

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents several elements including the 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

The field of syntax concerns the organization and connections among words within a language. It also explores the relationships between larger language units. Emmanuel (2005) in addition, he also views that language consists of smaller basic units, one of which is "words." A word is the tiniest independent unit of language, capable of being spoken freely and independently. This ability to be independent is due to its formation through the combination of various morphemes, which are the smallest meaningful units. As language users, humans have a major influence on the language used. In other words, syntactic structures in English have pattern of subject and verb, in general syntactical structure of language in the world consist of subjects and verbs, including English language.

Chomsky (2002) proposed the theory of transformational generative grammar is a new approach to understanding grammar and sentence structure in human languages. Chomsky highlights that language is not just a collection of phrases or sentences that can be memorized, but rather a system of rules that underlies how these sentences are formed and understood. One of the key ideas of "Syntactic Structures" is the separation between surface structure and deep structure of a sentence. Surface structure refers to how a sentence directly appears in spoken or written form, while deep structure refers to the abstract form of the sentence's meaning. Chomsky also put forward transformation theory, namely the idea that sentences can be changed from one form to another through transformational operations. For example, active sentences can be changed to passive sentences using transformation rules. Chomsky argues that generative grammar allows us to explain how humans can form infinitely new sentences from a finite number of words, a unique property of human language. From the explanation above about Syntactic Structures in my opinion, Chomsky opens new insights in linguistics by showing that language must be understood as a mental phenomenon that is deeper than just a formal description.

His approach provides a framework for cognitive linguistics, viewing that language skills are a part of human cognition that is biologically determined and passed down through universal grammar. This is very important because it implies that all humans share a basic structure in language skills, although there are variations among world languages. With the Syntactic Structures, Chomsky not only challenge the dominant behavioristic approach at the time but also created a foundation for modern linguistics that linked grammar to an in-depth understanding of the human mind.

English language becomes one of the most widely spoken languages globally, has been a subject of extensive linguistic research (Crystal, 2003). Its syntactical features have been analyzed, dissected, and compared with numerous languages from various linguistic families. However, Selayarese is predominantly spoken in Selayar Islands of Indonesia, remains relatively uncharted territory in terms of syntactical analysis. This study seeks to rectify this imbalance by offering an in-depth exploration of the syntax of Selayarese and comparing it with English.

English, widely recognized as a global lingua franca, has transcended national boundaries and linguistic classifications, serving as a shared means of communication across a myriad of multilingual communities. It is not bound by the lexicon and sociocultural norms inherent to native speakers but it is instead a versatile tool used for diverse purposes. In contrast, Selayarese occupies a distinct niche within the linguistic landscape. Spoken within Selayar Islands in Indonesia, this language boasts its own set of unique syntactical features, different from both Indonesian and English. Despite being less internationally recognized, Selayarese is an indispensable part of the local culture and an essential means of communication for its speakers.

To undertake similarities and differences of the two languages it is explored a contrastive study. The contrastive study involves a systematic examination of the syntactical structures of both English and Selayarese, allowing for a detailed analysis of their differences and similarities. By comparing these two languages, which originate from different language families the research aims to contribute to the broader field of linguistic development. In summary, this research endeavors to unravel the syntactical structures of English and Selayarese, uncovering the nuances that distinguish them and highlighting their unique communicative styles. Through this analysis, the researcher can gain insights into the fascinating world of linguistic diversity, enabling a deeper understanding of how language structures vary across different languages and cultures.

This study focuses on syntactical structure analysis, specifically examining the ways that sentence structures and meanings in English and Selayarese differences and are similarities. Syntax, which concerns itself with the arrangement of words and phrases to create grammatically correct sentences, is a vital aspect of language. Selayarese, for example, may

employ unique sentence structures, word orders, or grammatical markers that distinguish it from English and other languages. These distinctions offer a window into the linguistic heritage and communicative style of Selayar people, reflecting the cultural richness that underlies the language.

By examining word order, and sentence formation in English and Selayarese, the researcher can gain valuable insights towards how languages from different parts of the world handle the complexities of human expression. This research is not only about academic interest but also holds practical implications for language learners, teachers, and translators who work with these languages, as it can enhance their understanding of the syntactical nuances specific to each language. Therefore, this study serves a critical role in the documentation and preservation of Selayarese, which is facing threats of endangerment due to the encroachment of dominant languages. By comprehensively analyzing its syntactical structures, the researcher contributes to the broader goal of Selayarese preservation and revitalization efforts for future generations.

The urgency of this research lies in its contribution to linguistic studies, especially in comparative syntax between English and Selayarese. One of the main reasons for this research is the preservation and documentation of the Selayarese, which has received less academic attention. With this syntactic analysis, the structural characteristics of the Selayarese can be recorded and studied systematically, thus supporting efforts to preserve local languages and maintain the existence and continuity of the language for future generations. In addition, this research has relevance in the field of language learning and translation, where an understanding of the similarities and differences in syntactic structures between English and Selayarese can help educators, learners, and translators in improving the effectiveness of learning and the accuracy of translations.

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 questions;

1. How are the patterns of sentence structures formed in English?
2. How are the patterns of sentence structures formed in Selayarese?
3. What are the similarities between the sentence structures of English and Selayarese?
4. What are the differences between the sentence structures of English and Selayarese?

1.3 Objectives of the Research

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

1. To disclose the patterns of sentence structures formed in English.
2. To delineate the patterns of sentence structures formed in Selayarese.
3. To identify the similarities between the sentence structures of English and Selayarese.
4. To recognize the differences between the sentence structures of English and Selayarese.

1.4 Significance of the Research

The researcher takes some significance related to this study; those are:

1. Theoretical Benefits

This research can become an additional reference for readers in the future and be useful for those who need it, especially in syntactic structures in English and Selayarese. This research is also expected to play an important role in the development and refinement of theoretical frameworks in linguistics, particularly in the field of syntactic theory, by synthesizing and combining insights from syntactic structures of English and Selayarese.

2. Practical Benefits

This research produces practical benefits that have direct implications for language users and learners. Understanding syntactic structures in English and Selayarese not only adds to linguistic knowledge but also has practical applications in everyday communication. It is hoped that the insights obtained from this research can play a role in improving language use in both English and Selayarese, thereby fostering effective communication. Additionally, understanding grammatical structures in these languages can benefit language learners, helping them achieve proficiency and preventing communication failures. In other words, this research is expected to include facilitating increased language use, communication, and language learning in the context of English and Selayarese.

1.5 Scope of the Research

This research explores the analysis of sentence structures that are common in each language. The comparative aspect is emphasized, aiming to identify the similarities and differences in the syntactic structures of English and Selayarese. In addition, this research can explore contextual factors that influence the use of syntactic structures in communicative situations in both languages. Its scope includes providing a differentiated understanding of how syntactic features function in the linguistic systems of English and Selayareses, fostering insight into cross-linguistic variation, and contributing to the broader field of linguistic studies.

CHAPTER II

LITERATURE REVIEW

This unit is organized into three primary sections; previous studies, theoretical background, and conceptual framework. The previous studies deal with various earlier research's that are relevant to this current study. Likewise, theoretical background deals with the theories that are relevant and enable to support this current study. Meanwhile, a conceptual framework is such an analytical tool to guide the researcher into the organization of ideas in this study.

The researcher review some of researches who had been conducted by previous researchers of English and other languages. 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:

2.1 Previous Studies

Some brief outlines of previous studies in syntactical structures of English are relevant to this current study such as Ilker Aydin and Emrullah Seker (2013), entitled "*A Comparative Study on English and Turkish Syntactic Structures within the Terms of the Minimalist Program*". This study attempts to focus on the minimalist program with its economy principle highlighting common mechanisms or necessary components of natural languages but overlooks linguistic differences or relatively trivial components to set universal grammar. In this study, they compared English and Turkish languages in terms of the Minimalist Program. The study aims to represent the Turkish language according to the principles of the Minimalist Program and to discuss how Turkish and English behave about this concept. The study tries to introduce sample Turkish and English sentence and phrase structure analysis comparatively in terms of the Minimalist Approach and thus suggests solutions to Turkish particular differences in the scope of the Minimalist Program.

