AN ANALYSIS OF THE DIFFERENCES BETWEEN SENTENCE PATTERN IN ENGLISH LANGUAGE AND SIGULAI LANGUAGE

THESIS

Submitted by

SATRIA JUNI

140203122

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
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by:

SATRIA JUNI
140203122

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,	Co-Supervisor,
Dr.phil. Saiful Akmal, M.A	Fera Busfina Zalha, M.A
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Board of Examiner,

Chairperson,	Secretary,
Dr. phil. Saiful Akmal, MA	Ikhwanna Dhivah, S. Pd
Member,	Member,
Fera Busfina Zalha, MA	Rita Hermida, M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S. H., M. Ag.
NIP: 195903091989031001

UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
JlnSyeikhAbdurRaufKopelma Darussalam Banda Aceh
Email prodipbi.arraniry@gmail.com, Websitehttp://ar-raniry.ac.id

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama	: Satria Juni
NIM	: 140203122
Tempat/Tgl. Lahir	: Meunafa/ 18 Juni 1996
Alamat	: Desa Rukoh, Kecamatan Syiah Kuala, Kota Banda Aceh
Judul Skripsi	: An Analysis of The Differences between Sentence Pattern in English Language and Sigulai Language.

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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 05 Juli 2019,
Saya yang membuat surat pernyataan,

Satria Juni

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Banda Aceh, 15 July 2019

Satria Juni

ABSTRACT

Name : Satria Juni

Reg. No : 140203122

Faculty : *Fakultas Tarbiyah dan Keguruan*

Major : Department of English Language Education

Thesis Working : An Analysis of the Differences between Sentence Pattern in English and Sigulai Language

Main Supervisor : Dr. Phil Saiful Akmal, MA

Co-Supervisor : Fera Busfina Zalha, MA

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This study focuses on analyzing and contrasting sentence pattern in both English and Sigulai languages. The study intends to find out the differences in sentence pattern between English and Sigulai language and how the sentence pattern of two languages are different. This research was conducted by employing the qualitative method by using Theoretical Linguistics research method. The research used judgment/purposive sampling in choosing the target samples. The target samples were two Simeulue students studying in Banda Aceh who come from Salang regency in Simeulue and speak Sigulai in their daily life. The findings show that differences in sentence pattern between English and Sigulai happen in verbal and nominal sentence. Moreover, based on the analysis, it can be concluded that Sigulai language has non-configurational sentence pattern as many other Austronesian languages.

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CHAPTER I

INTRODUCTON

A. Background of Study

Language is the main instrument of communication as it cannot be separated from human being. We use language to express our feeling, respond the phenomena, share an idea, and also criticize. Due to these facts, people realize that language plays an important role in their daily life. Similarly, Armstrong (2011) defines that language is very important in our lives. People at least use one language to convey and express their ideas, desire and feelings through communication process with other. Armstrong (2011, p.5) stated that by language one can talk with others, express his desires, his feeling and his ideas. Language is also a social phenomenon. It is a means of communication between individuals and it brings them into relationship with environment.

Derakhsan and Kajimi (2015) stated that language is classified into three types, namely: first language, second language and foreign language. First language also called mother tongue language, native language or L1. First language is the language that a person has learnt from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. Second language is a language that is not the mother tongue, but that is

used for public communication. In other words second language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication. In the other hand, foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to.

Therefore, language and society are two things, which are inseparable. They have close relationship since they support each other. A society dwelling in a certain region is generally divisible into smaller groups. They are formed by ethnic, profession, religion, ideology, socio-economic, education and others. According to Olan and Bello (2016), stated that Language is a primary means of socialization. All people either utilize varieties of a language or use two or more languages to respond to a whole range of affective and interpersonal demands; language by definition must be defined as multilingualism. The primary objective of this course is to examine relationship between language and society with respect to the nature of language.

In communication, either in oral or written, we use language as the media. Here, the language we used ought to be meaningful and understandable to avoid misunderstanding andmisinterpretation. In linguistics, the study about the sentence of languages is called syntax. According to Batanovic and Bojic (2014), syntax is the set of rules, principles, and processes that govern the structure of sentences (sentence structure) in a given language, usually including word order. The term syntax is also used to refer to the study of such principles and processes. According to Miller (2002, p.110), syntax is “the study that focuses on

how words are put together to create phrases and how phrases are put together to build clauses or bigger phrases, and how clauses are put together to build sentence.

Sigulai language is one of regional languages in Indonesia, specifically in Simeulue, Aceh province. The language is used as daily language by Sigulai people in three districts in Simeulue regency , namely Salang , Alafan, and Simeulue Barat districs as daily language. Besides that the Sigulai language is also used as instructions language in non-formal education and teaching. In addition the Sigulai language also serves as the language of instruction in non-formal education and teaching, especially by the community members of the three sub-districts mentioned earlier. According to Widayati (2016), argued that even in formal education institutions, the language is often used to help low-class students in elementary schools, who have not mastered Indonesian well. In addition, Sigulai language also used by sigulai people in folk literature such as proverb, puzzles, rhymes, and songs.

B. Problem of Study

Sigulai language seems to have similar sentence pattern with English, take a look at the following example:

English : "Andi reads the book"

Sigulai : *"Andi mambaco buku"*

Based on the example above, English and Sigulai language seem to have similar sentence pattern, in which it is subject, verb and object (S+V+O), "Andi"

as the subject (S), “reads/mambaco” as the verbs (V), and “book/buku” as the object (O) .

However Sigulai language also has different sentence patterns with English. Take a look at the following examples:

English : “I agree with your opinion”

Sigulai :”Setujudo afe pendapatmo”

Gloss : agree I with opinion your

Based on the example above, in English, it has sentence pattern in which it is subject, verb, and object (S+V+O), “I” as the subject (S), agree as the verbs (V), and “your opinion” as the object (O), while in Sigulai, the sentence pattern is verb, subject, and object (V+S+O), “setuju” as the verb (V), “do” asthe subject (S), and “pendapatmo” as the object (O).

Hence, Similarly with Indonesian, Sigulai language has non-configurational sentence pattern which means the sentence pattern of the language does not have fix grammar arrangement. This following example will illustrates the non-configurational sentence pattern in Indonesian:

English : This book was read by the women

Indonesian : Buku ini telah dibaca oleh wanita itu

However, the only grammatically correct sentence in English is “This book was read by the women”, while in Indonesian these following sentences are also acceptable:

Indonesian : Telah dibaca buku ini oleh wanita itu

Gloss *: was read this book by the women*

Why this topic is chosen as the object of this research because of the curiosity of the researcher to examine differences and to find out the factors that caused the differences of sentence patterns in English and Sigulai language. In addition, the researcher masters the language well. Then it can be easier for the researcher to do this research. Besides that, this language is a unique language, which is not known by many people yet, and is also still rarely investigated.

C. Limitation of the Study

This research focuses on discussing the sentence pattern in Sigulai language compared to English language. The scope of the study is limited to the analysis of verbal and nominal affirmative sentence in all tenses only. The researcher focuses on analyzing the part of sentence that causes the difference between the sentence pattern in the English language and the Sigulai language.

D. Research Question

a. What are the differences between sentence pattern in English and Sigulai language?
b. How the sentence patterns of the two languages are different?

E. Aim of Study

This research aims to provide knowledge about the differences of sentences pattern between English language and Sigulai language, and also to

provide the factor that affect the differences of sentence pattern in English and Sigulai language.

F. Significance of Study

Significance of this study can be classified into three parts:

1. For English department, lecturers, and students, the results of this study can be used as one of the learning references, especially for Linguistic subject, about the differences in English sentence patterns with Sigulai language.
2. For cultural and language hall, this research can be used as a reference for Simeulue language research.
3. For Sigulai people the researchers also hope that this research can improve awareness of Sigulai people who these days rarely use Sigulai language in their daily life, due to the rapid influence of the development of the times and technology.

