

COMPARISON OF VERB PHRASES IN ENGLISH AND ANAKALANG LANGUAGE BASIC SENTENCES

I Gede Budasi

English Education Department, Faculty of Languages and Art,
Ganesha University of Education, Singaraja, North Bali
Jalan Jend. A. Yani 67 Singaraja 81116, Telp. 0362-21541, Fax. 0362-27561
Email: yaysurya8@yahoo.com

ABSTRAK

Artikel ini bertujuan mendeskripsikan persamaan dan perbedaan konstruksi frase verbal Bahasa Inggris dan Bahasa Anakalang dalam kalimat-kalimat sederhana (*basic sentences*). Data utama Bahasa Anakalang dalam bentuk kalimat sederhana dikumpulkan melalui wawancara langsung dengan para informan yang telah ditentukan dalam penelitian ini. Sedangkan data dalam Bahasa Inggris dikumpulkan dari buku-buku teks yang mewakili penutur asli Bahasa Inggris. Data yang terkumpul dianalisis secara deskriptif dengan menggunakan analisis konstrastif. Studi ini menunjukkan bahwa konstruksi frase verbal pada kedua bahasa tersebut tidak sama. Namun demikian, dalam kalimat positif pada kedua bahasa dimana konstruksi frase verbal muncul pada kedua bahasa menunjukkan kesamaan. Apabila dalam kalimat bahasa Inggris terdapat konstruksi frase verbal dimana kata kerja bantu muncul, dalam bahasa Rusia bentuk tersebut tidak ada. Konstruksi frase verbal dalam bentuk kalimat positif dan negatif dalam Bahasa Inggris yang merupakan transformasi bentuk kalimat deklaratif positif ditemukan berbeda dalam konstruksi Bahasa Anakalang. Konstruksi interogatif dalam bahasa Rusia hanya mengubah intonasi bentuk kalimat deklaratif ke intonasi tanya.

Kata-kata kunci: Analisis konstrastif, konstruksi frase verbal

INTRODUCTION

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. The differences and the similarities of grammatical structures of languages are significant and can be used to determine the strategy in teaching languages. In this connection, Kartawinata mentions (2010) that the common term used in applied linguistics to compare two languages, the target language in language teaching and the student's mother tongue, is contrastive analysis. Anakalang language is a language used in Anakalang District Central Sumba NTT and it is a natural language that has not been de-

scribed grammatically and practically has rarely compared in written form with English. This language is widely used as a means of communication between people in Anakalang City and in villages in Central Sumba in informal settings. As a language of widespread communication Anakalang language needs a vast increase in vocabulary item while Anakalang language as a natural language is limited in its technical vocabulary. Some Malay words were adapted to complete the most recent technical terms which are not available in this language.

The aim of this research is to set up a rule from the result of a contrastive analysis of verb phrases of Anakalang and English language basic sentences.

THEORITICAL CONSIDERATION

Contrastive grammar is one of the best references a teacher can have to overcome students' language errors (Gleason, 1981). 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 errors on the part of the students as well as to minimize the effort of the teacher in correcting the student's errors. It provides the clue to the teacher when student's errors are caused by the interference of their native language (Kartawinata, 2010). Fries (1965) 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 contractive 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, 1981; Richard, 1974; Kartawinata, 2010).

There are three purposes of contrastive analysis: to search for differences and similarities, to predict possible problems in second of foreign language learning/acquisition, and to be used as the basis of material design and selection in teaching Van Eks (2007). This statement is in relation to a linguistic principle which says 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 (Chao, 2006); Kartawinata, 2010).

METHOD

Method applied in this study is qualitative method. The data of Anakalang language were primary data elicited by means of interview with the selected informants of native speakers of Anakalang language. This kind of method in descriptive linguistics is known as elicitation, the method of obtaining reliable linguistic data from speakers (informants), either actual utterances or judgments about utterances (Crystal, 2007). The data obtained by means of elicitation were analyzed using the common approach known in descriptive linguistics. The Anakalang language used in this study consists of sentences. No word list was employed as the data since the intention of this research is to get the structural patterns related to their English equivalent (Mashun, 2007; Nani, 2007, Fernandez, 2010). The VP structures which were investigated in this study are in relation to other phrases in the sentence. The data of

English VP structures were secondary data taken from English textbooks which reflect native speakers' English (Kartawinata, 2010).

