

Investigating Multilingualism on Syntactical Function: A Comparative Analysis

Jauhar Helmie¹

¹Suryakencana University, Pasir Gede Raya By Pass Cianjur 43216, Indonesia

*Correspondence email: jauharhelmie@unsur.ac.id

ABSTRACT

Language is a tool to deliver messages to be uttered from the speakers to the listeners and the ability of using language is very important because the number of media to deliver the argument and thoughts is increasing. In this research, the writer analyzes the ability of using more than two languages as we call multilingualism phenomenon. This research adopted a descriptive qualitative method. The researcher found two videos from the multilingual person. The writer analyzed Indonesian, English, and Korean. The result stated that the multilingual person gets the language in different ways. English is her first language because she lives and grows up in Australia. For Indonesian and Korean, it can be concluded that she is able to speak Indonesian because of her interest in culture and for Korean she likes the culture from Korean drama she watched since she was 14. In Indonesian syntactical function and English syntactical function, verb comes after subject. While the similarity is the placement of adverbial can be in the front, in the middle, or in the last sentence. Meanwhile Korean syntactical function has its own rule where verb is placed at the end of the sentence and not after a subject.

Keywords: Investigasi multilingualisme, Sintaktis, Analisis komparatis

INTRODUCTION

In this modern era language is very important in order to make people keep up to date because if people are able to understand many things, it will make them able to master it, especially student. Unfortunately, awareness of being able to master Multilanguage is still rare. Most of students are only able to speak their mother tongue and their regional language, especially in Indonesia. Meanwhile, in this era the ability of using languages is very important because of digital in delivering argument and thoughts is increasing. It means the knowledge of language is also important because people can easily share they have on their mind and in order to be able to understand that, mastering more than one language is important. When we can speak more languages it will make us easier to understand everything wherever we are. In this case, language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture to express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Robins & Crystal, 2019). They also took a definition from Sweet (1890) that said language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences; this combination answers the ideas into thoughts. It has been known that the ability of mastering language has its own importance in order to be able to adjust with this sophisticated era because we as a user has to get smarter than the technology we made. Besides that, language is also important because it has a relation with culture. Culture is always around us. When people are able to speak more than one language, every time they go to a different country with different language and culture then they will be easier to adjust with the culture around. There are many cultures in the world that we can explore to enrich our knowledge. To get easier learning the cultures, language is an important tool for that. As we know that there are several names of the ability of using language such as bilingualism, multilingualism, and polyglot. The cognitive advantages of multilingualism are widely documented. It improved metalinguistic skills, creative thinking, additional language and literacy development, intercultural sensitivity, and attendant socioeconomic benefits in the context of a fast globalizing world (French, 2016).

In this research, the writer analyzes the ability of using more than two languages or we call it as a multilingualism phenomenon on a vlogger's video. This research focused on three languages spoken by the multilingual person in syntactical function and how the multilingual person gets the languages. This research is aimed to know how the multilingual person gets the languages and to analyze the similarity among the languages in syntactical function.

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Language is a system which relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression. In subject matter learning we (teachers) overlook the role of language as a medium of learning and in language learning we (teachers) overlook the fact that content is being communicated (Lopriore, 2018).

There may be no other word in the world that has as many connotations as this noun does with its few letters. For an anatomist, it will recall the set of muscle fibers divided into root, body, blade, and tip. A gourmet will think of tasty morsels in stewed, pickled, and smoked forms on the menu. Another definition of language is quoted from Robins & Crystal (2019), they said that language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. They also took a definition from Henry Sweet that said language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. From the explanation above it can be concluded that language is a system whether it is written or spoken by means of which human beings, as members of a social group and participants in its culture, express themselves. So that language is influenced by the culture and environment around.

Language has a relation with culture because language is a part of culture. Culture actually is a term that is difficult to define. Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the meaning of other peoples' behavior (Spencer-oatey, 2012). Culture is a derivative of individual experience, something learned or created by individuals themselves or passed on to them socially by contemporaries or ancestors. Culture is always both socially and psychologically distributed in a group, and so the delineation of a cultures' features will always be fuzzy (Spencer-oatey, 2012).

