VERBAL SENTENCES IN UTETOTO VILLAGE, NANGARORO DISTRICT, NAGEKEO REGENCY, FLORES, NTT

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ABSTRACT

This study is aimed at revealing the systems of Utetoto Verbal Sentences. Specifically, this study is concerned on: (i) describing the basic sentence patterns of Utetoto Verbal Sentences, (ii) finding out the similarities and differences between English and Utetoto Verbal Sentences, and (iii) predicting some difficulties of Utetoto Students in learning English. This research was descriptive qualitative research. Robert's (1958) model was used as research design in describing English. At the first, a need analysis was done in the method of describing the basic sentence patterns, mentioning the main patterns of verbal sentences and other patterns of verbal sentences with some native speakers of Utetoto as main informants who stay in Tanah Utetoto. Based on the result of analysis, it was found that there are many different systems between Utetoto Verbal Sentences and English ones. The basic sentence patterns of Utetoto Verbal Sentences are: Noun Phrase (NP), Verbal Phrase (VP), Adjective Phrase (AP), Numeral Phrase (NuP), Adverb Phraes (AdP), and Prepositional Phrase (PP). By contrasting both languages, it found the differences between the native language and the target language. Based on the differences between Utetoto and English system, it can be predicted some difficulties of Utetoto students in learning English.

Keywords: Utetoto verbal sentences, differences, student's difficulties

INTRODUCTION

Indonesia consists of many ethinc groups, and almost each of them has its own culture, including its language. These languages add to the richness of our country. Indonesia has many regional languages which spread from Sabang to Merauke, and Utetoto is one of them which is spoken by about eighty thousand people in Tanah Utetoto and its surroundings in the middle of Flores. "Language has many languages that is, each country or area in this world has its/their own language. Simply put, languages are many just like countries are many. Needless to say, major aims of each language whatever was is, are the same, but this or that language will be necessarily either completely or partially different from another language" (Alduais, 2012). For Utetoto people, Utetoto is the best language. It is sure that this language has its own system, especially its verbal sentences. Verbal sentences in Utetoto are defined as sentences containing full verbs, such as Ngao ka (I eat) and Ine bhet'ta ika (Mother buys fish).

In a general way, structuralist linguistics had the opinion that the

meaning being the focus of Semantics studies is not clear. It cannot be observed empirically such as grammatical units such as: morphology and syntax (Anis and Saddhono, 2016). The work of the linguists was based on the theory of behaviorism and had a considerable influence on some language teaching methods.

English has tenses and subject-verb agreement. English verb forms change according to tenses and subject, but Utetoto verb forms do not. English has the auxiliary to be, which sometimes has to be added to verbal sentences such as in "He is going to school", but Utetoto does not have it. When the teacher taught English to Utetoto students, it found that they made many mistakes in verbal sentences. He predicts that difficulties are caused by the different systems of Utetoto and English verbal sentences.

Verbal sentence patterns are a part of the systems of language, and are found by analyzing the language. Some uses of language analysis are as follows: (1) to find out how the language is uttered, written, and arranged, and how its functions; (2) to select the materials and the method to teach the language itself; (3) to make a contrastive analysis with another language, especially in foreign language teaching. Through contrastive analysis, we find the similarities and the differences between two languages. The differences and the similarities are used to select materials, method, and tests in foreign language teaching.

By looking at the situation above, it encourages the teachers in the teaching and learning process to Utetoto students in the classroom. Most teachers in Utetoto can not teach and apply English well in the classroom because there are so many differences of both the language systems. Students also do not use both languages in every situation. They found difficulties when they speak with others. Based on those cases, it stated the research entitled, "Verbal Sentences in Utetoto Village, Nangaroro District, Nagekeo Regency, Flores, NTT".

The background of the study leaded to state the statement of the problem as follows: (i) What is the basic sentences patterns of Utetoto verbal sentences?; (ii) are there many different systems between Utetoto verbal sentences and English ones?; and (iii) Can it predict some difficulties of Utetoto students in learning English?

This research has three aims: (i) describing the basic sentence patterns of Utetoto Verbal Sentences, (ii) finding out the similarities and differences between English and Utetoto Verbal Sentences, and (iii) predicting some difficulties of Utetoto Students in learning English.

