

**THE ANALYSIS OF GRAMMATICAL VARIATION IN ENGLISH
AND WAWONII LANGUAGE: A CONTRASTIVE STUDY**

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POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2023

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THESIS

As one of the requirements for achieving Master degree

English Language Studies Program

Written and Submitted by

MIRDAD

F022221032

To

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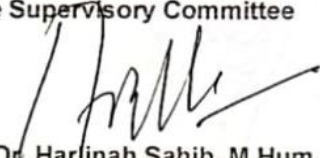
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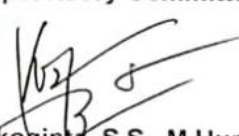
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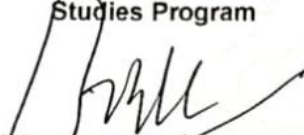
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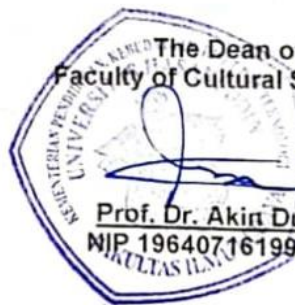

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Makassar, 2 November 2023



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As I close this chapter, I send my best wishes for all your future endeavors!

Makassar, 2 November 2023

Mirdad

ABSTRACT

MIRDAD. *The Analysis of Grammatical Variation in English and Wawonii Language: A Contrastive Study.* (supervised by Harlinah Sahib and Karmila Mokoginta)

This study aimed to identify the grammatical variation in English and Wawonii language, and to analyze the differences of variation in morphology and syntax between English and Wawonii language. This study employed a descriptive qualitative methodology. Various article journals, books, and videos were chosen in eliciting English grammatical variation data. Meanwhile in gaining Wawonii grammatical variation data, this study employed an observation and interview, involving 7 informants that were chosen purposively. The data were analyzed by using a contrastive study. The results showed that English grammatical variations are in the forms of tenses, plural, mandative subjunctive, auxiliary, complementation, preposition, irregular verb, non-numerical quantifier, gender expression, auxiliary and main verb, quarter time, invariant be, completive done, remote been, subject-verb agreement, negation, pronominal, and question formation forms. Besides, Wawonii grammatical variations are in the forms of question formation, adjective, verbs, continuous sentence, nominal sentence, past tense sentence, and negative sentence forms. At morphological level, English and Wawonii language have different variations in regular verbs, reduplication, one word in Wawonii equals one sentence in English, possessive construction, and plural forms. At syntactical level, English and Wawonii language have different variations in question formation, verbal sentence, simple past tense, and negative sentence forms. The finding of this study concluded that English and Wawonii language have various forms and differences of grammatical variations at both morphological and syntactical levels.

Keywords: contrastive study, English language, grammatical variation, morphology, syntax, Wawonii language



ABSTRAK

MIRDAD. *Analisis Variasi Tata Bahasa dalam Bahasa Inggris dan Bahasa Wawonii: Sebuah Studi Kontrastif* (dibimbing oleh Harlinah Sahib dan Karmila Mokoginta).

Penelitian ini bertujuan mengidentifikasi variasi gramatika bahasa Inggris dan bahasa Wawonii dan menganalisis perbedaan variasi morfologi dan sintaksis antara bahasa Inggris dan bahasa Wawonii. Penelitian ini menggunakan metodologi deskriptif kualitatif. Dalam mengumpulkan data variasi gramatika bahasa Inggris, digunakan berbagai jurnal artikel, buku, dan video di YouTube. Untuk memperoleh data variasi gramatika bahasa Wawonii, digunakan observasi dan wawancara yang melibatkan tujuh informan yang dipilih secara purposif. Data dianalisis menggunakan studi analisis kontrastif. Hasil penelitian ini menunjukkan bahwa variasi gramatika bahasa Inggris berupa bentuk waktu, bentuk jamak, bentuk subjungtif, bentuk kata kerja bantu, bentuk pelengkap, bentuk preposisi, bentuk kata kerja tidak beraturan, bentuk pembilang nonnumerik, bentuk ekspresi gender, bentuk kata kerja bantu dan utama, bentuk seperempat waktu, bentuk invarian *be*, pengakhiran bentuk *done*, pengecilan bentuk *been*, bentuk kesesuaian subjek dan kata kerja, bentuk negasi, bentuk kata ganti nomina, dan bentuk kalimat pertanyaan. Variasi gramatika bahasa Wawonii terdapat pada bentuk pertanyaan, kata sifat, kata kerja, kalimat bersambung, kalimat nominal, kalimat lampau, dan bentuk kalimat negatif. Data juga menunjukkan bahwa bahasa Inggris dan bahasa Wawonii mempunyai perbedaan variasi morfologi dan sintaksis yang signifikan. Perbedaan morfologi terdapat pada verba beraturan, penggandaan bentuk, satu kata dalam bahasa Wawonii sama dengan satu kalimat dalam bahasa Inggris, konstruksi bentuk posesif, dan bentuk jamak, sedangkan secara sintaksis berupa kalimat bentuk pertanyaan, kalimat verbal, kalimat lampau, dan kalimat negatif. Penelitian ini menyimpulkan bahwa bahasa Inggris dan bahasa Wawonii mempunyai berbagai bentuk dan perbedaan variasi gramatika pada tingkat morfologi dan sintaksis.

Kata kunci: bahasa Inggris, bahasa Wawonii, morfologi, sintaksis, studi kontrastif, variasi gramatikal



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LIST OF ABBREVIATIONS

ENL	English as Native Language
ESL	English as Second Language
EFL	English as Foreign Language
BrE	British English
AmE	American English
AusE	Australian English
NZE	New Zealand English
CE	Canadian English
AAVE	African American Vernacular English
USA	United State of America
UK	United Kingdom

CHAPTER I

INTRODUCTION

In this chapter, the researcher presented several topics including background of the study, research questions, objectives of the study, significance of the study, and scope of the study.