Phrase structure models are used to describe the model grammar of Anakalang language VPs. English VPs used to make the comparison are secondary data from grammar description used by English grammarians such as Quirk, Thomas and Leech (2008). It should be noted that although generative-transformational models are used, the transformational rule is not applied.

Devices of Linguistic Analysis is done by means of 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 Anakalang language VPs. 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. The obtained data were analyzed descriptively 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

To describe how the two languages behave, the study findings are divided into different sub-sections, they are: Basic sentences containing VP, VP in positive sentences, VP in negative sentences, and VP in interrogative sentences.

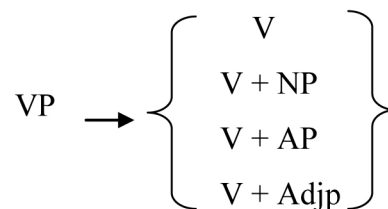
VP of Basic Sentences

According to Fernandez (2000, 2010), in a descriptive way of analyzing a system of a language, we always start by looking at the data. In this case, the first data taken are English 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 (Kartawinata, 2010). The following are some

sentences in English which can be considered for the purpose of this analysis.

- (1) I sing
- (2) He teaches Japanese
- (3) She teaches matetematics
- (4) We watch the film
- (5) They wrote a composition yesterday
- (6) They speak slowly
- (7) They look happy

If we refer to the example above, it seems that VP in English is a common feature of the language. The VPs in (1)-(7) consist of different elements, however, there is always a verb (V) in every one of them. Based on the examples above, the VP in English sentences in the example above can be formulated in this way:



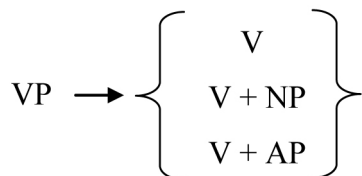
A set of rule for VP in basic sentences have been set up above. However, there is a type of V in English which behaves in a different way from other common Vs. This V is called Auxiliary (Aux) such as will, can, may etc. They help common Vs to form a VP.

Anakalang language basic sentences are completely different from the English constructions mentioned above. Basic sentences in Anakalang language do not always contain VP. In some cases, a basic sentence in this language may contain VP. 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.

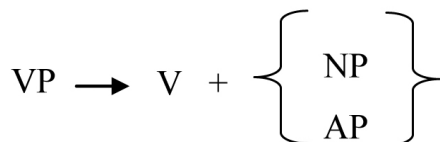
- (8) *Na lakeda mangarangu*
 DET child shout
 'The child shouts'

- (9) *Yidah motung tivi na madung*
 they watch TV every night
 'They watch TV every night'
- (10) *Yina ngangu tandua wundang*
 he eat time two
 'He eats twice'

Consists of VPs which can be formulated as follows:



We may also set up the rule in the following ways:



This means that VP in basic sentences in both languages are exactly the same. However, it should be noted that Anakalang 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 Anakalang. Inflections of V in English are not found in Anakalang.

VP in Positive Sentences

The description of VP in positive sentences (declarative) has already been mentioned in the above. However, the Anakalang 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, Anakalang has none of these constructions. So sentences containing VP which is Aux + NP such as the following:

(11) He is a teacher

(12) They are old men

Have no equivalent constructions in Anakalang. The Anakalang structure simply combines a NP with another NP such as:

(13) *Yina ngguru*
 he teacher

'He is a teacher'

(14) *Yidah mabokul kawedah*
 they old man

'They are old men'

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:

(15) I do not see it

(16) He does not enter the room

(17) She does not

(18) They do not speak English

(19) We did not speak English

(20) He did not speak English

The elements do which is an aux and not which is negative are not the elements used in Anakalang negative sentence construction. The Anakalang construction simply add *ndaku* or *daama* (*ndaku* for the subject I, we, while *daama* for the subject *mereka* and *Dia*) as a Neg to the V such as:

