
A COMPARATIVE STUDY ON USING SIMPLE PRESENT TENSE BETWEEN ENGLISH AND TETUN-TERIK

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ABSTRACT

This thesis is entitled "A Comparative Study on Using Simple Present Tense between English and Tetun-Terik". It is a comparative study because it is aimed to identify the similarities and differences between English and Tetun-Terik. In order to find out the similarities and differences, the writer used sentence patterns in English Simple Present Tense to compare with Tetun-Terik in order to find out the difficulties that faced by both native speakers of English and Tetun-Terik. Comparative method approach is used to analyses the collected data. This is because comparative approach comprise with description, selection, contrasting and predicting. Meaning, in the process of analyzing the data, it pays more focuses on explanations and interpretation. So, it is a qualitative research. The research shows that there are some similarities and differences of both languages (English and Tetun-Terik) in forming affirmatives, negatives and interrogatives sentences and in Simple Present Tense. The result of this study can be also used as a reference of linguistics and future investigation.

INTRODUCTION

Language is human speech, either spoken or written which is the most common System of communication to allow people talk and interact by their thought, feelings and ideas of their daily habits. Richards, (Revised 2000: 153) argued that language is the system of Human communication by means of a structured arrangement of sound that can be used to communicate to each other.

Language is a system of arbitrary vocal symbols. (Bloch and Trager, (Revised 2000: 5)and Hall (Revised 2000: 158) says that language is the institution whereby

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human communicate and interact with each other. Languages exist because of the existence of society. Therefore, people cannot do their activities or interact with one other without language. The characteristics of a language are as follows:

Firstly, language operates in a regular systematic fashion. Secondly, language is basically oral, and that oral symbols represent meaning as they are related to real life situation and expression. Thirdly, language has a social function and that without any society, it would probably not exist, (Nasar, Revised 2000). Since language is a part of culture and human behavior, or attitude it must be different from any other parts of culture or human behavior.

English was transmitted to a number of countries and became the national language of many countries like: USA, Canada, Australia, New Zealand and etc. In other countries, English is established as a second language. Recently English is most widely spoken language in the world. It has become an International language which is spoken all over the world as a tool of communication. Moreover, English is a language which is mostly used in commerce, science, politics, administration and many universities around the world use English in teaching and learning process. In Timor-Leste English is considered as a working language beside the official and national language of this nation.

Before the people in the world speak English, every nation has its own language which learn to speak in the small area or society which is called local dialect.

The local language has the functions related to the society and the place of the users:

- A symbol of local resilience
- A symbol of local identity
- A means of communication in a family and society (Seken et al, Revised 2000)

So, local languages must be protected and developed. This is because local language can show the local identity or tradition of people. Through local language can paint the story to the next generation. There are 16 dialects that exist in this island (Timor-Leste) which is belonging to Austronesia and non- Austronesia (Hull, Revised 2004:1). While Morris says that Tetum is the common language and was regarded as the lingua Franca of East Timor during the Portuguese times. (Morris, Revised 2000: 6). Tetum is called lingua Franca because the majority people of Timor-Leste use or speak it.

Based on the Constitution of RDTL, 2002: 64 articles 13 say that " Tetum is considered as a national language beside the Portuguese as an official language. While articles 159 says that English and Indonesian are recognized as working or business languages.

The majority of Timorese, especially in the rural areas spoke their own dialect at home. Most, such as Mambae and Tokodede, are related to Tetum because they are belonging to the Austronesia language family. Some, such as Bunak and Makassae are totally unrelated to Tetum.

There are two types of Tetum which are spoken in Timor-Leste. One is Tetun-Terik an ethnic language that spoken along both sides of the border with west

Timor, and also along parts of the south coast. Relatively few people spoke Tetum-Terik for those who domicile to that ethnic group. The other is Tetun-Terik.

It has evolved from Tetum-Terik, but the changes have been so great that speakers of the two languages have difficulties in understanding each other. A great difference is that Tetun-Dili has been strongly influenced by Portuguese, whereas Tetum-Terik has not. In other respects, Tetun-Dili is significantly simpler than Tetum-Terik.

The communities consider that dialect as a mother tongue up to the present time. Even they are using different dialects in terms of communication process, but at least they make an effort to understand each other very well.

English plays an important role in the world because it is an international language that is used for international communication (Noss, Revised 2000 Pixy).

In East Timor, English is considered as a foreign language and every one learn show to speak it. Learning English as a foreign language has some usefulness. Atmodarsono in "variables Affecting Success in teaching and learning a foreign language" (P.7) says that a person embarks on the study of a foreign language for various reasons, for instance to get information for personal improvement, to familiarize oneself with another culture, to enjoy the pleasure of reading in another language. A person may also learn a foreign language with a vision to identify him with certain segment of society, to become the potential member of the community speaking the target language.

The first thing that we should realize in teaching language as a foreign language which it is one of the compulsory subject that should be taught in junior high school, senior high school up to university based on the curriculum of education in Timor-Leste.