1.1. Background of the study

English is currently acknowledged as a world's lingua franca. It is used regularly by several language communities within a multilingual speech community to communicate things such as intellectual, scientific, and technological information as well. In other words, English as the lingua franca is available for communication needs without necessarily adhering to English as Native Language lexicogrammatical and sociocultural norms such as British English (BrE) and American English (AmE). The use of English as the lingua franca caused amount of differences among the users around the world. The differences used of English phenomena are inseparable from two models of English that lead the ways of English language structures differences.

In the first model, there was the model that best known as "Three Circles model", which was proposed by Kachru (1992). In this model, English language is classified into the Inner Circle, the Outer Circle, and the Expanding Circle. This model reveals that the United States of America, United Kingdom, Canada, Australia and New Zealand as well are in the Inner Circle as natives' speaker. Then, the countries like India and Singapore are in the Outer Circle, because English was expanded here through colonization or occupation and they are also included in commonwealth countries. In Inner circle, English is regarded as second language. Additionally, the expanding circles countries including China, Brazil, Russia, Indonesia and the countries which has never been touched by English historically either through immigration or colonization process. In those countries, English functions as foreign language.

Meanwhile, there was a second divergent model that was first propounded by McArthur (1998), which relied on the distinction of English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). This model classified that ENL countries are those where English is the vernacular language of almost all or a significant majority of the population such as the USA, the United Kingdom, or Australia. Meanwhile, the English as second language (ESL) countries are those where English exists side by side with strong indigenous languages, widely spoken, and perform official functions such as being the language of politics, media, and higher education, including Ghana, Nigeria, India, Singapore, and Papua New Guinea. In contrast, the model of EFL countries can be seen in Egypt, China, Brazil Taiwan and Indonesia. In these countries, English is mainly acquired through formal education, performs no official functions, but it is still widely used in some domains such as in press, tertiary education, business, science, and technology as well.

Those two models of English above provided an assuredly comprehensive hypothesis that English language structures used have huge probability to be different in each part of the world. This phenomenon has been studied by variationists in sociolinguistics field. In studying the field of different structures in a language, the variationists named as a grammatical variation study that associated with English morphology and syntax as the branch of linguistics that excavated language structures aspect. The study of grammatical variation has also enjoyed comparatively less attention than other studies in sociolinguistics.

In response to the English grammatical variation phenomena, the English morphological structures variation served a concrete example in ENL countries like in American English (AmE) and British English (BrE), which are commonly known different structures used in the sense of the word formation "*Learn*" can be "*Learned*" in past tense form is found in American English (AmE), but in British English (BrE) it can be "*learnt*". In syntax scale on the other hand, it is found the issue that speakers are also conscious of syntactic variations than other aspects, due to this tends to be more prescribed in nature, as an instance the use of sentence double negatives in "*I don't know*

nothing” are marked, and associated with low prestige and non-standard variation in British English (BrE) and American English (AmE), but in African American Vernacular English (AAVE) is commonly used, and compared to the standard negative constructions “*I don’t know anything*”.

However, not just English, there is also a characteristic variation which is possessed by most local language in Southeast Sulawesi, Indonesia, especially Wawonii language that has variation in morphology and syntax structures. Particularly, Wawonii language is one of Indonesian’s culture assets, which should be preserved and some foreign people are attracted to learn this language. Administratively, Wawonii has seven districts, but more than that, linguistically Wawonii has grammatical variation in each area; as an instance, in morphological structure, the word formation “*Lansiki*” is commonly use in Eastern, Central, Southern, and Southeastern, but in Northern, Eastern, and Northeastern used “*Mensiki*” to express “*someone is grumpy*”. Meanwhile, in syntactical structure, can be seen in negation sentence such as “*Kude naku tekoturi kio malo*” is commonly used in Eastern, Northern, and Northeastern, while in Southern, Central, Western, Southeastern, and Eastern (sometimes) they use “*Kio malo naku tekoturi*” to express “*I can’t sleep at night*”.

Furthermore, the English and Wawonii language are also two different languages in many aspects especially in the characteristic structures. In syntax, English pattern are mostly in the form of subject+verb+adverb (S+V+Adv) such as in the sentence “*I went to in there yesterday*”, meanwhile in Wawonii pattern can be inverted into verb+subject+adverd (V+S+Adv) such in the sentence “*Lako aku arange iwangi*”. This is the main reason for the researcher to excavate the phenomena of differences of both languages employing contrastive study approach. The contrastive study approach on this research refers to the comparison between two languages with different family language. Based on the consideration above, the researcher comes to the conclusive idea that it is essential to conduct research about grammatical variation in English and Wawonii language by using a contrastive study.

1.2. Research Questions

Concerning the setting of the investigation that has previously stated in the background of the study, the researcher formulates the following research question;

1. What are the grammatical variation forms in English and Wawonii language?
2. To what extent are the English and Wawonii language different in the variation of morphology and syntax?

1.3. Objectives of the study

Relying on the research questions above, the researcher set the objectives of the research as follows:

1. To identify the grammatical variation forms in English and Wawonii language.
2. To analyze the English and Wawonii language differences in the variation of morphology and syntax.

1.4. Significance of the study

The researcher classified the significance of the study into theoretical and practical benefits as follows:

1. Theoretical Benefits

This research is expected to be an additional reference for future readers as well as useful for those in need, especially in the form of grammatical variation in English and Wawonii languages. This research is also crucial to enrich the readers' knowledge regarding the contrastive structure languages between English and Wawonii languages.

2. Practical Benefits

This research is expected to assist readers in understanding linguistics field itself more deeply, particularly some grammatical variations in English and Wawonii languages. Then, the English and Wawonii Languages have a role or

function to develop the linguistic field especially in life communication. In Wawonii language can be able to develop morphology and syntax structures to Bahasa Indonesia as the lingua franca in Indonesia. In other words, a sufficient grammatical structures variations comprehension on these two languages can assist second learners to reach suitable language use, and prevent failure in communication using these two languages, in terms of English and Wawonii language.

