

**THE SYNTACTICAL STRUCTURE OF MANDARESE AND ENGLISH; A
CONTRASTIVE ANALYSIS**



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THESIS

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ENGLISH: A CONTRASTIVE ANALYSIS**

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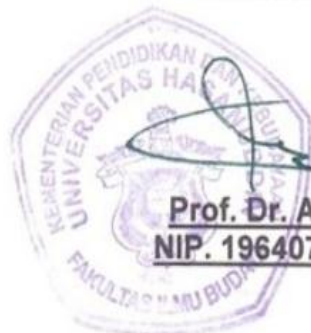
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States truthfully that this thesis is originally my own work. If it is proven later that some part of this thesis is either plagiarized or the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, December 2020



Awaluddin

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Bismillahirrohmanirrahim

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ABSTRACT

AWALUDDIN. 2020. The Syntactical Structure of Mandarese and English; A Contrastive Analysis (Supervised by **Noer Jihad Saleh** and **Harlinah Sahib**).

This research aims to analyse 1) the categories filled the structure of simple sentence in Mandarese and English language, 2) the structure of simple sentence of Mandarese and English language formed.

The method used in this research is qualitative description by using interviewing, recording and note taking techniques of data collection, the population of this study consisted 20 informants of native speaker of Mandarese. Technique of analyzing data by Characterization to note the structure characteristic of Mandarese and English, classified the data both English and Mandarese were separated into structure and category in syntactical analysis then the classified data were analyzed by applying Verhaar's syntactical principles that shown the differences and similarities of syntactical structure based on structure and category.

The result of this research shows that subject in Mandarese and English are filled by category of noun, pronoun and demonstrative, predicate in Mandarese and English are filled by category of verb, adjective, noun, object in Mandarese and English are filled by category of noun and adverb in Mandarese and English are filled by category of preposition phrase and adverb. The structure of Mandarese and English language have similarities and differences pattern.

Key words: *Syntactical Structure, Mandarese and English, Contrastive.*

ABSTRAK

AWALUDDIN. 2020. Struktur sintaks bahasa Mandar dan bahasa Inggris: analisis perbandingan (Dibimbing oleh **Noer Jihad Saleh** and **Harlinah Sahib**).

Penelitian ini bertujuan untuk menganalisis 1. kategori-kategori yang mengisi struktur sintaks kalimat sederhana di dalam bahasa Mandar dan bahasa Inggris 2. Struktur kalimat sederhana di dalam bahasa Mandar dan bahasa Inggris.

Metode yang digunakan dalam penelitian ini adalah penggambaran qualitative dengan menggunakan wawancara, merekam dan teknik mencatat pada pengumpulan data. Populasi yang digunakan di dalam penelitian ini terdiri dari 20 orang penutur bahasa Mandar. Teknik analisis data ialah karakterisasi dengan mencatat karakter struktur dari bahasa Mandar dan bahasa Inggris, mengklasifikasikan data keduanya bahasa Mandar dan bahasa Inggris yang dipisahkan kedalam struktur dan kategori dalam analisis sintaks lalu data yang diklasifikasikan dianalisis dengan teori Verhaar yang menunjukkan perbedaan dan persamaan struktur sintaks berdasarkan struktur dan kategori.

Hasil dari penelitian ini menunjukkan bahwa subjek di dalam bahasa Mandar dan bahasa Inggris diisi oleh kategori kata benda, kata ganti orang, dan kata tunjuk lalu predikat di dalam bahasa Mandar dan bahasa Inggris diisi oleh kategori kata kerja, kata sifat, dan kata benda kemudian objek di dalam bahasa Mandar dan bahasa Inggris diisi oleh kategori kata benda, dan adverbial di dalam bahasa Mandar dan bahasa Inggris diisi oleh kategori kata depan dan kata keterangan. Struktur bahasa Mandar dan bahasa Inggris memiliki pola yang sama dan berbeda.

