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Textual Analysis of Power of the Government of Indonesia and Aceh in the Helsinki MoU

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Abstract

Ethno-national conflict in Aceh struggling for independence from the Unitary State of the Republic of Indonesia was waged for almost three decades since 1976. The military approach taken by the Government of Indonesia (GOI) for years was unable to bring the conflict to an end. Since then, conflict resolution through diplomatic mechanism was initiated by involving third party mediator. The massive natural disasters, earthquake and the tsunami that hit the region in December 2004 prior to the peace agreement between Government of Indonesia and GAM (Free Aceh Movement). The parties committed to agree the memorandum of understanding which known as Helsinki MoU. This research questions whose party more powerful is, Government of Indonesia or Aceh. The question can be answered by using Critical Discourse Analysis as a tool. The linguistics instruments can show power which is dominated or not by one of the parties. Based on the findings in this study, it is confirmed that no one from two parties is more powerful than another. It is shown that the power between GOI and GAM is balanced. In other words, based on the analysis of MOU Helsinki, their position is adequate.

Keywords: Discourse analysis, Helsinki MOU, power

Introduction

Ethnic Conflict in Aceh that wants independence from the Government of the Republic of Indonesia has been going on for decades, precisely since 1976. The military approach has been used by the Government of Indonesia to solve this problem, but in fact the existing conflicts are increasingly tapering and far from resolving. Gerakan Aceh Merdeka (GAM/Free Aceh Movement) is an organization that has a goal for Aceh freedom from the Republic of Indonesia. GAM was led by Hasan di Tiro who had lived in Sweden for almost three decades and was Swedish. Hasan Tiro was the son of the birthplace of Aceh (Tiro Village, Pidie) on September 25, 1925 and died in Banda Aceh, June 3, 2010.

The conflict that has caused thousands of civilian victims to start trying to be resolved diplomatically after the era of the fall of President Soeharto. Negotiations that used third parties as mediators were carried out in 2000 and 2002, which resulted in a ceasefire between the two parties, but the agreement did not last long. A devastating natural disaster in the form of an earthquake followed by a tsunami devastated Aceh in December 2004, where the disaster had been resulting in casualties hundreds of thousands of people accompanied by infrastructure damage that reached billions of rupiah. The disaster eventually led to the awareness of various conflicting parties that without peace and a conducive atmosphere, it was impossible to rebuild Aceh, given the magnitude of the damage caused by the natural disaster. This is what underlies the return of negotiations between GAM and the Indonesian Government.

On February 27, 2005, GAM and the Indonesian government began the negotiation phase in Vantaa, Finland. Former Finnish President Marti Ahtisaari acts as a facilitator. On July 17, 2005, after 25 days of negotiations, the Indonesian negotiating team succeeded in

reaching a peace agreement with GAM in Vantaa, Helsinki, Finland. Agreements were reached to end the conflict peacefully in the Memorandum of Understanding (MoU) between the Government of Indonesia and GAM signed in Helsinki on 15 August 2005.

The Indonesian Government and the Free Aceh Movement affirm their commitment to resolve the conflict in Aceh respectfully for all parties, with a peaceful, comprehensive and sustainable solution. The parties are determined to create conditions so that the governance of the Acehnese people can be realized through a democratic and fair process within the unitary state and the constitution of the Republic of Indonesia. The parties are very confident that only a peaceful resolution of the conflict will enable the reconstruction of Aceh after the tsunami on December 26, 2004 to achieve progress and success. The parties involved in the conflict are determined to build mutual trust. This Memorandum of Understanding details the contents of the agreement reached and the principles that will guide the transformation process.

Among the important points was that the Indonesian government would help facilitate the formation of local political parties in Aceh and grant amnesty to members GAM. The signing of the peace process is then monitored by a team called the Aceh Monitoring Mission (AMM) which consists of five ASEAN countries and several countries that are members of the European Union.

Literature Review

Critical Discourse Analysis

Critical Discourse Analysis (CDA) is an understanding of discourse that is not merely positioned merely as the object of language study, which is an understanding of traditional linguistics, but in the context of language as a tool used for certain purposes and practices, including the practice of ideology.

Quoting the statement from Fairclough which states that (1995: 2), "CDA is consolidated here as a 'three-dimensional' framework where the aim is to map three separates forms of analysis of discourse practice (spoken or writer) language text, analysis of discourse practice (processes of text production, distribution and consumption) and analysis of discursive events as instances of sociocultural practice", it can be analysed that CDA as a tangible three-dimensional framework in three forms of analysis formed through language texts, discourse practices, and sociocultural practices.

Fairclough Critical Discourse Analysis

Fairclough sees critical discourse analysis as a "three-dimensional" framework that brings together three different analyzes, namely: textual analysis, analysis of discourse practices (the process of production, distribution, and consumption of the text), and analysis of sociocultural practices. In textual analysis, the things studied are how the structure of the text, processes, and vocabulary are used to bring up certain representations. In the practice of discourse, what is examined is how the process of production, distribution, and consumption of the text. While in the analysis of sociocultural practices, the things studied are dimensions that relate to contexts outside the text, such as situation, institution, and social. In this paper, the author only focuses the form of power raised between GAM and Indonesian Government in the Helsinki MOU through textual analysis.

Text Dimension

Text analysis includes analysis of vocabulary, semantics or meaning, structure and also the smallest elements of each sentence. Fairclough states that, "the analysis of texts covers traditional forms of linguistic analysis-analysis of vocabulary, semantics, the grammar of

sentences and smaller units, and the sound of system (phonology) and writing system. But it also includes the analysis of textual organizations above the sentence, including ways to connect together ('cohesion'), and things like organization of turn-taking in interviews or the overall structure of a newspaper article "(1995: 57).

Power of Attorney

Discourse in the form of text is not seen as something natural, and neutral, but it is a form of struggle for power. Fairclough (1995: 1) states that "the power is conceptualized between participants in discourse events, and in terms of capacity to control how texts are henceforth the shapes of texts in sociocultural particular contexts."

Identity

The identity of the Indonesian Government in the Helsinki MoU is an official representation of the Unitary State of the Republic of Indonesia, in other words the Indonesian Government is seen as something that is integrated with the Negara Kesatuan Republik Indonesia/NKRI (Unitary States of Government of Indonesia). Aceh's identity in this MoU is represented by the Aceh Government (Legislative), Acehnese People, and GAM. While Indonesian Government is only represented by Government of Indonesia. Fairclough stated that "language use is always simultaneous constitutive of (i) social identities, (ii) social relations, and (iii) systems of knowledge and belief-though with different degrees of salience in different cases (1995: 131)."

Results and Discussion

The Memorandum of Understanding (Helsinki MOU) between the Government of Indonesia and GAM consists of 6 topics/ themes namely: Implementation of Government in Aceh, Human Rights, Amnesty and Reintegration into Communities, Security Arrangement, Establishment of the Aceh Monitoring Mission, and Settlement of Disputes. Each theme of the text produces sub-themes which are details of each problem raised. The prominent actors from the sentences raised are Aceh (Aceh Government), the Government of Indonesia, GAM, the Acehnese People and the AMM (Aceh Monitoring Mission. AMM is a team formed based on an agreement between the Government of the Republic of Indonesia and GAM (Free Aceh Movement) signed in Helsinki, Finland on 15 August 2005 and on duty starting 15 September.

From the preamble of MoU, it is obvious that both parties have been concerned with the humanitarian aspect of the Acehnese after the disaster of the earthquake and tsunami. Kingsbury stated that the peace agreement in Aceh strongly triggered by the disaster of the tsunami which grounded the conflicting parties to the moral base. The shortcoming of the Indonesian government to cope with the disaster and the suffering of Acehnese from armed conflict and the tsunami is a great concern of both parties. (Kingsbury, 2007 in Ulya, 2014).

One thing can be observed is the opening sentence of the MOU, in which the subject relates to Government of Indonesia and GAM.

(1) "The government of Indonesia (GoI) and the free Aceh Movement (GAM) confirm their commitment to a peaceful, comprehensive and sustainable solution to the conflict in Aceh with dignity for all. The parties commit themselves to creating conditions within which the government of the Acehnese people can be manifested through a fair and democratic process within the unitary state and constitution of the republic of Indonesia. The parties are deeply convinced that only the peaceful

settlement of the conflict will enable the rebuilding of Aceh after the tsunami disaster on 26 December 2004 to progress and succeed”.

Both actors have the same role and this is characterized by the existence of "and" conjunctions that function as enhancers of information, without giving more power to one party. The form of power can also be seen in the selection of words such as verb *commit* and noun *commitments* (the words used are still in the opening of this MOU). These words are inherent and binding on both parties, both the Government of Indonesia and GAM, for example in the following sentence:

(2) *The parties commit themselves to ...*

(3) *The parties to the conflict commit themselves to ...*

It can be said that the power of both parties is balanced. Henceforth let's look at the power that is in the sentences listed in each article.

Article 1:

Implementation of Government in Aceh with a sub-theme containing the Law on the Implementation of Government in Aceh, Participation in Politics, Economics and Legislation.

In this article, which emphasizes the administration of government in Aceh, the prominent subject is Aceh. The interesting thing is, for almost every sentence, the subject complements appeared refer to the actor which is the Government of Indonesia. The examples of the sentences are:

(4) *”Aceh will exercise authority within all sectors of public affairs, which will be administered in ..., except in the fields of foreign affairs, external defence, ... which belong to the Government of the Republic of Indonesia in conformity with the Constitution.*

(5) *“International agreements entered into by the Government of Indonesia which relate to matters of special interest to Aceh will be entered into in consultation with and with the consent of legislature of Aceh.*

In the fifth sentence, the actor raised is the Indonesian Government, but it turns out that the Indonesian Government does not have full power to act, because there must still be an agreement from Aceh Legislature. In this article with the sub-theme of the Law concerning the Implementation of Government in Aceh, there is only one sentence which states the full authority of Aceh, namely in sentence (6) "Aceh has the right to use regional symbols including a flag, a crest, and a hymn. Balanced power is raised in the legislation sub-theme, although the prominent subject is Aceh, but the Government of Indonesia is also represented as a power balancer, seen in (7) “An independent and impartial court system, including a court of appeals, will be established for Aceh within the judicial system of the Republic of Indonesia.”

Article 2:

Human Rights. In this article, more power is given to Aceh with the commitment of the Indonesian Government to comply with the United Nations International Convention on civil and political rights regarding economic, social and cultural rights. In addition, other sentences are made in a passive form so that the actor is not considered important.

Article 3:

Amnesty and Reintegration into the Community. In this article, a balanced power between the Government of Indonesia and Aceh appears in a sentence that shows the equality

between the two, such as the Government of Indonesia will give amnesty to all people involved in GAM activities. On the other hand, GAM members who still use weapons after the signing will be considered as violations and can result in the cancellation of amnesty.

Article 4:

Security arrangements. In this section, balanced power is quite clear from some statements regarding the Government of Indonesia and GAM, (8) *All parties will end up signing the MOU*, (9) *GAM undertakes to demobilize all of its 3000 military troops*, (10) *Government of Indonesia will withdraw all elements of non-organic police forces from Aceh*.

Article 5:

Establishment of the Aceh Monitoring Mission (AMM). The role of the AMM as a third party agreed upon by the two parties as monitoring institutions is sufficiently highlighted in this section. It starts with an explanation and tasks specifically specified regarding the resolution of the conflict which places the Government of Indonesia and Aceh to the same degree, so that there is no more power from both sides. The sentence (11) shows that *"An Aceh Monitoring Mission (AMM) will be established by the European Union and the ASEAN contributing countries with mandate to monitor the implementation of the parties in Memorandum of Understanding."*

Article 6:

Settlement of disputes. Balanced power is proven again in this article, in which case the resolution of the dispute will be resolved by the Head of Mission Monitoring through deliberations with the parties and all parties provide the required information as soon as possible. If no agreement is reached there will be a settlement by inviting senior representatives from each party. This statement shows the absence of certain parties, both the Indonesian and Aceh Governments whose interests are prioritized or given more power.

Conclusion

Based on textual analysis that refers to the prominence of actors, lexical/diction choices and sentence structure in the Helsinki MOU, it can be stated that the power that emerged between the Government of Indonesia and Aceh is quite balanced so that no party is more dominant than the others. It is expected that agreements that have been negotiated upon by both parties can be carried out so as to create peace on in Aceh. Even in textual analysis, the power of both parties analyzed has no domination, but for real political perspective, it can be said that by giving more independence chance to Aceh, the Government of Indonesia has unity benefit because Aceh can be maintained as part of the Unitary State of the Republic of Indonesia (NKRI). For political agreement, this condition gives power to Indonesia as a country and it gives creates value to Indonesian to the world. The unity can muffle the internal conflict which can be imitated by the same cases in different region in Indonesia and also the world.

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Javanese Varieties in Pringsewu Regency and Their Origins

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Abstract

It has been an interesting discussion on how certain language is spoken in the area far from its center. This paper is aimed at describing the Javanese language varieties in Pringsewu regency of Lampung province, locating the area where these varieties are spoken, and revealing the history why these varieties appear in the areas. By employing dialectology study using isogloss bundles and dialectometry, it was found that in the 18 Javanese observation locations (OL), the Javanese varieties are mostly indicated by both lexical and sound variation, and these varieties are classified in less than 30% lexical difference. There are some areas using Banyumas dialect with its distinctive features and also varieties that reflect standard Javanese. The Javanese varieties in this area are spoken as the first language by the informants. The varieties are derived from the migrants coming several parts in Java Island with different periods and motifs of arrival.

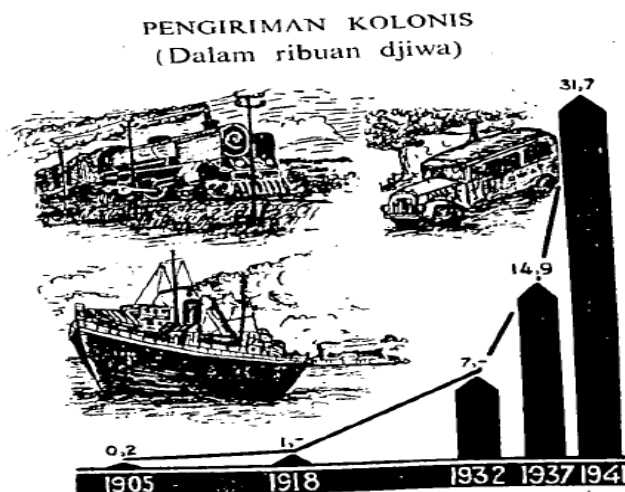
Keywords: Dialectology, Javanese, history, variation

Introduction

Javanese is a language that are dominantly spoken by people inhabiting Java Island where the island becomes the center of the language as well. Due to the dynamic life of its speakers, Javanese language is spread to wider areas following where the Javanese people migrate. Ethnologue (2018) has noted that in 2011 the number of Javanese speakers reaches 95,200,000 spreading across Central Java province, Yogyakarta Province, East Java Province, Lampung province and some areas in Borneo, and even reaching across nation border in Suriname and Caledonia. These data show that the existence of Javanese is remarkable since until now this language is fluently spoken though has been brought since long time ago in different areas across the globe. Thus, it is not surprising that this language stays in the 13th position of the most spoken language in the world according to SIL (Summer Institute of Linguistics and in 1st in Indonesia (Lauder, 2007).

