CHAPTER I

INTRODUCTION

A. The Background of the Researh

Language is some systems that human use to communicate each other by saying something or using signal to deliver what they mean to addressee. For instance, the signal they use such as sounds, gestures or draw some symbols. Every sounds, gestures and symbols that they use has purpose to express something like ideas, emotion, desires and all the other things that need to express.

The study of language that learn about nature, structure and variation of language is called Linguistics. The major of subfields of linguistics include phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse analysis and etc. Every subfield learns how to use language with linguistics. For instance, Syntax is concerned structure of phrase and sentence, semantics is concerned word meaning of sentence.

Linguistics has intellectual connection and overlaps with many other disciplines in the humanities, the social sciences and the natural sciences. It is because language as a central feature of being a human. Philosophy, Literature, Language Pedagogy, Psychology, Sociology, Physics (acoustics), Biology (anatomy, neuroscience), Computer Science, Computer Engineering, Health Sciences (Aphasia, Speech Therapy) are some closest connections.

The advancement of knowledge is the main purpose of Linguistics studies in an academic environment. However, because of the centrality of language is human interaction and behavior, the knowledge gained through the study of linguistics has many practical consequences and uses. Graduates of undergraduate and master programs in Linguistics apply their training in many diverse areas, including language pedagogy, speech pathology, speech synthesis, natural language interfaces, search engines, machine translation, forensics, naming, and of course all forms of writing, editing, and publishing.

According to Tarigan, (2009: 2) said that since 1960, the constrastive analysis is dominant in teaching field as second language or foreign language. In this case, the people who learn two or more languages should understand the contrastive analysis as second language or foreign language because Indonesia have many varieties languages and Bahasa is still as second language yet even Bahasa is not foreign language. The teachers discovered that the contrastive descriptions to which they had been exposed were only able to predict part of the learning problems encountered by their learners, and that those points of potential difficulty that were identified seemed to cause various and variable problems among different learners, and between the production and the perception of language.

Language learning, in short, was less predictable from contrastive linguistic description than teachers had been led to believe. Partial descriptions of complete systems correlated uneasily with the growing system of the target, language in the learner, particularly when teachers came upon

idiosyncrasies of language unrelated to either the mother tongue or the target language.

Then, talking about syntax, Wekker and Haegeman (1996:5) said that the definition of syntax implies that we start from what is regarded as the largest unit of syntactic description – the sentence – and proceed until we arrive at the smallest meaningful unit. This is called a 'top to bottom' analysis. The smaller units that the sentence will be refer to as a clauses, phrases, words, and morphemes respectively. However, instead of saying that a sentence can be broken down into smaller and smaller constituents, and might also look at the sentence the other way round – that is 'from bottom to top' – and say that constituent at different levels can combine to form larger and larger units. The larger unit being the sentence. The purpose of doing syntax is to discover the ways in which constituents combine to form the structure of sentences. The syntax of sentences is also concerned with the general characteristics of the sentence such as modality, syntactic tense, and the communicative goal of sentence.

According to Crystal (2008: 479) Said that tense is a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place. Traditionally, a distinction is made between past, present and future tenses, often with further divisions (perfect, pluperfect, etc.). In linguistics, the relationship between tense and time has been the

subject of much study, and it is now plain that there is no easily stateable relationship between the two.

In English and Japanese, there are many words which appear to mean the same thing but are actually quite different. It is so interesting to do research about contrastive analysis in two languages where every language has pattern to make the sentence. In English, there is sentence structure like S – P – O, whether in Japanese, there is sentence structure like S – O – P. Then tenses in English and Japanese have many differences that sometimes when English use future tense, Japanese still use present form to make the sentence. For this reason, here, the writer gives the samples of contrastive analysis between English and Japanese in a conversation :

1. The conversation from "*Cepat Mahir Percakapan Sehari-hari Inggris Jepang Indonesia*" by Silvester Goridus Sukur and Enik Darwati, S.S. Page 184, Line 17-22 :

   a. Lisa : **What did he do yesterday?** (SL 1)

      (***Kare wa kinō nani o shimashita ka***) (TL 1)

   b. Alan: **He visited his friend yesterday**. (SL 2)

      (***Kare wa kinō tomodachi ni tazunemashita***) (TL 2)

   In the sentence above (SL 1), "What did he do yesterday?" is the source language and as the main data. It also represents simple past tense in introgative form. In this sentence, there is time deixis 'yesterday' that automatically causes the sentence used to do in the kind of past due to the past introgative. The time deixis in this sentence determines to change the

verb. Structurally the time deixis influences the sentence above (SL 1) to be simple past tense (**what did he do...**). 'Did' represents of past tense in the introgative form that automatically does not change the verb but adding 'did' in the first in the sentence before subject. Most of adverb of time are usually located in the end or between subject and verb of the sentences, besides that tenses in are more varieties of its kinds than Japanese.