Nowadays, mastering more than one language is important for education and carrier. For example in education sector, the source for learning activity is much more than usually seen. If students and teacher can speak many languages, they can improve the language easier by reading a book or listening a source from the other countries which have different languages. In a world in which people are increasingly mobile and ethnically self-aware, living with not just a single but multiple identities, questions concerning bilingualism and multilingualism take on increasing importance from both scholarly and pragmatic points of view. Over the last two decades in which linguistic/ethnic communities that had previously been politically submerged, persecuted, and geographically isolated, have asserted themselves and provided scholars with new opportunities to study the phenomena of individual and societal bilingualism and multilingualism that had previously been practically closed to them [5]. There is a wide diversity of language learning beliefs including about the possibility of becoming a native-like speaker, the relative difficulties of languages, the importance of explicit grammar study, ets. One of the most pervasive beliefs concerns alleged age-related limitations Keeley, 2016).

In linguistics, syntax refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. It's the concept that enables people to know things like adjectives generally come before the nouns they describe (green chair), how to start a question with a question word (What is that?), that subjects often come before verbs in non-question sentences (She jogged.), prepositional phrases start with prepositions (to the store), helping verbs come before main verbs (can go, will do), and so on (Nordquist, 2019).

Syntax is the grammar, structure, or order of the elements in a language statement. (Semantics is the meaning of these elements.) Syntax applies to computer languages as well as to natural languages. Usually, we think of syntax as "word order." However, syntax is also achieved in some languages such as Latin by inflectional case endings. In computer languages, syntax can be extremely rigid as in the case of most assembler languages or less rigid in languages that make use of "keyword" parameters that can be stated in any order (Hellspong, 2005).

As can be concluded that from the explanation, syntax refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. It is also can be defines as the grammar, structure, or order of the elements in a language statement such as Object, subject predicative, object predicative, and adverbial (Hasselgård, 2015). Subject (S) is the "doer" of the action as has been quoted from Hasselgård (2015). Subject in the sentence is a word or group of words detonating something that is uttered. The subject may be a noun or any word or a group of words substituting for a noun (Helmie,

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2015). Verb (V) is a word that denotes an action or state of being. It is included a main verb with or without auxiliaries (Helmie, 2015).

Syntactical function is a part of grammar that focuses on relationship of one constituent to another within a syntactic construction. Syntactical function consists of five parts such as subjects, predicates, objects, complements, and adverbials. Direct object (dO) is the sufferer/ result of the action. The direct object of a verb is the thing being acted upon. While according to Nordquist (2019), the direct object of a transitive verb is the person or thing that is affected by the action of the verb. Indirect object (iO) is the beneficiary of the action. An indirect object is an object which is used with a transitive verb to indicate who benefits from an action or gets something as a result. For example, in 'She gave him her address', 'him' is the indirect object [8]. Adverbial (A) is a statement of time, place, or manner. According to Nordquist [11] an adverbial is an individual word (that is, an adverb), a phrase (an adverbial phrase), or a clause (an adverbial clause) that can modify a verb, an adjective, or a complete sentence (Nordquist, 2018). Syntactical function can be concluded as grammar that focuses on syntactic construction.

In language there is what we call language acquisition, it is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language (natural communication) in which speakers is concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition in Krashen (2002), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Farwell, Snow, Catherine, & Ferguson, 1979). The fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a Monitor. In general, utterances are initiated by the acquired system. Our fluency in production is based on what we have picked up through active communication. Our formal knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy, and the use of the Monitor often has this effect. Figure 1 illustrates the interaction of acquisition and learning in adult second language production (Krashen, 2002). Each language has its own set of rules for speaking and writing the language properly, and individuals trying to learn a new language often blur the lines between which set of rules to use. Second language learners also face a certain degree of fear or anxiety about tackling a new language, which can, in turn, affect how easily or how well they acquire a second language. Ann E. Oliveri, a teacher with 30 years of experience teaching English as a second language (ESL), describes second language acquisition as a learning continuum because the person learning a new language (Abreu, 2012).

RESEARCH METHOD

There are two kinds of research problems in this research. The first one is how does the multilingual person get the languages? And the second one what is the similarity among the languages in syntactical function? This research adopts a descriptive qualitative method to analyze and classify the data. Qualitative method is used to gain an understanding of underlying reasons, opinions, and motivations. As known that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places (Crossman, 2018). The researcher found two video of a girl who can speak more than three languages. The researcher chose those videos because they were suitable as what the researcher needed for this research. The multilingual person is a Eurasian girl lives in Australia. This research analyzed how the multilingual person, gets those languages and what is the similarity between those languages in syntactical function.