RESEARCH METHOD

This research design was descriptive research used Robert's model (1958) in describing the verbal sentences. The subject of the study was the teachers, the students, and the people who lived in Tanah Utetoto, while the object of the study was the verbal sentences. The source of data was gained from some speakers who lived in Tanah Utetoto. The instrument of the research in collecting the data was direct interview and other documents.

In describing Utetoto verbal sentences, it is not only used Robert's model was but also uses Fancis's model. Robert provides ten basic types, classified primarily according to the kind of verb used as the main verb of the sentences. He makes clear that there

are other types, but these ten types are fundamental syntactic relationship is that of predication; there must be a subject and a predicate. In the basic sentence, the subject is ordinarily a noun or a pronoun, with or without a determiner, but the predicate may contain any one of a variety of patterns. Starting with the basic sentences, it can be easily demonstrate the structure of very complicated utterances.

FINDINGS AND DISCUSSIONS

1. Basic Sentence Patterns

There are six basic of Utetoto sentence patterns. Besides words, symbols are used to state the patterns so, that it is easy to indicate various sentence patterns. These are the symbols used:

a. NP   = Noun Phrase
b. VP   = Verb Phrase
c. AP   = Adjective Phrase
d. NuP   = Numeral Phrase
e. AvP   = Adverb Phrase
f. PP   = Prepositional Phrase

2. Noun Phrases and Verb Phrases

2.1. Noun Phrases (NP)

A noun phrase can consist of a noun alone or a combination of a noun and other words modifying the noun. The determiner can be a definite article, a demonstrative pronoun as a numerative. Utetoto noun phrase consist of the following combination:

a. NP -------►Noun + Definite Article
   Bhanda ke sepa kulu (The buffalo Grazes)
   N   DA

b. NP-------►Noun + Demonstrative Pronoun
   Bhanda oneke sepa kulu (This buffalo grazes)
   N   DP

c. NP-------►Numerative + Noun
   Sepubhu bhanda sepa kulu (Ten buffalo graze)
   Nu   N

2.2. Verb Phrases (VP)

A verb phrase can consist of a verb alone or a combination of a verb and other words modifying the verb. The verb phrases may consist of the following combination:

a. VP -------► Noun + Verb
   Simon nee Vinsen ngada kai
   Simon and Vinsen may go

b. VP -------► Aspect + Verb
   Vinsen negha kai
   Vinsen already go

c. VP -------► Adv. Of frequency+ Verb+Noun
   Vero selalu ka muku
   Vero always eat banana

3. Variuos Verb Form

3.1. Intranisitive Verbs

Below are some intransitive verb in the sentences:

a. *Ngao kai one uma/sawah* (I go to the rice field)
   I go rice field

b. *Anaci dee todo zeu* (Birds fly far)

c. *Numai kami bhbana-bhbana*
   We tool a walk yesterday

Here are some other intransitive verbs in isolation and in sentences:

a. *Imu* = to die => *Imu negha mata* He already die (He has died)

b. *Ngao* = to have a bath => *Ngao zio* I have a bath (I have a bath)

c. *Ine* = to return => *Ine bhade ezapoa* Mother return tomorrow (Mother will return tomorrow)

d. *Rose* = to bloom => *Bunga mawar de wonga* (The rose is blooming)

3.2. Transitive Verbs

Most transitive verbs begin with nasal verbalizer, but there are some beginning with the prefixes pe. Here the example of transitive verbs:

Ine pedhe etu (Mother is cooking rice)

Mother cook rice

Here are other transitive verbs in isolation and in sentences:

a. Buka = to open = *Mariana buka wessa ke*=Mariana open the door the

(Mariana opens the door)

The word *pedhe* comes from pedhe with "pe" -prefix. The word *pettu* comes from pettu with "Pe" –prefix. The word buka comes from *buka* with a nasal prefix.

3.3. *Subject – Verb Agreement and Tenses*

In language such English, there is a subject verb agreement and aggrements according to tenses, in the sense that verb forms change according to subject and tenses.

In Utetoto there are not such agreements. Let's consider the following sentences:

No Subject – Verb agreement:

Ngao kemma (I work)

I work

Kau kemma (You work)

You work

Imu kemma (She/he works)

She/he work

Miu kemma (You work)

You work

Imu koo kemma (They work)

They work

No agreement according to tenses

a. *Ngao kemma maake* (I am working now)

I work now

b. *Ngao kemma numai* (I worked yesterday)

I work yesterday

c. *Ngao kemma azghapoa* (I work tommorow)

I work tomorrow

3.4. Passive Verb Form

Depending o the agent, the passive voice show different verb forms.

