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Comparing Between Makassarese and English Adverbs of Time

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Abstract

Contrastive analysis is very important for learning second language acquisition because with knowing the difference and the similarities L1 and L2 that the learner became easy to learn the L2. The research aimed to analyze the simaliries and the differences between Makassarese as L1 and English as L2 in adverbs of time. This study applied a qualitative study to cover the problem. First, the researcher collected the data from books on Makassarese grammar, Buginese Grammar, English grammar and from the researcher as the native speaker of Makassarese. Second, the researcher identified them in every type of adverbs. At last, data were analyzed from the data collection. The finding of the research indicates that; the researcher found all of the adverbs. After analyzing the data, the researcher found the similarities and the differences with comparing both of them. Thus, the researcher can find the Similarities based on functions both Makassares as L1 and English as L2, to explain some wors namely, verbs, adjectives and other adverbs. Based on the position, both can be placed in front, middle and end.

Differences based on functions can be found that English has sentence sentences that use many words ending in -ed + -ly. Based on tenses, in English context, the verbs should be changed

based on the tenses, for example, go (present V1+es/s), went (Past Verb2), and go (Future will/shal+V1). Besides that, the researcher can know without an adverb of time in the sentence when the situation is happening only see the verb in the sentence. But in Makassares context, the researcher cannot identify the sentence without adverb of time when the action is happening.

Keywords: *Contrastive Analysis, English, Makassarese*

INTRODUCTION

Language is very important because all of the people and animals use the language to keep their life. Human beings cannot communicate with other people without language (Sujarwo et al, 2020; Anggriana et al, 2021; Hamzah et al, 2021; Sukmawati et al, 2022; Rezeki et al, 2022). Besides that, English is used in writing and listening. Many people very difficult to learn the second language acquisition. Thus, the researcher assumed that the learner should know first the different and the similarities LI and L2 before they learned the L2. Language is a system symbol that is conveyed through sound. As far as articulated, it is also a motor system, but the motor aspect of speech is clearly secondary to hearing (Sapir, 2021). Language is something that is a separate sentence (limited or unlimited), each of which is limited in length and is built from the constraints of limited elements (McGilvray, 2014; Berwick, R. C., & Chomsky, 2016; Chomsky, 2019).

Contrastive analysis was put together in Lado's where he notes that structures that are akin to the learner's first language structures will be easy to learn while those that are complicated will be difficult to learn. Contrastive, analysis therefore, is the study and comparison of two languages, learner's native language (L1) and learner's target language (L2). The similarities in the two languages will facilitate the learning of the second language while the differences will impede or hinder the learning of the target language. Thus, this study intends to study the segmental differences and similarities of the Izzi dialect of the Igbo language and that of the English Language to see how the Izzi learner of the English Language would learn and use the English Language with ease (Lado in Onyekachi Awa, 2018). The 'contrastive analysis hypothesis'. That and the behaviorist approach to learning, which claimed that learning is a process of habit formation, led to the belief that SLA should be a process of overcoming habits from the native language and consolidating correct habits in the target language (Philipp Strazny, 2005)

English and Makassarese in adverb of time in the example below can be entered at the beginning, middle and end of sentences. Some example of adverbs of time in English as L2 and Makassarese L1 as follow:

a. they will come ***next week***
b. ***Last week*** I went to Makassar.
c. the activity ***today*** is reading
d. Ammaku labattuu ***ammuko***.(Makassarese)
   My mother will come tomorrow
e. ***ribaribbasaka*** Rahmad nabattu di ballaku.(Makassarese)
   In this morning, Rahmad came to m
f. Pappilajarang ***ammuko*** ri jumaka iamintu Basa Daerah (Makassarese)
   We will study *tomorrow* about local language.

The researcher want to know by studying one of the adverbs that affect the mastery of English and Makassarese in adverb of time to see the similarities and the differences both of them, so the researcher wanted to analyze both of them to contribute to students learning English as L2 specifically for Makassar people who are learning English. This research chooses the topic "Contrastive Analysis between English and Makassarese adverb of time. There are four skills in English, namelynamely listening, reading, speaking and writing. Grammar is also very important in learning English or others. One part of grammar is about adverbs, it is very important for students to know adverbs in English and Makassarese because a little error in usage, it can be fatal. Thus, researchers argue that in the beginning of learning English as L2, Makassar students often have difficulty using adverbs of time.

