

**PASSIVE CONSTRUCTION IN TORAJANESE LANGUAGE  
AND ENGLISH LANGUAGE  
(A CONTRASTIVE STUDY)**



**BOSOWA**  
**UNIVERSITAS**  
**THESES**

**Presented to the Faculty of Letters Bosowa University Makassar  
in partial fulfillment of Requirement for Sarjana Degree  
at English Department**

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MAKASSAR  
2020**

PAGE OF APPROVAL

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AND ENGLISH  
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**PASSIVE CONSTRUCTION IN TORAJANESE LANGUAGE**  
**AND ENGLISH LANGUAGE**  
**(A Contrastive Study)**

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **“PASSIVE CONSTRUCTION IN TORAJANESE AND ENGLISH LANGUAGE (A Contrastive Study)”** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil palgiat. Saya siap menanggung resiko/sangsi apabila pernyataan ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 23 October 2020

Yang membuat pernyataan



Yeni Palino

## ABSTRAK

Yeni Palino. 4516051003. "*Passive Construction in Torajanese and English Language (A Contrastive Study)*". Program Bahasa dan Sastra Inggris, Fakultas Sastra, Universitas Bosowa, Dibimbing oleh: Dahlia D. Moelier and Ramli,

Tujuan dari penulisan skripsi ini adalah untuk menjelaskan dan menganalisis perbedaan antara kalimat pasif dalam bahasa Toraja and bahasa Inggris di tinjau dari segi susunan kalimatnya.

Metode yang penulis gunakan dalam analisis ini adalah metode deskriptif and kontrastif. Metode deskriptif adalah metode yang digunakan untuk menjelaskan kalimat pasif dalam bahasa Toraja dan bahasa Inggris. Metode Kontrastif adalah metode yang digunakan untuk menganalisis perbedaan antara kalimat pasif dalam bahasa Toraja dan bahasa Inggris dalam hal susunan kalimatnya.

Perbedaan struktur antara bahasa Toraja dan bahasa Inggris terletak dalam struktur hal kalimat pasif. Dalam bahasa Inggris hanya ada sepuluh tenses yang dapat diubah menjadi kalimat bentuk pasif yaitu (S + to be + V3 + by + Agen). Sedangkan dalam bahasa Toraja struktur kalimat pasif terbentuk dari ( S+ P + prefiks atau sufiks + O) atau (P + prefiks atau sufiks + S + O). Dalam bahasa Toraja untuk menentukan aktif dan pasif dalam kata yang menduduki fungsi sebagai subjek dan kata kerja, kita harus menguraikan atau memperhatikannya karena kadang subjek kalimat dan kata kerja dapat ditukar tempat. Dalam bahasa Inggris penempatan subjek dan kata kerja dalam kalimat aktif dan pasif tidak berubah dan mengikuti urutan kalimat.

**Kata kunci:** *Kontruksi Pasif, Kontras Analisis, Bahasa Inggris dan Bahasa Toraja*

## ABSTRACT

Yeni Palino. 4516051003 "*Passive Construction In Torajanese and English Language (A Contrastive Study)*". English Language and Literature program, Faculty of Letters. Universitas Bosowa. Supervised by : Dahlia D. Moelier and Ramli

The purpose of writing in this thesis is to explain and analyze the difference between passive sentences in Toraja language and English in review in terms of sentence composition.

The method used in this analysis was a descriptive and contrastive method. The descriptive method is a method used to describe passive sentences in Toraja language and English. The Contrastive Method is a method used to analyze the difference between passive sentences in Torajanese language and English in terms of sentence composition.

The difference in structure between Toraja and English lies in the structure of passive sentences. In English there are only ten tenses that can be converted into passive form sentences (S+ to be + V3 + by + Agent). Whereas in Toraja language passive sentence structure is formed from ( S+ P + prefix or suffix + O) or (P + prefix or suffix + S + O). In Toraja language to determine active and passive in words that occupy functions as subjects and verbs, we must elaborate or pay attention to them because sometimes the subject of sentences and verbs can be exchanged places. In English the placement of subjects and verbs in active and passive sentences does not change and follows the order of sentences.

**Keyword:** *Passive Construction, analysis Contrastive, English and Torajanese*

## ACKNOWLEDGEMENT

Praise the Lord, and special thanks for Jesus Christ for all His guidance and blessing the writer had the opportunity and strength in the process of writing this thesis and God always leads and carries her, therefore she able to complete this thesis.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the research. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them. First, her Mother Arnita for the endless love, pray, and support, and her father Yonatan who has become the best father for the writer.

The writer wishes to express a deep appreciation and gratitude to Dra. Dahlia D.Moelier, M.Hum, as the first supervisor who has her guide in developing this thesis and spent much time reading and correcting it. The same honor is also directed to Dr. Ramli, S.S.,SPd.M.Pd, as her second supervisor whose carefully detailed reading and checking. This thesis would probably have never been complete without their guidance.

The writer would also like to extend her sincere thanks to Dr. Sudirman Maca, S.S., M.Hum, as the Dean of Faculty of Letters, Andi Tenri Abeng, S.S, M.Hum, as the Head of the English Department, and to those who have educated, given here valuable knowledge and to all members of staff in the faculty of Letters, Universitas Bosowa Makassar, for their kind attention, also administration staff of English Departement, to Ma'am Rahma dan Ma'am Yuli ,

thanks for all of you helps and Suggestions as long as the writer studied in Universitas Bosowa Makassar.

The writer gratitude also goes to her beloved classmates “LUMINAL”. For every support in any from especially for letting her stay in their side for couple years. She is really sorry every single mistake that has ever done. Hopefully, God always Bless us in our life.

Finally, the writer knows that this thesis is still far from being perfect. The writer also appreciates all the criticism and suggestion for the improvement of this thesis.

Makassar, 16 September 2020

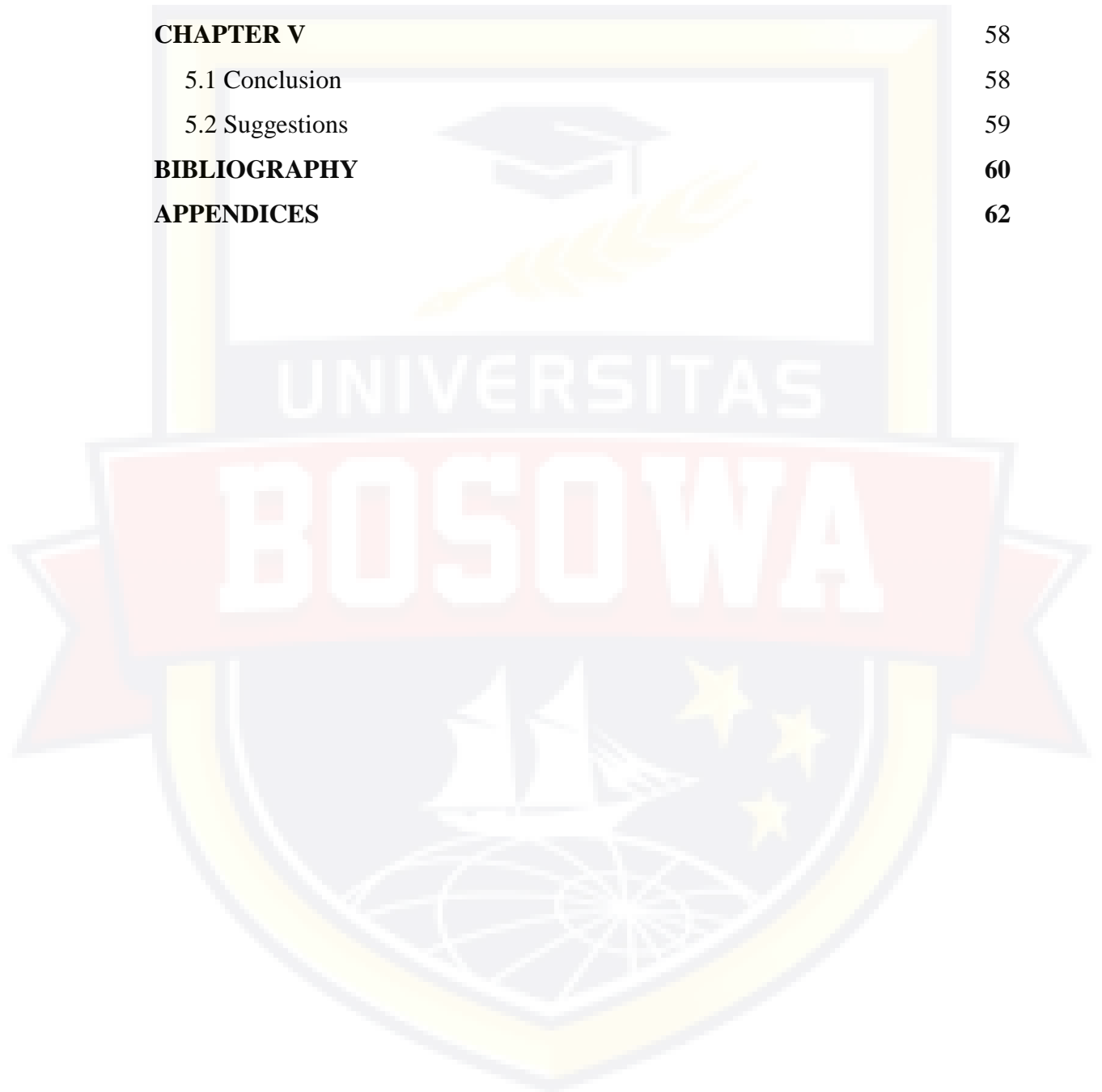
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## TABLE OF CONTENT

<b>PAGE OF APPROVAL</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>v</b>
<b>ACKNOWLEDGEMENT</b>	<b>vii</b>
<b>TABLE OF CONTENT</b>	<b>ix</b>
<b>CHAPTER I</b>	<b>1</b>
1.1. Background	1
1.2. Reason for Choosing the Title	4
1.3. The Problem Identification	5
1.4. The Research Question	5
1.5. The Scope of Problem	5
1.6. Objective of Research	6
1.7. Significance of Research	6
<b>CHAPTER II</b>	<b>7</b>
2.1. Previous Studies	7
2.2. Definition of Sentence	9
2.3. Sentence Elements	10
2.4. Classification of Sentence	11
2.5. The Active and Passive Voice	15
<b>CHAPTER III</b>	<b>25</b>
3.1. Research Design	25
3.2. Subject of the Research	25
3.3. Research Instrument	26
3.4. Procedure of collecting data	27
3.5. Data Analysis	28

<b>CHAPTER IV</b>	29
4.1 Findings	29
4.2 Discussion	54
<b>CHAPTER V</b>	58
5.1 Conclusion	58
5.2 Suggestions	59
<b>BIBLIOGRAPHY</b>	<b>60</b>
<b>APPENDICES</b>	<b>62</b>



## **CHAPTER I**

### **INTRODUCTION**

This research concentrated on passive construction in Toraja language and English . There were also number of things that would support this research and to provide a more accurate understanding the writer presented research background, problem identification, research question, scope of problem, objective of research and significance of research.

