Tontemboan Affixes Notes in Teaching English Tenses

Tirza Kumayas
State University of Manado
Jl. Raya Tonadano, Koya, Tondano Selatan, Kabupaten Minahasa, Sulawesi Utara, 95618, Indonesia
Correspondence Email: tirza.annette@gmail.com
ORCID ID: 0000-0002-7902-8377

ABSTRACT

Teaching English language is a big challenge in Minahasa. Students are still unable to master or even comprehend English even after eleven years learning the language at primary and secondary levels. This research entitled "Tontemboan Affixes Relates to English Tenses" aims to identify, classify and describe the affixes and analyze the similarities and differences of affixes used in both languages, English and Tontemboan. This research used descriptive method, which includes preparation, collecting the data, and analyzing the data. The result showed that some affixes in Totemboan language have different functions of affixes in English. Simple present tense functions the habitual action by adding ma' before the morpheme, following the verb. The present continuous tense which is formed by adding ma' as prefix has a global meaning. Past continuous tense indicated by adding the prefix ma' and simple past tensi indicated by adding a base prefix and infix with the initials are consonant.

Keywords: Affixes, Tenses, Tontemboan Language

INTRODUCTION

According to Marlina (2016), bilingualism becomes inseparable from humans' existence in the globalization era. Additionally, bilingualism is typically used to describe someone who speaks with two languages (Baker, 2011). When two languages interact each other, the similarities and differences can be seen among of them.

Tontemboan is divided into two main dialects, ma?klai and ma?tanai one. This topic is very interesting to be studied as a whole, yet, there are limitation in time and costs, the research only focuses on affixes. Affixes in Tontemboan have many functions, some of them have a function to form the tenses. Due to the fact that this is included in the comparative analysis of two languages tenses, all functions are not going to be discussed, only affixes related to tenses will be described and analyzed by using contrastive analysis. Students who speak a foreign language will find some characteristics. Foreign language elements which have similarities with students' first language will be easier to be learned, while the elements of foreign language which are different from first language will be quite difficult to be learned.

According to Al-Sobhi (2019), theoretical contrastive study provides a comprehensive description of the similarities and differences among two or more languages. Tanjung and Zainuddin (2015) stated that contrastive analysis compares two or more languages in order to describe their similarities and differences, provide better descriptions and better teaching materials for language learners. In this case, contrastive study focuses

on two languages, English and Tontemboan.

Darlina, et. al (2018) stated that affixation plays an important role in its morphological processes, prefixes and suffixes are part of affix, while Procter (1980) stated that affix is a group of letters or sounds added to the beginning of a word or the end of the word. Azmi (2013) mentioned that affixes consist of three-part, prefix, infix, and suffix. Being great teacher of foreign language should understand and know the problem which may arise around teaching process. An extensive knowledge about the subject matter, psychological aspect and students' environment are important to be mastered. Teachers also have to know all teaching methods, so they are capable to choose which method is suitable to be applied in particular situation. Maru, Nur, and Lengkoan (2020) stated that teachers must be able to encourage students to communicate through speaking and writing. A prospective teacher usually teaches well and presents the materials clearly and creatively to their students (Sophan, et. al, 2018). They realized that teaching is not only limited in the classroom, but also knowledge about the environment of their students.

Perhaps a new graduate English teacher with a cumlaude certificate is ready to be posited or moved at any school in particular region where has different dialect. The main problem faced by a teacher is what method to use to teach English to their students who have different language structure. Research on first language habits is indispensable in teaching foreign language, because English teacher needs a preparation of textbook and teaching method which will be used in learning process. Therefore, the most important thing in preparation of English learning is making a contrastive analysis between two tenses, English and Totemboan.

The Forms of Tontemboan Tenses
Polii (2021) stated that Tontemboan language is one of the regional languages in North Sulawesi, especially in Minahasa. Tenses in Tontemboan is any form appearing with the affixation of a verb to indicate an action or state. Affixes in Totemboan are formed by adding a root word, in this case is 'verb' which is added with an infix and suffix.

Tenses
Greenbaum and Nelson (2002) declared that tenses as a grammatical category referring to the time of the situation, the tense is indicated by the form of the verb. The plural of tenses meaning a form taken by a verb to show when the action or state are occured. Budiyana (2002) stated that the knowledge of conjugation indicating tenses in English is very crucial, it is difficult for the Indonesian to learn English, due to the difference of tenses in every language.