In the era when Dutch ruled Java, Java Island was considered overpopulated that would lead to social and economical problems. Thus, transmigration was initiated by Dutch under *ethiesche politiek* (education, transmigration and irrigation). Many of Javanese were brought to other Dutch colonies such as in Suriname in 1890, New Caledonia around 20th century (Wedhawati, 2006) they were sent to be labor in plantation. Not only brought to other countries, Javanese people were also sent to other islands within Indonesia. This program is called *Kolonisasi* or migrating people as a measure solving overpopulation. One of the targeted areas is Gedongtataan region in Lampung Province.

The transmigration program in Gedongtataan was expanded to the neighboring areas, one of them headed to the west to Pringsewu area. Therefore, it is predicted that there are many Javanese people living there in Pringsewu. The name "Pringsewu" also indicates Javanese influence. *Pring* is the Javanese word for bamboo, meanwhile *Sewu* means thousand. This name according to toponymy perspective is derived from the first area where Javanese convert bamboo forest into residential area.



Picture 1. The illustration of transmigrants' deployment

Due to great number of Javanese people in this area, this research aims to investigate Javanese language distribution and the varieties. The investigation on where the Javanese language is spoken in this area and how the varieties look like are considered important for the language mapping program that later can have pedagogical and social implication. The dialectology research on Javanese varieties has even been conducted in provincial scale by Zawarnis (2009). However, the areas that have been map are only two out of 133 villages in Pringsewu. Therefore, this research could significantly portray the brighter and wider map of the Javanese variation in this area.

Method

This research employed both qualitative and quantitative method. The qualitative method was used to describe the lexical and phonological variation of Javanese language meanwhile the quantitative method was used to measure the distance of variation between two neighboring lects or varieties. This research was conducted in Pringsewu Regency in Lampung Province, Indonesia. Pringsewu is one of 15 regencies in Lampung, and it consists of 131 administrative villages (BPS Pringsewu, 2015). These villages are distributed in 9 sub districts namely Kecamatan Pagelaran, Kecamatan Pagelaran Utara, Kecamatan Pringsewu, Kecamatan Ambarawa, Kecamatan Pardasuka, Kecamatan Sukoharjo, Kecamatan Banyumas, Kecamatan Adiluwih, dan Kecamatan Gadingrejo. Geographically, this land-locked region is located at 104°48' - 105°08' Eastern Longitude 5°12' - 5°33' Southern Latitude. It is low land area with large paddy plantation, as well as coffee and pepper. Demographically, Pringsewu is inhabited by 383,101 residents based on the demographic census in 2014.

For the specific area to observe, there were 18 Javanese villages were selected as the observation location (OL). The villages were chosen based on even distribution and the old-village consideration. These 18 villages are listed in the following table.

No	Subdistrict	Number of Village	Name of Village
1	Pagelaran	3	Desa Bumiratu, Desa Candiretno, Desa Pujiharjo.
2	Pagelaran Utara	2	Desa Margosari, Desa Giri Tunggal.
3	Pringsewu	2	Desa Waluyojati, Desa Bumi Arum.
4	Pardasuka	0	(Mostly Lampung-speaking areas)
5	Ambarawa	2	Desa Kresnomulyo, Desa Ambarawa.

6	Sukoharjo	2	Desa Pandansari, Desa Keputran,
7	Adiluwih	2	Desa Adiluwih, Desa Totokerto,
8	Gadingrejo	4	Desa Wonodadi, Desa Mataram, Desa Wates, Desa Gadingrejo Timur
9	Banyumas	1	Desa Banyuwangi
Total		18	

Table 1. Observation Location

To investigate what language are spoken, the dialectology study was conducted. Dialectology is the study to describe language variation in particular area (Chambers and Trudgill, 2007). In this context, the variation refers to geographical variation, not social variation. This field research was conducted through interview and observation. The instrument of this research was adopted from *Kuesioner Kosakata Swadesh dan Kata Budaya Dasar* from *Kementerian Pendidikan Nasional* or Ministry of National Education (2013). The questionnaire consists of three parts. The first is village profile, the second part is the informant's profile, and the third part is the wordlist. Swadesh list consisting of 200 words was taken. Swadesh list consists of basic words believed to be exist in any language in the world and it is common to be used for language variation research. Furthermore, for the informant, the criteria are 1) Born in the village of OL, 2) fluent to speak Javanese, 3) has maximum senior high school degree. One informant in each Observation Location was selected, so there are 18 informants in total.

To measure the degree or distance of variation between neighboring lects, dialectometry analysis by Seguy was used. It is the measurement of dialect differences, i.e linguistic differences whose distribution is determined primarily by geography (Nerbonne and Kretzschmar, 2003) and range of dialectometry result by Lauder (1990 in Ayatrohaedi, 2002) was applied. The following is the formula to calculate dialectometry as proposed by Seguy.

$$\frac{s \times 100}{n} = d \%$$

The *s* in the formula refers to the number of lexical difference between two areas meanwhile *n* refers to the number of words listed as the instrument, and *d* is the dialectometry or the degree of difference represented in percentage. The ranges of percentage of dialectometry are as follows: >70% means both lects are different in language, 51-70% means both lects are different in dialect, 41-50% means different in subdialect, and 31-40% means different in speech, and <30% is considered not different in lect.

Findings and Discussion

Dialectometry Calculation

The observation locations (OL) are spread from the west to the east as well as from the north to the south. The dialectometry calculation showed that the dialectometry ranges from 4% - 14% for lexical differences, which means that the Javanese areas have low lexical differences and they are classified as similar language/no different language lexically. It means that among the varieties, they are still mutually intelligible. The following table is the detail percentages of each Observation Location (OL) pair.

OL Pair	D	%
Wonodadi — GadingrejoTimur	18	9.0 %
Wonodadi — Wates	18	9.0 %
Wonodadi — Ambarawa	15	7.5 %
Gadingrejo Timur — Srikaton	12	6.0 %

OL Pair	D	%
Wates — Keputran	17	8.5 %
Wates — Bumiarum	19	9.5 %
Ambarawa — Waluyojati	19	9.5 %
Ambarawa — Kresnomulyo	8	4.0 %

Gadingrejo Timur -Pandansari	16	8.0 %	Bumiarum — Waluyojadi	16	8.0 %
Gadingrejo Timur - Mataram	19	9.5 %	Bumiarum — Pamenang	14	7.0 %
Gadingrejo Timur — Wates	12	6.0 %	Waluyojadi — Kresnomulyo	9	4.5 %
Srikaton — Totokarto	8	4.0 %	Waluyojadi — Pamenang	15	7.5 %
Srikaton — Pandansari	20	10.0 %	Waluyojadi — Candiretno	13	6.5 %
Srikaton — Margosari	14	7.0 %	Kresnomulyo — Candiretno	10	5.0 %
Totokarto — Pandansari	18	9.0 %	Kresnomulyo — Pujiharjo	8	4.0 %
Totokarto — Keputran	18	9.0 %	Pamenang — Candiretno	14	7.0 %
Pandansari — Mataram	28	14.0 %	Pamenang — Pujiharjo	17	8.5 %
Pandansari — Keputran	24	12.0 %	Candiretno — Pujiharjo	12	6.0 %
Mataram — Wates	21	10.5 %	Banyuwangi — Giritunggal	16	8.0 %
Mataram — Keputran	21	10.5 %	Banyuwangi — Margosari	15	7.5 %
Wates — Ambarawa	20	10.0 %	Giritunggal — Margosari	8	4.0 %

Table 2. Dialectometry of Each OL Pair

Among 200 words in Swadesh list, the highest degree of differences occurred between Desa Mataram and Desa Pandansari, which is 28 lexicon or 14%, meanwhile the lowest lexical differences are in Giri Tunggal – Margosari and Kresnomulyo – Ambarawa, which are 4% or 8 words difference. It means that from 200 words of Swadesh, there are around 172 – 192 words that are similarly used by the Javanese speakers in this 18 areas. This lexical difference might occur due to geographical location and different world view between people in Desa Mataram and Desa Pandansari.

Lexical Variations

The lexical variation is not densed in the areas as they consists of homogenous ethnic group. However, two until five lexical variation from the same gloss can be found in the areas. Here are the examples of some lexical variations based in etymon. Two etymon variation appears in the gloss “TO BURN” which are [ɔbɔŋ] and [bakar]. Three etymon variation appears in the gloss “DOG” which are [asu], [səgawɔn] and [kere?]. Four etymon variation appears in the gloss “CLOUD” which are [mendUŋ], [awan], [kabUt], [lamUk]. The highest etymon variation is five, it appears in the gloss “LAKE”. The lexical variations are [rɔwɔ], [kədUŋ], [danaw], [mbUŋ], [təlɔgɔ]. Based on the interview to the informants, concept of “LAKE” is hard to describe as some of them find it hard to find the appropriate concept and things in their environment. Thus some of them use [rɔwɔ] that actually means swamp, [kədUŋ] that means the deepest part in a river, [mbUŋ] that means pond and [təlɔgɔ] that means lake.

There are also some glosses which are consistently used in some regions but are not used in other regions. It can be said that these glosses considered as the typical glosses in the areas. The first one is the gloss “CLOUD” which is expressed by the etymon [lamUk?] in Bumiarum, Wonodadi, Waluyojadi and Pamenang, meanwhile most of the Javanese areas uses the etymon [mendUŋ]. The second is the gloss “FATHER”. Pamenang, Wonodadi, and Bumiarum used the etymon [rama] meanwhile other areas used [bapa?]. The third one is in the gloss “NOSE” where Pamenang, Candiretno, Banyumas, Wonodadi, Bumiarum, Waluyojadi used the etymon [cuŋur] meanwhile in other areas, [IrUŋ] is used extensively. The fourth one is how people in Pamenang, Candiretno, Banyumas, Wonodadi, Bumiarum, Waluyojadi used [ñɔŋ] referring to “I” unlike the other regions which used [aku]. The last typical etymon is [beɖa?] to refer to “DIFFERENT”, meanwhile other regions used etymon [liyo]. These examples mean that these 6 observation locations have shown consistent used of certain lexicon. For easier explanation, these 6 areas later in this research are called as *Area A*, and the rest of observation location is then called *Area B*, which means villages included in *Area B* reflect similar features in lexicon and phonology, but rather different from village in *area A*.

Phonological Variations

Besides lexical variation, phonological variation also appeared in Pringsewu region. Most of them occurred between *Area A* and *Area B*. Phonological variations found in this research is the variation based on vowel sound correspondence. The first one is when [ɔ] in Javanese *Area B* corresponds to [a] in Javanese *Area A*. It happened in some following glosses.

No	AREA B [ɔ]	AREA A [a]	Gloss
1	[kɔnɔ]	[kana?]	<i>THERE</i>
2	[təkɔ]	[təka?], [təka]	<i>TO COME</i>
3	[ɔmbɔ]	[amba?]	<i>WIDE</i>
4	[mɔtɔ]	[mata]	<i>EYES</i>
5	[sɔpɔ]	[sapa], [sapa?]	<i>WHO</i>
6	[tuɔ]	[tua], [tua?]	<i>OLD</i>
7	[tumɔ]	[tuma]	<i>KUTU</i>
8	[tibɔ]	[tiba?]	<i>TO FALL</i>
9	[ɔpɔ]	[apa], [apa?]	<i>WHAT</i>

Table 3. Sound correspondence

This sound correspondence occurred in many glosses with same pattern and it considered significantly consistent. It happened in the gloss end with vowel sounds [ɔ] and [a] or [a] with glottal end, so it becomes [a?]. The correspondence happen in almost two-syllable word. If the two syllable word consists of two same vowel sounds [ɔ] and [ɔ], it will “change”, or in Area A is [a] and [a]. Furthermore, if the two word syllable has different vowel sound and the last sound is [ɔ] sound, the sound in Area A is [a].

Another sound correspondence occurred in both areas in the allophone [e] and [ɛ], allophone [U] and [u], and allophone [I] and [i]. The sound [e] in Area B corresponds to the sound [ɛ] and [e] in Area A, the sound [U] in Area B correspond to the sound [U] and [u] in Area A, and the sound [I] correspond to the sound [I] and [i] in Area A. In this study, this sound correspondence can be seen in the gloss “YOU”. In Area B, it is expressed in [koe] meanwhile in Area A there are [koe] and [kɛe]. In the gloss “YOU”, Area B has [səŋeŋe] meanwhile Area A has [səŋeŋe] and [səŋeŋɛ]. In the gloss “TAIL”, people in Area B usually say [bUntUt], meanwhile people in Area B say [bUntUt], and [buntut]. The [i] and [I] sound appear in the gloss “SKY”. People in Area B say it using [laŋIt] and [laŋit].

These sound [e] ~ [ɛ], [U] ~ [u], and [I] ~ [i] have different behavior from the sound correspondence of [ɔ] ~ [a]. The sound [e] ~ [ɛ], [U] ~ [u], and [I] ~ [i] cannot consistently appear in area A. Although in nature, people in area A prefer to use [laŋit], for example; however, some other use [laŋIt]. It can be infer that due to some factors, maybe like language contact and modernization, sound [I] and [i] and other allophones are extensively used by the speakers in the area, meanwhile [ɔ] ~ [a] has higher degree of survivability.

The Historical Aspect of the Variations

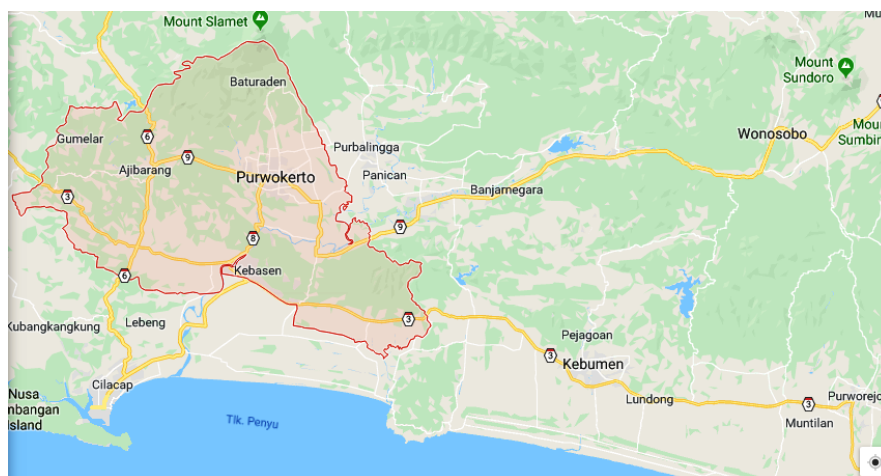
People who migrated to Pringsewu regency came from different area in Java. The following table is the recap of profile of Observation Location (OL) or the Javanese village. It consist of name of village, origin and the first year of inhabiting the village. Due to incomplete documentation in village administration, some data are not clear in mentioning in which part of areas or at least city/ regency they were from.

