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Table of contents

Title	Pages
<u>The Phonological of Patani Malay Dialect: An Analysis Of Autosegmental Theory</u>	71-78
<i>Dr. Suraiya Chapakiya</i>	
<u>Coordination of Communication Crisis Model</u>	79-86
<i>Faustyna Faustyna</i>	
<u>The System of Inheritance Law in Minangkabau: A Social History Study</u>	87-93
<i>M. Iqbal</i>	
<u>Sound Correspondences among Cognates Shared by Arabic, English, and Indonesian</u>	94-107
<i>Fauzi Syamsuar</i>	
<u>The Analysis Of Assertives And Expressives On The Students' Speaking Exam In English Department Student Of STKIP BUDI DAYA - BINJAI</u>	108-114
<i>Ayu - Indari</i>	
<u>The Correlation Between The Students' Perception on The Lecturer's Ability in Making Lesson Plan and Their Achievement in TEFL at English Educational Department of Tarbiyah Faculty IAIN SU</u>	115-120
<i>Afdhalina Kahar</i>	

The Phonological of Patani Malay Dialect: An Analysis Of Autosegmental Theory

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ABSTRACT

This paper aims at identifying and determining Malay dialect phonemes and the syllable structure of Patani Malay Dialect (PMD). The study is also conducted to analyze the phonological processes of PMD. The researcher used the autosegmental theory based on distinctive feature geometry model by Halle (1995), Clément's representation level of syllable structure (1985) and, Zaharani and Teoh Boon Seongs' building of syllable structure (2006). A qualitative method was used in this study. The data were collected from the field work where observations and interviewing were carried out. The results show that the PMD can be divided into three vowel phoneme categories. The first vowel phoneme category consists of six vowel phonemes. They are /i/, /e/, /a/, /↔/, /o/, /u/. The second vowel phoneme category has two derived vowel phonemes such as [E], [□] and the last vowel phoneme category consists of four nasalization vowels such as [u], [E], [□] dan [a]. The study also found that PMD has 28 consonants. They can be grouped into three consonant categories. The first consonant category consists of 20 original consonants such as /p/, /t/, /k/, /b/, /d/, /g/, /c&/, /j&/, /s/, /l/, /r/, /⊗/, /m/, /n/, /N/, /j/, /w/, /j/, /h/, /l/. The second consonant category has four aspiration consonants such as /p^h/, /t^h/, /k^h/, /c^h/. The third consonant category has four loan consonants such as /f/, /z/, /x/, /Σ/. While the syllable structure of PMD is categorised as type III which is a pattern of CV(C) syllable. The study suggests that the phonological processes of PMD identified and analysed based on the autosegmental theory have the characteristics of assimilation, vowels nasalization, deletion, glottalisation, monophthongisation and vowels changing.

Keyword: First keyword; Second keyword; Third keyword (9 pt, Bold)

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1. INTRODUCTION

Phonological research study of the Patani Malay dialect: A Theoretical Analysis of Autosegmental, an image adopted by the Penutu Patani Malay community throughout Thailand. It is the most important language of the Thai community in the Thai language community. Translate Thai to English, English to Russian, English to English, English to Tamil, English to English, and English to English. However, the main Malay community living in southern Thailand uses the Malay language. Translate this message to Dial Duplicate, DMP and Dial in Satun (DMS). The Patani Malay dialect explores the four southern border provinces of Thailand, namely Pattani, Yala, Narathiwat provinces and four districts in Songkhla province (Arrive, Sebayoi, Canak and Nathawi areas). DMP is used to translate Thai into English (Worawit Baru, 1990: 55 and Suraiya Chapakiya, 2013: 45).

Utai Ruslan (2005: 20) states that DMP plays a role in daily communication as a language of communication between individuals and communities in the southern border provinces and serves as the language of instruction besides standard Malay in schools, private religious schools, educational institutions and Islamic boarding schools. -pre-school.

This study aims to identify DMP phoneme inventories, identify DMP syllable structures and analyze DMP phonological processes, particularly in two villages in Pattani Province and two villages in Yala Province. There are two villages in Pattani Province, namely Nad Kubur Village, Khoutoom District, Yarang Regency, Pattani Province and Sabarang Village, Bandar Regency, Pattani Province. Whereas in

Yala Province there are two villages, namely Hua Saphan Sateng Village, Sateng District, Bandar Regency, Yala Province and Krong Pinang Village, Krong Pinang District, Krong Pinang Regency, Yala Province. This is because the people in these villages are native speakers of DMP who still maintain the original DMP form. Researchers selected 40 informants consisting of 10 informants from Nad Kubur Village and 10 informants from Sabarang Village from Pattani Province. Meanwhile, from Yala Province, researchers will collect data from 20 informants, namely 10 informants from Krong Pinang Village and 10 informants from Hua Saphan Seteng Village. The total number of informants consisting of 20 male informants and 20 female informants to obtain as much DMP data as possible.

2. RESEARCH PROBLEMS

The Patani Malay dialect has been studied by several researchers such as Ruslan's (2011) study of the specialties of the Patani Malay dialect. Pareeda (2007) Additional Studies and Consonants of Patani Malay Dialect: Analysis of Autosegmental Theory. Suthasinee (2006) Comparative Study of the Vocabulary of Patani Malay Dialect in English. Ruslan (2005) studied the Special Features of the Patani Malay Dialect: Overview. Worawit (1999) Study of Government Policy and Impacts on English in Thailand. Worawit's (1990) Study on the Influence of Thai in the Patani Malay Dialect: Lexis Case Study in Pattani Province. Amon (1987) studied Phase Thin nai Prathet Thai Malay (Local Malay in Thailand). Next, Paitoon (n.d.) Rabob Daylight Phase Thin Malay Pattani, Yala, Narathiwat (Dialect Sound System from Malay Pattani, Yala, Narathiwat).

However, the study of phonological processes, especially in DMP based on autosegmental theory, has not been discussed in depth by previous researchers. Thus, the researcher will identify phoneme inventory, syllable structure and phonological processes that occur in DMP.

3. OBJECTIVE OF THE STUDY

Based on the research problem, there are three research objectives that the researcher wants to look at, namely identifying DMP phoneme inventories, identifying DMP syllable structures and analyzing DMP phonological processes.

4. STUDY METHODOLOGY

The research design used is qualitative research. This research uses field methods and library methods. The field method uses three methods, namely the observation method, the interview method and the recording method for 40 informants aged fifty years and over. The field method is a very important method to help researchers explore and obtain in-depth information face to face (face to face). Even the field method, especially the interview method is very important to validate the observed data (Othman, 2012: 119; Muhammad Saiful, 2010: 49). The library method refers to primary sources, such as previous research related to DMP. The study data collected through field and literature methods were analyzed based on autosegmental theory through Halle's (1995) geometric characteristic approach. Below is a chart of the conceptual framework.

Conceptual Framework Flowchart

To facilitate the research activities carried out, the researchers have compiled a conceptual framework flowchart. The conceptual flow chart shows the course of the study as a whole. The following is a flow chart of the research conceptual framework:

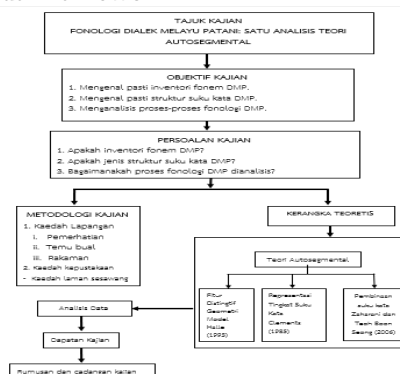


Figure 1 Conceptual Framework Flowchart

5. THEORETICAL FRAMEWORK

The theoretical framework used in this study is an autosegmental theory based on the typical geometric features of Halle's (1995) model, Clements's (1985) syllable level representation and Zaharani and Teoh Boon Seong's (2006) syllable construction.