Furthermore, when people or foreigners learn Wawonii language structure, they will have comprehension on other resemble languages such as Tolaki, Bungku, Torete, Moronene, and Muna. They have similar structures and several words due to they have the same language family. This language is quite representative for other languages due to also this language is the combination of Tolaki, Bungku, Torete, Moronene, and Muna languages.

1.5. Scope of the study

This research centralizes on the grammatical variation aspect in English and Wawonii languages. This study limits on grammatical variation from English in inner circle countries such as British English (BrE), American English (AmE), Canadian English (CE), Australian English (AusE), and New Zealand English (NZE). Similarly, in Wawonii language focused on morphological and syntactical variation used that speak by the natives that spread out in seven districts; Western, Northern, Northeastern, Eastern, Southeastern, Southern and Central hemispheres.

Conceptually, due to this study is in grammatical level, so this study employs the term '*variation*' than '*variety*' and '*variant*'. The main reason is that the appropriate level placement of those terms; the '*variety*' is used in the language level like '*English variety*' that consists of various variations such as dialect, phonology, morphology, and syntax variation. Then, the term '*variation*' is used when people talk the aspect of the language such as phonological, morphological, syntactical variations etc., while '*variant*' is utilized in the aspect of variation like in morphological variation there are various suffixes variants.

CHAPTER II

LITERATURE REVIEW

This unit was organized into three primary sections; previous studies, theoretical background, and conceptual framework. The previous studies covered a range of earlier studies that are pertinent to the current topic. Similar to that, the theoretical background discussed the theories that are pertinent to and helpful in supporting this particular investigation. Furthermore, the conceptual framework is a type of analytical instrument that directs the researcher in how to set up the concepts for this study.

2.1. Previous Studies

The researcher reviewed some of the researches that are related to grammatical variation aspect in English and Wawonii language. The researcher discovered various references which were helping this research. Based on this part, the researcher would like present various article journals that are relative and helpful to this analysis.

Some brief outlines of previous studies in English grammatical variation are relevant to this current study; firstly it came from Akan (2017), entitled "*A Profile of the Grammatical Variation in British and American English*". This study focused on the main and major differences and idiosyncrasies of grammar and grammar related issues in British and American English. This study applied a qualitative research in analyzing the data. The finding showed that the British English (BrE) and American English (AmE) are one language having two slightly different grammars. In addition, the American English is now different from its British mother and we could say it is more than another dialect due to its importance as well as control over the world affairs at present. Then, the fall of the then USSR, the US popular media, open market, globalization, the internet etc. have made American English more powerful than ever before. But still today, the number of British English users is more than that of American English. Sometimes, it is noticed by and large that the misuse and the misconception in handling these two major varieties of English pose various problems.

Another study of English grammatical variation was also researched by a researcher Britain (2020), entitled "*Grammatical Variation in the Contemporary Spoken English of England*". This study investigated the morphosyntactic variation and change phenomena in the spoken English of England. This study applied a number of different types of survey such as traditional dialect surveys (Survey of English Dialects (SED) and the more recent Freiburg Corpus of English Dialects (FRED)), general regional dialect descriptions, variationist sociolinguistic investigations of individual locations or multiple sites, and contemporary surveys using internet and smartphone technologies, such as apps and Twitter. The finding showed that every corner of the country demonstrates a wide range of grammatically non-standard forms, the South West, East Anglia, and the North East are demonstrating a particularly distinctive constellation of non-standard grammatical forms. Then, some traditional grammatical forms have died, or are dying, and others have been born.

On the other hand, the Wawonii language remained on morphology aspect that was indeed carried out for a recent decade. Primarily, it came from Nazar (2018), who studied about "*The Structure of Language Derivation Clauses of the Kulisusu and Wawonii Dialects*". This study determined the structure of the Kulisusu language derivation clauses of the Wawonii dialect, in the Konawe islands regency. This study used a test, interview, and observation methods. The results of the study showed that non-causative derivation clauses consisting of passive clauses derivation from transitive active clauses, with prefixes as the endowments of passive clauses, reciprocal clause derivation of a transitive active clause, with the prefix *meka-* as a reciprocal giver; reflection clauses with a formal structure consisting of S: FN, P: Fvref, and O: FN; and reflexive clauses with prefixes *pa-*, *ku-*, *di-* as part of a bit transitive clause.

In likewise, Sain and Syarif (2020) have studied recently a derivational process of the Wawonii language aspect, entitled "*Derivational Process in the Wawonii Language at Wawonii Regency*". The main objective of this research was to find out the derivational process of affixation in Wawonii language. This research used qualitative analysis, the data sources in this research are oral data

and written data. This research found that Wawonii language has a derivational process of affixation consisting of four affixations namely: prefix consist of four prefixes namely “*mon-*”, “*me-*”, “*po-*”, “*mong-*”, suffix consist of three suffixes namely “*-no*”, “*-omo*”, “*-lo*”, confix consist of two confixes namely “*mo-l*”, “*pe-no*”, and infix consist of one infix namely “*-in*”.

Furthermore, the newest research has been undergone by Mirdad, Sahib, and Mokoginta (2022), entitled “*Dixon’s Framework Model of Think Verbs in English and Wawonii Language*”. This study examined the employment of the Think verbs in English and Wawonii language, employing Dixon’s framework model of semantic and grammatical relations. This study applied a qualitative methodology in gaining the data. The data for English is taken from a corpus of contemporary American English (COCA), including the definition of the conceptual meaning in thesaurus dictionary and article journals. Meanwhile, Wawonii language data is obtained through depth online interviews. This study discovered that (1) there are three Thinking verbs of the Think subtype in English they are Think of, Think over, and Think about, while in the Wawonii language, there are six Think verbs; “*Mepikiri Kanaampe*”, “*Pepikiri kida*”, “*Tepikiri kio*”, “*Kohawa-hawa Kanaampe*”, “*Momaana*”, and “*Mompatudu*”. (2) Dixon’s five framework model of Think verbs was employed in both languages.

