

A CONTRASTIVE STUDY BETWEEN ENGLISH AND TETUM TERIK OF USING SIMPLE PRESENT TENSE

Sebastião Pereira*, Jose Antonio Sarmiento, Aida Moniz Alves
Instituto Superior Cristal, Dili-Timor Leste

ARTICLE INFO

Article history:

Received: 16 Oct 2019

Accepted: 23 Nov 2019

Published: 20 Dec 2019

Keyword:

Contrastive Study,
English, Tetum Terik,
Simple Present Tense

ABSTRACT

The objective of this study is to discover similarities and the differences between English and Tetum Terik (TT). The researcher used the Simple Present Tense to identify the difficulties of the Native Speakers of TT in Naeboruk of Uma-Uain Kraik in Viqueque. The researcher used a qualitative comparative descriptive study with the 30 sentence pattern of TT. Four Native TT Speakers become informants who translate the text. The researcher conducted from 9 October to 7 November 2019. Furthermore, the researcher used the structure interviewed to collect the data. A contrastive was utilized to analyze the data. The result proved that TT and English affirmative verbal sentences' patterns have similarities in Syntax and Semantic. The structure of the word of SVO and meaning this is the same. That is why the TT belongs to the Austronesia language. The differences between English and TT occurred at the third person singular of Simple Present Tense. The affirmative sentences have always added the morpheme (-s/-es). The meaningful unit to modify the base form of the verb. The TT native speakers faced the difficulties in constructing a sentence of using third-person singular. In constructing of negative sentences in English Language have auxiliary 'do/does not' and linking verbs 'am/is/are not' but TT negative sentence is 'la'.

INTRODUCTION

Timor Leste as a new country, local language need to be developed and preserved through the scientific research of contrastive Analysis between English and various local dialects such as Tetum Terik, Tetum Prasa, Makasa'e, Makalero, Fataluku, Naueti, Uaimua, Kairui, Galole, Mambae, Tokodede, Kemak, Bunak and others dialects. Lado, (1957) and Johansson (2008) defined that contrastive analysis is

* Corresponding author.

E-mail addresses: sebastiao@isc.tl.com (Sebastião Pereira)

the systematic study of a pair with a view to identifying their structural differences and similarities between the first language and the target language based on the assumption that: the similarities facilitate learning while differences cause problems.

Fisiak (1975) and Johansson (2008) manifested that teachers do an analysis between the native language and the target language to predict the learning problems that would be faced by the students. However, the writer focus on conducting the study between English and TT because of many learners of TT speakers are facing various difficulties in terms of English language teaching and learning process that occurs in class. The writer used this study to inform and recommend to facilitate for the local language learners easy to understand learning English as foreign language learning. This is why, as the native speakers of TT, we have to know well the correspondence and non-correspondence between English and TT and what are the difficulties are now being encountered by the local language people when they learn English and it is very difficult to achieve the objective of learning English as a Foreign Language that we are expecting.

Language research through the contrastive study between one language with another language or dialect is to search every it's nature in terms of the components of grammar such as; sound, words level, sentences' pattern and meaning. Furthermore, both language that has similarities, it will facilitate the learners from languages will understand language itself easily. If there are some differences between both languages, it will be quite difficult and negative transfer from L1 to L2 intervention to the learners' ability to understand the language itself. This is why the differences from both languages would be fossilized through this scientific study.

The students learning a foreign language meet many kinds of learning problems dealing with it *sounds, vocabulary, structure*, etc. As a matter of, in fact, the foreign language learners transfer his/her habit of the local language (L1) can transfer errors into the target language (L2) that he/she learns, which perhaps would cause the errors. Language is the ability to use as a tool of communication, perhaps more than any other attribute, distinguishes humans from other animals. Without language, people do not talk to each other and understand each other. That is why Human beings always used language to communicate with each other in society. Either spoken or written which is the most common system of communication to allow people to talk and express by their thought, feelings, and ideas of their daily habits.