1) If there is no agent in the passive voice, the verb stem the prefix p-
   Examples:
   - *Buku negha pogha* (The book has been divide)
     Book already divide

2) If the sentences includes either a noun agent or the first person plural or the third person plural, the verb stem takes the prefix p-, followed by the agent.
   - *Ika negha pesa guru ke* (the fish has been eaten)
     Fish already eat the teacher, by the teacher

3) The passive verb form cannot be followed by the first person singular, the first person plural, the second person singular and the third person singular as agents.
   - *Anangughza ngao pogkha ngao* (The children was boxing by me)
     Anangughza negha ngao pogkha
     Children already I boxing

4. Main Verbal Sentence Patterns

Twelve verbal sentence patterns are presented in this section. The classification is based on the element of the sentence after the verb. Many patterns can occur by the addition of modifiers to the elements of the sentence. However, the addition of the modifiers is not considered a new pattern.

PATTERN I	SUBJECT + VERB
	Ngao ngasitei (**I speak**): I speak
PATTERN II	SUBJECT+VERB+DIRECT OBJECT
	Kau aca ana sekolah (You teach the students) You teach student
PATTERN III	SUBJECT+VERB+DIRECT OBJECT+PREPOSITION+PREPOSITION OBJECT
	Ema tii buku one ine (Father gives book to mother) Father give book to mother
PATTERN IV	SUBJECT+VERB+I.OBJECT+D.OBJECT
	Petrus tii ngao piso ke (Petrus gives me the knife) Petrus give me knife the
PATTERN V	SUBJECT + VERB + VERB
	Simon kai dhegha (Simon goes to play) Simon go play
PATTERN VI	SUBJECT + VERB + VERB + D. OBJECT
	Ema setudi/belaja baca buku (Father learns to read a book) Father learn read book
PATTERN VII	SUBJECT + VERB + D. OBJECT + VERB
	Ngao dede ema nagsitei (I heard father speaking) I hear father speak
PATTERN VIII	SUBJECT + VERB + CONJUCTION + D. OBJECT + VERB
	Ngao nau maka imu setudi/belaja (I advised so that she studied) I advise so she study
PATTERN IX	SUBJECT + VERB + SUBJECT COMPELMENT
	Magdalena mata phu'e (Magdalena died young) Magdalena die young
PATTERN X	SUBJECT + VERB + D. OBJECT + ADJECTIVAL OBJECT COMPLEMENT
	Guru welo ngao sada (Teacher considered me wrong) Teacher consider I wrong
PATTERN XI	SUBJECT + VERB + D. OBJECT + NOMINAL OBJECT COMPLEMENT
	Imukoo pidi ngao ngala tana (They choose me Landlord) They choose I Landlord
PATTERN XII	SUBJECT + VERB + CONJUCTION + PASSIVE VERB FORM
	Ngao dede apa imu ngasitei (I heard what she spoke) I hear what she spoken by her

5. Other Patterns of Verbal Sentences

In the previous explanation, twelve patterns of verbal sentences have been discussed. There are some other patterns of verbal sentences presented below.

5.1. Status

Since the affirmative patterns of verbal sentences have been discussed in the main verbal sentence patterns, this kind of status is not presented anymore.

5.2. Passive Voice

This section now will deal only with the arrangements of word in the

passive voice. The first, second and third person singular and the first person plural as agents cannot follow the passive verb forms in passive sentences, instead, they become affixes to the verbs. The passive voice pattern is Subject + Passive Form Verb + (Agent).

Active	Passive
Kau tulis sula You write letter (You write a letter)	Sula kau tulis Letter written by you (A letter is written by you)

Either the direct object or the indirect object can function as the subject of the passive voice.
Examples:
- Active   = - *Mame tii ngao doi*
        Aunt give I money
        (Aunt gave me money)
- Passive = 1. The direct object becomes the subject
        Doi tatii mame one ngao
        Money given Aunt to I
        (The money was given to me by aunt)
        2. The indirect object becomes the subject
        Ngao tii mame doi
        I given aunt money
        (I was given money by aunt)

In changing active sentences to passive ones, the most important things are to change the verb into the passive form, and to move the subject of the active sentence to a position after the verb if it does not become the agent affix to the verb. The position of the other elements such as a complement need not be changed.

