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SENTENCE STRUCTURES IN SAQDAN TORAJA AND ENGLISH : A CONTRASTIVE ANALYSIS



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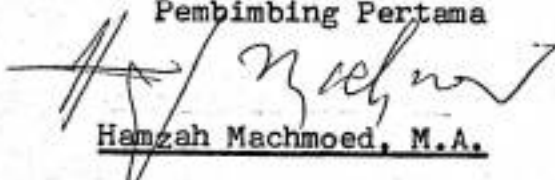
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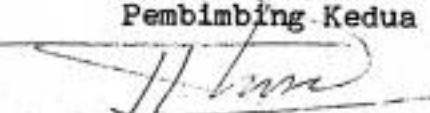
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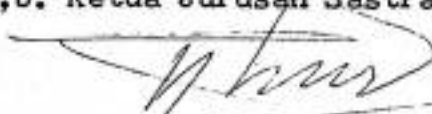
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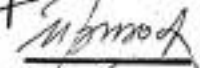
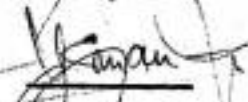
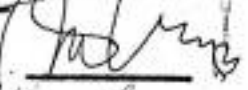

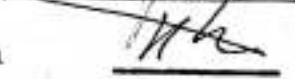
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LIST OF SYMBOLS

N	: noun
N phr	: noun phrase
V	: verb
V phr	: verb phrase
Obj prn	: objective pronoun
Adj	: adjective
Adj phr	: adjective phrase
Nmr	: numeral
Prep	: preposition
Adv	: adverb

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A B S T R A K

Skripsi ini membicarakan analisis kontrastif tentang Struktur Kalimat Dalam Bahasa Toraja Saqdan dan Inggris. Dalam pembahasan ini penulis menggunakan metode deskriptif yaitu dengan menghadirkan sejumlah data yang ada hubungannya dengan kalimat dalam kedua bahasa tersebut. Hal-hal yang erat hubungannya dengan kalimat, dalam hal ini adalah subyek, predikat, obyek dan pelengkap. Pada analisis ini penulis menguraikan kedudukan masing-masing bagian kalimat. Kalimat yang diuraikan terbatas pada kalimat pernyataan, pertanyaan, perintah dan kalimat seruan, mengingat kalimat sangat luas jangkauannya dan sangat banyak aspek yang dapat diteliti. Untuk mendapatkan hal-hal yang diharapkan, maka penulis membandingkan kalimat dalam Bahasa Toraja Saqdan dengan kalimat dalam Bahasa Inggris. Hal ini bukanlah hal yang mudah karena kedua bahasa tersebut berasal dari rumpun bahasa yang berbeda. Penulis berusaha untuk mendapatkan padanan kalimat dalam kedua bahasa tersebut lalu menganalisisnya menurut strukturnya.

Data yang dianalisa dalam skripsi ini dikumpulkan dari berbagai buku. Sebagian pula diambil dari catatan bahan kuliah Sintaksis dalam bahasa Inggris. Dalam bahasa Toraja Saqdan penulis berupaya mendapat-

kan data sebanyak mungkin, mengingat pembahasan sintaksis khususnya yang berhubungan dengan struktur kalimat dalam bahasa ini masih sangat terbatas. Data yang dikumpulkan berasal dari berbagai sumber seperti Kitab Suci, kumpulan cerita rakyat, kumpulan puisi, lagu-lagu dan dari hasil rekaman beberapa diskusi/percakapan.

Dari hasil pembahasan yang dilakukan, penulis menemukan beberapa hal sebagai berikut:

- 1) Dalam bahasa Toraja Saqdan, subyek dan predikat dapat merupakan satu kata sehingga kelihatan seakan-akan hanya satu morfem bebas.
- 2) Untuk menentukan apakah suatu kata menduduki fungsi sebagai subyek, predikat, obyek atau komplemen maka kita terlebih dahulu menguraikan kata tersebut karena kadang-kadang dalam kalimat berita, subyek dan predikat dapat bertukar tempat.
- 3) Untuk mendapatkan pertanyaan yang dapat dijawab ya atau tidak dalam bahasa Toraja Saqdan maka kita menggunakan akhiran ...raka sesudah kata benda, kata sifat, kata kerja, kata bilangan dan kata keterangan.
- 4) Dalam kalimat perintah yang tidak ada subyeknya, perlu ditambahkan obyek di belakang kata kerja.

Penulis



CHAPTER I INTRODUCTION

1.1 Background of Writing

Language as a tool of communication is closely related to human being. Since, human being can not communicate effectively without language. Language is used to express willingness and to share information that one poses. How to learn a language has been an instinct of the human being from time to time and motivate them to study it, even though they are deaf and dumb.

There are many kinds of languages that people use according to their purposes in the world. In Indonesia for example, we know many local languages that assumed as National Property which enrich and support National Culture. The same point of view is that the local languages in this Archipelago are main aspect to complete National Language. The National Language is well known as Bahasa Indonesia which was declared by Indonesian Youth Association on October 28 1928.

From the amount local languages that are used in some different area, we can consider one of them, is that Toraja Language. Toraja Language can be differenciated from Buginese, Makassarese, and Mandarese, although they have a few similarities in general. The four local languages above are grouped according to main ethnics occupy the

South Sulawesi and a part of Central Sulawesi Province. The Toraja Language is still divided into three main parts. The first is Toraja Timue which is used in Toraja-Poso ; Central Sulawesi, called Bareqe Language. The second is Toraja Barat which is used in Kaili-Parigi area; Central Sulawesi, called Uma. The last is Toraja Selatan in the northern part of South Sulawesi that is called Taeq Language or Saqdan Toraja. Naming of the three languages is based on the negation word in the languages respectively. Meaning of the three terms Bareqe, Uma, and Taeq are 'NOT' in English. So, the term which is used in this writing deals with the Saqdan Toraja Language.

Saqdan Toraja Language is used in Kabupaten Tana Toraja, Polewali Mamasa, Duri and a little part in Kabupaten Luwu. Saqdan Toraja which is used in Kabupaten Tana Toraja is still divided into three dialects, such as makele-Rantepao dialect or East dialect, Saluputti-Bonggakaradeng dialect or West dialect, and Sillanan-Gandangbatu dialect or South dialect. The division of the three dialects is based on the geographical occupation and linier distribution of the phonemes.

Saqdan Toraja does not have any special letters, so in writing the language, Latin letter must be used. Nowadays the use of Saqdan Toraja is very limited if we compare to Bahasa Indonesia. In daily communication many peo-

ple of Toraja prefer to speak Bahasa Indonesia to Toraja Language. Besides the use of daily communication, Toraja Language is also used in some purposes such as to tell something secret, to express someone's longing to friends or relatives, to share condolence, to unite Toraja people in foreign countries. Another function of Saqdan Toraja is used as a welcome speech in traditional ceremony.

In addition to Bahasa Indonesia and local languages, we still have some foreign languages. The most famous of the foreign languages is English. English is widely used in some aspects of life in the world. Scientific books are mostly written in English. So, English is used as a scientific languages in schools, universities, and colleges. In short, English is very important to an educated man. The following statement is given by Alberth C. Baugh (1975:4-5) who says that :

"The importance of the English language is naturally great. English is the language not only of England but of the extensive dominions and colonies associated in the British Empire, and it is the language of the United States. English-Speaking people constitute about one tenth of the world's population,.... Thus at the present time English has the advantage in numbers over all other western languages. But the importance of a language is not alone a matter of numbers of territory; as we have said, it depends also on the importance of the people who speak it."

