CONTRASTIVE ANALYSIS OF VERB PHRASES IN ENGLISH AND BALI LANGUAGE BASIC SENTENCES

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ABSTRAK

Artikel ini bertujuan mendeskripsikan tentang perbedaan dan persamaan struktur frase verbal dalam Bahasa Inggris dan Bahasa Bali. Dengan menerapkan metoda kualitatif, data utama Bahasa Bali berupa beberapa kalimat sederhana di kumpulkan berdasarkan hasil *interview* melalui para informan yang dipilih. Data Bahasa Inggris diambil dari buku teks yang menggambarkan bahasa penutur asli Bahasa Inggris. Data yang terkumpul dianalisis dengan analisis kontrastif (*contrastive analysis*) yang memanfaatkan rumusan analisis lingusitik model trasformasi generatif (*generative transformational model*). Dalam studi ini, struktur frase verbal Bahasa Inggris yang telah memiliki sistem gramatika yang telah ada dipakai sebagai model yang sesuai dengan konstruksi frase verbal Bahasa Bali. Konstruksi frase verbal pada kedua bahasa itu ternyata tidak sama, namun pada fonstruksi kalimat positif dimana verbal muncul kedua bahasa tersebut memiliki bentuk sama. Konstruksi kalimat sederhana dalam Bahasa Inggris diformulasikan frase nominal-frase keterangan (NP + VP), sedangkan dalam Bahasa Bali formulasinya adalah Frase Nominal + Predikat (FN+Pred). Pred ini mungkin FN, frase keterangan (FK), atau frase kata sifat (FKS). Konstruksi kalimat negatif dalam Bahasa Inggris dibentuk dengan   pengubahan konstruksi kalimat positif ke bentuk negatif. Dalam Bahasa Bali, pengubahan dengan cara ini tidak ada. Yang ada hanya menambahkan kata 'apakah' pada kalimat deklaratif dan mengubah intonasi deklaratif menjadi intonasi interogatif. Konstruksi kalimat negatif dalam Bahasa Inggris yang berisi verba memerlukan kehadiran sebuah kata kerja bantu (*Aux*) dan penanda negatif (*Neg*). Selanjutnya, elemen *do, does, did* yang merupakan kata kerja bantu (*aux*) dan *not* penanda *Neg* bukan merupakan elemen yang digunakan pada Bahasa Bali dalam penyusunan konstruksi kalimat negatif. Dalam Bahasa Bali bentuk konstruksi kalimat negatif disusun hanya dengan menambahkan kata sing pada kata kerja.

Kata-kata kunci: analisis konstrastif, konstruksi frase verbal

INTRODUCTION

This research is an attempt to reveal the grammatical structures of the Verb Phrases (VP) of Bali language and compare them with the English VPs. Two languages used in two different places must be different from each other; however, it is likely that grammatical structures of two languages have similarities in some aspects. According to Kartawinata (2010), the differences and the similarities of grammatical structures of languages are significant and can be used to determine the strategy in teaching languages. Further, Kartawinata (2010) mentions that contrastive analysis is the common term used in applied linguistics to compare two languages, the target language in language teaching, and the student's mother tongue.

Bali language is a language used in Bali Province and other parts of Indonesia such as in Sumatra, Java, Sulawesi, Jakarta, Lombok, Sumbawa. It is a natural language that has been

described grammatically and practically has rarely compared in written form with English. This language is widely used as a means of communication between people in Bali and out side Bali in informal settings. As a language of widespread communication, Bali language needs a vast increase in vocabulary item. This language is a natural language whose vocabulary is limited. It depends largely on Indonesian, English, and other international language like Japanese loan words to complete the most recent technical terms which are not available in Bali language.

The aim of this research is not to describe the grammar of one language but it is an attempt to set up a rule from the result of a contrastive analysis of Balinese and English languages.

THEORETICAL CONSIDERATION

Contrastive grammar is one of the best references a teacher can have to overcome students' language mistakes (Gleason, 1961). As an important means to create, select materials, and make material design for foreign language teaching in class, contrastive grammar can be used to avoid making grammatical mistakes on the part of the students as well as to minimize the effort of the teacher in correcting the student's error. It provides the clue to the teacher when student's errors are caused by the interference of their native language (Kartawinata, 2010). Fries (1945) mentions that the most efficient material for teaching a language is the material which is designed on the basis of contrastive analysis. Richard (1974) emphasizes that the result of a comparative study between one language and another can become an essential medium in studying a language. This fact is caused by the ease created as the result of contrastive analysis for the language teacher to detect the differences and similarities between the target language and the student's native language.

