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## Foreword

The second issue of Asian EFL Journal's March Edition presents studies in language and skills assessment, linguistics, classroom teaching strategies and teacher attitude.

We can't deny the impact of integrating technology in the language classroom as we reap the benefits of it. Habibi, Razak, Yusop and Mukminin looked into the effects of teacher educators' support to future teachers in integrating ICT in the TEFL pedagogy. The study further investigated the expertise of these educators in ICT and how they use this in supporting the pre-service teacher training programs in Indonesia.

Script Defense Examination (SDE) is a dreaded activity in Indonesian universities as it assesses students' competence in English communication and how they understand the elements of SDE genre. Samad, Fitriani, Patak and Weda examined the extent to which the applications of genre analysis impacts students' performance in the SDE in English.

Padmadewi and Artini found that research on developing instruments for assessing mastery of basic teaching skills is still unpopulated therefore pushing forth a study on the development of an assessment instrument that eventually would look into how skilled are students in the teaching practice.

Mendoza, using Cummings and Cooper; Dollard; Cox Griffiths and Real- Gonzalez' models of work stress and coping mechanism investigated on the dominant factors affecting secondary school teachers and further investigated if language, language use and expertise also add up to faculty stress.

The implementation of content and language integrated learning (CLIL) in primary education classrooms in Indonesia is rarely investigated. Rohmah, Saleh, Faridi and Fitriati studied the current practices of CLIL assessment applied by teachers in the primary classrooms.

There is a debate on which skill should be prioritized, hard skill or soft skill. Nguyen investigated university students' perceptions of soft skills and further examined what graduating language students know about soft skills, the importance of soft skills to their future job application, and which soft skills they need to improve on while they are at universities.

Salapuddin asked, "Is education, a right or a privilege?". She investigated this controversial issue regarding education noting language instruction as well and second language acquisition (English) whether they are also a right or a privilege of students.

Nario, Santos, Castro and Balinas investigated the effectiveness of video subtitling in improving students' grammar proficiency. The findings of their study imply that subtitled video can be an effective instructional material for improving grammar proficiency.

Second language acquisition is challenging for some people as the rules of their first language may affect their expertise in the second language. Saud and Weda examined the notion of syntactic variation of English and German as a great family of Indo-European languages exposing differences in complex predicates.

Llarenas' study on portfolio assessment presses on the promotion of lifelong skills such as critical thinking, communication, collaboration, and creativity among others. These skills address the needed skills targeted by an outcomes-based approach to education which encourages educators to produce graduates who are not only equipped with the right knowledge, but also the right skills and attitudes.

Teachers are the key factor in the development of students' attitudes towards the subject they teach. Muallam – Darkis identified the attitudes and beliefs as well as challenges of early childhood teachers in two school districts, the urban and rural, to determine if English reform efforts made a difference in teachers' attitudes and beliefs about English and its practice.

Hsiao investigated the differences of move uses in the discussion sections of master's theses and research articles written by student writers and expert writers in applied linguistics. The results of the study rendered insights for graduate students as well as thesis writing instructors on writing advice and pedagogy.

Madehang and Sukirman proposed a syllabus of morphology and syntax course for the undergraduate students of English Language Teaching at Institut Agama Islam Negeri in Indonesia as they found that the existing syllabus of *Morphology and Syntax* has a number of weaknesses which hampered the effectiveness of teaching-learning activity in this course in the university.

First Language Component-Bridging Program (FLC-BP) shows that students learn more effectively when they have developed proficiency in their first language. Pamittan investigated the effects of the First Language Component-Bridging Program on the performance of junior high school learners in their reading and writing skills.

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Robillos studied the impact of metacognitive strategy instruction on the listening comprehension performance of Thai EFL learners and their metacognitive awareness in listening. Further, the findings of the study have provided significant support for the metacognitive strategy instructions to be included as a beneficial pedagogical method to improve students' listening comprehension in the EFL classroom.

Maguddayao and Medriano investigated the sojourning of foreign students in the Philippines in its quest for intercultural communicative competence. It was further suggested that faculty and administration need to advance its efforts that aim to mutually benefit the faculty members, domestic/ local students and international students such as the willpower to craft policy in pursuit of globalizing and institutionalizing Intercultural Communicative Competence as an innovation to the Philippine educational system.