The language is the system of human communication using structured arrangements of sounds that can be used to communicate with each other (van der Kleij et al., 2006; McCulley, Katz, & Vaughn, 2013). Other words Hall (1968) also stated similarly ideas that language is a system of arbitrary vocal symbols and it is as the institution whereby human communication and interaction with each other. Language is the conventional and arbitrary between form and meaning also in sign language. Therefore, people cannot do their activities without language

Based on the statement above, there are several characteristics of a language that need to be defined that; (a) language is a tool of communication that people use in their daily activities to communicate with each other. (b) language is arbitrary or equipment that the people use to communicate with each other, in terms of the business area and education area to build good relationships between two or groups

of people. (c) The English language is spoken widely around the world in many countries as the international language in the world because English is the key to open the door throughout the world and traveling around the world. (d) English language as the third or foreign language as the working language based on the constitution of the Republic Democratic of Timor Leste article 159. (e) The English language is one of the foreign languages that has been used in many countries all over the world which considered an international language to facilitated every diplomat in terms of bilateral, regional and multilateral cooperation among the countries.

Therefore, the English language is the foreign language that is now being taught and learned in every school from pre-secondary up to the tertiary level in Timor Leste. Based on the curriculum in Timor Leste, English must be taught as a compulsory subject for the Junior high school until university. The process of English language teaching is required much on the four skills such as listening, speaking, writing, and reading with the sub-skills of grammar, vocabulary, and pronunciation as commonly taught to the students.

However, the result of this contrastive study between English and Tetum Terik will be recommended in order to facilitate the local English teachers and students to adjust the curriculum and method of English language teaching and learning that occurs at class is qualified and achieved the objective of outcome learning that we expect. The writer chooses the topic of a contrastive study between English and Tetum Terik dialect of using Simple Present Tense in Naeboruk, Municipality of Viqueque. Order to answer through the conducting research as the following questions: What are the similarities and differences between English and Tetum Terik dialect in Simple Present Tense? What are the difficulties of the people of Tetum Terik when they learn English? The objectives of the Study to discover similarities and differences between English and Tetum Terik in the Simple Present Tense and to identify the difficulties faced by students of Tetum Terik speakers when they learn English.

Tetum Terik is spoken by the people who come from Viqueque districts especially, in the part of “Nusa” Tetum Terik as their mother tongue who are now facing challenges when they learn English in terms of *function*, *forms* and *meaning* in the sentences of the Simple Present Tense. The result of conducting research will be recommended to the local English teacher and students in order to adjust the method of English language teaching which make students happy to learn a foreign language and easy to be understood by students so that finally the objectives of learning will be achieved as the outcome learning that we expect.

English Study Program. This is the scientific writing through the contrastive study between English and Tetum Terik will become one of the references and find out as a new paradigm to guide the English teacher may implement the method of active, participative and creative learning of English language. On the other hand, this result of the study will become one of the references of scientific writing for the next thesis writers in order to study contrastive analysis deeply.

The Scope and Limitations Here, the writer focuses on conducting a contrastive study between English and Tetum Terik in the sentences’ pattern of Simple Present Tense which is limited to the Tetum Terik native speakers in

Viqueque district especially in the village of Uma Uain Krack. Similarities and differences in the English language and Tetum Terik dialect. The study is an activity of changing process from does not know to be known. In order to avoid the misinterpretation of the readers, the writer would clarify the title of the study as the following definition.

Contrastive analysis in general term is an inductive investigative approach based on distinctive elements in a language (Kardaleska, 2006). In common definition, the term can be defined as the method of analyzing the structure of any two languages with a view to estimating the differential aspects of their system, irrespective of their genetic affinity of level development (Geethakumary, 2006). So, the contrastive analysis of two languages in question: L1 and L2, pointing at the specific features of each language system (in its major areas: phonology, morphology, lexicology, syntax, text analysis) helps in the process of anticipation of possible difficulties with L2 learners. A part of the difficulties can attribute to the mother tongue (L1) interference (Kardaleska, 2006).

