

**INTERROGATIVE SENTENCES IN TORAJANESE AND ENGLISH
(A CONTRASTIVE STUDY)**



THESIS

**Presented to The Faculty of Letters Bosowa University Makassar In Partial
Fulfillment of Requirement For Sarjana Degree At English Department**

**ERIN NATAL
45 17 051 024**

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
BOSOWA UNIVERSITY
MAKASSAR**

2021

THESIS
INTERROGATIVE SENTENCES IN TORAJANESE AND ENGLISH
(A CONTRASTIVE STUDY)

Arranged and Submitted by

Erin Natal

4517051024

Has been defended In front of the Skripsi Examination Committee

ON

november 25th2021

Approved By

Supervisor I



Dr. Sudirman Maca, S.S., M.Hum
NIDN. 09 01077002

Supervisor II



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

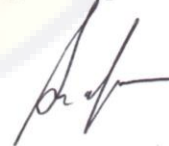
Known By

Dean Of Faculty of Letters



Dr. Sudirman Maca, S.S., M.Hum
NIDN. 09 01077002

Head of English Department



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

Date of Approval.....

PAGE OF APPROVAL

Title : **INTERROGATIVE SENTENCES IN
TORAJANESE AND ENGLISH
(A CONTRASTIVE STUDY)**

Name : **ERIN NATAL**

Register Number : **4517051024**


Department : **ENGLISH DEPARTMENT**

Faculty / Study Program : **FACULTY OF LETTERS / ENGLISH
DEPARTMENT**

Approved By

Supervisor I

Supervisor II



Dr. Sudirman Maca, S.S., M.Hum
NIDN. 09.0107.7002

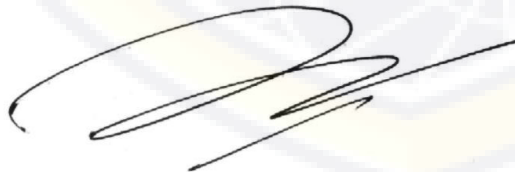


Andi Tenri Abeng, S.S., M.Hum
NIDN. 09.0806.8601

Known By

Dean of Faculty of Letters

Head of English Department



Dr. Sudirman Maca, S.S., M.Hum
NIDN. 09.0107.7002



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09.0806.8601

Date of Approval: *26/10/2021*

STATEMENT OF ORIGINALITY

The writer hereby declare that this thesis entitled **INTERROGATIVE SENTENCES IN TORAJANESE AND ENGLISH (A CONTRASTIVE STUDY)** and all the content is truly the writer's own work and the writer did not do plagiarism. The writer is willing to bear all the consequences that may arise where the statement the writer make is not true or have a claim againts the authenticity of the writer's work.

Makassar, October 26th 2021



The Writer

Erin Natal

ACKNOWLEDGEMENT

For the first and foremost, the writer would like to express her deepest gratitude for Almighty God, for His marvelous and amazing grace, for the countless blessings and love, therefore the writer has finally completed this thesis. This thesis is aimed to fulfill one of requirements for the degree of Sarjana Sastra of English Department, Faculty of Letters, Bosowa University.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the writer. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them. First, the writer's deepest appreciation goes to her beloved family, **Natal Mareh** and **Herlina Songgo** her extra ordinary parents who have given guidance, prayers, advices, and unconditional love more than she could ask. **Rista Natan Mare, Amd.Keb, Noris Natan Mare,** and **Eva Natal, S.Pd,** more than amazing sisters and brother for the endless love, pray, support, and giving motivation to finish her study.

The writer is also expressing her extremely grateful to **Dr. Sudirman Maca, S.S, M.Hum,** the Dean of Letters Faculty and also the writer's supervisor 1 that had given his kindness, guidance, support, comments, and information to improve her writing. **Andi Tenri Abeng, S.S, M.Hum,** the Head of English Department and also the writer's supervisor 2 that had given her great guidance, advices, comments, and corrections from the very early stage to complete this thesis. **Dra. Dahlia D. Moelir, M.Hum** and **Asyrafunnisa, S.S, M.Hum,** the writer's examiner who had given valuable advices, and suggestions for her thesis. **All the Lecturers** of English Department during her academic year at Bosowa University, who taught and given knowledge, encouragement, and invaluable advices. **Rahmawati Ali, S.S** and **Yultriana, S.Psi,** the Administration Staff of English Department who gave a big contribution during the writer's study.

The writer's gratitude also goes to **Intan Tangngi Rapa, Ririn Krisnayanti Minanga,** and **Sofia Kumkelo** her weird but stunning bestfriends ever, that had accompanied her through years with the laughter, motivation, cheerful, and joyful moments that will always be cherished and remembered. Not forgetting the writer's

bestfriend in Parepare, **Julinda Astri Utari Senda** and **Maria Sawe**. The writer's bestfriend in Malaysia, **Hana Eun Jondan and Grace Centre squad** who have been there in helping, supporting, and giving motivation to finish her study. Last but not least, the writer's classmates "**GREATEST**" for worthy memories and togetherness until 8 semesters. Not forgetting the writer's **family in Toraja** who have helped the writer during the research. Finally, the writer would like to thank **Everyone** who cannot be counted and mentioned one by one for staying and coloring her life each day.

This thesis is far from perfect, but it was expected that it has been useful not only for the writer, but also for the readers. For this reason, constructive thoughtful, suggestion and critics were welcomed. May God always be with us.

Makassar, October 26th 2021

Erin Natal

ABSTRACT

ERIN NATAL. 4517051024. *“Interrogative Sentences in Torajanese and English (A Contrastive Study).* (Supervised by Sudirman Maca and Andi Tenri Abeng).

This study aims to identify the types and forms of interrogative sentences in Torajanese and English and to find the differences between Torajanese and English structurally.

This research is a descriptive qualitative research with the sample of native speakers of Torajanese in Pangala' Village, North Toraja Regency. The method that the writer used is contrastive method purposed by Tarigan. Then, for analyzed the types and forms of interrogative sentence the writer used the theory proposed by Quirk and used Azar's theory to find the sentence function in the form of Wh-Question.

The results of this research indicated that there were dominant difference in language use between Torajanese and English, namely in terms of sentence structure where the placement of the interrogative words used has a very significant difference. For the first types namely Yes/No question the writer found there are 8 forms of Interrogative sentences in Torajanese such as (S – P – Aux – O), (Adj – Aux), (Aux – O – S – P – Adv), (Aux – S – P – O), (Modal – S – P – Det), (Adv – Neg.T), (Adv – S – P - Neg.T), and (Aux – S – P – Pos.T). Then, for the second types there are 7 forms of Wh-question such as (Wh-w – P – O), (Wh-w – O – S), (Wh-w – O – P – S – Adv), (Wh-w – O – Det), (Wh-w – Det – O), (Wh-w – Modal – S – P – O), and (O – Wh-w – P). In the third types namely Alternative question there are 3 forms such as (Wh-w – O – S – Det – Adv), (S – P – Adj), and (Wh-w – O). Moreover, the differences from both languages were in placing the question word, in English it always begins with an Auxiliary verb or To Be, (Am, Is, Are, and Do, Does, Did), and Wh-word such as, Who (*Indara*), Where (*umba*), When (*piran*), What (*apa*), Which one (*umbanna*), Whose (*minda*), Why (*Matumbai*), How much (*Si pira*), and How (*umbasusi*), in front of the sentences. While, in Torajanese it was “*Raka*” which was equal to auxiliary verb, In Torajanese, it did not always begin in front of the sentence, but begins in the middle, and at the end of the sentence.

Keywords: Interrogative Sentence, English Language, Torajanese, and Contrastive Analysis

ABSTRAK

ERIN NATAL. 4517051024 *“Interrogative Sentences in Torajanes and English (A Contrastive Study).* (Dibimbing oleh Sudirman Maca dan Andi Tenri Abeng).

Penelitian ini bertujuan untuk mengidentifikasi tipe dan struktur kalimat tanya dalam bahasa Toraja dan bahasa Inggris dan untuk mencari perbedaan bahasa Toraja dan bahasa Inggris secara Struktural.

Penelitian ini merupakan penelitian deskriptif kualitatif dengan sampel penelitian penutur asli bahasa Toraja di Desa Pangala, Kabupaten Toraja Utara. Metode yang digunakan adalah metode kontrastif dengan menggunakan teori yang dikemukakan oleh Tarigan. Kemudian, untuk menganalisis tipe dan pola kalimat penulis menggunakan teori dari Quirk dan menggunakan teori Azar untuk melihat fungsi kalimat tanya dalam bentuk Wh-Question.

Hasil penelitian ini menunjukkan bahwa adanya perbedaan yang dominan penggunaan bahasa antara bahasa Toraja dan bahasa Inggris yaitu dari segi struktur kalimat dimana penempatan kata tanya yang digunakan memiliki perbedaan yang sangat signifikan. Untuk tipe pertama yaitu Yes/No question penulis menemukan ada 8 bentuk kalimat tanya dalam bahasa Toraja, yaitu (S – P – Aux – O), (Adj – Aux), (Aux – O – S – P – Adv) , (Aux – S – P – O), (Modal – S – P – Det), (Adv – Neg.T), (Adv – S – P - Neg.T), dan (Aux – S – P – Pos .T). Kemudian untuk tipe kedua ada 7 bentuk Wh-question, yaitu (Wh-w – P – O), (Wh-w – O – S), (Wh-w – O – P – S – Adv), (Wh-w – O – Det), (Wh-w – Det – O), (Wh-w – Modal – S – P – O), dan (O – Wh-w – P). Pada tipe yang ketiga ada 3 bentuk dari Alternative question, yaitu (Wh-w – O – S – Det – Adv), (S – P – Adj), dan (Wh-w – O). Selain itu, perbedaan kedua bahasa tersebut terletak pada penempatan kata tanya, dalam bahasa Inggris selalu diawali dengan *Auxiliary verb* atau *To Be*, (*Am, Is, Are, dan Do, Does, Did*), dan *Wh-word* seperti, *Who (Indara), Where (umba), When (piran), What (apa), Which one (umbanna), Whose (minda), Why (Matumbai), How much (Si pira), dan How (umbasusi)*, di depan dari kalimat. Sedangkan dalam bahasa Toraja kata “*Raka*” sama dengan kata kerja bantu, dalam bahasa Toraja tidak selalu dimulai di depan kalimat, tetapi dimulai di tengah, dan di akhir kalimat.

Kata Kunci: Kalimat Interogatif, Bahasa Inggris, Bahasa Toraja, dan Analisis kontrastif

LIST OF ABBREVIATIONS

S : Subject

P : Predicate

O : Object

Adv. : Adverb

Adj. : Adjective

Wh-W : Wh-word

Neg-T : Negative Tag

Pos-T : Positive Tag

Aux. : Auxiliary

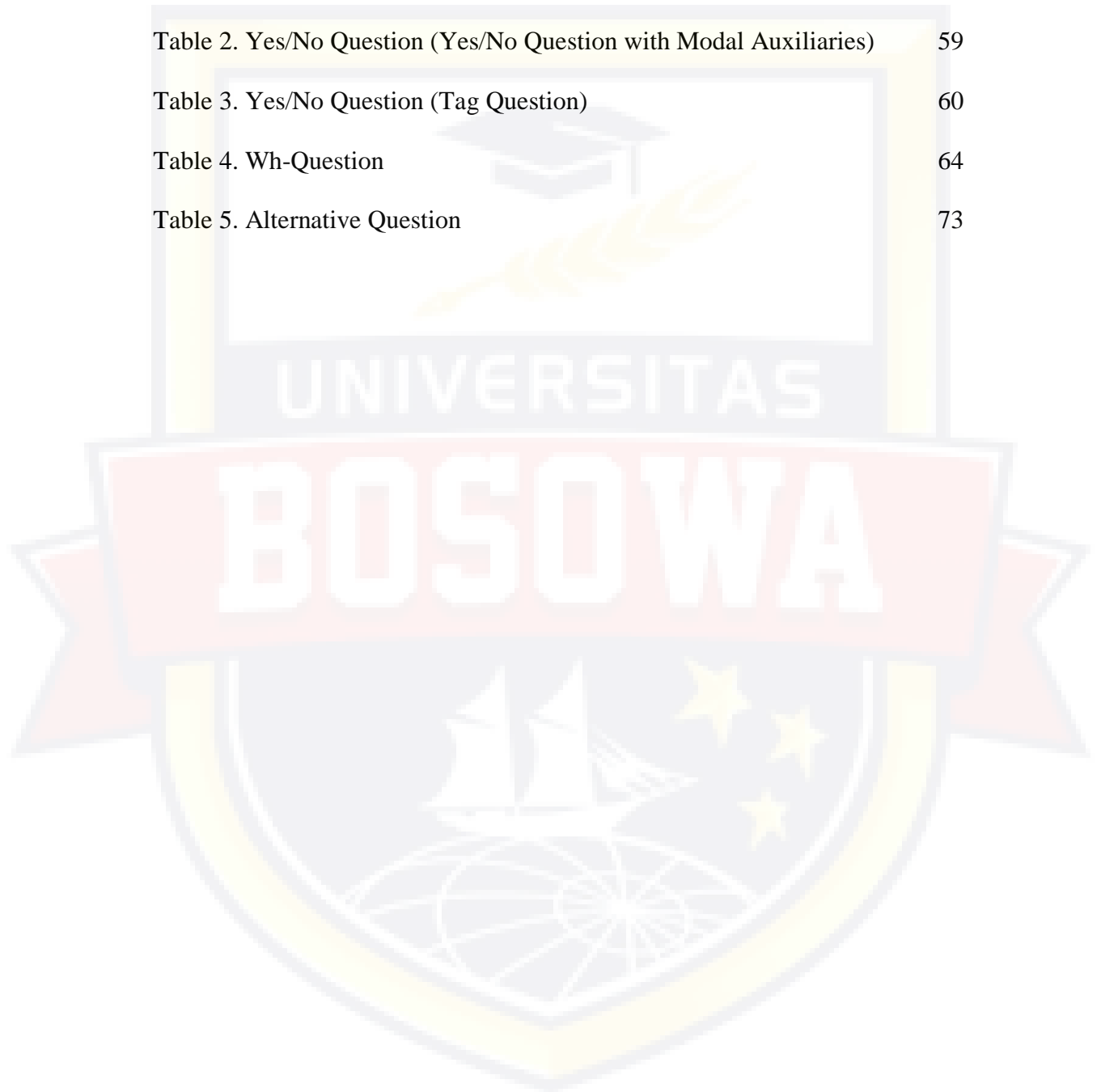
Modal : Modal auxiliary

Det. : Determiner

N : Noun

LIST OF TABLE

Table 1. Yes/No Question (Yes/No Question with To be or Auxiliaries)	51
Table 2. Yes/No Question (Yes/No Question with Modal Auxiliaries)	59
Table 3. Yes/No Question (Tag Question)	60
Table 4. Wh-Question	64
Table 5. Alternative Question	73



LIST OF APPENDICES

TRANSCRIPT	86
GLOSSARY	93
LIST OF INFORMANTS	94
SURAT REKOMENDASI PENELITIAN	95
SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN	96
AUTOBIOGRAPHY	97