Active	Passive
Ngao tau kau ngasi I made you angry	*Kau tau ngao ngasi* You made by I
(I made you angry)	angry (You was made me angry)

As has been mentioned in the section on word order the positions of the subject and the verb in the passive voice are also exchangeable. Thus besides *Ngao tau ngasi* (I was made angry), we can also say *taungao ngasi* (I was made angry).

5.3. Commands, Requests and Prohibitions
This topic is divided into four subtopics:
5.3.1. Commands without Objects
The pattern of this kind of command is Verb + Subject
- *Kaisi kau*
    Please go you
    (Please go!)
5.3.2. Commands without Passive Verb Forms
The pattern of this kind of command is: Verb in passive form + Subject. The passive verb form must be used including the agent affix.
Example:
- *Ghoko oleh kau buku ke*
    Hidden by you book the
    (Please hide the book!)
5.3.3. Requests
For requests or polite the word *pawe* is inserted into the sentence. For the pattern Verb + Subject, *pawe* is placed at the end of the sentence, and for the pattern verb in passive form + subject, it is placed after the verb. The real meaning of *pawe* is a little, but in this case it means *pawe*.
Examples:
- *Baca kau pawe*
    Read you kindly
    (Will you read please?)

5.3.4. Prohibitions

For prohibitions the word *mona* (don't) is used, the word is put at the beginning of the sentence.

a. The pattern for prohibitions without an object is: Mona + Subject + Verb
Example:
Mona kau ka
Don't you eat
(Don't eat)

b. Another kind of prohibition is the one with passive verb forms. The pattern is: Mona + Passive Verb Form + Subject
Example:
Mona ka oleh kau muku ke
Don't eaten by you banana the
(Do not eat the banana)

5.4. Compound Sentences

A compound sentence is one which is composed of two or coordinate principal clauses. We can also say a compund sentence is a sentence which consists of at least   two simple sentences, coordinate clauses are usually connected by coodinating conjunctions or coordinators. The coordinating conjunctions in Utetoto are *Nee* (and), *atau* (or) and *tetapi* (but). Sometimes the conjunction: *nee* is omitted without changing the meaning.
Example of compound sentence with the conjunction *nee*:
Paulina pedhe etu nee ngao tulis sula
Paulina cook rice and I write letter
(Paulina cooks rice and I write a letter)
Example of compund sentence with the conjunction *atau* (or):
Saghae mesti keghe one sao atau miughua mona dheko ngao
One must stay at home or both not join me
(One must stay at home or both of you will not join me)
Example of compound sentence with the conjunction *tetapi* (but):

Amir mona ngada palu tetapi fai imu palu bhida cara
Amir not can run but his wife run like horse
(Amir cannot run but his wife run like a horse)

5.5. Reported Speech

The reported speech is decided according to the derivation of the sentences:

5.5.1. Reported speech derived from statement

- *Ngao ngasi*   (I say)
- *Kau ngasi*   (You say)
- *Miu ngasi*   (You say)
- *Imu ngasi*   (She/he say)
- *Imukoo ngasi*   (They say)
- *Kami ngasi*   (We say)
- *Kita ngasi*   (We say)

The words consist of the bound morpheme *ngasi* and the doer pronoun bound morphemes which consist of:

- *Ngao* for the first person singular
- *Kau* fot the second person singular
- *Miu* for the second person plural
- *Imu* for the third person singular
- *Imukoo* for the third person plural
- *Kami* for the first person plural (Exclusive)
- *Kita* for the first person plural (Inclusive)

5.5.2. Reported speech derived from command and prohibitions

The reported speech that come from command is introduced by the verb *watu* (to order). For commands in which the speakers are included in the commands (inclusive), the verb *oa* (to ask) is used. The patterns of the clause returns to SVO. It means that pattern Verb + Subject in the direct speech must be changed to Subject + Verb in the reported speech and the passive form pattern in the direct speech must be changed to active in reported speech.