As it had been written on the constitution of RDTL, There are four main languages are used in our nation such as: Tetum, Portuguese, Indonesian and English. Beside those others dialects are also used in this nation. In the society apart from individual own dialect as a means of communication in his village, some people also use Portuguese and Indonesia in daily communication. We categorized them as multilingualism. Due multilingualism, the learners are faced some difficulties to acquiring English. The difficulties faced by the learners are mostly found in all language features. On one hand, if the language features are parallel to learner native speaker, it will be easy for them to acquire English. On the other hand if they are unparalleled to the linguistic structure of the second language and differ from those of the first language, the learners have a tendency to carry over features of the first language into the second language (Bell, Revised 2000: 177).

The language of Suai-Covalima is Tetum-Terik. Tetum-Terik is the classic Tetum spoken in many parts of both East Timor and West Timor (the District of Belu) that is part of Indonesia. Belu or Belun is the Tetum-Terik word for friend. In spite of centuries of colonial occupation by Portugal, Holland (the Netherlands), Japan and Australia (both during the World War II), and then Indonesia, the Timorese, against all odds, speak and maintain their own traditional languages. There are 36 local languages, which are totally different from each other. Suai is the abbreviation of Tetum-Terik words: Su Rai-Henek, which means digging the sand. As time elapsed the pronunciation of Su Rai evolved into Suai which has lost its real meaning or

become meaningless. Covalima means five baskets. But it's politically symbolic meaning is 'five kingdoms' a coalition of five kingdoms.

The traditional Timorese love their land. Timorese are very much attached to their land. Land is the very essence of their identity and of their existence. Land was and still is to a great extent seen as the mother who nurses the people, and to whom they are grateful. Land was not and is not seen as a commercial resource or commodity to be exploited. Land was and is seen as being sacred-sacred land (*railulik*), together with sacred water, sacred forests, sacred trees, sacred mountains, and sacred stone, sacred lakes and so on. The spiritual attachment to their land does not engender any desire to leave it. It was colonization, the forced dispossession of land and violence that forced people to move from their traditional land that uprooted them. During colonization by foreign powers, one after another many people were uprooted and displaced. In Suai for example there are people from different parts of the district of Covalima. This movement was accelerated during the Indonesian occupation. For example people from Fatumea moved to Suai and occupied a part of Suai called Asu-Maten. Land is community-owned. Private ownership is a foreign concept. It is against the communal spirit and the attachment towards their land. The emphasis on I, me, my and mine is seen as arrogant, selfish and impolite. Therefore, one often hears used, the inclusive and plural first pronouns: we and ours (our land, our forest, our water, our house, our children, etc.).

While the national language of East Timor is Tetum, the official language is Portuguese. The Government declared the official name of East Timor as Timor-Leste (Portuguese). The Tetum words for East Timor are *Timor Lorosa'e*, which means Timor of the Rising Sun (East Timor) in contrast to *Timor Loro Toba* or *Timor-Loro Monu* (Timor of the Setting or Sleeping Sun), which means West Timor. *Timor Loro Toba/Monu* was Timor Hollandaise, (Dutch Timor), until 1949, when it became a part of the Republic of Indonesia.

People educated under the Portuguese in East Timor are usually fluent in Portuguese and if they have lived in Timor since 1975 they are often fluent in Indonesian also. However, the majority of the young people educated during the Indonesian occupation do not speak Portuguese. In addition to Tetun-Dili as the national language, Indonesian, Portuguese and English, almost every Timorese speaks his or her own mother tongue, such as Tetum-Terik, Bunak, Dawan, Makasae, Mambae, Kemak, Fataluku, Makalero, Haka, Uai-ma'a, and others. The Timorese of Chinese origins speak Haka as their mother tongue. So there are 40 different languages spoken in East Timor (whose population as of 2008 is less than one million), 36 native languages plus Portuguese, Haka, Indonesian and English.

Many people see the use of Tetum as critical to maintaining their cultural identity. They are resisting the renewal of Portuguese language in the country. It is common to see graffiti to this effect. This is being counter-balanced by the use of Portuguese in schools and official documents. In Dili, the capital, a combination of Indonesian, Portuguese and Tetum plus English is the lingua franca.

The confusion about spelling even extends to the name of the language; some argue for Tetum others for Tetun. Tetun is the real name of the language. Tetum is the Portuguese spelling of Tetun. The letter M at the end of the word in Portuguese is pronounced N. This language complexity makes it difficult even to get consistency

in spellings. Rather than spend overdue amounts of time on this issue, we will use Tetum wherever possible as a tiny contribution to efforts in maintaining Timorese identity. English is becoming more common in East Timor and many Australians working there are learning Tetum. And this is a kind of a cultural dialogue that is culturally enriching for both sides.