A. Distinguive Features of Halle Model Geometry (1995)

Distinctive features were introduced by Trubetzkoy and Jakobson in 1958 to reveal the characteristics of segmental phonemes. This characteristic is also developed by Chomsky and Halle (1968) in the book *The Sound Pattern of English (SPE)*. They assume that the concept of distinctiveness is natural, that is, it contains articulation, auditory, and perceptual mechanisms for all speakers of languages (Chomsky and Halle, 1968, p. 5). Subsequently, distinctive features were developed and modified by Sagey (1986) and Halle (1995) to create a more perfect phonetic structure to demonstrate the production of phonemes ranging from the lungs to the vocal cords, throat cavity, nasal cavity and oral cavity (Zaharani and Teoh, 2006, p. 41). There are two important aspects that distinguish features in Halle's (1995) model, namely the anatomical mechanism that describes phonetic sounds and the facts that indicate the function of the feature. These features exist at different levels and are connected by connecting lines (Halle, 2002, p. 196). Following are the characteristics of Halle's (1995) geometric model.

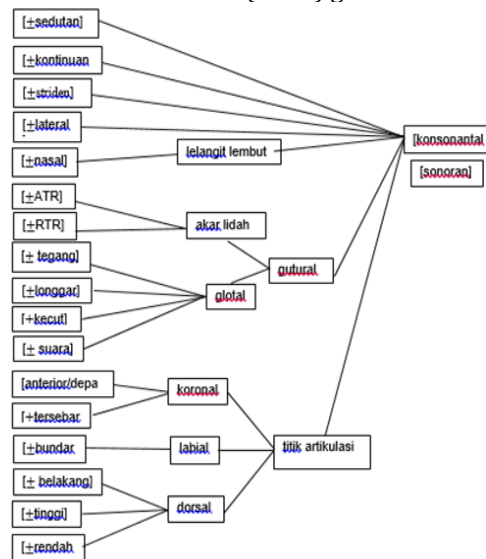


Figure 2 Typical geometric characteristics of Halle's (1995) model
Source: Modified from Halle (2002)

Figure 2 shows the consonant and sonorant features that form the root of the segment. Other features are divided into two parts, namely the independent articulation tool and the bound articulation tool. The free articulation device consists of [± suction], [± continuous] (continuous), [± hard] (screeching) and [± lateral] (lateral), which are features that are directly connected to the root. Meanwhile, the articulation device consists of six articulation tools, namely soft palate, tongue root, glotal (larynx), labial, coronal and dorsal (Halle, 2002: 197).

From the above, there are three main branches of the geometric characteristics of Halle's (1995) model. The first branch, the point articulation node consists of three main articulation nodes, namely the coronal, labial and dorsal nodes. The coronal nodes cover the alveolar and palatal consonants consisting of [± anterior] (anterior) and [± scattered] (distributed) features. The labial nodes house the labial consonants which consist of [± round] (round) features and the dorsal nodes house the features [± back] (back), [± high] (high) and [± low] (low). The second branch, the intestinal knot consists of oral consonants. These nodes protect the root of the tongue (larynx) and larynx (larynx). The root of the tongue consists of [± sagging], [± wrinkled], [± sound] and [± tense] characteristics. The larynx consists of features [± RTR] (stacked tongue root) and [± ATR] (advanced tongue root). While the third branch, the soft palate knot has the characteristic [± nasal] consisting of nasal consonants (Halle, 2002: 203).

B. Representation Level Syllabus Clements (1985)

According to Clements (1985), the syllable level representation consists of three levels of representation. Each syllable level is represented by certain segments that can explain phonological processes, such as the propagation process, change processes and other processes involving vowel and consonant phonemes (Clements, 1985: 147).

Clements (1985: 203), also adds a level in the KV syllable level that describes the syllable function. Each syllable consists of a group of phonemes that represent the syllables of a language. This group of phonemes is limited by the One First Principle, namely the first, the initial consonants of a syllable plus the number of consonants to a level consistent with the status of a particular language syllable structure. Second, the vowel levels are linked to the syllable level, while the consonants on the left are linked one by one as long as the configuration for each scatter meets the requirements of the syllable structure. This happens the same way when the consonants go right. The level of representation of the word Clements (1985) in the Malay dialect of Urak Lawoi can be described as in the word [dim] 'malam'.

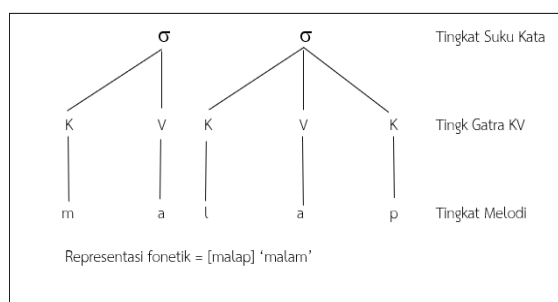


Figure 3 Clements (1985) syllable level representation
Source: Modified from Clements (1985)

Figure 3 above shows the elements in the KV graphical level that distinguish the peak of the syllable, the syllable shows not the peak of the syllable. Segments dominated by V showed syllable peaks and segments dominated by K showed non-syllable peaks (Clements, 1985: 203).

C. Syllabus Construction

This study wants to explain that the syllable structure and its formation process in non-linear analysis have an important role in relation to the phonological process. According to Zaharani and Teoh Boon Seong (2006) the basic form of the BM syllable is the KV pattern (K) which belongs to the third type. This situation means that the basic syllable pattern BM must contain an onset and a nucleus, while the code is optional which can exist and cannot depend on a particular language root word. According to Teoh Boon Seong (1990: 904), the BM syllable patterns presented by previous researchers such as Yunus Maris (1980) and Farid M. Onn (1980) were inaccurate. According to Teoh Boon Seong (1990), the basic syllables of BM are KV and KVK, not *V and *VK as suggested by the researcher. It is said that because Yunus Maris (1980) once said that there are words like that # what # is called optionally as [ʔapʔ] and # itek # as [ʔiteʔ] or [iteʔ].

The type of syllable pattern can be determined through two operations, either dropping the K at the beginning of the syllable or entering the K at the end of the syllable. A language can select one operation, either operation or without selecting one of the proposed operations (Clement & Keyser, 1983: 29). According to Clements & Keyser (1983), the types of syllable patterns of a language are as follows:

Types of syllable patterns of a language according to Clements & Keyser (1983)

Type I: KV

Type II: KV, V

Type III: KV, KVK

Type IV: KV, V, KVK, VK

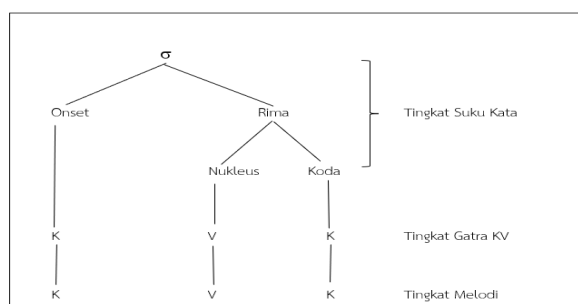


Figure 4 Syllable structure of BM

Figure 4 shows the arrangement of BM syllables based on representations Clements & Keyser (1983).

Zaharani (2013) supports the opinion of Teoh Boon Seong (1994) which explains that the basic form of the BM syllable is the KV (K) pattern. Each syllable must contain an onset (O) and a nucleus (N). The onset is the beginning of a syllable. Rima (R) contains the core and code. Rhyme must have a core, and code (Ko) as optional. The onset and code can only be filled with a consonant (K) melody, while the core can be filled with a vowel melody (V). That is, the syllable structure of BM consists of open syllables and closed syllables, namely open syllables (KV) and closed syllables, namely (KVK). Consonants and vowels can be combined as small groups in syllables known as syllable levels (Zaharani, 2013: 43). According to Zaharani and Teoh Boon Seong (2006), the BM syllable structure was built through the application of three sequential quadratic formulas, namely the core construction formula, the initial construction formula and the code construction formula.