Area	OL	Origin	Year of Inhabiting
A	Wonodadi	Cilacap, Gombong, Karanganyar	1907
	Ambarawa	Kebumen	1933
	Bumiarum	Kebumen	1929
	Pamenang	Kebumen	1950s

	Candiretno	Kroya	1932
	Banyuwangi	Ambarawa Pringsewu, and Java	1952
B	Gadingrejo Timur	Purworejo	1907
	Srikaton	East Java	1930s
	Totokarto	West Java, East Java, Yogyakarta	1955
	Pandansari	Central Java, East Java	1941
	Mataram	Sleman dan Kebumen	1921
	Wates	Purworejo dan Kebumen	1919
	Keputran	Java	1954
	Waluyojati	Java	1950s
	Kresnomulyo	East Java, Central Java	1939
	Pujiharjo	Java Central	1930
	Giritunggal	Java	1962
	Margosari	Java	1955

Table 4. Origin Area of Javanese Village in Pringsewu and Their Year of Arrival

What makes Area A different from Area B in this research is the language behavior in both areas. Area A consists of villages whose origins were from Kebumen, Cilacap, Gombong, Karanganyar and Purworejo. Wonodadi village is the oldest Javanese village as it is not far from the center of first program of Kolonisasi Gedongtataan. The origin area in Area A is the area in Central Java especially in the southern and western part. Those are the areas where Javanese language with Banyumas dialect exist. Banyumas Javanese is also called “Ngapak” accent, a unique accent that is different from standard Javanese, spoken in the area of Banyumas, Wonosobo and Tegal and occurred because the Javanese developed far from the center of power (Kumparan, 2017) which is Yogyakarta Sultanate and Surakarta Sunanate.



Picture 2. Map of Banyumas Regency

According to the map, the area bordered with red line is the area of Banyumas regency. This regency is close to the area of Kebumen as well as Cilacap where Banyumas Javanese dialect is spoken widely. Paryono (2011) explained that Banyumas Javanese is unique in pronouncing certain vowel [a], [i], and [u] sounds in the open syllable. Banyumas Javanese uses [a] sound meanwhile Standard Javanese uses [ɔ] sound, [i] sound in Banyumas Javanese corresponds to [I] sound in Standard Javanese and [u] sound in Banyumas Javanese corresponds to [U] sound in standard Javanese. This accent is resulted from the culture contact to the neighboring culture, Sundanese, since Majapahit era (Poedjosoedarmo, 1982: 5 in Paryono, 2011). Looking at the first migration of speakers of Banyumas dialect, it can be concluded that Banyumas dialect or Ngapak accent has been exists in Lampung for about 20 – 110 years. During this period, some features has partially changed like the vowel sounds

mentioned earlier, but one feature of vowel sound that still exists until now is the correspondence [ɔ] ~ [a] along with some lexical variations occurred in the areas.

Mataram and Wates village were originally inhabited by people coming from Kebumen as well around 1919-1921. It was predicted that in the early period of migration to Lampung, the people were still using Banyumas dialects. However, due to the migration of people who speak standard Javanese in this area, people from Kebumen descendant did intense language contact and finally prefer to use standard Javanese for most of them. Furthermore, Wates area is crossed by provincial road so that there are more intense contacts to many ethnic groups in Lampung province.

Area B in Pringsewu can be said as non-Banyumas dialect. It cannot be directly concluded that *Area B* is the standard Javanese because the origin areas were not specific and too wide, for example the people just mentioned that their ancestor is from Central Java, East Java or Yogyakarta. It means that there are many varieties may appear here; however, it cannot be identified in this research. Mostly, people in *Area B* speak in the phonological pattern of Standard Javanese like using [I], [U] in last and open syllable. It might be an alternative to call this variety as Pringsewu Javanese. Therefore, it is still in grey area to decide that non-Banyumas pattern in this area as Standard Javanese.

Conclusion

Javanese varieties in Pringsewu and Lampung province can be at least classified into two, which are Javanese variety reflecting Banyumas dialect and Javanese variety that may reflect Standard Javanese. These varieties can be seen in some identical lexicon as well as some patterns of sound correspondence; however, some sound correspondences that exist in the origin area are fading, resulting in two choices: Banyumas dialect and Standard Javanese. The changes occurred due to language choice of the speaker due to contacts. The existence of Javanese varieties in Pringsewu portrayed to this dialectology study shows that Javanese language is still fluently spoken in daily basis. However, although changing slowly within certain time frame, the maintenance of the language should be the concern of the speakers themselves as technology and modernization is continuously developing resulting in changes in language preference.

Further direction for this research lies on the investigation of wider areas with more Observation Location as well as the phonological and morphological aspects to analyze. Segmenting the informants based on the age can also be alternative to see how far these two generation maintaining Javanese in their daily conversation.

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A Note on the Form and Use of the Language of Nias

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Abstract

Like other languages, the language of Nias is a system of communication, a tool for thought, a medium for self-expression, a social institution and ethnic pride among its native speakers. In spite of its important functions, the language Nias reveals some phenomena calling for attention. One of the phenomena has to do with the increase of education and language contact involving the speakers of the Nias language. Another phenomenon has to do with the attitudes of the speakers of the Nias language toward their native language and culture in general. Still another has to do with some government policies, whose significant positive contribution to the Nias language is still debatable. This short article is organized into four parts. The first part the introduction where the background of the writing the article is presented. The second part contains a short description of the form of the language of Nias. The third part is about the use of the language. The last part is the recommendation on preservation and revitalization of the Nias language.

Keywords: Agglutination, interference, language revitalization, Nias language

Introduction

In line with Fishman's idea (1985) concerning the relationship between language and culture, the Nias language is part, index, and symbolic of Nias culture. As part of the Nias culture, the Nias language is an inevitable component of the Nias culture. As index of the culture, the language is a window through which the culture can be seen. As symbolic of the culture, the language is something which represents the culture.

The Nias language serves various practical functions, depending on the people who need and use it. At one time it can be a means to express happiness, surprise, or sadness. At another time, the language possibly serves to impart information, to give essential commands, or to communicate requests. Still at another time, it may function to maintain social contact (phatic communion), to release tension or for aesthetic considerations (Aitchison, 1992).

In spite of its important functions, the Nias language has faced several challenges during the last four decades. The challenges, among other things, are the increase of education and language contact involving the speakers of the Nias language, the attitudes of the speakers of the Nias language toward their native language and culture in general, and the government policies, whose significant positive contribution to the Nias language is still debatable. This short paper will address these issues in brief.

The Form of the Language

The Nias language is a language whose most native speakers live on the island of Nias. The language belongs to western Malayo-Polynesian group of Austronesian languages (Brown, 2001). It is a vocalic language in that the words in the language, other than those borrowed lately from other languages such as Indonesian, end with vowels. *Mörö* 'sleep', *sökhi* 'good', and *manu* 'chicken' are three examples of the words in the Nias language.

The words *mörö* 'sleep', *sökhi* 'good', and *manu* 'chicken' are one morpheme each. Each of the three words is a free morpheme. However, this does not mean that the Nias

language is an isolating language. The Nias language is an agglutinating language. It is a language whose words are rich in affixes. The language has prefixes, suffixes, and infixes. One of the prefixes is *ma-*. In the word *mamazökhi* ‘make’, the *ma-* which is attached to the beginning of the word is a prefix, a bound morpheme attached to the beginning of the host. Infix is a bound morpheme which is inserted within a word. In the word *agalawa* ‘tall’, *-ga-* is an infix meaning ‘all’. A suffix is a dependent morpheme which is attached to end of a word. In the word *awaisi* ‘finish’, *-si*, which is attached to the end of the word *awai*, is a suffix.

The Nias language is a language whose word order in an intransitive sentence is VS. A sentence whose verb has a single valency in this language requires the verb to come before the argument required. This means that the only argument whose presence is required by the verb comes after, not before the verb, which is a sister to it). This is exemplified by the intransitive sentence *Mörö Döngöni* ‘Töngöni slept’. In this example, *mörö*, which is the verb, comes first; *Döngöni*, which is the only argument and functions as the subject, follows the verb.

The vocalic language belonging to western Malayo-Polynesian group of Austronesian languages exhibits word order VOS in a declarative sentence whose main verb has two valencies. A sentence whose verb subcategorizes for two arguments places the verb in the initial position. The verb precedes the second argument which functions as the object in the sentence. The first argument, which functions as the subject in the sentence, comes after the other argument, which functions as the logical object. In the sentence *Ibözi Döngöni Töngöni* ‘Töngöni hits Töngöni’, *ibözi* is the verb, *Döngöni* is the object (patient, the entity which is acted upon), *Töngöni* is the subject (agent, the doer of the action).

As shown by the sentences *Mörö Döngöni* ‘Töngöni slept’ and *Ibözi Döngöni Töngöni* ‘Töngöni hits Töngöni’, the Nias language seems to mark the subject of an intransitive verb in the same way as it marks the object of a transitive verb. The entity which is the subject of the intransitive verb is mutated and so is the entity which is the object of the transitive verb. Such a language as this, according to Comrie (1989) and Song (2001), is a morphologically ergative language.

The Nias language is a language whose question words each begins with the glottal fricative consonant /h/. The question word *hadia* ‘what’ begins with the consonant /h/. *Haniha* ‘who’ also commences with *h*. *Ha’uga* ‘how many/much’, *hamega* ‘when’, *hezo* ‘where’, *hana* ‘why’, and *hewisa* ‘how’ begin with /h/. These question words appear at the beginning of the sentences requiring them. The sentences *Hadia döimö?* ‘What is your name?’ and *Haniha namau?* ‘Who is your father?’ are two examples showing that the consonant *h* comes at the beginning of an interrogative sentence.

The Nias language is a language whose relative pronoun may be overtly realized in different forms. The full form of the relative pronoun is probably *si* ‘who/which’. This can be seen in the sentence *Omasido niha si so ba nomo da’ö* ‘I like person who is in the house’. However, in the sentence *Omasido niha soya ana’a* ‘I like the person who has a lot of money’, the relative pronoun *si* is realized as *s-* and it is attached to the word *oya* ‘a lot’. Such a phenomenon is quite challenging for people who are learning the language.

Different forms are also encountered in personal pronouns in the Nias language. Three personal pronouns have free forms and bound forms when are the subjects of intransitive verbs. The three pronouns are *ndra’odo/-do* ‘I’, *ndra’aga/-ga* ‘we’, and *ndra’ugö/-ö* ‘you’ referring to the second person singular. For instance, the sentences *Mangado* and *Manga ndra’odo* both have the same meaning ‘I eat’. Four personal pronouns only have free forms when are the subjects of intransitive verbs. The four pronouns are *ita* ‘we’ referring to the

first person plural inclusive, *ami* ‘you’ denoting the second person plural, *ia* ‘he/she’, and *ira* ‘they’.

The three personal pronouns having free and bound forms when they are the subjects of intransitive verbs also have free and bound forms when they are the logical objects or patients of transitive verbs. For instance, the sentences *Igohido Ina Gadi’a* and *Igohi ndra’odo Ina Gadi’a* both mean ‘Ina Gadi’a ran after me’. The four pronouns having no bound forms when they are the subjects of the intransitive verbs do not have bound forms when they are the logical objects or patients of transitive verbs. The four pronouns consistently have only one form each either when they are the subjects of intransitive verbs or when they are the logical objects or patients of transitive verbs.

Personal pronouns which are the agents of transitive verbs all have two forms each: free forms and bound forms. All of the free forms begin with *ya*. The free forms are *ya’odo* ‘I’, *ya’ita* ‘we’ denoting the first person plural inclusive, *ya’aga* ‘we’ referring to the first person plural exclusive, *ya’ugö* ‘you’ referring to the second person singular, *ya’ami* ‘you’ referring to the second person plural, *ya’ia* ‘him/her’, and *ya’ira* ‘them’ respectively. The bound forms are {*u-*} as the first person singular, *ta-* as the first person plural inclusive, {*ma-*} as the first person plural exclusive, {*ö-*} as the second person singular, {*mi-*} as the second person plural, {*i-*} as the third person singular, and *la-* as the third person plural. These bound forms are pronominal copies which serve as proclitics. For efficiency consideration, the free forms of the pronouns are generally not overtly expressed when they are coreferenced with the bound forms.

Pronouns expressing possession in the Nias language are endclitics. They are {-*gu*} ‘my’, {-*da*} ‘our’ referring to the first person plural inclusive, {-*ma*} ‘our’ referring to the first person plural exclusive, {-*mö/-u*} ‘your’ referring to the second person singular, {-*mi*} ‘your’ referring to the second person plural, {-*nia*} ‘his/her’, and {-*ra*} ‘their’. Unlike other bound possessive pronouns, {-*u*} cannot be used with a noun ending with the vowel {*u*}. Therefore, attaching the possessive pronoun {-*u*} to the end of the noun *manu* ‘chicken’ makes the sentence *Tenga manuu da’a* ‘This is not your chicken’ unaccepted. The word *manu*, which ends with the vowel /*u*/, subcategorizes for the possessive pronoun {-*mö*}, not {-*u*}.

The Use of the Language

Until around five decades ago, most of the speakers of the Nias language were monolingual speakers. Very few of them spoke a language besides their native language. The few speakers who spoke one or more than one language besides the Nias language were those who learned the other language(s) at school and/or acquired it/them through informal learning. Very few people went to school and not many of them had opportunities to get in touch with people who spoke the Nias and other languages. The speakers of the Nias language did not seem proactive enough to be bilingual speakers.

Around the years indicated above, traditional festivals were frequently held by many speakers of the Nias language. The language used in the festivals was generally the Nias language. Rituals, discussions, and addresses were all in the Nias language. Such a situation made it conducive for the speakers to speak the Nias language. The situation made the people whose native language was Nias learn the importance of their language. People’s mastery and fluency in using their native language was considered success and pride. This triggered some of them to learn the language on purpose. They learned the language, especially the sentences generally used in the festivals, from the elder(s).

Assuming the importance of the language in connection to the customs, the speakers of the Nias language hardly ever used language other than the Nias language to name their

children. They proudly used the Nias language to name their children. Then the names using the Nias language were very common. The words used to name the children were usually selected in such a way to mirror either the social status and/or the expectation of the families involved. Names reflected the positions of the families of the owners of the names in the community and/or their dreams. A person named *Ki'ogulö*, for example, was probably from the lower social class (Nazara, 2011).

Around four decades ago, interactions of the speakers of the Nias language with those speaking Indonesian and/or other language(s) began to drastically increase. A few people who were aware of the problematic phenomena faced by the Nias language worried that the Nias language would face a serious problem. One of the people was P.R. Telaumbanua, who—at the time—was the governor of North Sumatera. He testified that many young people who continued their education overseas came up with interference. He said then, "Ba da'e göi ufaduhu'ö wa ato ndraonoda si no möi manohugö sekolara misijefo no faruka fakhöjö Li Niha ni'oguna'öra" (Harefa, 1970).

Then vocabularies (words) of Indonesian such as *sekolah*, *pensil*, *gambar* and *kursi* had entered the Nias language. The words of Indonesian entering the Nias language underwent adaptation. They operated by the grammar rules of the Nias language, whose words never ended with consonants. The word *sekolah* became *sekola*, *pensil* became *fese*, *gambar* became *gambara*, and *kursi* became *kurusi*. These words also obeyed syntactic rules when they appeared in sentences. The fact that some words of a language are borrowed by other languages can be considered normal, since vocabulary is an element of the language which is frequently coined by other languages (Schendl, 2001).

At present, the condition of the Nias language seems to get worse. Interference occurs more frequently. The percentage of words of other languages coined into the Nias language tends to increase drastically. The words coined tend to refuse to obey the morphological rules of the Nias language. Instead of adapting themselves to the rules of the language into which they enter, they keep their own grammar rules. The words of Indonesian in the sentences "Telpon lö lancar" and "Bantu sekedar pulsa ga'a" are examples. This gives evidence that the Nias language is going to surrender. If such a situation continues, it is likely that in just a few years ahead the lexicon of the Nias language will be dominated by that of other language(s). If the situation gets worse, such an interfering phenomenon will probably occur sooner. If the situation is getting worst, language shift/death is likely to occur.

Some words of the Nias language are on the way to extinction. They are not (frequently) used any more. Probably, they are only in the memory of people who are senior citizen. Very few young people of Nias—if any—know words such as *saiwa*, *embua*, and *soso*. These traditional products have disappeared from the speakers of the Nias language. Nias people who were born in the last two decades might have never seen these objects. As Duha in *Omo Niha – Perahu Darat di Pulau Bergoyang* (2012:253) states, "Sekarang ini, ... setiap acara di desa selalu didominasi oleh keyboard dan lagu-lagu dangdut yang sama sekali tidak ada hubungannya dengan identitas orang Nias. ... Demikian juga berbagai peralatan yang dipakai dalam upacara-upacara". Language, among other things, is an essential medium to name, describe, and/or express cultural products. If the cultural products are no more in practice, what does language name, describe, and/or express?

Interference is not limited to the vocabularies as cited above. It also occurs in the area of syntax. A few decades ago, sentences such as *Mofanöga mahemolu* and *Mofanö ndra'aga mahemolu* 'We will leave tomorrow' were spoken not only by adults. Children of the native speakers of the Nias language also used them. Notice that the argument which is the agent in each of these sentences comes after the verb adjacent to it. The constituent order of each of the sentences is SV. At present, the speakers of the Nias language, especially youngsters

who can speak a language besides that of Nias, have been tempted to place the argument, whose semantic role in each of the two sentences is agent, before the verb. Construction such as *Ya'odo mofanö mahemolu* 'I will leave tomorrow', where the subject precedes the predicate, is commonly found in Indonesian sentences. This reveals that the national language has interfered the sentence construction of the Nias language.

One influencing factor contributing to interference to the Nias language has to do with formal education. As a matter of fact, it has been compulsory for young people of school age to attend formal education from elementary to high school. Formal education gives advantages as well as disadvantages to local language development. This is quite problematic. On the one hand, formal education enhances people's knowledge. It widens people's horizon. It triggers people's awareness and creativity, and so on. On the other hand, formal education introduces students to at least one language which is potential competitor to local language to develop. For instance, at school the students are required to learn and speak Indonesian, the national language. As a result, they have to learn the new language. They become bilingual speakers: They speak the Nias language and Indonesian. Ability to speak more than one language gives advantages. One of the advantages is that the bilingual speakers are able to perform language functions in more than one language.

Unfortunately, ability to speak more than one language can also give disadvantages. One of the advantages is that the bilingual speakers can be like a field where the languages they are able to speak grow together. Here competition has potential to occur. One of the languages which the same persons speak may grow better than the other. There is no guarantee that the two or more languages grow in the same way. It is generally acknowledged that when two languages are in contact, they influence each other. In such a situation, it is very possible that one of the languages becomes more dominant than the other. If the domination of one language over the other increases continuously, the language which is pushed down can be permissive. Concerning the present landscape of the Nias language, Indonesian seems to increasingly dominate. This means that there is no reason not to worry about the future story of the Nias language.

Some government policies tend to foster domination of Indonesian over the local languages like that of Nias. As the national language, Indonesian receives some advantageous treatment. This brings some impacts to the local languages such as the Nias language. With more facilities and supports, Indonesian has become very dominant compared with the local languages like that of Nias. As a result, the local languages such as that of Nias get weaker. The supports and facilities which make the national language much more dominant compared with local languages may bring some negative impacts to the speakers of the local languages. One of the negative impacts is that the native speakers of the local languages may falsely be triggered to think that their languages are ignored. They may further be tempted to pursue the language which they considered favored by the authority.

The attitudes of the speakers of the Nias language contribute significantly to present and future conditions of the Nias language. If the speakers of the language are aware of the importance of preserving their language, the language is likely to survive. Unfortunately, there has been no convincing indication that the attitude of every speaker of the Nias language is positive. This is found not only among those living on the island of Nias, but also among those living in other places such as Padang. Among tens of families from Nias ethnic group observed in Padang (Nazara, 2008), none of their children used the Nias language. Adults such as parents and grandparents were no exception when they communicated with their children and/or grandchildren.

All languages change over time (Aitchison, 1985, 1992; Murray, 2001) and any aspect of a language can change over time. “Language change is ubiquitous.” (McGregor, 2009). Not only aspects such as phonetics and phonology change. Other aspects such as morphology, syntax, semantics, pragmatics, and lexicon also change. Language change normally takes a long time. Change which has occurred to English, for instance, takes hundreds of years. Compared with English, the Nias language has changed much faster in the last few years. English spoken around five hundred years ago is not so different from English spoken nowadays. How about the Nias language? Is the Nias language spoken around five hundred years ago not so different from the Nias language spoken today either?

Needs for Preservation and Revitalization of the Language

Conducive environments, integrated and sustainable programs, and continuous supports for preservation and revitalization of the Nias language are of paramount importance. In the first place, adult speakers of the Nias language, especially parents and grandparents, should be (more) aware that local languages such as that of Nias are essential parts, indexes, and symbolics of local cultures which hold local geniuses both tangibles and intangibles, which are valuable to transmit from one generation to the next. Language is, as Grimes (2002) indicates, a medium to narrate yesterday’s success and failure, to shape today’s stories and dramas, and to propose tomorrow’s fictions and nonfictions.

Families should be a fertile soil for local language to grow. Adults, especially parents and grandparents who are the native speakers of the Nias language, are highly urged to provide their children and grandchildren with sufficient local language inputs. They should not only help but also struggle hard to make their children and grandchildren well exposed to the language they have inherited from their parents and grandparents (ancestors). They may start the valuable and heroic struggles by communicating using their local language with their (grand-) sons/daughters more frequently and interestingly.

Religion institutions, education institutions, and local governments should also be more aware of the importance of local language preservation and revitalization. The awareness of the importance of the preservation and revitalization of the local language should be made concrete through various cultural programs and tangible products. These include, but not limited to, workshops and regular and need-based training as well as facilities or media such as books, dictionaries, magazines, newspapers, TV, and others. Can such programs and facilities be realized? They depend on several parties, institutions, groups, and individuals. Through these programs and products, the Nias language is empowered and functional. These programs and products are likely to be successful since they mean that the (expected) speakers of the Nias language are scaffolded to get sufficient exposure to the language they are supposed to learn and/or acquire.

Conclusion

In spite of its unique forms and its paramount roles, the language of Nias indicates that it has lower frequency of use and less attention and support. Seeing such ironic phenomena, I would like to voice that increasing people’s awareness of the importance of local languages such as that of Nias may trigger them to undertake more integrated and sustainable programs which may preserve and revitalize local cultures (both intangibles and tangibles) which in turn scaffold the local languages to be powerful and functional. Without integrated, simultaneous, and sustainable programs made and supported by several parties, institutions, groups, and individuals, the Nias language will possibly be like a foreign language for the next generation of the present speakers of the language.

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Blended-Learning: The Responses from Non-English Students in the Indonesian Tertiary Context

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Abstract

The process of language teaching and learning has undergone major changes due to the developments of technology. The use of technology in education field has paved the way for higher education institution to innovatively shape their modern media in a language teaching and learning. Subsequently, the implementation of blended-learning has aroused at the Universitas Teknokrat Indonesia for approximately one and a half year ago to maximize the use of technology. Most lecturers in all study programs have increasingly utilized the social network sites such as Instagram, Facebook, WhatsApp, etc. for the successfulness of blended-learning. This present study aims at exploring the students' responses on how blended-learning might be used to develop their language learning and discovering their attitudes towards the implementation of blended-learning as an interactional teaching and learning tool in English for Business course. Employing a qualitative in form of a case study, eighty-two undergraduate students from study program of Informatics Engineering were observed, interviewed, and distributed questionnaires. The data were performed to collect the students' responses and students' attitudes toward the implementation of blended-learning in the process of their language learning. The findings were found out that most students from Informatics Engineering major showed their positive responses and positive attitudes using blended learning for the language teaching and learning. They also gained some educational benefits for their English language development. Thus, this blended learning brings us to the new trend for language teaching and learning media in order to motivate the students in enhancing their language acquisition.

Keywords: blended-learning, language teaching, students' attitudes, social network sites

Introduction

Foreign language learners, especially in Indonesia, have experienced the significant of teaching and learning process inside the classroom due to the development of technology in the education field. Nowadays, most of foreign language learners learn and acquire the target language primarily through online learning or blended learning. Subsequently, most of English language teachers have started to understand and explore how these blended-learning can be integrated in their formal language classes (Thorne & Black, 2007; Kern, Ware, & Warschauer, 2008; Harrison & Thomas, 2009; Kessler, 2013; & Prichard, 2013). Moreover, blended learning environment allows English language teachers to adapt their roles along a continuum from a facilitator to the traditional formal instructor. Thus, L2 teachers have to be clearly defined and comprehended their roles in the teaching and learning activities to support a fruitful learning environment using blended learning.

The implementation of blended learning using social network sites (SNS) has predominantly provided a co-operative, formal, and informal education settings. Justification for relevant studies has derived from the common view and perception that the social network sites could be effectively employed in the L2 education. Current studies have explored the use and impacts of social network sites such as Facebook, Instagram, Blog,

Youtube, and others for augmenting learners' language acquisition in the process teaching and learning, with the majority focused upon the higher education sector. The key features of these social network sites appear to encourage students to develop several English skills such as writing, reading, speaking, and listening (Prichard, 2013). They also serve language learners with the ability to engage in meaningful social and cultural exchanges with other learners. In addition, language learners in this technology era are afforded with the skills to act more autonomously using social media (Barton and Potts, 2013). They engage as active participant. Undoubtedly, it has a potential for language learning enhancement for English for Foreign Language (EFL) learners. The previous study revealed that social network site of Instagram might be considered as an effective pedagogical tool as the result of study gained positive attitudes from the students and gained good impact and interest towards their language learning (Kelly, 2015; Mansor & Rahim, 2015). Another point is that the use of social media resulted in more engaged students in their studies, improved attendance, and higher completion rates. Furthermore, there was evidence that the teachers input into social media possibly promoted more focused and specific discussions of course.

Based on the pre-observation at Universitas Teknokrat Indonesia, the English teachers and students were favorably supportive of the utility of social network site or social media for their process of teaching and learning. Both of teachers and students were impressed by the quality of the online materials being used in their online teaching material and the integration of the various forms of social media used to regularly engage and communicate in the classroom. The English teachers also had no major issues in accessing social media while in the teaching process. In addition, the English teacher emphasized the educational benefits from the use of social media in the teaching and learning system; such as, the students are more active to interact with the teacher and other classmates because they enjoy learning through social media. Therefore, considering the variance findings amid the current studies and literature, this study investigated learners' attitudes toward blended learning and how this platform might be used to develop their language learning acquisition.

Method

To explore the purposes of this study, a case study was adopted within the qualitative research paradigm. The subjects of this research were 82 non-English students, majoring Informatics Engineering, Faculty of Engineering and Computer Science, Universitas Teknokrat Indonesia. They took the general course of English for Business in the first semester in the academic year of 2017/2018. The language learning activities given to the students were that they were given the materials to be discussed and at last they created some video projects based on the topics given such as business telephoning, customer service, and advertisement. They were asked to do and accomplish their projects in pair. The lecturer only involved as an observer, facilitator, and instructor.

The data collection employed were non-participant observation, open-ended interview, and questionnaire. The questionnaires were distributed to all respondents consisting of 15 statements. To analyze the questionnaires, the writers decided to interpret the range of scores based on Riduwan (2008). This interpretations were used to find out the students' attitude toward the implementation of blended learning in their teaching and learning process. The scores interpretation are: (1) item percentage of 0 - 20% shows very insignificant result; (2) item percentage of 21 - 40% shows insignificant result; (3) item percentage of 41 - 60% shows neutral or moderate result; (4) item percentage of 61 - 80% shows significant result; and (5) item percentage of 81 - 100% shows very significant result. Meanwhile, the interview was conducted to reveal the students' response toward the implementation of blended learning in their language learning activities. The interview questions were about their

responses toward the implementation of blended-learning in their learning process. They were interviewed for 10-15 minutes. After that, the interview data were transcribed.

Findings and Discussion

This section discusses the findings of study. To explore the students' attitudes toward blended learning, the questionnaires consisting of fifteen questions were distributed to eighty-two students. The table 1 quantitatively describes the attitudes of the learners about blended learning as their learning method. The each statement from the questionnaire were measured based on the scale of 1 to 5 with different indicators; scale 5 referring to strongly agree or very significant result, scale 4 referring to agree or significant result, scale 3 referring to neutral or moderate result, scale 2 referring to disagree or insignificant result, and scale 1 referring to strongly disagree or very insignificant result. The detail results can be seen in the following table, as follows:

Table 1. Students' Attitudes toward Blended Learning

No	Statements	5	4	3	2	1
1	"Blended learning is interesting."	7 (8,54%)	48 (58,54%)	24 (29,27%)	3 (3,66%)	0 (0%)
2	"I really like learning activity using this method."	7 (8,54%)	21 (25,61%)	42 (51,22%)	12 (14,63%)	0 (0%)
3	"This learning method helps me to improve my English skills at present and in the future."	11 (13,41%)	33 (40,24%)	28 (34,15%)	10 (12,2%)	0 (0%)
4	"This learning method helps me to develop teamwork skills."	6 (7,32%)	47 (57,32%)	19 (23,17%)	10 (12,2%)	0 (0%)
5	"This learning method provides an opportunity to improve democracy thinking skills by listening to my colleagues' opinions and accepting the different points."	11 (13,41%)	51 (62,2%)	15 (18,29%)	5 (6,1%)	0 (0%)
6	"This learning method helps to improve my creative thinking skills."	13 (15,85%)	46 (56,1%)	18 (21,95%)	5 (6,1%)	0 (0%)
7	"Learning English for Business with the blended learning makes me happy and fun."	7 (8,54%)	32 (39,02%)	29 (35,37%)	14 (17,07%)	0 (0%)
8	"This learning method makes me feel bored and I do not want to study with this method."	0 (0%)	15 (18,29%)	33 (40,24%)	31 (37,8%)	3 (3,66%)
9	"I do not like working group because our group have different ability and ideas."	0 (0%)	4 (4,88%)	32 (39,02%)	36 (43,9%)	10 (12,2%)
10	"There is no English skills improvement after using this activity."	0 (0%)	5 (6,15)	21 (25,61%)	46 (56,1%)	10 (12,2%)
11	"If I have a chance to study English course deeper, I really want to have a blended learning."	6 (7,32%)	29 (35,37%)	31 (37,8%)	16 (19,51%)	0 (0%)
12	"This learning method is time-wasting and time-consuming."	4 (4,88%)	12 (14,63%)	44 (53,66%)	22 (26,83%)	0 (0%)
13	"This learning method helps to create opportunity for communication. Whenever I make mistakes, I will revise them to be a perfect assignment/practice."	4 (4,88%)	48 (58,54%)	19 (23,17%)	11 (13,41%)	0 (0%)

14	“This learning method makes me feel confident and relaxing.”	11 (13,41%)	38 (46,34%)	33 (40,24%)	0 (0%)	0 (0%)
15	“This learning method makes me stress and not exciting. I am somewhat shy when I am being part of the activity.”	8 (9,76%)	17 (20,73%)	17 (20,73%)	38 (46,34%)	2 (2,44%)

Based on the results of the questionnaire, there were various responses from the students. Each statement has different percentage. For the first statement, there were 48 students (58,54%) who agreed that blended learning is interesting. Besides, there were 24 students (29,27%) who were neutral or moderate. Seven students (8,54%) strongly agreed that it is interesting. Three students (3,66%) disagreed toward these statement. On the other hand, the highest percentage for the second statement was 51,22%. There were 42 students who were in neutral or moderate thinking that they really liked learning activity using blended learning. Beside that, twenty-one students (25,61%) showed significant result and seven students (8,54%) strongly agreed that they liked learning English using blended learning. The rest of students (14,63%) had insignificant result in which they disagreed toward this statement. This results were strengthened by the students’ responses in the interview. It could be seen in the following extracts:

- Ma* : “I really like blended learning because it is interesting. We can learn any where and can browse another materials relevant with our course from Google.”
- Ji* : “Yup, I love it. It make me easy to study outside the class and I can study together with my friends in the comfortable place like cafe.”
- Ch* : “Really interesting because I can study using another media like mobile phone or laptop to access this kind of learning.”
- Od* : “Blended learning makes us easy to do assignment or video projects. We only upload it and give comments to each posting from other friends. It’s fun.”
- Ag* : “It is interesting and also simple to join the meeting because we only need to provide an internet quotas.”
- Ko* : “Of course I really like it. Because it makes the students more independent in doing project and assignment and more creative.”

In third statement, more than 50% students showed significant result that blended learning helped them to improve their English skills at present and in the future. Only ten students (12,2%) who disagreed about its statement. On the other hand, there were twenty eight students in the percentage of 34,15% who were in neutral section. In reverse, most students insignificantly or disagreed that there was no English skills improvement after using blended learning in their learning and teaching process (56,1%). Ten students (12,2%) also strongly disagreed with its statement. Then, there were only twenty-one students (25,61%) who chose neutral. This results were also clearly reflected from the students’ interview, as follows:

- Asr* : “In my opinion, learning English in face-to-face or blended learning is similar ways to improve our English deeper.”
- Yo* : “There is improvement. I get more confident.”
- g*
- Wa* : “I’m neutral.”
- Ra* : “Yes, improved. But, not significant.”
- Ek* : “Of course, yes. Because with this way, I can manage time and keep finding information from free sites about English for Business.”

- Ab* : “Blended learning help me to increase my scores and speaking by doing project for telephoning and others video.”
Ve : “The improvement is enough but not too much.”
Gi : “This blended learning brings positive result because it motivates me to do or act in public.”

Most students agreed that blended learning helped them to develop teamwork skills and provided an opportunity to improve democracy thinking ability toward their colleagues' opinions resulting on accpeting the different points. The percentage reached above 55%. Unfortunately, there were 34 students (41,46%) showed moderate result and seventeen students (18,3%) showed insignificant result or disagreed on these statement. In addition, the learning activities given to the students during blended learning was that they accomplished some projects in pair such as practicing business telephoning and customer service. There were 56,1% (46 students), referring to significant result or agree, and 15,85% (13 students), referring to very significant result, who gave positive choices that blended learning helped them to improve their creative thinking skills since they had to arrange their own conversation and setting for the video-take.

On the other hand, most students believed that learning English using blended learning helped them to create opportunity for communication. When they made mistakes in taking video, they could revise it to be perfect assignment or project. There were forty-eight students (58,54%) showing the significant result and four students (4,88%) showing very significant result toward this statement. Besides, nineteen students (23,17%) became neutral or moderate in this section and eleven students (13,41%) disagreed with it.

Most students said that learning English fo Business using blended learning made them feel happy and fun. There were thirty-nine students (47,56%) who felt the positive results. The other twenty-nine students (35,27%) were in neutral group. Unfortunately, fourteen students (17,07%) disagreed about it. Moreover, a half of total from the respondents felt neutral (53,66%) if blended learning was time-wasting and time-consuming. The other 22 students (26,83%) also disagreed about this statement. Besides that, there were thirty-eight students (46,34%) who showed insignificant results about their opinion that blended learning made them stress and shy when they were being part of the project or classroom activities.

Furthermore, the results of questionnaires showed different interpretation in each statement. The interpretations revealed that the students gave positive responses and attitudes to the implementation of blended learning in their language teaching and learning process. The results give positive insight to implement this blended learning in the language learning process as the educational benefits are achieved by the students. The majority of observed students agreed that their use of blended learning using social media had encouraged them to be more engaged and interested in their language learning. Most students revealed that their language learning becomes more interesting, fun, confident, and relaxing. Also, they were stated that they were also learning more from other students. In addition, it is clearly seen that blended learning is a rich learning environment in which learner-centered approach results the significant opportunities for language learning and also provides new ways of language teaching and learning.

Conclusion

In the light of the results, it can be concluded that most students showed their positive responses and attitudes toward the implementation of blended learning in their language teaching and learning process. There is no doubt that blended learning is as a new and effective learning method for the students' interactions and communication, especially in the discussion of their projects. Most students revealed that blended learning is interesting, fun,

and more relaxing. They also admitted that there were improvements for their creative thinking, teamwork skill, and democracy thinking. Through this successful way of teaching, the students are fueled their interest towards language learning. Both teachers and learners have a significant role on the effectiveness of using blended learning in the teaching and learning activities. Language teachers in online learning is an important key when integrating blended learning into foreign language classroom. Therefore, this study is desired to serve educational insight for the future research. It is hoped that further research will be more focus on blended learning using some essentials tools of social network sites.

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An Analysis of Teacher's Speech Acts in Teaching and Learning Process

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Abstract

This research focuses on classroom interaction during teaching and learning process that included investigation of types and functions of the speech acts produced by teacher. It was designed as a qualitative research. The subject of this research was an English teacher in SMAN 1 Kalirejo. The data were collected through recording. The data were analyzed through three cyclical steps: data reduction, data display, and conclusion drawing or verification. The results show that directives speech acts is mostly produced by the teacher than the other speech acts. This can be seen from the data that 33 utterances (21.2%) are representative speech acts, 6 utterances (3.8%) as expressive speech acts, 112 utterances (71.8%) as directives speech acts, and 5 utterances (3.2%) as commissive speech acts. The types and functions of directives speech acts proposed are need statement, bald imperative, embedded imperative, permission directive, and question directive.

Keywords: Teachers' speech acts, teaching and learning process

Introduction

Communication between teacher and students in teaching and learning process is regarded as an important element to perform an effective learning. Teachers will produce some utterance in order to convey the materials through their speech, when they communicate with their students. According to Bach (1994:1), in this typical situation of speech that involves the teacher as the speaker and the students as the hearers, the acts of the teacher's utterances are varied. Bach (1994:1) also stated that this is not only the matter of words which are uttered by teachers, but it also relates to teachers' intentions to hearers. The acts of speech of the speaker in the relationship to the hearers in communication are further called speech acts.

According to Searle (1969), speech act is the basic unit of language, the production of a token in the context of speech act. Then Curtis and O'Hagan (2005:48) state that the teaching which is carried out by language that is known as classroom speech act. The classroom speech acts affect the quality of verbal interaction in the classroom. Teachers will know the typical teaching behaviors when they use extensively in communicating with students. So, it will provide important information teachers. Besides, when teachers conduct the teaching process, they have some intentions in their speech directly or indirectly, and literal or non-literally spoken in their words. If students can comprehend what their teachers' say, it means that the use of speech acts is affective, for example: has no speech acts failure, although the intentions conveyed indirectly or non-literally. As stated Wajdi (2009), teachers' speech acts are extremely important, not only for the organization of the classroom but also for the acquisition processes of students.

In classroom communication, speech acts involves all verbal utterances used as a medium. According to Cazden (in Hickman, 2000), there are three general functions in language that make communication central in school, specifically in the classroom: teacher transmits curriculum, controls the communication, and reflects personal identify. It is

assumed that the relationship of learning and language is the core of approaches to education. Teachers and students act upon the meaning they construct, toward use of language in classroom. Johnson (1997: 274) state that there are three modes of instructional functions of speech acts which are basic to teacher function in the classroom: control, organization, and motivation.

Moreover, according to Yule (1996: 53), one general classification system lists five types of general functions performed by speech acts. The first is declarations; they are those kinds of speech act that change the world via utterance. The acts of declaratives are approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming and resigning. The second is representatives that are those kinds of speech act that state what the speakers believe. The type include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting and swearing. The third is expressives which are those kinds of speech acts that state what the speakers feel. The acts are apologizing complimenting, condoling, congratulating, deploring, praising, regretting, and thanking. The fourth is directives which are those kinds of speech act that speakers use to get someone to do something. The type of directives speech acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting and suggesting. The last is commissives that are those kinds of speech act that speakers commit themselves to some future actions. The type of commissives speech acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering and vowing.

In relation to classroom speech acts, Searle (1969) claims that directives are speech acts that are frequently used in a classroom interaction. The teachers use it when they want students for doing something. Another theory of directives also proposed by Evin Trip (1976), states that there are some functions of directives speech acts: needed statement, bald imperative, embedded imperative, permission directives, question directives, and hint directives.

Considering the explanation above, the present study focuses on classroom interaction during teaching and learning process including investigation of types of the speech acts produced by teacher and functions of the speech acts produced by teacher.

Method

This research was designed as a qualitative research since the source of the data was the teaching and learning activity in naturalistic environment of the classroom. The researcher observed linguistic behaviors of teachers in a classroom context. The subject of this research was an English teacher who teaches English in senior high schools of SMAN 1 Kalirejo, Lampung Tengah.

In this study, the researcher only observed the speeches, especially the speech acts produced by the teacher. So, there were no speeches from the students observed. The data were collected through recording. Then, they are analyzed using Miles and Huberman's (1994) interactive model of data analysis. The data would analysis through three cyclical steps, namely: data reduction, data display, and conclusion drawing/verification. The researcher transcribed the utterances occurring in the conversation or interaction of teacher to students in the classroom, before selecting and reducing the utterances. Each of the selected utterances was entered into a profile in which all of its relevant characteristics are specified. Then, the data were classified and categorized based on specified characteristics.

Discussion

This study was conducted in SMAN 1 Kalirejo. As non-participant, the researcher observed the teacher in the classroom. The researcher followed the teacher for the beginning until the end of the classroom. The researcher observed and recorded all of what the teacher and students said in the classroom. In this study, the researcher only transcribed the teachers utterances when the teacher and students discussion in the class. So, the audio recorded was not fully transcribed. After having the data and transcribed the, the researcher analyze speech acts produced by the teacher in the classroom. The speech acts identified was classified into five categories, namely: declarations, representatives, expressives, directives, and commissives. In terms of frequency of occurrence, the type of speech acts that occurred frequently in the classroom can be seen on the Table 1 below:

Table 1. Teacher's Speech Acts Production

Speech Acts	Utterances	Total Percentage
Declarations	0	0%
Representatives	33	21.2%
Expressives	6	3.8%
Directives	112	71.8%
Commissives	5	3.2%
Total	156	100%

Based on the table, the total production of teacher's speech acts in the classroom are 156 utterances. In the classroom, teacher did not production declarations speech act, she only produced representatives, expressives, directives, and commissives speech acts. There are 33 utterances (21.2%) representatives speech act, 6 utterances (3.8%) expressive speech act, 112 utterances (71.8%) directives speech act, and 5 utterances (3.2%) commissives speech act of the teacher.

Type of the Teacher's Speech Acts

Table 1 above shows that the teacher produced directives speech acts mostly. According to Searle (1969), the directives speech acts produce an effect through some actions that is done by the hearer. From the collected, the teachers created the type of directives speech acts such as asking, requirement (command and order), and advisory (advice and suggest).

According to Searle (1979), in advisory type the teacher used certain expression. The expression used was "jangan" (it means "Don't"). "Jangan" was employed as a negative imperative, that was used to advice the students not to do certain unexpected action. For instance, the teacher uttered "jangan ngerumpi!" (Don't gossiping!). Then, the asking type of the teacher's speech acts were used to ask the students about something that were constructed in question form. It applied wh-question, and also yes-no question types. On one hand, the teachers constructed the question by applying the question words, namely: what, who, where, and how many. Those words put at the beginning or at the end of the questions. For examples, "what are main ideas of each paragraph?" and "how many paragraph did you get?" On the other hand, the teachers also employed yes/no questions type, namely: do and have. For examples, "do you understand my students?" and "have you finish my students?"

The last type of directives speech acts is requirement. The teacher commanded and ordered students for doing something. The utterance of teacher in command and order, such as: "raise your hand if you want to answer paragraph 5!", "read the biodata on page 1!", "listen to me, I want you to find an inspirational man!" and "paragraph 5, please!" Based on the types of directives speech acts, the existence of question, command, order, and advice in

teaching and learning develops the role of the teacher as initiator and sustainer of the interaction in the classroom (Brown, 2001). Appropriate questioning in an interactive classroom can fulfill several different functions. According to Searle (1969:22), directives are frequent speech acts in classroom interaction. It happens because in the classroom, teacher often asks students to do something.