Kata kunci: *Struktur Sintaks, Mandar dan Inggris, Perbandingan.*

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LIST OF ABBREVIATIONS

N	= Noun
O	= Object
ADJ	= Adjective
ADV	= Adverb
S	= Subject
PRN	= Pronoun
P	= Predicate
MDR	= Mandarese
ENG	= English
V	= Verb
MB	= Morpheme Break
C	= Complement
PS	= Part of Speech
PRE	= Prefix
SUF	= Suffix

CHAPTER I

INTRODUCTION

A. Background

Syntactical structure in English has pattern of subject and verb (S/V), in general syntactical structure of language in the world consist of subjects and verbs, including English language. However, there is a characteristic point that is possessed by most local language in south Sulawesi especially Mandarese has pattern of verbs and subjects (V/S) or linguists called it inverted language.

Local languages or vernacular such as Mandarese language has a role or function to develop the linguistic aspects such as syntactic structure to Bahasa Indonesia and every local language has its own grammatical structure. It is considered the basis of language skill. In other words, a sufficient grammatical knowledge helps second learners to achieve appropriate language use, so that they have enough language skills such as listening, speaking, reading and writing.

Mandarese and English language are two languages that are different in many aspects such as the structure characteristic of Mandarese has inverted pattern in the form of V/S. Meanwhile English pattern are mostly in the form of S/V, that is the reasons for the researcher to disclose the differences and similarities of both languages. It is similar to the purpose of contrastive analysis by comparing two languages from different regions.

As we know that, the Mandarese culture is one of Indonesian's asset that is attracted by foreign people. So, from this research, it can be a reference for the foreign people to learn about Mandarese language or to research the Mandarese culture by understanding that language and the grammatical structure of English.

While, the Mandarese people can understand the differences between the structural of Mandarese language and English language. Therefore, It can be a reference for students to know structural of English easily. For example, the sentence of "I eat fish". In the English structural, the pattern is subject (S), verb (V), object (O), but in Mandarese structural is "*Mandea bau*", the pattern is verb (V), subject (S) and object (O). In addition, there is also the similar pattern of them. For example, the sentence of "the girl is beautiful". The pattern in English structural is (S/V) which is similar pattern in Mandarese structural that is "*towaine malolo*" (S/V).

The Mandarese sentences can be determined the grammatical; it depends on their functions in the sentences. The structural and the function arrangement of Mandarese sentences have its own unique. So that is why, the Mandarese structural sentences is important to be researched because there are still many Mandarese people do not know the structural pattern of Mandarese.

By having the knowledge of Mandarese structural, we will be easier to learn and to avoid the failure. So that the result of this research will

be useful for people and also from the explanation above, the researcher want to do analysis both the languages by the title “The Syntactical Structure of Mandarese and English; A Contrastive Analysis.

B. Research Questions

The research problem is formulated in the form of questions as below.

1. What are the categories filled the syntactical structure of simple sentence in Mandarese and English language?
2. How are the structures of simple sentence of Mandarese and English language formed ?

C. Objective of The Research

Based on the research question, the researcher would like:

1. To describe the categories filled the syntactical structure of simple sentence in Mandarese and English language
2. To elaborate the structures of simple sentence of Mandarese and English language formed.

D. Significance of the Research

The results of this research are expected to be useful both in terms of theoretical and practical. Theoretical benefits are expected to contribute thought to science, especially in the field of language and especially regarding the grammatical structure of simple sentences of Mandarese and English language and Practical benefits are expected

to provide benefits for learners to recognize the similarities and differences of Mandarese comparing from English language.

For the teacher, the result of this research will provide a knowledge that can be taught in classroom. Teacher can improve the teaching material especially in teaching and learning the structure of simple sentence of Mandarese and English.

It can provide knowledge for students. The Mandarese`s students can be easily to understand the English language because there are many simple sentences of Mandarese compared to English, in contrary the foreign student also can be easily to understand about Mandarese structure.

For further researcher, it will provide a reference for other researcher who interested in conducted study in the same field.