#### **1.1. Background**

Language means communication which is used to convey people's idea, feeling, and sharing thoughts to each other as well. Through language people can express feeling, idea or anything from the deepest mind and without language people could not show every expression to another people in the world. According to Kridalaksana (2013:50), language is the symbol or sound of the arbiter used by members of social groups to work together, communicate and identify themselves. There are many different kinds of language in the world. Every country or individuals had its own language and used it in different way or its own desire frequently. Bloomfield (2013:1) stated language plays a great role part in human life and perhaps of its familiarity people rarely observed it, taking it rather for granted. The effects of language are remarkable because without language there is no communication to convey feelings or thoughts even animals use language to communicate by using the sounds.

Furthermore, it was easy to notice that language has a huge role in humankind. Sociolinguistics is the study of the characteristics of language varieties, the characteristics of its functions, the characteristics of the speakers and the relation with constantly interact, exchange from one to another within a speech community (Fishman, 1997). People belonged to the social creature and sense of society is appear, made and increased by language. Thus, language is fundamental for human life because every things had concept, thought, and innovation in human's mind because without the existence of language the world is nothing for humankind. In Indonesia for instance, there are plenty of local languages that claimed as national legacy which developed the national culture. Furthermore, the vernaculars are the main point to gave the perfection the national language. Indonesian language is popular as the national language which officially declared by Indonesia young association on October, 28<sup>th</sup> 1924.

Indonesia itself has various types of languages in every different region especially south Sulawesi. According to Taringan (2010), the differences between the two languages obtained and the generated through plosive analysis was used as a cornerstone in forecasting or predicting difficulties or obstacles the obstacles to be faced. Indeed, in South Sulawesi there are several local languages such as: Makassarnese, Bugisnese, Torajanese. Torajanese language still divided into three main parts East Toraja which was used in Toraja-Poso, called Bareqe language, West Toraja which was used in Kaili-Parigi called Uma language, South Toraja is the northern part of South Sulawesi and has a vernacular language Torajanese. Toraja language is one of the regional languages that still remained living and

thriving in a supporting community. This language is a supporter of one of south Sulawesi's regional cultures considered to had one unique tradition that has lately attracted foreign tourists from abroad. Language variations that occur due to the overall characteristics of usage language in a person's language showed many similarities commonly referred to as dialect. Dialects can occur due to geographical location that enabled communication or inter-individual relationships in communities still happen frequently. Based on geographic factors, the Toraja language has several dialects, among others, Toraja dialect Tailulembang is also called Makale dialect, Kesuq dialect, Mamasa dialect, often referred to as Galumpang dialect, Saqdan Balusu dialect, Simbuang dialect, and Palopo dialect (Sande, 1984:3) According to Chaer (2007:1), dialect could be a verbal device for communication. Chaer describes that dialect as an image of subjective sound was utilized by a bunch of community individuals to associated and recognize them.

Richards (2002:375) stated that the word contrastive is taken from the verb to contrast which meant to set in opposition in order to showed unlikeness, compare by observing differences place face to face with the aim of showed inequality and comparing by observing differences. In addition, Indonesia language and local language still had a foreign languages in education subject. The most famous foreign language in Indonesia is English and basically used in some aspects of life in the world, for example is the scientific books which are mostly written in English. Therefore, English is used as a scientific language in school, universities, and public. The position of English is the most basic and educated

subject to develop a regional language. For this reason the writer realized to analyzed one of the language. In this case, the writer chose a title active and passive construction in Torajanese and English language ( a contractive study) as a responsibility to ancestor's heritage. Torajanese and English language are two different languages which had some differences. Moreover, James (2012:377) states that contrastive analysis was firstly suggested by contrastive linguistics, a comparative study which emphasizes on linguistics differences.

Therefore the writer was interested in examining active and passive sentences in Toraja and English, thus to examine the use of active and passive sentences in the Torajanese language, it was necessary to make comparisons with active and passive sentences in English as the basis for comparison. In this case the aim is to find active and passive sentences in terms of the differences that arose in the two languages predicting the difficulty and the solution.

## **1.2.Reason for Choosing the Title**

As an English department student and native Toraja speaker rthe writer has a special interest to analyse the active and passive aspects in particular construction. Moreover, English serves as the media among different countries and become an international language which being utilized in all areas as a daily language and become the first in some major countries. English is required in developing countries, for example in Indonesia, to cooperate with other countries. In addition, the writer wanted to inform through the readers in general and the Toraja community in particular that Toraja language has many aspects that can be

compared with aspects in English as an international language. The research expected to provide information about the difference in English sentences and Toraja languages for the readers, especially for students and the general public, as well as references in producing other research which conducted on the concept of sentences difference in the special regional Toraja language.

### **1.3. Problem of the Research**

This writer focused on analyzing active and passive construction in Torajanese and English as follows.

- a. The structure of passive construction in Torajanese and English.
- b. The different structure of passive construction in Torajanese and English.
- c. The challenges of passive voice in Torajanese and English.

### **1.4. Research Question**

After reviewing any references this study had 3 questions as follows;

- a. What is the structure of passive construction in Torajanese and English.
- b. How is the difference structure of active and passive voice in Torajanese and English?
- c. What is the challenges of using passive voice in Torajanese and English?

### **1.5. Scope of Research**

In accordance with the title of this writing, that is construction of active and passive sounds in Torajanese and English, the writer found several problems that would be analyze in the next chapter. The sentence of both languages had many

difference and similarities. The scope of problem of this writing was limited with the structure of passive both language difference and challenges between them.

### **1.6. Objective the Research**

Based on the scope of the problem above, this writing proposed 3 objectives as follows;

- a. To explain the structure of passive voice in Toraja language and English language.
- b. To explain the difference between structure of passive voice in Toraja language and English language.
- c. To describe the challenges of using passive voice in Toraja language and English language.

### **1.7. Significance of Research**

The importance of this writing was presented, as follows; theoretically, this research expected to assist in the development of the linguistic field, especially to the external aspects, namely the structure of important sentence formation between contrasting languages.

Practically, this research expected to provide information about the difference in English sentences and Torajanese languages for the readers, especially for students and the general public, as well as references in producing other research which conducted on the concept of sentences difference in the special regional Toraja language.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter was the description of the previous studies, definition of compound sentence, the active and passive voice.

#### **2.1 Previous Studies**

Literature review is research related to the matters or knowledge as reference materials that support the research, or explain the results of previous research related to the topic under study in order to be clearer of the research problem to be solved.

Kurnia (2018) "A Contrastive Analysis Between English And Indonesian Prefixes And Suffixes In The Descriptive Texts Of Students Text books" This study aimed at describing the kinds of the English and Indonesian prefixes and suffixes mostly found in the descriptive text of student's and found the similarities and dissimilarities. The writer used descriptive qualitative research method. To collect the data, the writer used documentation technique. In analyzing the data the writer used descriptive analysis.

Suprato (2012) "Analisis Kontrastif Kalimat Pasif Bahasa Indonesia Dengan Bahasa Inggris" this article aims to describe the ratio of passive sentences to Indonesian and English that can provide benefits as a reference in teaching English as a second language. The research is done by qualitative method, with the reference of libraries from Indonesian and English sources. A passive sentence in Bahasa Indonesia is seen from its structure using "in,on,at-", "as-" or "to-". While in English known as "to be + past participle" which depends on the time of

occurrence (according to tenses). Sentence in context should be noted so that the meaning contained would be completely understood. After analysing for matches and comparisons in passive sentences in Bahasa Indonesia and English, the researcher had found similarities and differences.

Wulandari and Hurustyanti (2017) investigated “Analisis Struktur Kalimat Pasif Bahasa Inggris dan Indonesia Melalui *Contrastive Recognition* “ The aims of this research to know the passive structure of English and Indonesian sentence, and the comparison of passive sentence in English and Indonesian. The researcher used library research type. This research analysis was content analysis. The results showed that the equivalent and comparison of English and Indonesian passive sentence can be seen structurally and pragmatically.

Sholihah (2017) "Analyzed Passive and Active Sentence of Indonesian Language With The Active Sentence Of Mandarin” This research aims to know the similarities and difference in the active sentences of Indonesian language with the active sentences of the Mandarin language which is reviewed in terms of its type structure and classification. So it can be found clearly similarities and differences.

James (2012:375) stated that contrastive analysis is concerned with the way in which native language affects foreign language learning in the individual. The writer states that contrastive analysis is a linguistic area. It is relate to the comparison of two or more languages in other to found out differences and the similarities between languages. In addition, contrastive analysis is more interested in analyzing the differences of two or more languages then the similarities. The

similarities between the languages which are contrasted are important, because the use of the diversities is at the basis of the comparison. The basis of the comparison means the aspect of the languages which are contrasted. Talking the contrasting of active and passive construction in Torajanese and English language, their aspect is similar while their structure can be different. Tarigan (2009:110) stated that contrast analysis has two steps, namely: 1) collecting data, which consist of two languages or more 2) identify and classify the differences and equations of the two language. To know further the differences between the two languages, obtained and generated through contrast analysis that can be used as a cornerstone in predicting the difficulties that the reader would face in knowing the difference stucture between active and passive sentences and the challenges that would be faced in passive active use in Toraja and English language.

## **2.2. Definition of Sentence**

Sentence is unit syntax consisting of some words composed together. In sentence we concern with some element those built it such as subject, predicate and complement. Sentence has in important role in a language because the commonly sentence use expressing idea. It is not only a group of word which are valid in a language. In dealing with the sentence, the definition would be quoted in to got guidance and an understood of a sentence. According to Frank (2013:220) A sentence is a full predication containing a subject plus predicate with finite verb. It is arrangement may be symbolized by such formula as:

S+V+O (Subject + Verb+Object).