The analysis emphasizes the influence of the mother tongue in learning a second language in phonological, morphological and syntactic levels. Examination of the differences between the first and second languages helps to predict the possible errors that can be made by L2 learners. The analysis provides an objective and scientific base for second language teaching. While learning a second language, if the mother tongue of the learner and the target language both have significantly similar linguistic features on all the levels of their structures, there will not be much difficulty in learning the new language in a limited time. It is mean that through conducting the study between two languages in order to find out the similarities and differences. The similarities will facilitate the learner's easy to understand English fast, however, the difficulties will cause to transfer the errors to the target language learning. So, the difficulties that will be found out through this study must be fossilized.

The Simple Present Tense used for an action that happens regularly or is a permanent situation that we usually do (Murphy, 2003). The use of the Simple Present Tense as follows;

Sara eats bread for breakfast (*Fact*). The library opens at eight. It doesn't open at 7 (*Daily Routines*). the earth circles the sun (*General True*). English is considered as an international language, the most widespread in the world, (dictionary, 2005). Dialect is a variety of languages spoken in a particular area or by a particular group of people. (MLD, 1999).

TetumTerik is one of the dialects spoken by the people who live in the Viqueque district which is located in the Eastern part of Timor. In this study, both English and Tetum Terik are compared through the contrastive study by using the translation method form Tetum Terik Sentences Pattern into the English Language of Simple Present Tense. This study will discover and describe the differences and similarities between both languages and what components are difficulties for the Tetum Terik speakers when they learn English.

LITERATURE REVIEW

Lado (1957) defined that contrastive analysis is the systematic study of a pair with a view to identifying their structural differences and similarities between the first language and the target language based on the assumption that: the similarities will facilitate learning while differences cause problems. He also adds that comparison is aimed at assisting language learning and teaching. Thus, via a study on contrastive analysis, the problem can be predicted and considered in the curriculum. If someone wants to learn a foreign language, he will obviously meet many kinds of learning problems dealing with its sound system, vocabulary, structure, etc. Since the students' learning, the foreign language has spoken his habit. Very often, he transfers his habit into the target language he learns, which perhaps will cause errors.

Wardhaugh (1970) suggested that contrastive analysis today, however, is not entirely on the defensive - not only do "message of hope" keep appearing from time to time. Fries (1945) assumed that a contrastive analysis theory is to find out the errors are caused by the elements of the difference between the native language and the target language. Thus, Fisiak (1981) suggested that teachers do contrastive analysis between the native language and the target language to predict the learning problems that would be faced by the students.

Schackne (2002) states "the research shows that contrastive analysis may be the most predictive at the level of phonology and the least predictive at the syntactic level". Otherwise, the contrastive analysis which examined not only the impact of transfer errors but also those related to the target language, including Overgeneralization. Error Analyzing as part of applied linguistics cannot replace contrastive analysis but only supplement it.

Carl. (1980) reviewed the role that contrastive analysis can play in understanding and solving problems in the second of foreign language learning and teaching. Seah (1980) says, "contrastive analysis used to be the major field in applied linguistics concerned with drawing pedagogical implications of structural differences and similarities between language. Tarigan (1989) explains that Contrastive analysis is an activity that tries to compare English and Makasae dialect in structure, to identify the differences between both language and their similarities. It is a work procedure of language activities comparing the structure of any language and identifying their differences from two languages.

Tarigan (1989) explained that contrastive analysis has some essential contributions in the teaching-learning process. They are as follows (a) Constructing language teaching materials which are based on the divergent aspects of the two languages being learned. (b) Constructing the system of pedagogical language which is based on the linguistic theory. (c) Arranging the class properly, in which the first language is applied to help in learning the second language. (d) Presenting the language materials directly by showing the structural differences between the languages. Showing the structural aspects of the first language which causes possible difficulties or errors in the second language. Suggesting the ways of how to overcome the interferences

Azar, (1989) defined that Simple Present Tense means to express events or situations that exist always, usually, habitually, they exist now have existed in the

past, and probably will exist in the future. Murphy, (1998) clarified that the simple present is used to talk about things in general or to say something happens all the time or repeatedly or something is true in general.

The Simple Present is used to talk about things in general true. The simple present of how to say how often we do things or habitually.