(21) *Yan ndaku buhangma pangangu uhu*
 'I do not eat rice'

(22) *yidah daama papalu na ahu*
 he neg hit dog
 'He does not hit the dog'

In order to be able to see the difference between the two constructions we will show them in

strings as follows:

English negatives:

Aux + Neg + V

Anakalang Negative:

Neg + V

The English VP containing Aux or Modals will not be discussed again in this section as it is already mentioned in 4.2 that Anakalang does not possess 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 and does in English interrogatives is the most common in 'yes-no' questions. The following are some examples:

(23) Do you see him?

(24) Does she know about it?

(25) Did you meet John?

(26) Have you met John

(27) Will you meet John

(28) Can you meet John

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

Implication Of The This Study Finding To Language Teaching

The findings in this study provide clues for the teachers of English for Anakalang students. Based on the study finding they may get a comprehensive idea of how the VP of the two languages behave. Teachers of English can direct their teaching to Anakalang students at least based on four different sub-sections concerning the English VP and Anakalang VP. In this case, the teaching materials can be arranged 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 need to understand fully the basic rules VP of English which have already been set up in various grammar text

books. Anakalang students need to be introduced to the general basic sentences in English that can be formulated as NP+VP since all English sentences contain a VP. Students need to be provided several examples of sentences which contain basic English sentences which contain NP+VP and compare them with the basic sentences in Anakalang language.

They need also include their teaching materials which contain a type of V in English which behaves in a different way from other common Vs. The V which the writer means is the one called Auxiliary (Aux), such as: will, can, may etc. They need to explain to the students that in their existence in English sentences help common Vs to form a VP. It is important to emphasize to Anakalang students since the basic sentences of Anakalang language are completely different from the English, that is, Anakalang sentences do not always contain VP but only in some cases a basic sentence in Anakalang language may contain a VP. 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. The teachers of English for Anakalang are important to emphasize in their teaching to Anakalang that VP in basic sentences in both languages are exactly the same. The teacher of English should provide notes to the students that Anakalang language basic sentences here only those which contain VP because there are other basic sentences which do not contain VPs. In this context, the English teachers for Anakalang 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 Anakalang language. They also need their students aware that the inflections of V in English are not found in their language.

The teachers are important to make the students know that the Anakalang language and the English constructions for equation with Aux are completely different. The emphasis is important to be provided that if English has the be

constructions which are realized as *is, are, am* with their relative past and past participle forms, Anakalang language has none of these constructions. The teachers need to mention that the Anakalang language structure simply combines a NP with another NP

The students need to aware that the English negative sentences where a V is involved requires the presence of an Aux and a Negative marker (Neg). 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 Anakalang language negative sentence construction. The students need to be informed that the equivalency of this form in Anakalang language construction is simply by adding *sing* as a Neg to the V.

The teaching of English for Anakalang must be given the emphasizes that interrogative marker in English is a transformed construction of the positive one represented by the Aux. They should let the Anakalang students 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 Anakalang language. Therefore, the teachers should let the students explicitly recognize that the pattern is not exist in Anakalang language and the reverse position of Aux is equivalent to the interrogatives in Anakalang language which simply require intonation patterns for the 'yes-no' question.

Since contrastive grammar is one of the best references a teacher can have to overcome students' language mistakes (Gleason, 1981), the teacher of English for Anakalang students need to identify the similar and differences of the VPs forms between Anakalang language and English Language. Creating and selecting teaching materials which are arranged from the similar to different aspects of VPs Anakalang 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 pro-

vide the clue when student's errors are caused by the interference of their native language (Kartawinata, 2010).

CONCLUSION

We may conclude that VP construction in both languages has no similarities. However, positive sentences in both languages where a V is concerned are constructed in exactly the same way. The only difference is when an Aux is present in the English construction then the Anakalang language construction has no match. Other constructions concerning the negative and interrogative constructions which are actually the transformation of the positive declarative constructions are completely different in construction. There is no rule formulated for the last two structures as they are derived by means of transformational rules.

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