E. Scopes of the Research

This study deals with the syntactical structure in Simple Sentences in Mandarese and English language. The language of Mandarese particularly in Balanipa sub-district. Balanipa sub-district is one of the village in the Polewali Mandar, West Sulawesi. In this research, the researcher will focus to know the structure types of Mandarese and English. In this case, the researcher will find the differences and similarities of both languages. I limited this research by researching simple sentence because the Mandarese people commonly speaks the simple sentences.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Studies

The researcher review some of researches who had been conducted by previous researchers of Mandarese. For completing this research, the researcher found out some references which might be helping this research. Based on this part, the researcher would like to present various terms and thesis that are helpful to this research. The previous studies as follows:

Humaira (2015) explained that there are similarities and dissimilarities of general sentences pattern in English and Bahasa Indonesia. This study was conducted by using descriptive qualitative. The data were obtained by using the library and documentary research. The require gathered by reading some books and from internet. Contrastive analysis was used to analyze the data and to show the similaritied and dissimilarities in English and Bahasa Indonesia in general sentences pattern in terms of forms and functions. In English, there were 16 tenses that used in general sentences pattern. Bahasa Indonesia didn't use tenses, but using adverb of time.

Ainurrohmah (2013) asserted that the structures of Arabic and English sentence had the same form of the comparative sentence; positive, comparative, and superlative. However, in Arabic, the comparison of positive did not use *Isim tafdil*, but using *tasybiah*.

Ali (2013) proposed that the differences between two languages were in the subject of present tense, future, verb agreement, and passive voice and active voice.

Fitri (2015). This research found that there were similarities and differences between sentence structure in English and Arabic, such as the similarity both English and Arabic got a change in the verb form. The difference of the predicate in Arabic could be Isim and Fi'il/verb while in English, it was only a verb.

Kazemian (2014) suggested that there were more variations in inflections in Azerbaijani than English or Persian; they shared several common properties and some inequalities. English and Persian represent irregularities in terms of plurality for nouns and affixation for verbs; Azeri combined many inflections into each category as well. The difference was the main source of difficulty for native Azeri or Persian speakers to learn English and vice versa.

From the previous researchers above, the first researcher focused on the similarities and dissimilarities in English and Bahasa Indonesia in general pattern of forms and functions, the second researcher focused on the structure of Arabic and English sentences on comparative, positive and superlative, the third researcher focused on differences between two languages of subject of present tense, future, verb agreement, passive voice and active voice, the fourth researcher focused on similarities and differences of English and Arabic structure, the fifth

researcher focused on contrastive analysis of inflection bound morphemes of English, Azerbaijani and Persian language, However, there is not previous researcher who research about syntactical structure of Mandarese comparing with English. Therefore, this research focused on “The Syntactical Structure of Mandarese and English; A Contrastive Analysis”.

B. THEORETICAL REVIEW

1. Syntax

Based on the experts, Syntax is a central component of human language. Language has often been characterized as a systematic correlation between certain types of gestures and meaning. It is not the case that every possible meaning that can be expressed is correlated with a unique, unanalyzable gesture, be it oral or manual. Rather, each language has stock of meaning-bearing elements and different ways of combining them to express different meaning, and these ways of combining them are themselves meaningful. (Robert and Valin, 2001).

Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for

producing the sentences of the language under analysis. (Chomsky, 2002).

The syntax of a language is the set of properties which determine the construction of sentences in that language. If a sentence is constructed according to those properties it is well formed or grammatical. If a sentence is constructed in violation of those properties it is ill-formed or ungrammatical. The study of syntax involves uncovering those properties of language which are involved in the construction of grammatical sentence in particular languages. (Hawkins, 2001).

Syntax is the system of rules and categories that allows words to be combined to the form of sentence. The data that linguists use to study syntax consists primarily of judgments about grammaticality of individual sentence. Roughly speaking, a sentence is considered grammatical if speakers judge it to be a possible sentence of their language. (O'grady, at all.,1989).

According to Verhaar (1978) Syntax are function, category, and role. The function refers to structure as the highest position, the categories are the middle position, and the roles are the lowest position.

From the experts' explanation above we can conclude that syntax is the study of internal structure of sentences. In this case, it explains how words are arranged become phrases and clauses for

constructing sentence. It is commonly we call structure. Structure manages how words can be combined with another for creating good sentence.