6. STUDY RESULTS

Based on the research that has been done, this study found that the phoneme inventory picture shows that DMP has 12 vowel phonemes consisting of six vowel phonemes. /i/, /e/, /a/, /↔/, /o/, /u/, two derived vowel phonemes [E], [□], and four nasal vowel phonemes [u], [E], [□] dan [a]]. Thus, DMP has five series of vowels, namely the series of vowels [u], [E], [□] and [a].

While the DMP consonant phoneme has 28 consonants consisting of 20 original consonants /p/, /t/, /k/, /b/, /d/, /g/, /c&/, /j/, /s/, /l/, /r/, /⊗/, /m/, /n/, /j/, /N/, /w/, /j/, /h/, //, four aspirating consonants height /p^h/, /t^h/, /k^h/, /c^h/ and four loan consonants /f/, /z/, /x/, /Σ/. Therefore, based on the characteristic geometry of Halle's (1995) model, the DMP vowel contains several characteristics, namely [-kons], [+ son], [-nasal], [+ sound], as well as a [coronal] feature consisting of [± front] [± scattered] or [dorsal] which consists of [± rear] [± high] [± low]. When the DMP consonant contains several distinctive features, namely [+ cons], [± son], [± nasal], [± sound] features, as well as [± labial], [± coronal] or [± dorsal] features. Based on the syllable construction of Zaharani and Teoh Boon Seong (2006), the basic syllable structure of DMP is included in type III, namely the DMP syllable pattern is KV (K), namely open syllables KV and KKV, and closed syllables KVK consists of KVK, KV.KVK and KVK.KV. Furthermore, the phonological process in this DMP consists of the process of assimilation, vocal sensing, abortion, glossary, vocalization and vocal changes.

First, the assimilation process in DMP is the assimilation process between consonants and consonants that occur in the root word and at the prefix limit. This assimilation is known as homorganic nasal assimilation, namely nasal stop assimilation. Broadly speaking, stop-nasal assimilation can be seen in two forms, namely vocal-nasal-explosive assimilation and silent nasal-explosive assimilation. The assimilation of the nasal boom-sound does not allow for the consonants to be heard from the nose with a loud bang. Meanwhile, the assimilation of voiceless explosives does not allow the voiceless consonants of the explosives to overlap with the nasal consonants in the surface structure.

As for the prefix limit, nasal blast assimilation occurs when the prefix nasal consonant soft palate /N/ accepts the root word preceded by an explosive consonant. This assimilation can be seen in two forms, namely vowel-nasal assimilation and voiceless nasal-blast assimilation. Explosive nasal assimilation at the initial limit occurred in total regression, namely the nasal consonant soft palate / total / took all the consonant characteristics that sounded explosive and caused interest in the vowel explosion consonants after the total regressive assimilation process and the nasal consonant geminates. On the other hand, there are two stages of the phonological process that occur when the nasal consonant prefixes the soft palate / accepts / receives the root word which is preceded by a voiced explosive

consonant. The two stages of the phonological process are the process of partial regressive assimilation of the noise and the process of total progressive assimilation of the mute sound prior to the formation of the actual surface or output structure.

Second, the vocalization process is progressive. There are two forms of vowel cognition in DMP, namely the vowel sensing process in the root word and the vowel sensing process in the prefix boundary. This vocal cue process is the process of converting a vowel into a nasal vowel because it gets nasal features from its neighboring segments.

Third, the abortion process. There are three abortion processes in DMP, namely vocal cord abortion at the root of the word, nasal abortion at the root of the word, and vibration abortion. / r / at the end of the word. First, explosive speech abortion in root words occurs when the nasal consonant / m, n, ŋ / is stuck with a voiced explosive consonant, the nasal consonant remains in the root and the explosive consonant sounds like / b, d, g / is not connected. Second, nasal abortion of a root also occurs when two voiceless explosive consonants are in the root word, that is, they have the same area of articulation between them, voiceless explosive consonants / p, t, k / are preserved and nasal consonants / m, n, ŋ / canceled. Furthermore, the third process, abortion / r / Consonant vibrations at the end of a word occur when the consonant vibrates / r / precedes the vowel / a /, / i / and / u /.

Fourth, the glutting process. In DMP, there are two types of glossary, namely the glossary of dental gum friction / s / turns into vocal cord friction [h] and the consonant stop vocalization of voicemail / p, t, k / turns into a glottic stop [ʔ]. First, friction from friction of the tooth gum / s / changes to vocal chord friction [h] if the consonant gums / s / is present at the end position of the root word. This change occurs because the friction of the gums of the tooth / s / which has a point and [coronal] [+striden] feature is canceled. The abortion of this feature causes a change in the consonant friction of the tooth gums / s / into vocal cord friction [h]. Second, when the stop consonant is silent / p, t, k / is present at the end of a word, this consonant will change to a stop sign glottis [engan]. With this abortion, the change in consonants stops sounding / p, t, k / to the glottis stops [ʔ].

Fifth, the support process. The monotonization process that occurs in DMP is the change in the diphthong element at the end of the word into one vowel, namely the change in diphthong / ai / and / au / to vowel [a] at the end of the word. Diphthong / ai / and / au / must not be placed in the last word. This is because the diphthong at the end of the word will change to a new vowel, namely vowel [a]. As a result, the output word / island / is [also]. Therefore, there are exceptions to some DMP words, namely if diphthong / ai / or / au / is in the middle of a word or at the end of a word it will cause the suffix [on] at the end of the word. As a result, the output word / tapai / is [tapʔ]. In addition, the Thai loanword in DMP also has support, that is, if there is a vowel sequence in the Thai loanword, there will be a support process such as na:jsi&b/ [nE)si/] 'sarjan'.

Sixth, the process of changing vocals. There are four vocal changes in DMP, namely the vocal changes in the process of decreasing the / i / vocals to semi-high vowels. [e], decreases the high vowel / u / to the lower half vowel [o], increases the vowel / a / to the lower half vowel [ʔ] and changes the lower vowel / a / to the lower half vowel [ʔ]. First and second process is the process of lowering the vowels /

7. CONCLUSION

Overall, based on the autosegmental theory in DMP, it shows that DMP has 12 vowel phonemes consisting of six vowel phonemes. /i/, /e/, /a/, /↔/, /o/, /u/, two derived vowel phonemes [E], [□], and four nasal vowel phonemes [u], [E], [□] dan [a]. There are 28 consonants consisting of 20 original consonants /p/, /t/, /k/, /b/, /d/, /g/, /c&/, /j/, /s/, /l/, /r/, /ʔ/, /m/, /n/, /ŋ/, /N/, /w/, /j/, /h/, //, four consonants aspirated /p^h/, /t^h/, /k^h/, /c^h/ and four loan consonants /f/, /z/, /x/, /Σ/. Meanwhile, the syllable structure of DMP belongs to the second type III, namely the KV (K) syllable pattern. Among the DMP phonological processes identified in this study are the process of assimilation, vocal sensing, abortion, glossary, vocalization and vocal changes.

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Coordination of Communication Crisis Model

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ABSTRACT

Purpose: This study aims to provide an ideal crisis communication coordination model in Medan Tourism Office in order to be able to respond to negative news that can enhance the reputation of culinary tourism areas in Merdeka Walk Medan **Methodology:** This study uses a constructivism paradigm, a study that provides constructive suggestions to the Medan Tourism Office to coordinate crisis communication. **Finding:** The results of the study found that the tourism office had not been the coordinator to implement crisis communication coordination because the Mayor of Medan had not yet issued a policy and coordination task for the communication crisis so that negative online media coverage could not be responded effectively. **Significant:** An effective and efficient crisis communication coordination model as an ideal suggestion to be applied by the Department of Tourism, so that negative media coverage online can be responded.