G. Terminologies

1. Sentence Pattern

Fitri (2017, p.71), stated that "Sentence pattern is the arrangement of words, phrases, and clauses in a sentence. The grammatical meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure". In traditional grammar, there are four basic types of sentence structures which are simple sentence,compound sentence, complex sentence, and the compound-complex sentence. In general, word order in English sentences is Subject-Verb-Object (SVO). When reading a sentence, we

generally expect the first noun to be the subject and the second noun to be the object. This expectation is known in linguistics as the *canonical sentence strategy (Clark, 2011)*. In this research, the researcher focuses more on identifying the differences sentence pattern between English and Sigulai language in statement sentence.

2. English Language

According to Miller (2002), The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States) and a second language in a number of multilingual countries (including India, Singapore, and the Philippines). It is an official language in several African countries as well (such as Liberia, Nigeria, and South Africa). It is learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts.

3. Sigulai Language

According to Widayati (2016), argued that Sigulai language is a regional language that comes from one of districts in Aceh province, which is Simeulue. This language is used by 3 districts in Simeulue which are Salang, Alafan, and Simeulue Barat districs. This language is used by the Simeluenesse as the first language in their daily life.

CHAPTER II

LITERATURE REVIEW

A. Tenses in English

Tense is a way language expresses the time at which an event described by a sentence occurs. In English, this is a property of a verb forms, and expresses only time related information. Tense, in the grammar of many languages, is a category of time distinctions expressed by any conjugated form of a verb, in Latin inflection the tense of a verb is indicated by suffix that also indicates the verb voice, mood, person and number. Tense specifies whether the verb refers to action in the past, present or future.

According to Grain (2006), tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. Furthermore, Riyanto (2006, p.15) states that tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time.

Alzuhairy (2016) stated that there are twelve tenses in English, namely: present simple, present progressive, present perfect, present perfect progressive, past simple, past progressive, past perfect, past perfect progressive, future simple, future progressive, future perfect, and future perfect progressive.

a) The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present is a verb tense which is used to show repetition, habit or generalization.

b) The present progressive verb tense indicates that an action or condition is happening now, frequently, and may continue into the future. The present progressive tense is a way to convey any action or condition that is happening right now, frequently, and may be ongoing. It adds energy and action to writing, and its effect helps readers understand when the action is happening.

c) The present perfect tense refers to an action or state that either occurred at an indefinite time in the past or began in the past and continued to the present time.

d) The present perfect progressive tense shows that something started in the past and is continuing at the present time.

e) The simple past is a verb tense which is used to show that a completed action took place at a specific time in the past. The simple past is also frequently used to talk about past habits and generalizations.

f) The past progressive continuous tense refers to a continuing action or state that was happening at some point in the past.

g) The past perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

h) The past perfect progressive tense shows that an action that started in the past continued up until another time in the past.

i) The Future simple tense is used to express an action that will occur or happen in the future. It is used to describe an action which will happen in near or far future after being said about it by the speaker.

j) The Future continuous tense is used to express an on-going or continued action which will occur at some time in the future. It expresses future actions having an on-going nature that is expected to start in future and continue for a period of time in future.

k) The Future perfect tense is used to express an action which, the speaker assumes, will have completed or occurred in the future. It gives a sense of completion of a task that will happen in the future.

l) The Future perfect progressive is used to describe an on-going action that will complete in future. It is used to express the on-going nature of an action with regards to it is continuation towards a point in future. The action is assumed to be continued for a time in future.

The following table shows there are twelve tenses in English, Joshi (2014) as cited in English study here (2019),

Table 2.1

12 tenses in English

Tenses	**Formula**	**Sentence**
Present Simple	S+V1+s/es+object/complement	I play basketball every week
Present Progressive	S+to be (are,am,is)+V-ing+object/complement	I am playing basketball now
Present Perfect	S+have+V3+object/complement	I have just played basketball
Present Perfect Progressive	S+has/have+been+V-ing+object/complement	I have been playing basketball for 4 hours
Past Simple	S+V2+object/complement	I played basketball yesterday
Past Progressive	S+to be (was,were)+V-ing+object/complement	I was playing basketball the whole night
Past Perfect	S+had+V3+object/complement	I had played basketball before Rivan came
Past Perfect Progressive	S+had+been+Ving+object/complement	I have been playing basketball when Rivan came
Future Simple	S+will/shall+V+object/complement	I will play basketball next week

Future Progressive	S+will+be+V-ing+object/complement	I will be playing basketball tomorrow
Future Perfect	S+will+have+V3+object/complement	I will have played basketball when you get home
Future Perfect Progressive	S+will+Have+been+V-ing+object complement	I will have been playing basketball for 2 hours

B. Types of Sentences

Each type of sentences has different patterns to each other. Basically, there are four kinds of sentences in English which are simple sentences, complex sentences, compound sentences, and compound-complex sentences. Oshima & Hague (2007) argued that each type of sentences has one or more key ideas and details.

1. Simple sentences consist of only one key idea, the rest is details. For example;
    a. I enjoy playing tennis with my friends every weekend.
    b. I enjoy playing tennis and look forward to it every weekend.
    c. My friends and I play tennis and go bowling every weekend

From these examples above, the key idea of sentence (1) is I enjoy. The key idea of sentence (2) is I enjoy and look forward. The key idea of sentence (3) is friends and I play and go. The rest of them are called details of the sentences.

2. Complex sentences consist of more than one idea, but it only has one key idea. The other idea is less important idea. For example:
    a. Although women could own properly, they could not vote. Or, women could not vote although women could own properly.
    b. Men who are not married are called bachelors.

The key idea of the sentence (1) is they could not vote; the rest is the less important idea. The key idea of sentence (2) is Men are called bachelors; the less important idea is who are not married.

3. Compound sentences consist of two key ideas joined together by sentence connectors and semicolon and conjunctive adverb. The two ideas are equally important. For example:
    a. I enjoy playing tennis, but I hate playing golf
    b. I enjoy playing tennis; however, I hate playing golf
    c. I enjoy playing tennis: I hate playing golf
4. Compound-complex sentences consist of more than one key ideas joined together with the less important ideas. For example;
    a. After I graduated from high school, I wanted to travel, but I had to work in family's business.

The key ideas of the sentence is "I wanted to travel and I had to work in family's business", whereas the less important idea is "after I graduated from high school". In conclusion, understanding English sentences means understanding the ideas of English sentences. Therefore, to comprehend or to understand the ideas of

various sentences such as simple sentences, compound sentences, complex sentences and compound complex sentences can be done by identifying key ideas of each type of sentences, locating details/additional information and identifying less important ideas. The key of sentences describes what the sentences are about and what happen, details describe additional information, and the less important ideas join with the key ideas in complex sentences and compound complex sentences.

C. Verbal and Nominal Sentence

In English grammar, the term nominal is a category that describes the usage of parts of speech in a sentence. Specifically, the nominal definition is a noun, noun phrase, or any word or word group that functions as a noun. It is also known as a substantive. Barkeley (2008) argued that the term comes from the Latin, meaning "name." Nominal can be the subject of a sentence, the object of a sentence, or the predicate nominative, which follows a linking verb and explains what the subject is. Nominal are used to give more specifics than a simple noun. As a grammatical category, nominal describes words or groups of words that function together as a noun. The words in a nominal grouping give more detail about the noun, making it specific. Nominal phrases and clauses can include other parts of speech such as articles, prepositions, and adjectives.

Therefore, nominal sentence is a linguistic term that refers to a non-verbal sentence or a sentence without verb. As a nominal sentence does not have a verbal predicate, it may contain a nominal predicate, an adjectival predicate, in

Semiotic languages also an adverbial predicate or even a prepositional predicate.The following are examples of nominal sentences:

a) He is my lecturer
b) She is a beautiful girl
c) They are students in elementary school

Verb is word that tells what someone or something does. As stated by Filip (2000), a verb is an action word or word of being, shows action, makes a statement, or shows a link between word relationships. A verbal sentence is a sentence with contain a verb as a predicate. Therefore, the verbal sentence is a sentence that contain with a verb. The following are examples of verbal sentence:

a) Rina go to school
b) They sing a song
c) Sandi take a picture in Aceh museum.