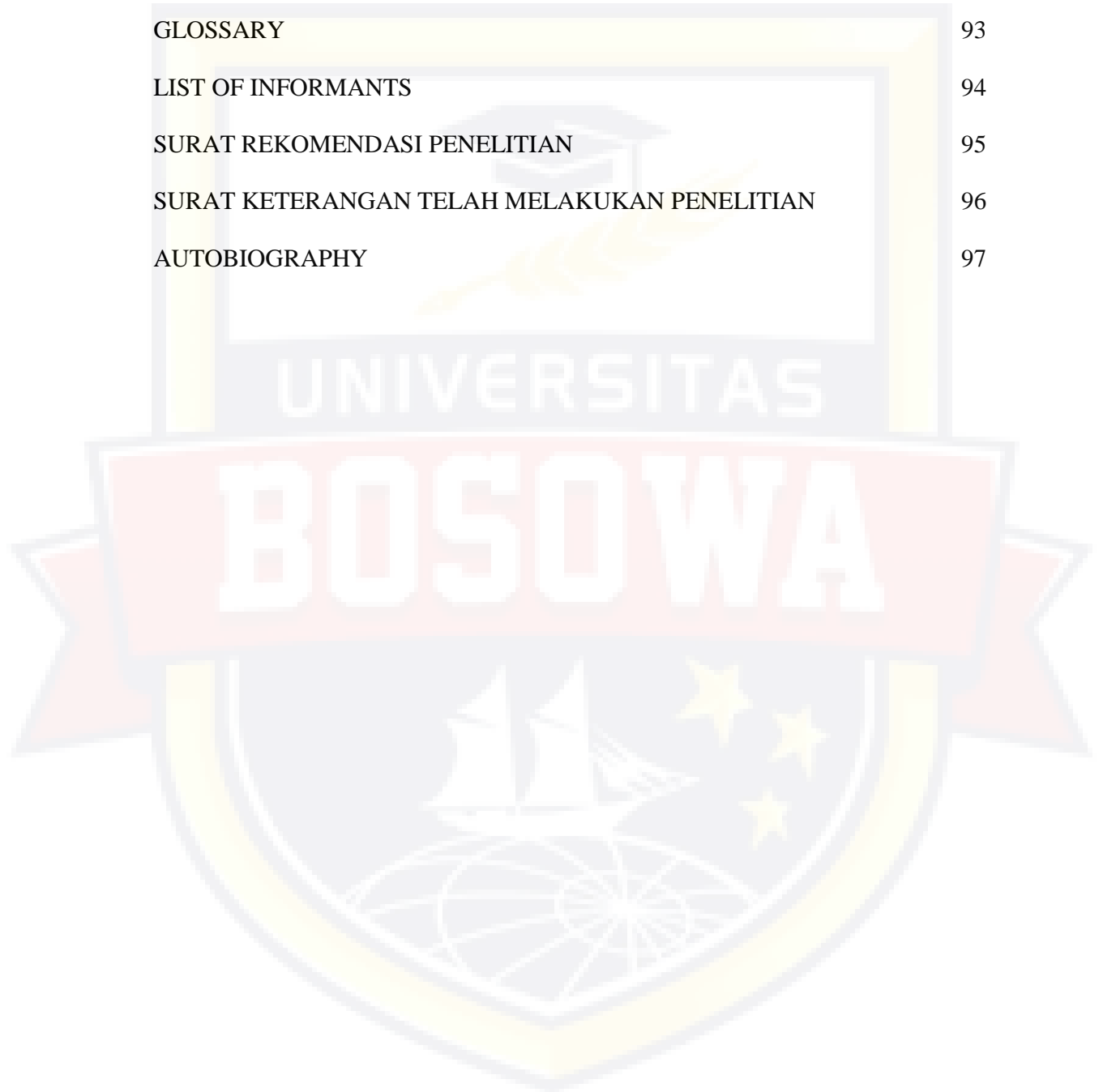


TABLE OF CONTENTS

TITLE PAGE	i
PAGE OF APPROVAL	ii
STATEMENT OF ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
ABSTRAK	vii
LIST OF ABBREVIATION	viii
LIST OF TABLE	ix
LIST OF APPENDICES	x
TABLE OF CONTENTS	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Reason For Choosing The Title	3
C. Problem of The Research	4
D. Scope of The Research	5
E. Question of The Research	6
F. Objectives of The Research	6
G. Significance of The Research	6
CHAPTER II REVIEW OF LITERATURE	8
A. Previous Studies	8
B. Toraja Language	13
C. Sentence	15
1. Definition	15
2. Elements of Sentence	15
D. The Interrogative Sentence	17
1. Definition	17
2. Types of Interrogative Sentence	18
a. Yes/No Question	19
b. Wh-Question	22
c. Alternative Question	23

E. Contrastive Analysis	25
CHAPTER III METHODOLOGY	28
A. Type of The Research	28
B. Location of The Research	28
C. Method of Collecting Data	29
D. Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	32
A. Finding	32
1. Types and Forms of Interrogative Sentences in Torajanese and English	32
a. Yes/No Question	33
1) Yes/No Question with To Be or Auxiliaries	33
2) Yes/No Question with Modal Auxiliaries	39
3) Tag Question	40
b. Wh-Question	42
c. Alternative Question	48
2. The Differences of Interrogative Sentences in Torajanese and English	51
a. Yes/No Question	51
b. Wh-Question	64
c. Alternative Question	73
B. Discussion	77
CHAPTER V CONCLUSION AND SUGGESTIONS	80
A. Conclusion	80
B. Suggestion	82
BIBLIOGRAPHY	83

CHAPTER I

INTRODUCTION

This chapter presents the background, reason for choosing the title, problem of the research, scope of the research, question of the research, objectives of the research and the significances of the research.

A. Background

Humans are social creatures who need each other. All activities carried out by humans require the help of others, therefore humans are very dependent on their environment. One of the tools that can connect humans to each other is language. Language is a tool that humans use to communicate with other human beings to facilitate them when they want to socialize or ask for help from others (Syarifa, 2019:1).

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. According to Yanti, et al (2016:1) language is a tool for communicating or as a tool for conveying thoughts, ideas, concepts, or feelings.

The study of language called linguistics. Izzah & Hadi (2018:195) stated that linguistics is a science that studies language. Language learning in question is at the level of vocabulary (morphology), sound (phonology), meaning (semantics), grammar (syntax), and pragmatics. Linguistics describes a variety of linguistic knowledge which includes all aspects of language activities. According to Carnie (2006: 3-4) the study of acoustics and the

articulation of speech is called phonetics. This science is called phonology, after translating sound waves into mental representations of language sounds and then analyzing them into syllables. Then the science that regulates the collection of sounds into morphemes and words is morphology. The words are then arranged into phrases and sentences, this study is called syntax.

Meyer (2009: 112) defined that syntax is the study of the main parts and processes by which sentences are constructed in a particular language. The syntactic investigation of a particular language has the aim of constructing a grammar which can be seen as a tool of several kinds for generating sentences from language analysis. The descriptions of syntactic units are not grouped arbitrarily and arranged but form identifiable units.

According to Seaton & Mew (2007: 139-140) a sentence is a group of words that express a complete thought. A sentence must have a subject and a verb, but may or may not have an object. There are four kinds of sentences, namely declarative sentences to make statements, interrogative sentences to ask questions, exclamations to express strong emotions, and imperative sentences to give orders.

In this study the interrogative sentence is the main material. Thus, the interrogative sentence is one part of the type of sentence that is often used by humans in communicating. Nordquist (2020) stated that an interrogative sentence is a type of sentence that asks a question, as opposed to a sentence that makes a statement, conveys an order, or expresses an exclamation. An interrogative sentence is usually marked by a reversal of subject and predicate.

That is, the first verb in verb phrases appear before the subject. The important thing is that the interrogative sentence ends with a question mark.

The Toraja language has various forms, including the question word form. There are several forms of questioning that can be used to ask questions.

In North Toraja, the interrogative sentence analysis has not received much attention from researchers, especially in Pangala' Village. This is because there are too many researchers who tend to research Toraja culture but less in terms of language, especially in interrogative sentences.

In this study, the dialect studied by the writer is Pangala'-Riu and it's surroundings. Toraja language is the language used by the Pangala' village community with the Pangala'-Riu and it's surroundings dialect in daily life both at home, school, in Toraja traditional ceremonies, and in social service activities. Meanwhile, English is only used in the application of lessons in schools.

B. Reason for Choosing The Title

The reasons of the writer chose this title because the best way to analyze the language is by studying the structural of the language. Other reasons the writer choose the title were:

1. The writer would like to inform the readers in general that Torajanese also has a lot of aspects that can be compared with the aspects in English. Moreover, the writer wanted to provide information about the differences between English and Torajanese especially in interrogative sentences.

2. The writer tried to find something that has not been or received much attention from other researchers, especially about Torajanese. Therefore, the writer chooses the interrogative sentences in Torajanese. Moreover, there are too many researchers who have researched about Toraja culture but in terms of language especially in interrogative sentences it is still lacking. The writer found some last studied by other researchers about Toraja language are entitled “Passive Construction in Torajanese and English” by Palino (2020) and “Semasiologis dalam Bahasa Toraja” by Dewi, et al (2018).
3. The writer wanted to introduce about Toraja because, Toraja is one of the destination that mostly visited by the foreigners or overseas visitor. Especially in Pangala’ village, it was known as a place where one of the National Heroes from Toraja was born, namely Pong Tiku.

C. Problem of The Research

Most Indonesians are bilingual or multilingual by default, as they speak at least two languages: Indonesian and their ethnic language (mother tongue). But the process of mastering both languages is increasingly distinct following developments in society.

The introduction of language is an important factor in learning the language. For language learners, the main thing in learning a languages is knowing the structure of the language. For example, in learning the Toraja language, especially in the interrogative sentence of Torajanese, people should know the structure of the language to make them easier to learn or understand

the language. However, sometimes a regional language is also difficult to learn because the rules of its structure are different from other languages, such as English.

An interrogative sentence is a speech that not only serves to request information or confirmation. The interrogative sentence is one of the elements of interaction. In Indonesia, the people are known for their warm-hearted attitude, especially in Toraja. As a part of their friendliness, people used to raise a question to start the conversation. That is why interrogative sentences are important because, besides asking for information or confirmation, the interrogative sentence can also be a strategy to establish interactions between one another to get to know each other.

From the statement above, the writer realized that the biggest obstacle in the process of mastering the regional language or target language is not knowing the language structure's form, for example in the interrogative sentence of Torajanese.

The writer believes that structural analysis is the best way to show that the interrogative sentences in Torajanese and English were different.

D. Scope of The Research

The writer tries to limit the scope by analyzed the contrastive analysis of interrogative sentences in Torajanese and English in Pangala' Village.

E. Question of The Research

Based on the problem of the research. The questions were formulated into two questions:

1. What are the types and forms of interrogative sentences in Torajanese and English?
2. What are the differences of interrogative sentences in Torajanese and English?

F. Objectives of The Research

From the questions of the research, the writer formulated the objectives of this study are as follows:

1. To identify the types and forms of interrogative sentences in Torajanese and English.
2. To find out the differences of interrogative sentences in Torajanese and English.

G. Significance of The Research

Hopefully, the result of the research will bring some benefits to the theoretical and practical use of language, as follows:

1. Theoretically

This study can help and contribute to the development of linguistics theory and be able to enrich the knowledge, especially about the interrogative sentences between Torajanese and English, by using contrastive analysis.

2. Practically

The result from this study can be applied by the new learner of Torajanese to know the real forms of interrogative sentences. Therefore, the learner can easily understand the language. Moreover, this study can be a reference for students and readers, especially for students majoring in languages or students who wants to learn one or more languages, and also become references to the next researcher. Besides that, this study can also be a reference to the society or general people to know the structure of the interrogative sentences in Torajanese. Therefore, general people also can use the form to communicate with the local society (Toraja people).

CHAPTER II

REVIEW OF LITERATURE

The basic part of this theory contains previous studies, Toraja language, the definitions of sentence, interrogative sentences, and contrastive analysis.

A. Previous Studies

The writer has obtained some information about the interrogative sentences from several previous studies related to contrastive analysis of interrogative sentences between two languages. The following are some of the previous studies that are relevant to this research topic:

Ardiansyah, et al (2021) entitled “Makassarese and English Affirmative Sentences Pattern (A Linguistic Contrastive Study)”. This research aims to determine the differences between Makassarese and English structurally. This research is a descriptive qualitative research. The method that the researcher used is contrastive method and using sentence function theory from Verhaar and the theory of tree diagram from Bornstain. The results of this study indicate that there are structural differences between Makassarese and English in terms of sentence function. Active sentences in Makassarese generally begins with a predicate and active sentences in English begins with a subject. Meanwhile, in terms of sentence categories, active sentences in Makassarese generally begin with a verb phrase and active sentences in English begin with a noun phrase. Verbs in Makassar language also cannot be changed or modified because they are not affected by adverbs and sentence context.

While verbs in English can change depending on the adverb and the context of the sentence.

Pangi (2014) entitled “Kalimat Tanya Dalam Bahasa Inggris dan Bahasa Loloda: Suatu Analisis Kontrastif”. This study aims to identify the similarities and differences of the form and functions of interrogative sentences in English and Loloda. The method used in this research is descriptive. The results showed that English and Loloda have similarities and differences. The similarity of two languages is found in the form of interrogative sentences such as who, why, what, where, when, how (in English); nango, okia, moruoka, kiaka, idoa, sokonoke (in Loloda), and the interrogative function of the two languages. Differences between the two languages were found, such as the placement of the question word, the use of "who", tag questions, and sentence structure.

Oratmangun (2014) entitled “Kalimat Tanya Dalam Bahasa Inggris dan Bahasa Tanimbar: Suatu Analisis Kontrastif”. This study is an attempt to describe and analyze the English and Tanimbar language which focuses on the interrogative sentences in relation to their form and function in both languages. The result shows that forms of interrogative sentences in English are yes-no question, tag question and interrogative-word question while in Tanimbar language has two forms such as in yes-no question and interrogative word question. English and Tanimbar language have similarities, in the form of yes-no question and interrogative word question. The difference in English

question word is at the beginning of sentence and Tanimbar language at the beginning and the end of sentence.

Rana (2021) entitled “Interrogative Sentences Between East Manggarai Language and English (A Contrastive Analysis)”. This study aims to determine the structural differences between East Manggarai and English. The method that the writer used is a contrasting method proposed by Tarigan and uses the sentence pattern theory proposed by Hariyanto & Rahman to analyze the interrogative sentence in the form of Yes / No question. Then use the Azar theory to see the functions and patterns of the interrogative sentences in the Wh-Question and Question Tag forms. This study indicates that there is a dominant difference in language use between East Manggarai and English, namely in terms of sentence structure where the placement of the interrogative words used has a very significant difference. One of the data found in the interrogative sentence in the East Manggarai language is the Yes / No Question sentence, in general, it is mostly preceded by a predicate and also the subject is at the beginning of the sentence and ends with a Question word (teh, koh, gah teh, neh, etc.). Meanwhile, in English the interrogative sentence structure is generally preceded by a question word (Am, Is, Are, Do, Does, Did, etc.).