Direct Speech	Reported Speech
Kaisi'i kau	*Imu watu ngao kai*
Go you	She order I go

Direct Speech	Reported Speech
(Please go)	(She ordered me to go)

While the kind of reported speech derived from prohibitions is introduced by *bhia'e/mona'e* (to forbit), follow by the clause in the pattern of S + V + O.

Direct Speech	Reported Speech
Mae kau kela Don't you cry (Don't cry)	*Imu bhia'e ngao kela* She forbit I cry (She forbade me to cry)

5.5.3. Reported speech derived from Ye-No Question

This kind of reported speech is introduced by the verb *wande* (to ask). Here, too, the word order must be S + V + O. The word *apakah* (whether) is needed to join the clause and the introductory verb.
Examples:

Direct Speech	Reported Speech
Ka muku kau? Eat banana you (Do you eat banana?)	*Imu wande apakah ngao ka muku* She ask whether I eat banana (She asked me whether I ate bananas)

5.5.4. Reported speech derived from Question-Word Questions

The introductory verb is also *wande* (to ask). The word order S + V + O is also a must.

Direct Speech	Reported Speech
One'ebha kau megha? Where you live? (Where do you live?)	*Imu wande one'ebha ngao megha* She ask where I live (She asked me where I lived)

6. Utetoto Word Order

All the previous sentences follow the Subject + Verb + Object word order. This word order is the most frequent in Utetoto sentences. So frequency of occurance is the basis of the word order. As Gleason (1955) says, " In English the command word order is Subject - Verb – Object. It is possible to have Object + Subject + Verb. The latter is less much frequent. In addition to the usual word order Subject + Verb + Object. Utetoto has Verb + Object + Subject, but the latter doesn't show much change of meaning.
Examples:

Verb	Object	Subject
Pedhe	*etu*	*ine*
Cook	rice	mother
(Mother cooks the rice)		

The little difference in meaning between Subject + Verb + Object (SVO) and Verb + Object + Subject (VOS) is that in SVO it emphasized the verb.

The exchange of position is also observed in order basic pattern. Besides NP + AP, NP + AvP and NP + Nup, we can also have AP + Np, AvP + NP and Nup + NP.

Adjective Phrase	Noun Phrase
Mange	*imu*
Hungry	she/he
(She/he is hungry)	

Adverb Phrase	Noun Phrase
Ndia	*ine*
Here	mother
(Mother is here)	

Numeral Phrase	Noun Phrase
Esadima	*bukuimu*
Five	her book
(She has five books)	

7. The Use of Contrastive Analysis

Besides trying to find out the systems of Utetoto Verbal Sentences, this research also interested in the application of the findings to teaching of English Utetoto students. One of the uses of the language analysis is for contrastive studies. By finding the systems of the native language, it can make a contrastive analysis of the native

language and the target language. Since this article is not concerning contrastive analysis, the contrasting of English and Utetoto is only to derive examples of application. By contrasting both languages, it can be found the similarities and differences between the native language and the target language from which we can predict the difficulties of Utetoto students face in learning English. There are some opinions about the relationship between contrastive studies and the teaching of a second language. Lado (1957:2) mentions some uses of a comparative study of the students native language and the target language, namely, the teacher may evaluate materials before they adopted for use; he may prepare new materials, supplement text books assigned to his class, and diagnose accurately the difficulties his pupils have in learning each patterns. On the other hand, Lado (1967) says that when the structural patterns of the native and target language are not parallel, the students will have trouble in learning the latter because of interference of the native language patterns. Futher he says that learning the problems is learning the language and testing controls of the language. This means that the test materials should be based on the target language. Concerning the materials, he stated that the most effective materials are those that are based upon scientific description of the language to be learned careffuly compared with a parallel description of the native language of the learned.