Next Abdullahi Idiagbon Mohd Sani (2019) entitled "*A contrastive Analysis of Language, Culture, and Meaning in The Yoruba and English Languages: A Modern Approach and New Perspective*". This research has studied about the patterns and forms of greetings determined by spatio-temporal circumstances such as greetings and naming traditions, among other norms, to ascertain the aspects in which the two languages are alike and in which they differ. Illustrations are

provided and differential descriptions offered through interlingual comparison. It was discovered that effective teaching and learning of a language will necessarily have to go beyond the boundary of symbols and language code to a fair knowledge of non-linguistic aspects of language.

Furthermore, Ala Eddin Sadeq and Laith Salman Hassan Hadla (2019) have studied about "*Contrastive Syntax Transitivity in Arabic and English*". This research aims to compare and contrast the concept of transitivity and intransitivity in Arabic and English, focusing on their grammatical similarities and differences. It investigates how both languages classify transitive and intransitive verbs, emphasizing their unique markers and shared characteristics. Additionally, the study explores conditions where the object can be omitted without altering the verb's classification and examines cases where adverbial complements are required for semantic clarity. It highlights the use of ditransitive verbs in both languages while noting the presence of tritransitive verbs unique to Arabic. Morphological transformations in Arabic allow intransitive verbs to become transitive, a feature absent in English. The research also contrasts how sentence structure impacts grammatical roles, showing that word order affects subject and object in English, whereas Arabic relies on case markings. Finally, it compares the subcategories of intransitive verbs, such as ergatives and middles in English, with Arabic's closed class of underivable intransitive verbs. By addressing these aspects, the study provides insights into the grammatical systems of both languages, contributing to linguistic theory and aiding language learners and educators.

Then, the conducted study by Shebli Younus Idham (2020) who studied about "*A Comparative Study on Syntax in English and Arabic Languages*". The study was qualitative research. As a result, the contrast between the syntax of fronting center and the release of left-clitics, the middle communication between the hole methodology and the summary procedure, is exemplified in sentences that include the separation of front-center and left-clitics. In conclusion, in small and normal circumstances, humans can communicate using one word and various movements, especially when dealing with other people from the same group (family unit, extended family, clan, etc.).

There was also research Danang Satria Nugraha (2020) who studied about "*The Comparative Analysis of Syntactic Features Between Indonesian and English*

Denominal Verbs". This study aimed to compare the syntactic features of Denominal Verb (DnV) in Indonesian and English. The syntactic feature is defined as a presentation of transitivity (and valency) in the construction of derivated verbs. Based on the observatory method formulated by Sudaryanto (2015), the data was taken from the usage of Bahasa Indonesia and English written forms. Based on the Contrastive Syntax approach designed by Hickey (2017), the result shows two comparative descriptions, namely the similarities and the differences in syntactic features. First, both languages demonstrate common (a) transitive features and (b) intransitive features. Second, the differences are found in (a) the Indonesian transitive feature, (b) the markers of transitivity of Indonesian and English, and (c) the grammatical relations of the English DnV. Further study needs to conduct a detailed analysis of the Indonesian and English DnV role in sentence construction.

Another researcher did another title of the research Sulastri, and Rizkariani Sulaiman (2020) "*A Contrastive Analysis Study between English and Makassarese in Request Sentence*". This study examines the English and Makassar language request phrases. The imperative phrase of both languages from its form, purpose, and category in a sentence was studied in this analysis. The research used descriptive approach and contrastive analysis in terms of methods, the entire data were gathered by observing and interviewing the native speakers of Lakiung dialects who still speak in their everyday communication. In the analysis, the authors outlined and compared the differences and similarities in request sentences, classified and explained request sentences into subject, predicate, object and adverb. The results revealed that the request sentences in English and Macassarrese have some similarities and differences were found in form of sentences and the function of adverb. The differences between English and Macassarrese request sentence pattern, particularly on the element of predicate (P) in a sentence. While the similarity was S – P – O – K and S – P construction.

Next, Fachri Yunanda, et all (2022) also did research on "*A Contrastive Analysis on Taboo Words in English and Minangkabau Language*". This study focuses on a contrastive analysis of taboo words in English and Minangkabau, an Indonesian language spoken in Sumatera Barat. This study's research methodology was descriptive qualitative. Three procedures were used to carry out this study. The data for taboo terms in English was first prepared using literature, film, and native speakers staying in Medan, Sumatera Utara, whereas the data for

taboo words in Minangkabau was prepared using literature, research, and local speakers in Bonjol, Pasaman, Sumatera Barat. Second, talking to several informants on the meaning of the banned terms to gain the full meaning. Third, the Wardhaugh theory was used to examine all the data, and the Lado Theory was used to compare the data to identify similarities and contrasts. According to the study's findings, there are five categories of taboo words in the Minangkabau language, including those that are connected to sex, animals, death, and excrement. They were distinct from the English words for sex, animal functions, human bodily parts, death, excrement, and religion.

Moreover, Yunes Sarumaha (2023) have studied recently a contrastive analysis entitled *"Contrastive Analysis between English and Indonesian Basic Sentence Pattern"*. This research was aimed to analyze the similarities and differences between English and Indonesian basic sentence pattern in short story of Cinderella's. This research was designed by using qualitative research. In analyzing the data, the researcher used theory of Miles and Huberman data reduction, data display, and conclusion drawing/verification. The result of this study showed that there were the similarities between English and Indonesian basic sentence pattern in short story of Cinderella's. They are SVO/SPO, SV/SP, SVOC/SPOPeI, SVOA/SPOKet, SVA/SPKet. Besides that, there were the differences between English and Indonesian basic sentence pattern in short story of Cinderella's are SVC/SPeI, SVV/SP, SVC/SPKet.

Another researcher did another title of the research Fahria Malabar, Besse Wardatulljannah, and Indri Wirahmi Bay (2023) entitled *"Contrastive Analysis of Noun Phrase between English and Bugis Language"*. This study aims to explore the similarities and differences in noun phrase structures between the English and Bugis languages. Using a documentation technique, the research selectively extracts data from the literature, specifically books and articles that focus on noun phrases. The researchers systematically collect and examine the data using the contrastive analysis technique. The findings reveal both similarities and differences in the form, structure and function of noun phrases between English and Bugis. Common features in both languages include numerals, demonstratives and quantifiers as modifiers preceding the noun (head), while prepositional phrases are positioned after the noun (head). Conversely, in English, articles, adjectives, possessives and ordinals precede the noun (head), whereas in Bugis they follow

the noun (head).

The last, Annagul Annamyradova (2024) entitled “*Contrastive Study on Pragmatics, Syntax, and Semantics of Comparative Constructions in English, Chinese, Russian, and Turkmen*”. This study aims to compare and contrast the concept of transitivity and intransitivity in Arabic and English, focusing on their grammatical similarities and differences. It investigates how both languages classify transitive and intransitive verbs, emphasizing their unique markers and shared characteristics. Additionally, the study explores conditions where the object can be omitted without altering the verb's classification and examines cases where adverbial complements are required for semantic clarity. It highlights the use of ditransitive verbs in both languages while noting the presence of tritransitive verbs unique to Arabic. Morphological transformations in Arabic allow intransitive verbs to become transitive, a feature absent in English. The research also contrasts how sentence structure impacts grammatical roles, showing that word order affects subject and object in English, whereas Arabic relies on case markings. Finally, it compares the subcategories of intransitive verbs, such as ergatives and middles in English, with Arabic's closed class of underivable intransitive verbs. By addressing these aspects, the study provides insights into the grammatical systems of both languages, contributing to linguistic theory and aiding language learners and educators.

Thereafter presenting several accordant previous studies closely related to the recent study, the researcher claims that the previous discussions were about a contrastive analysis of English with other languages and then explored more differences in term of the such as noun phrase construction, request sentences, adverbs of time, taboo words, and denominal verbs. There is still a significant gap in contrastive analysis of English with local languages, especially focusing on syntactic structure. This research, entitled "Syntactic Structure of English and Selayarese: A Contrastive Study", aims to address this gap. Focuses on an in-depth comparison between the syntactic structure of English and Selayarese, identifying and analyzing the differences and similarities in the syntax of the two languages.