Ramon S. Medriano, Jr.

Associate Production Editor

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## A comparative study of English and German syntactic variation by students at higher education: Evidence from Complex Predicates

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### Abstract

In this paper we examine the notion of syntactic variation of English and German as a great family of Indo-European languages or as a West Germanic languages. The paper (a) compares and contrasts the complex predicates of English and German; (b) gives detail explanation of the word order in English and German. This study focuses its investigation on syntactic variation in English

and German, specifically complex predicates. The method of contrastive queries based on the constituent order in a sentence and its features. The corpus and constructions from the two languages were analyzed based on a comparative study paradigm (CSP) which focuses its investigation on constituent structure of the sentences in English and German. The research concludes that even the sentence construction of English and German is different in a clause, but almost all complex predicates (resultative, make-causative, perceptual report, verb locative, to dative, and double dative construction) appear in English also appear in German, except verb-particle. Verb-particle appears in English but it does not appear in German.

**Keywords:** comparative study, syntactic variation, complex predicates, English, German

## Introduction

One of the most important issues in the realm of second language acquisition (SLA) and second language (L2) learning is the comparative study. In this regard, Crystal (1987, p. 58) points out that a comparative study is a term used to characterize a major branch of linguistics, in which the primary concern is to make statements comparing the characteristics of a different languages (dialects, varieties, etc.).

Researches on comparative study have become trend in linguistics and language studies. German English, Slovak, Romans, Spanish, Russia, Czech, Kazakh, French, Italian, Uralic languages: Hungarian, Estonian, and Finnish), etc. are modern Indo-European languages have been studied by many scholars and researchers to investigate the similarities and the differences in terms of the language sentence patterns and other syntactic variations (Janikova, 2015; Stur & Kopecky, 2018; Murzinova, et. al, 2018; Dobrik, 2017; Spisiakova, 2016; Fenclova, 2015; Bishkenova, 2017; Kenetova, 2017; Domokos, 2016; Ivanic, 2016; & Polyakov, 2018; Hawkins, 1986, and Adger & Trousdale, 2007).

As one of the interesting topics in SLA and language teaching, a number of studies have been conducted to show similarities and differences of the languages in terms of their syntactic and morphological variation form the same language origin and the different language origin. Dimmendaal (2011, p. 3) argues that there are a number of reasons why languages may manifest similarities in their lexical and grammatical structures.

Since the comparative study is interesting in SLA and language teaching, a large number of language teachers and practitioners have focused their studies on this discipline (Ivanovic, 2017; Kenetova, et. al.; Yong-Ju Rue & Grace Qiao Zhang, 2008; Mifsud, 1995; Goria, 2004; Michelson, 1988; Zhang, 2011; Zhang & Koda, 2016).

There are some authors have written textbooks on the topic of comparative studies around the globe. Dimmendaal (2011) focuses his study on Historical Linguistics and the Comparative Study of African Languages. The objective of Dimmendaal's study is to investigate a critical assessment of some current views in historical linguistics and to formulate a kind of research agenda which spells out the specific needs, as seen by the present author, concerning the future investigation of (African) languages. Ding (2016) wrote on the Southern Min (Hokkien) as a Migrating Language: A Comparative Study of Language Shift and Maintenance Across National Borders. Ding focuses her study on some characteristics of Southern Min are pointed out, with special reference to lexical borrowing in the variety spoken in Southeast Asia. Ding therefore provides description of Hokkien, A five-level scale for language functionality is then proposed, distinguishing vernacular language, lingua franca, ethnic language, inner language, and private language.

Los, et. al. (2012) in their textbook entitled "Morphosyntactic Change: A comparative study of particles and prefixes," they focuses their study on analytical challenges on the morphosyntax of Dutch and English.

Mouton (2012) in the textbook entitled "The Grammaticalization of 'Give' Infinitive: A Comparative Study of Russian, Polish, and Czech," Mouton's study deals with the grammaticalization of give in conjunction with an infinitive in a subset of the Slavic languages, namely in Polish, Czech and Russian which involves the discussion on broad construction types in the causative, modal and imperative domain.

In the context of syntactic variations, this study explores the sentence construction in English and German which focuses on the complex predicates. According to Los, et. al (2012, p. 1) complex predicates in general, and the morphosyntactic and semantic behaviour of West Germanic particle verbs in particular, present a number of intriguing analytical challenges which touch on the relation between morphology and syntax and more generally on the architecture of grammar.