D. Sentence Pattern

According to Christianto (2018), understanding sentence pattern is very necessary to know the structure of each type of sentences. The basic sentence patterns are sentences that consist of a subject and a verb or predicate. A subject means to whom or what something happens, a predicate is what happens. A sentence is not complete when it consists of only a subject or only a verb. Therefore, a complete sentence must have both, a subject and a verb, while the more complete sentences consist of a subject, a verb and complements or modifiers of the subject and the predicate. A subject of a sentence is usually a

noun identifying the person or object the sentence is about. A predicate of a sentence is usually a verb, it refers to what the person or object is doing or has done. A sentence usually contains additional information about the subject and the predicate.

Sentence pattern is just another way to talk about the way a sentence is put together. Sentence patterns are like maps of sentences. Patterns show the different parts of basic sentences. The patterns also show how these parts go together so that the sentence makes sense. The most essential parts of written sentences are the subject and the predicate. The subject and the predicate are the parts that allow written sentences to make sense when they stand alone. Some basic sentences also have objects and complements. These parts may be needed to make the meaning of the sentence complete (Fitri, 2017).

Fitri (2017), states that sentence patterns are formulas used by grammarians to illustrate the design of basics English sentences. It is necessary to understand sentence patterns by understanding some important parts of speech and sentence parts. The parts of speech are the grammatical classes to which words belong. The sentence parts are the parts of sentences which do different job. Fitri (2017, p.71), argue that the parts of the sentences consist of:

a. Noun: a name of person, place or thing

b. Pronoun: a word which takes the place of noun

c. Verb: a word showing action or being

d. Transitive Verb: a verb which takes an object

e. Intransitive Verb: a verb which does not take an object

f. Be Verb: the verb be and its forms (being, was, am, etc)

g. Linking Verb: verb of sense (seem, touch, feel, etc)

h. Adjective: a word which modifies a noun or pronoun

i. Adverb: a word which modifies a verb

j. Conjunction: joining words (and, but, because, etc)

k. Preposition: a word which shows a relationship (in, to, for, by, etc)

l. Determiner: a word which signals a noun such as a, an, the, etc.

E. English Sentence Pattern

Yano (2012, p.12) introduce there are five basic sentence patterns in English language, as follows:

a. SV (Subject + Object), for examples :
   - The boy run
   - The bird flies
b. SVO (Subject + Verb + Object), for examples :
   - I love you
   - Zizising a song
c. SVIODO (Subject + Verb + Object + Indirect Object + Direct Object), for examples :
   - Jane left Lina all of her money
   - Ayah gave me a new car
d. SVC (Subject + Verb + Complement), for examples :
   - The rose is flower

- Football is a game

e. SVOC (Subject + Verb + Object + Complement), for examples :

- Rivan painted his house yellow
- Juni named her cat Twinkle

F. Sentence Pattern in Several Languages

Olagbayega (2012), stated that Japanese sentence structure is different from most western language. Some people like to make this easier for you by explaining that the English sentence model falls in the subject-verb-object (SVO) category, and Japanese falls in the subject-object-verb (SOV) category. For instance, Olagbayega (2012, p.243):

In English : I eat an apple

In Japanese : I apple eat

The example above show that, in English the word “I” as the subject (S) comes at the beginning of the sentence, then following by “eat” as a verb (V), and “an apple” as the object (O), which sentence pattern SVO. Meanwhile, in Japanese sentence, the object of the sentence comes after the subject and then following by the verb at the end of the sentence, which sentence patter SOV.

These sentences are correct in that the analysis of the components used to make up the sentence is proper. However, it is also the least useful thing to know: since Japanese has explicit grammar, the only thing that you need to do for your sentence to be proper Japanese is to have the particles affixed to the right word sand usually a verb at the end. Waziri (2012, p.45), Japanese is a very context sensitive language, everyone is accustomed to the context being omitted, so a

subject will nearly never return in a conversation once it's been introduced. This means that the typical Japanese sentence doesn't follow the "subject-object-verb" rule, but the "use the right particles and maybe a verb at the end" rule.

Probably the only important thing to remember with Japanese sentences is that the most important bit of information is always presented last. This means that if you're going to, for instance, explain why you are late for work, the Japanese sentence structure wouldn't be "I am late for work because I overslept" but" because I overslept, I am late for work".

This gives us two rules we need to keep in mind when coming up with sentences:

1. Japanese sentences usually end on a verb
2. The more important something is, the later in the sentence you say it.

The next is Spanish sentence pattern. Adapted from Dussias (2003), word order in Spanish is much more flexible than in English. The word order of a Spanish sentence is as basic as: subject + verb + rest of sentence.Like in English, changing the sentence structure in Spanish can lead misunderstandings. However Spanish is a very flexible language, and most of the time you will be able to change that order without altering the meaning of the sentence or making it completely ungrammatical. The following example will illustrate the possibility of another sentence pattern, Dussias (2003, p.8-9) :

Spanish : Juan corre en el parque.

English : Juan runs in the park.

However, whereas in English, "Juan runs in the park" is the only grammatically acceptable sentence, in Spanish, all of the following sentences are acceptable:

Corre Juan en el parque (verb + subject + rest of sentence)

En el parque Juan Corre (rest of sentence + subject + verb)

Corre en el parque Juan (Verb + rest of sentence + subject).

To be clear, took a look at the following example, Leonetti (2015, p.12) :

Spanish : Mi hermano está leyendo un libro.

English : My brother is reading a book.

From example above, we have a subject (Mi hermano), a verb form (está leyendo) and an object (un libro). In spanish the structure of the sentence can change to be like this:

Spanish : Un libro está leyendo mi hermano.

Gloss : A book is reading my brother.

As you can see, the Spanish sentence is still grammatically correct, but the literal translation into English has become a little weird, to say the least. since it is really odd seeing a book reading a person . We would have to rearrange that English sentence if we want to keep the original meaning, and say something along the lines of, “It is a book that my brother is reading.”

G. Configurational and Non-configurational Language

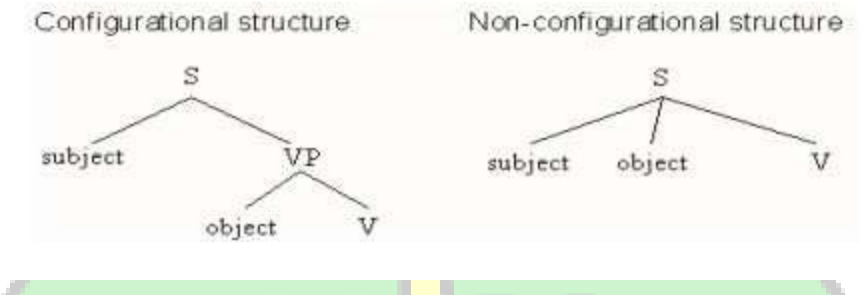
Mostly on the basis of word order properties, some languages have been called “configurational” and others “non-configurational”. Refer to Ohara (2001), in a configurational language, the grammatical functions of subject and object appear in a particular structural relationship to each other. English is the standard example of a configurational language, where the syntactic functions of subject and object can be deduced from their position in the sentence. For the “configurational” languages, the most influential factor is the syntactic functions and argument relations. In configurational languages in contrast, the subject of a sentence is outside the finite verb phrase (VP) (directly under S below) but the object is inside it. Since there is no VP constituent in non-configurational languages, there is no structural difference between subject and object.

Meanwhile, non-configurational language is when it explains the variable word order without referring to structure or configuration. According to Moris (2008), there are three core characteristics of non-configurational language: free word order, discontinuous expressions, and null anaphora. In generative grammar, non-configurational languages are languages characterized by a non-rigid pharase structure, which allows syntactically discontinuous expressions, and relatively free word order.