(1) Umbalamuola

Where will you go?

(2) Barra manna tulamubawa sola doi

Only some rice and money, you will be bring

The definition above can be gained that sentence is largest grammatical meant that the arrangement of word must be logic or rational.

### 2.3 Sentence Elements

A sentence consists of some elements such as;

#### 2.3.1 Subject

In grammar, subject is always contrasted to predicate and object, Subject is word in a sentence about which something is or predicated or noun equivalent that carries out the action of a verb and which must agree with verb (Krane, 2006). It is normally a noun phrase in declarative clause and immediately after operator in question;

#### 2.3.2 Predicate

Predicate is a part of a statement which said something about the subject. The most complex part of speech and usually has varying arrangement with noun determine the different kind of sentence such as statement, question, commands, and exclamation (Krane, 2006). Like the noun, the predicate has the grammatical properties of person and number, properties which require agreement with the

subject. But the verb also has several other grammatical properties that shared with no other part of speech. The properties are tense, voice, mood etc.

### 2.3.3 Object

Object like a subject, consists of noun or noun equivalent to word which the action of the verb is directed, or to which a preposition indicates some relation (Krane, 2006). It normally follows the subject and the phrase. In the passive transformation, assumes the status of subject.

### 2.3.4 Complement

Complement is word, especially adjective and nouns used after verb such be and became qualifying the subject. It is a noun phrase, an adjective phrase or a clause with nominal function, having a co referential relation with the subject (or object). It sometimes follows the subject, verb phrase and object (if one is present) (Krane, 2006). Complement did not become subject through the passive transformation.

## 2.4 Classification of Sentence

It is important to recognize the definition of sentence and the classification of sentence as well. Cook (2015:4) stated that the number and kind of a clause in the base sentence are classification as simple sentence, complex, and compound.

The definition above to clarity and domain included in the types of sentence, the writer would like to explain each type of sentence in subchapter namely, simple sentence, compound sentence, statement, imperative sentence, interrogative, active voice and passive voice.

### 2.4.1 Simple Sentence

Simple sentence contains only are subject and predicate. Miller (2014:252)

stated that simple sentence is a sentence that has only are fugitive verb.

For examples;

Torajanese language

- 1) Manasumoraka?  
(Have you cook?)
- 2) Menggirukan  
(We are drink)

English

- 1) They play with the joy
- 2) Do not put out the light

### 2.4.2 Compound Sentence

A compound sentence is two more simple sentences which are joined together by connecting words (and, but, or etc.). Like the meaning of the compound sentence by Frank (2013:206) said that, the term compound meant consisting of two or more independent element that had been joined together to from a large unit. In line with Tarigan (2010:7), Compound sentences are sentences consisting of several free clauses.

Based on the definition above compound sentence consist of independent clauses. It means that the clauses of from compounds sentence had the hierarchy or they can stood by themselves.

For examples:

1. Lai' ussaririkandu', na Sulleuntonti kompor.  
Lai' carries a bag and Sulle carries a suitcase
2. Kamumo ungkandei tudeppana kami unnirutetuak  
You ate cakes and we drank palm wine.
3. Meri unnasubo'bo' nayatu Bokko marassanmelada.  
Meri is cooking some rice but Bokko is studying

#### 2.4.3 Statement

Statement is sentence which told something. Miller (2014:4) assumed that statement is sentence that provides fact or describes events of things and they may be affirmative or negative. Torajanese and English had kind of statement namely affirmative statement or negative statement.

For example:

1. Ambekuunggaragabaka  
Father my made basket  
(My father made a basket)
2. Unggarakanbaka  
Made we basket  
(We made a basket)
3. Taeraki garage baka  
Do not we made basket  
(We did not make a basket)

#### 2.4.4 Imperative Sentence

Imperative sentence is a kind of sentence that told asking someone to did something. Salombe (2010:6) empasized that the imperative verb paradigm can also be grouped on the imperative paradigm of the transistive verb and the imperative intrasitive verb paradigm.

The imperative paradigm of transitive verbs can also be distinguished from the active imperative paradigm and the passive imperative paradigm. For example:

Torajanese language.

1. KendekkimaiPuang!
2. Tassukko!
3. Tamalemolakopasa'!

(Eppang M. 1997.24-25:)

English

1. Come in please!
2. Stay with me, please !
3. Let's us go to market!

#### 2.4.5 Interrogative Sentence

The interrogative sentence is formed to ask a response form the listener. The speaker wants to subject an auxiliary from the listener. Frank (2013) stated that the interrogative is divided into three types the question Yes/No question, which start with an auxiliary verb and gave rise to an answer yes or no. In an



interrogative sentence the subject and auxiliary are often reversed. There are three kinds of question namely;

1. Yes-No Question
2. Attached Question
3. Word Question

For example:

1. Banuarakamujama?

House you built

(Did you build a house?)

2. Malapurakatubaine?

Beautiful the girl

(Is she a beautiful girl?)

3. Umbamunaitorro?

Where you live

(Where do you live?)

(Eppang M. 1997.)

## 2.5 The Passive Voice

Passive voice is sentence where subject undergoes an action or an accusative (object). Ater (2019:12) argued that passive sentences and sentences whose subject or subject matter is subjected to work or suffer something. Passive voice is actually a transformation sentence from active voice. In this case, active voice is a sentence where subject, acts something or did some action. Thus passive voice is a sentence where subject undergoes an action. The passive voice is

expressed as a form of sentence that has a special and important place in the language. According to Allen (1959:54), passive voice has an important and special place in the language, most sentences that are good in the active voice are just grotesque curiosities when put into the passive voice. Passive voice is not always followed by preposition by, when the subject is more important than the object.

For example:

1. This monument was built in 1982 it is true that someone built the monument. Our main interest is not in who or what performed the action. Talking about these people or things, it would use the active. The government built this monument 1982. Sentences with verbs in the passive are very common in English of events, such as news items. It is often better to use the passive instead of a rather meaningless subject, the people or somebody. The agent by-phrase is generally optional. In fact approximately four out of five English passive sentences expressed agent. This omission occurs especially when the agent is irrelevant or unknown.
2. Jambi was then incorporated into territory of Military Governor of south Sumatra, headed by Raden Bascan, whose title was Titulary Lieutenant Colonel.

This sentence used past tenses, it has an agent because it expressed the accusative, that is Raden Bascan, complete with explanation about this position. This sentence has two verb participles too incorporated and headed on the second verb before, because it still connects with be on first verb

3. The improvement of regional economy has been accompanied by expansion on employment.

This sentence used present perfect. By phrase in this sentence is agent less because the object is not anyone something. In other word the agent is inanimate being. After knew about passive voice English language the formation of the passive accordance with tense is important.

For example:

### 1. Simple present

Subject+ to be = past participle + by +agent (am, is , are) + V3+ by +agent)

- a. This book is bought by my father.
- b. Strawberries are eaten with cream.

### 2. Simple past

Subject + to be + agent (S + was/were + V3 + By + agent)

- a. He was taught by Mr. Peter.
- b. The letter was written in library.

### 3. Simple future

Subject + will+ be + past participle + by + agent + (S+ will/shall + be + V3 + By + agent)

- a. The letter should be written tomorrow.
- b. The window may be opened

### 4. Present perfect

Subject + have/has + been + past participle + by + agent ( S + have/has + been + V3+ by +agent )

- a. We have been beaten.
- b. He has been caught by policeman.

### 5. Present continuous

Subject + to be + being + past participle + by + agent (S + am/is/are + being + V3 + by + agent )

- a. This book is being bought by mother.
- b. Strawberries are being eaten with cream.

### 6. Past continuous

Subject + to be + being + past participle + by + agent +(S+ was/were + being + V3 + By + agent )

- a. He was being taught by Mr. peter.
- b. The letters were being written in library.

### 7. Past perfect

Subject + had + have/has + been + past participle + by + agent (S + had+ V3 + by + agent )

- a. The letters will have been written.
- b. His book had been closed by Ronny last night.

### 8. Future Perfect

Subject + to be + been + past participle + by + agent ( S + will/have+ been + V3 + by + Agent)

- a. It had been read.
- b. The buffalo had been sold by my father.

### 9. Future in the past

Subject + would/should + be + past participle + by + agent ( S + will +  
Would/should + V3+ by + agent )

- a. The letter would be sold my sister.
- b. He should be caught by policeman.

### 10. Future Perfect in the past

Subject + should/would + have/has been + past participle + by + agent ( S +  
should/would +have/has + been +V3+by + agent )

- a. It would have been written.
- b. He should been caught by policeman

It is similar to Indonesian and Toraja language that has passive form which could be divided into canonic passive and non-canonic passive form. According to Salombe (2010:55), the passive form of the transitive verb (parallel to the Indonesian language) is also distinguished from the canonic passive form (also called the passive passive form) each formed (successively) with the prefix in the pre-prefix and prefix.

Based on the definition above in Toraja language canonic passive is formed by adding prefix di- and non-canonic passive is formed by adding personal prefixes, and personal suffixes. The example could be seen as follows;

#### 1. Kaakyiruk

Coffee drink

( Some coffee is drunk )

## 2. Nakandetubo'bo

Ate the some rice

(Some rice was eaten)

## 3. Nakambina' solakudiopassikolaan

Beat I my friend in school

( I was beaten by my friend in school )

## 4. Bayu manna kuallidiopasa' sangmai

A dress that I was buy inmarket yesterday

(Only an dress that I wasbuy in the market yesterday)

## 5. Buda tu tau diranggi menani diomaipa'migguan

Many people listen singa song in church

(Many people were being listen songs in church)

## 6. La dipakepatula'boq/ piso

Still use knife

(The knife will be used)

The verb in Toraja language can be devised into transitive verb and intransitive verb that added affixes, like prefix, konfix, infix, and suffix.. In Toraja language there are many affixes. For example:

### 1. Prefixes

#### a. Prefix *Maq*

Examples:

Tanduk - maqtanduk

Tambuk - maqtambuk

Baluk - maqbaluk

Sissik - maqsissik

Utan - maqutan

Doiq - maqdoiq

b. Prefix *me-*

Examples:

Kutana - mekutana

Lemo - melemo

Batu - mebatu

c. Prefix *meka-*

Examples:

Siunuq - mekasiunuq

Doiq - mekadoiq

Indoq - mekaindoq

d. Prefix *ti-*

Examples:

Bollo - tibollo

Tudu - tittudu

Angka ' - tiangka'

e. Prefix *Si-*

Examples:

Lomba - silomba

Tiro - sitiyo

Kekeq - sikekeq

Turu - situru

f. Prefix *u(N)-*

Examples:

Alli - unnalli

Nannan - unnannan

Rogiq - unrogi

Gali - ungali

g. Prefix *Sipa-*

Examples:

Lendu - sipalendu

Tuo - sipatuo

Baine - sipobaine

Rannu - siparannu

## II. Konfixes

a. Konfix*Si-i*

Examples:

Tangi' - sitagiqi

Batu - sibatui

b. Konfix*Si-an*

Examples:

Kendeq - sikeqderan

Alli - siallian



Lari - silarian

Pokada - sipokadan

c. Konfix *Sipa-an*

Examples:

Dudung - sipadudungan

Tiro - sipatiroan

d. Konfix *Sipe-an*

Examples:

Oli - sipeolian

Nanna - sipenannaan

### III. Prefix plus Suffix

Examples:

a. Suffix *-i*

Kande - kande*i*

Ala - ala*i*

Tambah - tamba*i*

Nasu - nasu*i*

b. Prefix plus *u (N) +an*

Ballo - umbolloan

Tassuq - untanssuran

c. Prefix plus suffix *ussi-/i*

Examples:

Iruq - ussiiruqi

Lima - ussilimai

d. Prefix plus suffix *umpa-/-i*

Examples:

Iruq - umpairuq

Kande - umpakandei

e. Prefix plus suffix *umpa-/-ma*

Examples:

Torro - umpatorroan

Kande - umpakandean

f. Prefix plus suffix *umpe (N) +i*

Examples:

Base - umpembasei

Tama - umpentamai

g. Prefix plus suffix *umpem (N)-+-an*

Examples:

Tumbuk - umpentumbukan

Buang - umpembungan

## **CHAPTER III**

### **METHOD OF RESEARCH**

In this chapter, the writer explained how to collected data through research design, subject of the research, research instrument, procedure of collecting data, and data analysis.

#### **3.1 Research Design**

This study would used a descriptive qualitative approach, where data was systematically described to achieve accurate results by selecting multiple sources for the associated data. A descriptive method was a method of researching the status of a group of people, an object, a set of conditions, a system of thought or an event class at present. The purpose of this descriptive study to created descriptions, depictions systematically about the challenge and structure of active and passive sentences in Torajanese and English language.

#### **3.2 Object of the Research**

The object in this research focused on Toraja community precisely in the district of Tana Toraja, Regency Rante Lemo, village Sarira with a resident of 700 people and the writer selected about 10 people to be an accurate sample in this research.

Obtained accurate samples the writer would conducted a survey on the community by enforcing the standard of age ranging from the age of 30-60 years from 700 communities who had the overall sense of the sentence of active and

passive in Toraja language from the elders of the village and after got 10 participants then the wrote would start to kept the interview from the interviewer.

### **3.3. Research Instrument**

In this study the writer used 3 steps to collected the data as follows:

#### **3.3.1 Observation**

Observation is a way of collecting data done with the writer fell straight into the field in Tana Toraja Sub-district, Sarira village. While the English was directly contact the native speaker to made an appointment or used technology to got information through telephone and video callas. The purpose of using this method was in order to obtained concrete information in accordance with the field.

#### **3.3.2 Interview**

An interview was essentially a structured conversation where the writer asked a questions and the other provides answers. The writer would interviewing native Torajanese speakers while the people gathered together by giving some questions about active and passive sentences in the Toraja language. The writer would ask the native speakers of the Toraja language to gave examples of active and passive sentences in the Toraja language and translate with the native speaker so that the accuracy can acknowledge the truth. This method was done to search data and information that was as clear as the speaker. Likewise the writer would contact the native speaker to found accurate information on the active and passive in English.

### **3.3.3 Documentation**

In this study, to strengthen the results of observation and interview, a valuable source of information in qualitative research could be documented. Documentation could be written and picture by someone that could be used to obtain information. In the documentation method the writer would prepared an Electronic tool container to collect data through recordings and photographs. The function of documentation method was to made credible result of observation or interview..

### **3.4 Procedure of collecting data**

The writer found research results by collecting relevant data according to research issues. In qualitative research, collecting data was largely done in participant observation, in-depth interviews and documentation. A fundamental method relied upon by qualitative research to gather information was participation in settings, direct observation, in-depth interviews, and documentation. In this study, the writer used interview supported documentation to understand the contrast of Toraja language and English. The writer would provide files and also some questions about active and passive sentences, then gave questions, as well as the phone as media documentation during the research process. Then, the writer took the initiative to target several people as object questions and answers. But before begin the interview the writer asks for prior permission to the person/objective, to avoid that the misunderstanding that occurred and also the get accurate data and well understood from native speakers of the Toraja language in the village of Tillangga and for its successful writers.

### 3.5. Data Analysis

Structural analysis data was analyzed using descriptive methods that clearly illustrated the data in accordance with the reality of active and passive construction in torajanese and English. In addition, the writer also used contrast theory by Tarigan (2009:110) stated that contrast analysis had two steps, namely: 1) collecting data, which consist of two languages or more, 2) identified and classified the differences and equations of the two language. With this method, the writer tried to describe the differences of the Toraja language and English.

The description in this study contains objective descriptions of the differences between active and passive sentences of Torajanese and English in Tilangga village, Tana Toraja district. The description of the data was factual, according to the actual situation and circumstances.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explained about the finding the different structure in passive voice and the challenge of using passive voice in Toraja language and English.

#### **4.1 Findings**

These were the results on passive sentences with ten tenses obtained through several methods of data collection conducted to Toraja speakers of Sarira village. Based on the data, the writer tried to analyze differences in the structure of the Toraja language and the English language in the form of passive sentences using ten tenses based on the theory of Tarigan (2009:110).

##### **4.1.1 The Passive Voice in Toraja Language and English**

In Toraja language affixes were very important in constructing a sentence especially active and passive voice sentence. As Salombe (1979:55) stated that in terms of active and passive intent is not semantic, but morphine. The active and passive form of the transitive verb was the result of the paradigmatic morphine process (not derivatives), the active and passive form makes the filler constituent of the object form in the form of active, table in the subject function. Based to the definition above, the writer would presented any affixes, which was known as functional affixes that from active and passive form by adding to the base from of transitive verb. The writer hope, that this contribution of functional affixes would be helped in forming a sentence, the functional affixes in two part which were :

## 1. Proklitis

Proklitis affixes were generally tied together before the base form of transitive verb, such as;

### a. Proklitis *ku*-“I” (first singular person)

Examples:

Iruq - ku + iruq >Kuiruq

Drink - I + drink >I drink

Ala - Ku + ala <kuala

Take - I + take >I take

### b. Proklitis *ki*-“we” (First plural person )

Examples:

Ala - ki + ala > kiala

Take - we + take >we take

### c. Proklitis *mu*-“you” (second singular person)

Examples:

Anna - mu+ anna >muanna

Keep - you + keep >you keep

Alli - mu + alli >mualli

Bought - you + bought >you bought

### d. Proklitis *ta*-“you” (second prural person)

Examples:

Torro - ta + torro >ta torro

Stay - we + stay >we stay



Male	-	ta	+	male	>ta male
Go	-	we	+	go	>we go

e. Proklitis *na-* “he, she” (third singular Person )

Examples:

Kande	-	na	+	kande	>nakande
Ate-	he	+	eat		>he eats
Porai	-	na	+	porai	>naporai
Like	-	she	+	like	>she likes

2. Enklitis

Enklitis affixes were commonly tied to and after base form of transitive verb. For example:

a. Enklitis *-naq* “me” (first singular person)

Examples:

Ben	-	ben	+	naq	>bennaq
Give	-	gave	+	me	>give me
Sua	-	sua	+	na	>suannaq
Ask	-	ask	+	me	>ask me

b. Enklitis *-kiq* “we” (first plural person and *kiq* as you second singular person respected)

Examples:

Male	-	male	+	kiq	>malekiq
Go	-	go	+	we	>we go
Rampo	-	rampo	+	kiq	>rampokiq

Come - came + you >you came

c. Enklitis *-kan* “we” (first plural person)

Examples:

Manigo - manigo+ kan >manigokan

Play - play + we >we play

Ben - ben + kan >benkan

Give - gave + we >we give

d. Enklitis *-ko* “you” (second singular person)

Examples:

Sule - sule + ko >suleko

Come back -came back +you > you came back

Meladaq - meladaq+ ko >meladaqko

Study - study + you >you study

e. Enklitis *-ni* “his,him” (third singular person)

Examples:

Ben - ben + ni >benni

Give - gave + him >give him

Ala - ala + ni >alanni

Take - take + him >take him

f. Enklitis *-ku* “my” possessive pronoun (first singular person)

Examples:

Polpen - polpen + kuq >polpenku

Pen - pen + my >my pen

Banua	-	banua	+	kuq	>banuangku
House	-	house	+	my	>my house

g. Enklitis *-mu* “your” (possessive second singular person)

Dale	-	dale	+	mu	>dallemu
Corn	-	corn	+	your	>your corn
Muane	-	muane	+	mu	>Muanemu
Man	-	man	+	your	>your husband

#### 4.1.2 Passive Voice in Toraja Language

Sentence were classed into active or passive. Ramlan (1977:10) stated that in accordance with the development of language, the basis of determination here in passively seen as a syntactic process, in addition to other syntactic processes described that noun refers passive transformation, the sentence that undergoes that process was referred as active and the result sentence of the process was referred to as a passive sentence form.

Similar to Bahasa Indonesia, Toraja language had passive form which could be divided into canonic passive and non canonic passive from as stated by Salombe (1979:63) stated that the passive form of transitive verbs in Toraja language is parallel to the Indonesian language.

In Toraja Language, cononic passive was formed by adding prefix *di-* and non canonic passive was formed by adding personal prefixes and personal suffixes as follow : prefix *ku-* ( first singular person ), *ki-* (first plural person exclusive), *ta-* (first plural person inclusive or respected second singular person ), *na-* (third

singular person or plural meanwhile in suffix naq- (first singular person ) kan-*I* kanni (first plural person exclusive) and suffix –i (third singular person or plural).

Below was the example of active and passive.

