
Verb Forms of Sikka Krowe Language: a Contrastive Analysis

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Abstract

Language is a crucial factor in teaching and learning. The language could be mother tongue, foreign language or local language. This research was aimed at finding and describing about English and Sikka Krowe language verb forms, the similarities and differences of both language verb forms, the implications of the similarities and differences of English and Sikka Krowe language verbs in teaching English in EFL setting. This research was classified as a qualitative study. The techniques of data collection used in this research were interview and study document. The result of the research showed that both English and Sikka Krowe language verbs changed based on subjects as in English. There are some verbs which do not change in all forms for all times. The difference was that Sikka Krowe language verbs did not have any grammatical tense as in English. Each subject has its own verb form which is used for all times. English have six basic verb forms namely base, to infinitive, present, past, present participle and pas participle whereas Sikka Krowe language only has base forms which different for each subject. Since the difference of both language is caused by the grammatical tense of the verbs, the recommended methods which could be applied are grammar translation method and community language learning.

Keywords: Contrastive Analysis; verb forms; Sikka krowe

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1. INTRODUCTION

Indonesia is a country with many islands stretch from Sabang to Merauke. Each island has its own culture and language. As in Indonesian Terms “Bhineka Tunggal Ika that means although there are so many islands or regions with different cultures but they are united as one nation that is Indonesia. Indonesian Language as the National language has its important role to unify all the local languages of each ethnic. This certainly will make the language used become diverse. Language which lives and grows is the most convenient one to achieve originality in thought and expression (Sathiaseelan 2013). In addition to diverse languages, dialects used are also different and unique. Mother language is as the gate to the other languages to be used.

Sikka Krowe language is one of the local languages in Sikka regency. As the regional language in the territory of the unitary state of Indonesia, Sikka Krowe language life is constitutionally guaranteed as stated in the explanation of the 1945 Constitution. This means that research, documentation in various aspects, moreover the efforts to develop Sikka Krowe language, are as the consequences and the implications of the guarantee of legislation. Since Sikka Krowe language is a language that lives and is maintained by its supporting communities, Sikka Krowe language plays a role as an important position in the middle of its society. Thus, language development also means fostering people, society and culture in the broadest sense. In linguistics, when a language loses its last native speaker is called death language. By extension, language extinction is when the language is no longer known, including by second-language speakers. The influence of the foreign language existence and the domination of using National Language of Indonesia will cause the extinct of the local languages. It may occur to Sikka Krowe Language if there are no efforts to preserving this language.

Morphology is as the branch of linguistic studies about how the words are formulated from its basic parts, morphemes. There are parts of speech such as noun, pronoun, verbs, adverb, adjective, preposition, conjunction and interjection. Each of them has its own function in a sentence. According to (Beyer, Thomas 2013), verb is an important element in English. (Sherman et al. 2011) pointed out that a verb expresses action or a state of being and tells what the subject of the clause is or does. A verb is necessary to make a complete statement. In English language, verbs forms changes are based on the grammatical tense. (Lester, Mark, Franklin, Daniel, Yokota 2009) stated that the basic verb forms in English consist of: (1) base (walk, fly), (2) to infinitive (to walk, to fly), (3) present (walk, walks, fly, flies), past (4) (walked, flew), (5) present participle (walking, flying), and (6) past participle (walked, flown).

The base form is the basic of verbs form which can be found in dictionary entry. The base form can be used in past, present and future tense. It is used in three ways in a sentence. The first, it comes after the modals "I will visit my parents tomorrow morning"; the second, it is used in imperative sentence "Come here, please" and the third, it is used as a complement of certain verbs "He always make me cry". The *to infinitive* is used as complements of certain verbs. It can also be used in past, present and future tense. It consists of *to* and its base form "We have to eat rice". Most of the present form verbs are directly derived from the base ones. Their difference is that the present forms for the third singular person, -s or -es are attached to the base forms except of be which has different forms for subject I (am), you/we/they (are), he/she/it (is). The past form is used for the simple past tense. It has regular and irregular forms. Regular verbs end in -ed (opened, voted, decided) while the irregular ones have different forms such as be - was, were, sing - sang, make -

made, etc. so they are unpredictable. The present participle form is used for the continuous tense. It consists of the base form with *-ing* (doing, crying, cooking, etc.). And the last one is past participle which is used for the perfect tense. It is identical to the past form that they have regular and irregular. As in past irregular forms, the irregular past participle forms are also unpredictable. The regular past participle forms have the same form with the regular past forms (advised, cooked) whereas the irregular ones have different forms (begun, held, flown).