Keyword: Communication Crisis Coordination, Negative News, Online Media.

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1. INTRODUCTION

Advances in online media technology make delivering negative news all over the world easier and faster. Negative news spread quickly. Internet technology is now a part of our lives making it easier to obtain information. Unstoppable information can cause crises (negative coverage), crises can be caused by human limitations in dealing with environmental demands or high technology failures Other disasters that can cause crises are natural disasters, mass strikes, fires, accidents, threats of corporate takeovers, new policies that are detrimental, scandalous, economic recession, and so on.

Coordination of crisis communication at the Medan Tourism Office has not been effective and efficient. This possibility is due to the absence of job description regulations from the Mayor of Medan to be given to the Medan Tourism Office and the lack of human resources to carry out crisis communication activities and the employees on duty are not ready, lack of employees, crisis communication training (Bell, 2010) Communications Crisis has emerged as an important part of literary communication. The crisis is a phenomenon that occurs suddenly and has the potential to produce a negative thing that affects the organization, the public, products, financial risk of reputation (Coombs W. T., 2010: 243).

The crisis is closely related to stakeholders such as government, public or society, as well as others. They are also the audience and message recipients of the crisis communication coordination efforts. When a crisis occurs, the institution must coordinate what steps are taken in response to efforts to carry out good crisis communication to prevent the damage to reputation (Wulandari, 2011, p. 7). (Purworini, Kuswarno, E, & Rakhmat, 2016, p. 457) also suggested to immediately resolve the crisis so that neither the institution nor the stakeholders would suffer losses. Therefore, when hit by a crisis the institution must immediately provide clear confirmation to stakeholders through the media (Ahmad, 2017).

Public information disclosure is very important. Media is a communication channel that is very fast and accurate in disseminating information. Most stakeholders use news media to gather information about the institution. (Coombs & Sherry, 2008). (Purworini D., Kuswarno, Hadisiwi, & Rakhmat, 2017) The crisis has the potential to be highlighted by the media. Before the news is disseminated to the public,

the media will form messages through the construction stage first. Munshi (2014) explains that the way journalists connect with public issues can be seen from the process of selecting and emphasizing important points to how they convey the message (Purworini D., Kuswarno, Hadisiwi, & Rakhmat, 2017). Online media, especially news, tend to blame members or institutions as a whole.

Online media has tremendous power for life and in shaping public interpretations with the diverse information that they produce (Purworini D., Kuswarno, Hadisiwi, & Rakhmat, 2017, p. 461) He said that an online media journalist can shape public perceptions according to his wishes. News Production in the media slogan is "Bad News is Good News" formed by redactors and as work responsibilities. The reporting and choice of angle, or even framing, of an issue presented by the media, the presence of online media makes the institution understand how the media works. The impact of negative coverage by online media has a very strong effect on the reputation of the Medan tourism area and the reaction in the community. Related to this, each institution is required to see the results of media production as an institution that has the responsibility for negative reporting. Negative reporting that was triggered by incidents of fallen trees and robberies at the culinary tourism site "Merdeka Walk" and its surroundings made important news.

The Tourism Agency is an agency responsible for the management and reputation of Medan's "Merdeka Walk" tourism. "Merdeka Walk" is a tourist location that is engaged in the culinary field at the Tanah Lapang Location. Merdeka Walk was established in 2004 and was inaugurated by the mayor Abdilah and is located at Jl. City Hall, Kesawan, District. Medan Barat., Kota Medan, North Sumatra 20231 by the manager of PT Orange Indonesia Mandiri (OIM) and contracted for the next 20 years from 2004 to 2024 and is estimated to be able to generate around IDR 500 million per month from restaurant tax at Merdeka Walk, and around IDR6 billion a year, "said Mr. Suherman as Head of the Medan Regional Tax and Retribution Management Agency (BP2RD).

2. LITERATURE REVIEW

Management theory of the contribution of this meaning put forward by W, Barnet and Vernon Cronen. They say that "the quality of our personal lives and our social world is directly related to the quality of communication in which we are angry". (Related: our current communication is very much related to the quality of our personal lives and our immediate social world). CMM Theory thinks of humans as the main actors who try to achieve human-oriented embodiment that stimulates communication ways that can improve the quality of life by answering the meaning they get (Pearce and Cronen, 1980: 114). in themselves and their relationships with others, and examine who gives meaning to the message. This theory is important because it challenges the relationship between the individual and his community (Philipsen,1995).

A. Coordination

The results of the study reveal data on the field that Medan Tourism Office employees have not been given the task to coordinate crisis communication. Crisis communication coordination can be useful for overcoming crises (negative reporting), (negative reporting) online media through data collection, message processing, information dissemination, fast and appropriate responses, selecting spokespersons, building media relations (media relations), press conferences, broadcasts the press by coordinating with related institutions both internal and external (Lindmark, 2011)

Haggard (Haggard, 2010) in his journal that: The aspect of coordination according to him is the effect of skilled action, the way of thinking of the coordinator who understands the coordination process to be carried out. Especially the coordinator's understanding of correct information processing shows the potential of the coordinators if given the knowledge of the tasks reported here. If the coordinator is not equipped with knowledge, it is expected to make a bigger mistake Handayani (2002: 90) that the coordination process starts from: An action that balances and moves the team by providing the location of activities, suitable work for each employee and ensuring that the activity is carried out with proper harmony, among the members themselves James D. Mooney (2011: 34) Coordination is: Therefore, is the orderly arrangement of group efforts, to provide unity of action in the pursuit of a common purpose, The community role coordination model can handle various crises.

To carry out communication activities efficiently and effectively, good coordination is needed, so that the working mechanism including planning, implementation, monitoring, and evaluation can run smoothly to result in good service. Coordination is the process by which individual and group activities are linked to one another, to ensure that a common goal is achieved (Budi, 2011). In carrying out coordination, the principle of direct contact is needed the principle of emphasis and the interrelationships between the existing factors. The application of the coordination function with cross-sectoral has not been optimal because coordination only coordinates the preparation of reports (Maulida, Hermansyah, & Mutdasir, 2015).

B. Communications Crisis

The researcher cites an explanation of crisis communication used in this study as proposed by (Coombs W. T., 2010: 243) that crisis communication is "the collection, processing, and dissemination of information needed to overcome a crisis situation" (conversation facing a crisis)". Therefore, it can be avoided that "Communication is the essence of crisis management." Communication is the core of crisis management (Coombs, 2010: 25). Crisis communication supported by the decision of Perbawarningsih (2016: 112), namely crisis communication as an immediate and appropriate response to the crisis and will also overcome the development of the crisis also increase the crisis and the process that is transferred with verbal and nonverbal symbols between organizations and society, both through mass media or face-to-face either through mass communication or group communication or interpersonal communication with the aim of building trust in institutions through the masses and so on. The country's tourism website provides an online newsroom for the media, but does not meet the needs of journalists in terms of usability, availability of content.

The consequences of the incompatibility of crisis communication strategies with perceived crisis responsibilities indicate the need for employees tasked with coordinating crisis communication to identify and study factors that can protect institutions from the consequences of the crisis (Christopher, Boyler, & Mowe, 2017). (Coombs & Sherry, 2008) Response strategies and media channels are used differently in audiences affected by the crisis. Previous research of the same type can be used as a reference for crisis resolution (negative criticism) by an effort to coordinate a crisis communication coordination model planned and implemented by the Medan Tourism Office.