According to the exposure of several related earlier studies, the researcher asserted concluded that the earlier studies and current study are different in object, and the context and scope of the study. Particularly, the object of the study is the comparison and variation in grammatical between English and Wawonii language. Then, the context and scope of the study that earlier discussions focused on English variation in British and American English, whereas the current study explores more grammatical variation phenomena in ENL countries like British, American, Canadian, Australian, New Zealand, and a minority dialect variety in American English, then compare to the local language in Indonesia, which is different family language, namely Wawonii language. In the Wawonii language, the previous researchers only examined the morphological and phonological phenomena, but the latest researcher is trying to examine the grammatical variation that encompasses of morphology and syntax field.

2.2. Theoretical Background

2.2.1. Language

According to Fromkin, Rodman, and Hyams (2018), language is the basis of human life and power, and that it specifically refers to the capacity to make sound strings that denote certain meanings, and to comprehend or interpret the sound strings produced by others. Moreover, language is more than speech, like deaf people produce and understand sign languages just as hearing persons produce and understand languages in spoken. Knowing the sound system of a language includes more than knowing the inventory of sounds. It also means knowing which sounds may start a word, end a word, and follow each other. Besides, sounds and sound patterns of our language constitute only one part of our linguistic knowledge (Fromkin et al. 2018). Beyond that, there is certain sequences of sounds signify certain concepts or meanings. When people know a language, they know words in that language; that is they know which sequences of sounds have specific meanings and which do not.

In line with that, Fasold and Connor-Linton (2014) added that language is a finite system of elements and principle that make it possible for speaker to construct sentences to do particular communicative jobs. Everaert, Huybregts, Berwick, Chomsky, Tattersall, Moro, and Bolhuis (2017) also propounded that a language is structured at all levels such as phonology, morphology, syntax and meaning. The experts explained that phonology shortly deals with the study of sound, in terms of how the sound can be structured as system of language and can create meaning of language to communicate.

Meanwhile, Fromkin et al. (2018) prescribed that morphology is associated with the structured of words as the important part of linguistics knowledge and constitutes a component of our mental grammars. Without words we would be unable to convey our thoughts through language or understand the thought of others. Therefore, knowing a language means knowing the morphemes as the elemental units that constitute words. In addition, knowing a word or morpheme means knowing form and its meaning, which inseparable parts of linguistics sign.

Moreover, the syntax indicates as the structure of words that create meaning in the form of phrases, clauses, and sentences. In other words, it is the ability to combine words to produce and understand an infinite number of novel sentences. Fromkin et al. (2018) stated that the rules of syntax combine words into phrases and phrases into sentences, among other things, the rules define the correct word order for a language, as in English uses a Subject-Verb-Object (SVO) order. In relation with that, the speakers of a language should recognize the grammatical sentences of their language and know how the words in a sentence must be ordered and grouped to convey a certain meaning, because sometimes the different sentences mean the same thing or conversely and correctly interpret the grammatical relations in a sentence. This kind of knowledge comes from the speaker language knowledge of the rules of syntax.

In the last part of a language notion, is the meaning that deals with the meaning of sounds, words, and sentences. Therefore, Fromkin et al. (2018) stated that knowing a language means knowing how to produce and understand the meaning of infinitely many sentences. The meaning of a language is studied in semantics and pragmatics fields. The semantics is concerned with the meaning of morphemes and words (lexical semantics), and the meanings of phrases and sentences. Meanwhile, pragmatics is focused on how context affects meaning in human conversation that involved a language.

2.2.2. Morphosyntax

According to Croft (2022), Morphosyntax is a notion that combines two disciplines studies in linguistics; morphology and syntax. In particular, Fromkin et al. (2018) construed that morphology is the study of the words of language including words formation, the universality of word structures, the essentials of derivational versus inflectional words, free and bound morphemes, and the hierarchical structure of words. Meanwhile, syntax is the study of sentence patterns of a language that covers syntactic categories and syntactic structure rules as well.

2.2.2.1. Morphology

As stated by Fromkin et al. (2018) earlier that morphology is the knowledge of words of language, Charstairs-McCarthy (2017) also formulated that morphology is the study of forms of word as a basic unit of a language. Basically, people use words to express something, which assist them to elicit information or what they intend to know. Aronoff and Fudeman (2022) also added that the notion of morphology fundamentally is the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed. A major way in which morphologists investigate words, the internal structure, and how they are formed is through the identification and study of morphemes, which is often defined as the smallest linguistic pieces with a grammatical function.

In particular, a morpheme may consist of a word or meaningful piece of a word that cannot be divided into smaller meaningful parts. A morpheme has also been defined as a pairing between sound and meaning. Some morphemes have no concrete form or no continuous form, and some do not have meanings in the conventional sense of the term. In addition, Aronoff and Fudeman (2022) determined the term “*Morph*” is occasionally applied to refer to the phonological realization of a morpheme, as an instance; the English language past tense morpheme “-ed” has various morphs, it is realized as [t] after the voiceless [p] of the word jump [jumped], as [d] after the voiced [L] of repel [repelled]; all these morphs are called allomorphs or variants of morphs.

In addition, there are stem, root, base, affixes, prefixes, and suffixes in morphology. Specifically, a stem is a base unit to which another morphological piece is attached, such as in the word “*reconsideration*”, the word “*consider*” is called a stem. The stem can be simple that made up of only one part, or complex. Meanwhile, a root is like a stem in constituting the core of the word to which other pieces attach, but the it refers only to morphologically simple units, as the word “*disagree*” is the stem of “*disagreement*” because it is the base to which “-ment” attaches, and the “*agree*” is the root. Then, the affixes forms that go before the stems are

prefixes, and those that go after are suffixes such as the word “*reconsideration*” that the form “*re-*”, and “*-ation*” are both affixes which mean that they are attached to the stem. The “*re-*” is the prefix, and the “*-ation*” is the suffix form.