Interference of the students' mother tongue is not the only reason to undertake contrastive analysis as a preliminary procedure to teaching a language but material design for teaching will come very handy too. If the teacher of English knows his/her student's native language structures it would be easier for him/her to design the material for the teaching of English for the students. Which part of the structures needs emphasis in the teaching can be determined from the contrastive grammar (Gleason, 1961; Richard, 1974; Kartawinata, 2010).

There are three purposes of contrastive analysis. They are: to search for differences and similarities, to predict possible problems in second of foreign language learning/acquisition, to be used as the basis of material design and selection in teaching Van Eks (1997). Accor is that languages are different. One of the implications of this principle is that no two languages of a different nature can have exactly the same structural patterns. Contrastive analysis was developed from the contrasting features in sound systems of languages which linguists found remarkable in the past. Although all languages draw from the same universal set of phonetic features, individual languages can differ in the sets of features that make up their phonemes. Thus the widely differing sounds occurring in the world's languages are actually based in large part on various combinations drawn from a relatively small, restricted set of phonetic features. So is the case with the other grammatical component of languages in the world.

The structural patterns of sentences are surely combinations of the small, restricted set of the word classes. However, the sets and positions of features that make up their sentences are different. The phenomena which cause the difference is worthy of study to become a separate scientific analysis in linguistics (Kartawinata, 2010).

METHOD

This study applied a qualitative method. The data of Bali language are primary data which were elicited by means of interview with the selected informants who are native speakers of Bali language. The Bali language used in this study

consists of basic sentences. No word list was employed as the data since the intention of this research was to get the Balinese structural patterns related to their English equivalent (Mashun, 2007; Nany, 2007). The VP structures investigated in this study are in relation to other phrases in sentences. The data of English VP structures are secondary data taken from English textbooks which reflect native speakers' English.

The obtained data were analyzed by contrastive analysis with the devices of linguistic analysis based on generative transformational model. However, the transformation of sentences is not shown because the intention of the study is only to compare VPs in both languages. English VPs which have an established grammatical system were taken as the model to fit into the VPs of Bali language. Bali language VPs with no VP models in English were treated as separate structures and new models based on generative-transformational grammar were formed to accommodate them (Nany, 2007). The obtained data were analyzed descriptively and presented into different sub-sections: basic sentences containing VP, VP in positive sentences, VP in negative sentences, and VP in interrogative sentences (Kartawinata, 2010).

FINDINGS AND DISCUSSION

This part of the report is divided into different sub-sections, they are: basic sentences containing VP, VP in positive sentences, VP in negative sentences, and VP in interrogative sentences.

VP of Basic Sentences

In a descriptive way of analyzing a system of a language, we always the start by looking at the data (Handiyo, 2010). In this study, the first data taken will be English for whose basic rules are already set up. In general, a basic sentence in English may be formulated as NP+VP because all English sentences contain a VP. The following are some sentences in English which can be considered for the purpose of this analysis.

(1) I talk
(2) We watch drama
(3) They wrote a composition yesterday
(4) They write slowly
(5) They become happy

The examples above show that VP in English is a common feature of the language. The VPs in (1)-(5) consist of different elements, however, there is always a verb (V) in every one of them. So we can see that the VP in English sentences in the example above can be formulated in this way:

$$VP \rightarrow \begin{Bmatrix} V \\ V + NP \\ V + AP \\ V + Adjp \end{Bmatrix}$$
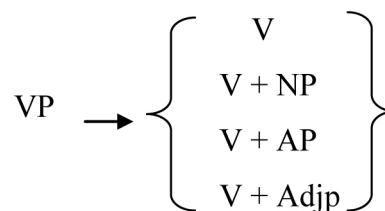
Now we have a complete rule for VP in basic sentences. However, there is a type of V in English which behaves in a different way from other common Vs. This V is called Auxiliary (Aux) such as will, can, may etc. They help common Vs to form a VP.