However, many studies about contrastive analysis focused on the affix pattern Indonesia-Makassarese, the use of verb Indonesia-English (Ansar, 2016), (Dyah Kusumastuti, 2017). This study showed the differences and similarities in English - Makassarese based on the adverb of time. The research problem was What were the differences and the similarities to comparing between Makassarese as L1 and English as L2 of adverbs of time?. Furthermore, this research aimed to describe the differences and the similarities between Makssarese and English in adverbs of time based on contrastive analysis (CA) and the significant of the research was how to provide the information about comparing between Makassarese and English. This research can make the learner to be easy in learning target learning (TL) or second language acquisition if the learner was Makassarese as first language or other language in same pattern.

any two languages, the problems likely to be encountered by learners or even to deduce the most effective order of acquisition for the various structures of the target language (Lado in Kadiri, 2015). The belief that linguistic difference could be a predictor of difficulty gave rise to the 'contrastive analysis hypothesis'.

That and the behaviorist approach to learning, which claimed that learning is a process of habit formation, led to the belief that SLA should be a process of overcoming habits from the native language and consolidating correct habits in the target language (Philipp Strazny, 2005) . Our discussion has been on the contrastive analysis of some suprasegmental features of Igala and English phonology, using the autosegmental framework. An attempt has been made to discuss and analyse some salient areas. This paper is by no means exhaustive, as there are other aspects of the suprasegmental features of both languages yet to be discussed. We can therefore conclude that this work has covered only parts of the aspects of both Igala and English phonology (Kadiri, 2015). furthermore, Contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. CA has often been done for practical/pedagogical purposes. The aim has been to provide better descriptions and better teaching materials for language learners. There is more to CA than this, however. When we compare, we often see things more clearly (Johansson, 2008).

In similar, Regarding syllable structure of sound symbols, two-consonantal clusters are only seen in English sound symbols. Neither Persian nor Spanish sound symbols contain a cluster. The reason is that while there is no cluster in syllable structures of these two languages, English syllables can contain three-syllable clusters in the beginning and four–syllable clusters in the end of the words. In English sound symbols the clusters are seen more frequently in the beginning than in the end (Bordbar & Kambuziya, 2016).

Second language acquisistion is from native language (NL) that NL resfers to the first language that a child learns. It is also known as the primary language, the mother tongue, or the L1 (first language) to Target Language (TL) that refers to the language being learned. Second Language Acquisition (SLA): This is the common term used for the name of the discipline. In general, SLA refers to the process of learning another language after the native language has been learned. Sometimes the term refers to the learning of a third or fourth language. The important aspect is that SLA refers to the learning of a nonnative language after the learning of the native language. The second language is commonly referred to as the L2. As with the phrase "second language," L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth, or fifth language. By this term, we mean both the acquisition of a second language in a classroom situation, as well as in more "natural" exposure situations. The word acquisition in this book is used broadly in the sense that we talk about language use (sometimes independ- ently from actual acquisition). Some might prefer the term Second Language Studies (SLS) as it is a term that refers to anything dealing with using or acquiring a second/foreign language. However, in this book, we continue to use the term SLA as a cover term for a wide variety of phenomena, not because the term is necessarily the most descriptively

accurate, but because the field has come to be known by that acronym (Gass & Selinker, n.d.).

The researcher concluded that the learners need to know first native language and target language in different and similarities. Based the expalation above state that learners will be ease to learn second language or target langaugae if they know the concept in differences and similarities of two language L1 and L2.

Based on the some theories about adverb explained that adverbs can describe adjective, verbs, , or even other adverbs. They specify when something happened, where, how, why, and how much. Examples: *slowly, always, and only. An adverb is used to refer to "heterogeneous groups of items, which are then used most often in describing verbs. In addition to modifying verb characteristics, adverbs can modify other parts of speech. For most linguists, adverbs can change words trait, verb, or other verbs Such an adverb can answer the question where?, when?, how?, how often ?, How much etc. Etc. Adverbs are used to give us more information and are used to modify words work, clauses and other adverbs The simplest way to recognize adverbs is through a common ending, for example: quickly, quietly, unexpectedly, most adverbs are made by adding –ly to adjectives (Crystal and Finch in Poai, 2005).*

The position of an adverbial depends on what it modifies. It can modify a word or phrase or a whole clause. Its position also depends on what type of adverbial it is and whether it is a single word or a phrase (John Eastwood, 2002)

1. *Modifying a noun, adjective or verb*

a. An adverbial which modifies a noun usually goes after it.
The shop on the corner is closed. Who's the girl with short hair?
Those people outside are getting wet.

b. An adverb that modifies an adjective or adverb usually goes before it.
That's very kind of you. We heard the signal fairly clearly.

2. Front position, middle position, and end position

When an adverbial modifies a verb or a whole clause, there are three main places we can put it.

Front: ***Really***, *I can't say*. Middle: I can't ***really*** say. End: I can't say, ***really.***

Sometimes we can also put an adverbial after the subject.
I really can't say.

3. Front position
Sure enough, *the police car stopped us.*
Just *hold on a moment.*
In ***the end,*** *our efforts will surely meet with success.*

The front position is at the beginning of a clause. Most types of adverbial can go here. We often put an adverbial in front position when it relates to what has gone before.

4. Mid position

*The police are **always** looking for people at this time. This stereo is **definitely** faulty.*

*I **usually** enjoy maths lessons.*

Middle position is after an auxiliary verb after the ordinary verb *be* on its own, or before a simple-tense verb.

5. End position

a. *I hadn't had a drink **for days.***

*The police were driving **very slowly.***

*They're doing this **on purpose.***

Most types of adverbial can come here, especially prepositional phrases.

b. If there is an object, then the adverbial usually goes after it.

*I wrapped the parcel **carefully,*** Not *I wrapped carefully the parcel. We'll finish the job **next week,*** Not *We'll finish next week the job.*

But a short adverbial can go before a long object.

*I wrapped **carefully** all the glasses and ornaments.* Here the adverb of manner can also go in the middle position. *I **carefully** wrapped all the glasses and ornaments.*

c. We often put an adverbial in end position when it is new and important information.

There was a police car in front of us. It was going very slowly.

6. Order in end position

a. Sometimes there is more than one adverbial in the end position. Usually a shorter adverbial goes before a longer one.

*Sam waited **impatiently outside the post office. We** sat **indoors most of the afternoon.***

*They inspected the car **thoroughly in a very officious manner.***

b. When there is a close link in meaning between a verb and adverbial, then the adverbial goes directly after the verb. For example, we usually put an adverbial of place next to *go, come* etc.

*I **go to work** by bus.* *Charles **came home** late.*

c. Phrases of time and place can often go in either order.

*There was an accident **last night on the by-pass.***

*There was an accident **on the by-pass last night.***

adverb of Place and time

Adverbs of time, which indicate a definite point or period in time or a definite frequency, usually go to in front and end but in mid position rarely appear in sentence (Hewing, 2002).

Position

a. Adverbials of place and time often go in end position.

*The match will be played **at Villa Park.***

*The President made the comment to reporters **yesterday.***

*A Norwegian ferry was being repaired **last night** after running aground **in the Thames.***

*The office is closed **for two weeks.***

b. They can also go in front position.

*I've got two meetings tomorrow. And **on Thursday** I have to go to London*

c. Some short adverbials of time can go in mid position.

*I've **just** seen Debbie. We'll **soon** be home.*

These include *now, then, just* (= a short time ago), *recently, soon, at once, immediately, finally, since, already, still* and *no longer.*

d. An adverbial of place or time can modify a noun.

*The radiator **in the hall** is leaking. Exports **last year** broke all records.*

Based on John Eastwood, English language does not make any grammatical distinction between these three groups adverbs, but some languages do. For example, in German, if a sentence contains multiple adverbs, they should appear in a particular order of *time, manner, and place.*

Position of Adverbs

The adverbs has a greater, it can fill one of three positions, there are:

(1) Initial position is the position before the subject.