The target language of the sentence (SL 1) is in the sentence (TL 1). "*Kare wa kinō nani o shimashita ka.*" is as the secondary data and this is as a target language. In Japanese, it is past tense and this sentence in introgative form. It has time deixis 'kinō'. Structurally the time deixis influence the sentence above (TL 1) to be past tense (changing *–masu* form to *–mashita*, **shimashita**). Because this sentence is introgative form. In Japanese, in this form always using word "*ka*" after the verb to show interogative form (...**shimashita ka**). Most of adverb of time in Japanese are located before subject or between subject and objetcs and kinds of tense in Japanese is fewer than English.

The answer of the sentence (SL 1), "He visited his friend yesterday" is the source language and as the main data. It also represents simple past tense. In this sentence, there is time deixis 'yesterday' that automatically causes the sentence used to do in the kind of past due to the past. The time deixis in this sentence determines to change the verb. Structurally the time deixis influences the sentence above (SL 2) to be simple past tense (**he**

visited...) and changes the verb into verb in the past form (**visited**). Most of adverb of time are usually located in the end or between subject and verb of the sentences, besides that tenses in are more varieties of its kinds than Japanese.

Look at the sentence (TL 2), it is a answer of the sentence (TL 1). "*Kare wa kinō tomodachi ni tazunemashita.*" is the target language and as the secondary data. In Japanese, it is past tense and this sentence the answer of the sentence above (TL 1). There has time deixis "*kinō*". Structurally the time deixis influence the sentence above (TL 2) to be past tense (changing *–masu* form to *–mashita*, **tazunemashita**). Most of adverb of time in Japanese are located before subject or between subject and objetcs and kinds of tense in Japanese is fewer than English.

From those about contrastive analysis between English and Japanese, the writer tries to choose the title *Contrastive Analysis of Tenses Between English and Japanese*.

B. The Scope of the Problem

In this research the analysis focuses on how to analyze contrastive analysis of tenses term in English and tenses term in Japanese syntactically, the data are taken from the conversation book " *3in1 Cepat Lancar Percakapan Pariwisata Sehari-hari Bahasa Jepang – Inggris – Indonesia* " written by Ucu Fadhilah. The data are taken only in conversation 6 in pages 88 – 95 and conversation 11 in pages 142 – 149. Then, theoretical description are taken

from the book " *Pengajaran Analisis Kontrastif Bahasa* " written by Henry Guntur Tarigan in 2009, *"An Introduction to English Grammar Second Edition* " written by Sidney Greenbaum and Gerald Nelson in 2002, and "*Pengantar Linguistik Bahasa Jepang* " written by Sudjianto and Ahmad Dahidi in 2004,

C. The Question of the Research

Based on the scope problem above, the questions of the research are:

1. How are the changings of those tense contructions due to the tenses in the both languages?

2. What is the difference between tense construction in the source and target language systems?

D. The Objective of the Research

Based on the problems of the research mentioned above, the objectives of the research are described as following :

1. This research is for knowing the changings of the tense construction due to those both are tensed languages.

2. This research is for identifying the differences of tense construction between the source and target language system.

E. The Significance of the Research

The writer hopes this research paper can be useful not only for the writer but also for the readers mainly who learn English. The significance of the writing is described below :

1. For the writer

The writer hopes this paper can add the writer's knowledge, find out the different or similar the language structure, and certainly increase the skill in learning English. At last, the writer knows how to take advantage of using contrastive analysis.

2. For the readers

The writer hopes this paper can help the readers to find out the reference when learning English that they find something new. Hopefully it can improve skill of the readers when they learn English. In addition, for the language teacher, can apply this technique and approach in teaching language, especially teaching bilingual students. Contrastive analysis also can help teachers to design teaching and learning materials (methodology), engage learners in activities to be a good user of target language.

F. The Systematic of the Research

The systematic of the paper means to present the paper in well-edited composition. This paper is devided into five chapters as follow :

Chapter I explains about the background of the research, the scope of the problem, the questions of the research, the objective of the research, the significance, and the systematic of the paper.

Chapter II consists of the definition of contrastive analysis, theory of tense in English and Japanese that there explain definition tense and kinds of tense, sentence structure and element of the sentence.

Chapter III presents the setting of the research, subject of the research, method of the research, method of data collection, instrument of the research, technique of data analysis, and procedure of the research.

In chapter IV, the writer gives the data description, the data analysis, the data interpretations, and discussions. Then Chapter V, the writer makes conclusion and suggestion for this research which explain about the summary of all chapters and some suggestion through the whole of this research and also several advices concerned about making the similar research in the future to the research.