Bali language basic sentences are completely different from the English ones we mentioned above. Basic sentences in Bali language do not always contain VP. In some cases a basic sentence in Bali language may contain VP. In some cases a basic sentence in Bali language may contain a NP. So the basic is not NP + VP but it is more common to use the formula NP + Predicate because the predicate (Pred) may be a NP or AP or Adjp. However, since our concern here is with VP construction only, Pred which contain V will be analyzed. It turned out that the data provided in the following examples.
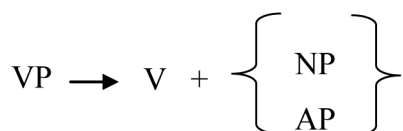
(6) *Anake cerik ento mesuriak.*
    child   DEt shout
    'The child shouts'
(7) *Ia mebalih TV sebilang peteng*
    they watch   TV every night
    'They watch   TV every night'
(8) *Ia medaar ping pendo*

he eat   twice
'He eats   twice'
consists of VPs which can be formulated as follows:

$$VP \longrightarrow \left\{ \begin{array}{c} V \\ V + NP \\ V + AP \end{array} \right\}$$
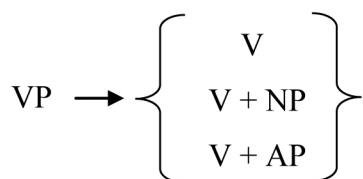
We may also set up the rule in the following way

$$VP \longrightarrow V + \left\{ \begin{array}{c} NP \\ AP \end{array} \right\}$$

This means that VP in basic sentences in both languages are exactly the same. However, it should be noted that Bali language basic sentences here only those which contain VP because there are other basic sentences which do not contain a VP.

The structures of the VP in both languages have been described and we come to the conclusion that relatively they are more or less similar. However, when we investigate the structural meaning of both structures, they do not show any similarities at all. Grammatical categories of V to show time, duration, perfection of actions are found in English only while there is none in Bali language . Inflections of V in English are not found in Bali language. See the following examples:

(9) I   eat   rice   everyday.
    Tiyang naar   nasi   sebilang wai.
    ----
(10) I   ate   rice   yesterday.
    Tyang naar   nasi   ibi.
    ----
(11) I have been eating   rice   for   40 years.
    Tyang sube naar nasi sawatara 40 tiban.
    ----
(12) I   have eaten rice.
    Tyang suba   naar   nasi.

So, forms V in Bali language remains the same

though the V '*naar*' which means 'eat in English' in those examples is completed with time, duration, and perfect action. In this contact, the V in English and Balinese does not show any similarities.

VP in Positive Sentences

The description of VP in positive (declarative) sentences has already been mentioned above. However, the Bali language construction and the English construction for equality with Aux are completely different. If English has the be construction realized as is, are, am with their relative past and past participle forms, Bali language has none of these constructions. So sentences containing VP which is Aux + NP such as the following:

(13) He is a farmer .
(14) They are clever men.
(15) I am a teacher

have no equivalent constructions in Bali language. The Bali language structure simply combines a NP with another NP such as:

(16) *Ia petani*
     He farmer
     'He is a farmer'
(17) *Ia   tua*
     He   old
     'He is old'
(18) *Tiang   guru*
     I   teacher
     'I   am   a teacher'

VP in Negative Sentences

The English negative sentences where a V is involved requires the presence of an Aux and a Negative marker (Neg). The following are some examples:

(19) I do not hear him
(20) He does not speak Indonesian
(21) They do not hate us

The elements do which is an aux and not which is negative are not the elements used in Bali language negative sentence construction. The Bali language construction simply add sing as a Neg

to the V, such as:

(22) *Tiang   sing   naar   be.*
    I   Neg   eat   fish.
    'I   do not   eat   fish'

(23) *Ia   sing   ngabe   bola.*
    He   Neg   bring   ball.
    'He   does not hit   ball'

The difference between the two constructions can be seen in the following strings

    English negatives:
    Aux + Neg + V
    Bali language Negative:
    Neg + V

The English VP containing Aux or Modals will not be discussed again in this section as it is already mentioned earlier. Bali language does not posses such a construction.

VP in Interrogative Sentences

    Interrogative marker in English is a transformed construction of the positive one represented by the Aux. The use of do, does, did in English interrogatives is the most common in 'yes-no' questions. The following are some examples:

(24)   Do you meet him?
(25)   Do thy fight each others?
(26)   Does she learn grammar of Bali language?
(27)   Did he call you?
(28)   Did they have a meeting?

The reverse position of the Aux in these examples is nonexistent in Bali language. Interrogatives in Bali language simply require intonation patterns for the 'yes-no' questions.

    (26) *Cai   nepukin ia?*
      'You met   him?'
    (27) *Ia   melajah   ditu?*
      'He studies   there?'
(28) *Anake muani ento ngoyong ditu?*
    That man   stay there?
(29) *Sopire ento melajah bahasa Jepang tahun lalu?*
    That driver studied Japanese language last year?

