DEMONSTRATIVES IN ENGLISH AND MUNA LANGUAGES:
A COMPARATIVE STUDY

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Abstract

This study aims at describing demonstrative in Muna language and compared with English demonstrative through contrastive analysis. Description of demonstrative scopes similarities and differences in both languages, focused on language rules or grammatical system. The research is inspired by the existence of several forms of demonstratives in Muna language whose rules are different from English demonstratives. Results of the study hopefully can be used as a reference by Munanese students to...
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comprehend English language rules, especially the use of demonstratives to minimize interference as the impact of their mother tongue, Muna language. The research is designed qualitatively where in data collection and data analysis are applied descriptively method. Data of Muna language are collected in Muna language community, whereas data in English are taken from library sources. The analysis of data uses comparative technique; firstly, demonstratives exist in Muna language are identified, classified, analyzed, and described according to characteristics and language use phenomenon; secondly, the results of analysis and description of Muna language demonstratives are compared with English demonstratives to find the similarities and differences. Through the analysis and the description, demonstratives forms in Muna language consist of aini 'this', aitu 'that', atatu 'that', awatu 'that', amaitu 'that', awaghaitu 'that', and anagha 'that'. The using of these forms based on the distance of the referred object, far or near from the speaker and viewed from topography, the referred object is at higher or lower places from the speaker's position. They are rather different from English demonstratives that consist of this, that, these, and those which are used based on numeral, singular or plural; besides the distance of the referred object, near or far from the speaker.

Key words: demonstratives, comparative study, interference, and Muna language

INTRODUCTION

Every language has a universal aspect besides the unique ones. The universal aspects are language elements which exist in all languages in the world such as parts of speech, whereas the unique aspects concern grammatical rule which is different from one language to the others.

The universal and unique aspects in every language enable people compare two or more different languages, aims at finding out the differences and similarities through comparative study. Generally, the results of comparative study is useful to foreign language learning to help students to minimize interference, it is a serious trouble occurs in foreign language learning. Interference is the effect of mother tongue that strongly influence foreign language learners on their production of the language they are learning. It will inevitably occur in any situation where someone has not yet mastered in the foreign language they are learning.

Munanese students who learn English as foreign language absolutely can not avoid interference. It occurs naturally since they are influenced by their mother tongue, Muna language. Potential interference mostly occurs on English rules since they are not mastered yet on English grammar. It is a serious trouble when they produce English, in speaking and writing. This phenomenon is caused by educational system in Indonesia, English is learned formally when students entering junior high school, it is not learned since in elementary school or in kindergarten. Consequently, students are hard to have good competence in lexical, grammatical, and pragmatic in English.

Many linguists are sure that interference in using foreign language can be minimized and be avoided. They realize the language rules of mother tongue strongly obstacle someone to comprehend foreign language. Due to this condition, a comparison study between mother tongue and foreign language rules is the most important one contributes to minimize and to avoid interference. To foreign language learners, by
knowing the difference and the similarities of two or more different languages in certain aspect, at least they are able to release themselves from unnecessary mistake. However, contrastive analysis plays important role in the creation of language awareness (Mair, 2005: 21-22).

This study compares English and Muna language as a mother tongue of Munanese students who are learning English as a foreign language. Object of the study is demonstrative. It is a part of speech that quite productive in language use both orally and written. The frequency of using demonstrative in speaking and writing is quite high since it is used to point out or to refer noun and pronoun. On the other hand, noun and pronoun are the most important parts of speech because they place subject and object of sentences. Sentence requires the presence of subject as obligatory element, meanwhile subject is always placed by noun or pronoun. Thereby the presence of demonstrative in sentences is quite frequently such as noun and pronoun.

English and Muna languages are two different families; Muna language as a mother tongue of Munanese is an Austronesian, whereas English as the international language is an Indo-European family. Grammatical rules of demonstrative both languages are surely different.

This study is a comparative one, aims at describing demonstrative rules in Muna language, then compared with English demonstrative. The study is targeted to find out the differences and the similarity of demonstrative rules in both languages. Keraf (1996:34) asserts what is done in comparative study is not only to investigate many differences, but also the similarities. Results of the study are hopefully can contributes to prevent and to overcome interference mistake in using English demonstrative by Munanese students. Lekova (2010: 320) argues that comparative linguistic through contrastive analysis is the basic way for overcoming interference mistakes, it is a corrective strategy for dealing with interference in studying foreign languages with the aim of improving the quality of language knowledge and language competence.

THEORETICAL REVIEW

Demonstrative

According to Wikipedia, the free Encyclopedia, demonstrative are often deictic words, indicates which entities the speaker refers to and distinguishes those entities from others; it is employed for spatial deixis, where the meaning is dependent on something other than the relative physical location of the speaker (http://en.wikipedia.org/wiki/demonstrative). Simply, demonstratives are language units usually used by a speaker to point out or to mark specifically a thing or object or people.

Bryson (1990:63-64) states the primary function of demonstrative is to provide spatial references of concrete objects that (building), this (table), and the secondary function is referring to items of discourse. For example: This sentence is short. In this example, this sentence refers to the sentence being spoken, and the pronoun this refers to what is about to be spoken.

Demonstrative in English presents in free constituent that stand separately from other language units in a sentence. As the free constituent, it has own morphological forms and lexical meaning. Generally, demonstrative in English is devided into two kinds: demonstrative adjective and demonstrative pronoun. The first one, demonstrative adjective functions as a modifier of noun or pronoun. Noun phrases of this house and
that temple use demonstrative this and that which function to give explanation or information about noun (house and temple) concerns their position, near from the speaker (house) and rather far from the speaker (temple). This and that in the phrases of this house and that temple can be replaced by adjectives new and old, become new house and old temple. Thereby characteristics of demonstrative adjective are function as noun or pronoun modifier and replaced by adjective in certain phrase.

The second one, demonstrative pronoun functions as reference and deictic (Quirk: 1989: 217). In sentence Of all the books, I preferred this one, demonstrative pronoun this functions as anaphoric reference. In sentences That’s my friend, Charlie and Those are soldiers, but these are civil servants, demonstrative that, those, and these function as deictics or pointing to certain objects. Then, in sentence This is what I mean, demonstrative this functions as discourse reference.

Although English demonstrative adjective and demonstrative pronoun are identical, they can be distinguished simply by paying attention to their existence in certain phrase or sentence. Since demonstrative adjective qualifies a noun or pronoun, it always presents in front of noun or pronoun. But demonstrative pronoun does not. In sentence That sounds like thunder, demonstrative that is a pronoun; but in sentence That sound is very strong, demonstrative that is an adjective because qualifies sound, presents before sound. In the first sentence, demonstrative that can be substituted by noun or pronoun, Lion sounds like thunder. In the second sentence, demonstrative that can not be substituted by noun or pronoun, but adjective; New sound is very strong. So, demonstrative adjective is substituted by certain adjective, but demonstrative pronoun is substituted by certain noun or pronoun.

Similarly in English, demonstrative in Muna language is also a free constituent and consists of demonstrative adjective and demonstrative pronoun. In sentence Amaintu lambuku ‘that is my house’, amaitu ‘that’ is demonstrative pronoun; but in sentence Lambu amaitu nogholie isaku ‘that house was bought by my brother’, amaitu ‘that’ is demonstrative adjective.

Comparative Study

Comparative study is a synchronic linguistic study to investigate similarities and differences of certain aspects in two or more different languages or dialects through a contrastive analysis to obtain principle thing that can be applied in practical problem such as teaching and translating (Keraf, 1984: 34 and Kridalaksana, 2008: 12). Comparative study according to Richard (1979: 19) is a real contribution of Linguistic to language teaching particularly foreign language teaching. The comparative study inventories areas of difficulties faced by foreign language learners and be teachers attention to devote their special care and emphasize in their teaching to overcome and to avoid predicted errors.

The results of comparative study however are important to the foreign language teachers in predicting their students’ mistakes and errors. In particular, students can profit from a direct comparison of their native language with the foreign language they learn since they are ennoyed by interference as the most significant problem (Johanssons, 2007:59).

Interference

Lexically, interference means something disturbing or annoying (Shadily and Echols, 1997: 372). The disturbing or annoying takes place in using foreign languages (example English language) as the impact or influence of mother tongue. The interference phenomenon is usually happens unpurposely since the language user does not know if he has a mistake in using a foreign language. Bhela (1999: 30) states the learners have used some L1 (mother tongue) structures to produce appropriate responses in L2 (second/foreign language), producing semantically acceptable texts. Subsequently, the
learners have also used L1 structures interchangeably with L2 structures, producing inappropriate L2 responses, indicating an interference of L1 on L2.

The interference can take place at all levels of the linguistic systems, in phonology, morphology, syntax, semantics, pragmatics, and lexicicon. The most common interference errors in English are found in categories of word order, word choice, word forms, S/V agreement, tense choice and consistency, article usage, and preposition usage (Bety, 2009; Azhar, 2007; and Michael, 2004).

According to Kridalaksana (1993: 84), interference occurs at bilingualism; a mistake in using language caused by the system of mother tongue is applied in other language that is being learned. The interference is varied based on the medium, style, variation, and context which are used by the bilingualist. The interference does not happen in a group, but it is individually. Therefore, the probability or the frequency of interference occurs to the language user is not the same from one to another. The frequency of interference done by a certain language user is closely related to his mastery on the language system, especially the his foreign language. However, lower competence and mastery on language being learned, higher frequency to make mistake in using the language.

Purwati (2011: 154) reports that based on the students write texts, from 142 errors made by High School students in their writing, 64.5% was developmental error, 28.1% was interlingual error, and the rest, 7.7%, was other errors. The interlingual errors were mostly in the noun phrase and simple past tense. Another reports were issued by Purnama (2014: 121) on students' errors in using English passive voice. He reports that students errors in using English passive voice mostly in the category of misformation of passive voice and passive order. He argues the source of the students' errors is the interference of their first language which is called an interlingual error. Besides that, the students are more familiar with the active voice better than the passive one, and they like to use passive voice in their writing.

Chastain (1976: 42) argues that errors in using foreign language are both as results from the mother tongue and as results of incomplete interim grammar of the learner. Error in foreign/second language learning would occur at this point at which the language system were dissimilar. The solution is a systemic analysis of languages followed by prescription of pattern drill to overcome the first language habit.

METHODOLOGY

This research is designed qualitatively; data are analyzed descriptively, means the writer does not involve himself tendency such as subjective interpretation in analyzing process. The discussion is based on natural phenomena or natural characteristics of the data (Ratna, 2004: 46-47).

Method of the study is a comparative one. Due to this method, the writer compares the forms and linguistic rules of demonstrative in Muna language and in English. Data of the study are grouped into primary and secondary, the primary data are demonstrative in Muna language and the secondary ones are demonstrative in English. The primary data are collected in Muna language speech community in Muna Regency, Watopute District; whereas the secondary data are taken from library sources.

In collecting the primary data, the writer uses observation, interview, noting, elicitation, and introspection techniques. The observation technique is done by
investigating and observing Muna language use by Munanese people that focused on demonstratives. Furtherly the writer met several native speakers of Muna language as informants to ask them some questions concerns the using of demonstrative in sentences. The questions submitted to the informants had been prepared previously. The informants were chosen based on criterias: (1) Munanese people who use Muna language in daily social interaction, (2) have educational background at least high school, (3) have normal speech organs, (4) be cooperatively, and (5) never stay away from Munanese society for more than 20 years. The number of informants is not limited, they will be taken according to the need in the field of study.

The technique of noting is implemented by writing several relevant data found by the writer when he interacted in Munanese society. As a native speaker of Muna language, the writer interacted actively in Munanese society by using Muna language during data collection. Many relevant data appear immediately in the social interaction, and they were written in data card to avoid the lost of important data. However, it is necessary to do validation on the achieved data to make sure they are correct. For this purpose, the writer uses elicitation and introspection. Elicitation technique is done by asking native speakers of Muna language to make sure the achieved data from certain informants are correct, whereas introspection technique done by using the writer's competence to make evaluation on the achieved data. As the native speaker, the writer has lexical, grammatical, and pragmatic competence on Muna language. Chomsky (1957) asserts that a native speaker of certain language has lexical, grammatical, and pragmatic competence.

In analyzing the achieved data, the writer employs contrastive analysis technique to find similarities and differences of demonstrative in English and Muna languages. Kridalaksana (1984: 12) asserts that contrastive analysis in a comparative study is a synchronic method to analyze linguistic aspects in two or more languages or dialects to find the similarities and differences.

The analysis follows the steps: (1) identify and classify demonstrative forms in English, (2) identify and classify demonstrative forms in Muna language, (3) make a list of English demonstratives usage in morphologic and syntactic level, (4) make a list of Muna language demonstrative usage in morphologic and syntactic level, (5) identify the functions and roles of demonstrative in Muna language, (6) describe linguistic rules of demonstrative in Muna language, and (7) describe the similarities and differences of linguistic rules of demonstrative in English and Muna languages.

ANALYSIS AND DISCUSSION
Demonstrative in Muna Language

Demonstrative in Muna language classified by type, there are two: (1) demonstrative pronoun and (2) demonstrative adjective. The first one functions as a reference, but the last one functions as a deictic. The first one is substituted by certain pronoun or noun since it acts as pronoun, but the last one is substituted by adjective. In sentences, demonstrative pronoun generally places before noun, but demonstrative adjective presents after noun. Pay attention to the table below

<table>
<thead>
<tr>
<th>Type of Demonstrative</th>
<th>Functions</th>
<th>Place</th>
<th>Substitution Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrative Pronoun</td>
<td>Reference</td>
<td>Before noun</td>
<td>Noun/Pronoun</td>
</tr>
<tr>
<td>Demonstrative Adjective</td>
<td>Deictic</td>
<td>After noun</td>
<td>Adjective</td>
</tr>
</tbody>
</table>
Examples:
1. Aini lambu Laude
   This house Laude
   “This is Laude’s house”
2. Lambu aini nobhala
   House this 3: S large
   “This house is large”

In sentence 1, aini ‘this’ is demonstrative pronoun, functions as reference of lambu Laude ‘Laude’s house’, it presents before noun of lambu Laude, it can be substituted by interrogative pronoun nehamai ‘where’ becomes Nehamai lambu Laude? ‘Where is Laude’s house?’ Demonstrative aini ‘this’ in sentence 2 presents behind or after lambu ‘house’, functions as a deictic because appoints to noun of lambu ‘house’, and can be substituted by certain adjective, example: Lambu ngkodau nobhala ‘the old house is large’ where aini is substituted by adjective of ngkodau ‘old’.

Classified by forms, there are seven demonstratives in Muna language, they are: (1) aini ‘this’, (2) aitu ‘that’, (3) amaitu ‘that’, (4) atatu ‘that’, (5) awatu ‘that’, (6) awaghaitu ‘that’ and (7) anagha ‘that’. Related to their functions as references or deictic of certain object, their usage depend on two aspects: distance of object, near or far from the speaker/listener and based on topography of the object, at a lower or higher place than the speaker’s and listener’s. The usage of the seven demonstratives are as follows:

1. Aini ‘this’, the object is near or close to the speaker, or touched by the speaker. It is possibly near or far from the listener. The object might be seen or not by the listener.
2. Aitu ‘that’, the object is rather far from the speaker, but it is near from the listener; it might be or not seen by the speaker, but can be seen by the listener.
3. Amaitu ‘that’, the object is rather far from both the speaker and the listener, but both of them can see the object.
4. Atatu ‘that’, the object is far from both the speaker and the listener, but both of them can see the object. The position of the object is higher than the speaker’s and the listener’s.
5. Awatu ‘that’, the object is far from both the speaker and the listener, but they still can see it. The position of the object is lower than the speaker’s and the listener’s.
6. Awaghaitu ‘that’, the object is very far from the speaker and the listener, can not be seen any more, but it is well recognized because it had been seen previously.
7. Anagha ‘that’, the object is abstract thing that exists in imagination only, or it is far away from the speaker and the listener. It is used in a dialogue only. Pay attention to the following table.

<table>
<thead>
<tr>
<th>Forms of Demonstrative</th>
<th>Object Distance</th>
<th>Object Visualization</th>
<th>Object Topography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aini ‘that’</td>
<td>Near/close to, or touched by speaker, possibly far or near from listener</td>
<td>Surely can be seen by speaker, might be seen or not by listener</td>
<td>same position with the speaker’s</td>
</tr>
<tr>
<td>Aitu ‘that’</td>
<td>rather far from the speaker, but it is near from the listener</td>
<td>might be or not seen by speaker, but can be seen by listener</td>
<td>same with the listener’s</td>
</tr>
<tr>
<td>Amaitu ‘that’</td>
<td>rather far from both the speaker and listener,</td>
<td>can be see by both the speaker and listener</td>
<td>same position with the speaker’s and listener’s</td>
</tr>
<tr>
<td>Atatu ‘that’</td>
<td>far from both the speaker</td>
<td>can be seen by both the speaker and listener</td>
<td>higher than the speaker’s</td>
</tr>
</tbody>
</table>
and listener
Awatu ‘that’ far from both the speaker and listener
Speaker and listener can be seen by both the speaker and listener lower than the speaker’s and listener’s places out of concerned
Awaghaitu ‘that’ far from the speaker and listener
Speaker and listener can not be seen by speaker and listener, but the object is recognized well because they had seen previously abstract, exists in imagination and used in dialog only out of concerned
Anagha ‘that’ far away from the speaker and listener
Anagha ‘that’ far away from the speaker and listener
Anagha ‘that’ far away from the speaker and listener

Pay attention to these sentences:

1. **Anahi aini pisaku**
   "This child is my cousin"

2. **Aitu karambau negholiku indewi**
   "That buffalo I bought yesterday"

3. **Kabhongka amaitu nondo dorabue**
   "That road is still being made"

4. **Kaghati atatu nohoroane kawea te lani**
   "That kite is flew by the wind on the sky"

5. **Buea awatu notembae polisi**
   "That crocodile was shot by a policeman"

6. **Kamokula awaghaitu o bhisa**
   "That old man/woman is a lunatic"

7. **Anagha malaikati Jibaraili**
   "That angel is namely Jibril"

Demonstrative *aini* ‘this’ in sentence 1 above refers to *anahi* ‘child’ who is close to or near from speaker, or may be held by the speaker. Surely between *anahi* ‘child’ and the speaker exist at the same height of location. Position of *anahi* ‘child’ is possibly near or far from listener and might be or not seen by the listener.

Demonstrative *aitu* ‘that’ in sentence 2 refers to *karambau* ‘buffalo’ that rather far from speaker, but near from listener. Automatically the listener can see or may be touches *karambau* ‘buffalo’, but to the speaker there are two possibilities, firstly he/she can see *karambau* ‘buffalo’ and secondly he/she can not see it as the impact of sentence situation where the speaker and listener interact not face to face but through certain medium, for example through telephone. The position of *karambau* ‘buffalo’ when the sentence is uttered is the same height to listener’s. If we pay attention carefully to the using of demonstratives of *aini* ‘this’ and *aitu* ‘that’, they are contrarily each other.

In sentence 3, demonstrative *amaitu* ‘that’ refers to *kabhongka* ‘road’ that is rather far from speaker and listener, but they still can see it. Viewed from topography, *kabhongka* ‘road’ is not higher or lower than the place where the speaker and listener stand. It is different form sentence 4 where *kaghati* ‘kite’ refered by demonstrative *atatu* ‘that’ is higher than the place where the speaker and the listener are standing. *Kaghati* ‘kite’ in sentence 4 is surely far from both the speaker and the listener but they still can see it. The place of *kaghati* ‘kite’ in this case is over them.
Different from *atatu* ‘that’ in sentence 4, demonstrative *awatu* ‘that’ in sentence 5 refers to *buea* ‘crocodile’ at lower place than the speaker’s and listener’s position. *Buea* ‘crocodile’ might be in a river or valley, so the position of the speaker and the listener are higher than the crocodile’s. When the sentence is uttered, *buea* ‘crocodile’ is still can be seen. So demonstrative *awatu* ‘that’ is the opposite of *atatu* ‘that’ in use.

Demonstrative *awaghaitu* ‘that’ in sentence 6 refers to *kamokula* ‘old man/woman’ who had been met previously by the speaker and the listener. When the sentence is spoken, *kamokula* ‘old man/woman’ is not surrounding them, they can not see any more but they can identify the old man, they know him/her through their experience.

The last one, demonstrative *anagha* ‘that’ in sentence 7 refers to abstract object *malaikati* ‘angel’. The object exists in imagination only. Demonstrative *anagha* ‘that’ can be used to refer a concrete object but exists in a discourse only. Example: *Galu nepuloghookumo anagha ogholie indefie*? ‘The garden you talk about, when did you buy? *Galu* ‘garden’ in this sentence is talked by the speaker and the listener, where the listener can not identify it since it is only exist in conversation.

**English Demonstrative vs Muna Language Demonstrative Similarities**

Both in English and Muna language, demonstrative consist of two types: demonstrative pronoun and demonstrative adjective. Syntactically, demonstrative pronoun in both languages is characterized by its function as a reference of certain object or of a discourse and its constituent can be substituted by pronoun or noun. Pay attention to the sentences:

1. *Kosibharie boku, aini nemasighooku*
   - all book this 3:S prefer 1:S
   - ‘Of all the books, I preferred this one’
2. *Aini nepuloghookumo*
   - This 3:S mean 1:S
   - ‘This is what I mean’

In sentence 1 above, *aini* in Muna sentence and demonstrative *this* in English sentence function as anaphoric reference of *boku* ‘books’. But in sentence 2, *aini* in Muna language and demonstrative *this* in English function as discourse reference. Demonstrative *aini* in sentences 1 and 2 can be substituted by pronoun or noun, for example by *bokuno Soekarno* ‘Soekarno’s book’, so the sentence becomes (1) *Kosibharie boku, bokuno Soekarno nemasighooku* ‘Of all the books, I preferred Soekarno’s book’ and (2) *Bokuno Soekarno nepuloghooku* ‘Soekarno’s book is what I mean’. In both English sentences above, demonstrative *this* also can be replaced by certain pronoun or noun. For example in sentence 1 is replaced by Shakespeare’s, then the sentence becomes *Of all books, I preferred Shakespeare’s one*; and demonstrative *this* in English sentence 2 is replaced by Charlie’s story, the sentence becomes *Charlie’s story is what I mean*.

Demonstrative adjective both in English and in Muna language functions as a deictic of certain object or thing. It is a determiner and can be substituted by certain adjective in a phrase or sentence. Example: *Bhangka awatu nohelamo* ‘That boat stars sailing’. Demonstrative *awatu* and *that* in both sentences functions as determiner of *bhangka* ‘boat’. It modifies noun in this case *bhangka* ‘boat’ exists in rather far distance from speaker and listener.

Demonstrative adjective in English and in Muna language usually presents in a phrase constituent, it is hard to find demonstrative in a form of single word unit without being accompanied by noun or pronoun. It is relates to demonstrative’s function as noun modifier. For examples: *boku aitu* ‘that book’, *lambu aini* ‘this house’, *galu aini* ‘this garden’, *daoa amaitu* ‘that market’. These phases contain demonstratives *aini* ‘this’, *aitu* ‘that’, and *amaitu* ‘that’. Demonstrative *aini* ‘this’ in the phrases of *lambu aini* ‘this house’ and *galu aini* ‘this garden’ functions to point out nouns of *lambu* ‘house’ and *galu* ‘garden’ which are near or close to the speaker. On the other hand,
demonstrative *aitu* 'that' and *amaitu* 'that' in the phrases of *boku aitu* 'that book' and *daaa amaitu* 'that supermarket' functions to point out the nouns of *boku* 'book' and *daaa* 'market' which are rather far from the speaker.

The only way of demonstrative both in Muna language and in English exists without the presence of noun or pronoun is in a form of answer or reply a question. If there is a question for example: *Medano hae nemasighoomu?* 'Which one do you like?' The answer can be *ainie* 'this one'. As a reply of question where demonstrative stand alone, the forms of demonstrative of Muna language presents with noun agent *e*. Constituent of *ainie* consists of demonstrative *aini* 'this' and noun agent *e*. The phenomenon of two different language elements exist in one constituent is one of Muna language's characteristics related to its syntactic type as a morphosyntax language (Berg, 1989). In English, demonstrative without noun or pronoun as a reply or answer of question also presents with noun agent but the agent stands separately from the constituent of demonstrative, *this one*.

Differences

Classified by forms, there are four demonstratives in English: (1) *this*, *that*, *these*, and *those*. Different from seven demonstratives in Muna language which their usage is based on distance (near or far from the speaker and the listener) and based on topography (at lower or higher places from the speaker's and the listener's), the four demonstratives in English is used based on distance and number, singular or plural object. Demonstrative *this* is used to refer a near object from the speaker, that possibly is near or far from the listener; *that* is used to refer a certain object or thing which is rather far from the speaker, possibly is near or far from the listener; *these* is a plural form of *this* (the referred object is plural); and *those* is a plural form of *that*.

The position of demonstrative as a determiner in Muna language is behind or after the object or thing, whereas in English presents in front of or before the object or thing. In the phrases of *kalambe aitu* 'that girl', *galu atatu* 'that garden', and *anahi aini* 'this child', demonstratives *aitu, atatu, and aini* presents after the objects of *kalambe, galu, and anahi*. But in the English phrases, demonstrative *that* in the phrases of *that girl* and *that garden*, also demonstrative *this* in *this child* present before the objects of *girl, garden, and child*.

CONCLUSION

1. The similarities of demonstrative in English and in Muna language are:
   a. Classified by types, there are two kinds of demonstrative in the both languages, demonstrative adjective and demonstrative pronoun.
   b. Demonstrative adjective both in English and in Muna language functions as a deictic determiner, whereas demonstrative pronoun functions as a reference, anaphor or discourse references.

2. The differences of English and Muna language demonstratives are:
   a. Classified by forms, demonstratives in Muna language is more productive than in English, there are seven demonstratives in Muna language, they are: (1) *aini* 'this', (2) *aitu* 'that', (3) *amaitu* 'that', (4) *atatu* 'that', (5) *awatu* 'that', (6) *awaghaitu* 'that', and (7) *anagha* 'that'. In English, demonstrative consists of four only, (1) *this*, (2) *that*, (3) *these*, and (4) *those*.
   b. The system how to use the seven demonstratives in Muna language is based on two aspects: (1) object distance from the speaker and the listener, near or far; and (2).
c. the topography of the referred or pointed out object, lower or higher than the speaker's and the listener's places. On the other hand, the system how to use the four English demonstratives is based on (1) object distance from the speaker and the listener, near or far; and (2) number of the referred or pointed out object, singular or plural.

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