However, since all sentences in all languages have a certain configuration, the term “non-configurational” does not seem appropriate to refer to languages. There are striking differences between languages in terms of word order and constructions. Legate (2001) stated that the distinction configurational and non-

configurational can exist in phrase structure grammars only. In a dependency-based grammar, the distinction is meaningless because dependency-based structures do not acknowledge a finite verb phrase (VP) constituent.

Legate (2001, p.66), the following trees illustrate the distinction:



The presence of the VP constituent in the configurational tree on the left allows one to define the syntactic relations (subject vs. object) in terms of the configuration. The subject is the argument that appears outside of the verb phrase (VP), but the object appears inside it. The flatter structure on the right, where there is no verb phrase (VP), allows one to view aspects of syntax differently.

H. Sigulai Language

Acoording to Widayati (2016), there are 4 vernacular languages in Simeulue regency, namely Devayan, Aneuk Jame, Lekon and Sigulai language. Devayan language is used by southern society in the subdistricts of Simeulue Tengah, Teluk Dalam, Teupah Selatan, Teupah Tengah, Simuelue Cut and Teupah Selatan. Anek Jame language is used by society in the Simeulue Timur district. Sigulai language is used in 3 districts in Salang, Alafan and Simeulue Barat districts. While the Lekon language is only used in 2 villages in the Alafan district, Langi and Lafakha villages.

Sigulai is the name of a small empire in the Simeulue Barat district, Bano Sigulai. Sigulai is also the name of a village in the district of Simeulue barat. Some people call it Lamamek, which is the name of a village in Simeulue Barat district, which also has the same language.

In this study, the researcher wanted to examine the sigulai language. These sigulai languages are regional languages used daily by the residents in three districts, namely Simeulue Barat, Alafan, and Salang.

I. Previous Studies on Sentence Pattern

A study with the title "Differences on Language Structure between English and Indonesian" was researched by Acep Unang Rahayu(2015). This study is related to syntactic and semantic analyses. This study was analyzed based on two main things: (1) Constructions of English Progressive aspectuality ; (2) Grammatical meanings of progressive aspectuality and Its correspondence in Indonesian. This research is limited only to the English constructions of be+V-ing. In this research the thoughts of the English and Indonesian linguists are compared. Rahayu (2015, p.258), state that "In Indonesia misunderstanding frequently take place in any situations especially in understanding written English, for examples: The problems for Indonesian students lie on understanding the meaning of English Progressive in the first place, and interpreting Indonesian Progressive sentences into English". Other English constructions such as Simple Present, Simple Past, Present or Past Perfect Simple have no problem when it is translated into Indonesian.

According to Rahayu (2015), Indonesian structure is totally different from English. For example, in English, Subject is usually followed by a verb, while in Indonesian languages, Subject can be followed by a noun or adjective. For example, the English progressive structure use such as Present Progressive, Past Progressive and Perfect Progressive have their correspondences in Indonesian Language, but other English Progressive structure such as Future Present Progressive, Future Past Progressive, Future Present Perfect Progressive, and Future Past Perfect Progressive do not have their correspondences in Indonesian.

Interpreting Indonesian into English sometimes is confusing because of the difference structure, meaning and cultural background. However, Interpreting English into Indonesian is considered easier. The language expressions of English progressive meaning in Indonesian language are so limited. For examples, English Present Progressive which are commonly translated as *sedang*, masih and *lagi* in Indonesian language can also be translated into *sudah* which is generally used for Perfect Progressive structure meaning (Rahayu, 2015, p.258-259).

For example:

a. Present Progressive

1) “The police are investigating the cause of the accident”.

2) *“Polisi sedang menyelidiki penyebab kecelakaan”*.

In this example it is clear that the Present Progressive shows the action in progress (temporary situation in Indonesian *kesementaraan*). Its correspondence in Indonesian is also clear that the word “*sedang*” represents Progressive Aspectuality. In other word there is no difficulty in translating English into

Indonesian. However, translating the above Indonesian sentence into English without time signals such as *sekarang* (now), *saat ini* (at the moment) is rather confusing, and may lead to misinterpretation. On the other hand translating the above English sentence is easier because the use of to be such as “are’, though without time signal such as “now, or at the moment”, represents the action at the moment or at the time of speaking (Rahayu, 2015, p. 281).

B. Perfect Progressive

1) “I’ve been letting him punish me”

2) “*Inilah cara dia menghukumku*”

This shows one of examples of a mismatch translation due to difference culture between English and Indonesian language. The Perfect Progressive tells unfinished past situations continuing to the present moment, while In Indonesian language we do not have this kind of Progressive situation. The English Perfect is generally translated “*sudah* or *telah*”, while English Progressive is translated “*sedang* or *lagi*”. However, in the context of Present Perfect Progressive above, the use of “*sudah sedang*”, “*sudah*” that indicates Perfect, and “*sedang”* that indicates Progressive in the Indonesian translation, is omitted. So, both Present Perfect Simple and Present Perfect Progressive are mostly translated into Indonesian using “*sudah*”, because there is no proper expression in Indonesian language for perfect progressive (Rahayu, 2015, p.282).

The result of analysis shows that culture interference is so dominating in Indonesian language. Indonesian language has limitation in terms of vocabulary which are almost roughly 50% borrowed from European languages such as from

English, French, Spain, Italian and Dutch. The latest mention had ever occupied Indonesia for 3 and half decades. From Asia, Japan had occupied Indonesia for 3 and half years. These two occupiers must have influenced the development of our culture and language. Other countries which have influenced our culture are Chinese and Arabic. Almost 50% Indonesia people are Chinese-Indonesian breeds, and majority of our people have a religion belief of Moslem. The rest religion believers are Christian, Hindu, Budha and others (Rahayu 2015, p. 285).

A study about A Contrastive Study in Sentence Construction between English and Nubian Languages, focused on analyzing and contrasting sentence construction in both Nubian and English languages. The study intends to find out the potential productivities of these processes for pedagogical purposes, which may prove to be useful for Nubian native and how Nubian English language teachers may benefit from it in teaching English language. This study aims to identify the point of similarities and dissimilarities between the Nubian language and English language at sentence level.

According to Al Faki (2014), based on Structure Sentences in English are classified into:

a. Simple sentences

b. Compound sentences

c. Complex sentences

a) Simple Sentences

For example ;

English : I went to the market

Nubian : Ay ika dollerh

Gloss : I the market went

Both languages have the same elements, but the sentence pattern is different from each other. In English it is subject (S), verb (V) and predicate. In Nubian the predicate comes at the end of the sentence.

b) Compound and Complex Sentences

Compound sentences are the sentences that consist of two independent clauses joined by coordinating conjunctions such as: but, or, and. In Nubian language compound sentences consist of coordinators. Both languages use coordinators to construct compound sentences. In Nubian language the coordinator appears after each coordinate.

For example :

English : The man or the woman saw the girl.

Nubian : Ya id ya ideen buruga nassa

Gloss : Co man co woman the girl saw.

Examples above shows that both languages use coordinators to join two sentence or units. The differences is in English just use a coordinator, because if the sentence used more thatn one corrdinator may result in an ambiguous sentence, while in Nubian used more than one coordinator does not result in an ambiguous sentence.

In conclusion there are some similarities between sentence pattern in English and Nubian, both languages have similar elements to construct a sentence, then both languages use coordination to construct compound and complex sentences, and both languages have equivalent conjunctions. However, both languages also have some differences, which are the two languages have different order of elements in sentence construction, then coordinators in English convey shades of meaning, whereas in the Nubian language they cannot do so, and the coordinator appears in the middle of the sentence in English. The presence of more than one sentence may result in an ambiguous sentence. In Nubian language the coordinator appears after the nominal in each clause and there no ambiguous sentence may result.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the research methodology of this study. It covers several parts which are research design, population and sample, material of analysis, data collecting procedure and data analysis procedure.

A. Research Design

This research employs qualitative method. Based on Allwood (2011), qualitative research is primarily exploratory research used to get an understanding underlying reasons, opinions, and motivations of a phenomenon. The aim of qualitative research is to understand social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups are studied in their natural setting.

