



Journal of English Teaching and Applied Linguistic

<http://jurnal.stkipgribl.ac.id/index.php/jeta>

print ISSN 2722-3388

online ISSN 2722-3396

**A CONTRASTIVE ANALYSIS BETWEEN BAHASA INDONESIA AND
ENGLISH IN KATE CHOPIN'S *A STORY OF AN HOUR***

GALUH DWI AJENG

Ph.D. Scholar, University of Lucknow, India

fgaluhajeng@gmail.com

Abstract: Communication is not just that one person is speaking and the other is listening. In doing its duty as a means of communication, the language in each country has different characteristics. The use of language here is to show the identity of each country. In education area, learning a language as second language sometimes creates a problem. The problem deals with the difficulties in learning second language and some error that is done by learners in learning second language. Hence, this study is aimed to find the differences and the similarity between Bahasa Indonesia and English through a short story titled "A Story of an Hour" by Kate Chopin translated by Desi Ilham Sianturi. To deal with the purpose of this study the writer uses contrastive analysis method.

Keywords: Contrastive Analysis, *A Story of an Hour*, Bahasa Indonesia, English

INTRODUCTION

In our everyday life, people are talking, shouting, and whispering to show their emotion about what they feel. They

need something to be a means to transfer their information. Here the use of a language is important to help people in expressing their emotions

and their idea. Language is an arbitrary system from arbitrary signs which is produced by a human by using organ of speech to have communication with others. Language is also a means of communication.

We know that communication is not just one person is speaking and the other is listening. According to Maximilian and Ajeng (3), "we must realize that most people communicate in order to send their meaning by saying the form of language". It is also known that a human communication process is various. There are verbal and nonverbal, formal and informal, and also oral and written.

In doing its duty as a means of communication, the language in each country has different characteristics. The use of language here is to show the identity of each country. The example is in Indonesia and English. They have a different type of language based on the feature of the language. In education area, learning a language as second language sometimes creates a problem. The problem deals with the difficulties in learning second language and some error that is done by learners in learning second language.

By looking at those problems, the contrastive analysis emerges to find some errors and difficulties in learning second language. Hence, this study is aimed to find the differences and the similarity between Bahasa Indonesia and English through a short story titled "A Story of an Hour" by Kate Chopin translated by Desi Ilham Sianturi. To deal with the purpose of this study the writer uses contrastive analysis method.

Contrastive analysis is used to show the differences and similarities in comparing languages by observing those languages. Further, this study will only focus on pure contrastive analysis that is aimed to study some parts of language typology such as tenses, plural, and gender orientation.

RESEARCH QUESTION

In this study, the writer wants to explore a question:

What are the differences and the similarities between Bahasa Indonesia and English in A Story of an Hour by looking at plural, sentence structure, and gender orientation?

THE AIM OF THE STUDY

This study is aimed at finding the differences and the similarity between Bahasa Indonesia and English through a short story titled *A Story of an Hour* by Kate Chopin translated by Desi Ilham Sianturi.

METHOD

In conducting this study, there is a primary source that will be used to collect the data. A short story titled *A Story of an Hour* is used as the primary source. Moreover, a contrastive analysis is conducted to explore the differences and the similarities between Bahasa Indonesia and English finding in the primary source. To do so, there are four steps in doing this study. Those are (1) collecting data, (2) finding the comparison in the same units of the two languages, (3) identifying the existing variations, (4) formulating the contrasts that are found in the rule.

BAHASA INDONESIA

Indonesia is an archipelago country that consists of more than thirteen thousand islands. Every area in Indonesia has their own culture that

brings disparity in the production of languages. This condition creates so many kinds of language. There are more than hundreds of types of traditional languages but only one official language called Bahasa Indonesia. People in this country use Bahasa Indonesia in their daily life commonly in a formal situation. However, people, sometimes, mix between Bahasa Indonesia and their traditional languages to communicate with others who came from the same group of them.

Bahasa Indonesia is a standardized form of Malay. In 1928, the youth of Indonesia declared that Bahasa Indonesia is the only national language in Indonesia. They chose Malay because it is one of the most widely-spoken languages in the Austronesian language family. As a result, this language directly becomes a unitary language that ties people in this archipelago country.

As a national language, Bahasa Indonesia has characteristics in forming a sentence. The basic structure of a sentence in Bahasa Indonesia is Subjek + Predikat or Subject + Verb. There is only one type of Verb. It is the main verb. However, in forming a

sentence the use of adverb of time and affixes can help the reader to understand that the action which is expressed from the sentence happens in certain time.

