

**THE POTENTIAL USE OF BIMA LANGUAGE VERBAL ASPECTS IN TEACHING
ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS**

Ulfan Mulyawan
Prof. Drs. Nurachman Hanafi, MA, Ph.D.
Dr. M. Amin, M. TESOL

English Graduate Department
Post Graduate Program
Mataram University

ulfanmbojonis@gmail.com

ABSTRACT

This study aimed at finding the potential use of the Bima language (Serasuba dialect) in teaching the tenses of English. This potential is revealed through conducting a contrastive analysis between the two languages verbal aspects especially on their tenses. The qualitative method was employed in this study. By using the morphological analyses toward the structures, it was found that the Bima language shares the present and future marked by the proclitics *ku-*, *mu-*, *na-*, *ta-*, *ta-* and past tense marked by and enclitics *-ku*, *-mu*, *-na*, *-ta*, *-ta* and prefix *ra-* in which they can both exist together as circumfix. The English past tense is dominantly marked by the suffix *-ed* in the regular, *-t* and *-en* for regular, verb for the past tense while the suffix *-s* marks the present tense that agrees with the third singular person. The future tense of this language is marked by the use of modal *will*. The two languages share the present, past and the future tense in common. However, even in their similarities (present, past and future), the differences are still found as they express the tense differently. From this fact, the potential use of the Bima language falls into the use of the Proclitic and prefix in giving the equivalent concept to the English future tense while the enclitic and the prefix *ra-* is used to give an equal concept to the past tense. The perfective aspect “*wa'ura*” is proposed to understand the perfective *has/have/had* in English.

Keyword: *Potential, Bima language, verbal aspect.*

POTENSI PENGGUNAAN ASPEK KATA KERJA (VERB) BAHASA BIMA DALAM MENGAJARKAN BAHASA INGGRIS UNTUK SEKOLAH MENENGAH ATAS

Abstrak

Penelitian ini bertujuan untuk mencari potensi penggunaan bahasa Bima (dialek Serasuba) dalam mengajarkan tenses (kala) Bahasa Inggris. Potensi ini diungkapkan melalui pendekatan kontrastif analisis antara aspek verbal (kata kerja) kedua bahasa yang terfokus pada tenses. Metode kualitatif adalah metode yang digunakan di dalam penelitian ini. Dengan menggunakan analisa morphology terhadap strukturnya, ditemukan bahwa bahasa Bima memiliki tense (kala) sekarang (present) dan akan datang (future) yang ditandai dengan penggunaan proklitik *ku-, mu-, na-, ta-, ta-* serta lampau (past) yang ditandai dengan penggunaan enklitik *-ku, -mu, -na, -ta, -ta* untuk masa lampau (past) serta prefix *ra-* dimana mereka bisa muncul dalam bentuk sirkumfiks. Tense lampau (past) bahasa Inggris secara dominan ditandai oleh suffix *-ed* dalam kata kerja beraturan *-t* dan *-en* untuk kata kerja tak beraturan, sedangkan masa sekarang (present) ditunjukkan oleh penggunaan suffiks *-s* yang terikat dengan orang ketiga tunggal. Tense akan datang (future) dalam bahasa ini ditandai dengan menggunakan modal "will". Kedua bahasa ini memiliki persamaan pada tense sekarang (present), lampau (past) dan akan datang (future). Sayangnya, bahkan didalam persamaan tersebut (sekarang, lampau dan akan datang), perbedaanpun tetap ditemukan karena cara pengungkapannya berbeda. Dari fakta ini, terdapat beberapa potensi penggunaan Bahasa Bima yakni dengan menggunakan proklitik untuk memberikan konsep yang setara terhadap tense akan datang (future) Bahasa Inggris sedangkan Enklitik dan prefiks *ra-* digunakan untuk memberikan konsep yang setara dengan tense lampau (past). Aspek perfective "*wa'ura*" diajukan untuk membantu mengerti konsep perfective *has/have/had* dalam bahasa Inggris.

Kata kunci: *Potensi, bahasa Bima, aspek kata kerja (verbal)*

A. INTRODUCTION

As has been broadly believed that, the learning of the L2 cannot be totally separated from the discussion of L1. It means that the students' L1 could take role in determining the result of the target language learnt. In many ways (positive or negatively) the learning of L2 can be affected by the L1. It is generally affected by the notion of similarities and differences they possessed. Such similarities and differences could be anything involving syntactic, morphological and the phonological aspects. The similarities of the

. The meaning of certain word or expression that cannot be equally found in the target language can be fulfilled by using the idea of the native language. In general

first and second language could lead the learning to be more successful when the L1 serves to facilitate the target language learning. One of the potential uses of this local language could exist in terms of its verbal aspect. As many studies shown, the impact of the native language in the second language acquisition has shown to provide a positive result.