This present study will first summarize research done over the years on the comparative study in a variety of languages and perspectives. The study therefore aims to (a) compares and contrasts the sentence construction of English and German, specifically complex predicates; (b) gives detail explanation of the constituent order in English and German, and (c) provides the information about students' translation products in English and in German.

## Purpose of the Study

The main objective of this study is to investigate sentence construction, specifically a variety of complex predicates produced by Indonesian students learn English as a foreign language (EFL) and German as a foreign language (GFL) through translation practices in the classroom. In this present study, the participants in the survey who learn English and German as a foreign language in Indonesia are the students of English Department and students of German Study Program Faculty of Languages and Literature State University of Makassar (Universitas Negeri Makassar).

As a step of the study, the researchers give 14 sentences with complex predicates in Indonesian language and the students of English department and German Department are asked to write down the equivalents of those Indonesian sentences in English by English students and in German by German students. The students' translation results in English and German produced by students of English Department and German study program are therefore analyzed to investigate the comparison and contrast of the sentence constructions, specifically the sentences that use complex predicates in English and German made by students. For example, students of English and students of German at State University of Makassar may produce a variety of different translations or sentences in the study and the following examples are obtained from the research data in this present study:

- (1) English: Umar painted the building white.

Umar **painted** [NP the building] [Adj. white].

- (2) German: Umar strich das Gebäude weiß.

Umar **strich** [NP das Gebäude] [Adj. weiß].

These two sentences, both English and Indonesian have the same constituent order in resultative construction in which English and German have Subject + Verb + Object (SVO).

## Related Literature Review

During the past 1.000 years the English language has undergone numerous morphological, syntactic and semantic changes that now distinguish it from its more conservative West Germanic relatives, such as German which cause the varieties in the two languages (Hawkins, 2018: 1). Word order variation arises in this model as a side-effect of the interplay between parameterized morphological properties of lexical items (triggers), and invariant economy principles which govern syntactic derivations and representations (Wilder & Cavar, 1994, p. 46).

Varieties other than the standard language have become the main concern in dialectology and variationist sociolinguistics have been built. However, within theoretical linguistics, the

analysis of nonstandard varieties of English – particularly the analysis of morphosyntactic and syntactic variation in English – has, until fairly recently, been less conspicuous. Yet the modelling of (syntactic) variation in and across dialects is a critical issue in any theoretical framework, as variation is ubiquitous in language, and the fact that language can vary raises important questions regarding what the theory is actually modeling (Adger & Trousdale, 2007, p. 261).

As an international language and lingua franca in some countries, English being widely taught and learned as a mandatory subject at schools in the world gave rise to English varieties in divergent contexts other than just “native” English speaking countries. Those varieties of English were generated through adaptation, modification, destabilization, and transformation from the assumed monolithic English language (Ricento in Weng, 20186, p. 9). These varieties show that English is a rich language. In some countries in the word, German is also a vital language and it is taught as elective subject at some senior high school in Indonesia. English and German as an Indo-European language have the same constituent order.

As Indo-European language, English and German has the same sentence patterns, the sentence pattern of these languages is Subject + Verb + Object (SVO).

(1) ENGLISH

- a. I write a letter.
- b. She goes to the market.

(2) GERMAN

- a. Ich schreibe einen Brief.
- c. Er ging zum Markt.

If the sentence has auxiliary verbs and modal auxiliaries, the sentence patterns of English and German are different. The order of auxiliary and verb is not the same: in English, auxiliaries directly precede verbs; in German, they indirectly precede them and the following is the two order patterns (Moravcsik, 2006, p. 4).

(3) ENGLISH

Noun & **Auxiliary & Verb** & Article & Noun

I have read the book.

(4) GERMAN

Noun & **Auxiliary & Article & Noun & Verb**

Ich werde einen Brief schreiben.

The contrast may occur on the clause in which German has Subject Object Verb (SOV) construction and English has Subject Verb Object (SVO). The examples below (Roberts, 1993: 1) show clear contrast between construction in English and German using syntactic variation.

... *daß* das Kind ein Pferd sah ... (SOV)

... that the child a horse saw ...