Sikka Krowe language is one of the local language used in Sikka Regency. Nirangkliung is one of the villages in Nita Sub District, Sikka Regency. Nirangkliung society use Sikka Krowe language as their mother tongue. Indonesian language is as the second language which used in class or in some formal situations or when communicating with other people from other areas. As in English, sikka verbs forms also change based on the subjects, for examples: *a'u 'oa* (I eat), *'au goa* (you eat), *nimu ga* (she/he eats), *rimu 'a* (they eat), and so on. There is no grammatical tense in Sikka Krowe language so that each subject has its own verb forms for all times.

These problems bring about the troublesome in learning and teaching the English as the Target Language especially encountered by the English learners in Nirangkliung village whose first language is Sikka Krowe language. Learners can make mistakes in using English verbs. Their misunderstanding that the change of verbs only according to subjects which cause them use the same English verbs for all subjects and time cannot be avoided. Those problems can impede the learning proses of English.

Contrastive analysis is applied in order to overcome the problems above. A contrastive analysis is a study which is done to compare the

languages to overcome the teaching and learning problems of the target language (L2). (Uktolseja, Sujaja, and Matinahoru 2019) stated that contrastive analysis is the comparison of the structure of two language to determine the point where they differ and the difference is the source of difficulty in learning the target language.

Contrastive analysis is aimed at finding the similarities and the differences of First Language (L1) and the Target Language (L2). The similarities enable the learners to learn the target language while the differences cause the difficulties for them to master the L2. Teachers should find the best method in teaching to overcome the learners' difficulties in learning and teaching process.

Based on the problems above, the researcher would like to investigate the basic forms of English and Sikka Krowe language verbs include their changes, their similarities and differences and the implication to the English learning and teaching for learners whose mother tongue is Sikka Krowe language

2. LITERATURE REVIEW

2.1 Sikka Crowe Language

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2.3 Verb Forms

According to (Beyer, Thomas 2013), verb is an important element in English. (Sherman et al. 2011) pointed out that a verb expresses action or a state of being and tells what the subject of the clause is or does. A verb is necessary to make a complete statement. In English language, verbs forms changes are based on the grammatical tense. (Lester, Mark, Franklin, Daniel, Yokota 2009) stated that the basic verb forms in English consist of: (1) base (walk, fly), (2) to infinitive (to walk, to fly), (3) present (walk, walks, fly, flies), past (4) (walked, flew), (5) present participle (walking, flying), and (6) past participle (walked, flown).

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3. METHODS

The research design used by the researcher in conducted this research is qualitative research design. The primary data were taken by interview with the local people and the secondary data were taken from some references about English and Sikka Krowe language verbs. This research focused on the verb forms of English and Sikka Krowe language specially to find out similarities and differences.

The contrastive analysis was conducted to find out the similarities and the differences of both language verbs forms by following the

procedures given by (Humaira 2015). Firstly, the researcher described about the specific structure of both English and Sikka Krowe language. Secondly, the researcher selected the specific rules or structures to contrast. Here, the researcher focused on the verb forms and changes for contrasting. Thirdly, the researcher made a contrast between verbs forms and their changes of both languages. By doing this, the similarities and differences of both language verbs forms and their changes could be found. Finally, the researcher predicted the linguistic system of both languages based on the analysis in order to recommend the best way to overcoming the English learning and teaching difficulties.

4. FINDING AND DISCUSSION

4.1. FINDING

4.1.1. Similarities

After describing and contrasting between English and Sikka Krowe language verb forms that consist of six forms namely base, to infinitive, present, past, present participle and past participle and also their changes, the researcher would like to describe their similarities and differences by presenting the result based on the following tables.

Table 4.1. Similarities

The Changes of Verbs	
Sikka Krowe Language A'u/au/ami/ita/miu/rimu/nimu <i>kela surat</i> A'u 'oa, ami/miu <i>gea</i> , 'au <i>goa</i> , ita 'ea, nimu <i>ga</i> , rimu 'a	English I/you/we/they write a letter I/you/we/they eat He/she/it eats

Based on *the* tables above, both language verbs have their own rules in their changes. Some verbs with certain initials do not change for all subjects as the verb “*kela*” in Sikka Krowe language. It is the same with English verbs which do not changes for subjects “I, you, we, they” special for the simple present tense such as ‘write’. Some irregular verbs also

have the same forms for base (cut), present (cut), past (cut) and past participle (cut). Sikka Krowe Language verb forms change based on subject. The present forms of English verbs change according to the subject (I/we/you/they **eat** and he/she/it **eats**) as in Sikka Krowe language verbs (*A'u 'oa, 'au goa, nimu ga, 'ita ea, 'ami/miu gea, rimu a*).