2.2 Theoretical Background

2.2.1 The Concept of Syntax

Syntax, a fundamental aspect of linguistics, explores the rules governing the arrangement of words into meaningful structures within a language. Its

significance lies in its inseparable connection with various elements of language, particularly individual lexical items like verbs. The interplay between syntax and lexical items, highlighted in discussions on word classes and the head-dependent relationships within phrases, underscores how different subclasses of nouns and verbs exert distinct influences on syntactic structures. This dynamic interaction becomes evident as particular clauses materialize only when specific lexical items are inserted into general syntactic frameworks, emphasizing the intricate nature of language construction. Beyond the abstract analysis of syntactic constructions, the chapter on dictionaries in a comprehensive study of syntax recognizes the complexity of lexical insertion, acknowledging the nuanced relationships between words and syntax. It illuminates the role of restricted combinations, fixed phrases, and the pervasive influence of individual lexical items on syntactic patterns, revealing the depth and richness of language structure as an evolving interplay of rules and linguistic expressions (Miller, 2002).

Human language is primarily composed of syntax. Language is frequently described as a methodical relationship between certain gestures and meaning. This does not mean that every possible meaning is possible stated to be correlated with unique cues and cannot be analyzed verbally or manually. On the other hand, every language has elements that contain meaning and different ways of combining them to express it different meanings, and here's how to combine them that in itself is meaningful (Valin, 2001). Syntax is the study of the principles and processes used sentences are built in a particular language. Syntax specific language investigations aim to build grammar which can be seen as a kind of tool for producing the language sentences below analysis (Chomsky, 2002).

Syntax is defined as a language subsystem that contains terms that are frequently thought of as belonging to grammar, such as morphology and linguistic branches that research words (Wiles, 2021). Furthermore, he describes syntax as the organization and interaction of words with other words or with the larger elements of language. The word is the smallest unit in this field. The structural flow defines syntax as a subdiscipline of linguistics that examines how phrases are arranged within sentences. Accordingly, phrases, clauses, and sentences are the three grammatical levels that develop into syntactic compositions (Rodhiyah, 2019). The set of guidelines and classifications that support how sentences are formed in human language (Nugraha, 2019).

The syntax of a language is a set of properties that determine how sentences are formed in that language. If a sentence is made according to these characteristics, then the sentence has a good form or grammar. If a statement is made based on attributes, then the statement is incorrect or ungrammatical. The study of syntax implies the discovery of the linguistic features involved in the construction of grammatical sentences in a particular language (Hawkins, 2001). It means syntax is a system of rules and categories that can be used to combine into sentences. The information that linguists use to study syntax consists largely of judgments about the grammar of individual sentences. Roughly speaking, a sentence is considered grammatical if the speaker considers it to be a possible sentence in his language.

Based on the several definitions of syntax above, the researcher concludes that syntax is a branch of grammar that discusses sentence structures, clauses, phrases, and words, namely how words form phrases, phrases form clauses, and clauses form sentences, and strings of words are arranged at once form a discourse according to the rules that apply it is commonly call structure. Structure manages how words can be combined with another for creating good sentence.

2.2.2 The Term of Syntactic Structure

Syntactic structure refers to the hierarchical organization of words and phrases within a sentence, governing how they combine to convey meaning in a specific language. At its core, syntactic structure involves the arrangement of words into phrases, phrases into clauses, and, clauses into complete sentences. This structure is guided by a set of rules and principles that dictate the permissible combinations of words and the relationships between different ultimately elements. In the study of syntax, analysts aim to uncover the underlying patterns that govern language construction. This involves identifying constituents, such as subjects, verbs, and objects, and understanding how they interact within a sentence. The concept of heads and dependents is crucial, as it signifies the hierarchical relationships within a phrase, where the head typically a noun or verb governs or controls other elements (Otten, 2023).

Moreover, the study of syntactic structure delves into the distinctions between various word classes, recognizing that different subclasses of nouns, verbs, and other parts of speech impose specific requirements on the structures they participate in. The complexity of syntactic structure becomes particularly

apparent during the process of lexical insertion, where specific words are incorporated into the syntactic framework, contributing to the creation of diverse clauses and sentences. Overall, an in-depth exploration of syntactic structure unveils the intricate architecture of language, revealing how words come together to form meaningful and grammatically correct expressions (Miller, 2002).

The phrases subject, predicate, object, and description are associated with syntactic functions. Word classes, also known as syntactic categories, are groups of words that include nouns, verbs, adjectives, pronouns, and other components of speech. Syntactic functions are empty places filled by something that is in the form of a category and has a certain role, even though the categories actor, sufferer, and experiencer are tied to the role of syntax. The syntactic function recognizes the existence of elements that can form a sentence such as subject, predicate, object, complement, and adverbial description (Mayasari, 2022).

2.2.2.1 Subject

Subject is fundamental elements in sentence structure with distinct roles. The subject is the part of the sentence that provides information about what or who is being discussed (Roberts, 2011).

2.2.2.2 Predicate

The predicate is the part of the sentence that provides information about what is being said or done by the subject, means provides information about what is happening or being stated about the subject (Roberts, 2011).

2.2.2.3 Objects

The object is usually located after the predicate, so to speak object is related information with the predicate or something to suffer. But in sentences passive object Becomes subject. Object refers to the element in a sentence that is the object of an action or situation (Radford, 2009).

2.2.2.4 Complement

Complement in linguistics refers to an element in a sentence that is an obligatory modifier, essential for completing the meaning and syntax of a verb or noun. In English sentence structure, complements are located on both sides of the verb in a declarative clause: on the left as the subject and on the right as the complement. The primary function of a complement is to fulfill and complement the meaning and syntactic structure of the verb or noun (Miller, 2002).

2.2.2.5 Adverbs

Adverbs are words that explain how, where, when, how often, and other details of a task or an event. Adverbs can also clarify or convey information about verbs, adjectives, noun phrases, other adverbs, and complete sentences (Wati, 2022).

2.2.3 Syntactic Units

2.2.3.1 Word

Word can be understood as the fundamental unit in syntax, representing the smallest entity with both grammatical form and meaning. It is a unit that can be assigned to a recognized word class and may include single words or compound words. Words are typically separated by blank spaces, although exceptions occur, such as in cases like "*Ruth's out*," where the apostrophe 's functions as a clitic fused onto the preceding word. "Word" is considered a distinct unit that can be analyzed according to its recognized word class, encompassing both single and compound forms (Morley, 2003).

2.2.3.2 Phrases

In the traditional grammar context, phrases refer to language units consisting of one or more words that form a cohesive unit. Phrases can include nouns, verbs, adjectives, adverbs, or prepositions along with clauses, and they are integral parts of sentence structures. For example, in the sentence "The students protested," the phrase "*The students*" is a nominal phrase consisting of the noun "*students*". Similarly, in the sentence "*quickly ran*," the phrase "*quickly*" is an adverbial phrase made up of the adverb "*quickly*". In syntactic analysis, phrases play a crucial role in understanding how words are combined to form sentence structures and contribute additional information about those words (Radford, 2009).

2.2.3.3 Clause

A clause is a crucial unit in English language analysis due to the presence of numerous relationships between a head (main word) and its modifiers within the clause, clause can function independently as a sentence or be part of a larger sentence and play a central role in constructing meaning and syntax within a sentence or phrase (Miller, 2002).

2.2.3.4 Sentences

A sentence is characterized as the appropriate word choice with a selected thought pattern. As compared to smaller grammatical units (words, sentences, and

clauses), a sentence is made up of the fundamental components, often a clause, plus any necessary conjunctions and final intonation. The largest grammatical units are sentences, which use grammatical classes like words, phrases, and clauses and contain word classes like nouns, verbs, and adverbs. Since sentences are typically the highest grammatical unit in English, the goal of explaining English grammar is to define by whatever means necessary any descriptive equipment, including rules, categories, and the like. This way, any sentence in English can be considered a grammar sentence. Sentences organize word groupings that express significant concepts. Every sentence has two fundamental parts in its basic form: a predicate that describes the subject's action or the state in which it is, and a subject that expresses the sentence's main idea or focus. Sentences also usually contain other parts like complements (additional words or phrases that complete the meaning of the sentence), adverbs (modifiers offering further information), and objects (the beneficiaries of the action) (Lestari, 2023).