‘The child saw a house.’ (SVO)

English and all the Romance languages are SVO and German and all Continental West Germanic dialects are SOV (Roberts, 1993, p. 1).

A clause-final finite verb is possible in 2-verb clusters in StG (Schönenberger, 1995 as cited in Schmid, Tanja & Vogel, Ralf, 2004, p. 260):

- (5) a. daß die Katze den Fisch essen muss  
that the cat fish eat must  
that the cat must eat fish
- b. das Katze fisch muss ässe  
that the cat fish must eat
- c. das ich einen Brief schreiben werde  
that I a letter write will  
that I will write a letter

German dialects vary as to which permutations of the verb order in clause final 3-verb clusters they allow. In an empirical investigation we have found that five of the six logically possible permutations of the 3-verb cluster in (7) are clearly acceptable in at least some German dialects (Schmid, Tanja & Vogel, Ralf, 2004, p. 235 - 236).

- (6) Maria glaubt, dass . . .

Maria thinks that . . .

- a. sie das Lied singen müssen wird  
she the song sing must will  
she will have to sing the song
- b. sie das Lied müssen singen wird  
she the song must sing will  
she will have to sing the song
- c. sie das Lied wird müssen singen  
she the song will must song

- she will have to sing the song
- d. sie das Lied wird singen müssen  
     she the song will song must  
     she will have to sing the song
- e. sie das Lied singen wird müssen  
     she the song sing will must  
     she will have to sing the song
- f. sie das Lied müssen wird singen  
     she the song must will sing  
     she will have to sing the song

(From Schmid, Tanja & Vogel, Ralf, 2004, p. 235 – 236)

### *Complex Predicates*

English permits a main verb to combine with a secondary predicate and form a new expression that semantically resembles a simple verb, examples are revealed in 7 and the paradigm cases are the resultative (8a), in which the main verb combine with an adjective phrase (AP) (*paint red*), and the verb-particle construction (7b), in which the main verb combines with a postverbal particle (*pick up*) (Snyder, 2001).

- |        |  |                        |
|--------|--|------------------------|
| (7) a. | John painted the house red.                | (resultative)          |
| b.     | Mary picked the book up/picked up the book | (verb-particle)        |
| c.     | Fred made Jeff leave.                      | (make-causative)       |
| d.     | Bob saw Jeff leave.                        | (perceptual report)    |
| e.     | Bob put the book on the table.             | (put-locative)         |
| f.     | Alice sent the letter to Sue.              | (do-dative)            |
| g.     | Alice sent Sue the letter.                 | (double-object dative) |

Snyder (2001, p. 2001) mentions that the availability of the complex predicate construction in (7) varies across languages, Romance, for example, appears to be a strong candidate for a language group in which complex predicate of the English type are systematically excluded. Snyder adds that the Romance languages have long been noted to contrast with English and other Germanic languages is that they exclude resultative constructions of the type in (7) a.

## *Second Language Acquisition (SLA) and Language Learning*

It is well known that the successful second-language (L2) acquisition is a function of diverse factors across linguistic, cognitive, and affective domains (Tae-II Pae, 2017, p. 1). In second language (L2) acquisition, knowledge about the language, either implicit or explicit language knowledge is intriguing issue. Zhang (2015) mentions that implicit and explicit second language (L2) knowledge are two central constructs in the field of SLA. Implicit knowledge focuses on knowledge about language, which can be broken down into analyzed knowledge and metalanguage (Ellis 1997 as cited in Zhang, 2015, p. 3). Accordingly, Bialystok, 1981 as cited in Zhang, 2015, p. 3) argues that implicit linguistic knowledge refers to knowledge of language; it is “an intuitive feeling for what is correct and acceptable.” On the other hand, Ellis, 2004 as cited in Zhang, 2015, p. 3) states that explicit L2 knowledge is the declarative and often anomalous knowledge of the phonological, lexical, grammatical, pragmatic, and sociocritical features of an L2 together with the metalanguage for labeling this knowledge. One of the most interesting explicit knowledge topics of discussion in the second language (L2) acquisition is syntactic variation under the syntax and morphosyntax, and one of the specific topics is complex predicates. Complex predicates cover the predicate with a variety of forms, resultative, verb with particle, causative, perceptual report, locative, dative, and double object dative. Crystal (1987, p. 265) mentions that resultative is a term used in grammar and semantics to refer to a clause or element whose meaning expresses the notion of consequence or effect. Resultative indicates the state of a noun resulting from the completion of the action expressed by a verb, as with "blue" in "Mary painted the fence blue (<https://www.yourdictionary.com/resultative>) and in "John painted the house red" (Snyder, 2001, p. 325). A particle is a word that has a grammatical function but does not fit into the main parts of speech (i.e. noun, verb, adverb) (<https://www.teachingenglish.org.uk/article/particle>). Accordingly, Crystal (1987, 222) mentions that particle is a term used to refer to an invariable item with grammatical function, especially one which does not readily fit into a standard classification of parts of speech, as in English, for example, the marker of the infinitive, *to*, is often called a particle because, despite its surface similarity to a preposition. Causative verbs are verbs that show the reason that something happened. They do not indicate something the subject did for themselves, but something the subject got someone or something else to do for them. The causative verbs are: let (allow, permit), make (force, require), have, get, and help. Let's take a closer look at the causative verbs (<https://study.com/academy/lesson/what-are-causative-verbs-in-english-definition-examples.html>). Causative is a term used in grammatical description to refer to the causal relationship between alternative versions of a sentence, for example, the pair of sentences