2.2.2.1.1 Rules of Word Formation

Aronoff and Fudeman (2022) continue explaining that the knowledge of morphology included knowledge of individual morphemes, their pronunciation, their meaning, and knowledge of the rules for combining them into complex words. Many verbs in English have been formed from adjectives, verbs, nouns, and adverbs. The simple rules of word formation in morphology can be formulated as follows;

Adjective + ify	The form to make verb
Adjective + ness	The form to make noun
Verb + ion	The form to make noun
Adjective + ly	The form to make adverb

2.2.2.1.2 Derivational Morphology

Derivational morphology is a grammatical function of words with altering their meaning (Beard, 2017). In other words, the derivation morphology is a set of static paradigmatic lexical relation that called morphemes. Haspelmath and Sims (2013) determined that derivational morphemes have clear semantic content, when a derivational morpheme is added to a base, it adds meaning. The derived word may also be a different grammatical class than the original word, as shown by suffix “*-able*” in the word “*desire+able*”, that indicates the verb form changes into adjective form. In particular, Beard (2017) proposed a framework of type of derivations in the following table that consisted of back formation, lexical derivation, and stem modification!

Lexical Derivation	Derivational Context	Examples
Featural Derivation	Does not change the category of the underlying base, but operates on the values of inherent features.	Natural gender (Students: male+female)
Functional Derivation	Adds features to the underlying base from those which merely change its category.	recruit: recruit-er recruit: recruit-ee bake: bak-ery
Transposition	Reflects a simple change of category without any functional change.	walk: walk-ing (V-N) New: new-newness (A-N) Budget: budget-ary (N-A)
Expressive Derivation	Does not change the lexical category of the base.	Rain (English): dozd, dozdik, dozdicek (Russian)

Table 2.1 Lexical Derivation Category

Back Formation	Derivational Context	Examples
Clipping	Produces a redundant base, but with a new one all the same.	Tele+Phone (Telephone)
Blends	Created by a logical.	Smoke+fog (Smog)
Acronymization	Converted from phrases into the initial letters.	AIDS
Analogical Formation	Required prosodic identity.	Work+aholic (Workaholic)

Table 2.2 Back Formation Category

Stem Modification	Derivational Context	Examples
Affixation	The peripheral element of a word is its initial or final segment or syllable and its head is the accented syllable.	ke-besar-an (bigness, greatness)

Stem Mutation	Compromised consonants only and vowels are used to mark morphological functions.	*ktb (write), *ktaab (book), *kaatab (writer)
Conversion	Transporting a lexeme from one category to another without affixation.	to dry, to wet, to empty.
Paradigmatic Derivation	Shifting the base from one nominal declension class to another with or without a derivational marker.	m-lango (door), ki-lango (little door)
Prosodic Modification	Shifting the accent of a word or modifying the intonation.	su'rvey (surve'y)
Reduplication	Marked by the full or partial reduplication of a part of the stem attached to it.	Pagi (Morning) Pagi-pagi (in the morning)

Table 2.3 Stem Modification Category

2.2.2.1.3 Inflectional Morphology

Unlike derivational morphemes, they never change the grammatical category of the stem to which they are attached. They mark properties such as tense, number, person, and so forth. Specifically, Aronoff and Fudeman (2022) served the framework of inflectional category in the following table!

Morphemes	Inflectional Morphemes	Examples
-s	Third-person singular present	She wait-s at home
-ed	Past tense	She wait-ed at home
-ing	Progressive	She is eat-ing the donut
-en	Past Participle	Lisa has eat-en the donuts
-s	Plural	She ate the donut-s
-’s	Possessive	Lisa’s hair is short
-er	Comparative	Lisa has short-er hair than

		Karin
-est	Superlative	Lisa has the short-est hair

Table 2.4 Inflection Category

2.2.2.2. Syntax

In general, Tallerman (2014) theorized that the notion of syntax is a property of human language. On the other hand, Fromkin et al. (2018) demonstrated specifically that the term 'syntax' is used to mean the study of the syntactic properties of languages. In this sense, the study of syntax is studying how languages organize into the sentences, includes the classification of words, the order of words in phrases and sentences, the structure of phrases and sentences, and the different sentence constructions and languages use.

To be exact, syntax is the system of rules and categories that allow words to be combined to the form of sentence. This notion enables people to understand the way syntax work in languages, and to introduce the most important syntactic concepts and technical terms in order to see how syntax works in the world's languages. Meanwhile, Fromkin et al. (2018) particularly explained that syntax is the sentence pattern of language, which has several features such as subject, verb, and object. Those combinations can create phrases, clauses, and sentences. In other words, syntax means sentence construction, or how words group together to make phrases and sentences.

2.2.2.2.1 Syntactic Rules

Fromkin, Rodman, and Hyams (2018) also denoted that the rules of syntax combine words into phrases and phrase into sentences. Basically, the rules of syntax define the correct word order for a language. The rules of syntax also specify the grammatical relations of a sentence, such as subject and direct object. In other words, the rules of syntax provide information about who is doing what to whom. This presumption leads a way that human understand the meaning of a sentence. Intrinsically, a sentence consists simply of a string of words in a flat structure. A sentence is insisted as grammatical when the words occur in the right order, and it's ungrammatical

when the word order is incorrect. The grammatical order mean is a Subject-Verb-Object (SVO) model. In English regards that if the sentence does not follow this rules is incorrect, as an instance in the following sentences:

The child found a puppy. (Grammatical)

The Found puppy a child. (Ungrammatical)

Those sentences above showcased that the word order is a fundamental aspect of syntactic knowledge, due to it should capture the SVO word order such as the subject (S) "*the child*", comes before the verb (V) "*found*", which comes before the object (O) "*a puppy*".