8. Utetoto and English Contrasted

It is summarized that the most important use of language analysis for language teaching is to find out the differences between the native language and the target language because they raise problems. The differences are needed in preparing materials, teaching methods, and test materials. There are some differences between Utetoto and English systems, especially in verbal sentence patterns: (1) Utetoto basic sentences be made up of Noun Phrase + Noun Phrase, Noun Phrase + Verb Phrase, Noun Phrase + Adjective Phrase, Noun Phrase + Adverb Phrase, Noun Phrase + Numeral Phrase, and Noun Phrase + Prepositional Phrase, while English basic patterns cannot be made up of those patterns, they must take to be as an auxiliary verb after the subjects; (2) in Utetoto adjective, definite article, and demonstrative pronoun modifying a noun come after the noun, while in English come before the noun; (3) in Utetoto, there is no agreement of verb and tenses. There is no Subject-Verb agreement. The passive form of a verb depends on the agent or imaginary agent, while in English, there is an agreement of verb and tenses. There is a Subject-Verb agreement. The passive form of a verb does not depend on the agent; (4) in Utetoto, only pronouns can occupy the position of indirect object, while in English, nouns and pronouns can occupy the position of indirect object; (5) in Utetoto, the frequency of uses VOS is high while in English, it is low; (6) in Utetoto, the negative is simply formed by adding a negator before the verb, while in English, it formed not simply by adding a negator before the verb, but also using the "do" auxiliary in the appropriate tenses; (7) in Utetoto, the interrogative is simply formed by changing the intonation of the statement from falling to rising, while in English, the interrogative using a question word has a falling intonation and the yes-no interrogative has a rising intonation. Some questions are formed by inversion and some others by adding the "do" auxiliary in the appropriate tenses; (8)

Utetoto passive sentences cannot be followed by the first person singular, the first person plural, the second person singular, and the third person singular as agents, while English passive sentences can be followed by all pronouns and noun as agents; (9) One type of Utetoto command uses the passive verb form, while all commands in English use the active verb form; (10) The same relative pronoun in Utetoto is used either for persons or non-persons, and either for defining or non defining relative clause. The object cannot be relativized, while in English, the relative pronouns for person are different from those those for non-persons, and the relative pronouns for defining are different from non-defining relative clauses. The object can be relativized.

9. Predicted Problems

Based on the differences between Utetoto and English systems mentioned before, can be predicted some difficulties of Utetoto students in learning English, they are as follows:

9.1. Due to the positions of adjective and definite article as modifiers in English come before the noun, different from Utetoto which come after the noun, this system might raise difficulties.

9.2. Utetoto does not have to be and English does, thus Utetoto students might get trouble in using to be.

9.3. Utetoto does not have subject-verb agreement and tenses, whereas English does, these systems are predicted to raise problems.

9.4. Utetoto does not have the inversion of the subject and the auxiliary verb and tha addition of "do" auxiliary in questions, whereas English does, and Utetoto questions always have rising intonation, whereas English ones have falling intonation in question-word questions, these systems will also raise difficulties.

9.5. Utetoto negatives are formed simply by adding the negators before the verb, whereas English ones sometimes must have "do" auxiliary, this systems will give problems.

9.6. The relative pronoun in Utetoto uses the same word both person or non-person and for both defining or non-defining relative clauses, whereas in English the relative pronouns are differentiated for person and non-person, and for defining and non-defining relative clauses, this will be raise problems.

Teachers who teach English to Utetoto students should find a way to overcome the difficulties. One of the ways is to put stress on predicted problems in teaching. More drills should be given on the patterns of target language that are different from those of the native language than on those that are parallel. Many drills should be given to Utettoto students in: noun phrase with adjectives and definite articles, the use of to be, the use of the forms of verbs according to subjects and time, using rising and falling intonation, "do" auxiliary, and inversions in questions, the uses of "do" auxiliary in negative, and the use of relative pronouns according to persons or non-persons and defining or non-defining relative clauses, when we teach English to them. It also good to make the students aware of the differences, so that they will not transfer their native language systems to English in those areas.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussions, the conclusions that can be gained are as follows.

1. There are six basic patterns of Utetoto sentences, namely:
   NP = Noun Phrase, VP = Verb Phrase, AP = Adjective Phrase, NuP = Numeral Phrase, AvP = Adverb Phrase, PP = Prepositional Phrase
2. There are some differences between Utetoto and English language.
3. From the differences, if can be predicted some difficulties of Utetoto students in learning English.

Based on the conclusion, there are some suggestions as follows:

1. In learning and teaching, the teachers should teach the different systems between Utetoto verbal sentences and English ones.
2. It is suggested that more work be done on a contrastive analysis between Utetoto and English for better approach to the teaching of English to Utetoto students.
3. It is suggested that the headmaster give opportunity to the English teacher to follow many kinds of seminar or workshop especially that have connection with English teaching system so it can improve the quality of the students in learning English.
4. It is suggested that the students can gain knowledge from the research done, so they get easier in learning the target language.

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