*The cat killed the mouse* and *The mouse died* are related in that the transitive verb kill can be seen as a ‘causative’ version of the intransitive die. Perceptual reports are utterances of sentences that contain a perceptual verb, such as ‘look’, ‘sound’, ‘feel’, ‘see’, and ‘perceive’. It is natural to suppose that at least in many cases, these types of reports reflect aspects of the phenomenal character and representational content of a subject’s perceptual experiences. For example, an utterance of ‘my chair looks red but it’s really white’ appears to reflect phenomenal properties of the speaker’s experience of a chair (<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb>). Locative is a term refers to the form taken by a word, usually a noun or pronoun, when it typically expresses the idea of location of an action, for example “*The man was standing at a bus stop,*” at a bus stop could be called a ‘locative’ (Crystal, 1987, p. 183). Dative is one of the forms taken by a word, usually a noun or pronoun which typically expresses an indirect object relationship, or a range of meaning similar to that covered by to or for in English, but there is a great deal of variation between languages in the way this case is used (Crystal, 1987, p. 84). Double-Object Construction is a construction containing two objects, direct object (DO) and indirect object (ID) (Glottopedia, Discovering Linguistics).

## **Method**

### *Approach*

This current study employs one of the old methods in the L2 or FL acquisition, Grammar Translation Method (GTM). Grammar Translation Method (GTM hereafter) is an empirical approach to the study of foreign and second language (Natsir & Sanjaya, 2014; Chang, 2011; Aqel, 2013) that examines all utterances in actual talk or in written test. The central goal of GTM is to discover a system of talk or written language by offering an explanation of the structure of L2 or FL. Natsir & Sanjaya (2014) mention that GTM is applied for helping students to read and appreciate foreign language literature objectives. Natsir & Sanjaya (2014) therefore add that in GTM, the teacher gets the students to analyze the language rather than to use it. GTM is concerned with accuracy (Chang, 2011, p. 13). GTM was used by teachers to focus students’ attention on grammar and vocabulary by having them read and translate target language texts; it was assumed that this process would allow students to gain an understanding of the grammar of their own native language (Larsen-Freeman 2000 as cited in Sapargul & Sartor, 2010, p. 27).

### *Participant*

To find out data for the study, a convenience sample was selected consisting of 20 participants (2 males, 18 females) who were enrolled in the English Department Faculty of Languages and Literature State University of Makassar and 18 participants (1 males, 17 females) who were enrolled in the German Department of Languages and Literature State University of Makassar in 2018/2019 academic year.

Table 1. Demographic of Participant

	<i>Demographic Information</i>	<i>Frequency</i>	<i>Percentage</i>
Gender			
	1. Female	35	92.10
	2. Male	3	7.9
Major			
(Undergraduate)	1. English Department	20	100
	2. German Department (Undergraduate)	18	100
Age			
	1. 19	6	15.79
	2. 20	21	55.26
	3. 21	9	23.68
	4. 22	2	5.26
Semester	6	38	100

### *Material and Procedure*

After the participants of the study agreed to give data of the study, the researchers distributed test to students of English Literature Study Program and students of German Study Program by translating Indonesian sentences to English and German equivalents under the paradigm Grammar Translation Method (GTM) which took approximately 10 - 15 minutes.