2.2.4 English Language

English can be understood as a communication system with a rich and diverse history. Its origins can be traced to the European continent, particularly through Anglo-Saxon texts from the 7th century. The development of the English language then went through significant phases, such as old English, evident in works like *Beowulf*, and middle English, shaped by French influences and evolving into standard English. The early modern English era encompassed contributions from figures like Shakespeare, the King James Bible, and the publication of Johnson's dictionary (Crystal, 2018).

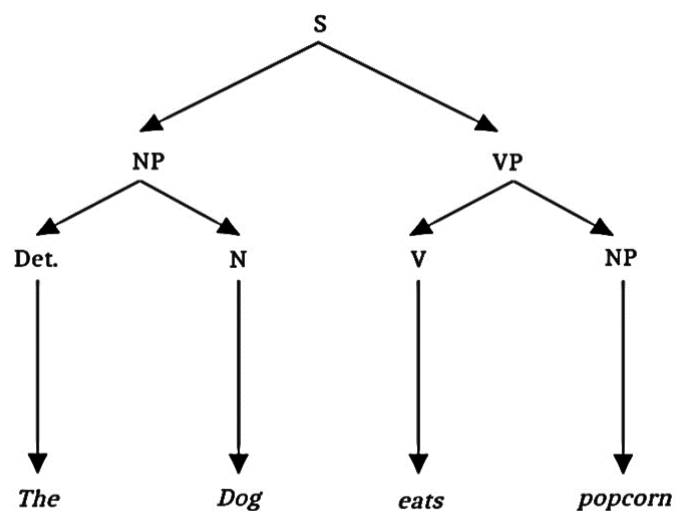
In modern English, further changes occurred, including the development of variations in America and reflections of the language in contemporary literature. The 20th and 21st centuries witnessed the global spread of English to various parts of the world, including the United States, Canada, Africa, Australia, and Asia. The understanding of identity and intelligibility issues in a global context became prominent, along with considerations for the future of English, especially in post-Brexit Europe. Thus, English is not merely a tool for communication but an ever-evolving entity reflecting history, culture, and identity across different eras (Crystal, 2018).

The English language possesses a sentence structure that generally follows a common pattern consisting of a subject, predicate, object, and other elements.

Here are some key characteristics of English sentence structure:

2.2.4.1 Subject-Verb-Object (SVO) Order:

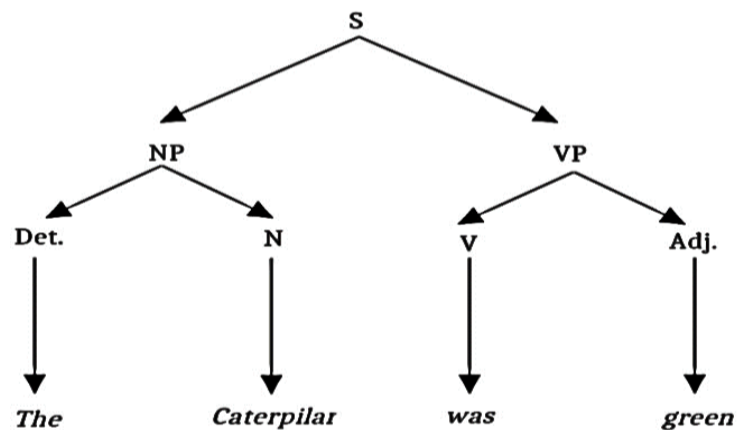
The standard word order in a sentence is subject + verb + object (SVO). Remember, the subject is what a sentence is about, so it comes first. For example, "*The dog* (subject) + *eats* (verb) + *popcorn* (object)". Placement of the subject first in a sentence helps clarify our meaning when writing and speaking. Then, the verb follows the subject, and the object comes after the verb, and that's the most common word order (Ananta, 2020). To understand more clearly, here is the syntax parsing of the sentence above.



In this pattern, the NP (noun phrase) "*The dog*" as the subject of the sentence. The VP (verb phrase) "*eats popcorn*" as the predicate, consisting of the verb "*eats*" and the object noun phrase "*popcorn*." This pattern highlights the grammatical relationships between the components of the sentence.

2.2.4.2 Modification with Adjectives and Nouns:

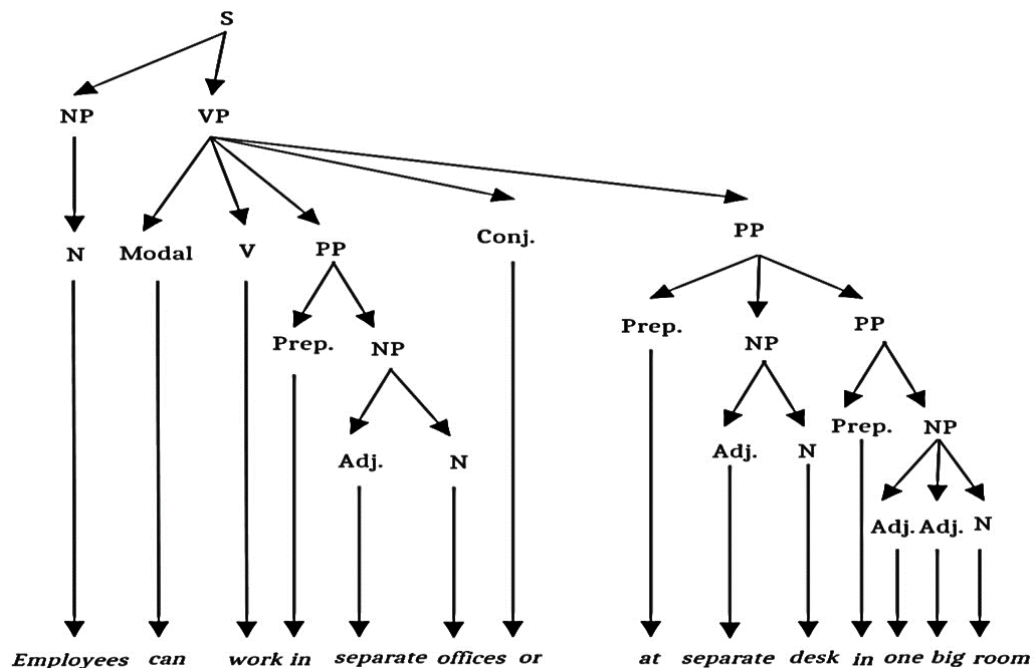
Adjectives function to refine the meaning of a noun by providing additional details. Typically, they precede the noun, modifying it directly. For example, "*A large green caterpillar*." This use, known as attributive use, directly describes the word of the object that precedes it. This attributive use is contrasted with the second main use of adjectives, which is after verbs such as to be when they provide further information about the subject, "*The caterpillar was green*" this use is described as predicative (Seely, 2006).



From the pattern above The NP (noun phrase) "*The caterpillar*" is the subject of the sentence. The VP (verb phrase) "*was green*" is the predicate. Here, "*was*" is a linking verb that connects the subject to the adjective "*green*," which acts as the complement describing the subject. This structure highlights how the subject is described by the complement in the sentence.

2.2.4.3 Use of Conjunctions and Connective Words:

Use conjunctions to bring ideas together in one sentence. Use coordinating conjunctions such as and, but, or, and so on to join independent words, phrases, and clauses. A conjunction that connects two independent clauses is called a compound sentence. Read the examples, Words: "*Some employees have to work on evenings and weekends*", Phrases: "*Employees can work in separate offices or at separate desks in one big room*", Independent Clauses: "*Many employees work at night, so they sleep during the day*" (Boyle, 2015). To understand more clearly, here is the syntax parsing of the sentence above.