We use the simple present tense when an action is happening right now, or when it Happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding *-s* or *-es* to the end. Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous: Paulina can't answer the phone right now because she is brushing her teeth. Simple present tense always different in the third person singular always add *s/es*. In English, when we form the sentences always start with S+V+O.

METHOD

The research was conducted from 9 October until 7 November 2019 in the Viqueque Municipality located in the South East of Dili, and it consists of five sub-districts; *Lacluta*, *Ossu*, *Uatulari*, *Uatucarbau*, and *Viqueque*. Naeboruk Suku Uma Uain Kraik is the small village in Viqueque that the research setting and researcher was born there. The population who live there approximately 800 families and the majority of the people who live there are Tetum Terik native speakers or as their mother tongue (L1). Tetum Terik is one of the dialects that have soft intonation and its own rhythm that people who speak with their own accent with raising and falling intonation.

This study uses the descriptive and comparative method, a Comparative survey where the researcher considers at least two entities and establishes a formal procedure for obtaining criterion data on the basis of which he can compare and conclude which of the two is better (De Jesus et al.,1984). Takman (1972) states that the population is the group of people in a particular area that the researcher has determined their qualities and characteristics who are eligible to be researched. The population of this study as data resources is the native speaker of the TT. In conducting research, the researcher selects the 4 informants from the population with

Their condition, such as healthy physical and mental. Normal in the speaking and listening, are not influenced too much by another language including Portuguese and Indonesian language. The five participants of this study are the native speakers of TT dialect who live in Naeboruk of Uma Uain Kraik village in Viqueque municipality. They are working as the English teachers at the secondary school level and they sometimes translate the document from English to Tetum and Tetum to English.

Tetum Terik is one of the dialects which is spoken by the people of Viqueque especially in Naeboruk of Uma Uain Kraik, Manatuto, Soibada, Suai in Timor Leste. In the West Timor, Tetum Terik is spoken by the people of Atambua and Belu. Here, the researcher only focuses on the Viqueque municipality especially in Naeboruk of Uma Uain Kraik village. This is why the five native speakers of Uma Uain Kraik have selected samples of the study. They were born as the native speakers of Tetum Terik

in Uma Uain Kraik in Viqueque district as the following identities Alipio, Baltazar, Baltazar & Ribeiro.

The researcher provides 13 affirmative sentences verbal and nominal sentences, 13 verbal and nominal negative sentences and another 13 Verbal and nominal Interrogative sentences of Tetum Terik with every its pattern in Simple Present Tense. So, the total of Tetum Terik Sentences patterns is 39. These sentences pattern of Tetum Terik will be translated to English as target language by the four people of Tetum Terik Native speakers. They are now working as an English teacher for the secondary school level. They were born In Naeboruk of Uma Uain Kraik village in Viqueque municipality. The TT Sentence that will be translated into English is the following sentence Pattern.

This data was analyzed in order to identify the similarities and differences between English and Tetum Terik in Simple Present Tense by comparison. The comparative approach is used by the writer is analyzing data as introduced by (Moore 2010; Bogos, 1990) and Whitman 1970 agreed that the comparative approach is to identify and to analysis detail study the most important after everything has been discussed, or considered in the final analysis, its matter of personal choice.

FINDINGS AND DISCUSSIONS

The four informants were selected from Uma Uain Kraik based on their professions indigenous of Tetum Terik Naeboruk-Uma Uain Kraik are: *Baltazar* is a Country Director, *Baltzar* is a secondary school English Teacher, *Baltazar* is a secondary school English Teacher and *Ribeiro* is a secondary school English teacher. They translated the Tetum Terik (L1) to English as the target language (L2) in Simple Present Tense. The research discussed and interviewed the four informants and take notes.

The research was conducted with the items of translation where 30 numbers of Tetum Terik Verbal and Nominal sentences pattern construct Affirmative, Negative and Interrogative forms which were translated into the English language of affirmative, negative and interrogative sentences by the four informants who have been aforementioned.