Ditty (2013) entitled “Kata Tanya Dalam Kalimat Tanya Bahasa Inggris dan Bahasa Wayoli: Suatu Analisis Kontrastif”. This research focuses on contrastive studies Wayoli language and English. It aims to describe and analyze English and Wayoli language in the forms and functions of

interrogative sentences. The researcher used descriptive method. The results shows that English and Wayoli language have the similarities and differences in terms of Wh-question. In English namely: Who, when, how, why, what, where, and which. While in Wayoli language are *giyana*, *thumduo*, *sha'alou*, *I'arhou*, *ale'a*, and *ngale'a*. The differences also can be seen in the forms of interrogative sentences. In English there are three forms while in Wayoli language there is only one form. The English interrogative sentences always use auxiliary verbs, whereas in Wayoli language doesn't.

Lengkoan (2015) entitled "Kalimat Tanya Dalam Bahasa Inggris dan Bahasa Sangir (Analisis Kontrastif)". This research is an attempt to describe, analyze and to find the differences and similarities of English and Sangir languages which focus on interrogative sentences related to their forms and functions. Then the data were analyzed and described using a contrastive analysis approach. The results showed that the form of the interrogative sentence in English is yes-no question, tag question, and wh-question. English and Sangir have similarities such as yes-no question at the beginning of the sentence. The difference between the two languages lies in their form and function. In English, it has three interrogative sentence forms, namely yes-no question, wh-question and tag question. While in Sangir language has only one form of question, namely Wh-question (Karapa, Koapa, Nikapura, Kangere, Suapa, Kosai).

Palino (2020) entitled "Passive Construction in Torajanese and English (A Contrastive Analysis)". This study aims to describe and analyze the

difference of passive sentences between Torajanese and English. The researcher used descriptive and contrastive method. The results showed that the differences between Torajanese and English lies in the passive sentence structure. In English there are only ten tenses which can be converted into a form of passive sentences, namely (S + to be + V3 + by + Agent). While in Torajanese the passive voice structure is formed from (S + Verb + Prefix or Suffix + O) or (V + Prefix or Suffix + S + O).

In this research the writer also examined the interrogative sentence, but with a different objects. Ardiansyah focused his research in Makassar language, Pangi in Loloda language, Oratmangun in Tanimbar language, Rana in East Manggarai language, Ditty in Wayoli language, and Lengkoan in Sangir language. While in this study the writer focuses on the Toraja language. On the other hand, the object from Palino also Torajanese but the researcher focused in passive construction.

From the seven researchers above, the difference from this study was the object of the research. Then, the similarities from this study was, there was a researcher above who also used contrastive analysis theory proposed by Tarigan to compared the two languages.

To support this study, some theoretical descriptions that are considered relevant are expected to support the findings in the field so as to strengthen the theory and the accuracy of the data.

B. Toraja Language

Regional language is the language used in a society in a limited community environment that is part of a smaller environment. The Indonesian nation as a large nation consists of smaller groups called ethnic groups. the language of the ethnic group is called the regional language because it is one of the regional identities (Sande, et al, 1997:1).

The Toraja language is the mother tongue or main language used by the Toraja people who have an important role as a communication tool in their community in daily life, for example in formal activities. Sande, et al (1984:1) stated that Toraja language is one of the regional language groups in South Sulawesi which has a fairly wide area of use. The location of its use includes several district which consist of several dialects as well. This language is used in addition to the Toraja people in Tana Toraja Regency, it is also used by people in other districts such as in North Palopo, Luwu district, in Duri, Enrekang district, and in Polewali, Mamasa district.

According to Sande, et al (1997:2) language variation that occurs due to the overall characteristic of language use in speech showed many similarities, commonly called dialects. so, speakers of these different dialects still understand each other. Dialect may occur due to the geographical location that allows communication or relationship between individuals in society are still common.

According to Sande, et al (1984:3) in the social life of the Toraja people, there are geographic dialects such as Kesuq, Makale, Saqdan-Balusu,

Pangala'-Riu and it's surroundings, Sanggalaq, Gandang Batu, Buakayu-Mappa, Simbuang and Rembon-Bittuang. For social dialects such as the dialect of the common people (General language) and the dialect of the intellectuals (Tomina Language).

Toraja language is one of the regional languages that still remained living and thriving in a supporting community. Toraja language plays a very important role in the life of the Toraja people. Therefore, in addition to fulfilling its function as a means of conveying thoughts, feelings, and wishes among the supporting community, it also plays a role as the language of instruction for science and as a cultural supporter. In addition, it can be attributed that the Toraja language is used as the language of instruction in all aspects of the community's life (Sande, et al. 1984:4).

In general, Toraja language is used as a social language in a daily life, both as communication between families, offices, in traditional markets and in other places especially in rural areas, it is used as a social language and language of instruction. It can be said that Indonesian language as the national language that been used in formal situations such as official meetings, Toraja is also used in regional situations. Beside of that, in grades IV and above to Junior high school and Senior high school, Toraja is learned as one of the subject. It can be concluded that Indonesian language which is used in formal situations, the official meetings of the Toraja language are also used as a language of instruction and as a communication in certain situations such as

non-official association, in family, and as a language of instruction in the family (Sande, et al. 1984:4).

C. Sentence

1. Definition

A sentence is a word or group of words that express an idea as a whole by giving a statement, command, or asking a question, or exclaiming. Sentences consist of one or more clauses, and usually have at least one subject and verb. Sentences are very important in terms of communication because sentences function to convey information.

According to Ismanthono (2019:108) a sentence is a group of words that is structured to have a meaning, which consists of subject, verb, object, and begins with a capital letter. Also defined by Maca & Daeng (2015:34) sentence is a set that consists of subject and predicate by its coherence and has a meaning.

2. Elements of Sentence

A sentence consists of some element such as:

a. Subject

Mumtaz (2019:61) stated that subject is the main of topic. The subject is part of a sentence that shows people, objects, or problems that became the base of the conversation. According to Herring (2016:837) subject is a noun (person, place, or thing) which control, or take responsibility for the action verb.

1) My sister read the magazine.

2) She is a great singer.

3) I am a teacher.

b. Predicate

Mumtaz (2019:61) stated that the predicate is the part of the verse which indicates what the speaker has said about the subject. The predicate consists of at least one finite verb, the actions that carried out or controlled by the subject (Herring. 2016:837).

1) I have been studying for hours.

2) My mother took our dog to the vet for its shots.

3) The cat is sleeping on the couch.

c. Object

Mumtaz (2019:62) stated that object is the part of the sentence that completes the predicate. Object is the thing, matter, or person that is the subject of discussion. Objects are generally filled with nouns, nominal phrases, or clauses. The location of the object is always behind the predicate in the form of a transitive verb, namely a verb that demands the obligatory presence of the object.

1) Nope, I'm not sure that was him.

2) She eats it every day.

3) The dog will follow you everywhere.

d. Complement

Yanti, et al (2016:83) complement is an element of a sentence whose presence is mandatory. However, complements cannot be applied to passive sentences as well as objects. Complements are divided into two, namely predicate complements and object complements.

- 1) Our neighbor's dog are very dangerous.
- 2) The lady is very beautiful.
- 3) The turbulence got me worried.

e. Adverb

According to Mumtaz (2019:63) adverb is a sentence that explains various things about other parts of the sentence. Elements of adverb may serve to explain the subject, predicate, object, and complement. Moreover, Yanti, et al (2016:84) also stated that adverb is an element of a sentence that provides more information about something stated in a sentence, for example providing information about the place, time, method and so on.

- 1) Daniel met her two days ago.
- 2) Put the cake there.
- 3) The movie is starting now.

D. The Interrogative Sentence

1. Definition

An interrogative sentence is a sentence that asks a direct question and always ends with a question mark. Interrogative sentences function to

obtain information, confirmation or rejection of a question. This sentence usually starts with a question word like what, who, and how. Interrogative sentences in English are usually in the form of yes / no questions (questions with yes / no answers), wh- questions to ask for information, and tag question to ask for approval or to confirm the question itself.

According to Herring (2016:990) interrogative sentences are simply sentences that ask questions, people use them when people are interrogating someone for information. An interrogative sentence always ends with a question mark. There are four main types of interrogative sentences: yes/no questions, alternative questions, Wh-questions, and tag questions.

According to Swick (2005:110) interrogative sentences are words that ask questions. They are placed in (or near) the beginning of a sentence, and the sentence ends with a question mark.

Moreover, Sande, et al (1997:180) stated that interrogative sentence is a sentence that means asking something, someone, a situation or a problem.

2. Types of Interrogative Sentences

Communicating with other people is something that cannot be avoided in our daily life. Sometimes in the communication, it can lead the speech in the form of questions. Conceptually, a question is asked with the aim of getting information about something.

In this section, the interrogative sentence was divided into three parts, because it was adjusted to the focus of the study. Which were Yes/No questions, WH-questions, and Alternative questions.

According to Quirk, et al (1985: 806) questions can be divided into three major classes according to the type of answer they expect. Those who expect affirmation or rejection are Yes/no questions. Those who usually expect multiple replies are wh-questions. Questions that expect answers to one of the two or more options presented in the question are alternative questions.

a. Yes / No Questions

Yes/no question is a question that is answered with yes or no. Quirk divides yes-no question itself into three parts, namely: Yes/no question with To Be Auxiliaries, Yes/no question with Modal Auxiliaries and Tag Question.

1) Yes/no question with To Be or Auxiliaries

The Pattern of Yes/no question with To Be Auxiliaries (Am, Is, Are, Was, Were) is placed before the subject.

To be + S + P + O + A	Auxiliaries + S + P + O + A
-----------------------	-----------------------------

According to Quirk, et al (1985:807) Yes/no questions are usually formed by placing the operator prior to the subject and give the sentence a rising intonation.

As described above in the Yes / no question there are positive and negative sentences. Some examples given by Quirk for the positive Yes / no question form are as follows: (Quirk, et al 1985: 808)

a) Statement

Someone called last night.

b) Question

Did anyone called last night?

Here are the examples of Yes / no questions in negative form:

(Quirk, et al 1985: 808)

a) Don't you believe me?

b) Hasn't he told you what to do?

Negative Yes / no question is a negative question sentence. The negative yes-no question pattern is same as positive sentences, namely To Be (Am, is, are, was, were) and Auxiliaries (do, does, did, have, has, had) are placed in front of the subject but the difference is To Be or Auxiliaries plus the word Not.

2) Yes / no question with Modal Auxiliaries

Besides using To Be (Am, is, are, was, were) and Auxiliaries (do, does, did, have, has, had) yes-no question can use Modal Auxiliaries such as (may, can, will, shall, must).

Modal Auxiliaries + S + P + O + A

The use of modals in the form of interrogative sentences has their respective functions, in the example below "May and Can" are used to ask for a permission. "Must" and "Have To" for a must, which is generally the speaker's authority in a statement and the listener's authority in a question. (Quirk, et al. 1985:815).

a) May/Can I leave now ?

b) Do I have to leave now ?

3) Tag Question

The question tag is a type of yes / no question that further addresses a negative or positive orientation. Usually placed in a sentence using the verb ends with auxiliaries. High and low tones are usually based on the type of auxiliaries, as in the example below.

- a) He likes his JOB, DOESn't he ? (Rising Tone)
- b) He doesn't like his JOB, DOESn't he ? (Rising Tone)
- c) He likes his JOB, DOESn't he ? (Falling Tone)
- d) He doesn't like his JOB, DOES he ? (Falling Tone)

Four types of tag questions arise from observing this rule. (The formula + S - T is a positive statement with a falling tone followed by a negative tag with a rising tone. Other formulas can also be explained).

POSITIVE + NEGATIVE

RISING TONE

a) + S - T

He likes his JOB, DOESn't he ?

FALLING TONE

c) + S - T

He likes his JOB, DOESn't he ?

NEGATIVE + POSITIVE

RISING TONE

b) - S + T

He doesn't like his JOB, DOESn't he ?

FALLING TONE

d) - S - T

He doesn't like his JOB, DOES he ?

The four types of interrogative sentences above have different meanings which are adjusted to the high and low tones. in the first example it is an assumption sentence which states that He likes his job, while in the second sentence states that He does not like his job. In the

third and fourth sentences have almost the same meaning but are spoken in a low tone. The question tag with a higher tone expects the listener to give the truth of a statement, while the question tag with a lower tone expects a confirmation of a statement and emphasizes the exclamation more than the genuine question (Quirk, et al. 1985:811).

b. Wh-Question

According to Quirk, et al (1985:817) wh-question is formed with the help of one of the following simple interrogative words (or wh-words):who, what, which, when, where, why, whose, whom and how,.

Unlike yes-no questions, wh-questions generally have a dropping tone.

Wh-question also called information question.

Wh-word + Helping word + S + P + O + A
--

According to Azar (2002: A8-A10) stated that wh-question is more about information question. A question that asks for information by using a question word such as who (used to ask about people), what (used to ask about something), which (used to ask choice), when (used to ask about time), where (used to ask about place), why (used to ask about reason), whom (used to ask about the object), whose (used to ask about possession).

Wh-question is a type of interrogative sentence that requires a complete answer. Wh-questions are not only used to add information, sometimes they are also used to make suggestions. If the word wh-

question is expressed with a high intonation, it functions as an exclamation point or a personal reaction to what the listener hears. Here is the example from Quirk, et al (1985:817-818):

- 4) What are you doing ?
- 5) What have you done with my book ?
- 6) What's happening ?

Another example from Quirk, et al (1985:821) about wh-questions that begin with “Why don't you” or which are usually simplified to “Why not” is usually used for directives. Directive serves as a suggestion or instruction according to the American English language as an example:

3. Why don't you clean your teeth ?
4. Why don't you shave ?
5. Why not go by train ?
6. Why not ignore their remarks ?

Sentences that use “Why don't” express an advice but more likely on the form criticism and the tone of pique when the speakers speak it.

c. Alternative Question

Alternative question is structurally similar to a yes / no question that opened with an operator followed by the subject, but rather than expecting an answer of yes or no, this is an alternative to be chosen by the recipient (Hamzah. 2011:25).

Moreover, according to Herring (2016:991) defined that alternative questions, also known as choice questions, it is the kind of questions that give you a choice between two or more answers.

“There are two types of alternative questions: those that resemble yes/ no questions, and those that resemble wh-questions” (Quirk, et al. 1985:823).

Auxiliary verb + S + Main verb + or
To Be + S + or
Which + Auxiliary verb + S + Main verb + or

As in the example below:

- 1) Would you like chocolate, vanilla, or strawberry ice cream ?
- 2) Which ice cream would you like, chocolate, vanilla or strawberry?

In the example above, types of an alternative sentence are different from just using the function of intonation of the yes-no question. It is important to add a high intonation to each word to show some choices to avoid misunderstandings. Another example is in the sentence below:

e) Alternatives question:

A: Shall we go by bus or train ?