In translation domain for instance, the use of the native language could provide a good contribution

case, for the supporters of Bilingual approach in the second language learning, this (phenomenon of students have better understanding when L1 is used) becomes a

strong point to employ the students L1. Thus, from this approach point of view, the use of the L1 in learning L2 (English) is considered to have a significant role especially in some points such as explaining grammar (Mitchell, 1988 cited in Miles, 2004), explaining difficult concept, checking comprehension and/or helping the students feel more comfortable and confident (Schweers, 1999:8). Obviously, a notion that should be agreed that the learning of language should be predominantly addressed its use instead of merely knowing about it.

By knowing the similarities or differences of the native (Serasuba dialect) and the target (English) language as this study concerns on, the effort of developing a solution for teaching and learning of language perhaps could be maximized through certain method or technique use because practically the learning of the target language requires a specific approach, method and technique (strategy).

B. METHODOLOGY

Since the main aim of this study is to find out the potential use of Bima language in teaching English, the verbal aspects of the two languages are compared and contrasted. Thus, the Contrastive Analysis is then considered to be the most appropriate approach for this study as it focuses in analyzing the structural similarities and differences of the learner's first and second language (Genesee *et. al.*, 2014:63). The data were collected qualitatively by using Participant Observation method.

Then, the two techniques namely recording and note taking were employed to get the primary data. The secondary data of this study were obtained from the language documentation such as book, journal, article, songs and other related sources. These types of data are the main sources of the English data in this study. The sample of this study was three native speakers of

Bima language who are originally from Bima and Dompu.

The first step of collecting the data (the Bima language) was done by writing down the verbs and mostly sentences the writer knew during the daily conversation with other native speakers. Then, the data were also collected by using the recording technique to obtain the primary data. The English data was mainly collected through the book, article, journal and other published documentation. The original data gathered from the recording were firstly transcribed. Then, such data were classified into phrase, clause and sentence. The sentences were predominantly provided in this study. From the above processes of classification, the data has been morphologically analyzed to find out the morphological markers used to denote the tense of past, present or future of the verb. The last, the Bima language structures were compared to the structure of English to discover the similarities or the differences between the two languages verb tense structures. Thus, the potential aspects of the Bima language in teaching English then can be revealed.

C. DISCUSSIONS

The similarities between Bima and English tenses

The finding of this study shows that the similarities of these two languages in terms of its tense are represented by the future, present and the past tense. It means that both languages share a certain manner in showing the certain time of action or even. The Bima language expresses its future tense by using the proclitic that agrees with the persons and denotes (future) tense.

(1). Nahu ku-praktek di Bali
"1SG 1SG.FUT-practice LOC. Bali"
"I will practice in Bali"

Similarly, English expresses its future tense by using the auxiliary verb *will* as illustrate below:

- (2). She will arrive soon.
 (3). I will kick the ball

In English future tense, since it is mainly denoted by the auxiliary verb *will*, the main verb does not experience the change. The transformation of the verb is used to mark the aspect such as progressive and (past) perfective.

The Bima and English language also share the past tense in common. The Bima language tense is marked by the prefix *-ra* and dominantly denoted by the enclitics. In the most common use of the Bima language, both prefix and enclitics are used together to express the tense of past as in the sentences below:

- (4). “Sia *ra-hade-na* *meti*”
 “3SG PAST-kill-3SG.PAST scorpion”
 “*He/she killed a scorpion*”

English expresses its past tense by the so called suffix *-ed* for the regular verb as the following sentence:

- (5). They kill-*ed* the snake

The English present tense is expressed by the suffix *-s* that agrees with the 3rd person singular and appears with the zero markers in the verb when the subjects are not the 3rd person singular. The Bima language also expresses the same tense in different ways (in base verb and by using proclitic).

To sum up, the similarities of the Bima and English language appear in its future, present and past tense they share.

The differences between the Bima and English tenses

Basically, the differences of the two languages appear in the respect of how they express their tenses even in the three tenses that they share in common (past, present, future). From the three basic tense forms, the differences can be expressed by saying first, English shares dominantly suffix in

marking the tense in which the present tense marked by the suffix *-s* for all types (regular and irregular) of verbs while the suffix *-ed* is used mainly for the regular verb to denote the past tense. In the Bima language, the present tense exist in base form and proclitic regardless of any suffix. Thus, the sentence could exist as the following sentences:

- (6). Nahu *lao* sakola
 (7). Kari’i *na-ngaha* fare
 The sentences have the equal meaning with English as follows:
 (8). I *go* to school
 (9). Bird *eats* paddy.