### *Data Analysis*

After the data were collected, the students' translations were classified and coded to identify syntactic variations, specifically the complex predicates (resultative, verb-particle, *make-causative*, perceptual report, *put-locative*, *do-dative*, and double-object construction) in the target language (English and German).

## **Result and Discussion**

### *Complex Predicate*

Syntactically, English for example, permits a main verb to combine with a secondary predicate and form a new expression that semantically resembles a simple verb and the examples are revealed in 7. Detail complex predicates in English and German can be seen in the following examples.

### *Resultative*

- (1) English: (a) Umar painted the building white.

Umar **painted** [NP the building] white.

- (b) The little girl broke the vase to pieces.

The little girl **broke** [NP the vase] to pieces.

- (2) German: (a) Umar strich das Gebäude weiß.

Umar **strich** [NP das Gebäude] weiß.

- (b) Das kleine Mädchen brach den Topf in Stücke.

Das kleine Mädchen **brach** [NP den Topf] in Stücke.

In complex predicate, resultative construction appears, either in English and German.

### *Verb Particle*

- (3) English: (a) Can you switch off the lights?

(b) Mary picked the book up/picked up the book.

- (4) German: (a) Können Sie das Licht ausmachen?

(b) Mary nahm das Buch.

Verb particle (e.g. off, up, etc.) appears in English but it does not appear in German. In English, the sentence construction is SVO and in German, if there is a modal in the beginning of the sentence (e.g. können, wollen, müssen, etc.) the sentence construction is SOV. This makes English and German contrast in verb particle.

### *Make-Causative*

- (5) English: (a) Hasan made Vicky leave.

Hasan **made** [NP Vicky] **leave**.

- (b) Tom made him eat.

Tom **makes** [NP him] **eat**.

- (6) German: (a) Hasan ließ Vicky gehen.

Hasan **ließ** [NP Vicky] **gehen**.

- (b) Tom lässt ihn essen.

Tom **lässt** [NP ihn] **essen**.

In complex predicate, make-causative construction appears in English, and also appears in German. This construction does not make contrast between English and German.

### *Perceptual Report*

- (7) English: (a) Dedi saw Dilon leave.

Dedi **saw** [NP Dilon] **leave**.

- (b) Ita saw Wawan go.

Ita **saw** [NP Wawan] **go**.

- (8) German: (a) Dedi sah Dilon gehen.

Dedi **sah** [NP Dilon] **gehen**.

- (b) Ita sah Smith gehen.

Ita **sah** [NP Smith] **gehen**.

In complex predicate, perceptual report appears in English and German.

### *Verb-Locative*

- (9) English: (a) Iwan put the pen on the table.

Iwan **put** [NP the pen] [PP on the table].

- (b) The man was waiting his friend at a bus stop.

The man **was waiting** [NP his friend] [PP at a bus stop].

- (10) German: (a) Iwan legte den Füller auf den Tisch.

Iwan **legte** [NP den Füller] [PP auf den Tisch].

- (b) Der mann wartete auf seinen freund an einer Bushaltestelle.

Der Mann **wartete** [NP seinen freund] [PP einer Bushaltestelle].

In *Verb-Locative*, it has been assumed that those syntactic similarities found between verb-locative and the prepositional paraphrase (PC) in English (8) can also be found in German (9). Thus, both in English and German, have the same constituent order in verb-locative.

### *To-Dative*

- (11) English: (a) Lisa sent the letter to Novi. (PC, DO asymmetrically c-commands IO)

Lisa **sent** [NP the letter] [PP to Novi].

- (b) He sent a book to Mary.

He **sent** [NP a book] [PP to Mary].

- (12) German: (a) Lisa schickte den Brief an Novi. (PC, DO asymmetrically c-commands IO)

Lisa **schickte** [NP den Brief] [PP an Novi].

- (b) Er schickte ein Buch an Mary.

Er **schickte** [NP ein Buch] [PP an Mary].

Specifically, it has been identified that those syntactic similarities and differences found between to-dative and the prepositional paraphrase (PC) in English (11) can also be found in German (12). Thus, both in English and German, the alternation is reflected at the surface level by constituent order and the presence of *to* in English and *an* in German as in (12).