B: By Bus.

f) Yes / No question:

A: Shall we go by bus or train ?

B: No, let't take the car.

In the example, alternative question A asks B that he has to choose a bus or train. The emphasis on the words bus and train in a high note makes it clear that speaker A offers the choice by using an interrogative sentence. Whereas in the example of the yes-no question sentence, speaker A only emphasizes the word train with a high intonation, but B responds different to what is offered A (Quirk, et al. 1985:823).

E. Contrastive Analysis

The topic of this study is related to the concept of contrastive analysis. Therefore, the writer thinks that it is necessary to define what contrastive analysis is.

Contrastive analysis is a research method that examines the striking differences and inequalities between two languages. This aims to find out the similarities and differences between the two languages (Oktarini, 2014:7).

According to Nur (2016:65) contrastive analysis aims to identify aspects of the contrasting (striking) difference or inequality between two or more languages being compared. There are two kinds of approaches in contrastive analysis, namely applied contrastive analysis and pure contrastive analysis. These two approaches compare the two languages, namely the first language (L1) and the second language (L2) but differ in their objectives. Through this contrastive approach, the uniqueness of each language will be obtained and through contrastive studies will also be able to reveal that cultural differences (between the culture of the first language and the second language) have implications for differences in language manifestations.

Contrastive analysis is a synchronic method in language analysis to show the similarities and differences between languages or dialects to find principles that can be applied in practical problems, such as language teaching and translation (Krisdalaksana, 2013:15). Contrastive analysis is a systematic study of language passages to identify differences and similarities in structure, usually for translation and teaching purposes (Keshavars, 2011:5).

According to Misdawati (2019:53) contrastive analysis is a form of the method used to study and compare two different language structures, namely the structure of the second language with the first language, then identify the similarities and differences between the two languages. This analysis is used to find the difficulties faced by students in learning grammar, in order to find the right method to overcome it.

According to Sanga (2008) contrastive analysis or often shortened to “anakan” is a language learning approaches, especially for bilingual students. “Anakon” is often contrasted with “anakes” (error analysis) language. In fact, these two aspects are different in concept and the nature of the material object. Both have a correlative relationship because they have the same goal, namely second language learners.

According to Tarigan (1992:4) contrastive analysis is the activity of comparing the structure or rules of a first language with the rules of a second language by identifying the differences between the two languages. In this research, the main theory used is contrastive analysis by the concept of Tarigan's theory.

Based on the definitions above, it can be said that Contrastive Analysis is a method used to distinguish between two or more languages regarding the differences and similarities between languages.



CHAPTER III

METHODOLOGY

In this chapter, the writer explained how to collected data through the type of the research, location of the research, methof of collecting data and data analysis.

A. Type of The Research

The type of research that the writer used is qualitative ethnographic research. Qualitative ethnographic research is a method which researchers observe or interact with a study's participants in their real-life environments to get the accurate data.

B. Location of The Research

The location of the research is a place or area where the research will be conducted. The research conducted in North Toraja Regency, Rinding Allo district, Pangala' Village. With a population of 288.202 people, the writer calculated the age from 25-60 years old, there are around 72.050 people. From this population, the writer was randomly take 0.03% or about 21 people to be sampled in this study. To get an accurate sample, the writer conducted a survey of the adult community with an age range of 25-60 years old and the writer was take the data by some native speakers of Toraja who are educated and knows very well about the language such as, the chief of the village. Moreover, the writer was take place at the several public places such as, traditional market, park, shop, public service and etc.

C. Method of Collecting Data

The data were collected and obtained from native speakers of North Toraja Regency in Pangala' Village. While in English, data were collected and obtained from several journals, both national or international journals, article and English books. In this part of collecting data, the research instrument that the writer used as follow:

1. Observation

Observation is an action to identify and record the facts or events that often involve measuring instruments. In this case, the writer was observe the native speakers of the Toraja language when they sat together.

2. Recording

Recording is one of the data collection procedures to obtain data and information from participants through the recording process. Recording process will be facing directly with the selected sample. During the recording process, the writer would allow the respondent to speak as usual, to find the question word they were using at the time.

3. Interview

In this interview session, the writer asked some questions to the respondents such as what is their name and how old are them to get the accurate data.

Moreover, the writer was used the step as follow:

1. The first step: the writer observed the native speaker of the Torajaneese when they sat together. While observing, the writer records the discussion

without the respondents knows. The tools that the writer used is smartphones to records the discussion. Moreover, the writer was interview the respondent to get an accurate data.

2. The second step: the writer repeatedly listening to the audio that has been recorded to find the data of interrogative sentences that the native speaker used.
3. The third step: the writer was classify the data based on the types of the interrogative sentences such as yes/no question, wh-question and alternative question.

D. Data Analysis

The research data were classified and described by using Quirk's theory for analyzing the interrogative sentence in their types and form. Then used the theory proposed by Azar to find the sentence function in the types of Wh-question (who, what, which, when, where, why, whose, whom and how). The data of the two languages would be compared with contrastive analysis to find the similarities and differences by the Tarigan concept that is comparing the structure or rules of a first language with the rules of a second language by identifying the differences between the two languages. Moreover, the data were analyzed through qualitative descriptive data. Here are the steps of analyzing the data that the writer used:

1. Data Reduction

The first step was data reduction that have been gotten from the study and have been explained, therefore invalid data is removed. This is

done in order to the data provided is in accordance with the problems in this study. In this study, data reduction refers to the process of selecting the types of interrogative sentences in the Torajanese.

2. Data Display

The second step was data display which is carried out through the identification process of data description to find out the interrogative sentences according to the meaning of each expression in the Toraja language (In Pangala' Village).

3. Conclusion and Data Verification

The third step was to make conclusions and data verification. The conclusion drawn is started after the data were collected by making a temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the interrogative sentences in Torajanese and English. Moreover, to verify the data, the writer selected one informant to give feedback related to the data or result of the research whose really understands and knows the Toraja language in terms of meaning and the way it is pronounced, especially in the Pangala'-Riu and its surroundings dialect to validate interrogative sentences in the Toraja language.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer explained about the findings of types, forms and the differences of interrogative sentences in Torajanese and English.

A. Findings

1. Types and Forms of Interrogative Sentences in Torajanese and English

These were the results of Interrogative sentences in Torajanese and English, namely Yes/No question, Wh-question and Alternative question based on the data collected by the writer.

Based on the data, the writer found 3 types of interrogative sentences from the recordings which would be explained into each of the interrogative sentences types namely Yes/No question which only requires yes or no answer. Then, Wh-question which asked for an informative answer and Alternative question which required chosen answer.

Besides that, the first type is Yes/No question there were 8 main data which were divided into three groups, namely: Yes/No question with To be or Auxiliaries, Yes/No question with modal auxiliaries and Tag question. For the second type was Wh-question, which has 7 main data. Then, the third type was Alternative question which were 3 main data based on the recorded data which collected by the writer.

a. Yes/No Question

Yes/no question is a question that is answered with yes or no.

Then, the sentences has been analyzed structurally using the theory purposed by Quirk, such as; Question word – Subject – Predicate – Object and Adverb.

1) Yes/No Question with To Be or Auxiliaries

In this type, there were 5 data which were divided into two forms: negative and positive forms.

a) Positive forms

(1) Data 1 → Sentence 1

Toraja Language:

Na rondoni raka sia neq Panggawa tu anu na jo?

S P Aux O Adv

English Language:

Did he cut down his tree there?

Aux S P O Adv

Alternative Data:

Toraja Language:

Den raka la jo banua?

Aux S Adv

English Language:

Is He at home?

To Be S Adv

Based on the alternative data above, the writer found the sentence structure of both languages was similar. In Torajanese

sentence “*Den raka Ia jo banua?*” has a sentence structure such as Aux – S – Adv with the question mark (?) in the end of the sentence. Then, in English sentence “*Is He at home?*” has a sentence structure such as To Be – S – Adv with the question mark (?) in the end of the sentence.

In Torajanese, the word “*Ia*” has many functions such as a subject, possession, determiner, and conjunction. It was used based on the context. As could be seen, in the alternative data the word “*Ia*” means He/She. Which means in this sentence it was as a Subject (S), or third person singular.

Moreover, the difference with the word “*Na*” is, “*Na*” also has a lot meanings, it is could be as a He/She, His/Her, And, I. It was also used based on the context. As in Data 1, there are 2 words of “*Na*” used in one sentence, but it has a different meaning or function. At the beginning of the sentence there was the word “*Na*” which was as a Subject. While, “*Na*” at the end of the sentence as a possession.

Therefore, in English it has a clear pronouns while, in Torajanese it did not has a specific pronouns like English did. It could be concluded, that the word “*Na*” could also be used as another alternative to substitute “*Ia*”.

Based on the data 1 above, the writer found the data structure from both languages was different. In Torajanes sentence “*Na rondoni raka sia neq Panggawa tu anu na jo* “ has a sentence structure, such as, S – P – Aux – O – Adv with the question mark (?) in the end of the sentence. While, in English sentence “*Did he cut down his tree there ?*” has a sentence structure, such as; Aux – S – P – O –Adv ,with the question mark (?) in the end of the sentence.

In Torajanes there was an auxiliary verb “*raka*” behind the predicate (P) word. This word “*raka*” was a characteristics of Torajanes when people asking something or use a question sentence they have to use “*raka*”. While, in English there was the word “*Did*” which was usually used as a “*auxiliary verb*” but when it was at the beginning of the sentence it used for forming questions. Therefore, it was generally classified in the form of Yes/No question with the aim of getting yes or no answers.

Moreover, the two sentences above were in the form of a simple past tense. In Torajanes, it could be indicated from the predicate “*rondoni*” that showed the action verb that has been happened. While, in English there was an auxiliary verb “*did*” which was indicated the sentence in the form of past tense. Besides that, in English it did not need to use the past tense of

the predicate or main verb in the sentence when the auxiliary verb already in the form of past tense.

(2) Data 2 → Sentence 2

Toraja Language:

Masero mi raka ?

Adj Aux

English Language:

Is it clean ?

To be N Adj

Based on the data 2 above, the writer found the data structure from both languages was different. In Torajese sentence “*Masero mi raka ?*” has a sentence structure such as; Adj – Aux with the question mark (?) in the end of the sentence. While in English sentence “*Is it clean?*” has a sentence structure such as; To be – N – Adj with the question mark (?) in the end of the sentence.

In Torajese, the auxiliary verb “*raka*” in this sentence it function as an affirmation of the word, which was one of the characteristics of questions form in Torajese. While, in English the word “*is*” which was usually used as a “*To Be*” but if it was at the beginning of the sentence it became as a question sentence.

Besides that, the two sentences above were non verbal sentences in the form of a simple present tense.

(3) Data 3 → Sentence 3

Toraja Language:

Den raka lada mi ba inaq ?

Aux O S P Adv

English Language:

Did you bring chili this morning ?

Aux S P O Adv

Based on the data 3 above, the writer found the data structure from both languages was different. In Torajanese sentence “*Den raka lada mi ba inaq ?*” has a sentence structure such as; Aux – O – S – P – Adv with the question mark (?) in the end of the sentence. While, in English sentence “*Did you bring chili this morning ?*” has a sentence structure such as; Aux. – S – P – O – Adv with the question mark (?) in the end of the sentence.

In Torajanese, the auxiliary verb “*raka*” could also be in front of the sentence but this word could not stand alone because the word did not have a grammatical meaning, but has a lexical meaning.

Besides that, in Torajanese sentence it was indicated as a simple past tense based on the word “*inaq*” means “*this morning*” which was as an adverb of time. Based on the context that the speaker has said which showed that the activity has been happen.

b) Negative forms:

(1) Data 4 → Sentence 4

Toraja Language:

Tae raka mu tiro tu isinna nenek na Silo ?

Aux S P O

English Language:

Don't you see Silo's grandmother tooth ?

Aux+Not S P O

Based on the data 4 above, the writer found the data structure from both languages was similar. In Torajanese sentence “*Tae raka mu tiro tu isinna nenek na Silo*” has a sentence structure such as; Aux – S – P – O with the question mark (?) in the end of the sentence. While, in English sentence “*Don't you see Silo's grandmother tooth?*” has a sentence structure such as; Aux+Not – S – P – O – with the question mark (?) in the end of the sentence.

In Torajanese, there were also interrogative sentence in negative forms. The word “*Tae raka*” indicated that the questions sentence in negative forms. In the previous data, the writer has explained that the auxiliary verb “*raka*” could also be in front of the sentence but this word could not stand alone because the word did not have a grammatical meaning, but has a lexical meaning. While, in English the question sentence in

negative forms was “Don’t” which followed by subject (S).

Besides that, the two sentences above were simple present tense.

2) Yes/No Question with Modal Auxiliaries

Data 5 → Sentence 5

Toraja Language:

La ku parokko duka bang moh raka teh ?

Modal S P Aux Det

English language:

Can I pour this drink ?

Modal S P Det O

Based on the data 5 above, the writer found the data structure from both languages was different. In Torajanese sentence “*La ku parokko duka bang moh raka teh*” has a sentence structure such as; Modal – S – P – Aux – O with the question mark (?) in the end of the sentence. While, in English the sentence “*Can I pour this drink ?*” has a sentence structure such as; Modal – S – P – Det - O with the question mark (?) in the end of the sentence.

Besides that, In Torajanese the auxiliary verb in forming a questions in the form of modal auxiliaries was “*La*”, as the writer has explained that the characteristics question form in Torajanese was “*raka*”, but in this sentence the word “*raka*” was in front the object (O).

3) Tag Question

a) Positive Statement + Negative Tag

(1) Data 6 → Sentence 6

Toraja language:

Misaq pa, le ?

Adv Pos-T

English language:

One more, isn't it ?

Adv Neg-T

Based on the data 6 above, the writer found the data structure from both languages was similar. In Torajanes sentence “*Misaq pa, le ?*” which has a sentence structure such as, Adv – Pos-T with the question mark (?) in the end of the sentence. While in English sentence “*One more, isn't it ?*” which has a sentence structure Adv – Neg-T and question mark (?) in the end of the sentence.

(2) Data 7 → Sentence 7

Toraja Language:

Mangka sae na ala, le ?

Adv S P Pos-T

English Language:

He has taken it, Doesn't He ?

S P O Neg-T

From the data 7 above, the writer found the data structure from both languages. In Torajanese sentence “*Mangka sae na ala, le ?*” which has a sentence structure such as, Adv – S – P – Pos-T with the question mark (?) in the end of the sentence. While in English sentence “*He has taken it, Doesn’t He ?*” which has a sentence structure such as, S – P – O – Neg-T, with a question mark (?) in the end of the sentence.

Moreover, both sentences were in the form of present perfect tense which was indicated from the word “Has” which was followed by the verb 3 “taken”.

b) Negative Statement – Positive Tag

(1) Data 8 → Sentence 8

Toraja language:

Tae mi biasa, le ?

Aux S P Pos-T

English language:

You don’t used to it, Do you ?