In this present tense, the subject in Bima agrees with the proclitic. All subjects have certain proclitic to agree with. Unlike this rule, the English suffix *-s* agrees only with the third person singular in its verbs and leaves the pronoun *I, you, they* and *we* to have no agreement with the verb.

Second, for the English past tense, the use of certain suffix depends on the types of the verb (regular and irregular). The suffix *-ed* is used for the regular verb while suffix *-t* and *-en* for the irregular one. Contrastly, the Bima language past tense employs the prefix *-ra* and enclitics for all verbs (in fact bima language does not recognize the regular and irregular verb). Let see the differences below:

- (10). She/he grill-*ed* the fish (regular)
 (11). Sia *ra-puru-na* uta (Bima)
 (12). I bought same cakes this morning (irregular)
 (13). Nahu *ra-weliku-ku* pangaha akan sidina (Bima)

These four sentences show the differences of the English inflectional suffix depend on the regularity of the verb (in 10 and 12) and also the consistency use of the prefix *ra-* and enclitics of Bima language to the regular or irregular verb in showing its past tense (in 11 and 13).

Third, The English future tense are primary expressed by the use of the modal *will* before the verb while the Bima language is expressed by using the proclitics precede the verbs.

The factors that inhibit and facilitate the learning of English for Bimanese-English learners.

The result of the contrastive analysis study in the second language learning as argued by Gass and Selinker (2008) falls into six points. Some of the points that the writer concluded that the errors in the learning is triggered by the differences of the L1 and L2 in which it leads to another assumption that more errors would be produced by the learners if the two languages are in the greater differences. Thus the differences and similarities between the L1 and L2 would be a strong indicator of the difficulty and ease of the language learning (Gass and Selinker, 2008:96-97).

Based on the above theory, the writer concludes that the differences and the similarities between the Bima and English language in its tenses would raise the difficulties and ease for the Bima-English learners to learn. In other words, the similarities would facilitate the learning while differences would inhibit such process. The difficulties could increase especially in the learning of English tense that is not shared by their (Bima) language. Thus the learning of some tenses such as present perfect progressive, past perfect progressive, future perfect, future progressive or future perfect progressive would be the main difficulties for the Bima-English learners to learn since this concept are not recognized in Bima language. The difficulties could even appear in terms of the past, present and the future tense they both share in common since the form or the way these two languages express the tense are different. Simply speaking, the differences would lead to the negative

transfer while the similarities would raise the positive transfer in the language learning.

The potential use of Bima verbal aspects in teaching English tenses

The original term of the potential use in this study is addressed to the use of the Bima verbal aspect in the teaching of English by similarizing the concept or at least try to make the concept or the meaning as equivalent as possible because the first thing that the students do in the second language learning is trying to translate the new concept into their first language as argued by Swan (1985:85 in Ellis 2003:95) that while teachers banned the first language use in the L2 learning, the translating into their own languages always happen. Seemingly, it is a natural, unconscious and spontaneous process in second language learning (Danchev, 1992:51) (in Ellis 2003:95) because people will never learn foreign languages at all if they did not build a constant correspondence between the L1 and L2 vocabulary items (Swan, 1985:85 in Ellis, 2003:94).

The use of the Bima language itself falls into both similarities and the differences that these two languages. The assumption of involving the similarities is triggered by the fact that although Bima and English language share the same tenses (present, future and past), the way or the form of expressing it are different. However, by realizing many disparities of these two languages especially in the tense as this study found, the notion of potential use of the Bima verbal aspect in this case cannot be obviously used to cover all concepts of the English language. In other word, not many equivalence *form to form* potential can be used in teaching the English tense. The scenario of its potential use could be formed as follows:

1. The all Proclitics in Bima should be translated equal with the modal “will” in

English. Thus, when the pattern of the English future tense that puts the modal “will” to precede the verb, the same pattern should also be given in Bima language to the learners. Hence, the form of “will + verb” in English would be read equal with the “Proclitic + verb” in Bima language.

Table 1. English and Bima future tense forms

English	Bima				
Will + Verb	Proclitics + Verb				
Go Will+ Kick	<table style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">Run</td> </tr> </table> <table style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">Lao Rai Sempa</td> </tr> </table>	}	Run	}	Lao Rai Sempa
}	Run				
}	Lao Rai Sempa				

In the sentence level it would appear as follows:

(14a). She will go to the market

(14a). Sia na-lao aka amba

In this point, the writer used the proclitics attached to verb to help the students to understand the concept of future tense marked by the modal *will*. By forming the tense as in the above table, strictly, only the affirmative that could be equivalently used because the existence of the negative and interrogative form in Bima is not equivalent to the English as shown below:

(14b). She will not go to the market (-)

(14b). Sia wati lao-na aka amba (-)

(14c). Will she go to the market (?)