4.1.2. Differences

Table 4.2 Differences

Verb Forms	Languages	
	Sikka Krowe	English
Base	<i>Gea, goa, ga, ea, oa, a</i>	Eat
To Infinitive	-	To eat
Present	-	Eat, eats
Past	-	Ate
Present Participle		Eating
Past participle		Eaten

Based on the table above, it shows that English verb forms are based on grammatical tense. English verb has six basic forms namely base (eat), to infinitive (to eat), present (eat, eats), past (ate), present participle (eating) and past participle (eaten) while Sikka Krowe language verbs only have base forms (*gea, goa, ga, ea, oa, a*) which are used for all times. The English verbs forms are based on grammatical tense whereas Sikka Krowe language do not have any tenses.

4.2. DISCUSSION

Based on the result above, it shows that English and Sikka Krowe language verbs forms have similarities and differences.

Table 4.3 Verbs Changes

Sikka Krowe Language	English
<i>A'u 'oa ara lerong-lerong</i>	I eat rice everyday
<i>'Au goa ara lerong-lerong</i>	You eat rice everyday
<i>Nimu ga ara lerong-lerong</i>	He/she eats rice everyday
<i>Ami gea ara lerong-lerong</i>	We eat rice everyday
<i>Ita 'ea ara lerong-lerong</i>	We eat rice everyday
<i>Miu gea ara lerong-lerong</i>	You eat rice everyday
<i>Rimu 'a ara lerong-lerong</i>	They eat rice everyday

Based on the table above, their similarities can be found in their changes of verb forms. Their verbs forms change based on subjects. Both have their own rule in changes. In English, for example, for the third singular person especially for the present tense, the verbs end in -s or -es/-ies. Most of verbs have an -s in the end of them. The verbs end in -o, -ss, -ch, -sh, -x and -z, -zz should be attached with the suffix -es and especially for the verbs end in consonant -y which is preceded by a consonant sound, the letter -y should be replaced by the letter -i then add -es.

In Sikka Krowe language, verb form also has their own rule in changing. Verbs change based on subjects with the following criteria.

1. Some verbs with initials "m, n, l, r," have stress on their initial pronounce special for the first singular personal pronoun "A'u". For example: *rasi*, 'rasi (wash)
2. The verb "gea" is the only verb which has some different forms for each subject. A'u 'oa, ami/miu *gea*, 'au *goa*, ita 'ea, nimu *ga*, rimu 'a
3. The verb "minu" changes into "inu, tinu, rinu, ninu". For example: a'u 'inu, 'au *minu*, ami *minu*, 'ita *tinu*, rimu *rinu*, nimu *ninu*.
4. The verbs with the initial letters "b" change into *w*, for the first singular person "a'u", the first plural person "ita" and the third plural person "rimu" as in the verbs "belo, 'welo; belung, 'welung; boter, 'woter; etc."
5. Some of verbs with initials *b* change into "p" as in "bano, pano; beri, peri; buhe, puhe; etc." Some verbs with initial *b*- do not change as in the verbs *bo'u* (come, arrive), *bekor* (resurrect).
6. For the verbs with the initial letters "d" change into "t" for the first singular person "a'u", first plural person "ita" and the third plural person "rimu" as in "deri, dani, depo, etc.

7. The letter “g” is unpronounced for the first singular person “a’u”, second plural person “ita” and the third plural person “rimu” in the verbs with the initial letter “g” such as “gapu; apu, garo, aro; gata,ata; etc”.
8. Some verbs that have the initial verbs “a, e, h, i, j, k, m, n, o, p, t, u and w” do not change. For example: *kela, te’a, hena*.

The differences of both language verbs forms are follows.

In English, a sentence cannot be complete without a verb whereas in Sikka Krowe language, in some contexts, verb is not necessary in a sentence since there is no **be** as in English. It occurs when a sentences is used to express feeling or condition (*blugung, moro, gahu*) or place (*e’i ba’ung*).