Another types of speech act which produced by teacher is representatives. According to Searle (1979), the one who produces the representative speech acts is seen to commit the truth of the expressed proposition. From the finding, there are many acts of representatives speech acts that teacher uses. For examples, in reporting something, the teachers restated the students' responds/answers. Then, in informing, the teacher used certain markers, such as: "already" and "for example". The other type of representatives is claiming. The teacher's utterance in claiming, for example: "this is my role". From teacher's utterance, she gave a claim for students that students had to follow her role.

The types of expressive speech acts produced by the teacher were apologizing complimenting, praising, congratulating, and thanking. In apologizing complimenting, the teacher used the expression "sorry". For example, "last week, I did not come to this class, I'm so sorry". It shows that teacher apologize for the students because she could not come to their class. Then, in praising expression, the teacher used the expression "like". The teacher likes the students' attitudes how they answer her question. For example, "I like you, Bagas". It means that teacher like Bagas because the teacher feel satisfied for Bagas' answer. In congratulating the students' attitudes, the teacher used the expression "good". The teacher agreed and felt satisfy on the students' answer (behavior) appeared on using "good". Toward thanking expression, the teacher used expression "thank you". For example, "thank you for your attention." Based on the teacher's utterance, it means that she said thank you because of students' attention in learning English.

Commissives speech acts are in term of offer and promise. Commissives speech acts commit the speaker himself/herself to do future actions (Searle, 1979). Toward this, the teacher used offering and promising utterances signaled by existence of "we will" and "next week". For examples, "we will continue speaking, not for today" and "next week, I would like you to have a presentation".

Based on explanation above, there are four types of speech act that produced by the teacher in this research namely, directives, representative, expressives, and commissives. Directives are mostly used by teacher, because she wants students for doing something.

Function of the Teacher's Speech Acts

Directives is mostly speech acts in classroom interaction that are used as a command, order, advice, request, warning, etc. (Searle, 1969:22). When teacher used directives speech acts in classroom, the functions of those is also used. Furthermore, Ervin Trip's concept (1976) on directives function was used. There are types and functions of directives speech acts which proposed. First, need statement type was used in classroom transactional setting which made the students do a request. Second, bald imperative were formed in imperative mode that was used by person who has higher statues or superior to a person who has lower status. Third, embedded imperative was indicated by interrogative form, the use of modals, and also mostly used in this research.

Fourth, permission directives occurred in interrogative sentence. Fifth, a question directive was in interrogative mode. Based on the result, it was the highest frequency of directives speech acts, and hint directives. The teacher mostly controlled and managed the classroom by giving a series of questions. Moreover, a question directive also has other functions, such as: to check the students' knowledge about certain information, and to task

the students' ability to do something. The last is hint directives, which was formed in declarative that seem to be the same as need statement. In hint directives, speaker makes the request implicitly.

Conclusion

To conclude, in teaching and learning process, directives speech acts is mostly produced by the teacher than the others speech acts. This can be seen from the high percentage of 33 utterances (21.2%) representatives speech act, 6 utterances (3.8%) expressive speech act, 112 utterances (71.8%) directives speech act, and 5 utterances (3.2%) commissive speech act. So, it can be argued that the teacher is frequently asking the students for doing something. Asking the students to say a sentence, answering the questions, and following the teacher's instruction is common orders from the teacher. In the classroom, the expectation of the teacher when using directives speech acts is the students' compliance. The teacher tends to believe that the whole instructional process in the classroom with regards to direct and indirect speech act is to benefit the students.

The functions of the teacher's directives speech acts in this research are control, organizational, and motivational or evaluative functions, such as: to ask the students about certain information, to check the students' knowledge about certain information, to command the students, to request the students to do certain action, to check the students' understanding about certain information, to focus the students' attention, to ask the students ability to do something, to warn the students, to suggest the students in positive way, to ask permission, and to suggest the students in negative way.

Directives speech acts in the classroom is very useful for the teacher because it is used to manage and control the students' behavior during teaching learning process. Teacher's directives demand the students' compliance. Moreover, the teacher's directives are also good model for the students to learn pragmatics in the classroom.

This study also has some implications. For the teachers, it is better for them to reduce the use of need statement and direct imperative, because it does not contain the polite maker. It is suggested that the teachers should use indirect speech act in daily teaching as it will be a good model for the students in learning. By using indirect form of speech act, the teacher will be showing awareness and consideration to the students' value. Being clear in delivering a message is good for the students as the message can be recognized easily without an inference among the students. For students, it is necessary to make an inference about teachers' intention to gain a sense of what teachers intended to make. Then, students also have to make a comprehension of the teachers' utterances not only from the syntactic form but from the intentions of the sentences as well. So that they could comprehend and respond the utterance directly and appropriately to avoid speech acts failures.

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Revisiting English Competence at Hotel

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Abstract

This study aims at coming up with English competence at hotel. Going along with that aim, this study focuses on one hotel in Bandar Lampung which has been developing; it is Novotel hotel. This chosen hotel meets with the criteria of hotel targeted. Further, this study was conducted qualitatively because it pursued deep findings dealing with English competence of some duties in hotel, such as reception and handling guest. Besides, questioner was employed to gather data and then interview was also conducted to have more concrete data. At last, this study came up with the detail findings of the average of English proficiency based on the positions. Furthermore, this study formulated the common expressions used to host and serve customers.

Keywords: English competence, English for hotel hospitality

Introduction

Along with the development of tourism, an increasing number of both domestic and foreign tourists coming to Lampung is also an indicator of the development of hotels. Dealing with the foreign tourists who are not all able to speak in bahasa Indonesia, generally hotels need human resource who can meet with requirements especially English mastery in some positions, such as receptionist, operator, bellboy, and room servicer. Further, to be an international hotel with a particular high star, a hotel needs to use English in all kinds of services. Based English communication, all lines of service must at least know expressions used in hotels.

In a research conducted by Brunton (2009) in a five-star hotel in Thailand, he found that the application of English for Specific Purpose is better than General English. It means that ESP is more specific and based on the needs of hotel hospitality. Dealing with the service, there are some research conducted. One of them was managed by Hai-yan and Baum (2006) and it was conducted in China and focused on front office. They came up with three points; 1) hospitality industry in China lacked of professionals (bachelor or higher degree); 2) career prospect; and 3) course of front office. These three points define how important the professional hotel personnel is, especially in front office dealing with service. Further, there is also a research conducted by M. Ariffin, Maghzi & Aziz (2011) to figure out the hotel hospitality toward local and foreign guests at four and five stars in Kuala Lumpur. They posit that personalization, comfort and warm welcoming are the dimensions of hotel hospitality, then they also state that dealing with hotel hospitality local guests have more expectation than the foreign guests. It means that hotel hospitality takes a role in satisfying the guests, thus this matter deals with hotel personnel. Simply, hotel hospitality can be well established as long as hotels have professional personnel who are willing to do so.

Moreover, there is another factor which determines hotel hospitality, it is language. M. Blue and Harun (2003) conducted a case study of four hotels in Southampton dealing with hospitality language. They argue that particular patterns of language are associated with host-guest interaction. Then they also posit that hospitality language skill can be approached with such a training categorized as an ESP (English for Specific Purposes) or EOP (English

for Occupational Purposes). This case study is conducted in UK, therefore they mainly discussed English. Further, nowadays global travel is happening, therefore this situation requires a means of communication which is language. Thus, English is the very possible one to meet with this requirement.

Concerning with English communication in hotels, this research tried to dig up English competence in some hotel hospitalities; such as greeting, offering help, explaining hotel facilities and responding complain. Those four types of competences are both basic and common. Each personnel of hotel has to be able to do so. Therefore, this research focuses on the competences in some positions which directly face and serve guests especially foreigners.

Method

Aiming at describing English competence in Novotel hotel, this research employed qualitative method. It is in line with Croker (2009), he states that qualitative method is characterized as an explanatory way with the purpose to figure out pattern of behavior and thinking. Further, Duff (2008) posits that qualitative method is applied to comprehend people or community in a particular natural setting. Along with Duff, Stake (2010:11) argues that research directed qualitatively mainly lies its focus on human perception and understanding. This is also what this research designs, it goes deeply to capture people's ability especially English for hotel. Gathering data, this research applies questionnaire which has two types of question, they are closed and open-ended question (Wilkinson and Birmingham, 2003: 11). The closed question is designed to know whether or not the participants use English to serve the foreign guests. It is because this question requires an answer; "yes" or "no". On another hand, the open-ended one is to pattern the common English expressions used in giving services in the hotel. Further, the questionnaire consists of four items, which cover the research question; they are greeting, offering help, explaining hotel facilities and general knowledge of city and responding complains. Then there are 10 questions altogether.

Findings and Discussion

Dealing with foreign tourists who are not all able to speak in bahasa Indonesia (the researchers prefer using Indonesian), this is of course a consideration for hotel developer/owner to recruit people with good English competence. Concerning with such a situation, this research tried to trace the hotel personnels' English capability in the targetted hotel, i.e. Novotel Hotel. To make it specific, this research focuses on some selected positions; they are operator, receptionist, Bellboy, Waitress, and Pool Attendant. It is so because these positions are closer to the guest especially the foreign guests than other positions. From this hotel, there are some findings which are presented into four points (based on the questionnaires). Those four points are 1) greeting, 2) offering Help, 3) explaining hotel facilities and general knowledge of city, and 4) responding complains. They are presented as follow.

Greetings

There are two questions designed for this matter; 1) Do you greet the foreign guests in English? and 2) What expression do you usually use to greet the foreign guests? Asked the first question, all respondents answer "yes". It means that they completely use English expression in greeting. Further, through accidental interview it can be reported that it is a

must for all personnels to greet foreign guests with English expression. It does not really matter for them. It can be reported as well that commonly the expression used is “Good Morning Sir” or “Good Afternoon, Ma’am”, on the other hand some respondents do not only use such an expression, but they also use “Welcome to Novotel” or “Welcome to the Pool Area”.

On a particular situation, it was found that a respondent even used “Good Afternoon Mr/Mrs. How are you?” Confirmed this expression, the respondent explained that she had known the guests before (the guests had been staying at the hotel). It is confirmed because it is so strange to express “How are you” at the very first meeting, it is thus acceptable if the situation is like what the respondent explained. Further, there are also some other expressions which are presented in this section. They are expressed as the accompaniment of “Good morning”. They are “What can I do for you?”, “Can I help you?” and “Anything I can help?” Regarding the answers in the questionnaire, these expressions are only used by receptionist and operator. The respondents need to do it to ask what they can help for checking in or out and for reservation. Both positions are the center of welcoming guests face to face or via telephone. Therefore, the hotel personels in both positions have to offer help for the guests coming. Moreover, there is a respondent in operator position saying “Thank you for your reservation”. This expression was uttered at the end of phone communication.

Dealing with greeting, the researchers found that there is a respondent using “Good Night” to greet the guest. Culturally, it is not the right greeting in that situation. The right one is “Good Evening”. “Good night” is used to end up the conversation and according to Concise English Dictionary this expression is a conventional expression of farewell. This missusage happens because of first language interference and as a matter of the fact that it is because of translation matter. In bahasa Indonesia, the greeting is *Selamat Malam*, the word *malam* is translated into *night*. Therefore culturally the participant used *Good Night* for *Selamat Malam*.

Offering Help

Offering help is not only done by receptionist and operator, but it is also uttered by other respondents at other positions, such as waitress, pool attendant, and Guest Relation Officer (GRO). There are also two questions designed for this matter; 1) Do you offer help to the foreign guests in English? and 2) What expression do you usually use to offer help to the foreign guests? Further, It can be reported that nearly all participants use English to offer help to foreign guests. There is only one respondent answering this matter in Indonesian. Then, the researchers confirmed it to the respondent. Thus it deals with English mastery.

Some various expressions found are “What can I do for you, Sir/Ma’am?”, “Can I help you?”, “Is there anything I can do for you?”, “May I assist you?”, “How may I help you?”, “Do you need assistance?” It seems that there is no such a conventional expression prescribed to be used. Therefore, each hotel personnel uses their own style. In this case, it will be much better for the hotel to prescribe and standardize the expressions in English so that all personnels will have the standardized expression or the minimum proficiency. Further, especially for the respondents working as Pool attendant, they use the same expression, i.e. “How are you Sir, May I help you?” This expression tells that the one expressing it has known the addressee before. Thus, it is to get closer to the guest, this is something good especially in hotel industries.

Explaining Hotel Facilities and General Knowledge of the City

Giving information about all hotel facilities and the city in English is not an easy thing for hotel personnel, moreover if they do not have sufficient proficiency of English. This

matter is also found in Novotel hotel. It can be reported that there are some problems faced by the respondents. Those problems are 1) there are some unfamiliar terms dealing with facilities and it is difficult for the respondents to explain because of lacking of vocabulary; 2) the hotel does not have books/booklets about the city or tourism places written in English, so it still becomes a problem because they have to explain them in English; 3) lacking of English course conducted by the hotel. Concerning with English course, the hotel manager does not do that because of the recruitment system. Hotel requires employees with English ability, thus this becomes the reason why hotel does not provide English course. As the matter of the fact, the researchers found some hotel personnels who find difficulty in explaining hotel facilities and city.

Dealing with this point, there are four questions provided in the questionnaire. The first question is “Do you usually use English to explain hotel facilities and information about city to the foreign guests?” Asked this question, some respondents answer ‘yes’ but some others do not. Then, coming to the second question (“What problem do you find in explaining hotel facilities in English?”), some respondents do not find any difficulties to explain all facilities in English. However, some others feel hard to do so. Even sometimes they mix Indonesian and English, use body language, and show pictures. Moreover, it is found that they use Indonesian because the foreign guests coming can speak in Indonesian.

Further, the third question brings about “What do you explain about city where the hotel is established?” This question requires matters that the respondents explain to the foreign guests who ask about something dealing with the city. Thus, there are four matters commonly found, they are tourism places, culinary, souvenir centers, and traditional foods. Then, asked the fourth question (“What problem you find in explaining the city where the hotel is established?”), some respondents find no difficulty to do this matter while some other respondents get the difficulty. It means that the problem stays the same, it deals with the English proficiency.

Responding Complain

Generally, the result found for the matter of responding complain is not too different from the previous matter. For responding complain case, the researchers designed two questions; one is closed question (“Do you respond complains from the foreign guests in English?”) and another one is open-ended one (“What expression do you usually use to respond complains from the foreign guests?”). Nearly all respondents answer ‘yes’ for the first question, there is one answering ‘no’ and there is another one left the question empty (the researchers couldn’t make confirmation of it). The one answering “no” explained that she cannot speak English fluently.

Conclusion

Employing questionnaire to gather the data, this research comes up with several findings. The first matter is dealing with *greeting*, it is found that all respondents greet the foreign guests with English expression. Further, at two positions, greeting is followed with the expression of offering help. However, there is one expression which is not appropriate, i.e. “Good Night”. The common expressions used are “Good Morning/Afternoon/Evening, Sir/Ma’am” then at receptionist, operator, and bellboy positions, it is followed with “Welcome to Novotel hotel” and “What can I do for you?”, or “Can I help you?”, or “Anything I can help?” The second one is dealing with offering help. It can be reported that there are some versions of the expression meaning that there is no conventional expression standardized by the hotel. Here are the expressions used; “Is there anything I can do for you?”, “May I assist you?”, “How may I help you?”, “Do you need assistance?”, and some other expressions mentioned previously in the greeting session. The next is about explaining hotel facilities and general knowledge of city. In this case, some participants do not find any

difficulties, while some others feel hard to do so. There are three major problems found; unfamiliar terms of facilities, no books/booklets about city or tourism places written in English, and no English training for the hotel personnel. Then, the last one is dealing with responding complains. It seems that the same problem appears, i.e. English proficiency.

Moreover, it thus can be concluded that not all hotel personnels have basic competences of hospitality. It is not only by performing good gesture, but it also deals with language. Regarding the findings, it is really suggested to the hotel developer/manager to create the standardized expressions, which can be in form of pocket book so that hotel personnels can have the minimum insight or in this case the standardized competence/proficiency.

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The Translation of English Passive Voice into Indonesian

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Abstract

English and Indonesian have different grammatical patterns and cultural values. That is why, many problems that students studying translation subject have to face. One of them is how to translate English Passive Voice into Indonesian. That is the reason the writer aims to do the research. The research is to describe the translation of English passive voice into Indonesian by analyzing two novels, which are Kristan Higgins' *Waiting on You* and its translation Nina Andiana's *Penantian Terpanjang*. This research uses qualitative method. The writer collected, identified, the data concerning with the translation of English passive voice. The results of the research shows that there are two categories of translating English passive voice into Indonesian, namely English passive voice can be translated both into Indonesian passive voice and English passive voice can be translated into Indonesian active voice. English passive voice is translated into Indonesian passive voice by using prefixes *di-* and *ter-*, meanwhile English passive voice is translated into Indonesian active voice by using prefixes *me-*, *men-*, and *ber-*. From forty one data which are identified there are 32 data (78.04%) of English passive voices translated into Indonesian passive voices and 9 data (21.96%) of English passive voices translated into Indonesian active voices.

Keywords: Indonesian, passive voice, translation

Introduction

In this global and high technology era, people all over the world use English as an international language. A lot of information, knowledge, books, and magazines are written in English. Many use English as the first language in their lives, not only at their offices but also for their daily activities. That is why, language competence, especially in English is very important in this era. Therefore, many will encounter some difficulties if they do not understand English well. As the most dominant part of various languages in the world, English has been compared with many other languages, including Indonesian. Meanwhile English and Indonesian have different grammatical patterns and cultural values. Indonesian utterance is different from English utterance.

Every language has a unique and different characteristic that is why it is not easy to translate from English into Indonesian, and vice versa. Therefore, those who want to be a translator or to study translation will face some difficulties to improve their ability and skill. That is why, many problems that students studying translation subject have to face. One of them is how to translate "English Passive Voice into Indonesian". In this research, the writer tries to describe the translation of "English Passive Voice into Indonesian. The writer chooses "The Translation of English Passive voice into Indonesian" because from the writer own experience when teaching translation subject at one of the local university, I find out that most students have many difficulties to translate English passive voice into Indonesian. The examples of their difficulties are: Should English passive voice be translated into Indonesian passive voice in the same form of Indonesian passive voice or vice versa? Can English passive voice be translated into Indonesian by using affixes *di-*? Can English passive voice be translated into Indonesian by using affixes *ter-*? Can English passive voice be

translated into Indonesian by using affixes *ke-an*? It means that the English passive voice can be translated into many words in Indonesian. It depends on the context. As stated by Larson (1984) "Translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs etc., which are spoken or written." It means that we can change the form of a text or text from one language (source language) to another language (target language), but we must keep the meaning that is intended by the author.

The topic is quite interesting, because English passive voice has several possibilities of translation result from the source language (English) into the target language (Indonesian). In this research, the writer chooses the novel "Kristan Higgins' *Waiting on You*" and its translated version "Nina Andiana's *Penantian Terpanjang*", as a source of the data. I try to analyze the translation of English passive voice of that novel. The reason I choose this novel as the source of the data for my research because this novel consists of many "Passive voices". The writer is interested in doing this research because I can find out the translation of English passive voice into Indonesian.

Method

The writer uses qualitative method. According to Gay (1996:208), qualitative research is the collection and analysis of extensive narrative data in order to gain insights into a situation of interest not possible using other types of research. This approach is led to the background and the individuals themselves holistically. Therefore, this approach does not permit isolation of individual or organization into variable, but individual or organization must be included into one complete package. The writer uses the novel "Kristan Higgins' *Waiting on You*" and its translated "Nina Andiana's *Penantian Terpanjang*" as the source of the data. I use sheets of paper for taking notes about the translation of "English Passive Voice into Indonesian." The data collection procedures used by the writer are: reading the whole content of the novel, identifying passive voice in English version novel, identifying the translations of English passive voice in Indonesian version novel, and the highlighted data are put side by side into a list.

Findings and Discussion

Table 1: Translation Using Prefix *di-*

No	SLT	TLT
1	"It's time," Colleen said firmly. Granted, Paulie hadn't been blessed with great beauty. (p.14)	"Aku sungguh-sungguh," kata Colleen tegas. Ya, Paulie memang tidak dikaruniai kecantikan luar biasa. (p.17)
2	Her face was dotted with giant freckles, rather than a sprinkling of cinnamon, and her pale eyes were set close together. (p.29)	Wajah adik Colleen itu dihiasi bintik-bintik merah raksasa, bukannya sedikit bintik kecokelatan. Dan matanya yang pucat tampak terlalu berdekatan. (p.38)
3	Not "gray." She hadn't said the word gray once. The word sheet had also not been mentioned. (p.31)	Colleen jelas tidak menjawab "abu-abu". Tidak sekalipun ia mengucapkan kata "abu-abu". Kata spreai juga tak pernah disebutkan. (40)
4	Collen was immediately elected as the bearer of bad news. If anyone could say it, it was Colleen. (P.36)	Dengan segera Colleen dipilih sebagai pembawa kabar buruk. Kalau ada

		seseorang yang bisa menyampaikan kabar buruk, itu pastilah Colleen. (p.47)
5	Just what <i>that</i> was, Colleen wasn't sure, but she was flattered to be included . (p.48)	Tetapi apa yang dimaksud dengan semua itu, Colleen tidak yakin, tapi ia tersanjung karena diikursertakan dalam kelompok tersebut. (p.63)
6	The week before <i>prom</i> was consumed with talk of dresses, hairstyles, shoes and how to stop a guy from going too far. (p.55-56)	Minggu sebelum <i>prom</i> dipenuhi obrolan tentang gaun, gaya rambut, sepatu, dan bagaimana cara menghentikan cowok yang ingin berhubungan terlalu jauh. (74)
7	Granted, being protected wasn't really Colleen's thing, as she'd never needed it before, but <i>damn</i> . (p.69)	Sungguh, Colleen tidak terlalu suka dilindungi , karena sebelumnya ia memang belum pernah memerlukannya, tapi <i>wow</i> . (p.91)
8	Then, after seven months, word came that Dan was being transferred . (p.106)	Lalu, setelah tujuh bulan, datang kabar bahwa Dan dipindahkan . (p.140)
9	Dad was being moved on Monday. It was already Wednesday. (p.106)	Dad akan dipindahkan hari Senin. Saat itu sudah hari Rabu. (140)
10	When he saw Colleen on the dock, being held by that dickless wonder, he felt something bigger and more powerful than anything he'd felt since his father had been led out of the courtroom in handcuffs. (p.132)	Waktu melihat Colleen di dermaga, dipegangi oleh anak bodoh itu, ia merasa lebih besar dan kuat daripada yang pernah dirasakannya sejak ayahnya dibawa keluar dari ruang sidang dengan tangan terborgol. (p.173)
11	When he saw Colleen on the dock, being held by that dickless wonder, he felt something bigger and more powerful than anything he'd felt since his father had been led out of the courtroom in handcuffs. (132)	Waktu melihat Colleen di dermaga, dipegangi oleh anak bodoh itu, ia merasa lebih besar dan kuat daripada yang pernah dirasakannya sejak ayahnya dibawa keluar dari ruang sidang dengan tangan terborgol. (p.173)
12	He felt as if he'd been sliced open with a blade so sharp he was a little confused as to why his guts were spilling onto the street. (p.150)	Rasanya tubuhnya dibelah dengan pisau yang sangat tajam sehingga ia sedikit bingung kenapa isis perutnya kini seperti tumpah ke jalanan. (198)
13	The man continued to stare "I don't want to be castrated ," he said, raising a tousled eyebrow. (p.161)	Pria itu terus menatap. "Aku tidak mau dikebiri ," katanya sambil menaikkan alis yang berantakan. (p.212)
14	In other words, accept or be discarded . (p.182)	Dengan kata lain, terima ini atau kau dibuang . (p.240)
15	Cried so hard it hurt, and she understood why they called it heartbreak, because it really did seem as if she was being ripped in half from the inside out. (p.191)	Ia menangis begitu keras sampai rasanya menyakitkan, dan ia paham mengapa ini disebut patah hati, karena rasanya hatinya memang dibelah menjadi dua. (p.251)
16	It was nice to be needed . (p.216)	Dibutuhkan memang terasa menyenangkan. (283)

17	When Frank Forbes <i>was</i> , had first summoned him after learning that Lucas had impregnated his angel, it was fair to say that Lucas expected to be thrown from the fifty-fifth story. (p.216)	Ketika Frank Forbes pertama kali memanggil Lucas setelah tahu ia menghamili anak perempuan kesayangannya, cukup logis jika Lucas mengira ia akan dilempar keluar dari lantai 55. (p.283)
18	If you hurt, mistreat or cheat on my daughter, I promise you your body will never be found . (p.127)	285 Jika kau sampai menyakiti; memperlakukan dengan tidak baik, atau berselingkuh dari putriku, aku janji mayatmu tidak akan pernah ditemukan .
19	Lucas went to work, worked hard, kept his head down and did what he was told . (218-219)	Lucas bererja, dengan keras, tidak berubah menjadi sombong dan selalu menuruti apa pun yang diperintahkan padanya. (p.287)
20	Colleen looked away. Paulie had been instructed to high-five Bryce every time he got a hit (he was really good), so Colleen had to keep an eye on that. (p.264)	Colleen memalingkan wajah. Paulie diberi instruksi untuk tos dengan Bryce setiap kali pria itu berhasil memukul bola (dia benar-benar hebat), jadi Colleen harus memperhatikan hal itu. (p.347)
21	Lucas was in Ithaca to see the attorney, who'd been recommended by an old college friend. (289)	Lucas berada di Ithaca untuk bertemu dengan pengacara itu, yang direkomendasikan oleh teman kuliahnya. (p.380)
22	Because yes, the troops had been called in . (p.293)	Karena ya, pasukan penolong memang telah dipanggil . (386)
23	To start, beet, <i>almond</i> and goat cheese salad, followed by braised scallops in a white wine reduction over celery root and potato <i>puree</i> and topped with freshly grated Romano cheese; and vanilla bean <i>crème fraiche</i> pudding topped with <i>fresh raspberries</i> . (p.330)	Dimulai dengan salad bit <i>almond</i> , dan keju kambing, diikuti simping yang ditumis dengan saus kental dari anggur putih dengan <i>puree</i> seledri dan kentang, serta dihias <i>dill</i> segar; wortel dan <i>parsnip</i> panggang dengan parutan keju Ramona segar; dan pudding vanilla <i>crème fraiche</i> dengan <i>raspberry</i> segar. (p.435)
24	Lucas had thanked her for the idea ... but still, it couldn't have been done without perfect Ellen. (p.393)	Lucas berterima kasih padanya atas ide itu Tapi tetap saja, semua takkan bisa dilakukan tanpa Ellen yang sempurna. (p.515)
25	The church was packed . (p.429)	Gereja dipenuhi orang. (p.562)

Sentence number 1 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **hadn't been blessed**, it is formed by **had + to be (been) + past participle (blessed)** and translated into Indonesian passive voice into *dikaruniai*. It is formed by using prefix *di-* + verb (*karuniai*).

Sentence number 2 discusses about passive voice in simple past with prefix *di-*. English passive voice is **was dotted**, it is formed by **to be (was) + past participle (dotted)**

and translated into Indonesian passive voice into *dihiasi*. It is formed by using prefix *di-* + verb (**hias**).

Sentence number 3 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **had not been mentioned**, it is formed by **had** + **to be (been)** + **past participle (mentioned)** and translated into Indonesian passive voice into *disebutkan*. It is formed by using prefix *di-* + verb (**sebutkan**).

Sentence number 4 discusses about passive voice in simple past with prefix *di-*. English passive voice is **was elected**, it is formed by **to be (was)** + **past participle (elected)** and translated into Indonesian passive voice into *dpilih*. It is formed by using prefix *di-* + verb (**pilih**).

Sentence number 5 discusses about passive voice in present infinitive with prefix *di-*. English passive voice is **to be included**, it is formed by **to be** + **past participle (included)** and translated into Indonesian passive voice into *dikutsertakani*. It is formed by using prefix *di-* + verb (**sertakan**).

Sentence number 6 discusses about passive voice in simple past with prefix *di-*. English passive voice is **was consumed**, it is formed by **to be (was)** + **past participle (consumed)** and translated into Indonesian passive voice into *dipenuhi*. It is formed by using prefix *di-* + verb (**penuhi**).

Sentence number 7 discusses about passive voice in present participle/gerund with prefix *di-*. English passive voice is **being protected**, it is formed by **being** + **past participle (protected)** and translated into Indonesian passive voice into *dilindungi*. It is formed by using prefix *di-* + verb (**lindungi**).

Sentence number 8 discusses about passive voice in past continuous with prefix *di-*. English passive voice is **was being transferred**, it is formed by **to be (was)** + **being** + **past participle (transferred)** and translated into Indonesian passive voice into *dipindahkan*. It is formed by using prefix *di-* + verb (**pindahkan**).

Sentence number 9 discusses about passive voice in past continuous with prefix *di-*. English passive voice is **was being moved**, it is formed by **to be (was)** + **being** + **past participle (moved)** and translated into Indonesian passive voice into *dipindahkan*. It is formed by using prefix *di-* + verb (**pindahkan**).

