.2 Comparative Discussion 105
4.2.4 Borrowing..... 106
4.2.4.1 Comparative Analysis of Borrowing in English and Timor Language (Uab Meto) 108
4.2.4.2 Comparative Discussion 112
4.2.5 Clipping 113
4.2.5.1 Comparative Analysis of Clipping in English and Uab Meto..... 116
4.2.5.2 Comparative Discussion 121
4.2.6 Blending..... 122
4.2.6.1 Comparative Analysis of Blending in English and Uab Meto 124
4.2.6.2 Comparative Discussion 129

4.2.7 Conversion 130
4.2.7.1 Comparative Analysis of Conversion in English and Uab Meto 132
4.2.7.2 Comparative Discussion 137
4.2.8 Acronym 138
4.2.8.1 Comparative Analysis of Acronyms in English and Uab Meto 140
4.2.8.2 Comparative Discussion 144
4.2.9 Back-formation 145
4.2.9.1 Comparative Analysis of Back-formation in English and Uab Meto 147
4.2.9.2 Comparative Discussion 150
CHAPTER V 153
5.1 Conclusion 153
5.2 Suggestions 157
REFERENCES 159
APPENDICES 163

LIST OF FIGURES

2.3.2 Conceptual Framework & Diagram 43

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

LIST OF TABLES

Table 3.1 Research Timeline 45
Table 3.2 Estimated Linguistic Data Based on Word Class 50
Table 3.3 Sources of Timor Language(*Uab Meto*) 50
Table 3.4 Sources of English Data 51
Table 4.1 Affixation in Timor Language 60
Table 4.1.a Typological and Functional Classification of Affixation 61
Table 4.2 Compunding in Timor Language 63
Table 4.2.a Typological and Semantic Classification of Compounding 67
Table 4.3 Reduplication in Timor Language 69
Table 4.3.a Typological and Functional Classification of Reduplication 71
Table 4.4 Borrowing in Timor Language 73
Table 4.4.a Typological and Functional Classification of Borrowing 73
Table 4.5 Clipping in Timor Language 75
Table 4.5.a Typological and Functional Classification of Clipping 76
Table 4.6 Blending in Timor Language 78
Table 4.6.a Typological and Semantic Classification of Blending 78
Table 4.7 Conversion in Timor Language 80
Table 4.7.a Typological and Functional Classification of Conversion 80
Table 4.8 Acronym in Timor Language 82
Table 4.8.a Typological and Functional Classification of Acronym 82
Table 4.9 Back-formation in Timor Language 84
Table 4.9.a Typological and Functional Classification of Back-formation 84
Table 4.10 Affixation in English 86
Table 4.10.a Similarities of Affixation in English & Timor Language 87
Table 4.10.b Differences of Affixation in English & Timor Language 89
Table 4.11 Compounding in English 92
Table 4.11.a Similarities of Compounding in English & Timor Language 94
Table 4.11.b Differences of Compounding in English & Timor Language 96

Table 4.12 Reduplication in English 100
Table 4.12.a Similarities of Reduplication in English & Timor Language 101
Table 4.12.b Differences of Reduplication in English & Timor Language 104
Table 4.13 Borrowing in English 107
Table 4.13.a Similarities of Borrowing in English & Timor Language 109
Table 4.13.b Differences of Borrowing in English & Timor Language 111
Table 4.14 Clipping in English 114
Table 4.14.a Similarities of Clipping in English & Timor Language 116
Table 4.14.b Differences of Clipping in English & Timor Language 118
Table 4.15 Blending in English 123
Table 4.15.a Similarities of Blending in English & Timor Language 124
Table 4.15.b Differences of Blending in English & Timor Language 127
Table 4.16 Conversion in English 131
Table 4.16.a Similarities of Conversion in English & Timor Language 132
Table 4.16.b Differences of Conversion in English & Timor Language 135
Table 4.17 Acronym in English 139
Table 4.17.a Similarities of Acronym in English & Timor Language 140
Table 4.17.b Differences of Acronym in English & Timor Language 142
Table 4.18 Back-formation in English 146
Table 4.18.a Similarities of Back-formation in English & Timor Language 147
Table 4.18.b Differences of Back-formation in English & Timor Language 149
Table 4.19 Summary of Similarities and Differences in Word Formation Processes Between English and Timor Language 152

LIST OF APPENDICES

Appendix 1 Research Letter 163

Appendix 2 Word Formation Data Collection (Observation, Interview Guide + Sheet) & Informant Identity 166

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA