

# Verb Conjugation in Different Languages: A Preliminary Study in Developing German Grammar Book Based Contrastive Analysis

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**Abstract.** The purpose of this study was to investigate the verb conjugation process of German, Bahasa, and English. This study used a contrastive analysis which is one of approaches in applied linguistics. Data consisted of words and sentences in German, Bahasa, and English, and were analyzed descriptively. This article is a preliminary study which aims to do need analysis in developing German grammar book based contrastive analysis approach. Finding shows that there are 4 factors causing verb of a sentence should be conjugated: 1) Verb Conjugation Adjusted with Person as Subject, 2) Verb Conjugation Adjusted with active-passive voice sentence, 3) Verb Conjugation Adjusted with tenses of sentence, 4) Verb Conjugation Adjusted with quantifier factor of sentence subject.

**Keywords:** *Verb Conjugation, Contrastive Analysis, Error Analysis, Applied Linguistics.*

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## **INTRODUCTION**

One of approaches that has been widely studied in the teaching of foreign languages is contrastive analysis which is one of the approaches in applied linguistics. The contrastive analysis approach has been one of the approaches that have been widely studied by previous researchers (Saud, 2019; Aljohani, 2019; Nasution et al., 2019; Mejías, 2019; Khansir & Pakdel, 2019). The Studies focus on comparing the grammar of several languages, the difficulties experienced by foreign language learners, strategies in teaching foreign languages, and the factors that influence foreign language learning. Most of studies using a contrastive analysis approach focus on comparing grammar from foreign languages and the first language of learners (Zhou & Wang, 2019; Spahiu & Spahiu, 2019; Callegaro et al., 2019).

The contrastive analysis approach is closely related to the language error analysis approach, therefore many previous studies integrate these two approaches in teaching foreign languages (Al-Sobhi, 2019; Burhansyah, 2019; Hasmawati, Mantasiah, & Yusri, 2019; Mantasiah et al., 2019). There are two schemes that can be applied in integrating these two approaches. First, contrastive analysis uses language error analysis. Second, the approach to analyzing language errors uses a contrastive analysis approach. In the first scheme, the results of contrastive analysis can find out the potential mistakes made by learners. In the second scheme, an analysis of language errors is carried out at the beginning, and to find out the cause of the error, a contrastive analysis is carried out.

This research is a preliminary study with the ultimate goal of developing German grammar textbooks for Indonesian learners. To develop the book, a needs analysis is needed related to the differences between the two languages and the potential errors that can be experienced by learners. This can make it easier for students to understand German grammar than to explain the grammar directly without using a contrastive analysis approach (Mantasiah et al., 2019; Mantasiah, Yusri, & Jufri, 2018). This study also compares English with German and Indonesian, because English is one of the foreign languages that also tends to be mastered by Indonesian learners. This is one of the innovations in developing grammar textbooks using a contrastive analysis approach, because it not only compares the first language with the foreign language learned, but also compares with other foreign languages mastered by learners. It aims to make it easier for learners related to the concept of grammar being learned. Therefore, learners not only learn the grammatical process, but also learn the main concepts of the grammar.

## **RESEARCH METHOD**

This study uses a contrastive analysis approach by comparing the process of conjugating verbs in 3 different languages (German, English and Indonesian). The research data consisted of verbs and sentences from the three languages that were the object of research. The researcher acts as a source of data that is the researcher determines words and makes his own sentences which are used as research data. To verify research data, native speakers are involved to check the validity of the sentences that have been made by researchers.

Data were analyzed using a qualitative descriptive approach. There are 3 stages carried out in data analysis 1) presentation of data. Each verb conjugation process for each language is explained separately 2) data classification. The purpose of contrastive analysis is to classify the similarities and differences of several languages. 3) drawing conclusions. The last stage is to provide conclusions based on data that has been classified. The

conclusion in question is what potential errors can be made by German learners based on the results of contrastive analysis of the three languages.

## FINDING AND DISCUSSION

There are several factors that require a verb in a sentence to be conjugated including 1) the verb is adjusted to the person acting as the subject of the sentence, 2) the verb is conjugated due to changes in sentence type from active sentence to passive or vice versa, 3) the verb is experiencing conjugation adjusted time or tenses of the sentence, 4) verbs adjusted to the singular / plural state of the subject of the sentence. Following is the process of conjugating each language in terms of these four factors.

### Verb Conjugation in German

#### 1. The verb is adjusted to the person acting as the subject of the sentence

The verbs in German are divided into 2 namely *starke verben* (irregular verbs) and *swache verben* (irregular verbs). In the following table, there are 3 verb data that constitute *swache verben*, and also 3 verbs of *starke verben*.

**Table 1.** German Verb Conjugation Adjusted with Person as Subject

| Main Verb                | Lernen<br>(Study) | Spielen<br>(Play) | Kaufen<br>(Buy) | Trinken<br>(Drink) | Schlafen<br>(Sleep) | Sehen<br>(See) |
|--------------------------|-------------------|-------------------|-----------------|--------------------|---------------------|----------------|
| Ich (I)                  | Lerne             | Spiele            | Kaufe           | Trinke             | Schlafe             | Sehe           |
| Du (You)                 | Lernst            | Spielst           | Kaufst          | Trinkst            | Schläfst            | Siehst         |
| Er/Sie/Es<br>(He/She/it) | Lernt             | Spielt            | Kauft           | Trinkt             | Schläft             | Sieht          |
| Wir (We)                 | Lernen            | Spielen           | Kaufen          | Trinken            | Schlafen            | Sehen          |
| Ihr (You)                | Lernt             | Spielt            | Kauft           | Trinkt             | Schlaft             | Seht           |
| Sie/sie (They)           | Lernen            | Spielen           | Kaufen          | Trinken            | Schlafen            | Sehen          |

The data shows that almost all subjects cause conjugations with verbs, except *Wir* (we) and *Sie /sie* (they), both in regular verb data (*Lernen*, *Spielen*, *Kaufen*) and irregular verb data (*Trinken*, *Schlafen*, *Sehen*).

#### 2. The verb is conjugated due to changes in sentence type

One of the distinguishing features of German with English and Indonesian is related to the process of changing active sentences into passive sentences, where in the German passive sentence, the verb is located at the end of the sentence. There are 5 types of active and passive sentences in German that are used as data to show the process of verb conjugation adjusted to the type of sentence:

**Table 2.** German Verb Conjugation Adjusted with Kind of Sentence

| No | Kind of Sentence | Example of Sentences   |
|----|------------------|--|
| 1  | Active           | <i>Ich kaufe ein Kilo Ei im Supermarkt</i><br>(I buy a kilo of eggs at the supermarket)                      |
|    | Passive          | <i>Ein Kilo Ei wird von mir im Supermarkt gekauft</i><br>(A Kilo of Eggs is bought by me at the supermarket) |
| 2  | Active           | <i>Sie lesen das Buch</i><br>(She reads a book)  |
|    | Passive          | <i>Das Buch wird von Ihnen gelesen</i><br>(The book is read by her)  |
| 3  | Active           | <i>Meine Mutter schneidet die Zwiebel</i><br>(My mother slices onions)                                       |
|    | Passive          | <i>Die Zwiebel wird von meiner Mutter geschnitten</i><br>(The Onions are sliced by my mother)                |
| 4  | Active           | <i>Mein Vater liest die Zeitung</i><br>(My Father is read a newspaper)                                       |
|    | Passive          | <i>Die Zeitung wird von meinem Vater gelesen</i><br>(The newspaper is read by my father)                     |
| 5  | Active           | <i>Die Krankenschwester hilft dem Arzt</i><br>(The Nurse helps doctor)                                       |
|    | Passive          | <i>Der Arzt wird von der Krankenschwester geholfen</i><br>(The doctor is helped by the nurse)                |

The data shows that in converting an active sentence to a passive sentence, the verb in that sentence is turned into a verb three (Partizip Perfekt). In addition, there is an auxiliary verb "werden" which must also be conjugated with the subject of the sentence. Thus, the conjugation is not only the main verb, but also the auxiliary verb in the sentence.

### 3. The Conjugation Process is adapted to Tenses (Time)

There are several types of tenses in German such as Präsens, Präteritum, Perfekt, and plusquamperfect. In table 3, it can be seen the process of verb conjugation caused by changes in tenses of a sentence. Table 3 shows that there are 4 types of tenses in German that were the data in this study, it can be seen that the four tenses have different verb conjugations. In addition, the tenses of perfekt and Plusquamperfekt besides the verb undergo conjugation but there is the addition of the auxiliary verb "haben".

**Table 3.** German Verb Conjugation Adjusted with Tenses

| <b>No</b> | <b>Tenses</b>   | <b>Example of Sentence</b>   |
|-----------|-----------------|--|
| <b>1</b>  | Präsen          | <i>Ich lese ein Buch</i><br>(I read a book)  |
|           | Präteritum      | <i>Ich las ein Buch</i><br>(I read a book)   |
|           | Perfekt         | <i>Ich habe ein Buch gelesen</i><br>(I read a book)  |
|           | Plusquamperfekt | <i>Ich hatte ein Buch gelesen</i><br>(I read a book)   |
| <b>2</b>  | Präsen          | <i>Sie lernen Englisch und Deutsch</i><br>(They study English and German Language)           |
|           | Präteritum      | <i>Sie lernten Englisch und Deutsch</i><br>(They studied English and German Language)        |
|           | Perfekt         | <i>Sie haben Englisch und Deutsch gelernt</i><br>(They studied English and German Language)  |
|           | Plusquamperfekt | <i>Sie hatten Englisch und Deutsch gelernt</i><br>(They studied English and German Language) |
| <b>3</b>  | Präsen          | <i>Er trinkt den Orangensaft</i><br>(He drinks orange juice)                                 |
|           | Präteritum      | <i>Er trank den Orangensaft</i><br>(He drank orange juice)                                   |
|           | Perfekt         | <i>Er hat den Orangensaft getrunken</i><br>(He drank orange juice)                           |
|           | Plusquamperfekt | <i>Er hatte den Orangensaft getrunken</i><br>(He drank orange juice)                         |
| <b>4</b>  | Präsen          | <i>Sie kocht eine Suppe</i><br>(She cooks a bowl of soup)                                    |
|           | Präteritum      | <i>Sie kochte eine Suppe</i><br>(She cooked a bowl of soup)                                  |
|           | Perfekt         | <i>Sie hat eine Suppe gekocht</i><br>(She cooked a bowl of soup)                             |
|           | Plusquamperfekt | <i>Sie hatte eine Suppe gekocht</i><br>(She cooks a bowl of soup)                            |
| <b>5</b>  | Präsen          | <i>Wir hören das Musik</i><br>(We listen a music)  |
|           | Präteritum      | <i>Wir hörten das Musik</i><br>(We listened a music)   |
|           | Perfekt         | <i>Wir haben das Musik gehört</i><br>(We listened a music)                                   |
|           | Plusquamperfekt | <i>Wir hatten das Musik gehört</i><br>(We listened a music)                                  |

#### 4. Verb Conjugation Adjusted with Quantifiers

In German there are several types of quantifiers, but in this study, there are 3 examples of quantifiers that are used as research data.

**Table 4.** Verb Conjugation Adjusted with Quantifiers

| No | Kind of Quantifiers | Example of Sentence   |
|----|---------------------|---|
| 1  | A<br>(Ein(e))       | <i>Ein Mann sieht die Katze</i><br>(A man sees a cat)   |
|    | some<br>(Mehrere)   | <i>Mehrere Männer sehen die Katze</i><br>(Some men see a cat)   |
|    | many<br>(Viele)     | <i>Viele Männer sehen die Katze</i><br>(Many men see a cat)   |
| 2  | A<br>(Ein(e))       | <i>Ein Schüler versucht Deutsch zu sprechen</i><br>(A student tries to speak German Language)                                   |
|    | some<br>(Mehrere)   | <i>Mehrere Schüler versuchen Deutsch zu sprechen</i><br>(some students try to speak German Language)                            |
|    | many<br>(Viele)     | <i>Viele Schüler versuchen Deutsch zu sprechen</i><br>(Many students try to speak German Language)                              |
| 3  | A<br>(Ein(e))       | <i>Ein Kind kauft ein Geschenk für seine Mutter</i><br>(A child buys a gift for his mother)                                     |
|    | some<br>(Mehrere)   | <i>Mehrere Kinder kaufen ein Geschenk für ihre Mutter</i><br>(Some children buy a gift for their mothers)                       |
|    | many<br>(Viele)     | <i>Viele Kinder kaufen ein Geschenk für ihre Mutter</i><br>(many children buy a gift for their mothers)                         |
| 4  | A<br>(Ein(e))       | <i>Eine Ärztin macht eine Forschung in einem Krankenhaus</i><br>(a doctor conducts a research in a hospital)                    |
|    | some<br>(Mehrere)   | <i>Mehrere Ärztinnen machen eine Forschung in einem Krankenhaus</i><br>(some doctors conduct a research in a hospital)          |
|    | many<br>(Viele)     | <i>Viele Ärztinnen machen eine Forschung in einem Krankenhaus</i><br>(many doctors conduct a research in a hospital)            |
| 5  | A<br>(Ein(e))       | <i>Ein Student geht nicht zur Uni wegen der Krankheit</i><br>(a student is not going to the campus because of sick)             |
|    | some<br>(Mehrere)   | <i>Mehrere Studenten gehen nicht zur Uni wegen der Krankheit</i><br>(some students are not going to the campus because of sick) |
|    | many<br>(Viele)     | <i>Viele Studenten gehen nicht zur Uni wegen der Krankheit</i><br>(Many students are not going to the campus because of sick)   |

Table 4 shows that the singular subject marked by the quantifier "ein / eine" which means one or someone with present tenses makes the verb conjugate. But not on a plural subject that is marked by "mehrere" and "viele" quantifiers.

### Verb Conjugation in English

#### 1. The verb is adjusted to the person acting as the subject of the sentence

There are 6 kind of verbs used as data to show the process of verb conjugation that is adjusted to the person who acts as the subject of the sentence

**Table 5.** English Verb Conjugation Adjusted with Person as Subject

| Subjek    | Examples of Verb |        |         |         |       |       |
|-----------|------------------|--------|---------|---------|-------|-------|
|           | Read             | Write  | Catch   | Watch   | Cry   | Fly   |
| I         | Read             | Write  | Catch   | Watch   | Cry   | Fly   |
| You       | Read             | Write  | Catch   | Watch   | Cry   | Fly   |
| She/He/it | Reads            | Writes | Catches | Watches | Cries | Flies |
| We        | Read             | Write  | Catch   | Watch   | Cry   | Fly   |
| They      | Read             | Write  | Catch   | Watch   | Cry   | Fly   |

In English, the person who acts as the subject in a sentence can influence the verb conjugation in the sentence. However, this does not apply to all subjects, but specifically to third-person singular subjects. The process of conjugating verbs for third-person singles can be seen in the table 5, namely by adding -s and -es affixation.

#### 2. The conjugation process is adapted to the type of sentence

There are 5 kind of sentences used as data to show the process of verb conjugation that is adjusted to the type of sentence:

**Table 6.** English Verb Conjugation Adjusted with Kind of Sentence

| No | Kind of Sentence | Example of Sentence                                  | Verb Conjugation |
|----|------------------|--|------------------|
| 1  | Active           | He writes a novel                                    | Writes – Written |
|    | Passive          | a novel is written by him                            |                  |
| 2  | Active           | She cooks a traditional food                         | Cooks- Cooked    |
|    | Passive          | A traditional food is cooked by her                  |                  |
| 3  | Active           | I buy a sophisticated handphone in Jakarta           | Buy- Bought      |
|    | Passive          | A sophisticated handphone is bought by me in Jakarta |                  |
| 4  | Active           | We make a birthday cake                              | Make- Made       |
|    | Passive          | A birthday cake is made by us                        |                  |
| 5  | Active           | Robert reads a love poetry                           | Reads- Read      |
|    | Passive          | A love poetry is read by Robert                      |                  |

Table 6 shows that to convert an active sentence to a passive sentence the verb of that sentence will be conjugated from verb 1 to verb 3, and this applies to all subjects.

### 3. The process of conjugation is adjusted to tenses

The type of tenses used in a sentence influences the conjugation process. There are 5 kind of sentences used as research data, and there are 5 types of tenses that are used as examples to show the process of verb conjugation.

**Table 7.** English Verb Conjugation Adjusted with Tenses

| No | Tenses             | Example of Sentence                           | Verb Conjugation |
|----|--------------------|---|------------------|
| 1  | Simple Present     | I visit my uncle in Bandung                   | Visit- Visit     |
|    | Simple Past        | I visited my uncle in Bandung                 | Visit – Visited  |
|    | Simple Future      | I will visit my uncle in Bandung              | Visit – Visit    |
|    | Present Continuous | I am visiting my uncle in Bandung             | Visit- Visiting  |
|    | Present Perfect    | I have visited my uncle in Bandung            | Visit-Visited    |
| 2  | Simple Present     | She writes a novel reflecting her self        | Write- Writes    |
|    | Simple Past        | She wrote a novel reflecting her self         | Write- Wrote     |
|    | Simple Future      | She will write a novel reflecting her self    | Write- Write     |
|    | Present Continuous | She is writing a novel reflecting her self    | Write- Writing   |
|    | Present Perfect    | She has written a novel reflecting her self   | Write- Written   |
| 3  | Simple Present     | You cook a chinese food                       | Cook- Cook       |
|    | Simple Past        | You cooked a chinese food                     | Cook- cooked     |
|    | Simple Future      | You will cook a chinese food                  | Cook - cook      |
|    | Present Continuous | You are cooking a chinese food                | Cook- cooking    |
|    | Present Perfect    | You have cooked a chinese food                | Cook- cooked     |
| 4  | Simple Present     | They study English in University              | Study- study     |
|    | Simple Past        | They studied English in University            | Study- studied   |
|    | Simple Future      | They will study English in University         | Study- study     |
|    | Present Continuous | They are studying English in University       | Study- studying  |
|    | Present Perfect    | They have studied English in University       | Study- studied   |
| 5  | Simple Present     | We watch one of famous films in Cinema        | Watch-watch      |
|    | Simple Past        | We watched one of famous films in Cinema      | Watch-watched    |
|    | Simple Future      | We will watch one of famous films in Cinema   | Watch-watch      |
|    | Present Continuous | We are watching one of famous films in Cinema | Watch-watching   |
|    | Present Perfect    | We have watched one of famous films in Cinema | Watch-watched    |

Table 7 shows that not all tenses cause the verb conjugation process. In tenses "simple future", the verb does not experience conjugation, but there is the addition of an auxiliary verb in the form of "will". Whereas in simple present tenses, verbs will be conjugated if the subject of the sentence is a third-person singular as explained earlier. In addition, for the other three tenses, the verb is conjugated. For example, in simple past, Verb 1 changes to verb 2, in simple present continuous verb 1 changes to verb-ing and there is an addition to be, and in simple present perfect verb 1 changes to verb 3, and there is the addition of auxiliary verbs in the form of have / has.

#### 4. The Conjugation Process due to Quantifiers

In English there are several types of quantifiers, but in this study, there are 3 examples of quantifiers that are used as research data.

**Table 8.** English Verb Conjugation Adjusted with Quantifiers

| No | Kind of Quantifier | Examples of Sentence                             |
|----|--------------------|--|
| 1  | A                  | a girl eats one of cakes cooked by my mom        |
|    | Some               | Some girls eat cakes cooked by my mom            |
|    | Many               | Many girls eat cakes cooked by my mom            |
| 2  | A                  | A student studies in school library              |
|    | Some               | Some students study in school library            |
|    | Many               | Many students study in school library            |
| 3  | A                  | A child goes to hospital to check his self       |
|    | Some               | Some children go to hospital to check their self |
|    | Many               | Many children go to hospital to check their self |
| 4  | A                  | A police reads a newspaper                       |
|    | Some               | Some polices read newspapers                     |
|    | Many               | Many polices read newspapers                     |
| 5  | A                  | A film got reward as the best film               |
|    | Some               | Some films got reward as the best films          |
|    | Many               | Man films got reward as the best films           |

As explained earlier that the subject can affect the verb conjugation process of a sentence. Research data shows that singular subjects that are marked by the quantifier "a" with simple present tenses make verbs conjugate with affixes -s and es-. But not on a plural subject. This is consistent with previous data that, subjects with third-person singles require verbs to be conjugated.

#### Verb Conjugation in Bahasa

##### 1. The Conjugation Process is adapted to Person as the Subject

There are 6 kind of verbs that are used as data to indicate whether there is a process of conjugating verbs that are adjusted to the person who acts as the subject of a sentence as found in Bahasa