S Aux+Not P O Pos-T

Based on the data 8 above, the writer found the data structure from both languages was different. In Torajanese sentence “*Tae mi biasa, le ?*” which has a sentence structure such as, Aux. – S – P – Pos-T with the question mark (?) in the end of the sentence. While in English sentence “*You don’t use*

to it, Do you ?” which has a sentence structure such as, S – Aux+Not – P – O – Pos-T with the question mark (?) in the end of the sentence. Besides that, both languages were in the form of Negative statement with Positive tag. In Torajanese it was indicated by the word “*Tae*” while in English it was indicated from the Auxiliary verb “*Don’t*” .

From the analysis of the first types namely Yes/No question the writer found both languages has the similar types but different in term of forms. In Torajanese the auxiliary verb were not in the beginning of the sentences while in English the auxiliaries, To be and modal auxiliaries were always in the beginning of the sentence which was as to indicate the interrogative sentence it because in English the types of Yes/No question did not have a question word, the To be and auxiliaries is already considered the question word itself.

b. Wh-Question

The interrogative sentence in the form of a wh-question has several forms of wh-words which were taken by the writer as research data based on the results taken during the recording process. There were several Wh-words that were obtained by the writer in Torajanese and English. The function of the wh-word has been analyzed based on the theory proposed by Azar (2002).

Therefore, the amount of data obtained by the writer in this study contained 7 main data which were adjusted based on the wh-word list taken from the recorded data, namely *Indara* (Who) used to ask about people, *Umba* (Where) used to ask about place or position. *Piran* (When) used to ask about time. *Apa* (what) was used to ask about something. *Minda* (Whose) was used to ask about possession. *Pira* (How much) was used to ask question about uncountable noun. *Umba Susi* (How) was used to ask about how something could be done.

Besides, in the previous question sentence, namely yes/no question where the question only expects a yes/no answer. In this session, there was a question sentence that required a complete answer.

Then, the writer used the theory proposed by Quirk to determine the structure of the sentence such as, Wh-word – Helping word , Subject (S), Predicate (P) main verb, Object (O), and Adverb (A).

1) Data 9 → Sentence 9

Toraja language:

Indara tongan membaqta te tuak ?

Wh-w P O

English language:

Who tapped this palm wine ?

Wh-w P O

Based on the data 9 above, the writer found the data structure from both languages was similar. In Torajanese sentence “*Indara tongan membaqta te tuak ?*” has a sentence structure such as Wh-w – P – O with the question mark (?) in the end of the sentence. While in

English sentence “*Who tapped this palm wine ?*” has a sentence structure such as Wh-w – P – O with the question mark (?) in the end of the sentence.

The wh-word that was use in this sentence was “who” while in Torajanese was “Indara” which has the same function to ask about people. In Torajanese it followed by the word “*tongan*” means “really”, this means the speaker wanted to get a definite answer.

2) Data 10 → Sentence 10

Toraja language:

Umba mi ra ampo mu ?

WH-w O S

English language:

Where is your grandchild ?

Wh-w To be S O

Based on the data 10 above, the writer found the data structure from both languages was different. In Torajanese sentence “*Umba mi ra ampo mu*” has a sentence structure such as Wh-w – O – S with the question mark (?) in the end of the sentence. While in English, the sentences “*Where is your grandchild*” has a structure Wh-w – To be – S – O with the question mark (?) in the end of the sentence.

In Torajanese there was a question word “*Umba mi ra*” in the sentence above which has a question particle “*mi ra*” in the middle of wh-word but, in English it has To Be “*Is*” then followed by the subject. Moreover, both sentences above were in the form of a simple

present tense, it could be indicated from the word “*Is*” which was a form of simple present tense and also To Be.

3) Data 11 → Sentence 11

Toraja language:

Piran na beng komi jomai ?

Wh-w S P O Adv

English language:

When did he gives you ?

Wh-w Aux S P O

Based on the data 11 above, the writer found the data structure from both languages was almost similar. In Torajanese sentence

“*Piran na beng komi jomai ?*” which has a sentence structure Wh-w – S – P – O – Adv, with the question mark (?) in the end of the sentence.

While in the English sentence “*When did he gives you ?*” which has a sentence structure Wh-w – Aux – S – P – O, with the question mark (?) in the end of the sentence.

Besides that, both languages above were in the form of a simple past tense, which could be indicated from the auxiliary verb “*did*” after the Wh-word, it means that the activity has been happen. While in the Torajanese sentence the word “*na*” here as the third singular person who did something “*beng*” which means “*gives*”. From this sentence “*na beng*” it showed that it was an action verb that has been happened

4) Data 12 → Sentence 12

Toraja language:

Data apa tu la na anu ?

O Wh-w P

English language:

What kind of data she looking for ?

Wh-w P O

Based on the data 12 above, the writer found the data structure from both languages was different. In Torajanese sentence “*Data apa tu la na anu ?*” has a sentence structure, such as O – Wh-w – P with the question mark (?) in the end of the sentence. While, in the English sentence “*What kind of data ?*” has a sentence structure such as, Wh-w – P – O with the question mark (?) in the end of the sentence.

5) Data 13 → Sentence 13

Toraja language:

Minda hape to oh ?

Wh-w O Det

English language:

Whose phone is that ?

Wh-w O To be Det

Based on the data 13 above, the writer found the data structure from both languages was similar. In Torajanese, there was the sentence “*Minda hape to oh ?*” which has a sentence structure Wh-w – O – Det with the question mark (?) in the end of the sentence. Meanwhile, in English there was a sentence “*Whose phone is that ?*” which has a sentence structure, such as Wh-w – To be – O – Det with the question mark (?) in the end of the sentence.

Moreover, the wh-word of both languages were meant to asking about the possession, in the simple present tense.

6) Data 14 → Sentence 14

Toraja language:

Si pira te jahe ?

Wh-w Det O

English language:

How much this ginger ?

Wh-w Det O

Based on the data 14 above, the writer found the data structure from both languages was similar. In Torajanese the sentence " *Si pira te jahe ?* " has a sentence structure Wh-w – Det – O with the question mark (?) in the end of the sentence. While, in English the sentence " *How much this ginger ?* " has a sentence structure that similar with the sentence structure of Torajanese such as, Wh-w – Det – O with the question mark (?) in the end of the sentence. Moreover, the wh-word in this sentence were inquires about the price.

(7) Data 15 → Sentence 15

Toraja language:

Umba susi la ku pakena ko toh ?

Wh-w Modal S P O

English language:

How can I lie to you ?

Wh-w Modal S P O

Based on the data 15 above, the writer found the data structure from both languages was similar. In Torajanese the sentence " *Umba*

susi la ku pakena ko toh ?” has a sentence structure Wh-w – Modal – S – P – O with the question mark (?) in the end of the sentence. Then, in English the sentence “*How can I lie to you ?*” has a sentence structure such as, Wh-w – Modal – S – P – O with the question mark (?) in the end of the sentence. Moreover, the wh-word in this sentence were inquires about how something could be done.

From the analysis of the data on the second types namely Wh-question in the interrogative sentence in Torajanese and English language, the writer found both languages has similar function and forms. The place of wh-word were also in in the same position which was in the beginning of the sentence. There were 3 sentences which has a similar forms in both languages. Moreover, in English a wh-question always begins with the wh-word in front of the sentence but in Torajanese it did not always start with a wh-word but as seen in data 12 it began with an object (O) in front of the sentence then followed by the wh-word.

c. Alternative Question

1) Data 16 → Sentence 16

Toraja language:

Umbanna moh duaq ku te, yaraka to oh yaraka te ?

Wh-w O S Det Adv

English language:

Which one is my sweet potatoes, that one or this one ?

Wh-w To be S O Adv

structure such as, S – P – O – Adj, with a question mark (?) in the end of the sentence.

Besides that, the sentence structure above was different from data 16, but it has the same proposing to choose the things. In this sentence, it was started by the Subject, not a wh-word.

3) Data 18 → Sentence 18

Toraja language:

Umbanna raka, yaraka tu yaraka te ?

Wh-w O

English language:

Which one do you like, that one or this one ?

Wh-w Aux S P O

From the data 18 above, the writer found the structure from the two languages. In Torajanese the sentence was " *Umbanna raka, yaraka tu yaraka te ?*" which has a structure such as, Wh-w – O with the question mark (?) in the end of the sentence. While, in English the sentence "*Which one do you like, that one or this one ?*" has a structure Wh-w - Aux – S – P – O, with the question mark (?) in the end of the sentence.

From the analysis of the data on the third types namely Alternative Question in the interrogative sentence in Torajanese and English language, the writer found in English the alternative word could be indicated from the word "or" while in Torajanese it was "yaraka" in the choice to be asked. Besides that, in Torajanese there was an adjective in

front of the alternative question then followed with the word “*raka*” which also showed the alternative question when its usage is combined such as in data 17 “*kapuanna raka*”. Moreover, the wh-word could be inserted in this type of sentence.

2. The Differences of Interrogative Sentences in Torajanese And English

The writer tried to analyzed the differences in the structure of the Torajanese and English language based on the theory of Tarigan (1992:4) stated that comparing the structure or rules of a first language with the rules of a second language by identifying the differences between the two languages.

Based on the data above, the writer found 18 sentences as main data that has been put on the table to see the sentence forms in Torajanese and English. For Yes/No question there were 8 main data, for Wh-question there were 7 main data. While, for the Alternative question there were 3 main data.

a. Yes/No Question

1) Yes/No Question with To Be or Auxiliaries

Table 1

Data	Torajanese	English	Contrastive
Positive Forms:			
1	Na rondoni raka sia neq Panggawa tuh anu na jo ? S-P-Aux-O- Adv	Did he cut down his tree there ? Aux-S-P-O-Adv	In Torajanese: The interrogative sentence was identified with the word “ <i>raka</i> ”. In this sentence the word “ <i>raka</i> ” was

			<p>used after the predicate (<i>rondoni</i>). The sentence structure begins with the subject (<i>Na</i>) then, followed by the predicate (<i>Rondoni</i>) and Auxiliaries (<i>Raka</i>), object and at the end of the sentence there was an adverb of place (<i>Jo</i>).</p>
			<p>In English: Auxiliaries is placed before subject. It was as an interrogative word in English sentence because it was already considered the question word itself. The sentence structure begins with the auxiliaries (<i>Did</i>) then, followed by the subject (<i>He</i>), predicate, object and after that, followed by an adverb of place at the end of the sentence.</p>
2	<p>Masero mi raka ? Adj-Aux</p>	<p>Is it clean ? To Be-N-Adj</p>	<p>In Torajanese: The interrogative sentence was identified with the word “<i>raka</i>”. In this sentence the word “<i>raka</i>” was used after an adjective (<i>Masero</i>). There was an adjective (<i>Masero</i>)</p>

			<p>in front of the sentence. Then, followed by the particle word (<i>Mi</i>). Then, followed by the Auxiliaries (<i>Raka</i>) at the end of the sentence.</p> <p>In English: To Be is placed before subject. It was as a interrogative word in English sentence because it was already considered the question word itself. The sentence begin with To Be (<i>Is</i>). Then followed by the noun (<i>It</i>). After that, followed by an adjective (<i>Clean</i>) at the end of the sentence.</p>
3	<p>Den raka lada mi ba inaq ? Aux-O-S-P-Adv</p>	<p>Did you bring chili this morning ? Aux.-S-P-O-Adv</p>	<p>In Torajanese: The interrogative sentence was identified with the word “<i>raka</i>”. In this sentence the word “<i>raka</i>” was used after the affirmation word (<i>Den</i>). In this sentence, the structure was begin with the auxiliary verb (<i>Den raka</i>). Then, followed by the object (<i>Lada</i>), subject (<i>Mi</i>), predicate (<i>Ba</i>), and at the end of the</p>

			<p>sentence there was an adverb of time (<i>Inaq</i>).</p> <p>In English: Auxiliaries is always placed before subject. It was as a question word in English sentence because it was already considered the question word itself. The auxiliaries which was use in this sentence was (<i>Did</i>). The sentence was begin with auxiliaries (<i>Did</i>). Then, followed by the subject (<i>you</i>), predicate (<i>Bring</i>), object (<i>Chili</i>), and at the end of the sentence was adverb of time (<i>This morning</i>)</p>
Negative Forms:			
4	<p>Tae raka mu tiro tu isinna nenek na Silo ? Aux-S-P-O</p>	<p>Don't you see Silo's grandmother tooth ? Aux+Not-S-P-O</p>	<p>In Torajanese: The interrogative sentence was identified with the word "<i>raka</i>". In this sentence the word "<i>raka</i>" was used after the Affirmation word (<i>Tae</i>). The sentence start with an auxiliary verb (<i>Tae raka</i>). Then, followed by the subject (<i>Mu</i>),</p>

			predicate, and object at the end of the sentence.
			<p>In English: Auxiliaries is placed before subject. It was as a question word in English sentence because it was already considered the question word itself. The sentence structure start with the auxiliaries (<i>Don't</i>) which was added the word "Not". Then, followed by the subject, predicate, and object at the end of the sentence.</p>

Based on Table 1 above, the writer explained the differences of Yes/No question into the form of Yes/No Question with To Be or Auxiliaries between the two languages in the section below which has been adapted from Table 1 above, as follows:

a) Data 1

Based on data 1 above, the writer found that the data structure from both languages was different. In Torajanese the word "*Raka*" was a characteristics in questions form while in English the Auxiliaries is already considered the question form itself when it was at the beginning of the sentence. But in Torajanese sentence the auxiliary verb was placed in the middle of the sentence not in the beginning.

While in English it was in the beginning of the sentence before the subject. These two sentences were also almost similar, it was just that the placement of the auxiliaries was different. Then, the similarities of both languages was the sentence end with the rising tone.

Moreover, the two sentences above were in the form of a simple past tense. In Torajanese, there was a word "*rondoni*" that showed the action verb that has been happen. Then, followed by an object "*sia neq panggawa tu anu na*". The word "*anu*" is demonstrative for an unnamed object. However, in this sentence the word "*anu*" is a tree based on the speaker's conversation.

While, in English there was a question word "*did*" which was a form of the past tense.

Then, in the sentence there was no verbs that change its form, either from verb 1, verb 2, or verb 3, because in Torajanese there is only one form of verb to describe the past, present, and also future activities. This means that Torajanese and English were very different.

b) Data 2

Based on data 2 above, the writer found that the interrogative sentences in both languages was different. In Torajanese the sentence was begins with an adjective which was followed by the particle "*Masero mi*" then, followed by the interrogative word "*raka*" that serves as a question word and end with the question mark (?) in the end of the sentence. While in English, the interrogative sentence start

with To Be “*Is*” then followed by the noun “*It*” which was in Torajanese there was no noun, then in English it also followed by adjective “*Clean*” but it was in the end of the sentence.