1. Kami unniruaq kopi (active)

We –drink –coffee

(we drink some coffee)

2. Kopi diiruaq ‘canonic passive form (passive)

Coffee- drink

(some coffee is drunk)

3. Kopi ku iruaq

Coffee – I –drink

(some coffee is drunk by me)

4. Kopi ki iruaq

Coffee –we- drink

(some coffee is drunk by us )

5. Kopi ta iruaq

Coffee –we- drink

(some coffee is drink by us)

6. Kopi Nairuaq

Coffee –you-drink

(Some coffee is drink by you)

7. Kopi miiruaq

Coffee-you-drink

(some coffee is drink by you)

#### 8. Kopi nairuq

Coffee- he/she/they-drink

(some coffee are drink by him/them)

The above examples showed that , in sentence (1) the personal pronoun kami or “we” as subject is follow by the transitive verb unnirruq “drink” as predicated and also the followe by noun kopi or “coffee” as the object. This sentence could be changed into canonic passive and non canonic passive terms with the passive process in Torajanese language.

The prefix u(N)- ( the prefix forming active form of transitive verb) in sentence (1) was replaced by prefix di- ( the prefix form canonic passive of transitive verb ) as in sentence (2). The noun kopi or “coffee” as subject was followed by prefix di-which was attached to the base form iruq became diiruq in sentence.

Then, the active form unnirruq in sentence (1) is transformed into non canonic passive by using personal prefix ku- in sentence (3) became ku iruq means ”I drink“ and it was preceded by noun kopi or “coffee. Sentence (3) had the same construction with the non canonic passive in sentence (4) to (8).

#### **4.1.2.1 Passive Construction Formed by Adding Prefix and Suffix**

In Toraja language, prefix di- formed canonic passive or transitive verb. This prefix u-(N) of transitive verb in active form became passive form. The example showed below :

1a). Tiroi sambai, diulaq nasang mot u tedong lan mai uma.

‘See, all of buffalo are chased from the rice field.’

Prefix di- (forming canonic passive ) attached the verb –ulaq became diulaq as predicate and it followed by noun ‘tedong’ buffalo as the subject. This sentence had the pattern predicate plus subject ‘P+S’ an it could be changed into the pattern subject plus predicate ‘S+P’.

1b). Tiroi sambaitu tedong diulaq nasangmo lammai uma.

See all the buffaloes are chased from the rice field.

Both sentence (1a) and (1b) had the same meaning but the construction were different. In sentence (1b) the predicate diulaq was preceded by noun “tedong” as the subject, this sentence had the pattern subject plus predicate (P+S).

2a). Apana’ diboko nasang tu manuqki sangmai bongi.

All of the chickens were stolen last night

The verb boko or ‘stolen’ was preceded by prefix di- formed canonic passive of transitive verb and became diboko as predicate and followed by manukki or “chicken” as the subject. This sentence had the pattern predicate plus subject (P+S).

2b). Apana’ manukki diboko nasang sangami bongi

All of the chicken were stolen last night

If we compared sentence (2a) and sentence (2b) both sentence were the same meaning, but had difference structure. In sentence (2b) the predicate diboko is preceded by the noun manukki as subject (S+P). In relation to the pattern each sentence above Salombe (1979:70) in his dissertation said “in the morphine process that applies in transitive verbs canonic passive form there are also two

consecutive arrangements (P+S) and continuous arrangement (S+P). Had a look at the scheme canonic passive with the pattern subject plus predicate.

Noun

Personal pronoun + (di + verb)

Personal prefix.

The prefix di-(forming canonic passive ) was attached to the base form of transitive verb as verb an could be preceded by the noun or a personal pronoun or a personal prefix consist:

Aku (first plural person exclusive)

Kita (first plural person inclusive or second person singular respect)

Kamu (second singular person or second singular person respect)

Ia (third plural person or plural)

The personal prefix consist Toraja language :

Ku- (first singular personal)

Ki- (first plural person exclusive)

Ta- (first plural person inclusive or second singular person respect)

Mu- (second singular person)

Iko (second singular person)

Mi- (second plural person or second singular person respect)

Na- (third singular person or plural)

Examples:

3). Umbai tukkunanko matuditassuiq

Perhaps you are lazy, so that you are discharged

## 4). Sangminggupa midiben tu gadimmi

Next week your salary will be given

## 5). Umbai bokoi naditingkan

Perhaps he stole, so that he was arrested

## 6). Taeq kusangkai ku ditingkan

I did not think that I was arrested.

The prefix di- (forming canonic passive of transitive verb) was attached to the base form, tingkan became ditingkan as predicate and it was preceded by personal prefix ku- I as subject. This sentence had pattern subject plus predicate and belong to negative statement which was signed by presenting the negative element taeq 'not' in initial position. The scheme of negative statement with pattern "S+P" (taeq + personal prefix +di +verb).

The prefix di- was attached to the base form of transitive verb and it was preceded by a personal prefix as a subject. In initial position of this sentence was placed the negative element or "not".

## 7). Tae kuditambai tonna male maqtomate tu indoqmu.

I was not invited when your mother went to ceremony.

## 8). Taepa ki diben tu gadingki bulan iya teq

We are not given our salary this month.

## 9). Mangapari ki disua sule?

Why were we told to go back?

## 10). Piran ta ditambahi pariu

When we were called to hoe



## 11). Mangapa muditambai lako kantoro polisi

Why were you called to the police office.

According to the construction in sentence (9), (10) and (11) the interrogative sentence belong to the type of canonic passive of transitive verb. This prefix was attached to base form of transitive verb and it also attached a personal prefix, and the question word was placed in initial position. To clarify the statement above, the writer formulates into the scheme; QW+ personal prefix + (di-verb). Another scheme which presented by the writer was canonic passive with pattern predicate plus subject “P+S” (di +verb) + personal suffix.

The scheme belong showed that prefix di- (forming canonic passive) was attached to the base form of transitive verb and it is followed by one of personal suffixes. The personal suffixes consist of : naq- (first singular person), kan (first plural person exclusive), kanni (first plural person singular respect), ko (second singular person respect), komi (second plural person or second singular respect), I (third singular person or plural), ki (first plural person inclusive or second singular respect).

saw the following sentence.

## 12). Lamalenaq lako Kalimantan kedibenna doiq laku alian tikeq

I will go to Kalimantan if I will be given money to buy the ticket

## 13). Ia nataeq kilulus undian bungaqna, di suakan untolei ke undian maq penduan.

If we did not pass in the first time exam, we would be told to rehearse in the second time.

#### 4.1.2.2 Passive Constuction Form by Adding Personal Prefixes

Personal prefixes in bahasa Toraja formed non canonic passive form. Non canonic passive was the same way in the forming canonic passive of transitive verb, as stated by Salombe (1997:73) stated that similar to the transitive verbs of the canonical passive form could change into transitive verbs of non-canonical passive forms.

1). Ia kenna den doiqku la unnaliqna bayu baqru

If I have money, I will buy a new shirt.

The verb unnalli 'bought' as predicate was added by personal suffixes –naq (first personal singular) as the subject and it was followed by the noun bayu baqru 'new shirt' as subject. This sentence was active form which can be changed into non canonic passive form.

2). Ia kenna den doiqku bayu baqru la kualli (Passive)

If I have money, I will buy a new shirt

The subject bayu baqru or "new shirt" was followed by personal prefix ku- (first singular person prefix ku- (first singular person) as subject which was form non canonic passive of transitive verb.

Both sentence (1) and (2) were the same meaning but the sentence was different In the sentence (1). In sentence (2) become as the object. the personal suffix- naq (first singular person) became the subject in sentence (1) became personal prefix ku- (first singular person) as the object. In the sentence (2) and the object bayu baqru 'new shirt' in the sentence (1) became subject in the sentence (2).

## 3). Ia kenna den doiqun la kualli tu bayu baqru

If I have some money, I will buy a new shirt.

Personal prefix ku- as object attached to the base form 'buy' as predicate and it was followed by the noun bayu baqru 'new shirt' as the subject related to the examples above, the writer formulated the pattern of non-canonical passive into scheme:

Subject + object + predicate

Object + personal prefix + verb

Personal prefix + verb + noun personal suffix.

Let's see another examples;

## 4). Laqkubamo te kanduq

I will bring this bag

## 5). Umbanna nabalukan, soq Duma tu tedongna lako tau senga'

Their buffalo is sold to another person

## 6). Taebangra kubenni doiqun tu bokkoq tonna rampoi inde banua

I didn't give money, when bokkoq came at home

The above sentence showed that the negative element taeq 'not' in initial position and it was followed by the personal prefix ku- as object attached to the base form ben 'gave' as predicate and it was added by personal suffix-I as subject.

To clear the example, the writer formulated negative statement into the scheme:

Not + object + predicated + subject

Taeq + personal prefix + verb + personal suffix

## 7). Taeq kubanko deppa ke taeq doiqun la kuallianni

I didn't bring the same cake, because I had no a money to buy it

8). Taeq kubenko ke sengke-sengke ko

I didn't give you if you are angry

9). Umbara mupanni, natae natiroi tu sepatnna adimmu

Where did you put your brother's shoes. He did not see.

10). Magapari nataeq nabayaranko tu ogkosso'mu massikkola?

Why didn't you put your school fees

Sentence (10) showed that the negative element taeq 'not' is written after the question word mangapari 'why' in initial position.

11). Mangapari mu lebaqkanni batu

Why you throw a stone

The personal prefix mu- (second singular person) as the subject attached to the base from lebaq 'throw' which was followed by the personal suffix -kanni (first plural person exclusive as the subject. This sentence belong to information question category is shown by question word manggapari 'why'.

12). Piran mukiringi tu suraq lako kakammu dio Bali

When was a letter sent to your brother in Bali

13). Piranra naalli bayu baruq

Why was a shirt bought by him.

14). Mangapari nasuangko bendan dio baqba

Why were you told to stand at the door?

15). Mangapari misuai sule?

Why were they kicked out?

16). Apara nabengko tonna mumalelako banuanna pa'ambeqrammu

What did he give you when you visited your uncle's house ?

The construction of information question belong to non canonic passive form because the question word 'Piran' (When) or 'apara' (What).

#### 4.1.3 The Passive Voice in English Language

Passive voice is a type of sentence or clause in which the subject receives the action of the verb. In English tense there were only ten tenses that could be changed in to passive voice such as:

##### 1. Passive voice in the simple present tense

The form of passive voice in the presented continuous tense was subject + to be (am, is, are ) + past participle +by + agent.

For example:

- a. The menu is cooked by this boy.
- b. The black board is cleaned by the students.

##### 2. Passive in the present continuous tense .

The form of passive voice in the present continuous tense was subject +to be +(am, is, are) +being +past participle +by + agent.

For example:

- a. The floor is being swept by the servant.
- b. A hymn is being sung in the church.

### 3. Passive in the simple past tense

The form of passive in the simple past tense was subject + to be (was were) past participle + by+agent.

Example:

- a. The fort was built in the twelfth county.
- b. The novel was written by Petter.

### 4. Passive in past continuous

The form of passive voice in the past continuous tense is subject +to be (was, were) + being + past participle + by+ agent

Example:

- a. Bread was being baked when I come.
- b. He has being taught by Mr.Ali.

### 5. Passive in the simple future

The form of passive voice in the simple future tense was subject +(shall,will) + be +past participle +by + agent.

Example:

- a. The test will be solved by the students
- b. The prizes will be distributed by the minister.

### 6. Passive voice in the present perfect

The form of passive voice in the simple present perfect tense was subject +(have,has) + been +past participle + by+ agent.

Example:

- a. The car has been washed by John.

- b. The books have been read by the professor.

7. Passive voice in past perfect tense

The form of passive voice in the past perfect tense was subject + had + been + past participle + by + agent.

Example :

- a. Their reply had been sent before yesterday.  
b. We had been taught by Mr. Amber.

8. Passive in the future perfect tense

The form of passive in the future perfect tense is subject + will + (have, has) + been + past participle + by + agent

Example:

- a. It will have been sold last week.  
b. They will have been taught English.

9. Passive in the past tense

The form of passive voice in the future in past tense was subject + (should, would) + be + past participle + by + agent.

Example:

- a. The buffalo should be sold by my father  
b. You would be taught by Mr. Peter

10. Passive in the future perfect in the past

The form of passive voice future perfect in the past is subject + (would/should) + have/has + been past participle + by + agent.

Example:

- a. It would have been written.
- b. The buffalo would have been sold by my father.

#### 4.1.4 The difference Structure of Passive in Toraja language and English language.

In this section the writer would presented some examples of structure differences between Toraja language and English saw in terms of passive sentences.

Examples:

1. (a) Ani eat rice every day (active)

S VI O Adv.

Ani kande bo'bo allo-allo

S V O

- (b) Rice is eaten by Ani every day (Passive)

S to be V3 by+A Adv.

Nakande Ani tu bo'bo allo-allo

V S O

Passive sentences in simple present had a sentence arrangement starting from Subject+to be ( am,is,are)+V3+ by+agent. The above sentence indicates that "English" was a subject, "is" was to be of simple present then followed by "studied" as V3 (past participle) and by+agent. In passive sentences in Toraja language subject could be placed after the verb plus prefixes such as the sentence above "Napeladai" as a verb "Ani" as a subject "tuh English" as a object. The



above sentence indicated that the language of English and Toraja language has different structure.

2. (a) Many people visited my grandmother in Hospital (Active)

S VII O Adv.

Buda tau unnodoi nenek dio rumah sakiq

S V O

(b) My grandmother was visited by many people in the hospital (Passive)

S to be V3 By+A Adv

Nenekuq diodoi dio rumah sakiq

S V O

Passive sentence in simple past had a sentence arrangement starting from subject+to be (was/were)+V3 +by + agent. The sentence above showed below "my grandmother" was a subject, "was" was to be from simple past, "Visited" is a V3 (past participle) then followed by by+agent. While in passive sentences in Toraja language there was no resemblance in English, in the language of Toraja subject could be place before the verb plus the.

3. (a) My Father will buy the buffalo tomorrow

(Active)

S to be VI O Adv.

Ambeqku la unnalli tedong masiang

S V O adv.

(b) The buffalo will be bought by my father tomorrow (Passive)

S to be V3 By+A Adv.

Lanaalli      ambeqku      tu tedong  
 V                      S                      O

Passive sentences in simple future had a sentence arrangement starting from subject +to be (will/shall) +be +V3+by+agent. The above sentence indicates that "the buffalo" was a subject, "will be" was a to be from simple future , "bought" is a V3 (past participle" then followed by, by+agent. While passive sentences in Toraja language were not encountered similar because in Toraja language the subject could be placed before the verb plus the suffix but in English that would only changed according to the tenses used.

4. (a) They    have    made    baskets            (active )

S            to be    VIII    O  
yatu pamangka unggaraga                      baka  
 S                      V                      O

(b) The baskets    have been    made            by them            (passive)

S                      to be                      V3                      By+A  
Nagaragangkan                      baka    pia  
 V                                      S                      O

Passive sentence in present perfect had an array starting from subject+to be (have/has) +been+ V3 +by + agent. The sentence above indicated that "the basket" is a subject, has been" was a to be from present tense, followed by V3(past participle) +by+ agent. While in Toraja language the passive sentences in Toraja subject could be place after verbs plus prefixes were clearly visible in passive sentences .

5. (a) Duma is listening the news in radio (Active)

S to be VI+ing O Adv.

Duma marasssan umperangi kareba lan mai radio

S V O

(b) The news is being listened by Duma in radio (Passive)

S to be V3 By+A Adv.

Kareba tumarassan naperangi Duma lan mai radio

S V O

Passive sentences in present continuous had a sentence order starting from subject +to be (am,is,are)+ being +V3+by+agent. The sentence above suggests that "the news" was a subject, "are being" was a to be from present continuous and follow by V3(past participle)+by+agent. In Toraja passive sentences in Toraja language subject could be placed before verb plus prefix.

6. (a) Barto was eating a lot of meats (Active)

S to be VI+ing O

Barto ungkande buda duku

S V O

(b) A lot of meats was being eaten by Barto (Passive)

S to be V3 By+A

Buda duku nakande Barto

S V O

Passive sentences in past continuous had a sentence arrangement starting from subject+to be (was,were)+being+V3+by+ agent. The above sentence meant

that "a lot meats" was a subject,"was being was a to be from past continuous and followed by "eaten" as V3 (past participle), by and agent. In passive sentence of Toraja language subject could be placed before verb plus prefix.

7. (a) Mr.Peter Shall have taught mathematics in my school (active)

S to be VIII O Adv.

Paq Pite' mangka mangadai matematika dio passikolangku

S V O

(b) The mathematics shall have been taught by Mr.Peter in my school(passive)

S to be V3 By+A Adv.

Matematika mangka napaqngadaran pak Pite'diopassikolangku

S V O

Passive sentences in past perfect had a sentence arrangement starting from subject+to be (had)+ been+ V3 +by +agent. The sentence above indicates that "The mathematic" was a subject , "shall has been" was a to be from past perfect and followed by "taught" as V3 (past participle) +by +agent. In passive sentences the language of Toraja subject could be placed before the verb plus the prefix.

8. (a) She shall be eating the same cake (Active)

S to be VI+ing O

La unskande I deppa

V S O

(b) Some cake will be eaten by her (passive)

S to be V3 By+A

La nakande I tu deppa

V S O

Passive in future perfect had a sentence arrangement starting from subject+to be (will/have) +been+V3+by+agent. The above sentence indicated that "some cake" was a subject, "will be" was to be from future perfect, "eaten" is a V3 (past participle) followed "by her" as by+agent. While in passive sentences in the language of Toraja subject could be place after the verb plus the prefix.

9. (a) My sister should sale vegetables in the Market (active)

S to be VI O Adv

La maqbaluk utan tu siuluku dio pasaq

V S O

(b) The vegetables would be sold by my sister in the market (passive)

S to be V3 By+A Adv.

Utan tu lanabalukan siuluqku dio pasaq

S V O

Passive sentences in the past had a sentence arrangement starting from subject+to be (would/should)+be +V3 +by+agent). The sentence above indicates that "my sister" was a subject, "would be" was to be from future in the past, then followed by V3 (past participle), by+agent. While in passive sentences of language Toraja subject could be placed after the verb plus the prefix.

10. (a) The government had built the school building (Active)

S to be V3 O

To maqparenta Mangka umbangun passikolan

S V O

(b) The school building had been built by the government (Passive)

S to be VIII By+A

Passikolan nabangun to maqparenta

S V O

Passive sentences in the future perfect in the past had a sentence arrangement starting from subject+to be (should/would)+have/has +been+ V3+by+agent. The above sentence indicates that "the school building" is a subject, "had been" is a to be from future perfect in the past and then followed by V3 (past participle)+ by+agent. While in passive sentences of Toraja language subject could be place before the verb plus the prefix.

From the results that had been collected by the writer based on Taringan theory by collecting data that is consist of two languages. The writer identify, classify the differences and equations of English and Toraja language and the writer merely focused on showed the difference between Toraja language and English structurally.

Based on the analysis, the writer found the active sentence of Toraja language and English had the predicate that did something in sentence and both include into verb class. However, between in passive voice of Toraja language and passive voice in English were not similar because in Toraja language there is

no vocabulary of grammatical item that equivalent with English and some time the position of subject in English is different with Toraja language. In English subject only put in front position of sentence but in Toraja language the subject could place before and after the verb plus prefixes and suffix.

#### **4.1.5 The Challenges used Passive Voice in Toraja language and English**

In using passive language we had to pay attention to the elements of sentence in order to use passive language correctly and appropriately including in Toraja language and English.

##### **4.1.5.1 The Challenge of Using Passive Voice in Torajanese**

There were several things that should be the criteria to know the difficulty or challenges that must be faced in distinguishing passive sentences for people of Toraja.

”Must be an expert in Toraja language and of course must understood the meaning of sentences and structures in Toraja language, It must be appropriated in the selection of words, meant that the person must be right in the selection of words in using words according to the situation at the time the person speakers. The pressure when spoked the word must also be appropriate, meaning that in the language of Toraja we should paid attention to the pressure in expressing sentences and also saw the situation that was in speaking such as in formal and non-formal speaking.(Rimpung. P).”

Above was an explanation about the challenges of using passive sentences in Toraja language described by native speakers in Toraja language.

#### 4.1.5.2 The Challenge of Using Passive Voice in English Language

The writer conducted a live interview of native speakers via mobile phone to get the answers about the challenges or difficulties faced in expressing passive sentences in English, it seemed that this answer was very accurate because it was answered directly by the native speaker by (Goodwin) said:

“Must fully understood the structure first. Learned all the tenses needed to be used in passive sentences, because each tenses had different formulas depending on the time of used and for those who did not fully understood English and sentence structure it would be difficult to distinguished active sentences in passive.”

Those are some of the difficulties and challenges that speakers will face when not understanding the use of sentence structures.

#### 4.2 Discussion

This section presented a discussion based on the findings of research on the use of passive voice and challenge in Toraja language and English that used theory the Tarigan (2009:110) who stated that contrast analyzed has two steps, namely: 1) collected data, which consist of two languages or more 2) identified and classified the differences and equations of the two languages. From the data above the writer could described that there were differences and similarities between the two languages in active form but different in passive form. In this section the writer wanted to analyze contrast. The writer recognized the contrastive analysis comparing the difference between the two or more languages. The difference between the two languages was that there was a difference in structure between Toraja language and English in terms of passive sentences.



The difference in structure between Toraja and English lies in the structure of passive sentences. In English there are only ten tenses that can be converted into passive form sentences (S+ to be + V3 + by + Agent). Whereas in Toraja language passive sentence structure is formed from ( S+ P + prefix or suffix + O) or (P + prefix or suffix + S + O).

In Toraja language to determine active and passive in words that occupy functions as subjects and predicate, we must elaborate or pay attention to them because sometimes the subject of sentences and verbs can be exchanged places. In English the placement of subjects and verbs in active and passive sentences does not change and follows the order of sentences.

In Toraja language, conanic passive was formed by adding prefix di- and non canonic passive was formed by adding personal prefixes and personal suffixes as follow : prefix ku- ( first singular person ), ki- (first plural person exclusive), ta- (first plural person inclusive or second singular person respect), na- (third singular person or plural and suffix naq (first singular person ) kan-I kanni (first plural person exclusive, suffix –i (third singular person or plural).

Quoted a sentence put forward by one of the informants who worked as a figure of society in an interview the informant spontaneously said "*Tiroi sambai, diulaq nasang mo tu tedong lan mai uma*" (Petrus.R) in this spontaneously the informant used the passive sentence in indicating some people who were in the rice field area each of them took their buffalo to stable because it was late afternoon. Prefix di- (forming canonic passive ) attaced the verb –ulaq became diulaq and it followed by noun ‘tedong’ buffalo as the subject, the second

sentence “*lanaalli ambeqkutu tedong*” *lanaalli* (buy) is verb, *ambeqku* (my father) is subject and *tu tedong* (the buffalo) is object. This sentence has the pattern predicate plus subject ‘P+S’ and it can be changed into the pattern subject plus predicate ‘S+P’.

The challenges in using of passive sentences in the Toraja language (Pabiringan. J) said that:

“as an informant who worked as an Indonesian language teacher describe that the challenge in the use of passive sentences , namely: 1) should be expert in toraja language, 2) must be good at choosing words according to the existing situation 3) the pressure of speaking must be appropriate. So, the sentence above confirms that when a person is talking but did not understood about structure it would be very difficult to distinguished what kind of sentence was being used.”

While the challenges in the use of passive sentences in English were explained (Goodwin) stated that:

“as an informant who worked as a writer for short story the challenges in using passive is that we had completely understood about the structure first, then again learning all tenses which were required to used any passive sentence, and lastly the struggle for those who still did not understood English completely, then cannot understood completely about any passive sentence.”

This showed that Toraja language is very structurally different. a very interesting distinction is also seen on page 47 which clearly illustrates the difference in structure of the two languages. in Toraja language the subject could be placed after verbs plus prefixes such as "*Lanaalli ambeqku tu tedong*" *lanaalli* is Verb and *Ambeqku* is the subject. Whereas in passive English sentences had different formulas than the active sentence. for example in the sentence "Ani study English" "Ani" is an object when changed to passive "Ani" would change to

subject, "Study" would change to "Studied" because in passive sentences all verbs would change to past participle added by and agent and English would move forward to Object.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter aims to explain the conclusions and suggestion of this research.

#### 5.1 Conclusion

From the results that had been collected by the writer based on Taringan's theory by collecting the data that consist of two languages. The writer identify, classify the differences and equations of English and Toraja language and above the writer grouped into two languages. The writer focused on showed the difference between Toraja language and English language structurally.

The difference in structure between Toraja and English lies in the structure of passive sentences. In English there are only ten tenses that can be converted into passive form sentences (S+ to be + V3 + by + Agent). Whereas In Toraja Language, conanic passive was formed by adding prefix di- and non canonic passive was formed by adding personal prefixes and personal suffixes as follow : prefix ku- ( first singular person ), ki- (first plural person exclusive), ta- (first plural person inclusive or respected second singular person ), na- (third singular person or plural meanwhile in suffix naq- (first singular person ) kan-I kanni (first plural person exclusive) and suffix -i (third singular person or plural).

## 5.2 Suggestions

Before arranging a decent sentence whether for Toraja language and English we have to determined it carefully which word could be classify as subject, the verb and the object. If we can find or detect the sentence elements, it would be more easily to analyse the passive in a sentence. The writer wants to give a suggestion for the future researcher who wants to conduct similar research to remember that these languages are potential to be develop.

This thesis is still far from perfection, therefore the writer hope this study could be a beneficial and completed by other researches.

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**BOSOWA**

## LIST OF INFORMAN

### 1. Native speaker from Torajanese

No.	Name	Age	Occupation
1.	Ir. Petrus Rimpung	48	Figure of society
2.	Jelianto Pabiringan S.pd	29	Teacher
3.	Marthinus Rerung., SE	33	Village headman
4.	Pdt. Novel Pangemanan S.Th	43	Pastor
5.	Benyamin Duma P	47	Religion teacher
6.	Musa Pongtukuran	45	Village chief
7.	Amos Pabiringan	44	Figure of Society
8.	Cherly Manda	40	Journalists
9.	Paulus Bokko	60	Army
10.	Andarias Salu	56	Government employee

### 2. Native speaker of English

No.	Name	Age	Occupation
1.	Gunner Goodwin	28	Writer for short story
2.	Mark Louis	31	Photographer



## APENDICES

### Transcript 1

This Monologue was conducted by a man, 48 years old and figure of society. In this monologue, he talked about his child wanted went to Kalimantan .

“Den anakku da’dua, baine sola muane. Yatu muane  
 (There is) (my son) (two) (daughter) (and) (son) (the son)  
mane kelas 2 SMK na yatu baine tamma  
 (in 2<sup>nd</sup> grade vocational school) (and) (the daughter) (was finished)  
mo maq SMK yong Rantelemo. Pa yaomira ladidakaran seng  
 high school in Rantelemo (but) (while) (looking for) (money)  
to saba nakua tonna duangbongi nakua, lamalena lako  
 (now) (because) (she said) (waktu) (two days ago) (she said) (I want) (go)  
Kalimantan kedibenna doiq lana allian tiket. Pa taeqpa tu  
 (kalimntan) (if given) (money) (for) (buy) (ticket) (but) (not yet)  
Doi dadi ladipandakaran dolo namane bisa male  
 (money) (that’s way) (still looking for) (first) (so that) (can) (go)  
lako Kalimantan.  
 (to) (Kalimantan)

"I have 2 children. a daughter and son, a son is in 2<sup>nd</sup> grade vocational school and my daughter was finished high school in Rantelemo. But before that I had to get money first because my son wanted looking a job but did not had money to bought a ticket to visit Kalimantan he said two days ago, **I will go to Kalimantan if I will be given money** so for that I had to make money first so she could go to Kalimantan.

### Transcript 2

This monologue was conducted by a man, 29 years old and worked as a teacher. In this monologue, talked about himself and about the daily activities of his friend.

“guru SD na do Sarira, guru bahasa Indonesia  
 (teacher) (elementary school) (I) (at) (Sarira). (teacher) (language) (Indonesia)

Na pa mengapdi yona SD, pakukua loqna bang mo  
 (I) (but) (subserve) (in) (elementary school) (but I said) (It's ok)  
yang penting den kunanai manggadai, saba kebetulan  
 (that) (important) (there is) (place) (teach) (because) (chance)  
Kampung ku dukaka te dadi sule lako bang mo kampung  
 (village) (me) (also) (this) (so) (back) (there) (village)  
manggadai. Pa den duka solaku do sekolah guru bahasa  
 (teaching) (but) (there is) (also) (my friend) (at) (school) (teacher) (language)  
inggris di sanga Ani, saba Napeladai melo ya tu  
 (English) (her name) (Ani) (because) (she is studied) (good) (that)  
Ani bahasa inggris jadi nala jurusan bahasa inggris  
 (Ani) (language) (English) (so) (choose) (department) (language) (English)  
pasusibangsia aku sule lako tondok mengapdi.  
 (the same) (me) (back) (to) (village) (subserve)

"I am a teacher at SDN Sarira, I am actually an Indonesian teacher but I chose to return to the village to devote myself at the SDN in my village. I had a friend whose name was Ani she was also an English teacher, English language was studied by Ani and she was learned English diligently so that she majored in English"

### Transcript 3

This Monologue was conducted by a man, 40 years old and worked in a Village chief, talked about daily activities every morning.

“yatu ku pogau kemelambi pasti manggiruq kopi samibil ranggi  
 (that) (I) (activities) (every morning) (of course) (drink) (coffee) (while) (listen)  
Berita lammai Radio, biasa kenatiro mo baineuku noqkoq manggiru kopi  
 (news) (from) (radio) (usually) (if seen) (my wife) (sit) (drink) (coffee)  
pasti na kua lako sangbanuangki kareba omo tumarassan naperanggi  
 (of course) (she said) (to) (neighbors) (news) (again) (is being) (listen)  
Tumarassan naperanggi Duma lanmai radio, saba yamannari  
 (which is being) (he listens) (Duma) (from) (Radio), (because) (just it)

Kupogauto kemillik na, mangka to male moq ungaraga baka ladibaluk

(I do) (when I awake) (after that) (go) (make) (basket) (for sale)

yong pasaq Rante den duka biasa nagaragankan baka piana

(at) (Rante market) (there is) (also) (can) (made) (basket) (children)

Digaji.

(in salary).

Every morning when I woke up I immediately drunk coffee while listened to the news from the Radio, as usual when my Wife seen me already sat down for coffee surely she would told the neighbor that "**the news are being listened by Duma in radio**", because that was my only activity before continuing another activity . After that I prepared to started my activity made basket for sale on Rantelemo market and I also had employees , **the baskets that had been made by them** ready resale on the market.

#### Transcript 4

This monologue was conducted by a woman, 40 years old and worked journalist, talking about her sister.