2. Sentences

Based on *English Sentence Analysis* book, Verspoor & Sauter (2000) stated that a sentence is a group of words that in the written text it starts with a capital letter and ends with a full stop, question mark or exclamation mark.” This means that a sentence has minimal two or more words to be called a complete sentence. However, this expert also added that a complete sentence must consist at least a subject and predicate for grammatical perception. Furthermore, this book also told that a subject with a predicate that express a complete episode or situation is called a clause. This means that a complete sentence includes a clause.

The definition of a sentence is a group of words that express a complete thought (Brown 1984). This means that a sentence express an idea of the creator. This is also indicate that a sentence communicate the first person as the creator to other communicator.

According to Verspoor & Sauter (2000), the function of communication are informing something, getting information, getting someone to do something, and expressing feeling. These reasons might be shown into a sentence to express the sense.

In certain situations with certain intonations too, a sentence can consist one subject or predicate, even it can consist one object or one statement, the subject is the subject of conversation in the sentence, while the predicate is a sentence element that provides an explanation to the subject. In this case, a sentence in the detailed description can consist of subject (S), predicate (P), object (O), and complement (C). Predicates are directly related to subjects, objects, and information, whereas subjects are not directly related to objects and complement, namely through predicates. This is also the basis, so that the predicate is called the center of the functional structure of the sentence (Verhaar, 1978).

Based on the definitions above it can be concluded that the sentence is the smallest unit of language in the form of a clause, which can stand alone and contain complete thoughts accompanied by the final intonation.

3. Simple Sentence

A simple sentence consists of a subject and at least one finite verb (Eastwood, 2002), It consists of one independent clause, a clause consisting of the main subject and verb of a sentence.

Bram (1995) stated that independent clause refers to a clause that can stand alone as a complete sentence for it has a subject and a finite verb of a sentence.

A group of words which make a complete sense or thought is called sentence. A simple sentence is special form with all the basic property of a sentence. It consists of an independent clause and has a subject and a predicate. It is often short and uncomplicated. A simple sentence is not defined by how short it is, a simple sentence or independent clause is one that has a meaning to a reader or listener.

Simple sentences consist one clause. The core elements of a simple sentence are subject and predicate. Besides the core elements, there are often additional elements as information. This means that the constituents for each sentence element such as the subject and predicate are only one or one entity. In addition, it is not impossible that there are also non-core elements such as adverb of place, adverb of time and adverb of tool. Thus, a simple sentence is not always in a short form, but it can also be in a long form.

From the opinion above, it can be concluded that a simple sentence is a sentence consisting of a subject and a predicate or one clause that may be completed with elements of objects, complement, and adverb.

The example of a simple sentence in Mandarese can be seen below.

Table of sentence consist of subject, predicate, object.

English	Bahasa Indonesia	Mandarese
I eat fish	Saya makan ikan	Mande a bau

The sentence above consists of one clause and only inform one thing, namely I eat fish.

4. Types of word in Mandarese Language Sentences

It can be stressed that the sentence in Mandarese language is formed from a combination of several types of words which are arranged based on the grammatical rules. In general, the types of words forming the sentence consist of (1) nouns, (2) verbs, (3) adjectives, (4) conjunctions, (5) adverbs. Each type of words can be grouped again into some smaller parts. The same thing or element is also found in Indonesian, but of course there are differences in terms of arrangement or structure.

The sentence elements in Mandarese consist of: (1) subject, (2) predicate, (3) object, (4) complement, and (5) connector. Subject and object elements are usually filled with verbs, adjectives, nouns plus copula. Adverb elements include adverb of place, adverb of time, and adverb of tool and others.

5. Sentence Structure

The terms of function, category and role are borrowed description of Verhaar (1978). These three terms are called syntactic levels. Function consists subject, predicate, object, complemen and adverb. Category consists word class such as noun, pronoun, verb, adjective, adverb, preposition. Role referes to semantic meaning such as active, passive, actor or receiver.

a. Functions in Sentence

The term function refers to a function or sentence position that consist of subject, predicate, object, and adverb.

1. Subject

The term "subject" is usually equated with the term "main sentence", which is something about which we call it something (Verhaar, 1978), subject is a function which is given an explanation by the predicate (subject is something that is considered to be independent, and something about which is reported.