Moreover, in English there was the word “*Is*” in a sentence which was usually as a “To be”, it could also be used as a question word when the position of the word was in the beginning of the sentence. Therefore, it was generally classified in the form of Yes/No questions with the aim to getting Yes/No answers.

c) Data 3

Based on data 3 above, the writer found that the interrogative sentence structure in Torajanese and English was different. In Torajanese there was an auxiliary verb “*Den*” in the sentence. Then, the auxiliary verb becomes as an interrogative word “*Den raka*” this is because the word “*raka*” cannot stand alone. The word “*Den*” here means “Have”. In this sentence, the word “*Den*” has no grammatically meaning if it stands alone but in this sentence, after the word “*Den*” there was a auxiliary verb “*Raka*” to make it an interrogative sentence in the form of confirmative. Moreover, it was equal to auxiliary verb in English for interrogative sentence. Then, the structure was different in terms of object is placed before Subject in Torajanese while in English it is placed after predicate.

Moreover, in Torajanese the predicate of the sentence did not change its form even though there was an adverb of time “*Inaq*”

means just now but, based on the situation of the conversation, it means *"this morning"*. Then, followed with the object *"lada"*. The subject *"Mi"* has a meaning in English, namely (You), but in Torajanes *"mi"* was a polite words. Besides that, the predicate was *"ba"* which means *"bring"*. In Torajanes the verbs did not change its form, either from verb 1, verb 2, or verb 3, because in Torajanes there is only one form of verb to describe the past, present, and also future activities.

While, in the interrogative sentences in English, there were also an auxiliary verb *"Did"* as a questions form in front of the sentence and end with an adverb *"this morning"*.

d) Data 4

Based on data 4 above, the writer found that the interrogative sentence structure in Torajanes and English was similar. Then, in Torajanes sentence it were alike the data 3 above which has an auxiliary verb *"Tae"* in the sentence, but in another form, namely negative forms. Besides that, the auxiliary verb becomes as an interrogative word *"Tae raka"* in front of the sentence and followed by the subject, predicate, then there was a determiner *"tu"* in the middle of the sentence. After that, the sentence were followed by the object in the end of the sentence. Moreover, this sentence only required yes/no answer because it could be indicated from the rising intonation that has been used by the speaker in front of the sentence (*Tae raka*).

While, the interrogative sentences in English also has an auxiliary verb “*Don’t*” for negative forms in the sentence. Then, it was also followed by the subject, predicate, and object in the end of the sentence.

2) Yes/No Question with Modal Auxiliaries

Table 2

Data	Torajanese	English	Contrastive
5	La ku parokko duka bang mo raka te ? Modal-S-P-Aux-Det	Can I pour this drink ? Modal-S-P-Det-O	In Torajanese: There was a Modal auxiliaries (<i>La</i>) in front of the sentence then, followed by the subject, predicate, auxiliary verb and determiner at the end of the sentence. In English: There was a modal auxiliaries (<i>Can</i>) in front of the sentence. Then, followed by the subject, predicate, determiner and also object at the end of the sentence.

a) Data 5

Based on data 5, the writer found the interrogative sentence structure in Torajanese and English was different. the word “*La*” which means “*I want to*”. In Torajanese, it was indicated as a modal

auxiliaries because that word was in polite form. It was also equal to modal auxiliaries in English “*Can*”. Moreover, it is usually used when someone wants to ask permission before doing something. Besides that, there was a demonstrative determiner “*te*” in the end of the sentence, it is as a form of affirmation with rising tone. Meanwhile, the interrogative sentences in English, there was a modal auxiliaries “*Can*” in front of the sentence and followed by the subject, predicate, determiner then object.

3) Tag Question

Table 3

Data	Torajanese	English	Contrastive
Positive Statement – Negative Tag:			
6	<p>Misaq pa, le ?</p> <p>Adv –Pos-T</p>	<p>One more, isn't it ?</p> <p>Adv – Neg-T</p>	<p>In Torajanese: There was a positive statement with the adverb “misaq pa” in front of the sentence then followed by positive tag “<i>le</i>”.</p> <p>In English: There was a positive statement in front of the sentence then, followed by the negative tag “isn't it” in the end of the sentence.</p>

7	Mangka sae na ala, le ?	He has taken it, Doesn't He ?	In Torajanese: There was a positive statement with the adverb "mangka sae" in front of the sentence then followed by the subject "Na" and predicate "Ala" then followed by the positive tag "le".
	Adv-S-P-Pos-T	S-P-O-Neg-T	In English: There was a positive statement with a subject "He" in front of the sentence then predicate, object and followed by the negative tag "isn't it" in the end of the sentence.
Negative Statement – Positive Tag:			
Data	Torajanese	English	Contrastive
8	Tae mi biasa, le ?	You don't use to it, do you ?	In Torajanese: There was a negative statement with the subject "mi" in front of the sentence then, followed by the predicate, and end with the positive tag "le ?".
	Aux-S-P-Pos-T	S-Aux.-P-O-Pos-T	In English: There was a negative statement with the subject "you" in front of the sentence

			and followed by the Negative auxiliary “don’t”, predicate, object, and end with the positive tag “do you?”.
--	--	--	---

Based on table 3 above, the writer explained the differences of Tag question between both languages in the section below which has been adapted from the table 3 above, as follows:

a) Data 6

Based on data 6 above, the writer found the sentence structure of Tag question from both languages was different. In Torajanese, the sentence began with a positive statement “*One more*” which was an adverb, then followed by the positive tag “*le*” in the end of the sentence. While in English, the sentence also began with a positive statement “*one more*” in front of the sentence but with the negative tag “*isn’t it?*”.

Moreover, the emphasis on the tag question in the sentence of Torajanese showed that the speaker was knowing that she could add one more fish but the speakers back to confirm the truth back. Then the answer that the speaker expected was “*yes*” answer.

b) Data 7

Based on data 7 above, the writer found the sentence structure of Tag question from both languages was different. In Torajanese the sentence began with an adverb but in English it was begins with the

subject then, in Torajanese the subject was after the adverb. Moreover, after the subject both languages was followed by the predicate then an object. While, in Torajanese there was no an object. In the end of the sentences it has a different Tag. In Torajanese it was positive tag “*Le?*” while in English it was a negative tag “*Doesn't He?*”.

Besides, both of the sentence was positive statement with a different tag, in Torajanese it was positive tag while in English it was negative tag, which indicated as a present perfect tense, which was indicated from the word “Has” which was followed by the verb 3 “taken” added with the suffix “n” in the end of the of the verb “take”.

c) Data 8

Based on data 8 above, the writer found the sentence structure of Tag question from both languages was different. In Torajanese, the sentence begin with the word “*Tae*” which was equal to the auxiliary verb in English “Don't” as the indicated of negative statement, then followed by the subject “*mi*” means “You” but in Torajanese it was in polite form. After that, it was followed by the predicate “*biasa*” then, in the end of the sentence there was a positive tag “*le*”.

While in English the sentence begins with a subject “*You*” in front of the sentence with followed by the negative auxiliary “*don't*”, predicate, object and there was a positive tag “*Do you?*”.

b. Wh-Question

Table 4

Data	Wh-word	Torajanese	English	Contrastive
9	Who	Indara tongan mempaqa te tuak ? Wh-w-P-O	Who tapped this palm wine ? Wh-w-P-O	In Torajanese: There was wh-word (<i>Indara</i>) in front of the sentence and followed by the predicate (<i>mempaqa</i>), then followed by the object.
				English: There was a wh-word (<i>Who</i>) in front of the sentence and followed by the predicate and object.
10	Where	Umbamira ampo mu ? Wh-w-O-S	Where is your grandchild ? Wh-w-To Be-S-O	In Torajanese: There was a wh-word (<i>Umba</i>) in front of the sentence and followed by object then subject in the end of the sentence.
				English: There was a wh-word in front of the sentence (<i>Where</i>) in front of the sentence and

				followed by the conjunction To Be (<i>Is</i>), then followed with subject and object at the end of the sentence.
11	When	Piran na beng komi jomai ? Wh-w-S-P-O-A	When did he gives you ? Wh-w-Aux-S-P-O	<p>In Torajanese: There was a wh-word (<i>Piran</i>) in front of the sentence and followed by the object (<i>na</i>), predicate, subject and adverb at the end of the sentence.</p> <p>English: There was a wh-word (<i>When</i>) in front of the sentence and followed by the subject, predicate and also object in the end of the sentence.</p>
12	What	Data apa tu la na anu ? O-Wh-w-P	What kind of data she looking for ? Wh-w-P-O	In Torajanese: The sentence was begins with an object "Data" then followed by the wh-

				word “Apa” and end with the predicate.
				In English: The sentence was begins with a wh-word “What” then followed by the predicate and end with the object.
13	Whose	Minda hape toh oh ? Wh-w-O-Det	Whose phone is that ? Wh-w -O-Det	In Torajanese: There was a wh-word (<i>Minda</i>) in front of the sentence. Then, followed with an object (<i>Hape</i>), and the determiner at the end of the sentence. English: There was a wh-word (<i>Whose</i>) in front of the sentence. Then, also followed by the object and the determiner at the end of the sentence.

14	How much	Si pira teh jahe ? Wh-w -Det-O	How much this ginger ? Wh-w -Det-O	In Torajanese: There was a wh-word (<i>Si pira</i>) in front of the sentence and followed by determiner and object after that.
				English: There was a wh-word (<i>How much</i>) in front of the sentence. Then also followed by predicate and object at the end of the sentence.
15	How	Umba susi la ku pakena ko toh ? Wh-w – Modal-S-P-O	How can I lie to you ? Wh-w – Modal-S-P-O	In Torajanese: There was a wh-word (<i>Umba susi</i>) in front of the sentence and followed by modal, subject, predicate and object.
				English: There was a wh-word (<i>How</i>) in front of the sentence. Then also followed by modal, subject,

				predicate and object at the end of the sentence.
--	--	--	--	--

Based on table 4 above, the writer explained the differences and the similarities of Wh-question between the two languages in the section below which has been adapted from the table 4 above, as follows:

1) Data 9

Based on data 9 above, the writer found that the Wh-question in Torajanese and English was similar, both has the same form which was Wh-w-P-O. In Torajanese, there was a wh-word “*Indara*” which “*Inda*” means “*Who*” and the word “*ra*” was clitics because it is a word that is not phonologically bound and always relied on a word as constituents. Then, followed by the predicate and object at the end of the sentence. While, in English the wh-word “*Who*” were also in front of the sentence. Then, followed by the predicate “*tapped*” and at the end of the sentence there was an object “*this palm wine*” to make the sentences more clear.

The wh-word that was use in this sentence was “*who*” while in Torajanese was “*Indara*” which has the same function to ask about people. In Torajanese it followed by the word “*tongan*” means “*really*”, this means the speaker wanted to get a definite answer.

Moreover, both sentences was in the simple past tense, it could be indicated from the main verb “*tapped*” which was in the form of verb 2. Meanwhile in Torajanese it was “*membaqta*” the verb did not change its

form either from verb 1, verb 2 or verb 3, it because in Torajanese there is only one form of verb to describe the past, present, and also future activities. This meant that Torajanese and English were very different. Besides that, the main verb of Torajanese has a prefiks “*Men-*” when it is added to the root morpheme that starts with the consonat /b/, there is an assimilation to “*mem*”. Moreover, the word “*membaqta*” shows what has been done.

2) Data 10

Based on the data 10 above, the writer found the Wh-question in Torajanese and English has a different form. In Torajanese there was a wh-word “*Umba*” which means “*where*” followed by the particle “*mi*” which is not separated by the word “*umba*” in front of the sentence. Then, followed by the word “*ra*” which was bound and always relied on a word as its constituent. In addition, the word “*mira*” was equal to the word “*Is*”.

Moreover, in English the sentence was begin with the wh-word then followed by the helping verb To be “*Is*” after that there was subject and at the end of the sentence it was object but, in Torajanese after the wh-word it was place an object then at the end of the sentence was subject.

Besides that, in the English sentence there was To be “*Is*” after the wh-word (where), and the To be (Is) here was used as a helping word to emphasize the main word (grandchild). Then the form of the word “*is*” was also a form of To be which was included in the present tense.

3) Data 11

Based on data 11 above, the writer found the structure of wh-question in Torajanese and English was almost similar. The differences could be seen in Torajanese structure has an adverb in the end of the sentence, it because in Torajanese it was a habit of asking in detail. While in English the sentence was clear with what the speaker meant, even though there was no an adverb at the end of the sentence. Then, the similarities of both languages were after the wh-word it followed by the subject, it's just that in English it was use the auxiliary verb "*did*" as a helping word to emphasize the main word "*gives*". Then, in both languages the place of predicate and object was in the same place.

Moreover, the form of the word "*did*" was also a form of an auxiliary verb that was included in the past tense. Therefore, this both sentence were in the simple past tense.

4) Data 12

Based on data 12 above, the writer found the Wh-question in Torajanese and English has a different form. In Torajanese, there was an object "*Data*" in front of the sentence and followed by the wh-word "*Apa*" in the second place then followed by the predicate "*tu la na anu*". The word "*anu*" is the unfinished sentence said by the speakers but, this word could indicate that what the speaker wanted to ask is "what kind of data he needed/looking for". This is because the word "*la*" here was an action verb, which refers to the subject being discussed. While, in English

the wh-question was “*what*” in front of the sentence then followed by the predicate and object at the end of the sentence.

5) Data 13

Based on data 13 above, the writer found the data structure of both languages was similar. In Torajanese the sentence began with wh-word “*Minda*” in front of the sentence then, the word was added by the word “*mi*” in front of the word. Here the word “*mi*” is a relative pronoun, when it was combined “*mi+inda*” becomes a possession word (*Minda*) means (Whose). After that, the word was followed by the object “*hape*” and end with the determiner of demonstrative “*To*” then followed by the affirmation word “*oh*”. While in English, there were also wh-word “*whose*” in front of the sentence then, followed by the object at the end of the sentence there were also the demonstrative determiner “*That*”.

The differences that the writer found in both sentences which was in English sentence there was To be “*is*” as a helping word to emphasize the main word “*That*” but in Torajanese there was no a helping word.

6) Data 14

Based on data 14 above, the writer found the structure of both languages was similar. The similarities of both languages was the placement of sentence structure is in the same position such as, the wh-word was in the first sentence, but in Torajanese it has a preposition “*Si*” in front of the sentence which can’t be separated because it was serves as a cohesion that connects the wh-word “*Pira*” therefore, it becomes as a wh-

word (*Si pira*) means (*How much*)” which was as a form of words that inquire about prices. Then it was followed by the determiner of demonstrative “*te*” while in English it was “*this*” which was as a helping word to show objects at one point. Moreover, in the end of both sentences there was object “*Jahe*” and in English it was “*Ginger*”.

Moreover, in both languages the function of “*How much*” and “*Si pira*” serves to asked about the price. Therefore, in asking the price, the word “How much” was used it because money was called an uncountable noun then money could only be calculated nominally not things.

7) Data 15

Based on data 15 above, the writer found the structure of wh-question in Torajanese and English was similar. In Torajanese the sentence begin with wh-word “*Umba susi*” which meant “*How*” in front of the sentence. Then, followed by modal “*la*” emphasized the interrogative sentence, this word was equal to “can” which was the modal in English.