In this research, the writer applied theoretical linguistics research. According to Lyons (1968) as cited in Polanski (2009, p. 142) “Theoretical linguistics or general linguistics is the branch of linguistics which inquire into the nature of language itself and seeks to answer fundamental questions as to what language is, how the language works, how universe grammar (UG) as a domain

specific mental organ operates, what are it is unique properties, how does language relate to other cognitive processes".

Miller (2015) argued that there are four fields that are generally considered the core of theoretical linguistics. The first one is phonetics and phonology which study of sound systems, sound patterns, and sound structures. The second one is syntax and semantics which study about sentence structure and how it constrains meaning and interpretation. The third one is morphology which studies about word structure and it is connections with sound and sentence structure. The fourth one is language acquisition which studies about first and second language.

B. Population and Sample

The population in this study is Simeulue students who speak Sigulai language and study in Banda Aceh. The technique of purposive sampling, also called judgmental sampling was applied in choosing the sample for this study. According to Etikan, Musa and Alkassim (2016), purposive sampling is a non-random sampling technique that requires the researcher to specify the participants of the research based on the certain characteristic needed in the research. Participants who have met the characteristic as what the researcher need can be participated in this research. Therefore, in this research, the population of the study is Simeulue students who speak Sigulai language and study in Banda Aceh whereas the target samples are two Simeulue students studying in Banda Aceh who come from Salang regency in Simelue and speak Sigulai language in their daily life.

C. Data Analysis Procedure

As stated by Jhonson and Christensen (2012), data analysis is a way to search and arrange the interview transcript, field notes, and other materials to make other people understand what someone found about the phenomenon. Thus, analyzing the data help the researcher to explain or present what have discovered in a study. Hence, this section presents the way to analysis the data. Therefore, in this study the researcher used several steps to analyze the data:

1. The researcher wrote three sentences in English
2. The researcher formed the three sentences into 12 English tenses.
3. The researcher translated the sentence into Indonesian.
4. The researcher asked the participants to translate the Indonesian translation into Sigulai Language.
5. The researcher wrote the sentence pattern under each sentence.
6. The researcher analyzed the sentence pattern in each sentence.
7. Finally the researcher found the differences sentence pattern between English language and Sigulai language.

In presenting the data, the gloss of every single word is provided in order to clearly present the differences of the two language's sentence pattern. A gloss is a summary of the meaning of a morpheme or word, suitable for use in interlinear text displays. A gloss from Latin: glossa; from Greek: glôssa, meaning 'language' is a brief notation, especially a marginal one or an interlinear one, of the meaning of a word or wording in a text.

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers findings and discussion of the study. Findings are the information found through the analysis while discussion is a deeper description about the answer of research questions which have been proposed in chapter I. This study is concerned with analyzing the differences in sentence patterns between English and Sigulai language by testing all tenses in English to Sigulai for both verbal and nominal sentences.

A. Research Findings

The findings cover two aspects as attempts to answer the research questions that were mentioned in chapter I. The first research question is about the differences in sentence pattern of English and Sigulai languages whereas the second research question is about how the sentence patterns of the two languages are different. The data analysis used for the study was verbal and nominal sentences in 12 tenses in English, which were translated into Indonesian and then translated into Sigulai language by two research participants.

Having analyzed the data based on English tenses, the researcher found that the differences in sentence patterns between English and Sigulai exist in three tenses. In verbal sentences, the different sentence pattern is found in the present

simple tense and future simple tense. In present simple tense, the English sentence pattern is SVOC, while in Sigulai the sentence pattern is VOSC. In future simple tense, the English sentence pattern is SVOC, while in Sigulai the sentence pattern is Modal SVOC.

In nominal sentences, the different sentence pattern is found in the simple past tense and future simple tense. In simple past tense, the English sentence pattern is SVC, while in Sigulai the sentence pattern is VSC. As in verbal sentences, the sentence patterns of future simple tense of English and Sigulai languages are also different in which the English sentence pattern is SVOC, while in Sigulai the sentence pattern is Modal SVOC. These findings are presented and discussed thoroughly in the following sections.

1. The differences between sentence patterns in English and Sigulai language

Table 4.1

Tenses and sentence pattern in two languages (Verbal sentence)

Tenses	English Sentence	English Sentence Pattern	Sigulai Sentence	Sigulai Sentence Pattern
Present Simple	I play basketball every week	SVOC	1. Udu maen basket tiok minggu Gloss: Pre-I play basketball every week 2. Maen basket du tiok minggu Gloss: Play basketball I every week	1. SVOC 2. VOSC
Present Progressive	I am playing basketball now	SVOC	Udu maen basket lale'e Gloss: Pre-I play basketball now	SVOC
Present Perfect	I have just played	SVO	Udunga ana maen basket nak Gloss: Pre-I have just played basketball	SVOC

	basketball			
Present Perfect Progressive	I have been playing basketball for 4 hours	SVOC	Udula maen basket salamo 4 jam Gloss: Pre-I have been playing basketball for 4 hours	SVOC
Past Simple	I played basketball yesterday	SVOC	Modu maen basket menefi Gloss: Pre-I played basketball yesterday	SVOC
Past Progressive	I was playing basketball the whole day	SVOC	Modula maen basket mekhe-mekhe Gloss: Pre-I was playing basketball the whole day	SVOC
Past Perfect	I had played basketball before Rivan came	SVOC	Modula maen basket sebelum di lentuk Rivan e Gloss: Pre-I had played basketball before came Rivan e	SVOC
Past Perfect Progressive	I had been playing basketball when Rivan came	SVOC	Mo dula maen basket pas di lentuk Rivan e Gloss: Pre- I had been playing basketball when came Rivan e	SVOC
Future Simple	I will play basketball next week	SVOC	Fakha du maen basket minggu haifena Gloss: Will I play basketball week next	Modal SVOC
Future Progressive	I will be playing basketball tomorrow	SVOC	Fakha du maen basket fongi Gloss: Will I be playing basketball tomorrow	Modal SVOC

Future Perfect	I will have played basketball when you get home	SVOC	Fakha du maen basket pas ge lentuk khafoe Gloss: Will I played basketball when you get home	Modal SVOC
Future Perfect Progressive	I will have been playing basketball for 2 hours by the time you get home	SVOC	Fakha du maen basket salamo 2 jam atua ge lentuk khafoe Gloss: Will I have been playing basketball for 2 hours by the time you get home	Modal SVOC

a. Verbal Sentence

As stated from the analysis before, two different sentence patterns are found in verbal sentences. The first one is found in present simple tense and the second one is found in future simple tense.

1) Present simple (VOSC)

English : Iplaybasketballevery week
S V O C

Sigulai : *Maen basket du tiok minggu*
Gloss :*Play basketball I every week*

Both language have the same elements, however the sentence pattern of each are different. In English the sentence pattern is Subject (S), Verb (V), Object (O), and Complement (C), while in Sigulai the Verb (V) comes first, then followed by Object (O), Subject (S), and Complement (C).

While in present progressive, present perfect, present perfect progressive, past simple, past progressive, past perfect, and pas perfect progressive tenses has similar sentence patterns with English.

2) Future simple (Modal SVOC)

English : Iwillplaybasketballnext week
S Modal V O C

Sigulai : *Fakha du maen basket minggu ifena*
Gloss : *Will I play basketball week next*

In this case both languages also have the same element, however the sentence pattern of each are different. In English the word "will" comes after the Subject(S), while in Sigulai the word "will" comes in the beginning of the sentence.