(14c). Sia na-lao aka amba? (?) or

(14d). na-lao aka amba sia? (?)

Thus, the term potential will only be shared by the affirmative form of Bima while the negative and the interrogative roughly said to have no potential (comparing form to form).

An important point that should be taken into account is that, the similar form (the use of proclitic + verb), as has been previously discussed denotes the present tense as well. However, using this pattern to reach the equivalent pattern of

English present tense, Bima present tense form has no possibility to be taught. Thus, the clear cut of the semantic of these forms to denote the future and the present tense can be clearly judged by both native speaker teacher and students.

2. All the Bima language enclitics are translated equivalently to the attachment on suffix *-ed* that marks the past tense in the verbs. The form of the “Verb + ed” in constructing the past verb in English will be considered the same as “Verb + enclitic” in Bima language. However, the use of this pattern should be firstly explained to only cover the regular verb. It means that, there is no potential use of the Bima verbal aspect that has an equivalent concept to the learning of irregular past verb in English. Hence, the making use of this irregular verb in a high intensity of communication would help the students in understanding it.

Table 2. English and Bima past tense forms

English	Bima								
Verb + <i>-ed</i>	Verb + Enclitics								
<table style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">Kick Play Grill Study</td> </tr> </table> <table style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">+ <i>-ed</i></td> </tr> </table>	}	Kick Play Grill Study	}	+ <i>-ed</i>	<table style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">Lao Rai Sempa Puru</td> </tr> </table> <table style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td style="font-size: 3em; vertical-align: middle;">}</td> <td style="vertical-align: middle;">-Ku -Mu -na -Ta -Ta</td> </tr> </table>	}	Lao Rai Sempa Puru	}	-Ku -Mu -na -Ta -Ta
}	Kick Play Grill Study								
}	+ <i>-ed</i>								
}	Lao Rai Sempa Puru								
}	-Ku -Mu -na -Ta -Ta								

In the sentence level it would appear as follows:

(15a). She kicked the ball

(15a). Sia sempa-na ba

In line with the previous tense, the use of the form “Verb + enclitic” considered to have no potential in teaching the negative and the interrogative form since in fact they exist in slightly different way as shown below:

(15b). She did not kicked the ball (-)

(15b). Sia wati sempaba (-)

(15c). Did she kick the ball? (?)

(15c). Sempa-na ba Sia? (?) or

(15d). Sia sempa-na ba? (?)

3. The Bima perfective aspect “*wa’ura*” (found by Rachman *et.al* 1985) is used in giving the similar concept to understand the perfective aspect “*has/have/had*” in English. Thus, for the pattern of the perfect tenses such as present perfect “Has/Have + V3 and past perfect “Had + V3”, the Bima language would be in a pattern of “Wa’ura + Verb + Enclitics”.

Table 3. English and Bima perfect forms

English	Bima
Has/Have/Had + Verb 3	Wa’ura + Verb + Enclitics
Has + { Studied Have + { Grilled Had + { Cooked Painted	Mu Wa’ura + { Sempa } + - Ku - Na - Ta - Ta

In the sentence level, it would appear as follows:

(16a). I have play-ed that game

(16a). Nahu wa’ura mpa’a-ku gem ede

The Bima perfective also appears in the following form:

(16b). Nahu ku-wa’ura mpa’agem ede

The proclitic *-ku* in this verb (16b) does not denote the future or present tense since semantically, it has been affected by the perfective *wa’ura*. Thus, the form does not make the future perfect progressive. Since both forms are the same, the form in sentence 16b could be ignored for the sake of taking the equivalent pattern. However, giving this pattern (perfective form in table) to reach the equivalency to the English pattern cannot be obviously done perfectly to cover all perfective concepts. Even for the same tense (present and past perfect tense) the differences appear in the negative and the interrogative form as illustrated below:

(16b). I have not play-ed that game

(16c). Nahu watipu mpa’a-ku gem ede

Instead of using the perfective aspect, Bima shows the negative form of perfective by using the imperfective negation *watipu* (sentence 16c). In showing the negative form of perfective or at least to show that the action happens in the previous time, Bima uses the form of past tense as in: (16d). Nahu watimpa’a-ku gem ede (16e). *Nahu wa’ura watimpa’a-ku gem ede

Clearly seen, for the future, present and past (including the perfective), the negative form is expressed in the same way. In other word, the sentence 16d, expresses the negative form of future, present and past tense. For another perfective such as the Future perfect, the Bima language does not recognize any pattern which expresses it. Thus, the use of the perfective aspect “*wa’ura*” and its combination with the *verb* and *enclitics* will not be able to use equivalently to express the future perfect tense or it has no potential use.