ENGLISH

The end of the Second World War in 1945 there is unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion is dominated by technology and commerce. This situation then becomes a demand for an international language that can be used as a tool to spread information around the world. It is also known that at that time, the economic power is handled by the United States in the post-war world. The national language that is used by the US is English. As a result, most of the society at that time chose English as an international language. The other reasons for choosing English as an international language is because at that time there are so many books in all fields, e.g. technology, economic, science, education and so on, available in English.

Just like other languages, English has own characteristics. This language has ruled in formulating the

words and pattern. For example, there is a certain way in making plural such as by adding -s at the end of Noun which functions as a free morpheme. Moreover, in formulating the pattern of this language, there are tenses as a representation of one's action in certain time. The example is simple present tense. One of the uses of this tense is representing one's habitual action in present time. One of the formulas is S+V+Adv.

CONTRASTIVE ANALYSIS

The contrastive analysis appears because there are some problems faced by pedagogical area. The problems faced in learning a second language and some error findings in learning a second language become strong reasons in the emerged of contrastive analysis. As times goes by, the contrastive analysis is beneficially used in language teaching area. "Contrastive analysis was developed and practiced in the 1950s and 1960s as application of structural linguistics to language teaching" (Richards, Platt & Platt 83). According to them, contrastive analysis comes from a word contrast which means to set in opposition and to compare by observing differences. They

also explain that the aim of contrastive analysis is to show the differences and comparing languages by observing those languages. In addition, contrastive analysis is an analysis that investigates two languages based on the similarity and the differences between the languages. In this occasion, the writer will analyze some linguistics aspects such as plural, gender differences, and the form of sentence based on time which appears in this short story.

CONTRASTIVE ANALYSIS BETWEEN BAHASA INDONESIA AND ENGLISH

PLURAL

In fact, there is no exact form in Bahasa Indonesia to form plural but sometimes, the idea of plural is reduplicating a Noun. Whereas in English, the idea of plural is making a new diction of a word and also using the appropriate form of -s and -es for Noun and Verb. To make it clear, here are the examples:

| No | English | Bahasa Indonesia |
|----|--------------------------|---|
| 1. | as many women have heard | Seperti kebanyakan wanita yang telah mendengar hal yang |

| | | |
|-----|-----------------------------------|--|
| | the same | sama |
| 2. | the tops of trees | puncak-puncak pohon |
| 3. | the notes of a distant song | not-not darisebuahlagu di kejauhan |
| 4. | countless sparrows | ratusanburung pipit |
| 5. | patches of blue sky | petak- petaklangitbiru |
| 6. | a dull stare in her eyes | tatapan menjemukan di matanya |
| 7. | the sounds, the scents, the color | suara, aroma, warna |
| 8. | a long procession of years | sebuah prosesisepanjangtahun |
| 9. | her arms | Keduatangannya |
| 10. | her lips | Bibirnya |
| 11. | spring days and summer days | hari-hari di musim semi, dan musim panas |

Those examples can clearly give a picture of the form of plural in Bahasa Indonesia and English. The form of Bahasa Indonesia in plural is various. It is based on the need of the sentence. For example, we can use some

additional words before Noun to create the form of plural such as *semua*, *banyak*, *ke-*, numbers, and *dan*. In this short story, the plural form only adds some forms like *ke-*, number such as *kebanyakan* and *kedua*. Moreover, the reduplication of the word sometimes is also used to create plural form. Here, in this story, the reduplication can be found in some words such as *puncak-puncak*, *not-not*, *petak-petak* and *hari-hari*.

Further, in English, there are exact forms in forming plural. One of them is adding *-s* and *-es* placed at the end of the word such as *arms* and *patches*. The other is by creating a new word to represent plural, for example, *men* and *women*. By looking at those examples, it can be concluded that Bahasa Indonesia and English do not have similarity in forming the plural of language. They have their own feature in creating the form to make a differentiation between singular and plural form.