Table 4.2
Tenses and sentence pattern in two languages (Nominal Sentence)

Tenses	English Sentence	English Sentence Pattern	Sigulai Sentence	Sigulai Sentence Pattern
Present Simple	He is in the classroom every Monday	SVC	Udi khaibakha kelas satiok Senin Gloss: Pre-He is in the classroom every Monday	SVC
Present Perfect	He has been in the classroom since morning	SVC	Udila khaibakha kelas fuli subuh Gloss: Pre-He has been in the classroom since morning	SVC
Past Simple	He was in the	SVC	Mo di khaibakha kelas menefi Gloss: Was He in the classroom yesterday	VSC

	classroom yesterday			
Past Perfect	He had had in the classroom before Jenni came	SVC	Udila khaibakha kelas sebelumdi lentuk Jenni e Gloss: Pre-He had had in the classroom before came Jenni e	VSC
Future Simple	He will be in the classroom next Monday	SVC	Fakha di khaibakha kelas Senin ifena Gloss: Will he in the classroom Monday next	Will SVC
Future Perfect	He will have been in the classroom before		Fakha di khaibakha kelas Senin ifena Gloss: Will he in the classroom Monday next	Will SVC

In English language, the nominal sentences do not come in progressive form. Thus, of all 12 tenses in English, nominal sentences only can be formed in 6 tenses which are present simple tense, present perfect tense, past simple tense, past perfect tense, future simple tense, and future perfect tense. Meanwhile, the rest six tenses are present progressive tense, present perfect progressive tense, past progressive tense, past progressive tense, past perfect progressive tense, future progressive tense, and past perfect progressive tense do not have nominal forms. As in this study analysis, it follows the English rules in which the nominal sentences translated to Sigulai were only in those six tenses.

b. Nominal Sentence

As stated from the analysis before, two different sentence patterns are found in nominal sentences. The first one is found in past simple tense and the second one is found in future simple tense.

1) Past Simple (VSC)

English : Hewasin the classroom yesterday
S V C

Sigulai : *Mo di khaibakha kelas menefi*
Gloss *: Was He in the classroom yesterday*

From the example above the differences sentence pattern is in the Verb (V). In english the Verb (V) always come after the Subject (S), while in Sigulai the Verb comes in the beginning of sentence then followed by the Subject (S).

While in present simple, present perfect, past simple, and past perfect, tenses has similar sentence patterns with English.

2) Future Simple (Modal SVC)

English : Hewillbein the classroom next Monday
S Modal V C

Sigulai : *Fakha di khaibakha kelas Senin ifena*
Gloss *: Will He in the classroom Monday next*

In this case both languages also have the same element, however the sentence pattern of each are different. In English the word “will” comes after the Subject(S), while in Sigulai the word “will” comes in the beginning of the sentence.

2. How the sentence patterns of the two languages are different

As presented in findings for research question 1, the differences in sentence pattern happen in both verbal and nominal sentences. In verbal sentences, there are two differences in sentence patterns between English and Sigulai language, which are present simple tenses and future tenses.

In present simple, the differences in sentence patterns occur because the sentence is influenced by one of the morphological processes, namely affixes. The following example will illustrate the difference:

English : Iplaybasketballevery week
S V O C

Sigulai : 1. *Udumaen basket tiok minggu*
S V O C

2. *Maendubaskettiok minggu*
V S O C

The example shows that the process of changing sentence patterns between English and Sigulai language is influenced by affixes to the subject of the sentence. In the first sentence, the word "udu" has a prefix on the subject, which is "u", while in the second sentence, the word "du" does not use any affix. In sigulai language, if there is a prefix on the subject of the sentence, the subject must be in the beginning of the sentence with SVOC sentence pattern. Meanwhile, if the subject has no affixes, the subject is coming after the verb, with VSOC sentence pattern. Both of the forms, either SVOC or VSOC are grammatical in Sigulai.

In future tenses, to indicate the future time, Sigulai language does not need to always use the word “Fakha”, which means “will”, it requires only adverb of time at the end of the sentences such as “fongi” meaning “tomorrow”, “minggu ifena” meaning “next week”,“bulan ifena” meaning “next month”, “taun ifena” meaning “next year”, and others.

English : Iwillplaybasketballnext week
S Modal V O C

Sigulai :1. *Fakha du maen basket minggu ifena*
Gloss *: Will I play basketball week next*

2. Maen du basket minggu ifena
Play I basketball next week

Both examples above, (1) and (2), are grammatical. In (1), it completely follows the sentence pattern of the English language and it has the same sentence pattern with English. However, in (2), the word “fakha” meaning “will”, is omitted and the word “I” which is translated as “du” in Sigulai is put after the verb. Thus, when the word “fakha” is omitted, the sentence pattern is changed from SVOC to VSOC. Furthermore, even after the word “fakha” is omitted, the sentence is still well understood as long as there is adverb of time indicating future situation.

Next, in nominal sentences, there are also two differences in sentence patterns between English and Sigulai language, which are in past simple tenses and future tenses. Similar to sentence pattern of present tense in verbal sentences, the differences of sentence pattern in past simple in nominal sentences also happen because the sentence is influenced by prefix attached to the subject.

However, the affixes on the subject in nominal sentences are actually different from the affixes that exist on the subject in the verbal sentence described earlier. The following example will show the process of changing the sentence pattern:

English : Hewasin the classroom yesterday
S V C

Sigulai : *Modikhaibakha kelas menefi*
V S C

In verbal sentences if the prefix suffix is on the subject, then the subject must be at the beginning of the sentence, while in the nominal sentence, the prefix on the subject is actually coming at the beginning of the sentence. It happens because in nominal sentences there is no main verb, but the verb is replaced by to be. It affects the differences in sentence patterns between English with SVC sentence pattern and Sigulai language with VSC sentence pattern in past simple tense in nominal sentences.

Similarly, in nominal sentences the differences are also found in sentence patterns between English and Sigulai language in future simple tense. As stated before, to indicate the future time in Sigulai language we do not need to always use the word “Fakha”, we just need to use adverb of time at the end of the sentences.

B. Discussion

Having analyzed the data, the findings were discussed by the researcher to answer research questions proposed in the first chapter. The discussion is divided into two parts. The first part is about the differences between sentence pattern in

English and Sigulai language. The second part is about how the sentence patterns of the two languages are different.

The result of the first question in this research is almost similar with Yano (2012) which also investigated the five basic sentence patterns in English language, as follows SV, SVO, SVIODO, SVC, and SVOC. Similarly in Sigulai language, almost in all tenses commonly the sentence pattern used is SVO, SVC, and SVOC.

The finding related to the first research question showed that sentence pattern in Spanish is much more flexible than in English by Dusssias (2003) occurred in Sigulai sentence pattern. You will be able to change that order without altering the meaning of the sentences or making it completely ungrammatical.

The researcher found that in Sigulai language it is possible to change the order of sentence without altering the meaning of the sentence or making it completely grammatical. The following example illustrates the differences:

English : I play basketball every week

Sigulai : *Udu maen basket tiok minggu*

However, the only grammatically correct sentence in English is “I play basketball every week”, while in Sigulai these following sentences are also acceptable:

Maen basket du sabe tiok minggu (Verb+ Object+ Subject+ Complement)

Tiok minggu udu sabe maen basket (Complement+ Subject+ Verb+ Object).

The example above proved that the Sigulai language is one of the non-configurational languages, because the Sigulai language does not have a fixed grammar arrangement. The example shows, the Subject position (S) can be at the beginning of the sentence or can also be in the middle of the sentence, as well as the position of the verb (V) and the Complementary position (C). It is related to a research that has been done by Morris (2018), argued that there are three core characteristics of non-configurational language: free word order, discontinuous expressions, and null anaphora.

Furthermore, the result of this study shows that Sigulai language is one of the Austronesian languages, because Sigulai language is one of the archipelago languages in Aceh. It is related to Marsono (2011) which shows that Indonesia has 418 regional languages and all languages belong to the Austronesian Language family. The Austronesian comes from the Latin word *auster* means "south wind" and the Greek word *nêsos* means "island". The speakers of Austronesian languages are from southern China. About 4000 years ago the speakers of this language migrated to Taiwan, and then spread to the Philippines, Indonesia, and to Madagascar.