From the statement we can understand that English has more opportunities in its development because spoken by about

one tenth of the world population. Another chance is that the language belongs to the United States which has an important political role played in the world.

To develop a local language, the writer realizes that it is necessary to analyze one aspect of the language. In this case, the writer chooses a title: SENTENCE STRUCTURES IN SAQDAN TORAJA AND ENGLISH (a contrastive analysis) as a responsibility to ancestor's heritage. Saqdan Toraja and English are two languages which have some differences and either syntactic or morphological components. Saqdan Toraja is including the Austronesian Languages Family, while English is including into Indo European Languages Family.

1.2 Reason for Choosing the Title

This title (Sentence Structures In Saqdan Toraja and English : a contrastive analysis) is chosen because of some reasons, as follows :

- 1) The writer himself is a native speaker of the Saqdan Toraja and a student of the English Department all at once. So, he wants to know more about differences and similarities of both languages.
- 2) As a matter of fact that Saqdan Toraja is considered as a local language, therefore it must be maintained like other local languages in Indonesia.
- 3) The writer would like to present a scientific writing

to the English Department, Faculty of Letters, Hasanudin University as a partial fulfilment for the Sarjana Sastra Degree.

- 4) Another reason to motivate the writer is that the syntactic literature about Saqdan Toraja written in English is still limited.

1.3 Objectives

The objectives of this thesis are as follows :

- 1) This thesis is intended to present a simple analysis of sentence structures in Saqdan Toraja and English in order to find the similarities and the differences between them.
- 2) This thesis is presented to whoever has a motivation in studying Saqdan Toraja in English.
- 3) Through this thesis, the writer would like to ask the student from Toraja to analyze another aspects of the Saqdan Toraja language.

1.4 The Scope of the Problem

This thesis deals with the contrastive analysis of Saqdan Toraja and English sentence structures. Since Saqdan Toraja and English sentences still cover several components, this writing is limited into two problems.

- 1) The arrangement of the elements that built a sentence, such as ; subject, predicate, and object (S V O).

- 2) The sentences are limited into classification by types as; Statements, Questions, Commands and Requests, and Exclamations.

The limitations above are chosen because many kinds of sentences can be analyzed based on the syntactic problem. So, the sentences will be analyzed based on the element that composed them.

1.5 Methodology

In doing a research, a method is needed in order to reach the aim which is hoped. To reach that, the writer uses two methods; method of collecting data and method of writing.

A. Method of Collecting Data

In the method of collecting data, the writer uses two techniques, those are library research and field research.

- 1) Library research is done by reading text books either Saqdan Toraja or English text books. By reading text books, an understanding and a guidance can be gained. After reading these text books, the important data are selected, especially related to both languages. The source of Saqdan Toraja consists of some text books as: Bible, Folklores Collection, Hymn and Poets. Some data on English are taken from the note of syntax subject.
- 2) Field research is done by recording some discussions

in Saqdan Toraja. The writer did not joint the discussion in order to gain the authentic data which are needed for the writing.

B. Method of Writing

Method of writing concerns with the techniques of writing. In writing this thesis, the writer uses descriptive method. It is used in presenting the examples and the data of both languages which are sentence structures in Saqdan Toraja and English. In the descriptive method, writer uses contrstive approach. The contrstive approach is done in the analysis of the data which contrst the data of both languages. The sentences of both languages are analyzed on the basis of elements construction. The elements might be similar whereas the construction can be different.

1.6 Sequence of Presentation

The sequence of presentation of this thesis are as follows; Chapter I deals with Introduction which is divided into background of writing, reason for choosing the title, objectives, scope of the problem, methodology and sequence of presentation.

Chapter II is entitled Theoretical Background which include definitions of sentence, sentence elements, and classification of sentences.

Chapter III consists of Presentation and Analysis of Data.

Finally, chapter IV deals with Conclusion and Suggestion.

CHAPTER II

THEORETICAL BACKGROUND

The main emphasis of this thesis is the contrastive analysis (contrastive linguistics) which involves Saqdan Toraja and English languages. Before developing the discussion, it is necessary to define what the term 'contrastive analysis' means. To define the term 'contrastive analysis' the writer would like to quote some linguistics' ideas as follows;

Fisiak (1981:1) states that:

"Contrastive linguistics may roughly be defined as a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both differences and similarities between them."

The similar definition is given by James (1980:2) who states: "...as the term contrastive analysis implies more interested in differences between two languages than their likeness."

Finally, Tarigan (1980:19-20) claims that:

"...bahwa yang dimaksud dengan istilah linguistics contrastive atau kontrasif linguistik adalah ilmu bahasa yang meneliti perbedaan-perbedaan, ketidaksamaan-ketidaksamaan yang terdapat pada dua bahasa atau lebih; secara sepintas lalu, mungkin dapat kita samakan dengan comparative linguistics atau linguistik komparatif. Memang terdapat persamaan dan juga perbedaan antara linguistik komparatif dan linguistik kontrasif."

Persamaan antara keduanya ialah bahwa keduanya mengadakan perbandingan antara dua bahasa atau lebih. Perbedaannya terletak pada penekanan. Linguistik komparatif ingin mengetahui persamaan dan perbedaan antara bahasa-bahasa yang diperbandingkan. Linguistik kontrastif hanya meneliti perbedaan-perbedaan atau ketidaksamaan-ketidaksamaan yang menyolok pada dua bahasa atau lebih, sedangkan persamaan-persamaannya tidak begitu diperhitungkan atau diperhatikan. Kesamaan-kesamaan yang terdapat dianggap sebagai hal yang umum saja."

On the basis of the definition above, the writer may state that contrastive analysis is a linguistic area. Its area relates to the comparison of two or more languages or dialects in order to find out the differences and the similarities between them. In addition, contrastive analysis is more interested in analyzing the differences of two or more languages or dialects than their similarities. The similarities between the languages or the dialects which are contrasted are not so important, because their diversities are the basis of the comparison. The basis of the comparison means the aspect of the languages or the dialects which are contrasted. Taking the contrasting of sentence structures in Saqdan Toraja and English, their aspects are similar while their structures can be different. Let us see the following examples:

Saqdan Toraja Sentences

- 1) Male Joni lako pasaq.
go Joni to market



Joni goes to the market.

2) Joni male lako pasaq.
Joni go to market
Joni goes to the market.

3) Male lako pasaq Joni.
go to market Joni
Joni goes to the market.

English sentences

- 1) He speaks English.
- 2) They went to school.
- 3) James goes for a picnic.

In the first example in Saqdan Toraja, verb precedes the subject Joni. In the second example, the structure of the sentence can follow the sentence structure in English sentences as in examples (1), (2) and (3). The subject of the Saqdan Toraja sentences is Joni, predicate is male and adverb of place is lako pasaq. Another possibility of the sentence structure in Saqdan Toraja can be seen in the third example. The predicate male places the first position in the sentence, while the second position is placed by the adverb of place, lako pasaq and the last position placed by the subject Joni. In English, these structures are impossible. The subject must be in the first position, the predicate is in the second position, and the adverb of place in the last position. This structures concern with the declarative sentence or statement.