(Position of greatest emphasis)

For example: *Sometimes* he comes late.

(2) Mid-position is the position with the verb (position of close modification

of the verb).

For example: He *sometimes* comes late.

The final position is the position after the verb plus object or other complement (position-less emphatic than initial position, but more emphatic

than mid-position).

For example: He comes late *sometimes*.

Some types of adverbs and adverbial word-groups may occupy all three of the possible adverbial positions others only one or two of these positions.

Function of Adverb

There were some classifications of adverb. The explanation the types of adverb as follow (Swick, 2009):

Adverb of time

Some example of adverb of time divide into three types as follow:

a. Individual words

Today, Now, Next week

b. Phrases

During the activities, in the winter, the day after tomorrow

c. Clauses

After the study ended, she found on second flour, and since I arrived in Indonesia.

Adverb of degree

The adverb of degree tell to what extent something is done. Some example of adverb of degree as follow:

a. Modify verb
   The lawyer **strongly** advocated suing the company
b. Modify Adjective
   Budi had become **profoundly** depressed.
c. Modify adverb

They danced **really** badly

Adverb of Frequency

Adverbs of frequency tell how often something occurs. They can be individual words or phrases. For example:

a. Individual Words
   Never, often, always
b. Phrases
   At times, in the rarest of moments, with great frequently

When an adverb of frequency is an individual word, it tends to stand just before the verb. If it is a phrase, it usually can either introduce the sentence or follow it. Let's look at some example sentences as follow:

a. He **always** stay out until midnight
b. My brother **usually** invites his friends over to listen to music.
c. **At times**, I just want to finish the assignment and take a rest.
d. Mr. Rahmad showed up at tour **with great regualtory**

Adverb of Manner

Adverbs of manner form a large category. Th ey tell how something is done. Consider the following sentences:

a. John drove **slowly** *How did he drive? Slowly*
b. He **carefully** removed the laptop's battery *How did he remove the laptop's battery? Carefully*
c. He kissed the baby **gently** *How did he kiss the baby? Gently*

Adverb of manner can be individual words and phrases. The example as follow:

a. Individual words
   Badly, politely, and sarcastically
b. Phrases

In anger, with a sly grin, and with great sadness

Adverb of Place

Adverbs of place tell *where* an action occurs. Some of these adverbs are single words. For example:

Abroad, anywhere, downstairs, here, outside, somewhere, there and underground

Other verb adverb of place paper in the phrases form, particularly in propositional phrases.

Alongside the road, next door, at home , on the hearth, in the bedroom, and over there

Adverb of place in the sentences, see the example below:

a. My mother lived **abroad** for two years.
b. He was working **somewhere** on a secret project.
c. Jack was making up the bed **in the bedroom**.
d. I spend a lot of time **at home**.

Adverb that make a moment

Some adverbs make a comment on a situation. They identify the speaker's or writer's *viewpoint* or *opinion* on the subject matter of a sentence. Some commonly used comment or viewpoint adverbs follow:

Bravely, presumably, carelessly, seriously, certainly, simply and clearly

METHOD

This study uses qualitative research that applies inquiry in four subsections: type of research, object of research, data sources, data collection methods, and data analysis methods. The purpose of this research was to analysis the adverb of time in English and Makassarese, the researcher used qualitative research. A qualitative design was a type of scientific research. In general, scientific research consists of investigations that: seek answers to a question, systematically use a series of predetermined procedures to answer questions, gather evidence, produce findings that are not predetermined, produce findings that can be applied beyond the immediate limits of research. Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Mack et al,2005:1).

The object of the research

This research conducted the data of comparing the similarities and the differences between the two languages of English as L2 and Makassarese L1 in the areas of adverbs of Time.

Data Sources

In this study took some books in the library as data sources, such as books, eBooks, papers, internet, dictionaries, etc. They were especially English books and Makassarese books. They were used to find out the difference and the similarities concepts of two English and Makassarese Adverbs of Time.

Some English books that are used such as, Oxford guide to English grammar (2002), Longman English Grammar Practice for intermediate students (1998), Contrastive and error Analysis (2004), Hewing (2002), Swick (2009), etc.

