PERSPEKTIF BAHASA INDONESIA AKTIF DAN BAHASA INGGRIS PASIF: MASALAH UNTUK PEMELAJAR DI KEDUA BAHASA

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Abstract
This article constitutes a long observation on difficulties faced by Indonesian and English speakers in mastering passive and active constructions of both languages. This research is based on my experience for years teaching Indonesian grammar in second language learning class in Faculty of Cultural Sciences (formerly, Faculty of Letters) Gadjah Mada University, Yogyakarta, and my difficulties in mastering formal academic English. Because of different perspective which has been deeply planted in Indonesian and English speakers’ mind, both speakers of having different linguistic back grounds will face their own problems affected by their habits of using their native tongue. As such, the knowledge of these different perspectives should be fully aware by Indonesian and English teachers or learners to ease the mastery or teaching of both languages.

Key terms: passive and active, construction, second language, learning

Introduction
It is already known that no language has exactly the same linguistic system that enable the contrastivists to compare the differences of various structural and systemic aspects of two or more languages, either of belonging the same or different language family group. Because, the contrastive studies’ main purpose is not to classify...
languages being compared into types, they are more interested in differences than their likenesses (James, 1980, 2-3; Wenguo & Wai Mun, 2007, 22-23). The comparing results are expectedly able to provide an accurate learning materials for the sake of ease of the teachers or learners to teach or learn the languages being compared. Or, it is just only to discover the differences of Languages’ speakers expressing their ideas. Accordingly, a lot of studies found up till recently, deal with attempts of searching the differences exist in two languages that genetically belong to different family groups. For instance, contrastive rhetoric study carried out by Kaplan (1966, 1-20) found that there are five types of thought patterns shown by speakers of originating from 5 different languages and cultures in paragraphing their essays. English speakers think in stright line, Arabic in zigzag fashion, Oriental in spiralling manner, and Russian and Roman speakers’s thought are digressional (see also Wenguo & Waimun, 2007, 56). In the lower linguistic levels, there are also several studies which are important to note. Gundel (2008, 70-86) compares the use of cleft sentences in J.K. Rowling’s *Harry Potter and The Philosopher’s Stone* and its translations in the Norwegian and Spanish. He found that clefts are most frequent in the Norwegian translation, and least frequent in the Spanish, and it is somewhere in between in English original. This facts are caused by the influence of Celtic languages (especially Irish) which have a strong preference for the use of cleft structures. Magnus (2008, 90-119) studies the position of Adverbials and the pragmatic oorganization of the sentence. The adverbial position differences found in the two languages are influenced by the focusability of sentence constituents. As such, adverbials can occur in all position in Dutch, but it can not do in French because of the specific characteristics of French negation particle. Meanwhile, Fretheim & Amfo (2008, 174-190) try to contrast the use of word *abroad* and semantically related terms in some European languages and the same concepts found in Akan (Ghana). Even though, the term can be used anaphorically to mean ‘away from the subject referent’ or deictically to refer to ‘away from the speaker’s or the writer’s country’, some terms found in Akan, such as *aburokyry* is hard to correspond with *abroad* or other terms in European languages because they use to refer to ‘parts of the world that are dominated by white man. Meanwhile, the English term ‘abroad’ corresponds to another term, *amannён*. 

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This article is intended to compare active and passive perspective of Indonesians and English speakers in using their native language which essentially constitute the difference of thought pattern of both speakers. This thought pattern difference will presumably cause a lot of problems if English natives want to master Indonesian passive constructions, and the same problems will be experienced by the Indonesian trying to comprehend English active constructions.

**Theoretical Frame Work**

The differences of language structure do not merely constitute performative appearance, as what it used to believe by the Chomskyan followers. They are actually a reflection of different way of the language speakers to view the world and organize the reality surrounds them. According to Whorf (1940, 212—214):

> “The back ground linguistic system (in other wrds, the grammar) of each language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual’s mentalivity, for his analysis of impressions, for his synthesis for his mental stock in trade. Formulation of ideas is not an independent process, strictly rational in the old sense, but is part of grammar, and differs slightly to greatly between different grammars.”