2.2.2.2.2 Syntactic Categories

A syntactic category is a family of expressions that can substitute for one another without loss of grammaticality. Specifically, Fromkin et al. (2018) explained that syntactic categories include lexical categories and phrasal categories. The lexical categories include noun (N), preposition (P), adjective (Adj), and adverb (Adv). In each lexical category has a corresponding phrasal category. Meanwhile, phrasal categories overwhelm noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), prepositional phrase (PP), and adverbial phrase (AdvP).

In lexical categories the words such as "*puppy*", "*boy*", "*man*" etc. including as noun that can be function in the sentence as subject or object. Then, the other words such as "*find*", "*run*", "*sleep*", etc. including as verbs that have a function as a predicate in a sentence construction (Hoye, 2014). Meanwhile, the words such as "*up*", "*down*", "*across*", "*into*", "*from*", "*by*", "*with*", "*over*", etc. including as a preposition that determine the position of a subject or may be an object in some cases. Besides, Kamp (2013) determined that the words such as "*red*", "*big*", "*happy*", "*sad*", and so on including as an adjective that has a function to modify or describe a noun. Likewise, Hoye (2014) further explained that an adverb usually modifies a noun, an adjective, by telling "*how, when, where, condition or degree*", such as the words "*again, always, brightly, often, never, very*" and so on.

Furthermore, in phrasal categories, the words such as “*a child*”, “*a police officer*”, “*John*”, and so on belong to the syntactic category noun phrase (NP). NP may function as subjects or as objects in sentences. NP often contains a determiner and a noun, but it also consists of a proper name, a pronoun, a noun without determiner, or even a clause or a sentence. Another syntactic category is a verb phrase (VP) that contains a verb (V), and other categories, such as a noun phrase or prepositional phrase (PP), which is a preposition followed by an NP, such as “*in the park, on the roof, with a balloon*”. In addition, Colonna, Charolles, Sarda, and Pynte (2014) explored that an adverbial phrase refines the meaning of a verb, adjective, or adverb such as the words “*brightly*” “*more brightly*”, “*more brightly than the sun*” etc. Particularly, Berg (2019) revealed that the adjective phrases provide more vivid descriptions for nouns and are such very happy or very happy about winning.

2.2.3. Language Structure Variation

According to Linn (2014), the language structure variation is coming from dialect and pronunciation variation which is changed into a system with a new theoretical underlying structure as the base from which rule-governed variation or transformations develop surface structure. Language structure variation also refers to the used for any kind of language production, whether it is viewing it as being determined by region, gender, social class, age, or by our own inimitable individual characteristics (Bauer, 2016). In addition, language structures variation are normally divided into temporal, geographical, social, and standard ones, a categorization that suffers from a lot of overlap, as can easily be shown when the use of a dialect is considered to be a geographical, social and situational variety (Fishman, 1982). In social language structure variations phenomenon that many dialects are spoken by various social groups, including students, women, and university employees (Rickford, 1996).

In line with the pronouncement above, Nkwain (2011) argued that the language structures variation can be comprised several elements such as pidgin, creole, regional dialect, minority dialect, and indigenous variety. Those experts explained that pidgin is described as a new language that emerges when

speakers of several languages need to communicate but do not speak the same language. Similar to pidgin, Bakker and Daval-Markussen (2013) asserted that a creole is a different language with most of its vocabulary borrowed from another language but with its own particular grammatical rules. Meanwhile, a regional dialect is merely a variety of languages used in a particular region of a country rather than a separate language such as Geordie and Hillbilly English (from the Appalachian Mountains in the United States) (from Newcastle upon Tyne in the UK) (Dossey, Ellen, Clopper, Cynthia, Wagner, & Laura, 2020)

In relation with the aforementioned statement, Siegel and Jeff (2007) added that one of the language variation is the minority dialect, which is a specific minority ethnic group's variety that they use as a marker of identity, typically alongside a standard variety; as examples, African American Vernacular English (AAVE) in the USA, London Jamaican in Britain, and Aboriginal English in Australia. Then, an indigenous variety is used as a second language in former colonies with multilingual populations such as a '*Singlish*' (spoken in Singapore), which is a version significantly different from normal English, and some kinds of English used in India. The language structure variation phenomenon lead Bauer (2016) to state that the difference of English varieties in the world causes speaker to determine which suitable structure that they can use to communicate.

2.2.4. Grammatical Variation

Fasold and Connor-Linton (2014) propounded that a variation is one of the important properties of language, which also a mechanism of language changes that start from new words order, then the order of words allowed in sentences can change as well. In the level of changing in word and sentences variation called grammatical variation which set some kind of rules of how they are changing. Moreover, the grammatical variation is normally taken to refer to cross-linguistic differences in the morphosyntactic realization of semantic categories that are available to all languages as part of the human linguistic endowment (Walker, 2010). In particular, Walker (2010) used the term '*variation*' to refer to differences in the formal realizations of morphology,

syntax, or discourse features to express roughly the same meaning in the same language.

In this sense, Walker (2010) continue explaining that in grammatical variation entails two aspects that need to be considered; form-based and function-based. The form-based approaches begin by noting that two or more grammatical forms are roughly equivalent in meaning and alternate with each other. Meanwhile, the function-based approaches begin by defining a particular function in discourse and noting all the different form that convey that function. However, Fasold and Connor-Linton (2014) remained a radical theory of grammatical variations concept that one of the consequences of grammatical variation is that no variety of a language can be better than any other. In other words, each variety, language, dialect, and grammar is a coherent and equally valid system. It is analytically useful to see a language as a fixed system, even though a system is always developing into a new system.