The differences and similarities were compared and described between both languages with the level of linguistics components in terms of Phonology, Morphology, and Syntactic and Semantic. The differences between both languages are indicated the difficulties (Negative Transfer). The similarities between English and Tetum Terik are indicated (Positive Transfer) or it is to facilitate the people from both languages are easy to learn and understand both languages as well. The writer presents the data by using a comparative descriptive method between English and Tetum Terik through Simple Present Tense.

Table 1 presents the Tetum Terik and English Affirmative Sentences Patterns
Reflection

No.	Translation		Reflection	
	Tetum Terik (L1)	English (L2)		
	<i>Verbal Sentences</i>			
1	(Hau) ka etu (S) + V + O	I eat rice S V O	1. Both languages have the same words orders of SVO (<i>syntax: words orders</i>) and semantic (meaning)	
2	(Hau) kalale etu (S) + V + O	I cook rice S V O		
3	(Ó) mateten Inglês (S) + V + O	You speak English S V O		
4	(Ami/ita) hala servisu uma S + V + O	We do homework S V O		
5	(Hau) kanorin Biolojia (S) + V + O	I teach Biology S V O		
6	(Hau) kakara osan (S) + V + O	I want money S V O		
7	(Hau) kemu we (S) + V + O	I drink water S V O		
	<i>Nominal sentences Patterns</i>			
8	Nia iha Dili S + PP + Adv.	She/he is in Dili S to be pp adv.	1. In nominal sentences, both languages have differences patterns.	
9	Nia Policia S + Noun.	She/he is the police S to be indef. artic noun.		
10	Nia nakbaruk S + Adj.	She/he is lazy S to be Adj		

Based on the affirmative sentences patterns construction from both languages on the table above could be compared and described that;

Verbal Sentences Patterns

Both Tetum Terik and English languages affirmative verbal sentences' patterns have similarities in the level of Syntax (the scientific study of words order) and Semantic (the scientific study of meaning). In other words, they have the same words orders and meaning. It is possible some parts they have differences in the third person singular of Simple Present tense such as; *Joana, he, she* or *it* of affirmative sentences always add the morpheme "s" or "es " as the meaningful unit to be bound at the end of the basic form of the verb. While in Tetum Terik does not have it in the base form of the verb. However, the Tetum Terik, the base form of the verbs are only had internal changed as the verb-subject agreement for all pronouns.

Nominal Sentences Pattern

In the other side, both the Tetum Terik and English have totally differences in the level of syntax (words orders) but same meaning (semantic) in the Nominal sentences patterns of:

- Adverb, Tetum Terik has subject + preposition + adverb but in English there are subject + to be + preposition + adverb.
- Noun, Tetum Terik has subject + noun but in English has subject + to be + article + noun.

- Adjective, Tetum Terik has subject + noun but in English has subject + to be + adjective.

In terms of pronunciation, they have a huge difference because the phonology (the scientific study of sound) between or among foreign languages have happened naturally.

Table 2 presents the Tetum Terik and English Negative Sentences Patterns

Translation			
Nu.	Tetum Terik (L1)	English (L2)	Reflection
Verbal Sentences			
1	(Hau) la ka etu (S) + la + V + O	I don't eat rice <u>S + don't + V + O</u>	1. Tetum Terik has <i>la + verbs</i> while English has <i>don't</i> or <i>doesn't + verbs</i> . 2. Tetum Terik verbs have internal change based on the pronoun while - English has regular and irregular verbs. 3. Both languages have similar in syntax level (<i>word orders</i>).
2	(Hau) la kalale etu (S) + la + V + O	I don't cook rice <u>S + don't + V + O</u>	
3	(Sira) la rader tuku 7. (S) + la + V + adv.	They don't get up at 7 o'clock <u>S + don't + V + adv</u>	
4	(Ami/ita) la hala servisu uma (S) + la + V + O	We don't do the home work <u>S + don't + V + O</u>	
5	Hau la kanorin Biolojia (S) + la + V + O	I don't teach Biology <u>S + don't + V + O</u>	
6	(Hau) la kakara osan (S) + la + V + O	I don't want money <u>S + don't + V + O</u>	
7	(Nia)(feto/mane) la netan Maria (S) + la + V + O	She / he doesn't find Maria <u>S + don't + V + O</u>	
Nominal sentences Patterns			
8	Nia la iha Dili (S) + la + PP + Adv.	She/he is not in Dili <u>S + tobe + not + pp + adv.</u>	1. The sentences are differences between both languages in the nominal sentence pattern.
9	Nia laos Policia (S) + la + Noun.	She / he is not a police <u>S + tobe + not + art. + N</u>	
10	Nia la nakbaruk (S) + la + Adj.	She / he is not bored <u>S + tobe + not + adj.</u>	