For Whorf, the goal of linguistic analysis is to describe such world views which are difficult to do because they cannot be inferred direct questioning of informants who are often not aware of their choices and habits (Duranti, 1997: 58).

Meanwhile, Dardjowidjojo (1986, 57-68) states that most of West Austronesian Language perceptive observers claim that there is great differences between these language speakers and Western languages’ speakers in expressing their thought. This difference is not merely a matter of language style, but of social and cultural values that has been deeply planted in the speaker’s community. The speakers of Western Austronesian has unconsciously but consistently used certain expressions which unfocused the agents’ role and their actions, and exposed the state of affairs resulted from those actions. These goal oriented actions is commonly called “passive”. In later development, this construction is called “focus”. Dardjowidjojo’s statement implies that English speakers tend to expose agents and conceal the state of affairs resulted by or related to the actions. These converse phenomenon is widely known as “active”.

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This theoretical frame work will bring us to the hypothesis that some passive constructions exist in Indonesian language would be hardly translated into the same construction, and vice versa. This facts will arise a lot of problems for the learner’s of both languages which must be fully aware by the teachers and learner’s of both languages.

Methods

All data presented in this paper are my own creation based on my experices for more than 15 years teaching grammar for foreign students at Faculty of Letters, and now has changed its name to become Faculty of Cultural Sciences Gadjah Mada University. The data constitute types of passive constructions that hardly mastered by English native speakers, and active constructions which is difficult to understand by Indonesian speakers, including me as Indonesian native speakers who up till now is still struggling to master formal English. Some data are extracted from various linguistic text books and tabloids. The data are classified according to which syntactic construction type the belong. Translational method, literal (word to word) translation is used to prove that the constuction is not appropriete to do because of perspective distinction, and semantic translation is intended to show the best way to correspond the English passive or active constructions into Indonesian, and vice versa (see Machali, 2000, 48-52).

Research Findings

There at least three types of active or passive constructions that frequently and potyentially cause confusions for the both learner in understanding the second language being learned. First, passive and actives constructions exist in independent clause, second, ones do in relative clause, and third, ones found in discourse levels.

Passive and Active Construction in Independent Clauses

Independent clause is a clause whose existence does not depend on any other clause. This clause can potentially stands as free clause (Kridalaksana, 1993, 111). This clause may also be called main clause (Crystal, 1980, 61-62). Some of English active constructions are difficult to understand by Indonesian speakers because they must be expressed different way. See (1), (2, and (3) below:

(1) These occasions can happen in other places.
(2) Yesterday, I dropped My Wallet.

(3) When I washed the glasses, I cut my finger.

All the main clauses of three sentences above are constructed in active independent clauses. The active verbal predicates are happen, dropped, and cut respectively. These three sentences will be ungrammatical [*] or unacceptable if they are expressed in active diatesis in Indonesian. Compare them with (4), (5), and (6) below:

(4) *Peristiwa-peristiwa seperti ini dapat menjadi di tempat lain.

(5) *Kemarin, saya menjatuhkan dompet saya.

(6) *Ketika saya mencuci gelas, saya memotong jari saya.

The Indonesian equivalents of (1), (2), and (3) are (7), (8), and (9) below in which me- prefix is altered to be ter- or without me- to mark state or unintentional action and simultaneously combined by object focusing to become subject of the constructions.

(7) Peristiwa-peristiwa seperti ini dapat terjadi di tempat lain.

(8) Kemarin dompet saya (ter)jatuh.

(9) Ketika (saya) mencuci gelas, jari saya terpotong.

As an Indonesian native speakers, I find it very hard to imagine how I “could drop my wallet”, and why “I must cut my my finger”, in spite of menjadi has different meaning in Indonesia which corresponds to ‘to become’.

Indonesian has several types of passive, one of which that often bring serious problem for English speaker’s is “self passive” (Pasif Bentuk Diri) (Wijana, 2008, 16-18). This type of passive is constructed by first and second personal pronoun agents placed preceding the verbal base, such as shown by (10), (11) and (12) below:

(10) Buku itu saya beli.

(11) Bab satu dan dua sudah kita baca.

(12) Surat Anda belum kami terima.

