CHAPTER V

CONCLUSION

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This chapter summarizes everything discussed in the previous chapters, draws some conclusions based on the findings and gives some suggestions for further studies on Boawae dialect and how to teach English basic statement patterns to the students whose native language is the Boawae dialect.

5.1 SUMMARY

Gleason (1950) claims that the language system lies behind the structure of its sentence and that a word or a phrase alone might not be enough to show a complete idea of the speaker. So, it is necessary to know how words or phrases are combined and how they form basic statement patterns.

That a language may have more than one type of basic statement patterns has been demonstrated in chapter 2. Hook and Crowell (1970) discuss four types of basic statement patterns in English which are determined mostly by the kinds of verbs and 'be' form functioning as statement predicate. The patterns are:

I.   S --> N(P)$_1$ + 'BE' + (ADJ)(N(P)$_1$)(ADV.)
    Example:a. <u>Jhon</u>   <u>is</u> <u>lazy</u>
             N(P)$_1$ BE ADJ.

         b. <u>Jhon</u> <u>is</u> <u>a farmer</u>
            N(P)$_1$ BE   N(P)$_1$

c. $\underline{\text{Jhon}}$ $\underline{\text{is}}$ $\underline{\text{overthere}}$
   $N(P)_1$ BE ADV

II. S --> $N(P)_1$ + V_1 + (ADJ.)($N(P)_1$)
    Example:a. $\underline{\text{The house}}$ $\underline{\text{looks}}$ $\underline{\text{old}}$.
       $N(P)_1$ V_1 ADJ.

    b. $\underline{\text{Mary}}$ $\underline{\text{remains}}$ $\underline{\text{a friend}}$
       $N(P)_1$ V_1 $N(P)_1$

III. S --> $N(P)_1$ + V_i
     Example: $\underline{\text{Jhon}}$ $\underline{\text{smokes}}$
        $N(P)_1$ V_i

IV. S --> $N(P)_1$ + V_t + $N(P)_2$ + ($N(P)_3$)(ADJ.)
    Example: a. $\underline{\text{The boy}}$ $\underline{\text{fed}}$ $\underline{\text{the dog}}$
       $N(P)_1$ V_t $N(P)_2$

    b. $\underline{\text{The class}}$ $\underline{\text{gave}}$ $\underline{\text{Mary}}$ $\underline{\text{a gift}}$
       $N(P)_1$ V_t $N(P)_3$ $N(P)_2$

    c. $\underline{\text{The class}}$ $\underline{\text{made}}$ $\underline{\text{Mary}}$ $\underline{\text{happy}}$
       $N(P)_1$ V_t $N(P)_2$ ADJ

Samsuri (1980) discusses five types of basic statement patterns in Indonesian which are determined not only by verb (phrase) but also by adjective (phrase), preposition (phrase), noun (phrase) and numerical (phrase), functioning as statement predicates, in combination with noun (phrase) functioning as statement subject. They are called obligatory constituents. The basic statement patterns of Indonesian are:

I.   K --> GB + (M) + (AUX) + GB^1 + (ADV)

II.   K --> GB + (M) + (AUX) + (ASP) + GK + (ADV)

III. K --> GB + (M) + (AUX) + GS + (ADV)

IV.   K --> GB + (M) + (AUX) + GD + (ADV)

V.   K --> GB + (M) + (AUX) + GBil + (ADV)

The optional constituents giving additional information to the basic statements are 'Modal' (M), 'Aspek' (ASP), 'Kata-Bantu Predikat' (AUX), and 'Adverba' (ADV).

Samsuri (1980:226) offers a basic rule for Indonesian basic statement patterns as:

$$GB + (M) + (AUX) + (ASP) + \begin{Bmatrix} GB^1 \\ GK \\ GS \\ GD \\ GBil \end{Bmatrix} + (ADV)$$

Applying the technique of Sudharyanto (1993) and the theory of Samsuri (1980) in preparing and analyzing some data (utterances) of Boawae dialect, the writer found that:

1. Statement Patterns of Boawae dialect consisting of obligatory constituents only, are five kinds. They are :

    a. K --> GB + GB^1

        Example: <u>Niko</u> <u>ana demu</u>

               GB   GB^1

        (= Niko is their son)

    b. K --> GB + GS

        Example: <u>Ema Sipi</u> <u>bana</u>

               GB   GS

        (= Mr. Sipi was sick)

c. K --> GB + GD

    Example: <u>Kami</u> <u>zele Bajawa</u>

              GB   GD

           (= We are in Bajawa)

d. K --> GB + GK

    Example: <u>Meri</u> <u>bujungaji</u> (= Meri prays)

              GB   GK

e. K --> GB + GBil

    Example: <u>Kami</u> <u>gae zuabutu</u>

              GB   GBil

           (= We are eight altogether)

2. Statement Patterns consisting of obligatory constituents with or without the optional constituents, are five types:

I. K --> GB + (M) + GB^1 + (ADV)

Example:a. <u>Niko</u> <u>begu ana demu</u>

          GB   M GB^1

        (= Perhaps, Niko is their son)

      b. <u>Ana demu</u> <u>tuga</u> <u>Niko</u>

         GB   ADV GB^1

        (= Their son is Niko only)

II. K --> GB + (M) + (AUX) + GS + (ADV)

    Example:a. <u>Ima</u> <u>begu</u> <u>bana</u> <u>nebumai</u>

           GB M   GS   ADV

          (= Ima might be sick yesterday)

b. <u>Kau</u> <u>mae</u> <u>susa</u>

   GB   AUX   GS

   (= You shouldn't be sad)

III. K --> GB + (M) + (AUX) + GD + (ADV)

Example:a. <u>Maena</u> <u>mama</u> <u>lau</u> <u>sawa</u>

     M   GB   GD

   (= Hopefully, mother is in rice field)

b. <u>Ambo</u> <u>mena</u> <u>sao</u> <u>nebulu</u>

    GB   GD   ADV

   (= Ambo is at home last night)

c. <u>Labu</u> <u>kau</u> <u>mae</u> <u>ena</u> <u>soja</u>

    GB   AUX   GD

   (=Your dress is shoudn't be on the bed)

IV. K --> GB + (M) + (AUX) + (ASP) + GK + (ADV)

Example:a. <u>Ema</u> <u>begu</u> <u>nade</u> <u>negha</u>

    GB M   GK   ASP

   (= May be father has slept)

b. <u>Poa</u> <u>kau</u> <u>ngusa</u> <u>beta</u> <u>gula</u>

   ADV GB AUX   GK

   (= Tommorow, you should by some sugar)

c. <u>Ema</u> <u>Fitu</u> <u>nabu</u> <u>naa</u> <u>ja</u> <u>zeta</u> <u>lowo</u>

    GB   ASP   GK   ADV

   (= Mr. Fitu is having his horse drink-

     ing in the river)

V. K --> GB + (M) + (AUX) + GBil + (ADV)

Example:a. <u>Mesina</u> <u>ja miu</u> <u>ngusa</u> <u>eko wutu</u>

          M   GB   AUX   GBil

        (= Actually, you should have four horses)

b. <u>Kami</u> <u>gae zuabutu</u> <u>dia sao</u>

       GB   GBil   ADV

       (= We are eight altogether in this house)

3. The basic rule for the basic statements of Boawae
dialect is:

$$GB + (M) + (AUX) + (ASP) + \begin{Bmatrix} GB^1 \\ GS \\ GD \\ GK \\ GBil \end{Bmatrix} + (ADV)$$

5.2. CONCLUSION

In general, the basic statement patterns of Boawae dialect are mostly the same as the patterns of Indonesian. However, in speaking Indonesian, the people of Boawae dialect show a small but clear difference. For example, the use of preposition /zele/ or /zili/, to show the direction of higher or lower and far place from the speaker, becomes a necessity in Boawae dialect. Therefore, the necessity of /zele/ in Boawae dialect: 'Ema <u>zele sao</u>' may cause the statement in Indonesian:* 'Ayah <u>di atas rumah</u>' to say that 'Father is at home'.