The researcher used some Makassarese and Bugis language books which have relation to the adverbs of time material, they are Fonologi Bahasa Makassar (2005), Bugis and Makassar two short grammars (2012), Kamus Makassar-Indonesia (1995), Morfologi Bahasa Bugis (2007), Sintaksis Bahasa Bugis (2007) and some references from internet. The data also found from the researches as a native speaker in Makassarese to support the data from the books.

Method of Collecting Data

Data collecting was a very important work in the research, so the must determined what method was used to get the data. Arikunto in Bay (2010) states that there are six methods of collecting the data. They are a questionnaire, interview, observation, rating scale, test, and document. Besides that, the researcher used the introspection method what it calls as a reflecting-introspective method, which is to support or make full use of, optimally, the role of researchers as speakers of languages, as well as to dilute the role of research (Sudaryanto in Mahsun.2005). Introspection method used to collect the data from me as a researcher.

Method of Analyzing Data

Lastly, analizing the data was based on the result on interview of some students. This method is motivated by theories about the nature of human language, how it is obtained and how it is used (James in Bay, 2010). The Researcher used the contrast method, an analytic method which was a way to describe something in detail that exists, in one language compared to the same thing in another language to find out the differences and similarities between them as stated (Lado in Bay. 2010).

Analyzing the data becomes a very important step in research (Ked. 2,000), as soon as the data is collected, I do the analysis. Data analysis techniques vary. I did the analysis by describing the similarities and differences between the English Word Time and Indonesian Language. I also did a contrast analysis to find similarities and differences between English adverbs and Makassar languages. I use techniques in analyzing data 'listening method' (observation method).

RESULTS AND DISCUSSION

Contrast analysis is used to find differences between the two. This technique is directed to provide answers to research questions about grammatical problems and sentences or sentence structure. Contrast analysis is generally defined as a systematic comparison of linguistic features selected from two or more languages. Contrast analysis is distinguished from comparative analysis based on its purpose. If it is intended to find similarities

and differences in the two languages, it is called contrast analysis. Contrast analysis is the procedure of comparing source and target languages to identify differences between the two languages of Makassarese as L1 and English as L2.

1. The Similarities between Egnlish as L2 and Makassarese as L1 adverb of Time.

a. Based on the function

1) To Explain adverb

Similar	Makassarese	English
To explain adverb	Injo baine palari motoro **palan-palan dudui.** **(she drives motorcycle very slowly)**	She danced **very slowly**

In the sentence adverb can modify others. Like adjectives, adverbs precede modified adverbs with the word 'enough' as an exception again.

2) To explain adjectives

Similiar	Makassarese	English
To explain adjective	**Inne** motoro **leleng** *(A black motorcycle)*	I think try to ride motorcycle **relatively difficult** compare with to drive a car.

In sentences that adjectives can be modified by adverbs, which precede adjectives, expect 'enough' to appear afterwards.

3) To explain verb

Similiar	Makassarese	English
To explain verb	Ammakku **labattu ammuko** My mother **will come tomorrow)**	The president **will come tomorrow**

In the sentence the adverb of time describes or details the temporal state in which the action expressed by the verb

b. Based on the position

1) Position in the front

Makassarese	English
Inne alloa, eroka lampa mange ri Bandung. **(Today,** I will go to Bandung)	**Today,** I will go to Bandung

Based on the table, it explained the similarities of both adverb of time adverbs of time, **today** and **Inne alloa** are placed in the front position.

2) Position in the middle

Makassarese	English
Rahmad **ribangngia** lampai mange di Mangkasara**.** **(**Rahmad **last night** go to Makassar)	The lecturer *yesterday* came from Singapore.

Based on the table, it explained the similar of both adverb of time position **yesterday and ribangngia** are placed in the middle.

3) Position in the end

Makassarese	English
Ammaku lamange a'pasara **ammuko** (My mother will go to the market **tomorrow**)	My mother will go to the market **tomorrow.**

Based on the table, it explained the similarity of both adverbs of time position **tomorrow and ammuko** are placed in the ending position**.**

c. Based on the type

1) Adverb of Manner

Adverbs of Manner modify a verb to describe the way the action is done.