Sentences (10), (11), and (12) are consecutively derived from its active equivalent, Saya membeli buku ‘I bought a book’, Kita sudah membaca bab satu dan dua ‘We have read chapter one and two’, and Kami belum menerima surat Anda ‘We
have not received your letter. Indonesian speakers regard the *di- passive construction (13), (14), and (15) are unacceptable:

(13) *Buku itu dibeli oleh saya
(14) *Bab satu dan dua sudah dibaca oleh kita
(15) *Surat Anda belum diterima oleh kami.

English speakers will be very difficult to master (10), (11), (12) because this type of construction are not available in their language. Even, the constructions of (16), (17) and (18) also seem awkward and doubtful [?] for English speakers:

(16) ? The book is bought by me.
(17) ? Chapter one and two have been read by us.
(18) ? Your letter has not been received by us.

Because, for English speakers consider active constructions (19), (20), and (21) as the most appropriate sentences for expressing (10), (11), (12):

(19) I bought that book.
(20) We have read chapter one and two.
(21) We have not received your letter.

Eventually, inversion construction (22) with transitive clause transposition seem much easier for English speakers because their language has two ways (23) and (24) for translating it. However, the problem raise when the object is focused because passive perspective must be applied as a consequence of the focusing. Therefore they will construct (25) instead of (26).

(22) Sangat mudah memahami buku itu.
(23) It is easy to comprehend that book.
(24) That book is easy to comprehend.
(25) *Buku itu sangat mudah untuk memahami
(26) Buku itu sangat mudah dipahami

**Passive and Active Constructions in Relative Clauses**

As far as syntactic extension (either phrasal or clausal) is concerned, the extension can be done by conjoining clause following the main clause to yield compound sentence, or by embedding a clause to the noun or noun phrases existing in
the sentence to yield relative clauses (Crystal, 1980, 129). Relative clauses are embedded by relativizer *yang* in Indonesian, and *that, which, where, whom, by which, whose* etc. in English depend on the status or role of the noun or noun phrases to which the clause is embedded. In Indonesian in case of the noun phrases are object focuses, they can be attached with self passive whose agents are first and second personal pronouns. See (27) to (30) below:

(27) Saya membaca buku > Buku yang saya baca.
(28) Kami mengirim surat > Surat yang kami kirim.
(29) Kita mencapai puncak bukit > Puncak bukit yang kami capai.
(30) Anda membayar angsuran > Angsuran yang Anda bayar.

The English speakers will experience a lot of difficulties to produce this type of relative clause. Because of their native relative clause structures and the Indonesian active simple sentence constructions they have studied before, they will tend to yield the ungrammatical (31), (32), (33) and (34) before mastering the last four relative clauses.

(31) *Buku yang saya membaca.
(32) *Surat yang kami mengirim.
(33) *Puncak bukit yang kami mencapai.
(34) *Angsuran yang Anda membayar.

Sentences (31) to (34) are closer to English relative clause with first and second pronouns (35) to (38) below:

(35) The book that I read.
(36) The letter which we sent.
(37) The hill top that we reached.
(38) The instalment that you paid.

The other problem will arise if the auxiliary verbs occur before the verb. See (39) (40), (41), and (42) below:

(39) Saya sudah membaca buku itu > Buku yang sudah saya baca.
(40) Kami akan mengirim surat > Surat yang akan kami kirim.
(41) Kami belum mencapai puncak bukit > Puncak bukit yang belum kami capai.
(42) Anda telah membayar Angsuran > Angsuran yang telah Anda bayar.

   The English speaker will tend to construct (43), (44), (45), and (46) below because English auxiliary verbs are placed directly before the verbs.

(43) *Buku yang saya sudah membaca.
(44) *Surat yang kami akan mengirim.
(45) *Puncak bukit yang kami akan mencapai.
(46) *Angsuran yang Anda telah membayar.

Sentences (43), (44), (45), and (46) are influenced by the following English structures (47), (48), (49), and (50):

(47) The book that I have read.
(48) The letter that we will send.
(49) The hill top which we will reach.
(50) The instalment that you have paid.

So far, there is no serious study that can inform the difficulties experienced by Indonesian learner in trying to master relative clause constructions like (47), (48), (49), and (50) whether they directly master them or produce the ungrammatical (51), (52), (53), and (54) first:

(51) *The book that have I read.
(52) *The letter that will we send(ed).
(53) *The hill top which will we reach.
(54) *The instalment that have you paid.