On the other side, the basic statement patterns of Boawae dialect are basically different from those of English. In Boawae dialect, noun (phrase), adjective (phrase), preposition (phrase) and numerical phrase functioning as statement predicates can directly combined with statement subject to form basic statement patterns; while in English, there should be 'BE' or other linking verbs combined with noun (phrase), adjective (phrase) or preposition phrase, as statement predicates, together with statement subject forming basic statement patterns. For example, the followings are Boawae dialect statements and English statements which have the same meaning but different patterns.

Boawae dialect			English			
Niko	ana demu		_Niko_	is	their son	
GB/N(P)	GB/N(P)$_1$		N(P)	BE	N(P)$_1$	
Niko	bana	nebumai	_Niko_	was	sick	yesterday
GB/N(P)	GS/Adj	ADV	N(P)	BE	Adj.	ADV
Niko	lau uma		_Niko_	is	in the farm	
GB/N(P)	GD/PP		N(P)	BE	PP/ADV.	

In addition, the use of numerical phrase as an obligatory constituent forming one type of basic statement patterns in Boawae dialect (and Indonesian) does not appear in English basic statement patterns. For example, the following basic statements of Boawae dialect and English have the same meaning but show the different patterns.

Lako ngao	eko telu		I	have	tree dogs
GB/N(P)	GBil/Num		N(P)	V_t	N(P)

Nevertheless, either Boawae dialect, Indonesian or English has noun (phrase) or 'Gatra Benda' as statement subject and verb (phrase) as one of statement predicates. Therefore, Boawae, Indonesian and English can be in one group of languages that have the functional pattern of S - V - (O).

5.3. SUGGESTION

For the purpose of English learning and teaching of statement patterns, especially for the students speaking Boawae dialect as their native language and for further studies on Boawae dialect, the following suggestions are given.

1. The teacher should be aware about the differences between English and Boawae dialect in terms of their statement patterns. For examples, the use of linking verb and 'be' form is obligatory or compulsory in expressing the state or condition in English; while in Boawae dialect, there is no linking verb and 'be' forms in the basic statement patterns.

    Realizing that basic statement patterns of Boawae dialect and English are different and, therefore, the differences may cause transfer or overgeneralization, an English teacher is suggested:

a. to emphasize the use of 'BE' as obligatory compo-
nent in English basic patterns because the absence
of 'be' form in Boawae dialect can cause the missing
of 'be' form when the students with Boawae dialect
background are learning to communicate in English
written or spoken.

For example:

* I hungry (I am hungry)

* Mother at home (Mother is at home)

b. to emphasize the exception of numerical phrase in
English basic patterns because the obligatory use
of numerical phrase in the basic patterns of Boawae
dialect like '<u>Lako ngao</u> <u>eko telu</u>' may cause unaccep

         NP   Num P

table English: * My dog are three.

Actually, in English, the possible pattern contain-
ing numeral is: '<u>I</u> <u>have</u> <u>three dogs</u>'

                        Num   N

         NP_1 V NP_2

    or

        'There are <u>three dogs</u> in ...'

                 Num   N

                  NP

c. to emphasize the prepositions such as *in*, *at*, *on*,
in prepositional phrase of English when the prepo-
sitional phrase is combined with 'be' to show the
place of something, for the use of special terms
like *mena* (=west), *zale* (=east), *zili* (=down), etc
as obligatory component of prepositional phrase in
Boawae dialect may cause transfer in English
learning.

d. to apply the situational language teaching which use the examples of concrete objects, pictures, and realia from Boawae students background to demonstrate the meaning of English basic statement patterns.

The meaning of basic statement patterns should be made clear visually with objects, pictures, action or mime, and the technique of drills can be used in the instruction and be focused more on the use of 'be', the exception of numerical phrase and prepositional phrase.

2. It seems that the concepts of 'Modal', 'Aspek', 'Katabantu predikat' and 'Adverba' in Boawae dialect (and Indonesian) are different from those of English. However, the differences have not been discussed in this thesis. A deeper study and discussion is needed to make clear these concepts according to Samsuri as Indonesian linguist whose theory was applied by the writer to the study under report.

3. The study under report has dealt only with the basic statements which are simple and affirmative known as kernel sentences. It is, therefore, suggested that deeper studies on the sentence structure of Boawae dialect be carried out by other researchers realizing that the study on basic statement patterns of Boawae dialect is only a small work which touches only a small part of the language.

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