Sentence number 10 discusses about passive voice in present participle/gerund with prefix *di-*. English passive voice is **being held**, it is formed by **being** + **past participle (held)** and translated into Indonesian passive voice into *dipegangi*. It is formed by using prefix *di-* + verb (**dipegangi**).

Sentence number 11 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **hadn't been led**, it is formed by **had** + **to be (been)** + **past participle (led)** and translated into Indonesian passive voice into *dibawa*. It is formed by using prefix *di-* + verb (**bawa**).

Sentence number 12 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **hadn't been sliced**, it is formed by **had** + **to be (been)** + **past participle (sliced)** and translated into Indonesian passive voice into *dibelah*. It is formed by using prefix *di-* + verb (**belah**).

Sentence number 13 discusses about passive voice in present infinitive with prefix *di-*. English passive voice is **to be castrated**, it is formed by **to be** + **past participle (castrated)** and translated into Indonesian passive voice into *dikebiri*. It is formed by using prefix *di-* + verb (**dikebiri**).

Sentence number 14 discusses about passive voice in present infinitive with prefix *di-*. English passive voice is **to be discarded**, it is formed by **to be** + **past participle (discarded)**

and translated into Indonesian passive voice into *dibuang*. It is formed by using prefix *di-* + **verb (dibuang)**.

Sentence number 15 discusses about passive voice in past continuous with prefix *di-*. English passive voice is **was being ripped**, it is formed by **to be (was) + being + past participle (ripped)** and translated into Indonesian passive voice into *dibelah*. It is formed by using prefix *di-* + **verb (belah)**.

Sentence number 16 discusses about passive voice in present infinitive with prefix *di-*. English passive voice is **to be needed**, it is formed by **to be + past participle (needed)** and translated into Indonesian passive voice into *dibutuhkan*. It is formed by using prefix *di-* + **verb (butuhkan)**.

Sentence number 17 discusses about passive voice in present infinitive with prefix *di-*. English passive voice is **to be thrown**, it is formed by **to be + past participle (thrown)** and translated into Indonesian passive voice into *dilempar*. It is formed by using prefix *di-* + **verb (lempar)**.

Sentence number 18 discusses about passive voice in simple future with prefix *di-*. English passive voice is **will be found**, it is formed by **to be + past participle (thrown)** and translated into Indonesian passive voice into *akan ditemukan*. It is formed by using prefix *di-* + **verb (temukan)**.

Sentence number 19 discusses about passive voice in simple past with prefix *di-*. English passive voice is **was told**, it is formed by **to be (was) + past participle (told)** and translated into Indonesian passive voice into *diperintahkan*. It is formed by using prefix *di-* + **verb (perintahkan)**.

Sentence number 20 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **had been instructed**, it is formed by **had + to be (been) + past participle (instructed)** and translated into Indonesian passive voice into *diberi instruksi*. It is formed by using prefix *di-* + **verb (beri instruksi)**.

Sentence number 21 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **had been recommended**, it is formed by **had + to be (been) + past participle (recommended)** and translated into Indonesian passive voice into *diinstruksikan*. It is formed by using prefix *di-* + **verb (instruksikan)**.

Sentence number 22 discusses about passive voice in past perfect with prefix *di-*. English passive voice is **had been called in**, it is formed by **had + to be (been) + past participle (called in)** and translated into Indonesian passive voice into *dipanggil*. It is formed by using prefix *di-* + **verb (panggil)**.

Sentence number 23 discusses about a) passive voice in passive participle with prefix *di-*. English passive voice is **followed**, and translated into Indonesian passive voice into *diikuti*. It is formed by using prefix *di-* + **verb (ikuti)**. b) passive voice in passive participle with prefix *di-*. English passive voice is **braised**, and translated into Indonesian passive voice into *ditumis*. It is formed by using prefix *di-* + **verb (tumis)**. c) passive voice in passive participle with prefix *di-*. English passive voice is **topped**, and translated into Indonesian passive voice into *dihias*. It is formed by using prefix *di-* + **verb (hias)**.

Sentence number 24 discusses about passive voice in passive perfect conditional with prefix *di-*. English passive voice is **couldn't have been done** it is formed by **modal (could) + not + have + to be (been) + past participle (done)** and translated into Indonesian passive voice into *tidak bisa dilakukan*. It is formed by using **tidak + bisa + prefix di- + verb (lakukan)**.

Sentence number 25 discusses about passive voice in simple past with prefix *di-*. English passive voice is **was packed**, it is formed by **to be (was) + past participle (packed)**

and translated into Indonesian passive voice into *dipenuhi*. It is formed by using prefix *di-* + **verb (penuhi)**.

Table 2: Translation Using Prefix *ter-*

No	SLT	TLT
1	Her face was dotted with giant freckles, rather than a sprinkling of cinnamon, and her pale eyes were set close together. (p.29)	Wajah adik Colleen itu dihiasi bintik-bintik merah raksasa, bukannya sedikit bintik kecokelatan. Dan matanya yang pucat tampak terlalu berdekatan. (p.38)
2	Just what <i>that</i> was, Colleen wasn't sure, but she was flattered to be included. (p.48)	Tetapi apa yang dimaksud dengan <i>semua itu</i> , Colleen tidak yakin, tapi ia tersanjung karena diikutsertakan dalam kelompok tersebut. (p.63)
3	He was locked in from the second he kissed her, something he'd been thinking about doing from the moment he first saw her, ... (p.132)	Lucas seolah terkunci sejak detik pertama mencium gadis itu, sesuatu yang sudah ingin ia lakukan sejak pertama kali melihat gadis itu, ... (p.173)
4	He remembered knowing not to ask for seconds because whatever was left over would be tomorrow's dinner, too. He'd been poor, and he's seen what a lack of money had driven his father to do, and he was damned if he'd bring Colleen into that life. (p.148)	Ia ingat menyadari tak bisa menambah makanan karena apa pun yang tersisa akan dijadikan makan malam besok. Dulu ia miskin, dan ia sudah melihat betapa kekurangan uang mendorong ayahnya melakukan apa yang dia lakukan, dan terkutuklah dirinya kalau sampai membawa Colleen ke kehidupan itu. (p.195)
5	218 He couldn't think about Colleen. That was forbidden now. (p.218)	Ia tak boleh memikirkan Colleen. Kini pikiran itu terlarang . (p.286-287)
6	She'd been hit in the head with a flicking' ball. "Ouch," she said faintly. (p.268)	Kepalanya terkena bola. "Aduh," ujar Colleen pelan. (p.354)
7	Until Lucas had meet Colleen, everything had always been....tainted , somehow. (p.318)	Sampai Lucas bertemu Colleen, segala sesuatunya terasa ... ternoda , entah kenapa. (p.419)
8	He was in the Food Zone, hypnotized by the smells and texture of his work. (p.328)	Connor seolah berada di Zona Makanan, terhipnotis aroma dan tekstur hasil karyanya. (p.433)

Sentence number 1 discusses about passive voice in simple past with prefix *ter-*. English passive voice is **was flattered**, it is formed by **to be (was) + past participle (flattered)** and translated into Indonesian passive voice into *tersanjung*. It is formed by using prefix *ter-* + **verb (sanjung)**.

Sentence number 2 discusses about passive voice in simple past with prefix *ter-*. English passive voice is **was locked**, it is formed by **to be (was) + past participle (locked)** and translated into Indonesian passive voice into *terkunci*. It is formed by using prefix *ter-* + **verb (kunci)**.

Sentence number 3 discusses about: a) passive voice in simple past with prefix *ter-*. English passive voice is **was left over**, it is formed by **to be (was) + past participle (left**

over) and translated into Indonesian passive voice into *tersisa*. It is formed by using prefix *ter-* + **verb (sisa)**. : b) passive voice in simple past with prefix *ter-*. English passive voice is **was damned**, it is formed by **to be (was) + past participle (damend)** and translated into Indonesian passive voice into *terkutuklah*. It is formed by using prefix *ter-* + **verb (kutuklah)**.

Sentence number 4 discusses about passive voice in simple past with prefix *ter-*. English passive voice is **was forbidden**, it is formed by **to be (was) + past participle (forbidden)** and translated into Indonesian passive voice into *terlarang*. It is formed by using prefix *ter-* + **verb (larang)**.

Sentence number 5 discusses about passive voice in past perfect with prefix *ter-*. English passive voice is **had been hit**, it is formed by **had + to be (been) + past participle (hit)** and translated into Indonesian passive voice into *terkena*. It is formed by using prefix *ter-* + **verb (kena)**.

Sentence number 6 discusses about passive voice in past perfect with prefix *ter-*. English passive voice is **had been tainted**, it is formed by **had + to be (been) + past participle (tainted)** and translated into Indonesian passive voice into *ternoda*. It is formed by using prefix *ter-* + **verb (noda)**.

Sentence number 7 discusses about a) passive voice in passive participle with prefix *ter-*. English passive voice is **hypnotized**, and translated into Indonesian passive voice into *terhipnotis*. It is formed by using prefix *ter-* + **verb (hipnotis)**.

Table 3: Translation Using Prefix *me-*

No	SLT	TLT
1	Despite her own utter lack of experience, Colleen was asked for advice and doled it out, sounding quite expert to her own ears. (p.56)	Meskipun Colleen sendiri tidak berpengalaman, banyak temannya meminta saran, jawabannya memang kedengaran seperti ahli, bahkan bagi telinganya sendiri. (p.74)
2	At about midnight, it was decided by half the group that a visit to the lake was in order; for one, it was a gorgeous May night, the sky gleaming with the stars, ... (p.59)	Kira-kira tengah malam, setengah anggota kelompok memutuskan Malam bulan Mei, langit pasti dipenuhi taburan bintang, ... (p.79)
3	230 That being said , he could see down her shirt. (p.230)	Setelah mengatakan itu, Lucas sadar ia bisa melihat ke bawah ke blus Colleen. (p.303)
4	No one would ever tell Savannah that she'd been handed that hit. (p.267)	Tak seorang pun akan memberitahu Savannah bahwa Colleen sengaja melepaskan bola itu untuknya. (p.353)

Sentence number 1 discusses about passive voice in simple past with prefix *me-*. English passive voice is **was asked**, it is formed by **to be (was) + past participle (asked)** and translated into Indonesian active voice into *meminta*. It is formed by using prefix *me-* + **verb (minta)**.

Sentence number 2 discusses about passive voice in simple past with prefix *me-*. English passive voice is **was decided**, it is formed by **to be (was) + past participle (decided)** and translated into Indonesian active voice into *memutuskan*. It is formed by using prefix *me-* + **verb (mutuskan)**.

Sentence number 3 discusses about passive voice in present participle/gerund with prefix *me-*. English passive voice is **being said**, it is formed by **being + past participle**

(said) and translated into Indonesian passive voice into *mengatakan*. It is formed by using prefix *me-* + verb (katakan).

Sentence number 4 discusses about passive voice in past perfect with prefix *me-*. English passive voice is **had been handed**, it is formed by **had + to be (been) + past participle (handed)** and translated into Indonesian active voice into *melepaskan*. It is formed by using prefix *me-* + verb (lepaskan).

Table 4: Translation Using Prefix *men-*

No	SLT	TLT
1	He worked harder and longer than his coworkers, hoping to show he wasn't just some schmuck who was being promoted because of who he was. (p.220)	Ia bekerja lebih keras dan lebih lama daripada rekan-rekannya, berharap bisa menunjukkan ia bukan sekedar orang berengsek yang mendapat promosi karena menikahi putri sang bos. (p.289)
2	As he was promoted , moving up through the ranks from construction worker to foreman to project manager. (p.220)	Dan Lucas memang mendapat promosi , menaiki tangga karier dari pekerja konstruksi menjadi mandor, kemudian menjadi manajer proyek. (p.289)
3	From somewhere not too far away, an owl called and was answered . (345)	Dari suatu tempat yang tak terlalu jauh, burung hantu memanggil-manggil dan mendapatkan jawaban . (455)

Sentence number 1 discusses about passive voice in past continuous with prefix *men-*. English passive voice is **was being promoted**, it is formed by **to be (was) + being + past participle (promoted)** and translated into Indonesian active voice into *mendapat promosi*. It is formed by using prefix *men-* + verb (dapat) + **promosi**.

Sentence number 2 discusses about passive voice in simple past with prefix *men-*. English passive voice is **was promoted**, it is formed by **to be (was) + past participle (promoted)** and translated into Indonesian active voice into *mendapat promosi*. It is formed by using prefix *men-* + verb (dapat) + **promosi**.

Sentence number 3 discusses about passive voice in simple past with prefix *men-*. English passive voice is **was answered**, it is formed by **to be (was) + past participle (answered)** and translated into Indonesian active voice into *mendapatkan jawaban*. It is formed by using prefix *men-* + verb (dapatkan) + **jawaban**.

Table 5: Translation Using Prefix *ber-*

No	SLT	TLT
1	Faith and Jeremy were snuggled on the couch, the golden couple, <i>prom</i> king and queen, of course, as if anyone else had a chance. (p.58)	Faith dan Jeremy berpelukan di sofa, si pasangan emas, raja dan ratu <i>prom</i> , tentu saja, seolah pasangan lain punya kesempatan saja. (p.77)
2	An hour later, the sunroom was transformed . (p.293)	Sejam kemudian, ruang berjemur sudah berubah . (p386.)

Sentence number 1 discusses about passive voice in simple past with prefix *ber-*. English passive voice is **was snuggled**, it is formed by **to be (was) + past participle (snuggled)** and translated into Indonesian active voice into *berpelukan*. It is formed by using prefix *ber-* + verb (pelukan).

Sentence number 2 discusses about passive voice in simple past with prefix *ber-*. English passive voice is **was transformed**, it is formed by **to be (was) + past participle**

(transformed) and translated into Indonesian active voice into *berubah*. It is formed by using prefix *ber-* + verb (**ubah**).

Conclusion

The writer finds out that English passive voice can be translated both into Indonesian passive voice and Indonesian active voice. English passive voice is translated into Indonesian passive voice by using prefixes *di-* and *ter-*, meanwhile English passive voice is translated into Indonesian active voice by using prefixes *me-*, *men-*, and *ber-*. In this research, the writer analyzes 8 English passive forms such as: past perfect, simple past, present infinitive, present participle/gerund, past continues, simple future, passive participle and passive perfect conditional. I find out 8 English passive voice forms which are translated into Indonesian passive voice, namely: past perfect, simple past, present infinitive, present participle/gerund, past continues, simple future, passive participle and passive perfect conditional. Meanwhile there are 4 English passive voice forms which are translated into Indonesian active voice, namely: past perfect, simple past, present participle/gerund, and past continues. The writer realizes this research is very important to those want to become a translator or to students studying translation subject. This research also can be a good reference for reader if they want to study about English passive voice. That is why, the writer hopes for other people to continue doing this research. Since the sample of this research is still very limited, the writer suggests that other research be conducted with bigger samples to produce a more convincing result.

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