Table of subjects in the Mandarese and English in sentence.

English	Mandarese	Bahasa Indonesia
<u>I</u> eat fish	Mande <u>a</u> bau	<u>Saya</u> makan ikan

Thus, the example of sentences that is underlined in the sentence above, they are as function that can fill subject in the language.

2. Predicate

The term "predicate" is similar with what we mentioned about the sentence earlier (Verhaar, 1978), the term predicate is similar with what is done or in what condition the subject is, predicate describes the process (actions or experiences).

Table consist of predicates in the Mandarese and English in sentence.

English	Mandarese	Bahasa Indonesia
I <u>eat</u> fish	<u>Mande</u> a bau	Saya <u>makan</u> ikan

Thus, the example of sentences that is underlined in the sentence above, they are as function that can fill predicate in the language.

3. Object

Objects are sentence functions to provide a direct explanation of transitive verbs that occupy the predicate function in an active sentence. In addition to the use of the

term object is also used as a complementary term (C), which is mainly in explaining sentence elements that structurally occupy the function of the object, but the sentence element is only tasked with completing the predicate and cannot be converted into a subject (sufferer) in a passive sentence. So O and C have something in common, that is, in Indonesian sentences they are always located after the predicate (P). The difference is that O is always in sentences or clauses that can be interpreted, while C is in sentences or clauses that cannot be converted into passive forms (Ramlan, 2001).

Table consist of objects in the Mandarese and English in sentence.

English	Mandarese	Bahasa Indonesia
I eat <u>fish</u>	Mande a <u>bau</u>	Saya makan <u>ikan</u>

Thus, the example of sentences that is underlined in the sentence above, they are as function that can fill object in the language.

4. Adverb

Adverb is a sentence function to provide clarity with predicate. It can be said as information, the information is all the answers to the question words when, where, with what,

how, for what, for what, what effect, as stated in the predicate.

Table consist of adverb in the Mandarese and English in sentence as follows.

English	Mandarese	Bahasa Indonesia
I eat fish <u>this morning.</u>	Mande a bau <u>dimalimang.</u>	Saya makan ikan <u>tadi pagi.</u>

Thus, the example of sentences that is underlined in the sentence above, they are as function that can fill adverb in the language.

b. Categories in Sentences

Category is a term in linguistics that discusses the grouping of types of words. In the development of modern linguistics, the term categorical is used to replace the term word type. In this description the author uses the term category for the type or class of words, although in subsequent opinion quotes use varying terms.

The smallest language unit in a sentence is the word element and the biggest unit is the clause element. The word can be divided into several categories or classes. Traditional

grammars determine the categories or classes of words (word types), which are:

1. Nouns
2. Pronouns
3. Verbs
4. Adjectives
5. Prepositions
6. Adverbs

In the Indonesian Word Class book (Kridalaksana, 2001), the explanation of the meanings and examples of these categories are obtained.

1. Nouns are categories that syntactically do not have the potential to join with no particles, but can be preceded by particles from, for example books, water, and so on.
2. Pronouns are categories that function to replace nouns, for example me, you, us, us, him, they.
3. Verbs are categories that can be syntactically accompanied by the word no, but cannot be accompanied by prepositions or prepositions in, to, from and particles such as very, more, somewhat, for example sitting, eating, writing.

4. Adjectives are categories that are marked by the possibility of joining the word *no*, accompanying nouns, or joining *more*, *very*, *somewhat* particles.
5. Preposition is a category which is located in front of other categories (especially nouns) so that an exocentric directive phrase is formed. For example *in*, *to*, *from*.
6. Adverb is a category that can accompany adjectives, numerals, or prepositions in syntactic construction. In the sentence *he is gone* - the word *already* is adverb, not because of accompanying verbs *to go*, but because it has the potential to accompany adjectives.

6. Basic Concept of Contrastive Analysis

Lado (1966) introduces contrastive analysis as the plan of the book rests on the assumption that we can predict and describe patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.