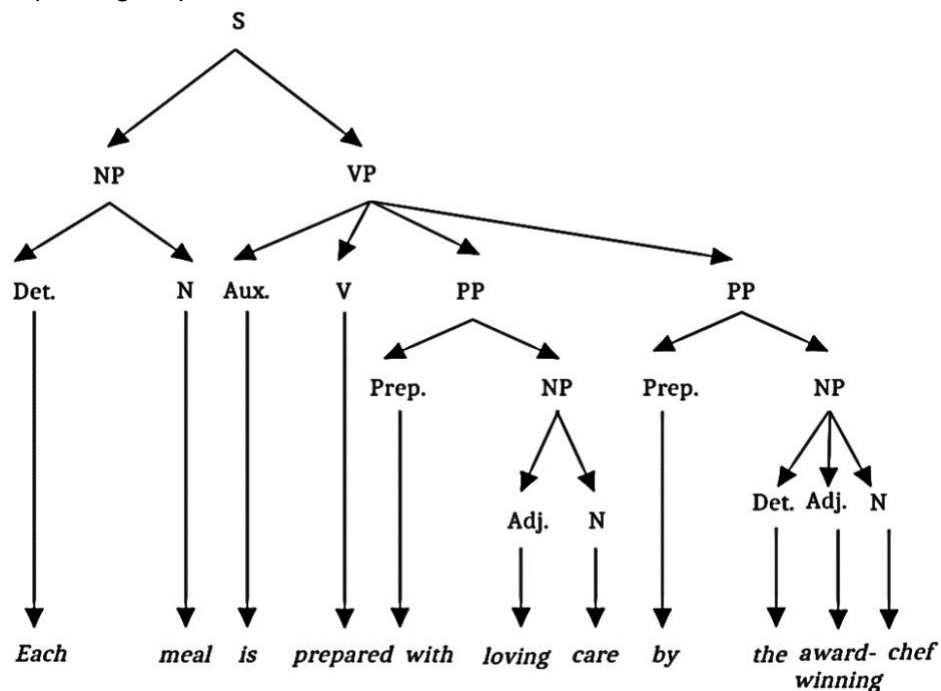


In more detail, subject (NP) "*Employees*" is the noun phrase serving as the subject, modal verb phrase "*can work*" indicates the action the subject is capable of performing. Prepositional Phrase 1 (PP) "*in separate offices*" provides one option for the location of the action. Conjunction (Conj) "*or*" introduces an alternative. Prepositional Phrase 2 (PP): "*at separate desks in one big room*" provides the alternative location, with an additional prepositional phrase nested within it "*in one big room*" describing the context of "*separate desks*".

2.2.4.4 Active and Passive Voice:

Voice refers to the form of the verb that indicates when the grammatical subject performs the action or is the recipient of the action. When a sentence is written in the active voice, the subject performs the action; in passive sentences, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing that performs an action. Active verbs are stronger and usually more emphatic than the "be" form of the verb or verbs in the passive form. Active: "*The award-winning chef prepares each meal with loving care*", Passive: "*Each meal is prepared with loving care by the award-winning chef*". In the active sentence example above, the simple subject is "chef" and "prepare" is the verb: the chef prepares "every meal with great love." In the passive voice, "food" is the simple subject and "prepared" is the verb: each meal is prepared "by an award-winning chef." This means that the object in

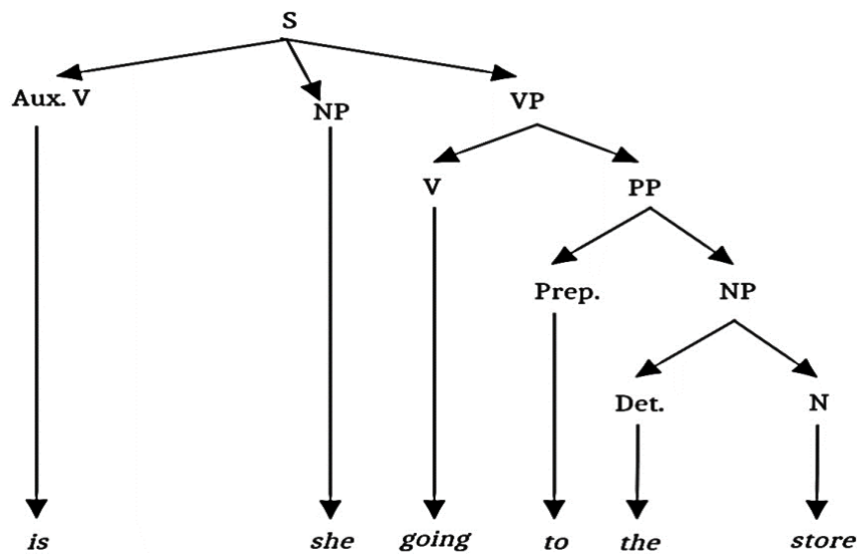
the active sentence becomes the subject in the passive sentence. Even though both languages have the same basic components, their structure makes them different. Active sentences are about what people or things do, while passive sentences are about what happens to people or things (Murray, 2013). Here is the syntax parsing for passive sentence.



Based on the pattern above, the predicate (VP) explains what is happening to the subject, while the subject (NP), "*Each meal*" indicates what the sentence is about. The main verb "*prepared*" is the action being described, and the auxiliary word "*is*" serves to produce the passive voice. PP 1 "*with loving care*" describes how the action is carried out, other than PP 2 "*by the award-winning chef*" names the agent carrying out the activity.

2.2.4.5 Grammar of Questions and Statements:

A statement is a sentence that tells something and a question is a sentence that asks something. The sentence structure for questions is altered by moving the verb or using question words at the beginning of the sentence. Statements generally have a more standard word order. Example: Statement: *She is going to the store*. Question: *Is she going to the store?* (Bothell, 2021). Here is the syntax parsing of the example question sentence above.



The sentence begins with the auxiliary verb "*is*" which forms the question. The subject of the sentence is "*she*," referring to the person being talked about. Following the subject is the main verb "*going*," which describes the ongoing action. This verb is complemented by the preposition "*to*," followed by the noun phrase "*the store*," which specifies the destination of the action. The noun phrase consists of the determiner "*the*" and the noun "*store*".

2.2.4.6 Use of Tense and Aspect:

Tense is used to refer to a point in time. This point can occur before the moment of speaking, at the same time as the moment of speaking, or after the moment of speaking. Languages refer to tenses differently. There are languages that have many tenses, some have three tenses, some have two tenses. European linguists tend to use the word "tense" to describe not only the point in time of verb actions or states, but also to express additional information aspect. To disambiguate the usage of tense, we will use tense to refer to only two time periods and "grammatical tense" to refer to the twelve tenses commonly taught to learners of English. While tense refers to a location in time, aspect refers to the "fabric of time", that is a single block of time, a continuous flow of time or a repetitive occurrence (Lewis, 1986).

2.2.5 Selayarese

Society and culture are two aspects of one social reality of human life that cannot be separated. There is no society without culture, and there is no culture without society as a forum and supporter of culture. Therefore, everything in society is determined by the traditions and culture of the community. Selayarese is an

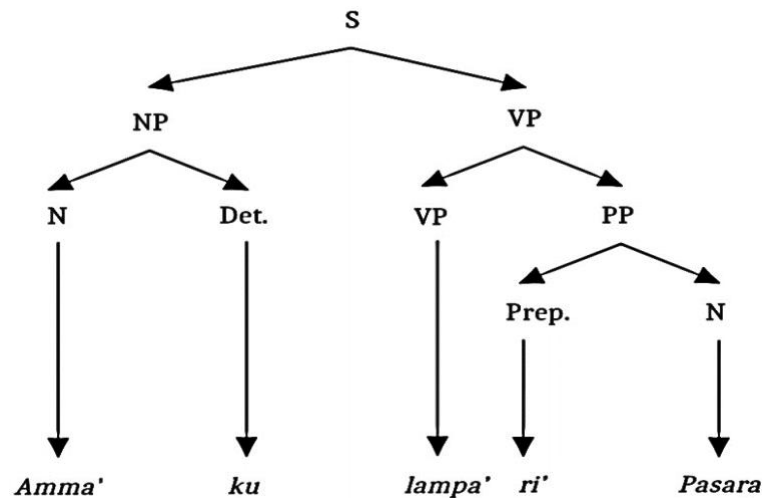
Austronesian language used on Selayar Island and several other islands in Selayar Islands Regency, South Sulawesi, Indonesia, as a mother tongue (Arif, 2004).