#### *Double-Object Construction (DOC)*

Barss and Lasnik as cited in Al-Tamari (2000, p. 41) observed that in double-object constructions, such as the one in (13) below, the direct object (DO), (the letter) is always in the domain of the indirect object (IO) (Novi). That is, IO c-commands DO but not vice versa (Since *a* is the domain of *b*, then *a* is c-commanded by *b*). The same condition exists in German as in (14).

- (13) English: (a) Lisa sent Novi the letter. (DOC, IO asymmetrically c-commands DO)

Lisa **sent** [NP Novi] [NP the letter].

- \*(a) Lisa sent the letter Novi.

(b) John gave Smith a book. (DOC, IO asymmetrically c-commands DO)

John **gave** [NP Smith] [NP a book].

- \*(b) John gave a book Smith.

- (14) German: (a) Lisa schickte Novi den Brief. (DOC, IO asymmetrically c-commands DO)

Lisa **schickte** [NP Novi] [NP den Brief].

- \*(a) Lisa schickte den Brief Novi.

(b) John gab Smith ein Buch. (DOC, IO asymmetrically c-commands DO)

John **gab** [NP Smith] [NP ein Buch].

- \*(b) John gab Smith Buch.

This asymmetric relationship is clear in double object construction with anaphors, where anaphors must be c-commanded by their antecedents in both German and English. Specifically, it

has been identified that those syntactic similarities and differences found between Double-Object Dative (DOD) and the prepositional paraphrase (PC) in English (13) can also be found in German (14). Both English and German show the same constituent order in double-object dative construction.

#### *Students' Translation Products*

Table 1 and Table 2 below show the information about the correct translation in English and German made by students of English Literature Study Program of Faculty of Languages and Literature State University of Makassar and the students of German Study Program of Faculty of Languages and Literature State University of Makassar.

Table 1. English Translation

Indonesian Sentences	English Equivalents	Correct Translation (%)	Incorrect Translation (%)
<i>Umar mengecat gedung itu warna putih.</i>	Umar painted the building white.	95	5
<i>Gadis kecil itu memecahkan pot bunga bekeping-keping.</i>	The little girl broke the vase to pieces.	85	15
<i>Bisa matikan lampu?</i>	Can you switch off the lights?	100	0
<i>Mary mengambil buku itu.</i>	Mary picked the book up/picked up the book.	95	5
<i>Hasan membuat Vicky pergi.</i>	Hasan made Vicky leave.	90	10
<i>Dia membuat dia makan.</i>	Tom made him eat.	80	20
<i>Dedi melihat Dilon berangkat.</i>	Dedi saw Dilon leave.	95	5
<i>Ita melihat Wawan pergi.</i>	Ita saw Wawan go.	90	10
<i>Iwan meletakkan polpen itu di atas meja.</i>	Iwan put the pen on the table.	100	0
<i>Orang itu menunggu temannya di pemberhentian bis.</i>	The man was waiting his friend at a bus stop.	95	5
<i>Lisa mengirim surat itu kepada Novi.</i>	Lisa sent the letter to Novi.	100	0
<i>Dia mengirim buku itu kepada Mary.</i>	He sent a book to Mary.	100	0
<i>Lisa mengirimkan Novi surat itu.</i>	Lisa sent Novi the letter.	95	5

<i>John memberikan Smith buku.</i>	John gave Smith a book.	100	0
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Table 1 above indicates that there are 95% correct English translation and there are 5% incorrect English translation of the sentence “*Umar mengecet gedung itu warna putih,*” made by English department student of Faculty of Languages and Literature State University of Makassar. There are 85% correct English translation and there are 15% incorrect English translation of the sentence “*Gadis kecil itu memecahkan pot bunga bekeping-keping,*” made by the participants. All participants (100%) gave correct English translation of the sentence “*Bisa matikan lampu?*” There are 95% correct English translation and there are 5% incorrect translation of the sentence “*Mary mengambil buku itu,*” made by participants. There are 80% correct English translation and there are 20% incorrect translation of the sentence “*Hasan membuat Vicky pergi,*” made by participants. The correct and incorrect English equivalents for sentence number 6 to 14 are clearly revealed on Table 1. As revealed in Table 1 that the participants translated Indonesian sentences into English easily. This is because the correct English equivalents are above 80%.