In addition, the similarities of both languages were after the modal it was followed by the subject, predicate, and object at the end of the sentence. In Torajanese there was a word “*toh*” at the end as an affirmative word in a sentence. Moreover, the wh-word in this sentence were inquires about how something could be done.

c. Alternative Question

Table 5

Data	Torajanese	English	Contrastive
16	Umbana mo dua ^q ku teh, yaraka to oh yaraka te ? Wh-w -O-S-P- Adv	Which one is my sweet potatoes, that one or this one ? Wh-w -P-S-O-Adv	In Torajanese: There was a question word (<i>Umbanna</i>) in front of the sentence. Then, followed by the object, subject, predicate, and at the end of the sentence there was an adverb.
			In English: There was a question word (<i>Which one</i>) in front of the sentence. Then, followed by the predicate, subject, object, and at the end of the sentence there are also an adverb.
17	Kamu bang moh pilih, kapuanna raka la mi ala bitti na raka la mi ala ? S-P-Adj	You can choose it, the biggest one or the smallest one ? S-P-O-Adj	In Torajanese: The sentences start with a subject (<i>Kamu</i>). Then, followed by the predicate, and an adjective at the end of the sentence.

			In English: The sentences start with a subject (<i>You</i>) in front of the sentence. Then, followed by the subject, predicate, object, and an adjective at the end of the sentence.
			In Torajanese: There was a question word (<i>Umbanna</i>) in front of the sentence. Then, followed by the object at the end of the sentence.
18	Umbanna raka, yaraka tu yaraka te ? Wh-w -O	Which one do you like, that one or this one ? Wh-w -S-P-O	In English: There was a question word (<i>Which one</i>) in front of the sentence. Then, there was a subject followed by the predicate and object at the end of the sentence.

Based on table 5 above, the writer explained the differences of Alternative question between both of the languages in the section below which has been adapted from the table 4 above, as follows:

1) Data 16

Based on data 16 above, the writer found that the sentence structure of Alternative question in Torajanese and English was different. In Torajanese the form of the sentence was Wh-w -O-S-P-Adv, but in English it was Wh-w -P-S-O-Adv. In Torajanese the sentence was begins with the Wh-word "*Umbana*" in front of the sentence and has the addition of the word "*na*" at the end of the wh-word which was as a clitics, because it was a form of bonded phonological word and pronounced with a slight emphasis on the word as its constituent. Then, the word also followed by the particle "*mo*". Moreover, there was an adverb "*yaraka to oh yaraka te*" at the end of the sentence, which meant the speaker gave a choice to the object which has an affirmation word "*oh*" in the middle. Then, there were also a determiner such as "*teh*" and "*toh*" at the end of the chose word to show more in detail what the speaker meant. While in English, there was a wh-word in front of the sentence "*which one*" then followed by To Be "*Is*". There were also subject, object, and an adverb at the end of the sentence.

2) Data 17

Based on data 17 above, the writer found that the sentence structure of Alternative question in Torajanese and English was different. In Torajanese the form of the sentence was S-P-O-Adj, but in English it was S-P-Adj. In Torajanese the sentence was begin with a subject "*kamu*" in front of the sentence then, followed by the predicate, and an adjective at the end of the

sentence. An alternative question in Torajanese could also start with the subject in front of the sentence. This was because the choosing word were at the end of the sentence. It could be indicated from the word "*raka*" in front of the adjective word "*kapuanna*". While in English, the alternative question, there was a subject "*You*" in front of the sentence then followed by the predicate, object "*It*" which meant "Fish" referred to the situation, the speaker told the customer whether she wanted the biggest or smallest fish.

Moreover, both sentences actually almost similar it was just because in Torajanese sentence there was no an object while in English there was an object after the predicate.

3) Data 18

Based on data 18 above, the writer found that the sentence structure of Alternative question in Torajanese and English was different. In Torajanese the form of the sentence was Wh-w – O, but in English it was Wh-w -S-P-O. In Torajanese, the sentence was begin with the wh-word "*Umbana*" and has the addition of the word "*na*" at the end of the wh-word which was as a clitics, because it was a form of bonded phonological word and pronounced with a slight emphasis on the word as its constituent. Then followed by the auxiliary verb "*raka*" to ensure the sentence. After that, followed by the object in the end of the sentence. While in English, the sentence was also begins with the wh-word "*which one*" in front of the sentence, which means the speaker gives a choice, then followed by the auxiliary verb "*do*".

Moreover, in the Torajanese sentence it only has a form of Wh-word and Object, the sentence can be formed even though it did not have a subject and predicate. While, in English after the Wh-word it was following with the predicate and object at the end of the sentence.

B. Discussion

The data discussion above revealed that the first types namely Yes/No Question which was divided into three groups namely: Yes/No question with To Be or Auxiliaries, Yes/No question with Modal Auxiliaries and Tag question. The writer found 8 forms of interrogative sentences in Torajanese such as (S-P-Aux-O-Adv), (Adj-Aux), (Aux-O-S-P-Adv), (Aux-S-P-O), (Modal-S-P-Aux-Det), (Adv-Pos.T), (Adv-S-P-Pos.T), and (Aux-S-P-Pos.T).

Moreover the writer found both languages has the similar types but different in term of forms. In English for the types of Yes/No question with To Be or Auxiliaries and Yes/No question with Modal auxiliaries, it were always in the beginning of the sentence which was as to indicate the interrogative sentence it because in English the types of Yes/No question did not have a question word, the To be, Auxiliaries, and Modal auxiliaries is already considered the question word itself. While the question form in Torajanese was “*Raka*” which was equal to auxiliaries in English. It was flexible place in the sentence, in the beginning, middle, and the end of the sentence.

Beside that, the form in the type of Tag question in both languages was different. In English the sentence was in the form accordance with the formula of Quirk, et al (1985:811) which was Positive Statement–Negative Tag and

Negative Statement–Positive Tag. For example, from the data 6 of Positive Statement–Negative Tag “*One more, isn’t it?*” but in Torajanese it was Positive Statement-Positive Tag “*Misaq pa, le?*”. Which means from all the data of Tag question that the writer found in Torajanese it all used the word “*Le*” which mean the Positive Tag.

For the second types of interrogative sentence namely Wh-Question the writer found the similar of both languages used question words such *as who, where, when, what, which one, whose, how much, and how* (in English) while in Torajanese it was, *Indara (who), umba (where), piran (when), apa (what), umbanna (which one), minda (whose), pira (how much), and umba susi (how)*. Interrogative sentences from both languages had the same function, to ask for information regarding the time, place, people and so on. In English, a wh-question always began with the wh-word in front of the sentence. While in Torajanese it did not always start with a wh-word but as seen in data 12 “*Data apa tuh la na anu?*” it began with an object (O) in front of the sentences. Then, the question word was after the object “*data*”. Moreover, in the Wh-Question the writer found 6 forms of interrogative sentences in Torajanese such as (Wh-w-P-O), (Wh-w-O-S), (Wh-w-S-P-O-Adv), (O-Wh-w-P), (Wh-w-O-Det), (Wh-w-Det-O), and (Wh-w - Modal-S-P-O). Then, in English there were 6 forms such as (Wh-w-P-O), (Wh-w-To Be-S-O), (Wh-w-Aux-S-P-O), (Wh-w-O-Det), (Wh-w-Det-O), and (Wh-w - Modal-S-P-O).

In the third types namely Alternative Question, in Torajanese the writer found 3 forms of interrogative sentence such as (Wh-w-O-S-P-Adv), (S-P-

Adj), and (Wh-w-O). While in English there were also 3 forms such as (Wh-w-P-S-O-Adv), (S-P-O-Adj), and (Wh-w-S-P-O). In English the alternative word could be indicated from the word "Or" while in Torajanese it was "Yaraka" in the choice to be asked. Besides that, in Torajanese there was an adjective in front of the alternative question then followed with the word "raka" which also showed the alternative question when its usage was combined such as in data 17 "*Kamu bang moh pilih, kapuanna raka la mi ala bitti na raka la mi ala?*". In addition, the wh-word could be inserted in this type of sentence.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discussed the conclusions and suggestions based on the research question, the results of data analysis and discussion.

A. Conclusions

Based on the result analysis that has been done, it could be concluded that the interrogative sentences (Yes/No Question, Wh-question, and the Alternative Question). In Torajanese and English had three types of interrogative sentences which was similar.

There were a lot of differences in the forms of interrogative sentences in Torajanese and English. In the first types namely Yes/No question in Torajanese, the sentence forms begins such as (S-P-Aux-O), (Adj-Aux), (Wh-w-O-S-P-Adv), (Wh-w-S-P-O), (Modal-S-P-Det), (Adv-Neg.T), (Adv-S-P-Neg.T), and (Aux-S-P-Pos.T). Therefore, in finding the data the writer found 8 forms of interrogative sentences in the types of Yes/No question. Meanwhile in English sentence, the writer found that the forms were generally began with Auxiliaries and To Be such as; (Aux-S-P-O-A), (To Be-N-Adj), (Aux-S-P-O-Adv), (Aux+Not-S-P-O), (Modal-S-P-Det-O), (Adv-Neg.T), (S-P-O-Neg.T) and (S-Aux+Not-P-O-Pos.T). Moreover, the differences of both languages were in placing the question word in English, it always in the beginning of the sentence while, in Torajanese it was in the middle and at the end of the sentence.

In the second types namely Wh-question in Torajanese and English there was a difference in the forms of sentence. In Torajanese, the sentence mostly begins with a wh-word such as (Wh-w-P-O), (Wh-w-O-S), (Wh-w-O-P-S-Adv), (Wh-w-O-Det),(WH-w-Det-O)and (Wh-w-Modal-S-P-O) which was used in data 9,10,11,13, 14 and data 15. While, in data 12 there was a form which begins with an object (O-Wh-w-P). Therefore, in finding the data the writer found 7 forms of interrogative sentences in the types of Wh-question. Meanwhile, in the forms of wh-word in English, the writer found the sentence mostly begins with a forms (Wh-w-P-O) which was used in data 9 and 12. Then, the other forms was (Wh-w-To Be-S-O) which was used in data 10. There were also forms (Wh-w-Aux-S-P-O) in data 11. Then, (Wh-w-O-To Be-Det) in data 13, (Wh-w-Det-O) was used in data 14, and (Wh-w-Modal-S-P-O) was used in data 15. Moreover, the differences of both languages were the wh-word in English always start at the beginning of the sentence but in Torajanese it did not always start with wh-word, as seen in data 12 it was start with an object in front of the sentence.

In the third types namely Alternative question in Torajanese and English there was a difference in the forms of sentence. In Torajanese, the writer found the first form was (Wh-w-O-S-Det-Adv) in data 16. Then, in data 16 there was a form (S-P-Adj), and then in data 17 the forms was (Wh-w-O). Therefore, in finding the data the writer found 18 forms of interrogative sentences in the types of Alternative question. While, in English the forms of sentence was begins with (Wh-w-To Be-S-O-Adv) which was used in data 16. Then, the

other forms was (S-P-O-Adj) in data 17. Besides that, in data 18 was (Wh-w-Aux-S-P-O).

In addition, "*Ra*" is a clitic, that is, a free morpheme, but phonologically bound to another word or phrase. "*Ra*" is formed from the abbreviation of the word "*Raka*". Besides that, "*Ra*" is a bound morpheme that is different from an affix. Then, "*Raka*" was a characteristic of Torajanese when people asked something or use a question sentence they have to use "*Raka*" this word was equal to the auxiliary verb in English. Moreover, Wh-word were a set of question words used to ask something such as asking time, place, person, thing, and so on. Wh-word could also be called open questions because it explained something, not just to get yes/no answers.

B. Suggestion

To complete this study, the writer would like to give some suggestions that the study of contrastive analysis of interrogative sentences in Torajanese and English was still rarely studied. Therefore, this study needs to be developed so that this research can develop the ability of language as well. The research that can be studied by further researchers is to conduct a contrastive analysis of speech act in Torajanese and English.

BIBLIOGRAPHY

- Ardiansyah, A., Maca, Sudirman., & Madjid, Syahriah. (2021). Makassarese and English Affirmative Sentences Pattern: A Linguistic Contrastive Study. *Journal of Linguistics, Literature & Education*, 1 (1), 01-20
- Azar, Betty Schramper. 2002. *Understanding and Using English Grammar*. International Edition. Vice president, director of publishing: Allen Ascher
- Carnie, Andrew. 2006. *Syntax A Generative Introduction*. Australia: Blackwell Publishing
- Ditty, Denny Frandky. (2013). Kata Tanya Dalam Kalimat Tanya Bahasa Inggris dan Bahasa Wayoli: Suatu Analisis Kontrastif. *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 1 (3), 01-20
- Hamzah, Jalil Nidhal. (2011). A Comparative Analysis of Alternative Questions In English And Arabic. *Al-Qadisiya University Journal*, 14 (3), 24-42
- Herring, Peter. 2016. *Complete English Grammar Rules*. United States: CreateSpace Independent Publishing
- Ismanthono, W. Henricus. 2019. *Writing Super Guide For Today's Learners-Menulis Berstandar Internasional*. Yogyakarta: Pustaka Referensi
- Izzah & Hadi. (2018). Pembelajaran Introduction to Linguistics Melalui Vlog. Indonesia: *Universitas Muhammadiyah Jakarta*, 1 (1), 191-198
- Keshavars, Mohhammad Hossein. 2011. *Contrastive Analysis & Error Analysis*. Iran: Rahnama Press
- Kridalaksana, Harimuti. 2013. *Kamus Lingustik*. Jakarta: PT Gramedia Pustaka Umum.
- Lengkoan, Vyona Eunike. (2015). Kalimat Tanya Dalam Bahasa Inggris dan Bahasa Sangir. *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 4 (3), 01-15
- Maca, Sudirman & Daeng, Bongko. 2015. *Syntactic Issue in English Language*. Makassar: Universitas Bosowa
- Meyer, Charles F. 2009. *Introducing English Linguistics*. New York: Cambridge University Press.
- Misdawati. (2019). Analisis Kontrastif dalam Pembelajaran Bahasa. *Jurnal Bahasa dan Sastra Arab*, 8(1), 53-66
- Mumtaz, Fairuzul. 2019. *Bahasa Indonesia Untuk Perguruan Tinggi Terampil Berbahasa, Menulis dan Berbicara di Depan Umum*. Yogyakarta: PT Pustaka Baru

- Nordquist, Richard. 2020. *Interrogative Sentences Glossary of Grammatical and Rhetorical Terms*. Retrieved from: www.thoughtco.com/what-is-an-interrogative-sentence-1691183 Accessed date 26th: on April, 9 pm
- Nur, Tajudin. (2016). Analisis Kontrastif Dalam Studi Bahasa. *Journal of Arabic studies*, 1 (2), 65-74
- Oktarini, Putu Ria. (2014). Analisis Kontrastif Reduplikasi Bahasa Jepang Bahasa Bali. *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya*, 6(5), 01-56
- Oratmangun, D. Yeni. (2014). Kalimat Tanya Dalam Bahasa Inggris Dan Bahasa Tanimbar: Suatu Analisis Kontrastif. *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 2 (1), 01-14
- Palino, Yeni. 2020. *Passive Construction in Torajanese and English (A Contrastive Analysis)*. Thesis S1. Makassar: Universitas Bosowa
- Pangi, Yunansi. (2014). Kalimat Tanya Dalam Bahasa Inggris Dan Bahasa Loloda: Suatu Analisis Kontrastif. *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 2 (2), 01-16
- Quirk, et al. 1985. *A Comprehensive Grammar of The English Language*. New York: Longman
- Rana, Febriansi Novari. (2021). *Interrogative Sentences Between East Manggarai Language and English (A Contrastive Analysis)*. Thesis S1. Makassar: Universitas Bosowa
- Sande, J.S, et al. 1984. *Struktur Bahasa Toraja Sa'dan*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan.
- _____. 1997. *Tata Bahasa Toraja*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan.
- Sanga, Felysianus. (2008). Analisis Kontrastif Mengatasi Kesulitan Guru Bahasa di Provinsi Nusa Tenggara Timur. *Linguistika: Buletin Ilmiah Program Magister Linguistik Universitas Udayana*, 15 (28), 01-25
- Seaton, Anna & Mew, Y.H. 2007. *Basic English Grammar (For English Language Learners)*. United States: Saddleback Educational Publishing
- Swick, Ed. 2005. *English Grammar for ESL Learners*. America: Mc Graw-Hill
- Syarifa, Khonsa Latifah. 2019. *A Contrastive Analysis of Interrogative Sentence in English and Minangkabau Language*. Thesis S1. Bandung: Universitas Islam Negeri Gunung Djati
- Tarigan, Hendry Guntur. 1992. *Pengajaran Analisis Kontrastif Bahasa*. Bandung: Angkasa

Yanti, Prima Gusti, et.al. 2016. *Bahasa Indonesia Konsep Dasar Dan Penerapan*.
Jakarta: PT Grasindo



APPENDICES

TRANSCRIPT

Transcript 1

In this conversation consists of a grandmother along with her two grandchildren and a woman who is asking about glasses and she wants to try it. Then suddenly, the woman asks about a tree that has been cut down.