In addition, this study also shows the function of the word "will" in future tense in English sentences is different from the function *"fakha"* in Sigulai language. In future tense the function "will" is as an auxiliary verb. According to Khojasteh (2011), an auxiliary verb is a verb that adds functional or grammatical

meaning to the clause in which it appears, such as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually pair with a main verb. The main verb provides the main semantic content of the clause. While in Sigulai language, to express the future time we do not need to always use word *"fakha"*, by only use adverb of time at the end of the sentence such as *"fongi"* meaning "tomorrow", *"minggu ifena"* meaning "next week" and others adverb of time, it can be expressed the future time.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two sections which are conclusion and recommendations. Conclusion covers the summary of the study while recommendations cover the implications and suggestions of the study for the future researcher.

A. Conclusion

The study was conducted to investigate the differences in Sentence pattern between English and Sigulai Language and also to describe how the sentence pattern of the two languages are different.

After having analyzed the data in Chapter IV, there are several conclusions that can be made in relation to research questions. The finding shows that there are two the differences between sentence patter in English and Sigulai language in verbal sentences. The first sentence pattern is “VSOC” in present simple tense, and the second sentence pattern is “Modal VSC” in future tense. Similarly, in nominal sentences there are also two differences sentence patterns was found. The first sentence pattern is “VSC” in simple past tense, and the second sentence pattern is “Will VSC” in future tense.

While how the sentence patterns of the two languages are different is the morphology process of Sigulai language, and then Sigulai language is one of non-configurational and Austronesian languages.

B. Recommendation

Regarding to the findings of this study, there are some recommendations that can be suggest for the lecturers, students, and the next researcher who is interested to analyzing the same field of the study.

a. For the lectures and students

As the lectures of linguistic, this study shows that it is an interesting thing to compare English language with other language. Therefore, the researcher recommends the lecturers to use this study as a reference for teaching materials. Then as the students, students may think that learning linguistic is hard and troublesome. In fact, learning linguistic is one important aspect in order to master English. Hence, it would be better for the student to increase their knowledge by studying the differences in sentence pattern in other language.

b. For future Researchers

In this research, the researcher only focuses on analyzing the sentence pattern in Sigulai languge. For the future researcher, the researcher suggests to analyze about synonym in Sigulai language. Besides that, the researcher also recommends to the future researcher to analyze about morphology in Sigulai language, such as roots, affixes, prefixes, suffixes, and infixes.

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Appendix A
Appointment Letter of Supervisor

Nomor : B- 9369/UN.08/FTK/KP.07.6/06/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-13451/UN.08/FTK/KP.07.6/12/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-13451/UN.08/FTK/KP.07.6/12/2018** tanggal 04 Desember 2018

KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., M.A — Sebagai Pembimbing Pertama
2. Fera Busfina Zalha, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Satria Juni**
NIM	:	**140203122**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Analysis of the Differences between Sentence Pattern in English Language and Sigulai Language**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Juni 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Appendices B

Research Instrument

A. Verbal Sentence

a. I play basketball.

Present Simple	: I play basketball every week
Indonesia	: Saya bermain basket setiap minggu
Sigulai	:
Present Progressive	: I am playing basketball now
Indonesia	: Saya sedang bermain basket sekarang
Sigulai	:
Present Perfect	: I have just played basketball
Indonesia	: Saya baru saja bermain basket
Sigulai	:
Present Perfect Progressive	: I have been playing basketball for 4 hours
Indonesia	: Saya telah bermain basket selama 4 jam
Sigulai	:
Past Simple	: I played basketball yesterday
Indonesia	: Saya bermain basket kemarin
Sigulai	:
Past Progressive	: I was playing basketball the whole evening

Indonesia : Saya telah bermain basket sepanjang malam

Sigulai :

Past Perfect : I had played basketball before Rivan came

Indonesia : Saya telah bermain basket sebelum Rivan datang

Sigulai :

Past Perfect Progressive : I had been playing basketball when Rivan came

Indonesia : Saya telah bermain basket ketika Rivan datang

Sigulai :

Future Simple : I will play basketball next week

Indonesia : Saya akan bermain basket minggu depan

Sigulai :

Future Progressive : I will be playing basketball tomorrow

Indonesia : Saya akan bermain basket besok

Sigulai :

Future Perfect : I will have played basketball by tomorrow

Indonesia : Saya akan bermain basket besok

Sigulai :

Future Perfect Progressive : I will have been playing basketball for 2 hours by you get home

Indonesia : Saya akan bermain basket selama 2 jam setelah anda tiba di rumah

Sigulai :

B. Nominal Sentence

a. He is in the classroom.

Present Simple : He is always in the classroom at every Monday

Indonesia : Dia selalu berada di ruang kelas setiap hari senin

Sigulai :

Present Progressive : He is in the classroom now

Indonesia : Dia sedang berada di ruang kelas sekarang

Sigulai :

Present Perfect : He have had just in the classroom

Indonesia : Dia baru saja berada di ruang kelas

Sigulai :

Present Perfect Progressive : He has been in the classroom today since morning

Indonesia : Dia telah berada di ruang kelas sejak pagi

Sigulai :

Past Simple : He was in the classroom yesterday

Indonesia : Dia telah berada di ruang kelas kemarin

Sigulai :

Past Progressive : He was in the classroom yesterday

Indonesia : Dia telah berada di ruang kelas kemarin

Sigulai :

Past Perfect : He had had in the class room before Jenni came

Indonesia : Dia sudah ada di ruang kelas sebelum Jenni datang

Sigulai :

Past Perfect Progressive : He had been in the classroom when Jenni came

Indonesia : Dia berada di ruang kelas ketika Jenni datang

Sigulai :

Future Simple : He will be in the classroom next Monday

Indonesia : Dia akan berada di ruang kelas Senin depan

Sigulai :

Future Progressive : He will be in the classroom next Monday

Indonesia : Dia akan berada di ruang kelas Senin depan

Sigulai :

Future Perfect : He will have been in the classroom before the bell rings

Indonesia : Dia akan berada di ruang kelas sebelum bel berbunyi

Sigulai :

Future Perfect Progressive : He will have been be in the classroom for 2 hours when Jenni gets examination

Indonesia : Dia akan berada di ruang kelas ketika Jenni ujian

Sigulai :

Appendices C

Participants works

A. Verbal Sentence

a. I play basketball.

Present Simple : I play basketball every week

Indonesia : Saya bermain basket setiap minggu

Sigulai : 1. Udu maen basket tiok minggu

2. Tiok minggu udu sabe maen basket (C+S+V+O)

Present Progressive : I am playing basketball now

Indonesia : Saya sedang bermain basket sekarang

Sigulai : Udu buteng maen basket lale'e

Present Perfect : I have just played basketball

Indonesia : Saya baru saja bermain basket

Sigulai : Udunga ana maen basket nak Gloss

Present Perfect Progressive : I have been playing basketball for 4 hours

Indonesia : Saya telah bermain basket selama 4 jam

Sigulai : Udula maen basket salamo 4 jam

Past Simple : I played basketball yesterday

Indonesia : Saya bermain basket kemarin

Sigulai : Modu maen basket menefi

Past Progressive : I was playing basketball the whole evening
Indonesia : Saya telah bermain basket sepanjang malam
Sigulai : Modula maen basket alalafungi

Past Perfect : I had played basketball before Rivan came
Indonesia : Saya telah bermain basket sebelum Rivan datang
Sigulai : Modula maen basket sebelumdi lentuk Rivan e

Past Perfect Progressive : I had been playing basketball when Rivan came
Indonesia : Saya telah bermain basket ketika Rivan datang
Sigulai : Modula maen basket pasdi lentuk Rivan e

Future Simple : I will play basketball next week
Indonesia : Saya akan bermain basket minggu depan
Sigulai : Fakhadu maen basket minggu ifena

Future Progressive : I will be playing basketball tomorrow
Indonesia : Saya akan bermain basket besok
Sigulai : Fakhadu maen basket minggu haifena

Future Perfect : I will have played basketball when you get home
Indonesia : Saya akan bermain basket ketika kamu tiba di rumah

Sigulai : Fakhadu maen basket pas ge lentuk hafoe e

Future Perfect Progressive : I will have been playing basketball for 2 hours by you get home