Selayarese is included in the list of dominant languages in Indonesia. Meanwhile, there are many kinds of languages used by Selayar people, some of which are Selayarese which is a common language also known as the Konjo dialect of the Makassar language family, the two Bugis languages are used by some people on the island of Jampea (the tip), the Bajo language on the coast and at the tip. islands including the capital of the Pasimasunggu district, Benteng Jampea, then the Laiyolo language in parts of Laiyolo village and finally the Bonerate language in most of the Pasimarannu district, namely on Bonerate Island (Arif, 2004).

Selayarese is heavily influenced by Malay, Makassar and Bugis languages. Selayarese has a relationship with language Konjo Pesisir is widely used in Ujung Loe sub-district, regency Bulukumba, South Sulawesi province, Indonesia. On progress, Selayarese is suspected to have experienced contamination from language intervention Indonesian and foreign languages. Selayarese is in the quite safe category from extinction because it is still used as everyday language by Selayar community as well as by immigrants (Arif, 2004).

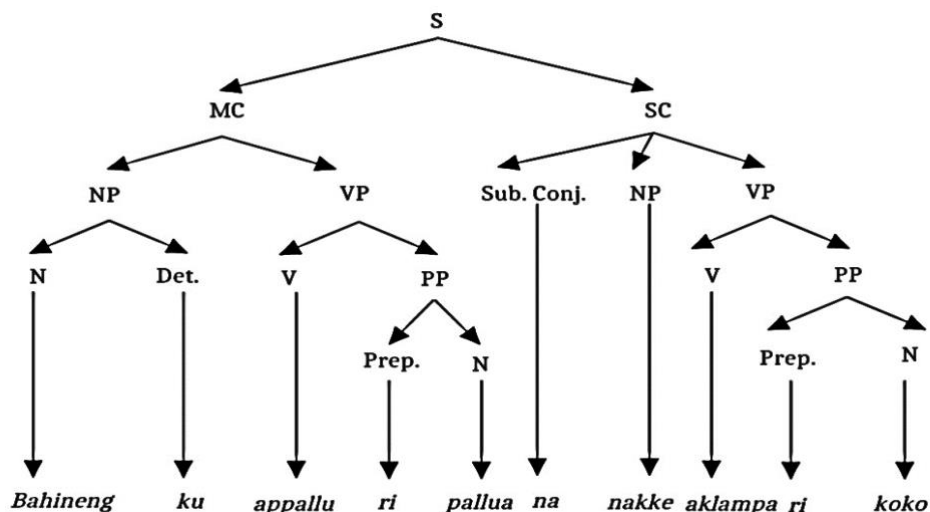
In Intan (2019), in connecting language elements, certain rules are imposed, namely grammar in such a way that the relationship is systematic. The elements that are connected consist of language content and language form, language content is what becomes the material of conversation, what we perceive from people's conversations and generally about objects and events. In other words, concepts about objects and relationships between concepts are often also referred to as non-linguistic categories, while language forms are called linguistic categories where linguistic units such as words and sentences can function in language use, regarding the order of words and sentences. the rules of words in a sentence, the arrangement of words, and how the words of the language are expressed and how the sounds are connected to form a word. Considering that this research focuses on contrastive study of Selayarese, here are the structures, some vocabularies and nouns in Selayarese so on:

1. *Amma'ku lampa ri Pasara* (My mother goes to the market).



The sentence "*Amma'ku lampa ri Pasara*" is an example of a sentence used to express information or state a statement. In this sentence, the subject is "*Amma'ku*," where "*ku*" is a possessive determiner also known as a possessive adjective, it shows ownership or relation and "*Amma*" is the noun that performs the action. The predicate consists of the main verb "*lampa*," which describes the action carried out by the subject. The prepositional phrase "*ri Pasara*" provides additional information about the destination of the action, with "*ri*" being the preposition that indicates direction or destination, and "*Pasara*" as the noun.

2. *Bahinenaku appallu ri Pallua na nakke aklampa ri Koko* (My wife cooked in

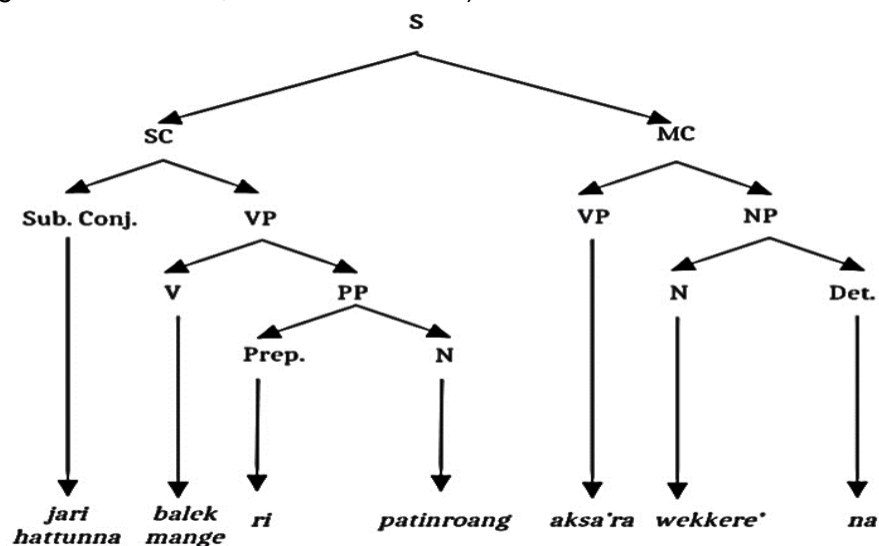


The sentence "*Bahinengku appallu ri pallua na nakke aklampa ri koko*" consists of two main parts that are interrelated. The first part is the main clause which states the main activity: "*Bahinengku appallu ri pallua*." In this clause, the subject is "*Bahinengku*," and the action performed is "*appallu*," with the location of the activity indicated by the prepositional phrase "*ri pallua*." This phrase provides

information about the place where the cooking activity takes place.

The second part of the sentence is a subordinate clause that begins with the conjunction "*na*" which indicates a temporal relationship to the main clause. This subordinate clause is "*na nakke aklampa ri koko*." In this clause, the pronoun is "*nakke*," and the action taking place is "*aklampa*," where "*lampa*" is the main verb, and the prepositional phrase "*ri koko*" in this clause provides information about the direction or purpose of the movement. Overall, this sentence connects two activities that occur simultaneously: cooking in the kitchen and a trip to the garden. The linking phrase "*na*" explains that these two activities occur simultaneously, with cooking being the activity that takes place while one is on the way to the garden.

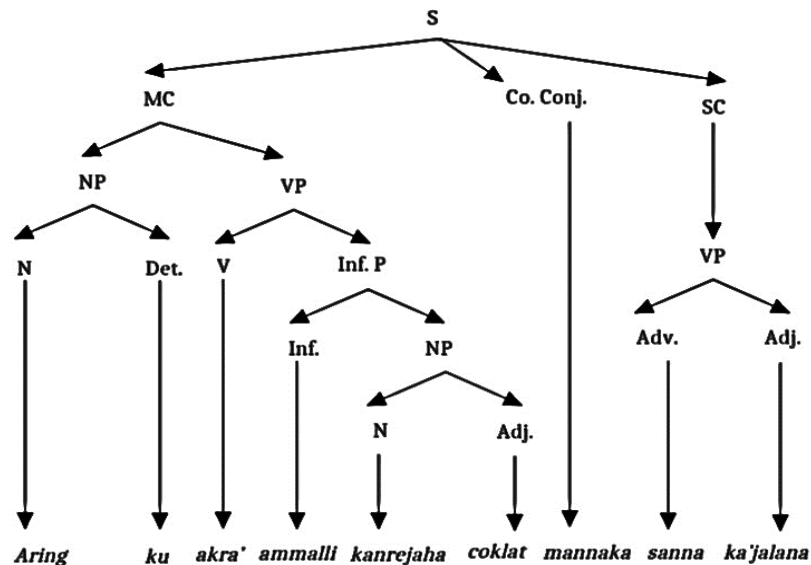
3. *Jari hattunna balek mange ri patinroang, aksa'ra wekkere' na* (As soon as he got back into bed, his alarm went off).