As mentioned that the language has its elements. To know the elements, the learners should study deeply in order to find out their difficulties and use in the area of the users. According to this statement, the main study of this research is to compare the use of the elements of language between English and Tetum. The elements of language which will be compared in this study, is the Simple Present Tense in both languages.

In this writing, the writer wants to describe the similarities and differences of both languages in syntactical structural and difficulties which faced by the native speaker of both languages. To specify the problems to be discussed, the writer formulates the discussions as follows the similarities and differences between English and Tetum-Terik in simple present tense.

THEORETICAL FRAMEWORK

The Concept of Grammar

According Mc Lewd (2000) states that grammar is the abstract system of rules in term of which a person mastery of his or her native language can be explained (2000: 485). Victor From kin, David Blair and Peter Collins in an introduction to language (2000: 10) defines that the sound and sound patterns, the basic unit of meaning, such as words and the rules to combine to form new sentence to make up grammar and language. Richard, Harvey and Wiener in Mc Grew- Hill, college handbook statement that to write it well we must know how to use the elements of English sentence. Elements traditionally called grammar and it has two parts:

- a. It is collection of forms that make sense in sentence and
- b. The language we use to talk about forms.

We use grammar all the time as a set of forms that make sense. In other words grammar or structure is used to make people understand the language based on the rules. According to Random House Webster dictionary grammar is the study of the way the sentences of language are constructed especially the study of morphology and syntax. (Revised 2000: 311). When we discuss the grammar, we should be sure with what we know about words means. The words meanings help people to understand the content and the context of the topic. In general not technical sense, grammar is usually taken to mean "correctness in speaking and writing."

Grammar on the other hand refers to the structure of language. When we talk about the grammar of a language, we are not talking about preferred choices among words and phrases but about the system of a language and the way we use combine the words to form a sentence, (Ronald T. Shepherd, John W. Mac Donald, University of Toronto, Revised 2000: 9). Grammar is known as a system of language which contains the abstract rules that regulates the language users. The language users should follow the rules as well as possible in order to avoid misunderstanding.

Syntactical Types

Present Tense or Simple Present is a complete unit or meaning which contains a subject and a verb followed, if necessary, by other words which make up the meaning (L.G. Alexander, "Longman English Grammar Practice" 1998: 4).

Here is the general formula or pattern of Simple Present tense:

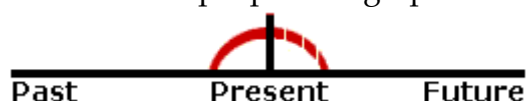
1. Nominal or Adjective Sentence

S + (I, you, we, they, he, she, it) + To be (am, is, are)
+ O

2. Verbal Sentence

S + I, you, we, they) or (he, she, it) + V1/ (s/es) + O

Here is the simple present graphic.



Its functions to describe:

1. Habitual or repeated actions.
2. General truth or things in general or facts.
3. Fixed arrangements or scheduled events. This use is to describe future. (Present Tense or Simple Present is one of the future tenses-tenses which can be used to describe future actions or events).

Abbreviation form

Do + not = **don't** - does + not = **doesn't**

I + am = I'm - She + is = She's - You + are = you're

Is + not = isn't - are + not = aren't - am + not = cannot be contracted (it stays the same)

To be in "Simple Present Tense": **is, am, are.**

Note: we use "**to be**" in a sentence if the sentence doesn't have a "**verb**". For example: She **is** at home. There's no "verb" in this sentence, that's why we have to use "to be" instead.

Signals: Every. (Every day, every week, every Monday, etc.), often, always, sometimes, never.

Simple present, third person singular

Note:

1. **He, she, it:** in the third person singular the verb **always ends in -s:** *he wants, she needs, he gives, she thinks.*
2. Negative and question forms use DOES (=the third person of the auxiliary 'DO') the infinitive of the verb. *He wants. Does he want? He does not want.*
3. Verbs ending in **-y:** the third person changes the **-y** to **-ies:** *fly- flies, cry-cries.*
4. **Exception:** if there is a vowel before the **-y:** *play- plays, pray-prays.*
5. Add **-es** to verbs ending in: **-ss, -x, -sh, -ch:** *he passes, she catches, he fixes, it pushes.*

See also Verbs -'Regular verbs in the simple present', and 'Be, do and have.

Examples:

1. **Third person singular with s or -es**
2. **Simple present form**

1. To express general truths, habits and repeated actions or unchanging situations, emotions and wishes:
London is a large City (general truth); *I smoke (habit); I work in London (unchanging situation).*
2. To give the instruction or directions:
You walk for two hundred meters, and then you turn left.
3. To express the fixed arrangement, present and future:
Your exam **starts** at 09.00 o'clock.

To express future time, after some conjunctions: *after, when, before, as soon as until:*

He'll give it to you *when* you come next Saturday.

1. For general truths:

To express future time, after some conjunctions: *after, when, before, as soon as, until:*

He'll give it to you when you come next Saturday.