Type	Makassarese	English
Adverbs of Manner (to tell how and describe adjective)	Cammi lari **palang-palang** **(**the cat run slow)	The cat run **slowly**

Based on the table, it explained the the similarities of both adverbs of manner in Makassares as L1 and English as L2. The sentences explained how to do something.

2) Adverb of Place

Adverbs of Place show where the action done.

Type	Makassarese	English
Adverbs of Place (to tell where)	Erroki ammaku battu mange **risikollaya** (my mother will come **to school)**	They will go to Surabaya

Based on the table, it explained the the similarities of both adverbs of place in Makassarese as L1 and English as L2. The sentences explained where something happen.

3) Adverb of Time

Adverbs of Time describe when an action is carried out, or duration or frequency.

Type	Makassarese	English
Adverbs of Place (to tell when)	Taurungkaku labattu **mengbara.** (My young boy will come the day after t**omorrow)**	He went to the market **in this morning**.

Based on the table, it explained the similarities of both adverbs of time in Makassarese as L1 and English as L2. The sentences explained when the action is happening.

2. Comparing between English as L2 and Makassarese as L1 in Adverb of Time

English as L2 and Makassarese as L1 in adverbs of time have some differences. The differences can be found in the following:

a. Based on the function

In English, there were many words with ending -ed + -ly in adverb, but there was no in Makassarese.

b. **Based on the tenses**

In English context, the verbs should be changed based on the tenses for example go (present V1+es/s), went (Past Verb2), and go (Future will/shal+V1) because English language has verb tenses but there was no in Makassarese, for example as follow:

Tenses	Makassarese	English
Simple Present	Buranne alammpa sikolah allo-allona (He **goes** to school every day)	He **goes** to school
Simple Past	Buranne alampa risikolayya	He **went** to school

	subangngi. (He **went** to school)	
Simple Future	Sakribattangku ero lampa risikolah *ammuko, minggu labattuamae* (My brother ***will go*** to school (tomorrow, next week)	My brother ***will go*** to school

Based on the type of adverbs

In Longman Oxford Guide to English Grammar English Grammar Practice for intermediate students (L. G. Alexander, 1998) state some adverbs, they are: adverbs of manner, adverbs of time, adverb of frequency, adverb of degree, adverbial phrases of duration, intensifiers, focus adverbs and viewpoint adverbs, connecting adverbs and inversion.

There are some results of study supported this study to indicate that Verb in Makassarese also cannot change or get modification because it is not affected by an adverb and context of the sentence. While the verb in English can change depending on an adverb and context of the sentence (Ardiansyah et al, 2021). In line with the other study found that Walk verb in Makassarese language produce seven pattern of the structure that are VP+ADV+NP, ADV+ADJ+NP+VP, ADV+NP+VP+NP, VP+NP+ADV+NP, ADJ.P+NP+ADV VP+NP, VP+NP+NP, VP+NP (Farah et al, 2022).

Furthermore, by studying one of the adverbs that affect the mastery of English and Makassarese in adverb of time to see the similarities and the differences both of them, so the researcher wanted to analyze both of them to contribute to students learning English as L2 specifically for Makassar people who are learning English. This research chooses the topic "Contrastive Analysis between English and Makassarese adverb of time.

CONCLUSSION

Researchers found between Makassarese as L1 and Englsish as L2 that there are the differences and the similarities in adverbs of time. This research is divided into three concepts, particularly based on tenses, position, and type. Similarities based on functions can be found, both English and Makassarese, to explain verbs, adjectives and other adverbs. Based on the position, both can be placed in front, middle and end. Based on the type, both have three types of adverbs.

Differences based on functions can be found that English has sentence sentences that use many words ending in -ed + -ly. Based on tenses, in English context, the verbs should be changed based on the tenses, for example, go (present V1+es/s), went (Past Verb2), and go (Future will/shal+V1). Besides that, the researcher can know without adverb of time in the sentence when the

situation is happening only see the verb in the sentence. But in Makassarese context, the researcher cannot identify the sentence without adverb of time when the action is happening.

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