Indonesia : Saya akan bermain basket selama 2 jam setelah anda tiba di rumah

Sigulai : Fakhadu maen basket salamo 2 jam atuage lentuk hafoe

b. Agus speaks French

Present simple : Agus speaks French every day

Indonesia : Agus berbicara Prancis setiap hari

Sigulai : 1. Agus udi beserek bahasa Perancis tiok hari

2. Beserek di bahaso Perancis tiok hari Agus e

Present Progressive : Agus is speaking French now

Indonesia : Agus sedang berbicara bahasa Perancis sekarang

Sigulai : Agus e udi buteng beserek bahaso Perancis lale’e

Present Perfect : Agus has just spoken French with Nadin

Indonesia : Agus baru saja berbicara bahasa Perancis dengan Nadine

Sigulai : Agus udinga ana beserek bahaso Perancisnak afe Nadine e

Present Perfect Progressive : Agus has been speaking French since 2004

Indonesia : Agus telah berbicara bahasa Perancis sejak 2004

Sigulai : Agus molaya beserek bahaso Perancis fuli ala 2004

Past simple : Agus spoke French two days ago

Indonesia : Agus telah berbicara bahasa Perancis 2 hari yang lalu

Sigulai : Agus modi beserek bahaso Perancis 2 hari yu lalu

Past Progressive : Agus was speaking French the whole day

Indonesia : Agus telah berbicara bahasa Perancis sepanjang hari

Sigulai : Agus molaya beserek bahaso Perancis mekhe-mekhe

Past Pefect : Agus had spoken French before Nadine came

Indonesia : Agus telah berbicara bahasa Perancis ketika Nadine datang

Sigulai : Agus molaya beserek bahaso Peerancis sebelum di lentuk Nadine e

Past Perfect Progressive : Agus had been speaking French when Nadine came

Indonesia : Agus telah berbicara bahasa Perancis ketika Nadine datang

Sigulai : Agus molaya beserek bahaso Perancis pas dii lentuk Nadine e

c. I take my bag on the table.

Present Simple : I take my bag on the table

Indonesia : Saya mengambil tas saya di atas meja

Sigulai : 1. Udu mandau tas gu khailawa meja
2. Mandau du tas gu khailawa meja

Present Continuous : I am taking my bag on the table now

Indonesia : Saya sedang mengambil tas saya di atas meja

Sigulai : Udu buteng Mandau tas gu khailawa meja lale'e

Present Perfect : I have just taken my bag on the table

Indonesia : Saya baru saja mengambil tas saya diatas meja

Sigulai : Udunga ana mandau tas gu nak khailawa meja

Present Perfect Continuous : I have been taking my bag on the table since 08.00 am

Indonesia : Saya telah mengambil tas saya di atas meja sejak pukul 08.00

Sigulai : Udula mandau tas gu khailawa meja fuli ala jam 08.00

Past Simple : I took my bag on the table one hour ago
Indonesia : Saya telah mengambil tas saya di atas meja satu jam yang lalu
Sigulai : Modu mandau tas gu hailawa meja sa jam fuliek ifuli

Past Continuous : I was taking my bag on the table
Indonesia : Saya telah sedang mengambil tas saya di atas meja
Sigulai : Modula madau tas gu khailwa meja

Past Perfect : I had taken my bag on the table when Rani came
Indonesia : Saya telah mengambil tas saya di atas meja ketika Rani datang
Sigulai : Modula mandau tas gu khailawa meja pasdi lentuk Rani e

Past Perfect Continuous : I had been taking my bag on the table before Rani came
Indonesia : Saya telah sedang mengambil tas saya di atas meja sebelum Rani datang
Sigulai : Modula mandau tas gu khailawa meja sebelumdi lentuk Rani e

Future Simple : I will take my bag on the table tomorrow

Indonesia : Saya akan mengambil tas saya di atas meja besok

Sigulai : Fakhadu mandau tas gu khailawa meja fungi

Future Continuous : I will be taking my bag on the table next week

Indonesia : Saya akan sedang mengambil tas saya di atas meja minggu depan

Sigulai : Fakhadu mandau tas gu khailawa meja minggu ifena

Future Perfect : I will be taken my bag on the table when Rani came

Indonesia : Saya akan telah mengambil tas saya di atas meja ketika Rani datang

Sigulai : Fakhadu mandau tas gu khailawa meja pasdi lentuk Rani e

Future Perfect Continuous : I will have been taking my bag on the table before Rani came

Indonesia : I akan telah mengambil tas saya di atas meja sebelum Rani datang

Sigulai : Fakhadu mandau tasgu khailawa meja sebelumdi lentuk Rani e

B. Nominal Sentence

a. He is in the classroom.

Present Simple	: He is always in the classroom at every Monday
Indonesia	: Dia selalu berada di ruang kelas setiap hari senin
Sigulai	: Udi sabe khaibakha kelas satiok hari
Present Perfect	: He have had just in the classroom
Indonesia	: Dia baru saja berada di ruang kelas
Sigulai	: udinga ana khaibakha kelasnak
Past Simple	: He was in the classroom yesterday
Indonesia	: Dia telah berada di ruang kelas kemarin
Sigulai	: Modi khaibakha kelas menefi
Past Perfect	: He had had in the class room before Jenni came
Indonesia	: Dia sudah ada di ruang kelas sebelum Jenni datang
Sigulai	: Ulaya khaibakha kelas sebelumdi lentuk Jenni e
Future Simple	: He will be in the classroom next Monday

Indonesia : Dia akan berada di ruang kelas Senin depan

Sigulai :Fakhadi khaibakha kelas Senin ifena

Future Perfect : He will have been in the classroom before the bell rings

Indonesia : Dia akan berada di ruang kelas sebelum bel berbunyi

Sigulai : Fakhadi khaibakha kelas sebelum suaro lonceng

b. The English class is exciting

Present Simple : The English class always exciting

Indonesia : Kelas bahasa Inggris selalu menyenangkan

Sigulai : Kelas bahaso Inggris salalu menyenangkan

Present Perfect : The English class have just had exciting

Indonesia : Kelas Bahasa Inggris baru saja mengasikkan

Sigulai : Kelas bahaso Inggris unga ana mengasikkan nak

Past Simple : The English class was exciting yesterday

Indonesia : Kelas bahasa inggris kemarin mengasikkan

Sigulai : Kelas bahaso Inggris menefi mengasikkan

Past Perfect : The English class had had exciting before Mr. Robin gets angry

Indonesia : Kelas bahasa Inggris telah menyenangkan pak Robin marah

Sigulai : Kelas bahaso Inggris mola mengasikkan sebelumdi akhei pak Robin e

Future Simple : The English class will be exciting next semester

Indonesia : Kelas bahasa Inggris akan mengasikkan semester depan

Sigulai : akandi mengasikkan kelas bahaso Inggris semester ifena

Future Perfect : The English class will have been exciting before the Mr. Robin gets angry

Indonesia : Kelas bahasa Inggris akan mengasikkan sebelum Mr. Robin marah

Sigulai : Akandi mengasikkan kelas bahaso Inggris sebelum di lentuk pak Robin e

AUTOBIOGRAPHY

Name/NIM	: Satria Juni / 140203122
Date/Place of Birth	: Meunafa/ 18th June 1996
Gender	: Female
Address	: Desa Meunafa, Kecamaan Salang, Kabupaten Simeulue
Email	: biverlyjune@gmail.com
Phone Number	: 085296691681
Religion	: Islam
Status	: Single
Occupation	: Student
Nationality	: Indonesian

Parents

Name of Father	: Yunirman
Name of Mother	: Darmina Wati
Father's Occupation	: Farmer
Mother's Occupation:	Housewife
Address	: Desa Meunafa, Kecamaan Salang, Kabupaten Simeulue

Education

Elementary	: MIN Meunafa
Junior High School	: MTsN Sinabang
Senior High School	: SMAN 1 Simeulue Timur

University : English Language Education Department of UIN Ar-Raniry, Banda Aceh, Indonesia.