2. For habitual action:

3. For repeated actions or events:

4. For instructions or directions

5. For fixed arrangements or Schedule the event

6. With future constructions

Simple Present for Future Events

1. Simple present for future events-function

The simple present is used to make statements about events at a *time later than now*, when the statements are based on *present facts*, and when these facts are something fixed like a *time-table, schedule, and calendar*.

2. Present Tense Functions

Hi, can I get some help correcting this?

A sentence or statement can have many different functions.

- Look at the following list of functions and complete the next exercise:
 - A general or scientific truth
 - A routine Activity
 - A newspaper headline or reported event
 - A habit
 - A fact about the present.
 - A schedule or regularly occurring or predictable event (such as a timetable)
 - Information about a person's ability
 - A warning
 - A threat
 - A suggestion
 - A promise

Simple Present Tense

The Simple Present Tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

- 1. For repeated or regular actions in the present time period.**
- 2. For facts.**
- 3. For habits.**
- 4. For things that are always / generally true.**

Verb Conjugation & Spelling

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

| Subject | Verb | The Rest of the sentence |
|---------------------|--------------------|--------------------------|
| I / you / we / they | speak / learn | English at home |
| he / she / it | speaks / learns | English at home |

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-O, -CH, -SH, -SS, -X, or -Z** we add **-ES** in the third person.
2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use **don't** or **doesn't** with all verbs EXCEPT **To Be** and **Modal verbs** (can, might, should etc.).

- Affirmative: You speak French.
Negative: You **don't** speak French.

You will see that we add **don't** between the subject and the verb. We use **don't** when the subject is **I, you, we** or **they**.

- Affirmative: He speaks German.
Negative: He **doesn't** speak German.

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using **don't** or **doesn't**.

| Subject | don't/ doesn't | Verb | The Rest of the sentence |
|------------------------|-------------------|-------------------------------|--------------------------|
| I / you / we / they | don't | have / buy eat / like etc. | cereal for breakfast |
| he / she / it | doesn't | | |

- Verb: The verb that goes here is the base form of the infinitive; the infinitive without TO before the verb. Instead of the infinitive **to have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.

Questions in the Simple Present Tense

To make a question in English we normally use **Do** or **Does**. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- Affirmative: You speak English.
- Question: **Do** you speak English?

You will see that we add **DO** at the beginning of the affirmative sentence to make it a question. We use **Do** when the subject is **I, you, we** and **they**.

- Affirmative: He speaks French.
- Question: **Does** he speak French?

When the subject is **he, she** or **it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We **DON'T** use **Do** or **does** in question that have the verb **To Be** or **Modal Verbs**(can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using **Do** or **Does**.

| Do/Does | Subject | Verb* | The Rest of the sentence |
|---------|---------------------|-----------------------|--------------------------|
| Do | I / you / we / they | have / need/want etc. | a new bike? |
| Does | he / she / it | | |

- Verb: The verb that goes here is the base form of the infinitive.

The infinitive without **TO** before the verb, instead of the infinitive **to have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**.

For example: to have, to eat, to go, to live, to speak etc.

If you found these notes about the **Simple Present Tense** useful, share them with others:

How do we make the Present Simple Tense?

Subject + Auxiliary Verb + Main Verb Do Base

There are three important **exceptions**:

1. For positive sentences, **we do not normally use the auxiliary**.
2. For the 3rd person singular (he, she, it), we add **s** to the main verb or **es** to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

| | Subject | auxiliary verb | | main verb | |
|---|-----------------------|----------------|-----|------------------|---------|
| + | I, you, we, they | | | Like | coffee. |
| | He, she, it | | | Likes | coffee. |
| - | I, you, we, they | Do | not | Like | coffee. |
| | He, she, it | Does | not | Like | coffee. |
| | auxiliary verb | subject | | main verb | |

| | | | | | |
|---|------|---------------------|--|------|---------|
| ? | Do | I, you, we, they | | Like | coffee? |
| | Does | he, she, it | | Like | coffee? |

Look at these examples with the main verb *be*. Notice that there is no auxiliary:

| | Subject | Auxiliary Verb | | |
|---|---------------|----------------|-----|---------|
| + | I | Am | | French. |
| | You, we, they | Are | | French. |
| | He, she, it | Is | | French. |
| - | I | Am | not | old. |
| | You, we, they | Are | not | old. |
| | He, she, it | Is | not | old. |
| ? | Am | I | | late? |
| | Are | you, we, they | | late? |
| | Is | he, she, it | | late? |

How do we use the Present Simple Tense?