2.2.5. English Language

According to Hino (2018), English is one of the languages that almost people use in the world nowadays. In other words, English is widely spoken today in sections of Europe, Americas, Asia, Africa, Australia, New Zealand, and several of the islands in the Atlantic and Pacific oceans. Hundreds of millions of individuals communicate English as foreign language, plus comparable numbers speak it as second language. Several nations including India, Kenya, Singapore, and Papua New Guinea adopt English as second language. Even though English serves as one of their official languages, citizens remain to speak their native tongues while using English on radio, television, and in commerce.

Historically, it was all started when English language was originally the first dominating language in the past event when British Empire invented the world. A historical overview of English development was provided by Trudgill and Hanna (2017) that over the fourth, fifth, and sixth centuries, the Jutes (from modern-day Jutland, Denmark), Angles (from Schleswig, Denmark/Germany), Saxons (from Holstein, Germany), and Frisians (from modern-day Friesland,

Netherlands/Germany) brought Germanic languages to Britain. Then, in medieval times, this Germanic language had replaced the original Celtic language of Britain in nearly all of England as well as in southern and eastern Scotland.

Until in the sixteenth century, English remained a language spoken by a relatively small number of people in the world and confined geographically to the island of Britain. Indeed, even much of Britain remained non-English speaking. The original Celtic language of Britain survived in the form of Welsh in nearly all of Wales and as Cornish in much of Cornwall. Then, in the late sixteenth century, the expansion began with the arrival of English speakers in the Americas, North America (the modern United States and Canada), Bermuda, the Bahamas, Caribbean, and the importation of English from Scotland into the northern areas of Ireland. Moreover, the English language didn't start expanding geographically and demographically until the seventeenth century, which is how it got to the point where it is now, with more non-native speakers than any other language in the world. Subsequently, during the seventeenth century, English still began to penetrate southern Ireland, and it was during this time, the Cornish also finally disappeared from Cornwall and Norn from Orkney and Shetland.

Then, during the eighteenth century, English began making serious inroads into Wales so that today only 20 percent of the population of that country is native Wales's speakers, and in the Highlands and the island of Scotland. In this time, English also began to replace Gaelic, which currently has around sixty thousand native speakers. It was also during the eighteenth century that the development of southern Hemisphere varieties of English began. Then, during the early nineteenth century, large-scale colonization of Australia began to take place and at a slightly later date, New Zealand, South Africa, and the Falkland island of St Helena and Tristan da Cunha also acquired English-speaking populations, Pitcairn Island and Norfolk Island in the South Pacific.

Those patterns of expansion, settlement, and colonization have affected the relationships, similarities, and differences between the varieties of English which have grown up in different parts of the world such as Scottish (ScotEng), northern Irish English (NirEng), North American English (NAEng) and the English of

southern Ireland (SlrEng) have many points of similarity. Then, the English varieties of the Southern Hemisphere (Australia, New Zealand, South Africa, Falklands), which were transplanted relatively recently from the British Isles, are very similar to each other. In linguistics point of view, Mufwene (2014) Nelson, Cecil, Proshina and Davis (2019) argued that these spread of English varieties emerged in multilingual settings and as a result of language contact situations between the settlers and the indigenous populations. In addition, Romasanta (2021) determined that the spread of English across the world leads to the existence of varieties of English in every part of the world that emerged such as lexical, phonological, morphological, semantic, and syntactical variation in those English varieties.

2.2.6. Wawonii Language

Wawonii is a region located in Southeast Sulawesi, Indonesia. Nowadays, administratively, this region consists of seven sub-districts; North Wawonii, South Wawonii, East Wawonii, West Wawonii, Central Wawonii, Southeast Wawonii, and Northeast Wawonii. Historically, this region was a land that occupied by various people that came from various different origins including Bungku, Tolaki, Kulisusu, Moronene, Torete, Muna, and Binongko tribes. This was also the way that Wawonii language was created as Mead (1998) supported that Wawonii language exists due to a combination of varieties languages such as Bungku, Tolaki, Kulisusu, Moronene, Torete, Muna, and Binongko languages. That combination process caused the variation of dialects and structures in Wawonii language in every part of the Wawonii areas.

Based on a lexicostatistic perspective, the Wawonii language is a member of the Bungku-Tolaki language (Sain & Syarif, 2020). The Wawonii language also occupies the central position in a language chain stretching from north Bungku to Kulisusu in the South. This language has some degree with another regional language of a large number of Indonesian archipelagos, which has a big function in amidst speech community (Sain, & Syarif, 2020). This language has received less attention compared with neighboring languages such as Wolio, Tolaki, and Muna language, hence, linguistically, there are many aspects which are needed

to be researched and developed especially in the field of grammar and semantic aspect which is slightly limited.

Then, currently Wawonii language is a kind of regional language that exists and official in Konawe Kepulauan Regency. In other words, the Wawonii language is used as a language in communicating things such as in public areas and government offices in daily life. Mead (1998) also determined that the Wawonii language is widely spoken by its speech community in more quest and government offices on the Wawonii and Menui Island. In addition, in academic scale, the Wawonii language becomes one of the subjects that are studied at the elementary school as a local load curriculum (Kurikulum Muatan Lokal).

Although it was claimed earlier that the Wawonii language was a combination of many varieties of language, but Wawonii language is an independent language that has its own grammatical rules. The grammatical rules of this local language are depicted when the speakers of Wawonii language communicate with each other in day to day interaction. Besides, Wawonii language is also used in performing a custom ceremony or in cultural activities. This reality showed that it must be developed and maintained as a one of the cultural Indonesian heritage.

2.2.7. Contrastive Study

According to Rustipa (2011), a contrastive study was extensively used in the time of 1960s and early 1970s as a method of explaining why some features of a target language were more difficult to acquire than others. On the other hand, nowadays, Gast (2013) determined that a contrastive study is more widely used that focused on the linguistic system such as micro linguistic (grammar and lexicon), then macro linguistics phenomena emerged such as discourse structure, sociolinguistics, cross-cultural pragmatics, and contrastive rhetoric. Gast (2013) continue explaining that a contrastive study is defined as the approach to investigate differences between pairs or small sets of languages.