C. Negative Coverage

News can be categorized into negative, positive, and neutral news (Wardhani, 2008: pp. 141- 142) Problems in society are usually discussed by the public with the pros and cons opinion classified in three categories: positive, negative and neutral Negative reporting that is triggered by fallen trees and robbery at the culinary tourism site "Merdeka Walk" can be categorized in unexpected news as needed. The process of handling news that is unknown and unplanned, or whose nature is suddenly called Hunting News

D. Online Media

Lorie Ackerman (2003: 23) online media as electronic publishing. "The term electronic publishing is used to convey a variety of ideas. Most broadly, it prefer to the use of computers in the composing, editing, typesetting, printing, or publication-delivered process". According to Park Oun-Joung, Min Gyung Kimb, Jong-hyun Rub (2019) is an online media that influences tourists by empowering the narrative which is mediated by empathy and persuasion. According to Siregar the form of online media is a form of media that is based on telecommunications and multimedia (computers and internet), which belongs to the category of online media, namely all types of websites and applications, such as: online news sites, company sites, e-commerce sites (read: understand e-commerce), social media sites, blog sites, community forum sites, chat applications (read: understand chat) in which there are news portals, websites (web sites), online radio, online TV, online media, online mail and so on , with characteristics according to the benefits of the facility. (Siregar, 1998). According to Syamsul that online media is what is presented online on internet websites, "third generation" after print, newspapers, tabloids, magazines, books and electronic media. radio, television and film /video. According to (Kurniawan, 2005, p. 25) online media consists of portals, websites (websites, including blogs), online radio, online TV, and e-mail. Technically or "physically", telecommunications and online media based on multimedia (computers and internet). (Syamsul & Romli, 2012)

3. RESEARCH METHODS

This research uses the Constructivism paradigm. Ontologically, mental construction on social experience is local and specific and depends on the party doing it. This flow states that the epistemological relationship between the observer and the object is one entity, subjective and is the result of a combination of interactions between the two. This research is about the negative coverage of online media in the production of the media crew so that it needs coordination of crisis communication from the Medan tourism agency. This is because the independent walk culinary tourism area is the scope of work area of the Medan tourism office. then the Tourism Office should be the coordinator of crisis communication. so that negative coverage can be covered with positive coverage

The methodology used is a qualitative descriptive method that addresses objects, conditions, and facts by making systematic, factual, and accurate descriptions. The facts are related to semi-structured and in-depth interviews about who is coordinating crisis communication and who will be responding to negative media coverage online about the fall of the trambesi trees around the culinary merdeka walk area of Medan. The interviews were conducted in a semi-structured manner, with Medan Tourism Office employees, Medan City Government employees and online media crews and with the head of the tourism department and the Indonesian tourism ministry experts

Informants are: Agus Suryono, Susanto, Anes Syahputra, and Andhisyah Dwi Setyo. Interviews were conducted to reveal the results of the study. Nazir (1988) stated that the descriptive method was used to find out in this case to find out how the crisis communication coordination model was carried out by the Medan city government, in this case the Mayor of Medan as the crisis communication coordinator. that human status, objects, and conditions occur. The purpose of descriptive research is to make a systematic, factual, and accurate description of the facts, characteristics and relationships between the phenomena investigated. (Sugiono, (2010)

This study uses descriptive methods to determine and analyze the effects used (Whitney, 1960). Descriptive method to find the correct facts, in qualitative research, researchers used informant withdrawal techniques with a purposive sampling model: sampling as follows: Subjects were tourism officials, Medan city government employees and online media journalists and informants who were able and willing to provide information related to the crisis communication coordination process

No	Rank/ Class	amount	Gender	
			Male	Female
1	Young Main Builder, IV/c	0	0	0
2	Builder Tk.I, IV/b	1	1	0
3	Builder, IV/a	3	2	1
4	Stylist Tk.I, III/d	9	4	5
4	Stylist, III/c	9	6	3
5	Young Builder Tk.I, III/b	15	8	7
6	Young Builder, III/a	12	7	5
7	Regulator Tk.I, II/d	4	4	0
8	Regulator, II/c	6	4	2
9	Young regulator Tk.I, II/b	-	-	-
10	Young regulator, II/a	-	-	-
11	Juru Young T.1, I/b	1	1	0
	Totally Employees Permanent	60	37	23
1	Casual Employees	126	67	59
	Totally Employees Permanen and Casual Employees	186	104	82

Table 4.1: Number of Freelance Employees and Daily Staff (THL) Department of Tourism Medan City Fiscal Year 2017 Based on Rank and Class Source Medan Tourism Office

The data above is the number of Civil Servants (PNS) and Freelance (THL) at Medan City Tourism Office 2017 Fiscal Year Based on rank and class consisting of 60 people, 11 of whom occupied echelon positions. Then the number of non-echelon staff is 49 people, plus 126 casual employees and are perceived to be strength of the Tourism Office in carrying out their duties but he process of implementing the crisis communication coordination of tourism officials in fact is not done yet Employees of the institutions are evident from the results of the researchers' interviews with the informants.

The results of data from the Medan Tourism Office employee interview revealed that the coordination of crisis communication over the negative reporting of fallen trees by the crew of online media has been carried out by the Medan City Government precisely by the Medan City Government Public Relations through the coordinator of the Medan Mayor. by Mr. Akhyar as Deputy Mayor of Medan, data obtained from the online media sumutpos.co (January 11, 2017) coordination of crisis communication aims to overcome the crisis (negative reporting) online media triggered by incidents of fallen trees and robbery at culinary tourism locations, Government agencies Medan city. coordination of crisis communication conducted by Mr. Akhyar as coordinator by forming an Evacuation Team. Evacuation in the field was coordinated by the deputy Mayor of Medan and appointed Head of Office Mr. Rasyid Marbun as (Head of Medan Agriculture and Fisheries Service, Mr. Muhammad Husni as Head of Medan City Sanitation and Landscape Services and Dr. H. Marasutan M.Pd as Head of Research and Development Agency City (Balitbang) Medan.

Crisis communication coordination is carried out to implement a crisis communication program on negative reporting by instructing the head of service to become an evacuation team by communicating directly to immediately replace paving blocks with hollow paving blocks, and to rejuvenate trees under or under trees, and prune branches. tree. Next, Mr. Akhyar gave a work delegation to Medan City Government officials to be tasked with completing vehicles and victims of compensation injuries and tasks to be performed by Mr. Desy Anthoni as Head of the Greening Section of the Department of Parks to contact victims. Mr. Finally, he also admitted that so far the Medan City Government has not monitored the condition of dozens of trees in the location of the Medan "Merdeka Walk" night culinary tourism area, including the condition of old trees in the entire Medan City area. With the coordination made by Mr. Finally as Medan Deputy Mayor, this proves that. The proper coordination of crisis communication is carried out by the Tourism Department employees by coordinating sitting together by discussing and discussing making positive news production to respond to the negative news generated or produced by online media crews. Discuss to release news that will be submitted to the media crews so that they can help the Medan "Merdeka walk" tourist area.

The results of the work details of the Medan Tourism Office data contained in Article 80 paragraph 2 of the Medan Mayor Regulation No. 1 of 2017 concerning the position, organizational structure, duties and functions, and work procedures of the Medan city area apparatus were not found by researchers. That It can be detailed as follows: Job description of Tourism Office employees, starting from the Head of Medan Tourism Office, Head of Tourism and Marketing Strategy, Head of Tourism Promotion, Head of Tourism Promotion Section, Tourism Promotion Section. Its duties are: 1) Preparation of materials for administration preparation and management control of the Tourism Promotion allocation space; 2) Coordination of the implementation of promotional tasks in the coordination of Tourism Promotion; 3) Evaluation and reporting of the promotion room for Tourism Promotion; 4) Compilation of reports and evaluations of the implementation of Tourism Promotion; 5) Compilation of technical bombing activities, as well as supervision of Tourism Promotion; 6) Management of Tourism Promotion Implementation; 7) Implementation of other functions provided by the leadership in accordance with the field of work. Head of data analysis and research data research organization and job descriptions for the Tourism Office employee in Article 80 paragraph 2 of Medan Mayor Regulation No. 1 of 2017 and looks like the Medan Tourism Office does not yet have a job description and responsibilities to improve) in terms of the planning process and the implementation process.