We use the present simple tense when:

- The action is general.
- The action happens all the time, or habitually, in the present and future.
- The action is not only happening now.
- The statement is always true.

| | | |
|--|----------------|--------------|
| John drives a taxi. | | |
| Simple | Present | Tense |
| It is John's job to drive a taxi. He does it every day. Simple present Tense. | | |

Note that with the verb **to be**, we can also use the present simple tense for situations that are not general. We can use the present simple tense to talk about **now**. Look at these examples of the verb "to be" in the present simple tense - some of them are **general**, some of them are **now**:

Simple Present Tense

Form

[VERB] + s/es in third person

USE 1 Repeated Action

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

USE 2 Facts or Generalizations

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

USE 3 Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Adverb of Place

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Active/Passive

Simple Present Tense is use to talk about the habitual actions or situations in the present time (English Grammar in Use, P. 22). Simple present tense has one formula, it

Is: **A: S + To be (is/are) + O**

B: S + V1+

The use of simple present tense:

Completed Action in the Present

Use the Simple Present to express the idea that an action start and finish at a specific time in the present. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind

A Series of Complete Actions

We use the Simple Present to list a series of complete actions in the present. These actions happens 1st, 2nd, 3rd, 4th, and so on. The Simple Present can be used with a duration which starts and stops in the Present. The duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

The Simple Present can also be used to describe a habit which stopped in the present. It can have the same meaning as “used to.” To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, and when.

Present Facts or Generalization

The Simple Present can also be used to describe present facts or generalizations. Which are no longer true? As it in USE 4 above, this is use of the Simple Present is quite similar to the expression “used to.”

The descriptions of English and Tetun-Terik in Simple Present Tense are described deeply below. Firstly, describe the Simple Present Tense patterns of Tetun-Terik Dialect Secondly, gives the direct translation which the problem predicted of the learners in acquiring English. The description covers in Affirmative, Negative and Interrogative sentences. The formulation of the description as follows:

In English Simple Present Tense, the affirmative sentence uses verb of Present Tense either regular or irregular verbs. (Essential Grammar P: 18). As showed above that the affirmative sentence of present tense in Tetun-Terik, the verb is not change (Gramátika Tetum) and adverb of time as a determiner to clarify that the sentence is refers to present or not.

The constructions of the negative sentences show us clearly the differences of both Languages. In English uses auxiliary verb **“do and does”** with negative word **“not”** to form the Sentence.

Negative sentences (Essential Grammar P; 20), while in Tetum’s negative sentence does not use **auxiliary verb**, and the negative word **“lá”** adds after the

subject or before verb (Gramátika Tetun). It's indicated that both languages have the same structure and meaning but different form.

In forming interrogative sentences of both languages as described in the sentences above clearly show that there are some differences between two languages in forming Interrogative sentences of present tense. In English interrogative sentences, use auxiliary verb "Do/Does" depends on the Subjects, to construct interrogative sentence of present tense. While in Tetun-Terik does not possess it. In other side Tetun-Terik's interrogative sentences the same as affirmative and only question mark and sound articulating can distinguish them.

METHOD

Research is a systematic study or investigation of something for the purpose of answering questions posed by the researcher (Cited by Sanchez Revised P. 2). According to Collins research is the systematic investigation to establish facts or collect information on a subject. (Revised 2000: 987). Methodology is a technique or ways which we use to find out the solution. Regarding to the statement above the writer wants to state the research procedures of the data collection.

This study is a comparative study of the use of Simple Present Tense in English and Tetun. The result of comparative study of Simple Present Tense is the description of similarities and differences. The difficulties faced by the native speaker of Tetun in learning English Simple Present Tense can be predicted. Based on the sort of this study, the appropriate method in analyzing this writing is "Comparative Method".

Before the field research was conducted, the library research was done first. In library research the writer collected several references or books based on the topic, and then dealing with the sentence pattern of English in Simple Present Tense. The objective of this research is to set out data resources to support the idea on Simple Present Tense.

Field is the appropriate setting for research. In order to collect the accurate data required from the informants, the writer conducted field research. In this step the writer consulted with several people to represent the native speaker of Tetun-Terik Dialect.

The population used as the data resources was the people of Camanasa village, Suai Town Sub District. In conducting the research, the writer used stratified random sample. It means that from all numbers of the population that was 15 persons, the researcher took the all numbers to be selected randomly. The instrument is use to get the data needed. In order to compile the data, the writer provided some items of simple present tense to be translated by the informants. To get more accurate data an interview is done by the writer. In the process of interview the writer used tape recorder to recorded the information that given during the interview session and then to be analyzed.

This writing is aimed to identify the similarities and differences between English in Simple Present Tense to Tetun-Terik Dialect by comparison. The comparative approach is used by the writer in analyzing data as introduced by Whitman Revised 2000 (as quoted by Bogos Revised 2000: 36). This procedure is comprised with description, selection, contrasting and predicting.

The writer described the sentences of both languages by putting them in comparison.

- The writer selected certain items of English in simple present tense and compared to Tetun-Terik Dialect.
- After putting them in comparison the writer attempted to find out the Similarities and differences of both languages.
- When the similarities and differences are found, the writer tried to predicted the difficulties that faced by the native speakers of Tetun-Terik Dialect.