SENTENCE STRUCTURE

Every language has a sentence structure. Both of Bahasa Indonesia and English also have sentence structure. This structure helps the speaker to

transfer their idea in the right meaning in order to make the listener catches the same information as what the speaker means. The basic structure of Bahasa Indonesia is; Subject+Verb+Object/ Adjective/ Adverb. Commonly, in the syntactical term, we call Subject as Noun Phrase (NP) and Verb as Verb Phrase (VP). Yet in many cases, the order can be put in various ways, e.g. a sentence may come from NP.VP, or NP.NP, or NP.AP or NP.PP. This dynamic equivalence is used by the translator to make the reader easy to understand the story without changing the messages of the story. Nida (166-171) said that the dynamic equivalence is focused on the direct messages that are going to transfer to the reader. Further, the examples of the dynamic equivalence will be explored more by analyzing the translating text. In other hands, the order of forming a sentence in English strictly lies on S = NP.VP (sometimes VP with *to be* or linking verb).

In this occasion, the study will be focused on the tenses which appear in that short story. Those are simple present tense, present continuous tense, future tense, simple past tense, past perfect tense, past continuous

tense and past future tense. The writer will analyze only the active sentence based on time differences.

| N o | English | Basic Structure | Bahasa Indonesia | Basic Struc ture |
|--------|---|---|--|------------------------|
| 1. | Body and soul free! | Simple present: S+V ₁ | <u>Tubuh dan jiwa bebas!</u> | S+V |
| 2. | <u>You will make yourself ill.</u> | Present future: S+will+V ₁ | <u>Kau bisa membuat dirimu sakit.</u> | S+V |
| 3. | <u>I am not making myself ill.</u> | Present continuou s: S+to be+not+V _i ng | <u>Saya tidak akansakit.</u> | S+V |
| 4. | <u>She sat with her head thrown back upon the cushion of the chair...</u> | Simple Past: S+V ₂ | <u>Dia duduk dengan kepalanya bersandar pada bantal kursi...</u> | S+V |
| 5. | <u>There was a dull stare in her eyes...</u> | Simple Past: S+ was/were | <u>Ada tatapan menjemuk an di matanya...</u> | S+Ad v of place |

| | | | | |
|----|--|---|---|-----|
| 6. | <u>She would have no one follow her.</u> | Past Future: S+ would+V ₁ | <u>Dia tidak ingin satu orangpun mengikutinya.</u> | S+V |
| 7. | <u>He had only taken the time to assure himself...</u> | Past perfect: S+had+V ₃ | <u>Dia perlu waktu untuk meyakinkan dirinya sendiri...</u> | S+V |
| 8. | <u>She was beginnin g to recognize this thing that was approaching to possess her...</u> | Past continuou s: S+was/w ere+Ving | <u>Dia mulai menyadari hal yang mendekat untuk merasukinya ini...</u> | S+V |

By looking at the data, it can be concluded that Bahasa Indonesia and English has similarity and differences in forming a sentence. The similarity can be seen by looking at the way how both languages put Verb after Subject. They have the same way in forming the basic structure of the languages. However, the differences in forming those languages are also appeared by pointing at the changing of the Verb

based on the time differences. The changing Verb of Bahasa Indonesia is pointed on the affixes added in a Verb. On the other hand, the changing of the Verb in English is pointed on the irregular Verb and regular Verb of English.

Here, in the first example, the sentence is a direct sentence in a form of simple present tense. Both in Bahasa Indonesia and English, the use of base Verb (free and bebas) is needed. In the second example, the sentence is in present future. In English to form a present future tense the Verb is formed by adding the word will in front of the base Verb. Whereas in Bahasa Indonesia, the use of the word akan identifies an action which will happen in the future. Here, the translator uses the word bisa to replace the word akan. If we see the context of the whole paragraph, the word bisa can represent a condition where the action is not yet done. The use of the word bisa is chosen in order to make the reader easy to understand the message from the story without changing the meaning of the word from the original text. Moreover, the use of the word akan can also explain present continuous tense. We can see from the third sentence. In

English, the use of present future tense and present continuous tense are different. It is based on the planning action which will be done by the Subject or and an action that will be done by the Subject. In this case, Bahasa Indonesia is different. The use of the word akan is enough to explain a future action without wondering whether this action is planned or not.

If we look further, the unique of both languages is seen clearly from the rest of the examples. The use of different time in forming English cannot be found in forming Bahasa Indonesia. Again, in Bahasa Indonesia, in understanding when the activity happens, we have to see from the context when the transmitter transmits her/ his information to the receiver in order to explain the time and the action of information taken from the sentence. Example number four is one of the examples of the past sentence. The English sentence pictures that the action happens in the past by giving a symbol that is the changing of V1 (sit) into V2 (sat). On the contrary, Bahasa Indonesia does not have a form like English. If we see the *sentence dia duduk dengan kepalanya bersandar pada bantalkursi*, this sentence does

not give a picture about the action that is happened in the past. This sentence is only telling that the Subject does an action which is called sit, at that time, when the story happens. So, in Bahasa Indonesia usually, the reader is directly aware that the use of Bahasa Indonesia sentence in a story will represent something happens in a certain time. Commonly, to strengthen that the action happened in a certain time, the writer adds adverb of time to make the whole story clear.