RESEARCH METHOD

According to Littosseliti (2010), qualitative research is considered with structure and patterns. The descriptive method is applied as a means to describe and analyze the study based on the data. There are three steps used to collect the data. First step is preparation, in which some books are read to collect the data. Second step is listing the affixes in English and Totemboan which will be used as data. The last step is identifying, analyzing and describing the data. The data were taken from sentences both English and Tontemboan language tense. This study focused on four tenses, simple present, present continuous, past continuous and simple past. The data were analyzed to find out the similarities and differences of tenses in English and Tontemboan language.

RESULTS AND DISCUSSION

Simple Present Tense

According to Azar (2011), simple present tense used to express the daily habits or usual activities, general statement of facts. This is formed by:

Adding <u>ma</u> or ma? Before the base word, this is the same with the presents continuous form yet the morpheme <u>ke'</u> Follows the verb. This form is used as an ordinary statement or indicative, and it functions as the usual or habitual action.

Yaku masico' <u>ke'</u> imbolang susu'd imbondo
I take sweet potatoes for my breakfast
Sia ma'tawoi ke' an tabe susu'd ingando
He works in the rice-field every day
Seila <u>ma'</u> lep <u>ke'</u> im pe'
They drink pe' (palm juice) every day.
"You, run !"
"hurry up !"
"you, work !"
"take a bath !"
Adding a suffix <u>an</u> or <u>a</u> after the phoneme ? .
This is used for   form like :
Turus - turus<u>an</u> sia !   "run after him!"
Tabayoa'- tabaya'm en oto ! "Drive the car faster !"
Tawoy - tawoy<u>an</u> en tabe !   "Why don't hoe the rice-field !"
Lele'   - lele'<u>n</u> si kawayo !   "Bathe the horse !"

Present Continuous Tense

Present continuous tense used to describe an activity which is in progress of time, it also can be used to exprees an activity which will be occurred in future Faddel (2017). The Present Continuous Form:

When the best word contains a glottal '<u>,</u> the prefix is <u>ma</u> and when there is no glottal the prefix is <u>ma'</u>.

Ma'sapa si Johan?   "What is John doing?"
Sia masico'   "He is taking his breakfast".
Ma'pikir sapa ko?   "What are you thinking of?"
Yaku ma'pikir imbaya'angku mange sa   "I am thinking of any future".

The Past Continuous Form

Past continuous is also formed by adding prefix <u>ma</u> or <u>ma'</u>, but the morpheme <u>wo</u> which shows the past action, follows the affixes verb.

<u>Ma'</u>sapa seila <u>wo</u> o ko cateka' mei?
"what were they doing when you arrived?"
Seila ma'siwo <u>wo</u>
"they were cooking".
<u>ma'</u>sapa <u>wo</u> seila kawi'?
"what were they doing yesterday?"
Seila mabera' <u>wo</u> im bal
"they were playing ball"

Affix in Tontemboan consists of prefix, infix, suffix or confix.
In accordance with the above sense there is another form of Tontemboan present and

past continuous tense. In English, the word 'still' is posited between is, an (was), are (were) and the present participle. Tontemboan continuous tense of this kind is formed by adding a prefix <u>ma</u> or <u>ma</u>' and a suffix <u>o</u>' or <u>pe</u>'. When the base word has a consonant ending, the suffix is <u>e</u>', but when it has a vocal ending or a glottal <u>'</u> the suffix must be <u>pe</u>'. Past continuous tense is always accompanied by the morpheme <u>wo.</u>

<u>Ma</u>'tawoye'	"am, are, is still learning"
	"was, were still learning"
	"am, are, is still having the breakfast"
	"was, were still having the breakfast"
<u>Ma</u>'ayare'	"am, are, is still learning
<u>Ma</u>'ayare'wo	"was, were, is still learning"
<u>Ma</u>'siwope'	"am, are, is still cooking"
<u>Ma</u>'siwope' <u>wo</u>	"was, were still cooking"
<u>Ma</u>'turuse'	"am, are, is still running"
<u>Ma</u>'turuse' <u>wo</u>	"was, were still running"
<u>Ma</u>lele'<u>pe</u>'	"am, are, is still taking a bath"
<u>Ma</u>lele'<u>pe</u>' <u>wo</u>	"was, were still taking a bath"
<u>Ma</u>baya'<u>pe</u>'	"am, are, is still moving"
<u>Ma</u>baya'<u>pe</u>'wo	"was, were still moving"

To see this specialized tense into clarification let us consider the following sentences.