“den siunuqku baine mangka kupaqkuliah yong UKIT

(there is) (sister) (girls) (done) (I lecturer) (at) (UKIT)

Pa taepa dikka na maqjama dadi na kuanna dikka kua

(but) (not yet) (poor) (work) (so) (she said) (poor) (she said)

lamaqbaluk padolo yong pasa untundui mamaq tae siapa panggilanku

(want sale) (only) (at) (market) (to help) (mother) (not) (who) (my call)

loqmai sekolah, utan tu lalnabaluk siuluqku dio pasaq

(from) (school), (vegetable) (will) (sale) (my sister) (at) (market)

kukuami iko bangmo tiroi tumelona, sambil kumpai tu passikolan

(I said) (you) (just) (see) (the best), (while) (waiting) (school)

nabangun to maqparenta densiai mani dalleqmu na ditimbaiko

(built) (government) (there is) (maybe) (opportunity) (call you)

manggadai loqpassikolan baru.

(teach) ( in school) (new)

I had a sister who had finished her studies at UKI Toraja but did not yet had a job, she asked me for permission to help our parents at the market while wait for her call from school, "**the vegetables would be sold by my sister in the market**". I also answered when you were comfortable with the job at the market, just did it while wait that the "**government had built the school building**". Hopefully, you got a call from a school built.

### Transcript 5

This monologue was conducted by a man, 56 years old and worked a retired army. He was talking about his son in grade 2 Elementary School who had just studied online.

“di tiro tu situasi totemo tae na memungkinkan tutau lamale-male sia pia

(seen) (the situation) (now) (no) (make it possible) (people) (to go) (and) (child)

passikola dikuan nasang melada kalena yobanuanna. Yamo to kami to matua

(school) (told) (all) (study) (alone) (they home) (that’s way) (we are) (parents)

totemo menggeluh nasangkan saba yatu pia passikola totemo tae na

(now) (complain) (all of) (because) (that) (child) (school) (now) (not)

maksimal tu peladaran na terima yomai guru, mandu budamo tu manigonna

(maximum) (lesson) (be accepted) (from) (teacher), (more) (many) (playing)

Dari pada meladana. Di tambah pa kartu data tulanapake

(from) (even though) (studied) (in) (added) (but) (card) (data) well be use)

meladaq, sisangmingguri na tappu 50 ribu, na umba mo dikka

(studi) (one week) (run out) ( fifty rupiah), (so) (what) (poor)

lakikua nappa seng tukami to paqtani lallak. Yari ki harapkan kami tae

(do) (get) (money) (we) (a farmer) (poor). (we just) (hope) (we) (not)

tomatuana siswa semoga den tu bantuan pulsa yomai pemerintah. Susi mo ninaq

(parents) (student) (hope) (any) (help) (credit) (from) (government) (like) (today)

toqtonna meladaqtu anakq \_ nakua”**Matematikatu mangka na panggadagran**

(time) (study) (my child) (said) (mathematics) (already) (teach).

**pak Pite’ passikolangku**” pa kadangkeng tu jaringan jadi tae kusaqding meloi

(Sir Pite’) (my school) (but) (error) (network) (so) (don’t) (hear) (cerfully)

tu apa napokada lammai. Jadi tae omo dikka na paham nina

(what) (said) (from). (so) (not) (again) (poor) (understand) (this day)

tu apa naqpeladai. Susi motoq “nenekkuq diodoi dio rumah sakiq”

(what) (study). (like) (again) (my grandmother) (visited) (at) (hospital)

pa massusa ki tama sabaq yamoka teq korona. Semoga taeq korona

(but difficult) (enter) (because) (because) (this) (corona). (Hope) (this) (corona)

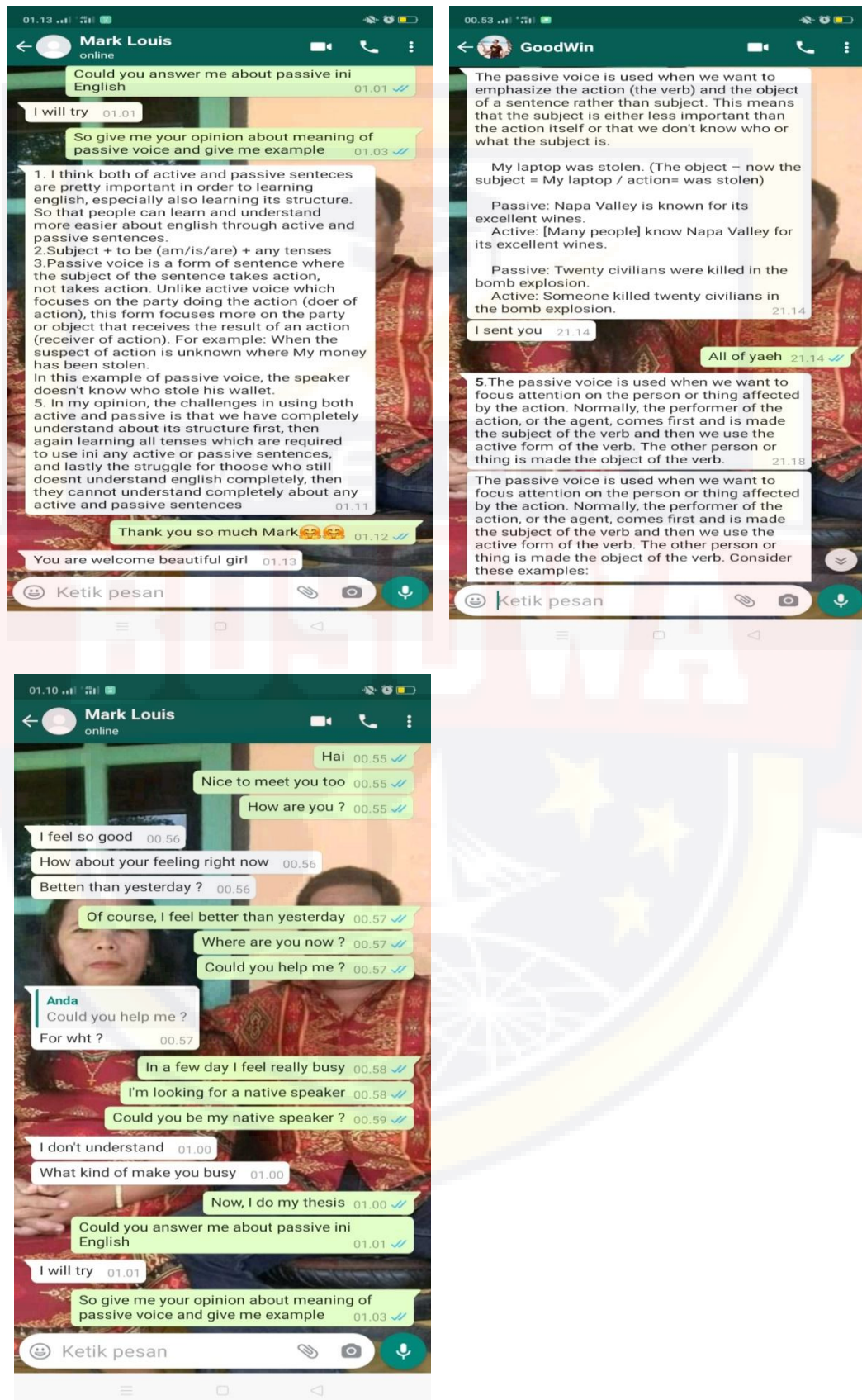
madomi berlalu.

(harry) (passed)

"looked at the situation as it was now that it was not possible to travel and also school fornchildren who had to learn from home. That was why we as parents were complain because the lessons received by students were not maximal from teachers, prefered to played instead of learning while at home. Coupled with kouta learning students who spent one week up to 50 thousand rupiah, then what about us parents who only worked as a farmer who had no fixed income. We hope that there will be help for students from the government in order to reduce the burden on parents. As my son said this morning that **the mathematic shall has been taught by Mr. Peter in my school** through online but the network was not supportive. So he did not understood what his teacher was taught about the lesson he learned earlier. Just like when I wanted to **my grandmother was visited by many people in the hospital** but it was very difficult because of the stated of the corona that still exists. I hope that this pandemic passes quickly"



## 1. The evidence from native speaker via whatsapp



2. This picture is several Tour is in Toraja, taken when doing research to complete my thesis.





## GLOSSARY

Alli	Bought	Pasaq	Market
Ambeq	Father	Passikolan	School/campus
Baine	Women	Paqmingguan	Church
Baka	Basket	Piso	Knife
Banua	House	Manggokiq	Write
Baluk	Sell	Sangmai	Yesterday
Barra	Rice	Siunuq	Brother/sister
Basei	Wash	Solaku	My friend
Batu	Stone	Suraq	Book
Boko	Steal	Tambuk	Stomach
Bongi	Night	Tanduk	Horn
Boqboq	Rice	Tassuq	Get out
Buang	Throw	Tedong	Buffalo
Doiq	Money	Tiro	See
Dasiq	Sewing	Torro	Live
Deppa	Snake	Tuaq	Palm-wine
Gaji	Salary	Tuo	Life
Indoq	Mother	Utan	Vegetables
Iruq	Drink	Unggaraga	Make
Kalanduq	Long		
Kande	Food		
Kanduq	Pocket		
Kekeq	Bitten		
Kendek	To ascend		
Laqbo'	Chopping knife		
Lemo	Orange		
Male	Go		
Manuk	Chicken		
Maqnasu	Cooking		
Marassan	Still		
Melo	Well		
Menani	song		
Mengkaro	Stretches		
Mentiro	To see		
Milliq	Get up		
Nanna	Keep		
Pare	Rice		



## CURRICULUM VITAE



Her name is Yeni Palino, usually called Yeni her was born in Rambakulu, 02 June 1998 to be precise Sabbang distric, North Luwu Regency, South Sulawesi. She is the first of four children: her father is named Yonatan and her mother is named Arnita. Her father is was pass away 2 years ago but her really love him and her mother worked as a housewife and a former like her father before. She has 3 younger sibilings and all of them are boys. Her first brother named Wesli Dumanda Palino, second sibilings is Yissrel and last sibilings is Vlensya.

She once attend primay school at SDN 012 Buntu Terpedo, junior high school at SMPN 4 Sabbang, senior high school at SMAN 1 Saabbang and now she is currently her education one of universitas in Makassar at universiy Bosowa of Makassar faculty of letters majoring in English literarure.