FINDING AND DISCUSSION

In relation to the previous chapter, the writer wants to justify the comparison of Present Perfect Tense with the formulation of syntactical structure. The finding from the research presented in this chapter concerns primarily with the comparison between Tetun-Terik and English.

In this part the writer described the data which has gathered; secondly, the writer analysed all the data, and finally the problems or difficulties that might be faced by the native speaker of Tetun-Terik are predicted.

Finding

The writer presented the data by used comparative method. The following presentation is the structure of Simple Present Tense complimentary of the syntactic structure comparably in both languages.

Tetun-Terik and English affirmatives form or pattern

Table 1

| Tetun-Terik and English | Pattern |
|---|--|
| Ha'u ema Fransa. <i>I am French.</i> | (S + noun) (S + to be + noun) |
| Ha'u bá eskola ohin-seisawan. <i>I go to school this morning.</i> | (S + V1 + Adv. of place + Adv. of time) (S + V1 + Adv. of place + Adv. of time) |
| Nia na'a paun ohin loron. <i>She eats bread today.</i> | (S + V1 + O + Adv. of time) (S + V1 + O + Adv. of time) |
| Ami estuda Inglês ohin-luraik. <i>We study English this afternoon.</i> | (S + V1 + O + Adv. of time) (S + V1 + O + Adv. of time) |
| Nia sirisu iha Banku Mandiri tinan rua. <i>He works in Mandiri Bank for two years.</i> | (S + V1 + Prep. + Adv. of place + Adv. of time) (S + V1 + Prep. + Adv. of place + Adv. of time) |
| Nia bá Igreja Domingu oin. <i>He goes to church next Sunday.</i> | (S + V1 + Adv. of place + Adv. of time) (S + V1 + Prep. + Adv. of place + Adv. of time) |
| Asu Kasi António ohin seisawan. <i>The dog bites António this morning.</i> | (S + V1 + O + Adv. of time) (S + V1 + O + Adv. of time) |
| Ami hili ai-sunu loron rua ohin. <i>We collect fire woods for two days.</i> | (S + V1 + O + Adv. of time) (S + V1 + O + Adv. of time) |
| Sia halimak bola ohin luraik <i>They play football this afternoon.</i> | (S + V + O + Adv. of time) (S + V1 + O + Adv. of time) |

Tetun-Terik and English Negatives forms or Pattern

Table 1

| Tetun-Terik and English | Pattern |
|---|--|
| Ha'u lá'os ema Fransa. <i>I am not French.</i> | (S + lá'os + noun) (S + to be + not + noun) |

| | |
|---|--|
| Ha'u la bá eskola ohin-seisawan. <i>I do not go to school this morning.</i> | (S + Do + not + V1 + Adv. of place + Adv. of time) (S + V1 + Adv. of place + Adv. of time) |
| Nia lá na paun ohin loron. <i>She does not eat bread today.</i> | (S + lá + V1 + O + Adv. of time) (S + does + not + V1 + O + Adv. of time) |
| Ami lá estuda Inglês ohin seisawan. <i>We do not study English this morning.</i> | (S + lá + V1 + O + Adv. of time) (S + do + not + V1 + O + Adv. of time) |
| Nia lá servisu iha Banku Mandiri tinan rua agora. <i>He does not work in Mandiri Bank two years now.</i> | (S + lá + V1 + Prep. + Adv. of place + Adv. of time) (S + do + not + V1 + Prep. + Adv. of place + Adv. of time) |
| Nia lá bá Igreja Domingu ne'e. <i>He does not go to Church this Sunday.</i> | (S + lá + V1 + Adv. of place + Adv. of time) (S + does + not + V1 + Prep. + Adv. of place + Adv. of time) |
| Asu lá kasi António ohin loron. <i>The dog does not bite António today.</i> | (S + lá + V1 + O + Adv. of time) (S + does + not + V1 + O + Adv. of time) |
| Ami lá hili ai-sunu loron rua <i>We do not collect fire woods two days.</i> | (S + lá + V1 + O + Adv. of time) (S + do + not + V1 + O + Adv. of time) |
| Sia lá halimak bola ohin luraik <i>They do not play football this afternoon.</i> | (S + lá + V1 + O + Adv. of time) (S + do + not + V1 + O + Adv. of time) |

Writing a grammar necessarily involves a great deal of trial and error; or the basis of a simple of data we formulate the hypothesis and test the prediction following from the hypothesis against further data, modifying or rejecting it in the case of conflict. The more explicit hypothesis, the easier is to check and thus to detect errors whose recognition can lead to the formulation of an improved hypothesis (Huddleston, 1976: 17).

According to Chomsky there was a class of every element sentences whose syntactic structure could apparently be handled more or less satisfactory by this model sentences were simple. In the technical sense of containing one clause Positive as well negative; active as well passive, Interrogative and imperative as well declarative. Chomsky envisaged a relatively small an simple set of phrase structure (PS) rule generating a high restricted a class of basic structures associated fairly directly with the elementary sentence or kernel sentences as he called them. (1976: 82). Based on the point of view of the linguist above the writer would like to formulate the negative and interrogative sentences. Those sentences are presented in the following tables.