Taking the semantic aspect into account, the use of the progressive aspect “*wunga*” actually can equivalently be translated as the progressive tense that is marked by suffix *-ing* in English verb which denotes the concept of ongoing process. However, in this case, the patterns of the two languages are very different. While the English requires the verb *be* (present and past) in showing the progressive aspect in the verb, the Bima language puts the progressive *wunga* to precede the verb. Thus, dealing with the form or pattern, Bima obviously has no possibility to use to teach English present/past continuous.

Finally, the writer concludes that there are some potentials of the verbal aspects of Bima in teaching English (bridging the gap in terms of the tenses). The potentials fall into the use of the “Proclitic + Verb” to advocate the learning

of future tense, “Verb + Enclitic” for the learning of past tense and perfective aspect “Wa’ura + verb” for the present and past perfect in which however, the three potentials verbal aspects (patterns) above can only cover the affirmative sentence. However, by giving this strict potential (form to form equivalency), it does not mean that the other form cannot be taught at all since if the patterns are different, the concept can be equivalently translated in order to present and reach the similar or closest semantic aspect. The progressive aspect *wunga* for instance, can be used to provide the concept of ongoing action or process to the students. Thus, giving this equivalent meaning to learning of English, the interrogative and the negative form of future, past, present/past perfect and other tenses can be used in the teaching process.

The last, a noteworthy point is that, giving these three potential verbal aspects in the teaching of English, not all of the (English) tenses can be fully covered. In fact, there are still a number of tenses that perhaps would cause difficulties to the students in understanding the all English tenses.

D. CONCLUSION

As this study found out that the verbal aspect of the Bima language focusing on the tense falls into the use of the proclitics *ku-*, *mu-*, *na-*, *ta-*, *ta-*, enclitics *-ku*, *-mu*, *-na*, *-ta*, *-ta* and prefix *ra-*. The existence of the proclitics serve to mark the future and present tense while the enclitics and the prefix *ra-* are dominantly attached to the verb to mark the past tense. The similarities between Bima and English in terms of its tense are represented by the present, future and the past tense. It means that both languages share a certain manner in showing the certain time of action or even. The Bima language expresses its future and present tense by using the proclitic *ku-*, *mu-*, *na-*, *ta-*, *ta-* in the verbs that agrees with the persons. The past tense is marked by using the enclitics attached to the verb. The English future tense marked

by the modal “will” while the past tense marked by the suffix *-ed* for regular verb and *-en* as well as *-t* for the irregular one. The similarities shared by the two languages could ease the students to understand the concept of time in the three tenses. It means that the students can initially reach the notion of action that happen in the past (perfect), present (perfect, progressive) and will happen in the future.

The salient difference of these two languages is obviously in the way how the two languages express the tense, in which English shares suffix *-s* for all types (regular and irregular) of verbs for the present tense and use the modal “will” for the future tense while in Bima, the present and future tense is marked by the same proclitic. For the English past tense, the use of certain suffix depend on the types of the verb (suffix *-ed* for regular and suffix *-t* and *-en* for the irregular one) while the Bima language past tense employs the prefix *-ra* and enclitics for all verbs (in facts Bima language does not recognize the regular and irregular verb). Triggered by great numbers of differences, the students would encounter the serious problem in the process of learning.

The potential use of the Bima verbal aspect in the teaching of English by similarizing the concept of pattern or form falls into the use of the “Proclitic + verb” to have an equal pattern as the modal “Will + verb” for the future tense, “Verb + enclitic” as the same form with “Verb + ed” for the past tense. Bima perfective aspect “wa’ura” in “Wa’ura + Verb + Enclitics” can be used to provide the same pattern as “Has/Have + V3 and past perfect “Had + V3” to understand the perfect tense. Thus, Bima verbal aspects is potential in the extent of teaching the affirmative form of, simple future tense, simple past tense, and present/past perfect tense. However, Giving these three potential verbals aspects in the teaching of English focusing on its tense, it

still leaves greater numbers of tenses that cannot be covered such as simple present tense, present perfect progressive, past perfect progressive, future perfect, future progressive and future perfect progressive. Thus, although equivalent pattern is not shared, the semantic aspect can still be used.

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