Woman: Kaca mata.....Na aku cobai ke.

Grandmother: Tae mo, mangka rusak. Mangka rusak na tessei te mai.

Grandchildren: Apa yaa ?

Woman: Kaca mata adeq.

Grandchildren: Mbi den do nah.

Grandmother: Kaca mata kappondang

Grandchildren: Yaa tuh bittiq oh.

Woman: Lo ko alei ke, nah dicoba.**Na rondoni raka sia neq panggawa tuh anu na jo ?**

Transcript 2

In this conversation consist of several men who are sitting while talking and joking to each other. Then the one man tell them about his experience.

Man 1: To apa tu la na pa jong?

Man 2: Sola na jong mai.

Man 1: Oh

Man 2: Mangka mo e Alen nakua, Alen amparan pa rokko te. Mangka to na kuanni oh **Masero mi raka ?**

Man 1: hahaha

Transcript 3

In this conversation consists of several women who are sitting around while talking to each other after bought something at the traditional market, then there is a woman who asks about the chili.

A: **Den raka lada mi ba inaq ?**

B: Tae moh lada ku. Sido bang ri ku ba inaq. Pen aqpa

A: Oh oh, lada na indo na Risa la ku ala saratu ri.

B: Tae lada ku ba. Tae moh lada.

Transcript 4

This conversation occur when a woman brought a plate of sweets, cakes and betel nuts. Then a teenager opened the conversation by saying the teeth would be strong by eating the betel nut. Then the woman remembered there is a grandmother who often ate betel nut which made her teeth strong.

Woman: Matoto isinna tau ke kande tuh ya.

Teenager 1: cobai ke. Anna matoto iti.

Teenager 2 = Iyo le. Matoto ke dipasusi-susi te.

Woman: **Tae raka mu tiro tu isinna nenek na Silo?**

Teenager 2: Naqpa toh?

Teenager 1: Matoto tu

Woman: Pa mararang ri

Transcript 5

In this conversation consists a group of man which want to drink a palm wine.

A: La mu kua manna na sang sere ria sambaiq dibaluk.

B: Angka bang mi mai, angka bang mi mai.

A: Eh

B: Angka bang mi mai tu.

A: Dakopa.

B: Yo.

A: **La ku parokko duka bang mo raka te ?**

B: Ah, dakopa.

Transcript 6

In this conversation there is a woman who wants to buy a fish, then she wants to make sure to the seller how many more fish she can take.

Woman: Benna sang kilo.

Seller: Daqdua kilo ?

Woman: Misa mo.

Seller: Tae pa, misaq pa. Okay

Seller: Misaq pa bitti na.

Woman: **Misaq pa, le ?**

Seller: Kamu bang mo pilih, Kamu bang mo pilih, kapuanna raka la mi ala bitti na raka la mi ala ?

Transcript 7

Mangka sae na ala, le?

Transcript 8

In this conversation there are an old man and a woman talking about using double mask.

Old man: Ya tuh masker sama sandala. Sepatu tae bisa ditampe.

Woman: Noka ya tuh tau pira ma masker. Na mammu tongan oh tuh ke maq masker pale ke didobol i si daqdua.

Old man: Tang di issan ri ya mena

Woman: Eee, yaa ra masannang ki

Old man: Ohh

Woman: Masa mangka ku pake lang poya daqdua nah, wende masannang ki. Tae ya ta anu ke anu ki.

Old man: Tae nah den mapussaang.

Woman: Tae

Old man: Tang di issan mena

Woman: Tae ya. Masannang ki pale nah. Daqdua di pasitodo. Den ade tau si tallu.

Old man: Wedede. Muai na misaq tang ku issan-issan dikka aku mena.

Woman: Oh, susi ko mbe nah Nhia toh.

Old man: Pusaq na biasa.

Woman: Male na pekantong keanu tuh masker. Tabe ki kita toh.

Old man: Male duka ku pekantong pa. Tang ku issan-issan moh toh. Ku paksa toh ti sasu-sasu moh maqpu ku.

Woman: **Tae mi biasa, le?.**

Old man: Yo

Transcript 9

Indara tongan membaqta te tuak ?

Transcript 10

In this conversation, there is a group of a man who want to drink a palm wine but do not have a jug yet to pour the wine because it is still being taken by the teenager. Then, an impatient man asked his grandfather.

Man 1: Ya mo mi iru tu ku baya te, ku ala nina te

Man 2: Tae mo.

Man 3: Tu sambaiq na jo.

Man 4: Do pa lolok na tu la na sua ki nirui. **Umba mi ra tu ampo mu ?**

Teenager: Mangka ade mae na ala Segi.

Man 4: Sere biasa bang mo Lisa.

Transcript 11

In this conversation consist of two woman who are sitting in traditional market talking about when did the things has given to her.

Woman 1: Ku kua raka ya lima tu.

Woman 2: wa na bang kan toda na ne Fadli lan gereja misaq langan mukua .

Woman 1: **Piran na beng komi jomai ?**

Transcript 12

In this conversation there is a grandfather who tells a man that his grandchild came here to take a data.

Grandfather: Di sua male maq data-data te jomai. Saba la selesai mo te bulan sangpuloh.

Man: Data apa tu la na anu ?

Grandfather: Tae ku tandai kumua data apa.

Man: Umbara mae di anu sambaliq tondok

Transcript 13

In this conversation there is a kids who put his phone in front of his grandfather . Then, there is a old woman which ask him whose phone is that.

Kids: Daq ade, pa inde te toh.

Old woman: Minda hape to ?

Grandfather: Ampoku.

Old woman: Hmm

Transcript 14

In this conversation there is a woman who wants to buy a ginger then she ask about the ginger's price.

Seller: Bawang manna mo tae ?

Woman: na kuala duka inaq tuh bawang mikua la ku tambanan mih ra teh.

Seller: Sepuluh ribu

Woman: iyo.

Seller: lima ribu pih lagi.

Woman: **Si pira teh jahe ?**

Seller: Berapa memang mi beli, tiga puluh bang mih satu kilo.

Woman: Setengah kilo.

Seller: limas belas setengah.

Transcript 15

In this conversation was occur in the kitchen which consist of a man and a kid, they confer with each other to divide the work in the kitchen.

Man: Masiak ko Kevin tutuq tu lada, anu basei tuh anu lada nah, aku mora tutuq I.

Kid: Hmm

Man: Dako pi mu video mai.

Kid: Hmm ma pakena.

Man: La ma pakena oh. **Umba susi la ku pakena ko toh?**

Man: Iko pebubui tuh lada, mu basei saba buda anuna saqbu na.

Kid: Susi ya teh eh. Kamu ma base piring aku ma tutuq lada.

Transcript 16

In this conversation there is a man and a kids in the living room talking about their sweet potatoes.

Man: Oh, duaq mu raka te Karo. Mu ba duka raka loq mai ya inaq?

Kids: Apa?

Man: Tu duaq, mu pa inde toh. **Umbanna mo duaq ku te, yaraka to oh yaraka te?**

Kids: Ya toh oh.

Man: Umbanna, Toh?

Kids: Hmm

Transcript 17

In this conversation there is a woman who wants to buy a fish, she asks the seller to make sure how many more fish she can take. Then, the seller answer her to choose whether she wants the big one or the small one.

Woman: Benna sang kilo.

Seller: Daqdua kilo ?

Woman: Misa mo.

Seller: Tae pa, misaq pa. Okay

Seller: Misaq pa bitti na.

Woman: Misaq pa, le ?

Seller: **Kamu bang mo pilih, Kamu bang mo pilih, kapuanna raka la mi ala bitti na raka la mi ala ?**

Transcript 18

In this conversation there is a man who wants to buy a gas cylinder in the shop.

Man: Daqdua sia pa mikua.

Seller: Iyo daqdua sia pa.

Man: Oh, inde pale te nani nala anu inaq?

Seller: Iyo, Toq Peni

Man: Yo

Seller: Bongi sae tu Peni.

Man: Oh.

Seller: Ku kua. **Umbanna raka, yaraka tu yaraka te?**

Man: Ya bang mo te e.

Seller: Iyo



GLOSSARY

Ku	: I
Mu	: You
Mi	: You (polite)
Ko	: You
Na	: She/He
Ampo	: Grandchild
Nenek	: Grandmother
Apa	: What
Indara	: Who
Umba	: Where
Piran	: When
Minda	: Whose
Umbanna	: Which
Umba susi	: How
Si pira	: How much
Yaraka to	: That one
Yaraka te	: This one
Rondoni	: Cut down
Lada	: Chili
Ba	: Bring
Tiro	: See
Isin	: Tooth
Parokko	: Pour
Duka	: Too
Bang	: Just
Biasa	: Used to
Misaq pa	: One more
Tongan	: Really
Data	: Data
Hape	: Phone
Jahe	: Ginger
Duaq	: Sweet potatoes
Masero	: Clean
Pakena	: Lie
Inaq	: Earlier/Just now
Jo	: There
Te	: This
To	: That
Tu	: That

LIST OF INFORMANTS

No.	Name	Age	Gender
1	Andarias	47	L
2	Bartolomeus Bunga	62	L
3	Berti	75	L
4	Damaris	54	P
5	Darmi	55	P
6	Debora Bua	45	P
7	Kamban	50	L
8	Linda Dollah	56	P
9	Lisu Bua	73	P
10	Mariana Yohanes	32	P
11	Matius Duma	38	L
12	Naomi Sirri	65	P
13	Rita	52	P
14	Tandi	64	L
15	Simon Songgo	72	L
16	Obeth	36	L



UNIVERSITAS BOSOWA

FAKULTAS SASTRA

Jalan Urip Sumoharjo Km. 4 Gd. 1 Lt. 1, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 128, Faks. 0411 424 568

<http://www.unibos.ac.id>

Nomor : A.043/FS/Unibos/VIII/2021

Lamp : -

Perihal : **Rekomendasi Penelitian**

Kepada Yth

Kantor Kelurahan Ampang Batu

di

Kecamatan Rinding Allo

Dengan hormat,

Dalam rangka penulisan Skripsi mahasiswa Fakultas Sastra Universitas Bosowa Makassar yang tersebut namanya di bawah ini :

Nama : Erin Natal

Nomor Stambuk/NIRM. : 45 17 051 024

Jurusan : SASTRA INGGRIS

Program Studi : BAHASA & SASTRA INGGRIS

Lokasi Penelitian : **Desa Pangala**

Judul Skripsi : INTERROGATIVE SENTENCES IN TORAJANESE AND ENGLISH (A contrastive study)

Maka dengan ini kami mohon kepada Bapak/ Ibu untuk menerima mahasiswa tersebut dalam melakukan penelitian.

Atas bantuan Bapak/ Ibu dan kerja sama yang baik, kami ucapkan banyak terima kasih.

Makassar, 14 Juli 2021

Dekan Fakultas Sastra,

Dr. Sudirman Maca S.S., M.Hum
NIDN.0901077002



**PEMERINTAH KABUPATEN TORAJA UTARA
KECAMATAN RINDINGALLO
KELURAHAN PANGALA'**

Alamat : Pangala'

SURAT KETERANGAN

Nomor: 302/KP/011/21

Saya yang bertanda tangan di bawah ini adalah Lurah Pangala', menerangkan bahwa :

Nama : Erin Natal
Nim : 45 17 051 024
Jurusan : Sastra Inggris
Program Studi : Bahasa & Sastra Inggris

Adalah benar nama tersebut di atas telah melakukan penelitian atau observasi di Pangala' terhitung mulai tanggal 16 Juli s/d 28 Juli 2021 dalam rangka penyusunan skripsi dengan judul: "Interrogative Sentences in Torajanese and English (A Contrastive Study)".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pangala', 29 Juli 2021

Lurah Pangala'



HERMIA MASUANG Amd.Kep
NIP.198110032010011017

AUTOBIOGRAPHY



Erin Natal. She was born in Kota Kinabalu, Sabah, Malaysia, on December 15th, 1999. She is the fourth of four children from Natal Mareh and Herlina Songgo. Her father is a farmer and her mother is a housewife. She completed her basic education at Tabika Kemas in 2005. Then, she continued her elementary school at Grace Centre, Malaysia. After that, she also continued her junior high school in Grace Centre. In 2014, she continued her study at SMKN 3 Parepare majoring in Culinary. In 2016, she was a delegation from her school to join a “Restaurant Service” competition of Festival Pelajar Sulawesi Selatan in Makassar, she got the second place in the competition. It was a great experience for her. In 2017, she was graduated from senior high school. Then, decided to go to Makassar to continue her study. In school, her favorite subject is English. Therefore, she chose English Literature in Faculty of Letters at Bosowa University. She joined an internal organization of her faculty called Student Executive Board (BEM) as a member of secretarial division. She also joined ILMIBSI (Indonesian Institute of Cultural and Literature Student Association) and served as fund and consumption division. Moreover, she were also active joined the event from BEM such as, Maccoraya an inauguration event which presented a musical drama, poem, dance, etc. Those activities were the best moments ever that she had at Bosowa University. Her motto that she holds is “*Do everything in love*” which means do something with a good heart and expect nothing in return.