Moreover, the fifth example also shows an action that happens in the past just like the fourth sentence. The difference is that this sentence does not have Verb. It only has to be that is was. In English, there is a role in making a sentence that does not have Verb because it is believed that a sentence must have at minimum S and V. In case that there is no Verb, to be must be put after the S, there was a dull stare in her eyes. This sentence is translated into *ada tatapan menjemukan di matanya*. There was is translated into *ada*. Actually this is not a formal language in Bahasa Indonesia but still, it is accepted as a communicative language that is used by the translator to make the reader easy to understand the story

without changing the messages of the story.

Example number six gives a different issue. This past continuous sentence is translated by choosing words that are seen as words which can represent the exact message from the sentence. The words would have no are translated by *tidak ingin*. *Tidak ingin* means does not want. Originally, the words would have no translate as *akan tidak memiliki*. These words look weird if we see from the context. As a result, the words *tidak ingin* are chosen in order to keep the message of the story while it is translated. However, the meaning of the sentence is not changing.

Further, in English, the example number seven is past perfect. The changing of V1 into had+V3 also happens as a sign that it is past perfect. In Bahasa Indonesia, there is no changing Verb in translating this tense. The same issue with the previous one is also brought in this sentence. The appropriate word *perlu* is chosen in translating VP had only taken rather than translating word by word (*hanya sudah mengambil*). This VP is translated by the word *perlu* in order to keep the message of this sentence. In Bahasa

Indonesia *hanya sudah mengambil waktu* is just the same meaning with *perlu waktu*.

The last sentence is indicated an action that was in the process or was still happening in the past. In English, it is called past continuous sentence by forming words into an order S+was+Ving. Still in Bahasa Indonesia there is no specific order in picturing this tense except using additional words *sedang* before Verb even though the word *sedang*, sometimes in some translation, is disappeared in order to keep the meaning of the text and to make the sentence easy to understand. This English sentence is translated into Bahasa Indonesia by choosing a Verb that has equal meaning with the original Verb. Here, *was beginning* is originally translated by *sedang memulai* but in this case, by looking at the context of the sentence, it is better to use the word *mulai*. The phrase *sedang memulai* cannot be used in this sentence because if we look at the whole translating sentence, it is weird in Bahasa Indonesia to say *Diasedang memulai menyadari* rather than saying *dia mulai menyadari*.

GENDER ORIENTATION

Bahasa Indonesia has a different way to classify a gender in a sentence. Bahasa Indonesia usually uses a name to differentiate a gender orientation. There is no exact term of gender orientation in Bahasa Indonesia. In contrast, English concerns on this matter. English uses a pronoun to say gender orientations for examples are she and he. She is to call a woman. He is to call a man. The term of both two languages in showing the gender orientation is not the same. Both two languages have their own way in describing a gender. For example, in Bahasa Indonesia the use of the word *dia* is describing gender, man and woman. This is because the characteristic of Bahasa Indonesia is not differentiating gender. Whereas in English, the word she and he are used to differentiate gender. Here is the example. The usage of different words in English such sister and brother can also be said to show different gender. On the other hand, in some cases in Bahasa Indonesia, the words sister and brother can only be replaced by the word *saudara*. For clear understanding, here are some examples about gender

orientation that can be found clearly in some sentences of A Story of an Hour.

| No | English | Bahasa Indonesia |
|----|--|---|
| 1. | Her husband's death | Kematian suaminya |
| 2. | Her sister Josephine who told her | Saudaranya Josephine yang mengatakannya kepadanya |
| 3. | It was he | Dialah |
| 4. | His wares | Barang dagangannya |
| 5. | To screen him | Untuk menutupinya |
| 6. | She did not hear | Dia tidakmendengar |
| 7. | He had been far from the scene of the accident | Dia telahjauhdarilokasikece lakaan |

From those examples, it can be seen clearly that the characteristics of Bahasa Indonesia and English in gender orientation is different. In example number 1, 2, 4 and 5, the words her, his and him can simply be replaced by the word *-nya*. Whereas the words he and she can be replaced by the word *dia*.