Informing negative sentences between English and Tetum Terik showed the differences in English negative sentences uses the auxiliary verb "*do not*" or "*Does not + verbs*" and word "*not* stands with auxiliary *do/does*" after the subject. Example: *don't go* to Tetum terik *la ba*. In Tetum Terik. A negative sentence always needs the word "*la + verb*" example: *la bá*. On the other hand, Tetum does not change verbs while English has grammatically verbs changed. Overall, both languages have differences in terms of grammatical matters but semantically they are the same.

Table 3 presents the Tetum Terik and English Interrogative Sentences Patterns

Translation			
Nu.	Tetum Terik (L1)	English (L2)	Reflection
Verbal Sentences			
1	(O) ma etu eh? (S) + V + O + eh	Do you eat rice? <u>Do + S + V + O</u>	In interrogative from, Tetum Terik sentences pattern are not changed but the
2	(Sira) ralale etu eh? (S) + V + O + eh	Do they cook rice? <u>Do + S + V + O</u>	

3	(Ó) mateten Ingles eh? (S) + V + O+eh	Do you speak English? <u>Do + S + V + O</u>	allomorph or sound 'eh' is placed at the end of the sentence while English has changed the auxiliary 'do/does' in front of the sentence.
4	(Ami/ita) hala servisu uma niak eh? S + V + O+eh	Do we do the housework? <u>Do + S + V + O</u>	
5	(O) manorin Biolojia eh? (S) + V + O+eh	Do you teach Biology? <u>Do + S + V + O</u>	
6	(O) makara osan eh? (S) + V + O+eh	Do you want money? <u>Do + S + V + O</u>	
7	(Nia (feto/mane)netanMaria eh? (S) + V + O+eh	Does she/he find Maria? <u>Do + S + V + O</u>	
<i>Nominal sentences Patterns</i>			
8	Nia iha Dili eh? S + PP + Adv.	Is she/he in Dili? <u>To be + S + pp + adv?</u>	Tetum Terik the sound/accnt 'eh' is placed at the end of the sentences while English 'tobe' is placed in front of the sentence.
9	Nia Policia eh? S + Noun.	Is she / he a police? <u>To be + S+ eh?</u>	
10	Nia nakbaruk eh? S + Adj.	Is she / he bored? <u>To be + S + adj.</u>	

In constructing the interrogative sentences of the English language the auxiliary verb of “Do” or “Does” are used at the beginning of the verbal sentence and *are* placed in front of the nominal sentence. While in Tetum Terik dialect does not have both auxiliary verbs. In other words, constructing the interrogative sentences in English, the letter “s” “es” are avoided from the main verb in third person singular because of the auxiliary verb “Does”.

1. Example: Do you teach Biology? Is he polite?
2. In Tetum Terik, the interrogative sentence does not change grammatically but affirmative sentences with the interrogative intonation by putting the accent 'eh' at the end of the sentences to ask a question. Example: O honoring Biolojia eh? Nia policia eh?

Modifications of Structures

In order to show the similarities between English Language and Tetum Terik dialect by using the rules structurally. The writer would like to describe several items of Simple Present Tense of both languages with correspondence and non-correspondence.