To complete this study, the writer sought data from two vlog videos presented by a girl who is able to speak more than two languages. The first video is about how she got the languages while the second video is showing her ability in speaking the languages. On the first video, the multilingual person explained how she gets the languages. The video takes 10 minutes 5 seconds, the researcher transcribed only on the parts when the multilingual person explains about how she gets English, Indonesian, Korean. For the second video, the respondent speaks seven languages. The first video has 4 minutes 21 seconds duration but same as what has done to the previous video, the writer only transcribed at some parts that are needed. The writer analyzed the three of language which are: Indonesian, English, and Korean. The researcher analyzed the video by transcribing them.

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After all the data collected, then the next step is analyzing the data. Analyzing data or data analysis is a process of arranging systematically the data which have been obtained. This research analyzed how the multilingual person, gets those languages and what is the similarity between those languages in syntactical function.

RESULTS AND DISCUSSION

How the Multilingual Person Get the Languages

Referring to the data, it can be seen that the multilingual person gets the languages by different ways. For the first language, English, she said that she is fluent in English because she grew up in Australia so her mother tongue is English. She also mentioned that her family speaks English that also influence her ability in speaking. For the second language, Indonesian, as has been mentioned in the finding that she get the language from her school when she was 7 years old. She keeps continue learning Indonesian until at the age of 12. Even she has learnt it with her teacher, she keeps learning the language by travelling and exploring Indonesia. She went to Indonesia for several times and she loves its culture. It can be concluded that she gets the language by learning with purpose. She also enjoys learning Indonesian because she is curious and interested in the culture which makes her motivated to learn more and more about Indonesian. It can be concluded that she is able to speak Indonesian also support by her interest to its culture.

For the third language, Korean, she started to learn Korean by the age on 14. At first, she only liked the drama series from Korea but day by day it makes her often to hear the dialogues in Korean. She became get used to it and wanted to learn how Korean speaks. She learned Korean only with herself, internet, drama series, and some books. Mostly she learned from the drama series. It can be concluded that she learned it by her own. Until four years later, she could watch Korean dramas and understood the conversation on the dramas. It can be concluded from the data that her interest to Korean appeared because of the drama series which motivated her to understand the conversation in the series. Notwithstanding she did not have a teacher for Korean but she got success to learn it by herself at home without pressure and while enjoying her favorite thing, Korean drama. From the discussion above, it can be seen that the multilingual person wanted to learn new languages because she also like the culture that made her excited to learn more the language until she is able to speak it fluently. So in teaching language, the teacher can input the culture from the language they are teaching itself so the student can be excited and easier to get the language because of the comfort and the excitement of its language. It is relevant to the theory proposed by Olusiji (2016) where learning a culture of a target language is important in achieving success in learning the new language.

Similarity among the Languages in Syntactical Function

From three data, in English syntactical function subject is always followed by verb. After that, some verbs are followed by object and some of them are not because from the data object does not always appear in the sentence. It is concluded in the third data which shows no object at all. While for Indonesian syntactical function, it has similarity with English syntactical structure. The similarity is that subject is always followed by verb, after verb, sometimes it is continued by object and sometimes not. It can be seen in the first, second, and third data which shows no object at all. Based on the data from Korean syntactical function, the researcher did not find big similarity between Korean and Indonesian or English syntactical structure. Korean has its own rule where verb, the action words in a sentence that describe what the subject is doing, is placed at the end of the sentence and not beside a subject. On the other hand, in Indonesian syntactical function and English syntactical function, verb always comes after subject.

The writer only found a little similarity among Indonesian syntactical structure, English syntactical structure, and Korean syntactical structure where the placement of adverbial can be in the front, in the middle, or in the last middle, or the last sentence.

CONCLUSIONS

This paper found some conclusions. It is found that the multilingual person gets the language in varied ways. For English, The multilingual person is able to speak English because English is her native language, she acquired it because she lives and grows up in Australia. For the next is the multilingual person is able to speak Indonesian because she learned it at school since the age of 7 until 14. And for

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Korean, the multilingual person is able to speak Korean because she liked Korean dramas that made her interested in learning Korean. She learned Korean by herself at home through the Internet and dramas. There is similarity can be found in syntactical function between Korean with Indonesian or English where adverbial can be place in the front, the subject is always followed by verb. Meanwhile, the position of subject in Korean is not similar to English and Indonesia because in Korean, verb comes in the end of a sentence and not beside the subject.

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