4. DISCUSSION

This study uses a qualitative method that is flexible and open by emphasizing inductive analysis, which is a reason that starts from a special event as a research observation to find something new so that it can be generalized. This research reveals new facts in the activities of coordinating crisis communication about negative coverage generated by online media in the culinary tourism area of "Merdeka Walk" Medan which can then be adapted generally to other tourism institutions in every province in Indonesia which have the same conditions. The results of this study have found a crisis communication coordination model from the field that has not been effective in implementing and competent officers to do so, so that the crisis communication domination as a suggested model that is the ideal crisis communication model that can be applied to the Medan Tourism Office in particular as well as to all tourism agencies in Indonesia.

In Figure 6.2 above is the communication coordination model coordinated by the Medan City Government in accordance with the results of the field research. By using the concept of coordination Hasibuan (2011: 86) Coordination as a collaborative effort between institutions, institutions, units in carrying out certain tasks, so that there is complementarity, mutual assistance and complementarity.

This research uses the Coordination Management Meaning theory (Theory of Meaning) is very important in the process where people collaborate to equalize their vision of what is necessary, noble, and good and to oppose actions that are feared, hated, or criticized. To be able to integrate actions (life stories) people don't always have to be coherent with others, but they can still decide to coordinate their relationships, make people think about other people's meanings and are based on meanings supported by individuals. These theories and concepts are closely related to this research because their support must be led by leaders who are competent in their fields and focus on the type of assignment and the type of education and previous experience. According to Richard L. Daft (2011: 30) coordination refers to the quality of collaboration between departments of an institution. Medan City Tourism Office has not coordinated crisis communication in accordance with the ideal model for responding to negative coverage produced by online media crews.

Coordination of crisis communication is needed and important is needed because this activity is seen to be able to prevent negative news together from one official or another official office that generates positive reporting, eliminates the interests of the unit itself and strengthens cooperation. The reason why coordination of crisis communication is carried out is that coordination is expected to create an atmosphere of cooperation, unitary action and unitary mission and vision effectively. This concept is more about how people achieve goals. The coordination functions as a road map that only shows directions. This study explains the reasons why the Medan Tourism Office has not been the coordinator of crisis communication, but in reality it has not been given the duties and responsibilities of the Mayor of Medan. The tourism agency should be responsible for coordinating the crisis communication task and so on in responding to negative news. crisis communication coordination guidelines are offered and suggested as a model to be followed by the Medan Tourism Office, the Crisis Communication Coordination Model as shown below.

The ideal crisis communication coordination model is in accordance with Figure 6.1 offered by researchers so that it can be followed by the institution. Coordination of crisis communication from the Department of Tourism to respond to negative media coverage online and in collaboration with related agencies led by crisis communication coordinator is led directly by the Medan Tourism Office with an effective and efficient communication coordination process.

Medan Tourism Office which has nomenclature in accordance with its work zone in Medan Tourism Region must be able to coordinate to conduct training so as to form employee knowledge about the crisis (negative reporting). coordination of crisis communication is supported by the crisis communication strategy of the leaders of the institutions in this case is the head of the Department of Tourism. The crisis communication strategy covers the pre-crisis stage (negative coverage) precisely when an incident or event has not yet occurred. Furthermore, after the crisis (negative coverage) the institution can also restore the reputation lost due to the crisis (negative coverage) by clarifying coverage to the media crew by responding to news that has been produced by online media crews such as new negative results the importance of coordinating crisis communication is done because online media is very powerful in influencing the audience.

With this online media character like an institution that engages in media relations, (Nova, 2009) online media conveys the message of an institution or institution creating positive publicity and reputation in the eyes of the public (Siregar, 1998). (Iriantara, 2005), media relations are part of an external public that fosters, develops good relations with the public to achieve organizational goals. Media relations (press relations) (Ruslan, 2007) The general function of media relations is to provide information, disseminate knowledge, educate, entertain functions primarily to influence opinion, social control systems (control of power) and power (power of the press). Institutions through employees or public relations officers work closely with the media / press crew, functionally or individually, such as meetings at certain events.

News can be categorized into negative, positive, and neutral news. The negative character of online coverage can influence the attention of the audience which causes an audience response. The negative coverage that occurred at the Merdeka Walk Medan culinary tour site was triggered by a fallen Trambesi tree. The impact of ineffective coordination on the process of overcoming the crisis (negative online media coverage) caused the Governor of North Sumatra to react to the closure of Merdeka Walk Medan culinary night tourism management. This negative coverage of online media has an impact on social, economic, environmental and work environment aspects as well as threats to the operational sustainability of the Merdeka Walk Medan culinary tourism night.

If the relocation site becomes RTH then it can be assumed that the Medan city area will lose around 6 six billion PAD original income per year, cafe employees will lose their jobs, even though the Merdeka Walk culinary night location has become an icon of the city. night culinary tour because the face of Medan City will turn into a hangout and park a wild car. Another impact of negative online media coverage is the declining reputation of the Medan tourism area

5. CONCLUSION

Factors the Tourism Office has not been given the responsibility and task of coordinating crisis communication because there are no competent employees in the PARIWISAT Office and the employees are not there nor is the division division carrying out their duties yet. The crisis communication coordination model for the negative online media response response should ideally be carried out by the Medan Tourism Office, but the reality is coordinated by the Deputy Mayor of Medan. The coordination model needed by the institution is a synergy between issuance of regulations or granting job descriptions to employees and the availability of human resources who are ready to carry out their duties and when tourism agents are in a crisis situation, the coordinator to overcome the crisis (negative reporting) online media is the Head of the Tourism Office.

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The System of Inheritance Law in Minangkabau: A Social History Study

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ABSTRACT

The Minangkabau tradition is unique in that it adheres to a matrilineal family system. The family system, which outlines descent from the mother's side, certainly affects the inheritance system. In the Minangkabau customary law system, assets are basically classified into 2 (two) namely high inheritance and low inheritance assets, and one more is livelihood property. When Islam entered the Minangkabau realm, there was a fear that the foundations of Minangkabau customary law would be eroded by the arrival of Islam. However, it turns out that the arrival of Islamic law does not necessarily change drastically and radically the provisions of the customary law. For high heirlooms, the Minangkabau traditional inheritance law system is used; while low inheritance and basic livelihood assets are faraidh.

Keyword: system, law, inheritance, minangkabau

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1. INTRODUCTION

The State of Indonesia is a country which consists of various islands which have different languages, customs, religions and cultures from one another. With the diversity of customs, religions and cultures, Indonesian society is a pluralistic society which has the same meaning as the term plural or pluralistic society. (Sembiring, 2018: 102)

One of the tribes in Indonesia is the Minangkabau tribe, which is very famous for its customs which are different from other tribes in Indonesia. This tribe in its kinship system adheres to matriarchaat (maternal line), meaning that when a marriage occurs, the husband resides in the wife's or family's house, but the husband does not belong to the wife's family and the children of the offspring are considered to belong to the mother only, not to the father, so that the husband has no power over his children. (Prodjodikoro, 1983: 11). The motherly family system is very influential in the way the distribution of inheritance is carried out, namely that the husband will not receive the inheritance from his wife's property if his wife dies. (Prodjodikoro, 1983: 38)

On the other hand, since the entry of Islam to Indonesia, Minangkabau people are a tribe that has adhered to the teachings of the Islamic religion so that in the Minangkabau customary adage "adat with syara", syara "jointed with the Kitabullah", meaning that the prevailing customs should not contradict the Book of Allah. However, in reality for outsiders of Minang, it turns out that in the concept of inheritance, Minangkabau customary law is different from Islamic inheritance law.

