

BAB I

INTRODUCTION

In the first chapter, several important points related to introduce of the study are discussed. It comprises background of the study, research questions, objective of the study, significance of the study, scope and limitation of the study, and the definitions of the terms.

1.1 Background of the Study

Language has the important role as a communication media to give the information to everyone. Every country has their own language like England, they have their own language is British English. France have their own language is French and Indonesia also like that, they have their own language is Bahasa Indonesia. Based on Wardhaugh (1985: 3) it is said that language is a system of arbitrary vocal symbols used for human communication. It should be realized that language is unique, having its own structural, cultural, and meaning systems. In other words, the writer can say that there are no languages having the same systems that is why people usually find some difficulties in learning other language.

Each language has its own characteristic which distinguishes one language and another. They are grammatical structure, pronunciation, and vocabulary. Grammatical structure is very important in making a good sentence. Every sentence must have a good structure of grammatical to be understood by a reader. Grammar consists of the means by which relationship between word is shown. It includes (1) word order, which

is the agreement of word and (2) grammatical word, which has grammatical relationship without lexical meaning.

The real problem occurs in Indonesian students are shown in two sides namely, Bahasa Indonesia as a National language and their native language background which used in daily life. For instance, Lionese students whose native language is Lio language use Bahasa Indonesia only when they are in school while bahasa Lio is used to communicate each other at home and in the society. When Lionese students learn English they will be speak spontaneously like in their native language in their pronunciation or structure because they have accustomed speaking in Lio language which is used as daily medium of formal instruction. It can be proved by Krasen that: first language influence seems to be strongest in acquisition of poor environment (1962).

English is important for all people including Indonesian to learn it because we know that the famous and modern books of science, knowledge, health are in English. As the other language, English has its own grammatical word, phrase and sentence. Nevertheless, local language is also important to be known by everyone in order we do not forget our culture. Indonesia has many local languages which still survive in every ethnic especially in East Nusa Tenggara province. There are many local languages spoken by people in different areas. These languages have their own characteristics and uniqueness that might not exist in other languages. One of this language is Lio language. This language is spoken by one Regency in the middle Flores, namely Ende Regency. In Ende Regency there are two ethnics, they are Lio Ethnic and Ende Ethnic. Lio Ethnic uses Lio language while Ende Ethnic uses Lio-

Ende language. The use of both languages between both ethnics produces mutual understanding because both dialects belong to one cluster.

As an Austronesia language of Eastern Indonesia, Lio is clasified as a Bima-Sumba language within the Central Malayo Polinesia (CMP) subgroup. Lio language is used for every day communication. It is also used in formal meeting, like in ritual ceremonies and religious worship. Lio language is uses by the Lioneses people of the region of Southern Ende. The region consists of some subdistricts, they are Detusoko, Wolowaru, Maurole, Ndonga Timur, Wewaria, Wolojita, Kelimutu, Detukeli, Kota Baru, Lio Timur and Ndori. Thus it can be said Lio language is spoken by the large number of speakers. Many local languages in Flores island are interesting to study but the writer chooses to conduct Lio language because it is her mother tongue so it will be easier to study.

The other reason is the writer wants to know about the pattern of compound sentence of Lio language. According to the writer's comprehension the pattern of compound sentence in Lio language is not too different from English. Here are some compound sentence of Lio language:

1. *Kai buka toko ghe noema neku mbanada ghea uma.*

S(3 sg) V O PAdjConj S (PAdj) V Adverb of Place

Heopenshis shop andmy fathergoes to the garden.

S (3 sg) V PP O Conj S(PAdj) V Adverb of Place

2. *Kasawe,aku iwa kelo sika ngi'i*

V Conj S(1 sg)V V O

After I take my breakfast, I do not forget brushing my teeth.

Conj S(1 sg) V PAdj O S V V-ing O

Remark:

S: Subject O: Object Conj: Conjunction PP: Possesive Pronoun

V: Verb PAdj: Possesive Adjective

According to the examples above we can see that compound sentence between two languages have the different and the similar. Thus, the writer would like to carry out a study under the title : “**A contrastive Analysis Between Lio Language and English Language on Compound Sentence**”.

1.2 Research Questions

To make systematic approach in solving the problem, the research question is formulated as follow:

1. What is the pattern of structure on compound sentence in Lio language?
2. What are the differences between Lio language and English language in terms of their compound sentence construction?

1.3 Objective of the Study

The objective of this study goes on line with the research question stated above. Thus the objective of th is study are:

1. To find out the pattern of structure on compound sentence in Lio language.
2. To identify the differencesbetween Lio language and English language in terms of their compound sentence construction.

1.4 Significance of the Study

The are two significances point of the study such as:

1. For the Language Learner

To help the language learners in order to know that many language have their own way to explain itself. The writer hopes with this research the learners understand and know the differences between English language and Lio language on compound sentence and how they learn to communicate their language well.

2. For the Reader

The results of this study is useful for those who want to carry out further study on the other aspects of Lio language and to become the material for related literature review for the linguistic study in the future.

3. For English Education Department

This study can give the information to the English Education Department about every language have their own characteristics which is distinguish between one language and another.

1.5 Scope and Limitation of Study

This study belongs to linguistics. Linguistics covers microlinguistics and macrolinguistics. Microlinguistics covers phonology, morphology, syntax and semantics. Macrolinguisticss covers sociolinguistics, psycholinguistics, philosophical linguistics, anthropological linguistics, stylistics, language teaching, mathematical and statistical linguistics, cultural linguistics and ecolinguistics. In this study the writer wants to limit the problem discussed only on syntax especially to discuss the

differences of the structure between Lio language and English on compound sentence through contrastive analysis.

1.6 Definitions of Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms used.

1. Contrastive analysis

Contrastive analysis is introduces contrastive analysis 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 Lado (1962: 21).

Based on this study it means to contrast Lio language and English on compound sentence in their construction.

2. A compound sentence

Compound sentence is a sentence that has at least to independent clauses that have related ideas. The independent clauses can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon. In eather case , each half of the sentence must be able to stand on its own as a complete sentence (Quirk, 1972).

3. Lio language

Lio language is a language in Ende regency, it spoken or used by the people living in Ende Lio.