Another perspective comes from Ferguson (1968) who propounded that contrastive analysis dealt with the comparison of surface structures across

languages such as transformational-generative grammar phenomena introduces a new dimension with the comparison of deep structures and of transformational rules. Generally, the goal of contrastive study is to predict linguistic difficulties experienced during the acquisition of a second language (Wong & Dras, 2009).

Moreover, a contrastive study is also relied on a simplistic theory of language and language learning where linguistics differences were equated with learning difficulty (Tao, Lijuan, & Gann, 2008). In this case, in learning languages, the greater the difference between the two systems of language the more numerous mutually exclusive each forms and patterns. In other words, the learning problems arise from differences between the two language systems.

In line with that, Lado (1957) stated that contrastive study becomes a method for comparing the elements of two different languages that can be useful for studying two or more languages. In specific discipline, a contrastive study is the systematic study of pair languages with a view to identifying their structure differences. In comparing two or more language systems, James (1980) in his framework of contrastive study where the two or more linguistics descriptions are organized in three areas;

- a. Firstly, contrastive study adopts linguistic tactic of dividing up the unwieldy concept of language into three manageable areas; phonology, grammar, and lexis.
- b. Secondly, contrastive study is made of the descriptive categories of languages such as unit, structure, class and system.
- c. Lastly, contrastive study utilizes descriptions arrived at under contrastive model of a language.

2.3. Conceptual Framework

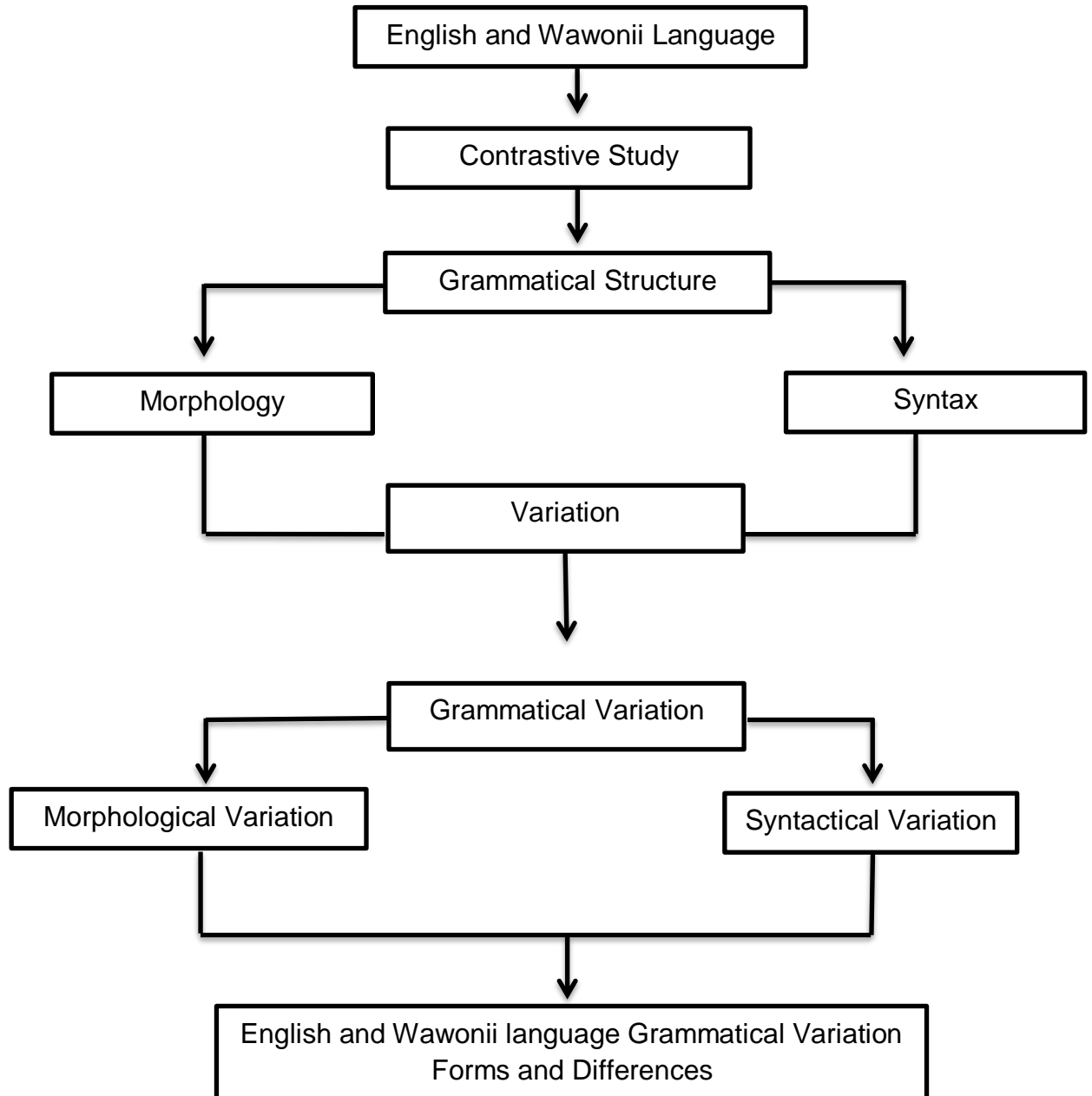


Figure .2.1. Conceptual Framework

This conceptual framework is a kind of structured concept that describes the relationship between theory and other important variables in this research. The English and Wawonii language function as the object of this study that is analyzed structurally using contrastive study. The analysis of this language is

grammatical structure that involved morphology and syntax theory. The grammatical structure was analyzed specifically in terms of structure variation that consisted of morphological and syntactical variation in English and Wawonii language phenomena. The morphological and syntactical variation are analyzed to seek the grammatical variation forms and differences in English and Wawonii language, then the different structure forms between English and Wawonii language.