**Passive and Active Construction in Discourse Practices**

The different perspective between English and Indonesian speakers can also be seen in discourse levels. For example, in academic discourses, Indonesian scholars usually express their data presentation in passive diatesis which are rarely done by English speakers’ scholars. Examples (55), (56), (57) are expressed by Indonesians and (58), (59), and (60) by Western scientists:

(55) Di bawah ini disajikan bentuk elipsisnya dan bentuk lengkapnya.

   ‘Below the eliptical and the complete forms are presented’

(56) Beberapa contoh dikemukakan di bawah ini.

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‘A few examples will be presented below’

(57) Dalam bahasa Indonesia, konstruksi itu dinyatakan seperti berikut:

‘In Indonesia, the construction is expressed as follow:

(58) Each of the following English sentences exemplifies a different sentence pattern.

(59) I consider cleft sentences accross languages to consist four main components, as illustrated in (5):

(60) Now, let us look at cases of non-switchability. First consider (42):

Formerly, Indonesian procedural discourses use passive voice like (61) below:

(61) Pertama-tama, bawang dikupas, diiris tipis-tipis, lalu digoreng. Daging yang dicincang dimasukkan ke dalam kuah yang mendidih.

‘Firstly, onions are peeled, finely sliced, and then fried, the chopped meat is put in the boiling broth’

However, because discourse practices are strongly influenced by social practices (Fairclough, 1992, 73; Mesthrie, et als. 2004, 317) in which a lot of English culinary recipe books imported to Indonesia for the last two decades, and most of Indonesian culinary procedural discourses afterwards are influenced by active perspective and imperatives used in such books. See the following (62):

(62) 1. Cuci paru, babat hingga bersih. Didihkan air, rebus daging dan jerohan secara terpisah hingga empuk. Tiriskan!

‘Wash ox lung and innard until clean. Boil the meat and innard separately until tender, and drain’.

2. Saring kaldu rebusan, ambil 300 ml. Iris dadu kecil daging dan jerohan!

‘Strain the broth, take 300 milli gram, Slice the meat and innard in small cube shape!’

Closing Note

The different perspectives of English and Indonesian speakers used to view realities reflected in language structures are an overt indication that both sides will experience difficulties in mastering the two languages. The Indonesian speakers will face problems in mastering English active constructions, meanwhile The English speakers will do in mastering Indonesian passive constructions. The knowledge of this differences will be fruitful to ease for learners and teachers of both languages for mastering and teaching these languages. As second language learning class are

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attended by learners who comes from various linguistic back grounds, the pespective approach learning is difficult to apply. However, it will be much easier to do in private or small and big classes with homogenous linguistic back ground learners.
REFERENCES


Hari, Tanggal: Rabu, 7 Agustus 2019
Pukul: 18.30—20.00 WIB
Penyaji Makalah: Prof. Dr. I Dewa Putu Wijana, M.A.
Judul Makalah: *Indonesian Passive and English Active Perspective: Problems for the Learners of Both Languages*

Pemandu: Sudaryanto, M.Hum.
Pencatat: Kity Karenisa

Catatan Penyajian:

Pemaparan meliputi pengalaman dan pengamatan terhadap perbedaan bahasa Indonesia dan bahasa Inggris. **Perbedaan sudut pandang bahasa** menyebabkan kesulitan memadankan konstruksi pasif dalam bahasa Indonesia ke dalam bahasa Inggris. Oleh karena itu, kesalahan penutur bahasa Inggris ketika belajar bahasa Indonesia banyak sekali terjadi misalnya penggunaan *menjadi* dan *terjadi*. Kesalahan tersebut antara lain dalam klausula relatif dan wacana prosedur dalam resep masakan yang sekarang banyak ditemukan dalam konstruksi aktif. Misalnya pada kalimat *Saya menjatuhkan dompet* untuk menyatakan *Dompet saya jatuh*. Ada pula konstruksi yang tidak ada dalam bahasa Inggris, misalnya *Buku itu saya beli; buku yang saya baca*. Oleh karena itu, **pengetahuan linguistik kontrastif** sangat penting dan diperlukan dalam pengajaran BIPA. Sudut pandang bahasa yang berbeda bisa ditangani dengan menempatkan siswa dengan latar belakang sudut pandang bahasa yang berbeda dalam kelas belajar yang berbeda, misalnya kelas terjemahan bahasa Jepang-Indonesia. Pengetahuan pengajar terhadap bahasa asing, misalnya bahasa Inggris, akan memudahkan pengajaran bahasa dengan penggunaan bahasa target jauh lebih banyak. Hal ini diperlukan untuk menerangkan pengetahuan kebahasaan, misalnya untuk menjelaskan *fasilitas umum*. Jam terbang seorang pengajar sangat berpengaruh dalam keberhasilan pengajaran. **Kompetensi komunikatif** lebih disasar daripada kompetensi tata bahasa.