The structure above can be analyzed syntactically by dividing the sentence into two main parts: the subordinate clause and the main clause. The subordinate clause "*jari hattunna balek mange ri patinroang*" begins with the subordinating conjunction "*jari hattunna*" which shows the time relationship between two events. In this clause, the main verb phrase is "*balek mange ri patinroang*". The verb "*balek mange*" indicates the action of returning, and ends with the prepositional phrase "*ri patinroang*", where "*ri*" is the preposition and "*patinroang*" is the object of the preposition. The main clause, "*aksa'ra wekkere na*," states the event that occurs after the event in the subordinate clause. Here, the noun phrase consists of "*wekkere*" as a noun and "*na*" as a determiner while the verb phrase consists of the verb "*aksa'ra*" which means the alarm went off or started going off. Thus,

subordinate clauses provide time context, while main clauses describe events that occurred as a result of the time stated.

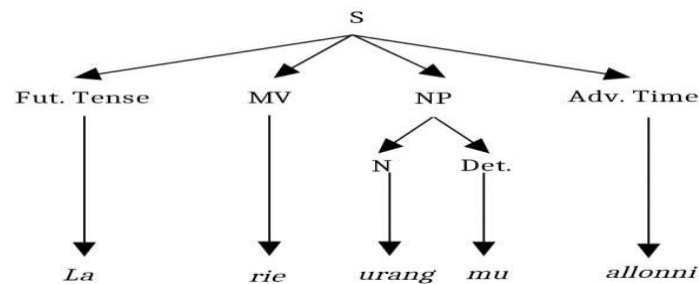
4. *Aringku akrak ammalli kanrejaha coklat, mannaka sanna kakjalana* (My sister wants to buy the chocolate cake, but it is too expensive).



This sentence consists of two clauses that are connected to each other by the conjunction “*mannaka*” which shows the contrast between the two. The first clause, “*aringku akrak ammalli kanrejaha coklat*,” expresses the desire of the subject, namely “*aringku*,” to buy “*kanrejaha coklat*.” In this clause, “*aringku*” is the subject, and “*akrak ammalli kanrejaha coklat*” is the predicate, where “*akrak*” is the main verb and “*ammalli kanrejaha coklat*” is an infinitive phrase that explains what is desired. This infinitive phrase consists of “*ammalli*” indicating the desired action, and “*kanrejaha coklat*” as the object of the action. The noun phrase consists of “*kue*” as the head noun and “*coklat*” as an adjective that modifies cake.

The second clause, “*sanna ka'jalana*,” explains why the purchase is problematic. In this clause “*sanna ka'jalana*” is a predicate that describes the subject's state, where “*sanna*” is an adverb that modifies “*ka'jalana*” which is an adjective that describes the subject's expense. The entire sentence combines the desire to buy the cake with the reason why the cake cannot be bought because it is too expensive.

5. *La rie urang mu allonni?* (Will your friends come today?)



The sentence above is a question that uses the future tense. This sentence structure begins with the auxiliary verb “*La*” which indicates that the question refers to the future. Then, it is followed by the main verb “*rie*” in its base form indicating the action in question. Then the subject is “*urangmu*,” which is a noun phrase where “*urang*” is the head noun and “*mu*” is the possessive determiner. Finally, the adverb of time “*allonni*” indicates when the action is expected to occur.

2.2.5.1 Basic Vocabulary

Basic vocabulary are words that are not easy changed or had little chance of being picked up from another language. In Below are included in the basic vocabulary (Intan, 2019), namely:

- a. Names of body parts, for example: *ulu* (head), *bangkeng* (legs),
- b. Pronouns (self, instructions), for example: *nakke* (me), *ia* (him), *kambe* (us), *iyai* (them), *inni* (this), *injo* (that), *rinjo* (there), *rinni* (here).
- c. Number words, for example: *se're* (one), *rua* (two), *sampulo* (ten), *sibilangang* (one hundred), *sijuta* (a million), and so on;
- d. Verbs, for example: *nganre* (eat), *tinro* (sleep), *lampa* (go), and etc;
- e. Condition words, for example: *ngai* (like), *pa're* (hungry), *turere* (thirsty), and etc;
- f. Noun vocabulary, for example: *je'ne'* (water), *mata allo* (sun), and etc.

2.2.5.2 Word Task

The word task can be meaningful when put together in other words. This duty word only has meaning grammatical such as to, because, and, from, and so on (Intan, 2019). Below is an example of dialogue that covers the grammatical above;

Amma : *Desi, erangang i tetta nu kanre mange **ri** koko*

(Desi, bring your father rice to the garden).

Desi : *Iye' ma, tajangi, **ka** la lampa tonjuanga konjo mange*

(yes, wait mom, because I also want to go there)

Amma : *Antena mako? **battu** ri tette sampulo mako kutajang*

(where are you? I have been waiting for you from ten o'clock)

Desi : *iye' kittuma*

(yes, I am coming)

In the dialogue above, grammatical elements such as prepositions, conjunctions, and linking words serve to convey meaning and the relationships between statements. In this dialogue, grammatical elements play a crucial role in building meaning and the structure of communication between the mother and the child. Amma begins by giving a direct command to Desi to bring rice to the garden, using the phrase "*erangang i tetta nu kanre mange ri koko.*" Here, the phrase functions as a clear and specific instruction, with "*ri koko*" indicating the destination of the action or command.

Desi responds with the sentence "*Iye' ma, tajangi, ka la lampa tonjuanga konjo mange,*" where the word "*ka*" functions as a conjunction to connect the reason why Desi needs additional time to fulfill Amma's request. In this case, "*because*" provides additional explanation regarding Desi's motivation. Amma then expresses her concern by asking, "*Antena mako? battu ri tette sampulo mako kutajang.*" The phrase "*battu ri tette sampulo*" uses the preposition "*battu*" to indicate the duration of time starting from ten o'clock. This indicates that Amma has been waiting for quite a while and provides a time context for how long she has been waiting.

Desi finally responds briefly with, "*iye' kittuma,*" which implies confirmation and a promise to arrive soon. This sentence confirms that Desi is on the way to meet Amma to immediately go to the location requested by Amma. Overall, the dialogue illustrates how the use of grammatical elements such as the conjunction "*because*," the preposition "*from*," and other linking words forms effective communication by providing additional meaning, explaining reasons, and establishing a time context.

2.2.5.3 Nouns

Nouns can be classified into three aspects, namely in terms of semantics, syntax, and form. Semantically noun is a word that refers to humans, animals, objects, and concepts or understanding. Syntactically it is usually followed by an adjective and can be followed the word 'not'. Meanwhile, in terms of morphological form, nouns consist on basic nouns and derived

nouns (Intan, 2019). Here is an example of dialogue that refers to the aspects above;

A : *Riapa i tutoamu?*

(where are your parents?).

B : ***Ammaku** lampa ri pa'buakiang maenginjo **bapaku** ambbissai oto ri garasi*

(My mother went to a party, while my father washed the **car** in the garage)

A : *Oh, iyo pale, **geleko** lampa **sikola**?*

(Ohm okay, you do not go to school?)