Implication of these Findings to Language Teaching

The findings in this study provide clue for the teachers of English for Balinese students. Based on the study findings, they may get comprehensive idea of how the VP of the two languages behave. They can center their teaching to Balinese at least based on four different sub-sections concerning the English VP and Bali VP. In this case, the teaching materials may be arranged and introduced from: basic sentences containing VP, VP in positive sentences, VP in negative sentences, and VP in interrogative sentences.

    As far as VP of basic sentences is concerned, the English teachers needs to understand fully the basic rules VP of English which have already been set up in various grammar text books. The teachers need to introduce the general a basic sentence in English that can be formulated as NP+VP and they need to emphasize that all English sentences contain a VP. Students need to be provided several examples of sentences which contain basic English sentences (NP+VP) either deductively or inductively and compare them with the basic sentences in Bali language.

    In addition, the English teachers' materials need to contain a type of V in English which behaves in a different way from other common Vs and introduce them to Balinese students who learn English. They need to explain that their existence in English sentences helps common Vs to form a VP. It is important to be emphasize to Balinese' students since the basic sentences of Bali language are completely different from English, that is, sentences in Bali language do not always contain VP but only in some cases a basic sentence in the language may contain a VP. So, the basic is not NP + VP but it is more common to use the formula NP + Predicate because Pred may be a NP or AP or AdjP. In their teaching, the teachers of English for Balinese are important to emphasize that VP in basic sentences in both languages are exactly the same. However, it should also be noted that Bali language basic sentences here only those which contain VPs because there are other basic sentences which do not contain VPs. In this contact, they are important to familiarize

the students with the knowledge of grammatical categories of V which show time, duration, perfection of actions which are found in English only, while there is none in Bali language. They need to make their students aware that the inflections of V in English are not found in their language.

The English teachers are important to explain to the students that Bali language and English constructions for equation with Aux are completely different. In their teaching, they should emphasize that in Bali language the be constructions which are realized as is, are, am with their relative past and past participle forms are not found. They also need to mention that the Bali language structure simply combines a NP with another NP

Making the students aware with the English negative sentences where a V is involved requires the presence of an Aux and a Neg is also important. The students should know that the elements do which is an aux and not which is negative in English are not the elements used in Bali language negative sentence construction. The Bali language constructions simply add sing as a Neg to the V.

The students should know that interrogative marker in English is a transformed construction of the positive one represented by the Aux and the students should know that the use of do and does in English interrogatives is the most common in 'yes-no' questions. The reverse position of the Aux is nonexistent in Bali language. Therefore, it is important that the teachers let the students explicitly recognize the pattern is not exist in Bali language. The teacher should explained to the students that the interrogatives in Bali language simply require intonation patterns for the 'yes-no' question.

In short, since contrastive grammar is one of the best references a teacher can have to overcome students' language mistakes (Gleason, 1961), the teacher of English for Balinese students need to identify the similar and differences of the VPs forms between Bali language and English Language. Creating and selecting teaching materials which are arranged from the similar to different aspects of VPs Balinese and English language can avoid making grammatical mistakes on the part of the students. In this way, it will help teacher to minimize the effort of the teacher in correcting the student's error. With the arrangement, teachers have prepared themselves to provide the clue when student's errors are caused by the interference of their native language (Kartawinata, 2010).

CONCLUSION

Based on the discussion mentioned above, the study concludes that VP constructions in both languages have no similarities. Some differences in VP constructions were found. The basic sentence constructions in English use formula NP + VP where every sentence always contain VP, but Bali language basic sentences use NP + Pred. The Pred in Bali language may be a NP or AP or Adjp. However, positive sentences in both languages where a V is concerned are constructed in exactly the same way. When an Aux is present in the English construction then Bali language construction has no match. Interrogative marker in English is a transformed construction of the positive one represented by the Aux. The use of do, does, did in English interrogatives is the most common in 'yes-no' questions. The reverse position of the Aux in these examples is nonexistent in Bali language. Interrogatives in Balinese simply require word 'apakah' (in the front of declarative sentence patterns) with intonation patterns for the 'yes-no' questions. English negative sentences where a V is involved requires the presence of an Aux and a Negative marker (Neg). The elements do which is an aux and not which is negative are not the elements used in the negative sentence constructions of Bali language. In Bali language, word sing as a Neg is added to the V. There is no rule formulated for the last two structures as they are derived by means of transformational rules. Aux and a Negative marker (Neg). The elements

do which is an aux and not which is negative are not the elements used in the negative sentence constructions of Bali language. In Bali language, word sing as a Neg is added to the V. There is no rule formulated for the last two structures as they are derived by means of transformational rules.

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