<u>Ma</u>'sapape' si Johan ?
"what is John still doing ?"
<u>sia</u> <u>ma</u>'sico'<u>pe</u>'
"he is still taking his breakfast"
<u>Ma</u>'sapa<u>pe</u>' si Johan <u>wo</u> ?
"what was john still doing?"
sia ma'sico'<u>pe</u>' <u>wo</u>
"he was still taking his breakfast"
<u>Ma</u>'sapa<u>pe</u>' seila ?
"what are they doing?"
seila ma'tawoye'
"they were still working"
<u>Ma</u>'sape<u>pe</u>' seila <u>wo</u>?
"what are they still doing?"
seila <u>ma</u>'tawoye' <u>wo</u>
"they were still working"

The usual form is subject – predicate but Tontemboan may be either the subject – m predicate or the inversion. Thus 'sia ma'tawoye' can also be 'ma'tawoye' sia', 'sia ma'sico'pe'' can also be 'ma'sico'pe' sia'.

Simple Past Tense
Anjarani & Indahwati (2019) stated that the simple past expresses the idea that an action started and finished at a specific time in the past. The Tontemboan simple past tense is formed by:
Adding the prefix a and an infix <u>em</u> in the base words whose initials are consonants except <u>p</u>, <u>b</u>, <u>m</u>.
By adding the prefix <u>nim</u> before the base words whose initials are vowels and some

consonants: p, b, m, yet those consonants are assimilated.

tou	- atemou	"bore"
tawoy	- atemawoy	"worked"
rongkor	- aremongkor	"fell down"
sico'	- asemico'	"took breakfast"
kan	- aceman	"ate"
teles	- atemeles	"bought"
eko	- nimeko	"went to the west"
oko	- nimoko	"went to the north"
g	- nimange	"went up"
ubung	- nimubung	"continued, connected"
indo	- nimindo	"took, got"
kesot	- acemesot	"out"
waya'	- nimaya'	"walked"
okosi	- nimokosi	"got"

yaku atemou a si to'on sangariwuan siowngatu'us wo epatngapulu' am Benang.
"i was born in 1940 in manado"
seila atemawoy an tabe kawi'
"he worked at the rice-field yesterday?
seila asemico' em bico' kawondo
"they took shrimp this morning for their breakfast"
si papaku nimange am Benang kawi'
"my father went to manado yesterday"
it is usually found in a sentence more than one verb yet the following verbs are without the prefix a.
si papaku nimange am Benang kawi' temeles oto o nimurus in sim.
"my father went to manado yesterday to buy car and to took after the sim"
si petrus nimeko temawoy an uma
"petrus went to hoe in the rice-field"
si tuariku nimoko semenkot a si to'on riyor
"my younger brother set sailing last year"
the introgative fprms are only added with an introgative word in at the end of the sentences.
Co nimokol in uled tarepe' in?
"did you strike the snake just now?"
the negative forms are just formed by insorting a word ca between the subjects and the predicate "
Yaku ca atemou a si to'on epat ngapulu' wo lima
"i was not born in 1945"
sia ca atemawoy kawi'
"he did not work yesterday"

It is very often the negative forms like : ca atemawoy, ca atemou, ca asemico', ca aceman, etc, are pronounced ca temawoy, ca temou , ca semico', ca ceman.
When morphemes occur next to each other, may lose one of their contiguous vowel phonemes. The phonemes a's in past forms : atemawoy, atemou, asemico', etc. are lost when preceded by the morphemes ca which has an ending vowel phoneme a. this is called "reduction of a cluster of vowels"

It is said above that the interrogative forms are formed by using <u>in</u> at the end of the sentences. There is also another kind of it that is by using <u>ang</u> interrogative word <u>ang</u> at the end of the sentences.

co atemawoy kawi <u>ang</u>?
"did you work yesterday?"
sia asemico' kawondo <u>ang</u>?
"did he take his breakfast this morning?"
seila nimayar an scola <u>ang</u>?
"did they learn at school?"

The use of in shows that the speaker is sure of what was done by the subject. He implies more hope while the use of <u>ang</u> the speaker is still not sure of what was done by the subject. In other words the speaker is in doubt and uncertainty.

The writer .... some of the fall's framework which man developed for describing ".......' in spanish but which can be applied to .... He ...... four axen or orientation with..... Time : Present, past, future and future in the past. Each axis has neutral form and twopossible ...... forms : a time before the neutral and time after the neutral.

Harianne Celce-ilurcin turns those four axes which are firstly of spanish into English as follow.