B : *Aklampa ja, mannaka ngerakana a, ka langsung pakrisi pompongku*

(I went to school, but I need to take leave because of a sudden stomachache)

In the dialogue above, nouns play an important role in conveying clear and structured meaning. For example, “*tutoamu*” refers to parents, while “*ammaku*” and “*bapaku*” specifically refer to the speaker's mother and father. Nouns such as “*garage*” and “*sikola*” refer to physical objects and institutions, while “*pompong*” refers to body part. In general, from a syntactic perspective, nouns are often followed by additional adverbs or prepositional phrases that provide further context. For example, in the sentence “*Riapa i tu toamu?*”, the noun “*riapa*” is followed by a phrase indicating a position or state. Likewise, in the sentence “*bapaku ambbissai oto ri garasi*,” the noun “*garasi*” becomes the object of the verb “*ambbissai*”. The sentence “*oh, iyo pale, geleko lampa sikola?*” appears in the context of questions about activities, while “*pakrisi pompongku*” refers to health conditions.

2.2.6 Basic Concept of Contrastive Analysis

Contrastive analysis serves as a framework for guiding language instruction by highlighting areas where learners are likely to encounter obstacles and offering insights into how these obstacles can be overcome through strategic teaching methods and cultural awareness (Lado, 1966). Also, it devolves 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 are similarities between foreign language and mother tongue.

Iyere (2022) defines contrastive analysis which is generally believed to be the synchronic study of two or more languages, with the aim of discovering their differences and similarities, while placing more emphasis on the differences, and applying these discoveries to related areas of language study and practice. It discusses the principles and methods, and contrasts English with various languages at phonological, lexical, grammatical, textual, and pragmatic levels, focusing more on the useful insights contrastive analysis provides into real-

world problems in fields such as applied linguistics, translation and translation studies. Contrastive studies mostly deal with the comparison of languages that are 'socio- culturally linked', i.e., languages whose speech communities overlap in some way, typically through (natural or instructed) bilingualism. Much progress has been made in classifying the languages of the earth into genetic families, each having descent from a single precursor, and in tracing such developments through time. A major influence on the development of the contrastive analysis approach has been the interest shown in it by language teachers and learners, and much CA has been undertaken with language teaching rather than translation in mind. One can prevent development of errors through a prior contrastive analysis and error analysis, leading to the development of appropriate teaching materials to reinforce correct language learning.

As the name suggests, contrastive analysis is also known as contrastive research. Its task is to carry out synchronic contrastive research on two or more languages, describe their similarities and differences, especially their differences, and apply this kind of research to other fields, (Ai, 2007). In the same line with Sha (2021), contrastive analysis is an important theory in second language acquisition, which aims to compare the similarities and differences between the learner's first language and the target language, so as to predict the difficulties in second language acquisition.

Mehboobeh (2015) defines contrastive analysis hypothesis is an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes external to the analysis itself. It implies a belief in language universals, if there were no features in common, there would be no basis for comparison. Broadly defined, CA has been used as a tool in comparative historical linguistics to establish language genealogy, in typological linguistics to create language taxonomies, in translation theory to investigate problems of equivalence to create bilingual dictionaries. Throughout the 1970s and 1980s, however, contrastive analysis was extensively practiced in various European countries, particularly in Eastern European countries, and in the early 1990s, there were clear signs of a renewed interest. Since then, the rapid development of automatic data processing and information technology has opened up new prospects for contrastive approaches through the potential of large corpora.

Whitman (1970) conducted a 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.

The contrastive analysis model works best in predicting phonological error. However, errors of morphology, syntax, lexis and discourse are imperfectly predicted by contrastive analysis. Above the phonological level, language planning is far more under the control of the learner, who may adopt certain strategies to cope with difficulty, more or less consciously. These include avoidance of difficult forms and simplification of subsystems of the foreign language. Learners may also make informed guesses about a form not yet acquired (inferencing) and, on the basis of such inferences, try things out in the foreign language (hypothesis testing). These hypotheses are likely to be based on knowledge of the foreign language, the mother tongue, and indeed other foreign languages which the learner may know. All this behavior is ignored by contrastive analysis, which, in keeping with the structuralist linguistic model which underpins it, refuses to admit the possibility of variegated psycholinguistic causes of error, (Lennon, 2008).

According to Ladjini (2020), there are some kinds of contrastive analysis, they are intralingual, and cross-linguistic. Intra-lingual includes analysis of contrastive phonemes, feature analysis of morphosyntactic categories, analysis of morphemes having grammatical meaning, analysis of word order, and analysis of lexical relations. While cross-linguistic, includes comparative analysis of morphosyntactic systems, comparative analysis of lexical semantics, analysis of translational equivalence, and study of interference in foreign language learning. From all the definitions above, it can be concluded that contrastive analysis is the systematic comparison of two or more languages, with the aim of describing their similarities and differences linguistically.

2.3 Conceptual Framework

A conceptual framework is a preliminary model of a research problem and is a reflection of the relationship between the variables being studied. The conceptual framework was created based on existing literature and theory. The purpose of a conceptual framework is to synthesize and guide or direct research, as well as guide analysis and intervention (Swarjana, 2016). It makes the research easy to understand.

In this research, the focus is on the syntactical structures of English and Selayarese. The primary objective is to identify the syntactical structures present in both languages and to analyze how these structures are influenced by the theoretical framework proposed by Jim Miller in 2002. Jim Miller's theory provides a comprehensive approach to understanding syntactic variation and structure in different languages. To achieve this, the research explains into various syntactical aspects, including sentence structure, clause formation, and syntactic categories.

By examining these elements in both English and Selayarese, the study aims to

uncover the similarities and differences between the two languages. Jim Miller's theoretical framework focuses on the functional approach to syntax, emphasizing how different syntactic elements contribute to the overall structure of sentences and clauses. According to Miller, syntax is not just a set of rules but a reflection of how languages organize and convey meaning through structural patterns. This perspective will guide the analysis of English and Selayarese syntactic structures, providing insights into how each language organizes its syntax. The conceptual framework for this research is mentioned as follows:

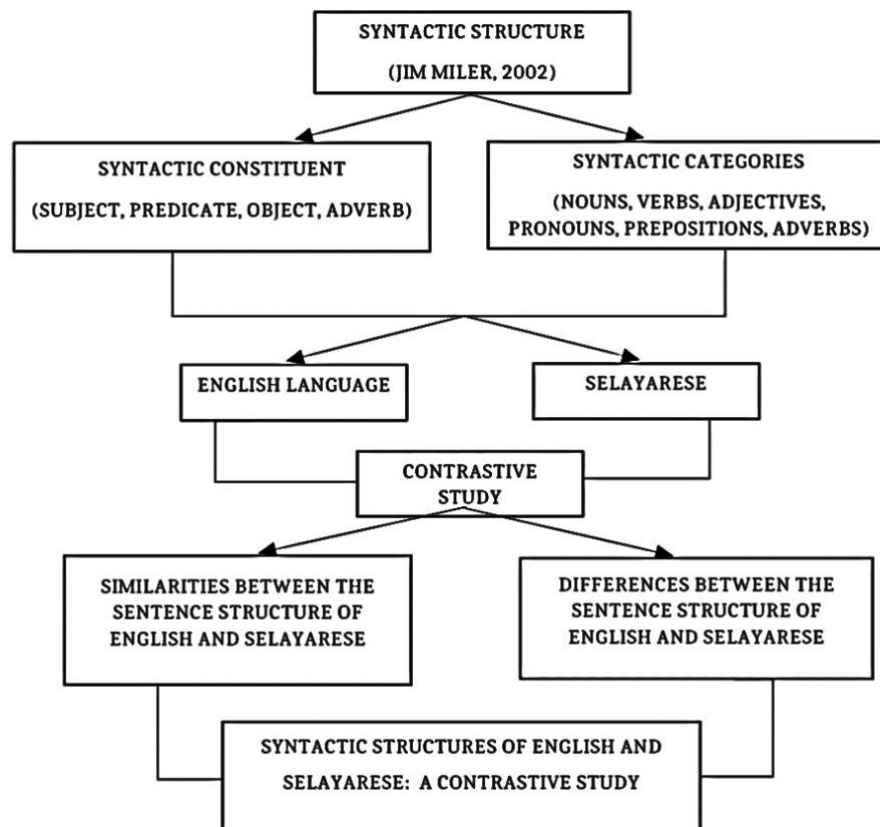


Figure 2.3 Conceptual Framework