2.1 Some Definitions of Sentence

Sentence is a unit syntax which consists of some words composed together. In sentence we concern with some elements those built it such as subject, predicate and complement. As a unit of syntax, sentences play an important role in a language because they are commonly used in expressing ideas and willingness. Sentences not only a group of words which are composed together, but they have certain rulers which are valid in a language. In dealing with the sentence, some linguists have mentioned their definitions. Their definition of course will be quoted in order to get a guidance and an understanding of a sentence.

Frank (1972:220) says that:

"A sentence is a full predication containing a subject plus predicate with a finite verb. Its arrangement may be symbolized by such formula as S V O (subject + verb + object), N_1 V N_2 (noun + verb + noun), or NP + VP (noun phrase + verb phrase)."

From this definition we can gain an understanding that a sentence is a full predication containing subject plus predicate. Subject and predicate are the main elements in building a sentence. For examples:

- 1) Manuk mengkero.
chicken scretch
The chicken scretches.
- 2) Tau meongli.

man shout
The man shouts.

3) Tomatua marassan mammaq.
man old still sleep
The old man is sleeping.

4) John runs.

5) Dog barks.

6) The boy is studying.

In the examples (1), (2), (4), and (5), the sentences of both languages are constructed by subjects and predicates. The subjects of the sentences are manuk, Tau, John and dog, while the predicates are mengkaro, meongli, runs, and barks. In the examples (3) and (6) the sentences consist of noun phrase and verb phrase. Tomatua and the boy are noun phrases which function as subjects, while marassan mammaq and is sleeping are verb phrases which function as predicates. Finite verb means that the verb which is used as a predicate must be suitable for the subject. We can not pair subject and predicate anywhere. For example, we can not say Manuk meongli or John barks. The structure of these sentences above might be follow the rule and grammatical, but the meaning of these sentences is irrational.

The second definition is given by Hornby (1986:777) who states that : " Sentence is the largest grammatical unit consisting of phrases and / or clauses, used to express

a statement, question, command etc." The first understanding can be gained from this definition is that sentence is the largest grammatical unit. Grammatical means that the arrangement of words must be logic or rational. Relation of these words must follow the rule in a language. For example:

Sentence in Saqdan Toraja

- 1) Umba lamuola?
where will you go
Where will you go ?

Sentence in English

- 2) Did you come yesterday?

In the example (1) we can not say: Lamuola umba? or in example (2) Come you did yesterday? These arrangement are not grammatical because they do not follow the rule in interrogative sentence.

The second understanding of this definition is that sentence consists of phrases and/or clauses. This means that sentence may consist of phrases only or phrases and clauses or clauses only.

The third idea is that sentence can be used to express a statement, question, command etc. The classification of sentences above deals with classification of sentences by types. If someone says something, the hearer can determine whether the sentence is a statement or a question or a command.

Another definition is given by Tarigan (1986:8) who claims that: "Kalimat adalah satuan bahasa yang secara relatif dapat berdiri sendiri, yang mempunyai pola intonasi akhir dan yang terdiri dari klausa." What Tarigan says implies that a sentence is a unit of a language. In this case, sentence with another sentences builds a language or in another words, language consists of sentences. Sentence is a part of a language. The second idea in this definition is that a sentence can relatively stand alone. It means that sentence can be used spontaneously to express a thought apart from another aspects of the language. The third is that a sentence has an ending intonation pattern. The intonation determines whether a sentence is a statement, a command, a question or an exclamation. In spoken language the intonation has an important role to understand a sentence. In writing, punctuations are the determiners of a sentence. A statement and a command use full stops, interrogative sentence uses question mark and exclamatory sentence uses an exclamation. The last understanding of this definition is is that a sentence consists of a clause or some clauses. It means that a sentence may consist of a clause only or a sentence consists of some clauses. Whenever a sentence consists of a clause, the clause must be an independent



clause. If a sentence consists of some clauses, one of the clauses is independent and the others are independent or more than one are independent clauses and the other clauses are dependent.

2.2 Sentence Elements

A sentence consists of some elements such as subject, predicate, object, complement and adverb.

2.2.1 Subject

In grammar, subject is always contrasted to predicate and object. Subject is word in a sentence about which something is predicated or noun or noun equivalent which carries out the action of a verb and which must agree with the verb. It is normally a noun phrase or a clause with nominal function. It occurs before the verb phrase in declarative clauses and immediately after operator in question.

2.2.2 Predicate

Predicate is a part of a statement which says something about the subject. It is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences such as statements, questions, commands and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. But

the verb also has several other grammatical properties that are shared with no other part of speech. These properties are:

2.2.2.1 Tense

Special verb endings or accompanying auxiliary verbs signal the time an event takes place.

2.2.2.2 Voice

Voice in English grammar refers to the active or passive use of a verb. The active voice is used in making a straightforward statement about an action; that is the "doer"¹ of the action is the grammatical subject, and the "receiver" of the action is the grammatical object. In the passive voice, the same action is referred to indirectly; that is, the original receiver of the action is the grammatical subject, and the original doer of the action is the grammatical object of the preposition by. Because the grammatical subject of a passive verb is the original object of an active verb, only transitive verb may be used in the passive voice.

¹ while it is convenient at this point to use the traditional terms of "doer" of an action for the grammatical subject and "receiver" of an action for the grammatical object we must remember that such terms are not always accurate. Some active subjects can not "do" anything (for example, the subject in the sentence The thought of going into the army terrified him.), and some active objects do not "receive" any action (for example, the object in the sentence We understand that he will do all the work himself.)

2.2.2.3 Mood

It is customary to say that mood indicates the way we feel about our subject. However, it is perhaps more accurate to say that mood refers to the special forms used to express commands or requests (imperative mood), or to signal unreality, wishes, conjecture, or urgency (subjunctive mood). The indicative mood is used in all other situations that do not require imperative or subjunctive mood. All the forms given in the preceding verb paradigms are in the indicative mood.

2.2.2.4 Aspect

Certain verb forms, often with accompanying adverbial expressions, may indicate whether an event is to be regarded as a single point on a time continuum, a middle and an end. It is the aspect of duration that the English verb most readily expresses through the progressive forms of the tenses.

2.2.3 Object

Object like a subject, consists of noun or noun equivalent towards which the action of the verb is directed, or to which a preposition indicates some relation. It normally follows the subject and the verb phrase. In the passive transformation, assumes the status of subject. An indirect object, where both objects are present, precedes the direct object (except in rare instances like

British English Give it me), and is semantically equivalent to a prepositional phrase

2.2.3.1 Objective Complement

Objective complement is an object following the direct object that has the same identity as the direct object. The objective complement may be preceded by as in English. Among the small number of verbs taking objective complements are appoint, consider, elect, name, nominate, select and think.

2.2.3.2 Object of Preposition

Object of preposition completes the idea of time, direction, position, etc., begun by a preposition. In the sentence The children laughed at the clown, clown is superficially the object of the preposition at, but at a deeper level it might also be interpreted as the object of the combine verb and preposition and therefore as a complement in the central core of the sentence. In general, this is the interpretation we are following in this writing. Nouns used in this function will be called prepositional objects.