Similarities

1. The first person in singular form

Hau	ka	etu	I	eat	rice
S	+	V	S	+	V
		O			O

2. The second person in singular form

O	malale	sasoro	You	cook	porridge
S	+	V	S	+	V
		a			a

3. The third person in singular form

Nia (feto/mane) nakara	dollar	She / he	wants	dollar
S	+	S	+	S
		V	+	V + -s
		a		a

4. The third person in plural form

Sira	Ralale	etu	They	cook	rice
S	+	V	S	+	V
		a			a

5. The first person in plural form

Ami	halale	etu	We	cook	rice
S	+	V	S	+	V
		o			o

In order to find out the similarities between Tetum Terik dialect and English Language the writer set-out the examples of both languages especially in sentence pattern. Based on the sentences above showed that English and Tetum Terik dialect have similarities in the level linguistic is syntax (words orders) patterns and (semantic) contextual meaning.

Differences

- a. The first person in plural form.

(Sira)	ralale	etu	eh?	Do they cook rice?
(S)	+	V	+	O+eh
				<u>Do + S + V + O</u>

- b. The third person in the singular form

(Nia (feto/mane)	netan	Maria	eh?	Does she/he find Maria?
(S)	+	V	+	O+eh
				<u>Do + S + V + O</u>

The second person in the singular form

(O)	manorin	Biolojia	eh?	Do you teach Biology?
(S)	+	V	+	O+eh
				<u>Do + S + V + O</u>

d. Third-person in the plural form

(Ami/ita)	hala	servisu	uma	niak	eh?	Do we do the housework?
S	+	V	+	O+eh		<u>Do + S + V + O</u>

The differences between both languages appeared in Affirmative, Negative and Interrogative sentences. When forming an affirmative sentence in the English language particularly for third-person singular need to add “s/es”. While in Tetum Terik dialect does not have words form of bound/dependent morpheme “s or es” for third-person singular however, Tetum Terik has the verbs changed internally.

Example: Hau ka - I eat; O ma - you eat; Nia na~ - he/she eats

When constructing negative sentences in the English language, it has to use the Auxiliary verb “do or does + not” before the verb or after the subject. But in Tetum Terik only uses the word “la” before the verbs in the form of the negative sentence.

An interrogative sentence in English Language, the Auxiliary verb ‘do/does’ for verbal sentences and ‘am, is, are’ for the nominal sentences at the beginning of sentence, while in Tetum Terik dialect, the sentence is affirmative form but the accent or intonation ‘eh’ is placed at end of sentence which is indicated an interrogative form or question.

The Descriptions of Predictable Problems

In this part, the writer tried to predict the difficulties that are faced by the local native speakers of Tetum Terik as follows: (1) The writer recognizes that the differences between both languages is one of the difficulties which are being encountered by the native speaker of Tetum Terik dialect in learning occurred in constructing a sentence of using third-person singular (*he, she, it*) needs bound morpheme of -s or -es to the verb while in Tetum Terik dialect does not possess them or verbs without bound morpheme. (2) The differences between both languages also

appeared in constructing the negative sentences. In the English language, when construct negative sentences have to use auxiliary verbs “do or does + not” before the verbs for the verbal sentences. And ‘am, is, are’ + not before the noun/**adv/adj.** for the nominal sentence. (3) While in Tetum Terik negative sentence does not have the auxiliary verbs and linking verbs. However, in Tetum Terik negative sentence, the morpheme ‘la+verb/adj./adv.’

Example: la ba / la baruk / la iha Dili, but only for a negative form of the noun is ‘laos’ or ‘laos + Noun’. laos policia. (4) In the other side, the differences between both languages also occurred when constructing the interrogative sentences. It happens because once forming the interrogative sentences in the English language have to use the auxiliary verbs “do or does” at the beginning of the sentence. However, in Tetum dialect, the interrogative sentences have the same form with affirmative sentences. In order to know that the sentence belongs to interrogative, it's only determined by a question mark.

CONCLUSION

Differences between English and Tetum Terik expressed In Affirmative **verbal** Sentence pattern of Simple Present Tense of both English and Tetum Terik dialect especially, third-person singular has bound morpheme -s/-es add to the main verb as the example; *he/she/it* eats. Whereas in Tetum Terik has slight differences occur on main verbs internally changed based on each of pronoun as the example; *hau ka, O ma, nia na*. In affirmative nominal of the simple present tense, both English and Tetum Terik are total differences in sentence patterns in the level of syntactically.