It is interesting to study in more depth the inheritance system in Minangkabau customary law which is philosophically influenced by Islamic law, but on the other hand, the existing inheritance system is in contrast to the inheritance system in Islamic law. This is of course a big question as to what the inheritance law system is really like in Minangkabau.

2. CUSTOMARY INHERITANCE LAW IN INDONESIA

Inheritance law is part of family law which plays a very important role and even determines and reflects the system and form of law that applies in a society. This is because the waeis law is closely related to the scope of human life. Every human being will definitely experience an event, which is a legal event, when a family member dies. If a person dies, this is a legal event which at the same time gives rise to

legal consequences, namely how to manage and continue the rights and obligations of the person who died. (Prodjodikoro, 1983: 11)

The settlement of a person's rights and obligations is regulated by law. Therefore, inheritance can be said to be a provision that governs the procedures for the transfer and transfer of property (tangible or intangible) from the heir to his heirs. (Hadikusuma, 2003: 8). In this case, the form and legal system, especially inheritance law, are closely related to the form of society. If it is agreed that law is one aspect of culture, both spiritual or spiritual as well as physical culture, this is perhaps one of the reasons why there are various legal systems, especially inheritance law.

Indigenous peoples form laws from the habits that apply in the community itself. There are traditional inheritance laws that apply in Indonesia which are pluralistic according to existing ethnic groups or ethnic groups. Basically it is caused by the different lineage system, which forms the basis of the system of ethnic groups or ethnic groups. (Soekanto, 1996: 7)

When considering parts of customary law, we must not forget that these parts have a large influence on customary inheritance law. The term traditional inheritance law is to distinguish it from Western inheritance law. The law of customary inheritance is a legacy from the ancestors which is passed on from generation to generation by their descendants. (Sulastrri, 2015: 143)

Between one community has habits that are not the same as the others regarding customary inheritance law. The law of traditional inheritance is actually the transfer of assets from one generation to the offspring. According to Ter Haar, customary inheritance law is legal rules that are related to the process from century to century which attracts attention is the process of transferring and transferring material and immaterial wealth from generation to generation. (Haar, 2017: 202)

Hilman Hadikusuma said that the inheritance customary law is the rules of customary law that govern how inheritance or inheritance is passed on or distributed from heirs to heirs from generation to generation. (Hadikusuma, 1992: 211). Based on the definition it contains three elements, namely the existence of an inheritance or inheritance property, the presence of an heir who leaves his property, and an heir or heir who will continue its management or who will receive their share. (Hadikusuma, 1992: 211)

In fact, the three elements mentioned by Hilman Hadikusuma above, in the process of transferring and transferring to people who are entitled to receive assets always cause problems, such as:

1. The first element raises the problem of how and to what extent the relationship of an inheritor (heir) to his wealth is influenced by the nature of the family environment in which the heir is located.
2. The second element raises the problem of how and to what extent there should be kinship between the legacy and the heir.
3. The third element raises the question of how and to what extent the form of the transferred wealth is influenced by the nature of the family environment in which the heirs and the heirs are together. (Wulansari, 2018: 72)

Bushar Muhammad defines inheritance law as a series of regulations governing the transfer and over-possession of inheritance or inheritance from one generation to another, both knowing material and immaterial objects. Whereas the inheritance law includes issues, actions regarding the transfer of property while a person is still alive. The institution used in this case is a grant. (Muhammad, 2013: 39)

R. Soepomo said that customary inheritance law is the law of inheritance which contains regulations governing the process of forwarding and transferring property and intangible items (immaterial geoderne) from a human force (generatie) to their descendants. (Soepomo, 1986: 67)

The process of transfer of property itself, in fact, can already be started when the owner of the wealth is still alive and the process continues until the descendants of each of them become new independent families (mentas and seek - Java) which in time get their turn. also to pass on the process to the next generation (descendants) as well. (Wignjodipoero, 1995: 161)

Customary inheritance law has its own characteristics and characteristics that are different from other laws. Broadly speaking, the law of inheritance shows distinctive features of the traditional school of thought of the Indonesian nation. The law of traditional inheritance is based on principles that arise from the communal and concrete schools of thought of the Indonesian nation.

In addition, if the customary inheritance law is compared to the civil inheritance law, the difference between the inheritance and the distribution method will appear. Customary inheritance law shows a very principle difference from the Civil Inheritance Law, namely:

1. Customary inheritance law does not recognize the principle of *legitieme portie* (absolute part), however, the customary inheritance law stipulates that the basis for this equal rights contains

the right to be treated equally by parents in the process of passing on and passing on family property. In addition, the basis of equality of inheritance customary law rights also lays the foundation of harmony in the process of implementing the distribution in a harmonious manner by showing the special condition of each inheritance. The Civil Inheritance Law recognizes each heir for a certain part of the inheritance, the inheritance according to the provisions of law (legitime portie articles 913 to 929).

2. Customary inheritance law should not be forced to be shared between heirs. Civil Inheritance Law stipulates the absolute right of the respective heirs to determine the distribution of the inheritance at any time. (Article 1066 of the Civil Code). (Wignjodipoero, 1995: 163)

When compared with Islamic Inheritance Law, principal differences are found, namely:

1. Customary Inheritance Law is an inheritance that can not be divided or the implementation of the distribution is postponed for quite a long time or only partially distributed. Islamic inheritance law, each heir determines the distribution of the inheritance at any time.
2. Customary Inheritance Law, gives adopted children the right to support from the inheritance of their adoptive parents. Islamic inheritance law, is not familiar with provisions like this.
3. Customary Inheritance Law, there is a system of inheritance replacement, while Islamic inheritance law is not known.
4. Customary Inheritance Law, the distribution is a collective act, walking in harmony in a friendly atmosphere by paying attention to the special circumstances of each inheritance. Islamic Inheritance Law, the parts of the heirs have been determined the distribution of the inheritance according to these provisions.
5. Customary inheritance law, girls, especially in Java, if there are no sons, can close the right to inherit from their grandparents and relatives of their parents. Islamic inheritance law, only guarantees girls a certain share of the inheritance of their parents.
6. Customary Inheritance Law, inheritance does not constitute a unitary inheritance, but must pay attention to the nature, origin and legal position of the respective items contained in the inheritance. Islamic inheritance law is a unity of inheritance. (Wignjodipoero, 1995: 164)

Customary inheritance law recognizes that there are 3 (three) systems of customary inheritance, namely:

1. The individual inheritance system is an inheritance that is divided into the right of ownership to the heirs.
2. Collective inheritance system is an inheritance property inherited or more precisely controlled by a group of heirs in an undivided state who is in power as if it were a family body or a customary law relative.
3. Major inheritance system is the inheritance of parents or ancestral assets of relatives which remain intact and are not distributed among the respective heirs. The major inheritance system is divided into:
 - a. Male major, that is, if the oldest son when the heir dies or the eldest son (male descendant) is the sole heir as in Lampung.
 - b. Female major, that is, if the oldest daughter at the time the heir dies is a single heir, for example in Seemendo South Sumatra. (Sulastri, 2015: 145-147)

3. MINANGKABAU CUSTOMARY LAW SYSTEM IN INHERITANCE

Customary law is a part of law that comes from customs, namely social rules that are made and maintained by legal functionaries and apply and regulate legal relations in society. (Soemadiningrat, 2002: 140). Adat is defined as a habit which according to the community's assumptions has been formed both before and after the existence of society. The term adat comes from Arabic, namely 'adah, which refers to a variety of actions that are performed repeatedly. (Djazuli, 2010). As with custom, law also comes from the Arabic hukm which means command. This legal term ultimately affects members of society, especially those who are Muslim.