2.2.4 Complement

Complement is word, especially adjectives and nouns used after verbs such as be and become qualifying the subject. It is a noun phrase, an adjective phrase or a clause

with nominal function, having a co-referential relation with the subject (or object). It sometimes follows the subject, verb phrase and object (if one is present). Complement does not become subject through the passive transformation.

2.3 Classification of Sentences

Sentences are sometimes divided into some classification according to the emphasis of the writing. In this writing, the writer will use the classification of sentences by types such as statement, question, command and request, and exclamation.

2.3.1 Statement

A statement or a declarative sentence which is formed to tell an information without hoping a certain response. The sentence just tell something about situation. In declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speeches.

2.3.2 Question

A question or an interrogative sentence is a sentence which is formed to ask a response from the listener. The speaker wants to know something from the listener. In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark

(or interrogative point) in writing. In the spoken language, most yes-no questions end with a rise in pitch; most interrogative-word questions end with a fall in pitch. There are three kinds of questions :

2.3.2.1 Yes-No Question

This is simple question eliciting the answer yes or no only. In English, the question uses an auxiliary verb in its form. In Saqdan Toraja yes is called iyo and no is called taeq or tannia. In Saqdan Toraja, yes-no question uses the suffix ---raka to form a question. See the following patterns :

- 1) N/n phr + raka....? Adv + raka ...?
- 2) V/v phr + raka ...?
- 3) V/v phr + obj prn +raka ...?
- 4) Adj/adj phr + raka....?
- 5) Nmr + raka ...?
- 6) Prep + raka ...?

Examples :

- 1) Banuaraka mujama?
 n + raka n + v
 house --- you build
 Do you build a house?

 Banua pattungraka mujama?
 n phr raka you build
 house bamboo --- you build
 Do you build a bamboo house?
- 2) Maleraka Batoq sangmaiq?
 v raka n adv
 go --- Batoq yesterday

Did Batoq go yesterday?

1) Kumande misaraka tu tedong?
v phr raka n phr
eat alone the buffalo
Does the buffalo eat himself?

3) Malekoraka meladao : ninaq?
v obj prn raka v adv
go you study just now
Did you go to study just now?

4) Mengkarang magasakoraka totemo?
v phr obj prn raka adv
work hard you now
Are you working hard now?

4) Malapugraka tu baine?
adj raka n phr
beautiful the girl?
Is the girl beautiful?

Malapug tonganraka tu baine?
adj phr raka n phr
beautiful very the girl
Is the girl very beautiful?

5) Budaraka tau sae?
nmr raka n v
many people come?
Are there many people come?

Misaq banuaraka tu tau sae?
nmr phrs raka n phs v
one house the people come
Do the people come live together?

6) Dioraka tu guru?
prep raka n phr
there the teacher
Is there the teacher?

7) Dioraka banua tu guru?
prep raka n phr
there house the teacher
Is the teacher at home?

2.3.2.2 Attached Questions

These alternatives for yes-no questions consist of two parts. The first part makes a statement; the second part asks the question that expects agreement with the statement. The second part contains the regular question auxiliary plu the personal pronoun that stands for the subject. Note that if the statement part of the question is positif, the question part is negative; if the statement part is negative, the question part is positif. As in the regular yes-no questions, there and it are the only words other than the personal pronouns that may be used in the second part of the questions. In Saqdan Toraja, attached questions does not follow the rule attached question as in English. Saqdan Toraja attached questions do not a matter whether the first part is positif or negative. Let us see the next examples:

Saqdana Toraja attached questions

- 1) Tangikoraka tu kutira sangmaiq?
not you qw that I see yesterday
You are the men whom I saw yesterday, are not you?
- 2) Musangaraka melo tu magpakena?
you think qw good that tell a lie
You think that it is good to tell a lie; do not you?

Attached Questions in English

- 4) You are beautiful, are not you?
- 5) He is not a good boy, is he?

From these examples we can understand that it not neces-

sary to make an attached question into two parts in Saqdan Toraja, while in English two parts of the sentence have to be intended.

2.3.2.3 Interrogative-Word Question

Interrogative-Word questions of both Saqdan Toraja and English can be divided into two parts :

2.3.2.3.1 Interrogative Adverbs in Saqdan Toraja

Umba(susi) / umba nakua	: how
Maqapa / matumba	: why
Piran(ra)/attu umba	: when
Umba(ra/nanai)	: where
Pira(ra)	: how much/how many

2.3.2.3.2 Interrogative Pronouns in Saqdan Toraja

Apa(ra)	: what	Minda(ra)	: who, whom
Umbanna(ra) / noun + umba	: which		
Minda(ra) + noun	: whose		

2.3.2.3.3 Interrogative Adverbs in English

Why	Where
When	How

2.3.2.3.4 Interrogative Pronouns in English

What	Who	Whom	Which
------	-----	------	-------

2.3.3 Imperative Sentences (Commands and Requests)

Imperative sentences are sentences which are



formed to ask responses as actions from the listeners. In imperative sentences, sometimes, only the prediactaes are expressed. In English, the simple form of the verbs are used, regardless of person or tense. The imperative sentences and with a period in writing and a drop in pitch in speech.

2.3.3.1 Commands Without a Subject

Commands ca be expressed without a subject. Let examine the following examples:

Commands in Saqdan Toraja

- | | |
|---|---|
| 1) <u>Pactongngi!</u>
hit him.
Hit him. | 2) <u>Tekagi .</u>
climb it
Climb it. |
|---|---|

Commands in English

- | | |
|--------------------------|--------------------------------|
| 1) <u>Be reasonable.</u> | 2) <u>Put it on the table.</u> |
|--------------------------|--------------------------------|

2.3.3.2 Commands With a Subject

Commands in Saqdan Toraja

- | | |
|---|---|
| 1) <u>Maleko lako.</u>
go you there
You go there. | 2) <u>Allikomi bayu.</u>
buy you dress
You buy a dress. |
|---|---|

Commands in English

- | | |
|-------------------------|-------------------------------|
| 1) <u>You be quite.</u> | 2) <u>You think yourself.</u> |
|-------------------------|-------------------------------|

2.3.3.3 Requests

In requests, the speaker persuade the listener to do something. See the next examples:

Requests in Saqdan Toraja

1) Tamalemo.
we go please
Let us go.

2) Talenducopa.
we drop in please
Let us drop in.

Requests in English

1) Let us all work hard. 2) Let me have a look.

2.3.4 Exclamations (Exclamatory Sentences)

Exclamatory sentences appear from the unfathomable situations and have certain intonations. In writing, the exclamatory sentences end with exclamation marks (or exclamation points). Sometimes a period is used to lessen the force of the exclamation. In speech, the most important word in the exclamatory phrase may receive a stronger degree of stress and be accompanied by a rise in pitch. The exclamation sentence in English is sometimes introduced by what (plus noun phrase) or how, while in Saqdan Toraja it is sometimes begun by an adjective phrase, such as melo tongan 'very good', kadake tarruq 'too bad' etc. Let us examine the next examples:

Exclamations in Saqdan Toraja

1) Melo tongan tu-rupammu!
good very the face your
How beautiful you are!