In the interrogative form of English, the auxiliary verb of “Do” and “Does” are placed at the beginning of verbal sentence ‘and *am/is/are* placed in front of the nominal sentence. .Meanwhile, Tetum Terik interrogative form is affirmative sentences with the interrogative intonation by putting the accent ‘*eh*’ at the end of the sentences to indicate as the interrogative.

English and Tetum Terik dialect has the structure of the same word of SVO (syntax) and meaning (semantic) but the forms are different (morphology level). English languages and Tetum Terik dialect have the same formula of SVO sentence pattern in constructing in the Simple Present Tense. So, the Tetum Terik belongs to the Austronesia language. So, the similarities could facilitate the English, the native speaker of Tetum Terik dialect to learn English easier. Difficulties encountered by the Tetum Terik native speakers. These problems of native speakers of English and Tetum Terik get difficulties in learning each other because both languages have the same structure and meaning but the forms are different.

English teachers have to know the similarities and differences of both languages in teaching English to the Tetum Terik native speakers. The similarities of both languages can help the TT native speaker to learn and to understand English well. While the differences between English and Tetum become a reference for both the native speaker in order to find out the ways to deal with the problems. In order to speak and write English well, the Tetum native speakers have to learn a language with English native speakers. The foreign learners are not only learned the rules of grammar but also acquires through in a natural environment. Using language

through social interaction among people from various backgrounds is one of the solutions to learn the language.

REFERENCES

- Johansson, S. (2008). *Contrastive analysis and learner language: A corpus-based approach*. 168.
- McCulley, L. V, Katz, S., & Vaughn, S. (2013). Reading Instruction and Students With Learning Disabilities. In *Advances in Special Education* (Vol. 25). [https://doi.org/10.1108/S0270-4013\(2013\)0000025005](https://doi.org/10.1108/S0270-4013(2013)0000025005)
- van der Kleij, R., Rasker, P. C., Lijkwan, J. T. E., & de Dreu, C. K. W. (2006). Effects of Distributed Teamwork and Time Pressure on Collaborative Planning Quality. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 50(4), 555-559. <https://doi.org/10.1177/154193120605000402>.
- Bourdieu, P. (n.d.). *Language and Symbolic Power*.
- McCulley, L. V, Katz, S., & Vaughn, S. (2013). Reading Instruction and Students With Learning Disabilities. In *Advances in Special Education* (Vol. 25). [https://doi.org/10.1108/S0270-4013\(2013\)0000025005](https://doi.org/10.1108/S0270-4013(2013)0000025005)
- van der Kleij, R., Rasker, P. C., Lijkwan, J. T. E., & de Dreu, C. K. W. (2006). Effects of Distributed Teamwork and Time Pressure on Collaborative Planning Quality. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 50(4), 555-559. <https://doi.org/10.1177/154193120605000402>
- Azar, B.S. (1996). *Basic English Grammar*. New jersey: Longman
- Hall. (1968). language is the institution whereby human communication.
- Fisiak, j. (1976) generative phonology and contrastive studies: Canadian journal of linguistic.
- Hull, G. (2006). *Short Dictionary: Makasae-Tetum/Tetum-Makasae*. Dili: Instituto Nacional de Linguística.
- Kardaleska. (2006) *Contrastive Analysis in General Term Is An Inductive, Investigative Approach Based on Distinctive Elements in A Language*.
- Lado, R. (1957) *Linguistics Across Cultures*. Ann Arbor: University of Michigan Press.
- Longman dictionary (200) English is considered as an international language.
- MLD (1999) dialect is a variety of languages spoken in a particular area or by a particular group of people.
- Murphy, R. and Altman, R. (1989) *Grammar in use Reference and Practice for Intermediate Students of English*. United States of Amerika: Cambridge University Press.
- Wardhaugh, R. L (1970). The Contrastive Analysis Hypothesis. *Tesol Quarterly*, v4 .pp. 123-130.
- Government of Timor Leste. (2000) *Constitution of Republic Democratic of Timor Leste*. Timor Leste: Dili