Then Lado devotes that the comparison between foreign language and mother tongue is the key word that will determine easy or not that foreign language lesson. Then the elements that differ will be difficult for student. Therefore it will cover differences between foreign language and mother tongue, while person will not expect problem if there

similarities between foreign language and mothertongue (Nababan and Subyakto, 1993).

Statement of Lado above, supported by Fries's statement (Nickel, 1971) as follows. "The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."

Meanwhile, Prawono (1996) proposes that contrastive analysis theory assume that difficulty in learning language basically caused by the different between student's first language system with second language that is studied. Therefore, contrastive analysis attempt to contrast the second language system to find similarity and the difference. The same elements of both languages will facilitates student, while different elements will hindrance in learning.

Often a contrastive analysis of a cultural matter that repeatedly causes cross-cultural misinformation will result in intellectual understanding of what the event or matter means to the other people. Emotional effective realization of what it represents to them may be difficult or impossible to achieve-and it need not be sought. Students can dislike something yet understand that the other people do not have the same meaning and feeling. We do not have to be alike to communicate with and even appreciate those who are culturally different (Lado, 1988).

Contrastive analysis makes explicit the differences between two languages Pietro (Croft, 1980); ideally, it should also list those items which are the same in the two languages, since facilitating positive transfer is important as counteracting negative transfer.

The foreign language teacher who knows the cause of an error is much better equipped to deal with it, both in terms of prevention and correction, than the one who does not. Unawareness of interference means not being able to know what is wrong. But through contrastive analysis the teacher can have a fairly precise idea of what is wrong.

Lado (1957) pointed out, the professionally trained teacher will notice clear, specific distortions, not just a foreign accent or a correct form.

Whitman (1970) noted that contrastive analysis involved four different procedures. The first of these are description: the linguist or language teacher, using the tool of formal grammar, explicitly describes the two languages in question. Second, a selection is made of certain form-linguistic items, rules, structure-for contrast, since it is virtually impossible to contrast every possible faced in two languages. The third procedure is the contrast itself, the mapping of one linguistic system onto the other, and a specification of the relationship of one system to the other. Finally, one formulates a prediction of error or of difficulty on the basis of the first three procedures. That production can be arrived at

through the formulation of a hierarchy of difficulty or through more subjective applications of psychological and linguistic theory.

The notion of contrast is basic to contrastive analysis and to any learning. In the second language learner, awareness of contrast leads to understanding, which in turn leads to the avoidance of errors. That contrast is fundamental to learning has been stated Croft, 1980, who claimed that it is psychologically established fact that the frequency with which an item is practiced precise is not so crucial as the frequency with which it is contrasted with other items with which it may be confused. Contrasts can be interlingual, intralingual, or both; making use of both seems to give the best results.

Interference can be seen as interlingual and intralingual. Interlingual interference is based on differences in categories, constructions, elements, rules, and meanings across languages. Intralingua interference usually takes the form of overgeneralizations from what is already known of the second language, overgeneralizations which are based on second language irregularity, complexities, and asymmetry.

Interference on an interlingual basis can be preclusive interference. Preclusive interference occurs when the lack of something in the native language interferes with or precludes the learning of something in the second language. For example, the lack of articles in Chinese interferes with the learning of the system of articles in English by Chinese speakers. This is true interference, due the relationship of new learning

to old knowledge is evident from the fact that speakers of French, German or Spanish have no problem with English articles. Intrusive interference refers to the situation where something in the native language intrudes or appears in the second language, for example, the use of the English Adjective + Noun word order in French as a second language. Many people consider only the intrusive type to be interference, but it should be clear from the example given earlier and many other examples are possible that preclusive interference is just as much interference as intrusive interference.

Furthermore Tarigan (1992) proposes that differences between both languages that got and produced by contrastive analysis, serve the purpose as a basis in predicting difficulties that faced by student at school, all the more in learn second language.

From the explanation above, we can conclude that the contrastive analysis activity tries to compare the student's first language patterns with second language patterns that be studied student to identify similarities and differences between both languages. Similarities between both languages will simplify student in learning the second language, while differences between both languages will complicate student in learning the second language.

C. CONCEPTUAL FRAMEWORK