2) Kadake tarruq tu sipammu!
bad too the character your
How worst you behave!

Exclamations in English

3) What beautiful hair she has!

4) How beautiful she is!



CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The data which are presented in the following discussion, either data on Saqdan Toraja language or data on English are taken out on the basis of the selected data. Data on Saqdan Toraja language are collected from five resources. The first resource is Bible; the second is folklores; the third source is songs; fourth is discussion recording and the fifth is poem.

Data on English are collected from three sources. The first source is text books; the second is the note of syntax which is noticed when the writer took the Syntax Subject; and the last source is the data which are composed by the writer.

3.1 Presentation of Data

Presentation of data is divided into two sections. The first section is that of the data on Saqdan Toraja language and the second is that of the data on English.

3.1.1 Data on Saqdan Toraja

In presenting data on Saqdan Toraja language, their translation are presented into two ways. The first way the data are translated on the basis of literal meaning or word by word and the second way, the data are translated on the basis of contextual meaning.

- (1) Aku umpalingkako diolu lalan malolo.
I guide you in the way straight
I guide you to the rights.
- (2) Kuadaiqko tu diona lalan kakinaan.
I teach you the about way wisdom
I teach you about the wisdom.
- (3) Unnallinaq petalloq sangmaiq.
buy I pencil yesterday
I bought pencil yesterday.
- (4) Mupakende bobog tu tomengkarang dio uma.
you feed rice the men work in ricefield
You feed the workmen in the ricefield.
- (5) Iko untampe mintuq penggauran kadakemu.
you leave all temper bad your
You leave all of your bad temper.
- (6) Ia umboko sengna sangbanuanna.
he steal money her neighbour his
He stole his neighbour's money.
- (7) Sulemi tinde tau lako Yerusalem.
return that man to Yerusalem
That man returns to Yerusalem.
- (8) Malemi tu narang silomba tama uma.
go the horse run each other into ricefield
Then the horses run into the ricefield each other.
- (9) Torrobangpa te Tattiuq mangngarran lan toopare.
live still the Tattiuq hatch in the ricefield
Tattiuq is still hatching in the ricefield.
- (10) Mekkondong tu narang rokko garuang.
jump the horse into hole
The horse jumps into the hole.
- (11) Mentalloq tu manuk lan buriaq.
lay egg the hen in basket
The hen laid eggs in the basket.
- (12) Mutambainaq lan pasaq ninaq.
you call me in market just now
You called me in the market just now.
- (13) Soq Baga unnallian anakna bayu.
Soq Baga buy them children his dresses
Soq Baga bought his children dresses.

- (14) Matluq unnasuan bale solana.
 Matluq cook them fish friend his
 Matluq cooks fish to his friend.
- (15) Tobuda umpilei ambeq tondok.
 man common elect him father village
 The common people elect him as a leader of the
 village.
- (16) Neq Camaq undulluko Kapala Desa.
 Neq Camaq appoint you Head Village
 Neq Camaq appointed you as the Head of the
 Village.
- (17) Iatu Amir guru.
 the Amir teacher
 Amir is a teacher
- (18) Dattoroq tu Agus.
 doctor the Agus
 Agus is a doctor.
- (19) Iatu Sattu mendadi Kapala Kampong.
 the Sattu become Kapala Kampong
 Sattu becomes Kapala Kampong.
- (20) Kamumoraka tu Nabi?
 you raka the Prophet
 Are you a Prophet?
- (21) Ikoraka tu kutiro diong salu?
 you raka that I see in river
 Were you a man that I saw in the river?
- (22) Malapuqsiaraka tu pia?
 health raka the children
 Are your children health?
- (23) Daquaraka tu bale miampui?
 two raka the fish you possess
 Do you have two fishes?
- (24) Malesiaraka tu pia massikola?
 go raka the children study
 Do the children go to school?

- (25) Tarruq malapuqraka tu anakna datu?
 too beautiful raka the daughter his king
 Is the daughter of the king too beautiful?
- (26) Dioraka paqlak tu tomengkarang?
 in raka garden the men work
 Are the workmen in the garden?
- (27) Lanraka banua tu indoq?
 in raka house the mother
 Is the mother in the house?
- (28) Tangmuissanraka kumua aku te tobaganag?
 not you know raka that I the man stupid me
 You know that I am a stupid, do not you?
- (29) Mutandaimoraka kumua iatu tomaqparenta maqka-
 you know raka that the government say abso-
 You know that the government is absolute, do
da tunggaq?
 te
 not you?
- (30) Umha mukua torro dio?
 how you say live there
 How do you live there?
- (31) Umbasusi carana unggaragai te lalan lako?
 how like way them do the way there
 How do they construct the road there?
- (32) Pira(ra)komi sae?
 how many you come
 How many people do come with you?
- (33) Sangngapa anggoroq miparallui?
 how much wine you need
 How much wine do you need?
- (34) Sangngapa masainna mujama tu banua?
 how long long its you do the house
 How long did you build that house?
- (35) Maqapa(r)i midakaqrag?
 why you look for me
 Why do you look for me?

- (36) Matumbai musengke?
 why you angry.
 Why are you angry?
- (37) Piran(ra) mirampo?
 when you arrive
 When did you arrive?
- (38) Attu umbara mitangdiaq anna taeq kupakandekomi?
 time when you hungry and not I fed you
 When were you hungry and I did not serve you?
- (39) Umba muola tongku sae?
 where you go when I come
 Where did you go when I came?
- (40) Umba(ra) nanai tau maningo?
 where place men play
 Where do people play gamble?
- (41) Minda(ra) midakaq?
 who you seek.
 Who you seek?
- (42) Minda(ra) tu rampo?
 who the come
 Who comes?
- (43) Apa(ra) midakaq?
 what you seek.
 What do you seek?
- (44) Umba(na) lakubaa te manuk?
 which it will I bring the chicken
 Which one of the chicken will I bring?
- (45) Suraq umba tu lakuala?
 book which that will I take
 Which book will I take?
- (46) Minda(ra) bai te?
 whose pig this
 Whose pig is this?
- (47) Minda(ra) tedong tu?
 whose buffalo that.
 Whose buffalo is that?

- (48) Minda(ra) mualan tu kayu?
 who you take idoj. the wood
 Whom did you take the wood?
- (49) Minda(ra) napalakuan bale tu Sampe?
 who he ask for idoj. fish the Sampe
 Whom does Sampe ask for the fish?
- (50) Tossokki.
 Stab it
 Stab it.
- (51) Sorongngi.
 push it
 Push it.
- (52) Mallaiko.
 go you
 You go away.
- (53) Maqkurresumangaqko.
 be grateful you
 You be grateful.
- (54) Mentamakomi mai.
 enter you here
 Come in please.
- (55) Sangbaraqko sangngattug.
 patient you a moment
 Be patient please.
- (56) Sipatokomi nakasinnai tau!
 proper you they admire people
 You are proper to be admired!
- (57) E ringdungku, meqlok tu popomu, naparitangnga
 E darling my beautiful the cheek your it
 E my darling, how beautiful your cheek is,
anting-anting!
 pinched earrings
 is pinched by earrings!
- (58) Lendug ia melomu e rindungku!
 too it beautiful your e darling my
 How beautiful you are, e my darling!