**Table 9.** Bahasa Verb Conjugation Adjusted with Person

| Subject         | Examples of Verb |                  |                  |                    |                     |                   |
|-----------------|------------------|------------------|------------------|--------------------|---------------------|-------------------|
|                 | Makan<br>(eat)   | Minum<br>(Drink) | Tidur<br>(Sleep) | Belajar<br>(Study) | Bernyanyi<br>(Sing) | Memasak<br>(Cook) |
| Saya (I)        | Makan            | Minum            | Tidur            | Belajar            | Bernyanyi           | Memasak           |
| Kami (we)       | Makan            | Minum            | Tidur            | Belajar            | Bernyanyi           | Memasak           |
| Dia (He,She,it) | Makan            | Minum            | Tidur            | Belajar            | Bernyanyi           | Memasak           |
| Kita (We)       | Makan            | Minum            | Tidur            | Belajar            | Bernyanyi           | Memasak           |
| Mereka (They)   | Makan            | Minum            | Tidur            | Belajar            | Bernyanyi           | Memasak           |

Unlike English, in Indonesian, verbs do not experience conjugation even though the subject is a third person. The data shows that the subject type of a sentence does not affect the process of verb conjugation in a sentence.

## 2. The conjugation process is adapted to the type of sentence

There are 5 kind of active and passive sentences used as data to show the process of verb conjugation that is adjusted to the type of sentence:

**Table 10.** Verb Conjugation Adjusted with Kind of Sentence

| No | Kind of Sentence | Example of Sentence   | Verb Conjugation     |
|----|------------------|---|----------------------|
| 1  | Active           | Dia menulis sebuah novel<br>(He writes a novel)   | Menulis -<br>Ditulis |
|    | Passive          | Sebuah novel ditulis oleh dia<br>(a novel is written by him)  |                      |
| 2  | Active           | Dia memasak sebuah makanan tradisional<br>(She cooks a traditional food)                                | Memasak-<br>Dimasak  |
|    | Passive          | Sebuah makanan tradisional dimasak oleh dia<br>(A traditional food is cooked by her)                    |                      |
| 3  | Active           | Saya membeli sebuah HP canggih di Jakarta<br>(I buy a sophisticated handphone in Jakarta)               | Membeli-<br>Dibeli   |
|    | Passive          | Sebuah HP canggih dibeli oleh saya di Jakarta<br>(A sophisticated handphone is bought by me in Jakarta) |                      |
| 4  | Active           | Kami membuat sebuah kue ulangtahun<br>(We make a birthday cake)   | Membuat-<br>Dibuat   |
|    | Passive          | Sebuah kue ulang tahun dibuat oleh kami<br>(A birthday cake is made by us)                              |                      |
| 5  | Active           | Robert membaca sebuah puisi<br>(Robert reads a love poetry)   | Membaca-<br>Dibaca   |
|    | Passive          | Sebuah puisi dibaca oleh Robert<br>(A love poetry is read by Robert)                                    |                      |

Table 10 shows that changing the sentence type from active to passive sentences requires verb conjugation. For example, "membaca" becomes "dibaca". This is similar to the data shown in English.

### 3. The conjugation process is adapted to tenses

In some languages, the type of tenses used in a sentence affects the conjugation process. However, this does not happen in Indonesian, for more details can be seen in table 11:

**Table 11.** *Bahasa Verb Conjugation Adjusted with Tenses*

| No | Tenses             | Kind of Sentence  |
|----|--------------------|---|
| 1  | Simple Present     | Saya mengunjungi Paman saya di Bandung<br>(I visit my uncle in Bandung)   |
|    | Simple Past        | Saya telah mengunjungi Paman saya di Bandung<br>(I visited my uncle in Bandung)                                   |
|    | Simple Future      | Saya akan mengunjungi Paman saya di Bandung<br>(I will visit my uncle in Bandung)                                 |
|    | Present Continuous | Saya sedang mengunjungi Paman saya di Bandung<br>(I am visiting my uncle in Bandung)                              |
| 2  | Simple Present     | Dia menulis sebuah novel yang menceritakan dirinya sendiri<br>(She writes a novel reflecting her self)            |
|    | Simple Past        | Dia telah menulis sebuah novel yang menceritakan dirinya sendiri<br>(She wrote a novel reflecting her self)       |
|    | Simple Future      | Dia akan menulis sebuah novel yang menceritakan dirinya sendiri<br>(She will write a novel reflecting her self)   |
|    | Present Continuous | Dia sedang menulis sebuah novel yang menceritakan dirinya sendiri<br>(She is writing a novel reflecting her self) |
| 3  | Simple Present     | Kamu memasak sebuah makanan cina<br>(You cook a chinese food)   |
|    | Simple Past        | Kamu telah memasak sebuah makanan cina<br>(You cooked a chinese food)   |
|    | Simple Future      | Kamu akan memasak sebuah makanan cina<br>(You will cook a chinese food)   |
|    | Present Continuous | Kamu sedang memasak sebuah makanan cina<br>(You are cooking a chinese food)                                       |

Unlike German and English, the type of tenses used does not change the verb tenses. The data in table 11 shows that of the 4 different tenses, the main verb in each

sentence did not change. However, the tense markers in a sentence are marked with the addition of words such as “sedang”, “telah”, and “akan”.