Pembicara berikutnya menanggapi: Usia tidak selalu menjadi hambatan dalam belajar bahasa baru berdasarkan pengalaman pengajaran bahasa di INCULS. Pengetahuan bahasa Indonesia diperlukan untuk menjelaskan bahasa Indonesia.

Diskusi/Tanya Jawab

Penanya 1
Nama: Puji
Instansi: - dari Depok

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Pertanyaan: (1) Keterampilan berbahasa apa yang berubah signifikan setelah seseorang belajar bahasa Indonesia?
(2) Bisakah lingkungan sosial membuat kompetensi bahasa berubah walau bukan di lingkungan aslinya; penutur palsu dapatkah menjadi seperti penutur asli?

Tanggapan: (2) Penutur palsu bisa saja memiliki kompetensi yang mendekati penutur asli; semakin muda dan semakin serius seseorang belajar, hasilnya akan semakin bagus. Namun, tidak bisa sama dengan penutur asli. Ada ekspresi kebahasaan yang tidak bisa dikuasai. Peningkatan kemampuan berbahasa bisa dilakukan dengan mencari kesempatan untuk berbicara dengan bahasa target.

(1) Kemampuan berbahasa aktif indikatornya adalah berbicara. Keterampilan berbahasa itu dapat diuji dengan TIFL atau UKBI.

Penanya 2
Nama : Suyoto
Instansi : Universitas Kanda, Jepang

Pertanyaan: (1) Persoalan penetapan persentase bahasa formal dan informal, bahasa asli dan bahasa figuratif; bahasa informal seperti apa yang diberikan? Sementara ini, pengajaran yang diberikan untuk tingkat lanjut adalah bahasa gaul, sementara materi sastra banyak diminati, tetapi berapa persen harusnya materi ini diberikan?
(2) Bagaimana mengajarkan tata bahasa agar menarik?

Tanggapan: (1) Bahasa yang paling tepat diberikan untuk penutur asing adalah bahasa yang baku agar dapat menjadi penutur bahasa Indonesia yang elegan. Jadi, pengajaran yang diutamakan adalah pengajaran bahasa formal. Pengajaran yang tidak menargetkan bahasa formal dapat menjadi masalah bagi orang yang belajar bahasa Indonesia.

(2) Pengajaran tata bahasa yang menarik bergantung pada pribadi pengajar dan jam terbang atau pengalaman pengajar sehingga pengajar itu menguasai cara mengajar. Pengajar yang diperlukan adalah pengajar yang pantang menyerah: berlatih, menggunakan metode yang menarik, misalnya: morfologi bahasa Indonesia merupakan hal yang sulit untuk diajarkan sehingga diperlukan kreativitas dari pengajar untuk membuat pengajaran morfologi bahasa Indonesia menjadi menarik.

Penanya 3
Nama : Andi Satrian Jahrir
Instansi : Universitas Negeri Makassar

Pertanyaan: Berkaitan dengan pertanyaan dan masalah yang dihadapi Bapak Suyoto. Pengajaran bahasa informal dapat membuat mahasiswa mampu berkomunikasi; kapan memberikan bahasa baik dan benar karena mahasiswa cenderung untuk menggunakan bahasa informal (sehari-
hari). Ada kesulitan yang dirasakan oleh pembelajar saat menggunakan bahasa resmi yang baku.