Examples:

English	Sikka Krowe
She is dilligent	<i>Nimu blugung</i>
Last night, they were not here	<i>Mera ‘waung, rimu ele norang ei ba’ung</i>

Table 4.4 Verbs Forms

Verb Forms	
Sikka Language	English
1. Base forms <i>A’u inu kopi</i> <i>’Au minu kopi</i> <i>Ami minu kopi</i> <i>Ita tinu kopi</i> <i>Rimu rinu kopi</i> <i>Nimu ninu kopi</i>	1. Base forms - I/you/we/they/he/she will drink coffee tomorrow morning 2. Infinitve - I/you/we/they want to drink coffee. 3. Present - I/you/we/they drink coffee twice a day - He/she drinks coffee twice a day 4. Past - I/you/we/they/he/she drank coffee yesterday. 5. Present Participle - I am drinking coffee now - You/we/they are drinking coffee now - He/she is drinking coffee now

6. Past Participle

- I/you/we/they have **drunk** coffee
 - He/she has **drunk** coffee.
-

English verb forms change based on grammatical tense whereas Sikka Krowe language do not have any tenses. English verb have six basic forms namely base (drink), to infinitive (to drink), present (drink, drinks), past (drank), present participle (drinking) and past participle (drunk) while Sikka Krowe language verbs only have base forms which are used for all times (*minu, tinu, ninu, rinu, inu*). Adverbs of time are required to show the time of the actions or events such as *lerong-lerong* (everyday), *liwang nulung* (last year), *sabut depong* (next Saturday), etc.

The base forms in Sikka Krowe language change based on subjects and still use the same forms for all times (*A'u inu kopi, 'Au minu kopi, Ami minu kopi, Ita tinu kopi, Rimu rinu kopi, Nimu ninu kopi*). On the contrary, the changes of English verb forms based on subjects applied for the present tense special for the third singular persons (he/she/it drinks). English verb forms do not change for all subjects especially for the base, to infinitive, past, present participle and past participle. The changes are only found in their auxiliaries "to be (am, is, are, was, were), to do (do, does) for negative, interrogative, questions and others in present tense), to have (have, has) in perfect tense except of irregular verbs in past and past participle.

Most of Sikka Krowe language verb forms change at the beginning of the verb (*minu, tinu, rimu, ninu, inu*) except of the verb *gea/ga* whereas most of English verb changes occur at the end of the verbs especially for the present forms, present participle and the regular verbs for past and past participle.

In English, there are seven subject personal pronouns which consist of **I** (the first singular person), **you** (for both second singular and

plural person), **we** (for the first plural person with or without the second plural person), **they** (for the third plural person) and **he, she** and **it** (for the third singular persons). Sikka Krowe language subjects also consist of seven subjects but the difference is the second singular person *'au* (you) is different from the second plural person *miu* (you). *'Au* is used for the second singular person and *miu* is used for second plural person. *'Ami* (we) and *'ita* (we) are used for first plural person. The difference is *'ami* do not include the second persons. The third singular person *nimu* (he, she, it) is for all third singular person without having any difference in gender as in English.

The Implications of The Similarities and Differences of English and Sikka Krowe Language Verbs in Teaching English in EFL

Lado stated that contrastive analysis is as the comparison of the structures of two languages to determine the point where they differ and the difference is the source of difficulty in learning of target language. English and Sikka Krowe language verbs have many differences that can cause the difficulties in learning and teaching English as foreign language. The difficulties are caused by the grammatical tense of English which are different from Sikka Krowe language. Therefore, it is imperative that the teaching method used by the teachers is convenient to overcome the learners' difficulties. The method suggested to be used are Grammar Translation Method (GTM) and Community Language Learning (CLL). In Grammar Translation Method, learners are expected to learn how to translate grammatically the first language (Sikka Krowe) to the target one (English) or from the target language to the first one. Teachers help them by firstly teaching grammatical tense of the target language.

In community language learning, learners are asked to make a transcript of conversation or dialog in their first language (Sikka Krowe language)

and then translate into the target one (English). Learners can learn from their teacher and friends and are asked to talk about their feeling during the learning process and their easiness and difficulties in learning the target language.

5. CONCLUSION

Authentic materials refer to texts, photographs, and movies that were not created for educational reasons. Meanwhile, prepared materials refer to textbooks and other resources developed particularly for educational purposes. In practice, English teachers and lecturers employ both sorts of materials in language programs, as each has advantages and downsides. Teaching resources are crucial to the learning process for both teachers and students. It will be difficult for teachers to boost the effectiveness of learning in the absence of instructional resources. Similarly, without instructional resources, it will be difficult for students to follow the learning process in the classroom, particularly if the instructor presents the information fast and unclearly. They may get disoriented and unable to recall what the teacher has taught.

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