CONCLUSION

Based on the explanation above, it can be concluded that Bahasa Indonesia and English has similarity and differences in plural, sentence structure and gender orientation. Both Bahasa Indonesia and English have singular and plural Noun. The similarity can also

be seen informing sentence structure. The order basic structure of both languages is the same. It is S+V. It means that a sentence should have minimum points S and V. On the other hand, in forming the sentence, Bahasa Indonesia and English has differences-based time differences. In English, the form of V1 can be changing into V2 and V3 based on the time differences but in Bahasa Indonesia there is no changing V into V2 and V3. Moreover, by looking at the gender orientation, only English that concerns about this issue but Bahasa Indonesia is in the opposite. Finally, it is also clear that in translating this story, the translator uses dynamic equivalence in order to make the reader have easy understanding in catching the message of the story without changing the message and the meaning of the story.

WORKS CITED AND CONSULTED

- Ajeng, Galuh Dwi. "THE POSSIBLE CAUSES OF INDONESIAN EFL STUDENTS' ANXIETY IN SPEAKING IMPROMPTU SPEECH." *International Conference on Education and Language (ICEL)*. 2016. <http://artikel.ubl.ac.id/index.php/icel/article/view/524>.
- Ajeng, Galuh Dwi. "THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING HORTATORY EXPOSITION TEXT." *Lentera: Jurnal Ilmiah Kependidikan 2* (2017): 93-99. <http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/89>.
- Ajeng, Galuh Dwi. "THE BASIC CAUSES OF INDONESIAN EFL STUDENTS' ANXIETY IN DOING SPEAKING." *Lentera: Jurnal Ilmiah Kependidikan 1* (2016): 233-250. <http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/352>.
- Ajeng, Galuh Dwi. "THE HIDDEN REASON OF ED BOONE TO KILL THE DOG IN MARK HADDON'S THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME." *Lentera: Jurnal Ilmiah Kependidikan 1* (2014): 36-53. <http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/136>.
- Ajeng, Galuh Dwi. *ED BOONE'S MOTIVES FOR KILLING THE DOG IN MARK HADDON'S THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME*. Diss. SANATA DHARMA UNIVERSITY, 2009. https://repository.usd.ac.id/9707/1/051214150_Full.pdf.
- Frank, Marcella. *Modern English, A Practical Reference Guide*. New Jersey, Prentice hall, 1972.
- Machali, Rochayah. *Pedoman bagi Penerjemah*. Bandung, KAIFA, 2009.
- Maximilian, Aksendro. "THE EFFECTIVENESS OF SCAFFOLDED READING EXPERIENCE IN TEACHING READING VIEWED FROM

- STUDENTS'READING ANXIETY." *Lentera: Jurnal Ilmiah Kependidikan 1* (2016): 285-302.
<http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/355>.
- Maximilian, Aksendro. "THE EFFECTIVENESS OF SCAFFOLDED READING EXPERIENCE IN TEACHING READING VIEWED FROM STUDENTS'INTELLIGENCE." *International Conference on Education and Language (ICEL)*. 2016.
<http://artikel.ubl.ac.id/index.php/icel/article/view/521>.
- Maximilian, Aksendro. "REDUCING STUDENTS'READING ANXIETY BY USING SCAFFOLDED READING EXPERIENCE." *Lentera: Jurnal Ilmiah Kependidikan 1* (2015): 36-53.
<http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/169>.
- Maximilian, Aksendro. "THE EFFECTIVENESS OF PEER CORRECTION TO GRAMMATICAL ACCURACY IN STUDENTS'WRITING (A Study at the Second Semester Students of English Education Study Program of STKIP PGRI Bandar Lampung in the Academic Year of 2013/2014)." *Lentera: Jurnal Ilmiah Kependidikan 2* (2014): 75-92.
<http://jurnal.stkipgribl.ac.id/index.php/lentera/article/view/152>.
- Nida, Eugene, A. *Toward A Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. Leiden, E.J.Brill, 1964.
- Richard, J.C., et al. *Dictionary of Language Teaching and Applied Linguistics*. London, Longman, 1992.
- Romaine, Suzanne. *Language in Society*. Oxford, Oxford University Press, 1994.
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. London, Penguin, 1983.

Wardhaugh, Ronald. An Introduction to
Sociolinguistics. Oxford,
Blackwell Publishing, 2006.