Axis of orientation	A time before basic axis time	Basic axis time coresponding to the moment of reference	A time after the basic axis time
Future	He will have done it. (future perfect)	He'll do it (Simp. Future)	No distinct form
Present time	He has done it! (Pres. Perfect)	He does it (Simp.Present)	He's going to do it
Past time	He had done it. (past.perfect)	He did it. (simple past)	He was going to do it.
Future in the past	He would have done it	He would do it	No distinct form

= the form can also be used in another category that has no distinct
= the forms sometimes seem to switch back and forth with each other because of similarities in morning.

1. william E, Bull, Time tense and the verb : a study in theotrical and applied linguistics, barkeley and los angles : The univ. of Calif press, p.48.
2. Mariana C.Murcin, understanding and teaching english-tense aspect system english teaching forum, Vol. XV, University of Callifornia, Ho.4, oct., 1977,p.4

They may make some brief narratives and dialogues concerning these axes.

Future time axin: petrus will go to Manado, before that he will have ploughed the rich field.

After he return to langoan he will begin to hoe at the corn field.

Present time axis: i go to school everyday by bicycle that father's bought a month ago. I think i am going to go by bendy to-day as it will rain.

Past time axis: Andi's younger sister cried out as she had !st her doll and was convinced she was never going to find it again.

Future in the past Axis : i would go to the movies if i had the money. In fact, i would have gone yesterday if my father had given me some money.

All the perfect form signal time before the basic time in each of the axis of the orientation. The progressive form signals a temporary or spesific, as appose to a permanent or non-spesific , state of affairs.

To be more understandable for the students the teacher should use the charts when teaching . the writer quotes the finoochiare suggestions for using the charts. The picture could show individuals doing something. Each picture contains a clock with an hour clearly marked.

Based on every action of the chart the teacher may apply certain key questions to establish the tenses.

    a. present : what does John do everyday at six ?

    b. present progressive : it's 6.30 am. What is John doing now ?

    c. past : what did John do yesterday at 6.30?

    d. Past progressive : what was John doin. Yesterday at 9.30 ?

The teacher should make a special clock so she is just to turn to any hour of the clock he likes.

    e. present perfect : it's 6.35. what has John just done ? it's 2.30 what has john already done? what hasn't he done yet.

    f. future progressive : what will John be doing at 2.35 ?

    g. future : what will John do tomorrow ? (what is john going to do tomorrow)

    h. future perfect : what will John have done by 4.00 tomorrow ?.

the appropriate picture in the chart while the students listen. Next the students report the story the they practice it according to the drill method. The writer take , for example, the simple present tense : everyday john gets up at six thirty in the morning. He fixes breakfast at seven, and he goes to school at seven tea, etc.

    The teacher gives cue and one student asks the question while another answer:

T : Nine O'Clock

S1: what does john do at nine o'clock

S2: he attends English Lesson

The students take turn by asking each other question and describing some of activities they do everyday. By doing so the students who are first influenced and tied by their own language (Tontemboan tenses), will be familliar with the english tenses.

CONCLUSIONS

After analyzing the data, it concluded that both English and Tontemboan have some similarities and differences. Both of them have four types of tenses, simple present tense, present continuous tense, past continuous tense and simple past tense. Simple present tense indicates the usual or habitual activity formed by adding ma or ma' before base then morpheme ke' follows the verb, present continuous tense is formed by adding ma or ma' is used as a prefix to the word contains a global while ma' is used as a prefix to

the word without glottal, past continuous tense is indicated by adding prefix ma or ma' then morpheme wo is used to shows past action and simple past is indicated by adding a prefix a and infix em in the base whose initials are consonants. The elements of foreign language which are similar to the students native language will be simple and elements that are different will be difficult. Therefore, the teacher who has made a comparison of the foreign language with the native language of the students will know better the real learning problems are and can better provide for teaching them. Additionally, learning English tenses constitutes a very different task from learning the Tontemboan tenses. The basic problem arises not out of any essential difficulty in the new features of the english tenses themselves but primarily out of the characteristics of Tontemboan tenses and the foreign language teachers who understand a field of applied linguistics and make a comparison of any aspect of two languages will aquire insights for preparing, new materials and know how to diagnose their students difficulties accurately. Based on the conclusions above the writer tries to present some suggestions to lessen the problems there are teacher of English should look for the features of his students' native language that may interfere the learning and teaching process and teacher of English must not hesitate to go beyond the prescribed texts in order to accomplish the results of his teaching he hopes for.

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