#### 4. Conjugation Adjusted with Quantifiers

In German and English, quantifiers become one of the factors that require verbs to be conjugated. But this is not found in Indonesian, as in the following table:

**Table 12.** Verb Conjugation Adjusted with Quantifiers

| No | Penanda<br>Singular/Plural | Example of Sentence   |
|----|----------------------------|---|
| 1  | Sebuah/<br>seorang<br>(a)  | Seorang gadis memakan kue yang dibuat oleh ibu saya<br>(a girl eats cakes made by my mom)                               |
|    | Beberapa<br>(Some)         | Beberapa gadis memakan kue yang dibuat oleh ibu saya<br>(Some girls eat cakes made by my mom)                           |
|    | Banyak<br>(Many)           | Banyak gadis memakan kue yang dibuat oleh ibu saya<br>(Many girls eat cakes made by my mom)                             |
| 2  | Sebuah/<br>seorang<br>(a)  | Seorang siswa belajar di perpustakaan sekolah<br>(A student studies in school library)                                  |
|    | Beberapa<br>(Some)         | Beberapa siswa belajar di perpustakaan sekolah<br>(Some students study in school library)                               |
|    | Banyak<br>(Many)           | Banyak siswa belajar di perpustakaan sekolah<br>(Many students study in school library)                                 |
| 3  | Sebuah/<br>seorang<br>(a)  | Seorang anak pergi ke rumah sakit untuk memeriksakan dirinya<br>(A child goes to hospital to check his self)            |
|    | Beberapa<br>(Some)         | Beberapa anak pergi ke rumah sakit untuk memeriksakan diri mereka<br>(Some children go to hospital to check their self) |
|    | Banyak<br>(Many)           | Banyak anak pergi ke rumah sakit untuk memeriksakan diri mereka<br>(Many children go to hospital to check their self)   |

Table 12 shows that verbs do not experience conjugation even though the subject is a third person, so it can be concluded that the number of subjects from one sentence or the quantifiers does not affect the verb conjugation process of the sentence. This can be seen in the table 12 which shows that there is no change in verbs even with different subject quantifiers.

#### Similarities and Differences in the Process of Conjugating Verbs in English, German and Indonesian

Based on the research data described previously, it can be formulated differences and similarities of the three languages by using semantic feature analysis. For more details, can be seen in table 13.

**Table 13.** Contrastive Analysis of the Verb Conjugation Process

| No | Factors Causing Process Conjugation                         | German Language | English | Bahasa |
|----|---|-----------------|---------|--------|
| 1  | The Conjugation Process is adapted to Person as the Subject | +               | +       | -      |
| 2  | The conjugation process is adapted to kind of sentence      | +               | +       | +      |
| 3  | The conjugation process is adapted to tenses                | +               | +       | -      |
| 4  | Conjugation Adjusted with Quantifiers                       | +               | +       | -      |

Table 13 shows that the conjugation process of German and English verbs is more productive than Indonesian. Verbs in Indonesian experience conjugation when active sentences are converted into passive sentences and vice versa. Apart from these factors, verbs in Indonesian do not undergo a conjugation process. English and German have similarities in conjugation of verbs as in table 13.

## CONCLUSION

The results of this study indicate that there are 4 factors that cause the verbs of a sentence to be conjugated, including: 1) conjugations adapted to the type of sentence subject, 2) conjugations that are adapted to active-passive sentences, 3) conjugations adjusted to the tenses of the sentence, 4) the conjugation caused by the numeral factor of the subject of the sentence. English and German have similarities in terms of conjugation caused by these four factors. Unlike the case with the two languages, verbs conjugate in Indonesian only because the process of changing active-passive sentences. The subject matter of sentences, tenses, and numeral factors of the subject are not factors that make the verbs of a sentence conjugate.

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