- (59) E ambeq! Tasulemo!
 e father, we go back now
 E father! Let us go back!
- (60) O! Diomo!
 o there now
 O! It is there!
- (61) O bendoq, kulamaqamo dikkaq!
 o crocodile, I will do now pity
 Oh, what could I do!

3.1.2. Data on English:

- (62) I study English everyday.
- (63) One of them gave me a book.
- (64) Mary jumps into the pool.
- (65) All the students look at me.
- (66) The teacher is angry at the students.
- (67) Some of the girls talk to the foreigner.
- (68) Mother gives her children cakes.
- (69) James told the news to his friend.
- (70) They elected him as a President.
- (71) They appointed her as a chairman.
- (72) We called him Bingo.
- (73) The buffalo is fat.
- (74) The flag is white.
- (75) He becomes a doctor.
- (76) John becomes a professor.
- (77) Do you want to go to America?
- (78) Does the writer come from Toraja?

- (79) Are the lecturers teaching English?
- (80) Have you been to Bali?
- (81) She is an intelligent girl, is not she?
- (82) The man was absent yesterday, was not he?
- (83) They do not agree with the rulers, do they?
- (84) How do you get the information?
- (85) How do you go to school?
- (86) How long have you been here?
- (87) How much money do you want?
- (88) Why did he come late?
- (89) Why does the driver jump into the bank?
- (90) When does he leave?
- (91) When were they in Japan?
- (92) Where does the old man go?
- (93) Where would he find a job?
- (94) Who came yesterday?
- (95) Who delayed the ceremony?
- (96) What do you mean?
- (97) What is he doing?
- (98) Which book do they order?
- (99) Which of them has made a noisy?
- (100) Whose book is this?
- (101) Whose motorcycles have they used?
- (102) Whom did she want to help?

- (103) Whom do they like to talk?
- (104) Shut up.
- (105) Go out.
- (106) Tell him.
- (107) You be quite.
- (108) You mind your own business, and leave it to me.
- (109) Do not let us open the door.
- (110) Let us not open the door.
- (111) What an enormous crowd came!
- (112) What a long time it lasted!
- (113) How delightful her manners are!
- (114) How tall that man is!
- (115) God bless you!
- (116) God save the queen!
- (117) Go to hell!
- (118) Oh to be free!
- (119) Oh my God!

3.2 Analysis of Data

3.2.1 Statements

3.2.1.1 Subject

Subject in Saqdan Toraja can be seen in sentence (1), (2), (3), and (4). In sentence (1) the subject is aku 'I' (first singular person). In sentences (2) and (3) the subjects are ku and naq 'I' and sentence (4) shows the subject mu 'you' derived from kamu 'you' (second singular person). The subjects of the English sentences in data (62) (63) and (64) are I, one of them, and Mary. The subjects of the two languages occupy the first position in these sentences, except in sentence (3). In Saqdan Toraja the subject aku 'I' can vary in ku and naq as in sentences (2) and (3). If the subject stands alone as a free morpheme, we use aku. Whenever the subject is united to the verbs/ predicates we use ku (sentence (2)) and naq is used if the verb precedes the subject. The variation in Saqdan Toraja is impossible in English. The subject of the first singular person has only one form in English, but in Saqdan Toraja that occurrence may vary in three forms. In Saqdan Toraja in data (2), (3) and (4) the subjects can unite with the verbs, while in English there is no possibility. The subjects in English must stand alone as free morphemes. They may consist of a noun or a noun phrase. In data (5) and (6) the subjects iko 'you' and ia 'he/she' can stand alone as free morphemes. This process may follow the

subjects³ position in English as in data (62) and (64). The subject naq in Saqdan Toraja has the same form of the object naq 'me' as in data (12).

3.2.1.2 Predicate

The predicates of the Saqdan Toraja in data (1), (2) (3) and (4) are umpalingka 'guide', sdaiq 'teach', unnalli 'bought' and pakande 'feed'. In English, the predicates are study, gave, and jumps as in data (62), (63) and (64). In these sentences both of Saqdan Toraja and English, the predicates are in the second position. In data (7) and (8) in Saqdan Toraja, the predicates occupy the first position. The subject and predicate are changeable. That change can not practiced in English statement. In data (7) and (8) the predicates are sulemi 'go back' and male 'go'. In Saqdan Toraja the predicates do not have tenses change as in English. The verbs are always same in past, present and future tense. Tenses in English have an important role in composing sentences. Another important thing to determine the verb in English are the subjects. The subjects are followed by a certain verb which use suffix, especially for the third singular person in present tense as shown in data (64). In sentence (62), the subject I is followed by the verb in infinitive form, because the sentence is in present. In sentence (64) the subject Mary uses verb jumps in order to follow the present tense. The verb in present tense uses

suffix s/es in the end. In this case, it is impossible to say Mary jump into the pool in the present tense.

3.2.1.3 Object

The object consists noun or noun equivalent towards which the action of the verb is directed, or to which a preposition indicates some relations. In data (12), (13) and (14) the direct and indirect objects are presented. The direct objects are naq 'me', bayu 'dresses' and bale 'fish', and the indirect objects are anakna 'his children' and solana 'his friend'. The direct and indirect objects in Saqdan Toraja can be reversed without changing their meanings. In this case we can say that Soq Baga unnallian bayu anakna 'Soq Baga bought his children dresses'. In data (14) Matiuq unnasuan bale solana can be arranged as Matiuq unnasuan solana bale. The direct and indirect objects can follow the predicate/verb of these sentences. In data (68) and (69) in English the two objects are presented. The direct objects are cakes and news while the indirect objects are children and his friend. The indirect object must follow the verb of the sentence and the direct object comes after the indirect object. If the direct object is put after the verb it may use word to before indirect object. So, in Saqdan Toraja, the direct and indirect object can occur after the verb without an addition word in the sentence, while in English that occurrence is not suitable.

3.2.1.3.1 Objective Complement

The objective complements in Saqdan Toraja can be seen in data (15) and (16). They are ambeq tondok 'leader of the village' and Kapala Desa 'the Head of the Village'. The objects of these sentences are i (ia) 'he' (third singular person) and iko (iko) 'you' (second singular person). In English sentences, the objective complements are in data (70), (71), and (72). The objective complements are a President, a chairman and Bingo, while the objects are him, her and him. Thus the objective complements can occur in the two languages with the certain verb. In Saqdan Toraja, the objective complement may use the verb undullu 'appoint', umpile 'select', unsanga 'called'. In English, the verb used in the objective complement are appoint, elect, select and name. Before the objective complement we use the word as unless the objective complement is a name, as in sentence (72).

3.2.1.3.2 Object of Preposition

The object of preposition can appear in data (9), (10) and (11). The objective of prepositions of these sentences are toqpare 'ricefield', garuang 'hole' and buriag 'basket'. The preposition of these objects are lan 'in' and rokko 'into'. The object of preposition in English are in data (65), (66) and (67). They are at, at and to, whereas the objects are me, the students and the foreigner. So,

the object of preposition of these two languages appears in the same position and the same case.