Tetun-Terik and English Interrogative forms or pattern

Table 3

| Tetun-Terik and English | Pattern |
|--|--|
| Ha'u ema Fransa? <i>Am I French?</i> | (S + noun) (To be + S + noun) |
| Ha'u bá eskola ohin-seisawan. <i>Do I go to school this morning?</i> | (S + Do + not + V1 + Adv. of place + Adv. of time) (Do + S + V1 + Adv. of place + Adv. of time) |
| Ita bá eskola ohin seisawan? <i>Do you go to school this morning?</i> | (S + V1 + Adv. of place + Adv. of time) (Do + S + V1 + Adv. of place + Adv. of time) |

| | |
|--|--|
| Nia na'a paun ohin? <i>Does he eat bread today?</i> | (S + V1 + O + Adv. of time) (Do + S + V1 + O + Adv. of time) |
| Imi estuda Inglés ohin seisawan ? <i>Do you study English this morning?</i> | (S + V1 + O + Adv. of time) (Does + S + V1 + O + Adv. of time) |
| Nia servisu iha Banku Mandiri tinan rua agora? <i>Does he work at Mandiri Bank two years now?</i> | (S + V1 + Prep.+ Adv. of place + Adv. of time) (Does + S + V1 + Prep. + Adv. of place + Adv. of time) |
| Nia bá Igreja Domingo oin? <i>Does he go to church next Sunday?</i> | (S + V + Adv. of time + Adv. of time) (Does + S + V1 + Prep. + Adv. of place + Adv. of time) |
| Asu kasi Antonio ohin seisawan? <i>Does the dog bite Antonio this morning?</i> | (S + V1 + O + Adv. of time) (Do + S + V1 + O + Adv. of time) |
| Imi hili ai sunu semana ne'e? <i>Do you collect fire wood this week?</i> | (S + V1 + O + Adv. of time) (Do + S + V1 + O + Adv. of time) |
| Sia halimak bola ohin luraik? <i>Do they play football this afternoon?</i> | (S + V1 + O + Adv. of time) (Do + S + V1 + O + Adv. of time) |

Structure of Modification

The modification of the structure sometimes modified by using the rule of the structure in Tetun is different. In this part the writer described some part of the structures of simple present tense of both languages with the similarities and differences.

Similarities

1. **First person in singular form**
Ha'u ka paun.
I eat bread.
2. **First person in plural form**
Ami ha paun.
We eat bread.
2. **Second person in singular form**
Ita vizita nasaun wain.
You visit many countries.
3. **Second person in plural form**
Ita boot sia vizita nasaun wain.
You visit many countries.
4. **Third person in singular form**
Nia iha Londres durante loron haat.
He is in London for four days.
5. **Third person in plural form**
Sia rakerek siak teze.
They write their thesis.

The similarities which the writer sets out as examples of both languages mostly appeared in affirmative sentences for first person in singular form, first person in plural form, second person in singular form, second person in plural form, third person in singular form and third person in plural form, particularly at the level of sentences patterns only. On the other hand Tetun-Terik has similarity to English because the formula which use to construct a sentence are the same, namely; subject predicate and object (S + V + O). Whereas the elements of the sentences like preposition and article are not included because Tetun-Terik does not possess them.

Differences

1. **First person in singular form**
Ha'u bá iskola ohin seisawan?
Do I go to school this morning?
2. **Second person in plural form**
Ita sosa livru ida?
Do you buy a book?
Ita bá ne'ebé?
Where do you go?
3. **Third person in singular form**
Nia bá iskola ohin seisawan?
Does he go to school this morning?
Tamba sá mak ohin seisawan nia la mai iskola?
Why he does not come to school this morning?
4. **Third person in plural form**
Sia bá festa?
Do they go the party?
Sia ra seisawan?
Do they have breakfast?

The differences of both languages also appeared in forming affirmative sentences. In English affirmative sentence of Simple Present Tense normally use participle tense verb to construct a sentence, while in Tetun-Terik language does not have participle tense verb. In order to know that a sentence belongs to present is only determine by adverb of time. On the other hand, the differences of both languages also occurred in the interrogative sentences. In forming interrogative sentence in English usually change the auxiliary verb "to be (am, is, are) and do/does" position from the middle of affirmative sentence and put it at the beginning or before the subject. Normally the affirmative and interrogative sentences in Tetun-Terik dialect are the same structure, and to make distinguish between both sentences are determined by two aspects; first, question mark (?) only applies for interrogative sentence. Second, sound articulating or intonation of interrogative sentence is different with affirmative sentence even the same structure.