Table 2. German Translation

Indonesian Sentences	German Equivalents	Correct Translation (%)	Incorrect Translation (%)
<i>Umar mengecet gedung itu warna putih.</i>	Umar strich das Gebäude weiß.	100	0
<i>Gadis kecil itu memecahkan pot bunga bekeping-keping.</i>	Das kleine Mädchen brach den Topf in Stücke.	77.78	22.22
<i>Bisa matikan lampu?</i>	Können Sie das Licht ausmachen.	100	0
<i>Mary mengambil buku itu.</i>	Mary nahm das Buch.	100	0
<i>Dedi membuat Vicky pergi.</i>	Hasan ließ Vicky gehen.	77.78	22.22
<i>Dia membuat dia makan.</i>	Tom lässt ihn essen.	100	0
<i>Dedi melihat Dilon berangkat.</i>	Dedi sah Dilon gehen.	83.33	16.66
<i>Ita melihat Wawan pergi.</i>	Ita sah Smith gehen.	100	0
<i>Iwan meletakkan polpen itu di atas meja.</i>	Iwan legte den Stift auf den Tisch.	100	0
<i>Orang itu menunggu temannya di pemberhentian bis.</i>	Der mann wartete auf seinen freund an einer Bushaltestelle.	61.11	38.88

<i>Lisa mengirim surat itu kepada Novi.</i>	Lisa schickte den Brief an Novi.	100	0
<i>Dia mengirim buku itu kepada Mary.</i>	Er schickte ein Buch an Mary.	83.33	16.66
<i>Lisa mengirimkan Novi surat itu.</i>	Lisa schickte Novi den Brief.	88.88	11.11
<i>John memberikan Smith buku.</i>	John gab Smith ein Buch.	94.44	5.55

Table 2 above reveals that all participants gave correct German translation (100%) of the sentence “*Umar mengebet gedung itu warna putih.*” There are 77.78% correct German translation and there are 22.22% incorrect German translation of the sentence “*Gadis kecil itu memecahkan pot bunga bekeping-keping,*” made by German department student of Faculty of Languages and Literature State University of Makassar. All participants gave correct German translation (100%) of the sentence “*Bisa matikan lampu?*” and “*Mary mengambil buku itu*” respectively. There are 77.78% correct German translation and there are 22.22% incorrect German translation of the sentence “*Dedi membuat Vicky pergi.*” The correct and incorrect German equivalents for sentence number 6 to 14 are clearly revealed on Table 2. As indicated in Table 2 that the participants found difficulties in translating sentence number 10 (*Orang itu menunggu temannya di pemberhentian bis.*). Other thirteen sentences were easy to be translation into German by the students from German department of Faculty of Languages and Literature, State University of Makassar, Indonesia.

Ich schreibe einen Brief.

## Conclusion

Although some academics and language researchers have conducted comparative study on English and German, but only a few of them focusing on complex predicates. This present study therefore concludes that almost all complex predicates appear in English also appear in German, except verb-particle in English where verb-particle does not appear in German. Therefore, the resultative construction as one of the complex predicates in English also appears in German. Make-causative construction appears in English and German. In complex predicate, perceptual report appears in English and German. Both in English and German have the same constituent order in verb-locative. To-dative and double-object dative construction in English agree with the constituent order in German. The sentence construction in English and German is the same, SVO, e.g. I write a letter (English) and Ich schreibe einen Brief (German) but the sentence construction is different

in a clause, e.g. ... *daß* das Kind ein Pferd sah ...      (... that the child a horse saw ...) (The child saw a horse) and in a sentence with modals, SOV, e.g. **Können** Sie das Licht *ausmachen*? (**Can** you switch off the lights?) and Ich **werde** einen Brief *schreiben*.

The result of the study also indicates that the students of English department and German study program at the Faculty of Languages and Literature State University of Makassar has very good translation products, both in English and in German. Further studies in a wide variety of issues in comparative study in languages from the same origin and the languages from the different families are recommended.

### Educational Implication of the Study

The benefit of the research findings is that even English and German are from Indo-European language family background but not all grammatical features in the two languages are the same, especially verb particle complex predicate, the clause and the use of modals in the sentence and these syntactic variations make English and German are contrast.

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