3.2.1.4 Complements

In data (17), (18) and (19) show the complements in these sentences. They are guru ' teacher ' , dattoroq ' doctor ' and Kapala Kampong ' the Head of the Village'. These above words function as nouns or noun phrase which explain the subject. Guru explains the subject Amin, dattoroq explains the subject Agus and Kapala Kam explains the subject Sattu. In data (73) and (74) shown the complement in English sentences. The subjects of the sentences are buffalo, and the flag and the complements are fat and white. In English, the subjects are connected by auxiliary verbs as in data (73) and (74), whereas in Saqdan Toraja the sentences do not use any auxiliary between the subject and the complement, as in data (17) and (18). In data (19), (75) and (76) the two languages may use a certain verb to explain the subject. In Saqdan Toraja uses verb mendadi which has the same meaning in English become.

3.2.2 Questions

3.2.2.1 Yes - No Questions

The yes-no questions are formed by using suffix

... (sia)raka after nouns, verbs, adjectives, prepositions adverbs, or numeral. In data (20) and (21) the nouns occupy the first position as kamu 'you' (second plural pronoun) and iko 'you' (first singular pronoun). In data (22) and (23) the adjective malapuq 'health' and numeral daqdua 'two' are placed in the beginning of these sentences. In data (24) and (25) male 'go' and tarruq malapuq 'too beautiful' place the first position in the sentences. In sentences (26) and (27) the prepositions dio 'from' and lan 'in' are also can be added suffix ...raka to build a yes-no question. In English, the yes-no questions always use the auxiliary verbs before subject, as in data (77), (78), (79), and (80). The auxiliary verbs are do, does, are and have. The auxiliary verbs are reversed by the subjects. In Saqdan Toraja the subject in yes-no question does not move to the other position, while in English, the of the subject in declarative sentence is placed by the auxiliary verb and the place of the verb/auxiliary verb is occupied by the subject.

3.2.2.2 Attached Questions

Attached Questions in Saqdan Toraja shown in data (28) and (29) which imply the difference if we compare to the attached question in English! The dif-

ference is that the attached question in Saqdan Toraja is composed by only one part sentence. While in English consists of two parts sentence. The first part consists of a statement and the second part consists of auxiliary verb with the subject in pronoun form. These two parts are related by comma. If the first part is positive, the second part is negative. The attached questions in English as shown in data (81) and (82) and (83). In data (81) and (82) the statements are positive, while the taq questions are negative. In data (83) the statement is negative and the taq question is positive. In Saqdan Toraja the attached questions are not a matter, whether the sentences are negative or positive because the sentences consist of only one part, as in data (28) and (29).

3.2.2.3 Interrogative Adverbs

In sentence (30) and (31) the Saqdan Toraja uses question word umba ... 'how' to form an interrogative sentence. In data (30) we can find the subject mu 'you'. Mikua 'your way', and in data (31) the subject is na 'they', carana 'their way'. In English, data (84) and (85) show the same question in data (30) and (31). The subjects in data (84) and (85) are you and you. These subjects are in pronoun form, not in possessive pronoun, as in data (30) and (31).

In data (30) until data (40) show the kinds of interrogative adverbs in Saqdan Toraja. In data (32) and (33) ask the size or the amount of something. Datum(32) asks the amount of person and datum(33) asks the size of uncountable noun. In datum (34) the words sangngapa masainna can vary to sangngapa 'how long'. But if sangngapa is alone, it can be interpreted as how much. In English, the question word have to be followed by long if we intend to ask the period. If no long at all the question will change its meaning. In Saqdan Toraja as in datum (34) we can say that Sangngapa mujama tu banua without changing its meaning. In this case we can omit masainna 'its long' in the sentence. This case is impossible to be practiced in datum (86). We can not say How have you been here? because the meaning of the sentence is change. In data (35) and (36) the question word maqapai or matumbai 'why' are similar to question word in data (88) and (89). Data (37) and (38) use the question word piran and attuumba 'when'. These words are also similar to question word when in English, as in data (92) and (93). In interrogative sentences as in data (41) and (42) show the question word minda(ra) 'who' in Saqdan Toraja. In data (91) and (92) show the question word in English who. In interrogative sentences which use the question word who in English, there is not any auxiliary verbs



used. Who is placed in the beginning of the sentence, then followed by the verb/predicate. Datum (43) use the question word apa(ra) 'what' to ask something (noun). this question word is placed in the beginning of the sentence. This is similar to sentence (96) in English. Datum (44) use question word umba (na) 'which' in Saqdan Toraja. This is similar to question word ...umba. The blank place before Umba can be placed by ngun, as suraq umba 'which book in datum (45). The question word Which in English is in data (98) and (99). Data (46) and (47) in Saqdan Toraja use the word minda(ra) + noun: 'whose'. Data (100) and (101) shows the use of question word which in English. The data (48) and (49) use the question word minda(ra) followed by subject and predicate, which means 'whom'. In the predicate, it sometimes uses suffix --an as in Minda(ra) mualan tũkayu 'Whom did you take the wood'. Mualan consist of mu + ala + an. Mu means you, ala means take and suffix an means someone to whom the action is done. These data are similar to data (102) and (103) in English.

3.2.3 Commands

3.2.3.1 Commands Without Subject

Commands without subject can occur in both Saqdan and English languages. The subject is cocealed in that



used. Who is placed in the beginning of the sentence, then followed by the verb/predicate. Datum (43) use the question word apa(ra) 'what' to ask something (noun). this question word is placed in the beginning of the sentence. This is similar to sentence (96) in English. Datum (44) use question word umba (na) 'which' in Saqdan Toraja. This is similar to question word ...umba. The blank place before Umba can be placed by ngun, as surag umba 'which book in datum (45). The question word Which in English is in data (98) and (99). Data (46) and (47) in Saqdan Toraja use the word minda(ra) 'noun' 'whose'. Data (100) and (101) shows the use of question word which in English. The data (48) and (49) use the question word minda(ra) followed by subject and predicate, which means 'whom'. In the predicate, it sometimes uses suffix --an as in Minda(ra) mualan tã:kayu 'Whom did you take the wood'. Mualan consist of mu + ala + an. Mu means you, ala means take and suffix an means someone to whom the action is done. These data are similar to data (102) and (103) in English.

3.2.3 Commands

3.2.3.1 Commands Without Subject

Commands without subject can occur in both Saqdan and English languages. The subject is cocealed in that

sentence itself. The speaker ask someone to do or not to do something. Data (50) and (51) in Saqdan Toraja show the imperative sentences, The verb places the first position in the sentence. The objects come after the verbs. Imperative sentences in English as in data (104) and (105) show that the object may be omitted or the object is presented as in datum (106). So, in Saqdan Toraja the imperative sentence without subject have to present the object, while in English the object is relative. In this case the object of the Saqdan imperative sentence is i 'it' as in Tossokki 'stab it'. The word tossokki consists of verb tossok 'stab' and suffix i 'it'.

Now, we may say that in Saqdan Toraja imperative sentence without subject, the object have to be presented, while in English, the object may or may not be presented.

3.2.3.2 Commands With a Subject

In data (52) and (53) describe the imperative sentences in Saqdan Toraja and data (107) and (108) show the imperative sentences in English. The subjects of the imperative sentences in data (52) and (53) come after verbs. The subject can be an adjective pronoun as in datum (52) Mallaiko 'you go away'. Mallaiko consists of verb mallai 'go' and suffix ko 'you'. In data (107) and (108) in Eng-

lish present the subjects. The sentence structures in data (52), (53), (107) and (108) follow the sentence structures in declarative sentences in both languages.