Distinguish of both language also occurred when we use 5W + 1H question. In English past tense W question put in front of the sentence before auxiliary verb "to be (am, is, are) do/does". While in Tetun-Terik dialect W question such as what, when or where are usually put at the end of the sentence.

The Predictable Problems

When the writer formulated the syntactic structure of both languages the writer identifies the problems which come out on the surface structure. This case will affect the native speaker of Tetun-Terik in acquiring English.

The Structure Modification of Both Languages

In forming the English structure of sentences the auxiliary verbs are used based on the need of each sentences, but Tetun-Terik dialect does not possess them. In English sentence the auxiliary verb comes before the subject or after the subject. It depends on the type of sentence and it can be found in a certain sentence. Based on the distinction of both languages and the modification of both languages the writer can say that the native speaker might not perceive clearly the position of both languages in sentence. In teaching this structure, the English teacher should contrast the position of correspondence and non-

correspondence of both languages. There are some distinctions of both languages such as English sentence the position of the noun should be in the first, in the negative sentence, the auxiliary verb comes before the main verb, and interrogative sentence, the auxiliary verb is placed at the beginning of the sentence. As the writer stated in the previous that Tetun-Terik does not possess an auxiliary verb "to be (am, is, are) do/does". So, when we transpose an affirmative sentence in Simple Present tense to be negative sentence the word "la" means "not" is added after the subject.

In forming and interrogative and negative interrogative sentences we are only adding interrogation marks at the end.

For instance:

Ha'u ka paun?

I do not eat bread.

Ó lá ma paun?

Do not you eat bread?

The structure of modification of the syntactic concern with Simple Present Tense

In order to make up the sentence the words have to be arranged in some special order according to the certain rules of grammar. When we construct sentences especially in present perfect tense the verbs are modified when we change the sentence into negative or interrogative sentences. While in Tetun-Terik the verbs of Simple Present Tense are not modifying once we change the sentence into negative or interrogative.

For instance:

(+) I am French.

(+) I eat bread.

(-) I am not French.

(-) I do not eat bread.

(?) Am I Italian?

(?) Do I eat bread?

When we observed the sentences above, we can conclude that the affirmative sentence of simple present tense is use auxiliary and action verb, but once we change it into negative or interrogative sentences the action verb back to infinitive verb. It happens because in both sentences we already use auxiliary verb "to be (am, is, are) do/does". In Tetun-Terik Present Tense the verb does not modify even it is used for affirmative, negative and interrogative sentences.

In teaching this structure to the Tetun-Terik native speaker, the teacher should clarify the construction of both languages by putting them in comparison. Here, the distinctions of them appear clearly. So, the teacher may start with profound explanation and provides drills in sentences which are contained simple present tense.

CONCLUSION

Language is a communication tool which is used to express an idea, fillings and opinion. There are various languages in the world but at least we speak one language that we hear at the first time we grow up.

Languages in the world have similarities and differences in sound, words and sentence pattern like Tetun-Terik and English, due the comparative method we can find out the similarities and differences of both languages. These problems also make native speakers of both sides get difficulties in learning each other.

The similarities between English and Tetun-Terik mostly appeared when we constructing positive sentence. It happens because both languages have the same formula in constructing the sentences in Simple Present Tense, and the other because Tetun-Terik belongs to Austronesia language.

The differences of both languages also occurs in affirmative sentence which because when we make a sentence of Simple present tense in affirmative sentence it has to use verb of Simple Present Tense, while in Tetun-Terik it does not use auxiliary verb tense. In this matter we can say that; even both languages have the same structure and meaning but the forms are different.

On the other hand, the patterns sentences in forming negative and interrogative are different to each other. When we construct negative sentence in English, it has to use auxiliary verb "to be (am, is, are) Do/does" and add not before verb, but in Tetun does not possess them.

In constructing interrogative sentence in English, has to put auxiliary verb "Do/does at the beginning of the sentence, while in Tetun-Terik doesn't have auxiliary verb to put into the sentence. In order to make different between affirmative and interrogative sentence only determine by question mark and sound articulating.

For those English teachers who teach English to the native speaker of Tetun, you have to learn and mastery the grammar of Tetun language before you are going to teach the students. Tetun-Terik and English have similarities and differences, and this case will affect the native speakers of both sides to learn each other. English as a compulsory subject must be taught. For the proper condition, English teacher should use bilingual approach in sharing the materials to the students. On the other side the teacher has to know the formula to construct the positive, negative and interrogative sentences of both languages, because through this way we can help the students to understand well.

The Tetun speaker students who learn English, you should be skillful in English whether the competence or performance if you want to be successful. You have to provide the opportunity to practice, but you should realize that your teacher will never give you enough guidance. Once each skill it will be your responsibility to continue practicing on your own. The skills cannot be learnt by listening to teacher, reading a book or watching something else but the only way is to learn and practice regularly.

For those who want to make research regarding to the subject matter, your finding are expected to be a source for further research. Only this way we can keep and save our language and culture from destructive.

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