3.2.3.3 Requests

In request sentences, the speaker persuades the listener to do or not to do something. Data (54) and (55) in Saqdan Toraja persuades the listener by using the command structures. The speaker use persuasive word as in sentence Mentamakomi mai 'come in please' and Sangbaraqko sangngattug 'be patient please'. The subject of these sentences are komi 'you' (second plural person) and ko 'you' (first singular person). The predicates are mentama 'come in' and sangbaraq 'be quite'. The requests sentences in English are in data (109) and (110) by using do not let us or let us open the door. The subjects of these sentences are us and us. The predicates are let open and let open. The subjects come after verb let.

3.2.4 Exclamations

Exclamatory sentences in Saqdan Toraja can be found in data (56), (57), (58), (59), (60), and (61). In data (56), (57) and (58) the sentences are expressed because the speaker admire someone. The speaker praises the man that she/he admires. The same case is in the data (111),

(112), (113), and (114). In these data the sentences use word what plus noun phrase or how plus adjectives. The subject comes after noun phrase or adjective. The predicates are behind the subjects, as in What an enormous crowd came. The subject of the sentence is an enormous crowd and the predicate is came. In Saqdan Toraja, the subject comes after an adjective as in sentence Sipatukomi nakasinnai tau. 'You are proper to be admired'. The subject of the sentence is komi 'you'. The adjective of the sentence is sipatu 'proper'. The verb is kasinna 'admire', which has prefix na 'someone' and suffix i 'someone/something concerned with the verb kasinna.

In data (59), (60) and (61) show the exclamations appear from the unfathomable occurrences by using letter e or o. In English the exclamations that imply happiness may use God bless.... or God save as in data (115) and (116). In dissatisfied situation, the exclamations can appear as in data (117), (118) and (119). In data (61) in Saqdan Toraja the dissatisfied situation use this sentence O bendoq kulamaqamo dikkaq!

CHAPTER IV
CONCLUSION AND SUGGESTION

4.1 Conclusion

Having discussed sentence structures in Saqdan Toraja and English and having presented and analyzed the data in the previous chapters, some conclusions which could be taken out are as follows:

- 1) In Saqdan Toraja, the subject and predicate may unite as one free morpheme, whenever the subject functions as a prefix to the verb, such as kuadaiqko 'I teach you' in datum (2). In English, the subject can not be united to the verb/predicate. It stands alone as a free element in sentence.
- 2) In Saqdan Toraja, the subject may occupy the beginning or in the second position in the positive declarative sentence. So, the subject and the predicate can be reversed in the positive declarative sentence. The occurrence is impossible to the English positive declarative sentence.
- 3) In Saqdan Toraja, there is not any auxiliary verb to form a yes-no question, while in English the auxiliary verb has an important role to form a yes-no question.
- 4) Attached question in Saqdan Toraja consists of only one part, while in English the attached question con-

sists of two parts. In Saqdan Toraja the attached question does not have a matter whether the question is positive or negative, while in English the attached question must be divided into two parts. If the first part is positive, the second part must be negative. The second part of the attached question in English uses the auxiliary verbs in its form.

- 5) Imperative sentence in Saqdan Toraja has to present the object if the subject is not presented, while in English the object may be omitted if the subject is not presented.
- 6) Exclamatory sentences of both Saqdan Toraja and English languages use certain expression in their composing.

4.2 Suggestion

At the end of this writing, the writer would like to offer his suggestions as follows:

- 1) In constructing the sentences either Saqdan Toraja and English languages we have to determine carefully which word is the subject, the predicate, the object or the complement. If we have found these sentences elements it may easily analyze the sentences.
- 2) The Saqdan Toraja Language, it is still a wide area to be researched, especially in the syntax problems.

So, if anybody is interested in doing his/her research on Saqdan Toraja, it is better to use the descriptive method in analyzing his/her data.

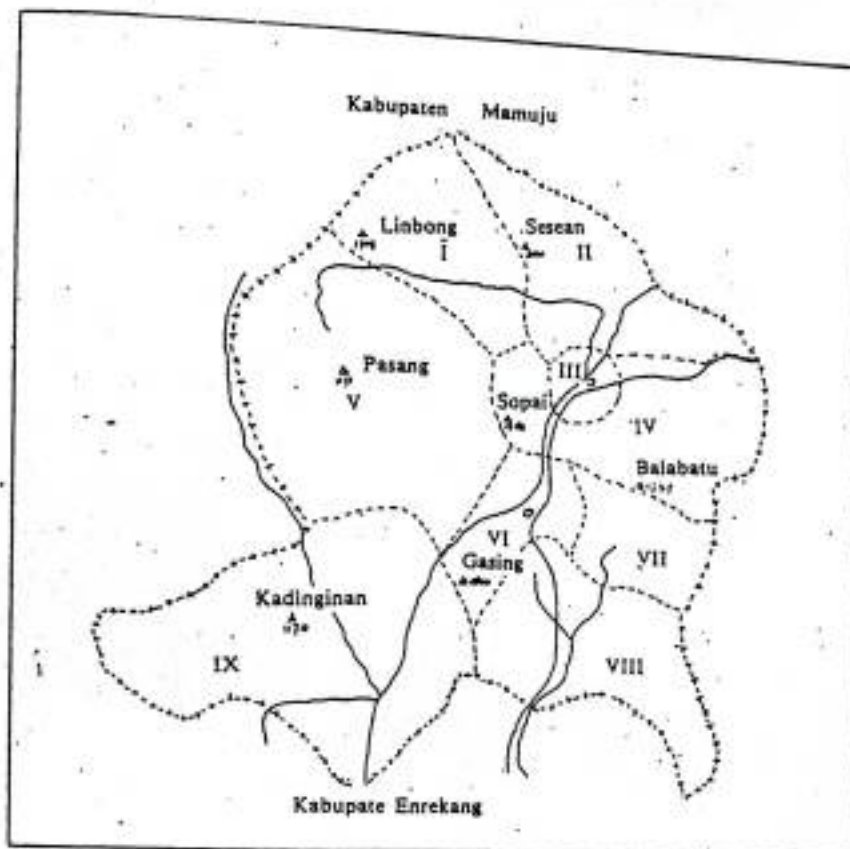
- 3) It is possible that this thesis remains deficiencies therefore the writer is willing to accept suggestions and corrections come from the readers.

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THE MAP OF KABUPATEN TANAJORAJA



Keterangan

+ - + -	Batas Kabupaten	I.	Kec. Rindingallo	VI.	Kec. Makale
— — — —	Batas Kecamatan	II.	Kec. Sesean	VII.	Kec. Sangala
— — — —	Jalan Raya	III.	Kec. Rantepoa	VIII.	Kec. Mangkandek
— — — —	Sungai-sungai	IV.	Kec. Sanggalangi	IX.	Kec. Bongkarakaden
▲	Gunung-gunung	V.	Kec. Saluputti		
○	Kota				

Sumber : Peta Kabupaten Tana Toraja di Makale

Skala 1 : 800.000

THE MAP OF THE LANGUAGES IN CENTRAL AND SOUTH SULAWESI