The term customary law among the general public (lay) is very rare. People tend to use the term "adat" only. This mention leads to a habit, namely a series of actions that generally must apply to the structure of the community concerned. Adat is a reflection of the personality of a nation, it is one of the incarnations of the soul of the nation concerned from century to century. Every nation in the world has its own customs which are not the same as one another. The term customary law refers to the term customary rules known for a very long time in Indonesia.

According to Minangkabau custom, a husband does not belong to the wife's family. Therefore, if a husband dies, the inheritance does not enter the wife's family but remains in the husband's family and is inherited by his siblings and their offspring from a sister and if the person does not have children then the property falls into the hands of the closest family and if no immediate family, then the property belongs to the legal union (tribe) concerned. (Salim, 1991: 12; (Wignjodipoero, 1995: 163)

In the inheritance system, the Minangkabau custom does not recognize the wife's inheritance from her late husband's assets. This is based on the stipulation that property cannot be transferred outside the clan, while the husband or wife is outside the community based on exogamous marriage. In its development, after Islam entered the realm of Minang, then it became known that the inheritance rights of a widow or widower were also identified in the livelihood assets of husband and wife. According to Minangkabau custom, the holder of property is practically a woman because in her hands it is centered on material relatives. (Soemadiningrat, 2002: 239).

According to Minangkabau inheritance law, because children belong to their mother's family, children are not the heirs of their father's livelihood assets. Therefore, in practice, many parents donate their assets to their children before dying so that they do not fall into the hands of their families. (Prodjodikoro, 1983: 25).

Likewise, if the wife dies, her husband will not receive any inheritance from his wife, because he is not included in the wife's family. (Prodjodikoro, 1983: 38). Thus basically Minangkabau inheritance law does not have inheritance law individually but between several families (jurai lungsik).

In the Minangkabau community, assets are classified into 2 (two) types, namely:

1. High inheritance is known as ancestral property which is inherited from generation to generation from mamak down to the nephews of a clan so that it is a high inheritance from that particular people. (Amir MS, 2011: 26). High heirlooms are assets controlled by a larger family or relatives led by the head of the Andiko or the head heir. (Wignjodipoero, 1995: 38). According to the Minangkabau Natural Adat Density Institute (LKAAM), what is meant by high inheritance is the wealth of the people who have been received from generation to generation from ninik to mamak, from mamak to kemanakan according to the lineage of the mother. (LKAAM, 2002: 68)

According to Minangkabau custom, high inheritance is inherited collectively according to the maternal lineage (matrilineal). Such high heirlooms may not be sold, pawned for personal gain or for only a few people. In practice, in certain situations and conditions, high inheritance assets can be pawned if there is an agreement among members of the clan and provided that at that time there are no other costs that can be used other than high inheritance. the required conditions may be to pawn high heirlooms, namely when the rumah gadang requires funds to renovate it (rumah gadang katirisan); niece of marriage (gadih gadang indak balaki), organizing the corpse (maik tabujua in the house), and the ceremony of the new pengulu (mambangkik Batang tarandam). (Prasna, 2018: 40)

Even though the inheritance is controlled by a family led by a mamak heir, they only have the right to use it, meaning that the nature of the property belongs to the family so that the person entrusted with managing it must have the consent of the mamak heir, or it could be the mamak himself who gets the right to disturb the benefits, as long as all the jurai agreed to it, because in addition to the mamak as exercising power of the inheritance, he is also obliged to supervise and maintain the property so that it remains intact if it continues to increase. (Anwar, 1997: 93). These high heirlooms are in the form of permanent and hereditary assets such as land, forests, fields, rice fields, houses gadang that are collectively owned.

2. Low inheritance, namely all assets obtained from the results of their own business, including the livelihood assets of husband and wife. (Prasna, 2018: 41). According to Yaswirman, if the heir keeps the integrity of this low inheritance by not selling it or sharing it, then in time it is passed on to the next generation continuously so that it is rather difficult to trace it, then the low inheritance will turn into high inheritance. (Yaswirman, 2013: 155). Hamka also said the same thing by saying that low inheritance can be transferred to high inheritance, but high inheritance will not be possible to transfer to low inheritance, unless adat is no longer established. (Hamka, 1984: 96)

In some references there is also the term joint livelihood property or suarang property, which is all assets that are acquired by husband and wife, either unionized or individually, obtained either in the form of fixed assets or movable property acquired by the husband and wife during the marriage bond. (Hadikusuma, 1986: 119). Regarding suarang assets, if the marriage breaks because the husband dies, then the property is controlled by the wife (widow) and children and if the wife remarries, the livelihood property is an inheritance right for her children and there is no right for her new husband. If the wife does not have children and then dies, her livelihood assets are divided between the husband and wife's

relatives. If the marriage breaks because the wife dies, then the property is controlled by the mamak for the needs of the nephew and the husband has the right to enjoy it and if the husband remarries, the suarang property becomes inherited property for the needs of the children of the deceased; and if the husband dies without children, then the assets are settled together by the relatives of both parties. (Hadikusuma, 1986: 120)

Regarding livelihood assets in Minangkabau it does not have legal status in adat and is not included in low inheritance assets. Because of that, there is a saying, "children are on the bench jo searching, kamanakan are covered by jo pusako (children are held on the lap with their livelihood assets, while the nephews are guided by heirlooms). Based on the Supreme Court's decision in the development of Minangkabau adat, nephews no longer inherit livelihood assets. (Anwar, 1997: 100-101). Livelihood assets (suarang) are basically controlled by the husband and wife, the husband may grant it to his wife or children, likewise the wife can grant it to her husband or to her children, both male and female.

Inborn assets, these assets will return to their respective origins. This means that if there is a divorce or death, the wife's property before the marriage will still belong to her and her children, while the assets are returned to the people who gave it when the marriage occurs, and vice versa. If the husband's inheritance was brought to his wife's house at the time of the marriage, whether in the form of assets from his own work or a gift received at the time of the marriage, then the property becomes the full property of the husband and there is no right of the wife to these assets because the assets arose outside the joint venture of the husband and wife. (Anwar, 1997: 100).

Minangkabau customary law has certain principles of inheritance, many of these principles are based on the kinship and material system, because the inheritance law of a society is determined by the community. Minangkabau custom has its own definition of family and marriage procedures. These two things emerge from the characteristics of the Minangkabau social structure which gives rise to a separate form or principle in inheritance law.

Some of the main principles of the Minangkabau inheritance law will be outlined below:

1. Unilateral principle, namely inheritance rights that only apply in one kinship line, namely the mother's kinship line. Heirlooms from above are received from the ancestors only through the maternal line and are passed down to the children and grandchildren through the daughters. Absolutely nothing crosses the male line either up or down.
2. The collective principle that the right to inheritance is not an individual person, but a group together. Based on this principle, assets are not divided and delivered to groups of recipients in an undivided form. In the form of high inheritance assets, it is natural to continue collectively, because at the time of receipt it is also collectively, which the ancestors also received collectively. Lower inheritance assets can still be recognized by the owner, which the owner obtains based on his livelihood. Assets in this form are received collectively by the next generation.
3. The principle of primacy means that in receiving inheritance or accepting the role of managing the inheritance, there are levels of rights that cause one party to have more rights than the other and as long as those entitled to exist, the other will not receive it. Indeed, this principle of virtue can apply in any inheritance system, given that the family or community is very close to the heir. But the principle of virtue in Minangkabau inheritance law has its own form. This separate form is caused by the forms of the layers in the Minangkabau matrilineal kinship system. (Syarifuddin, 2006: 230-235)

4. DUALISM OF INHERITANCE LAW IN MINANGKABAU

A traditional Minangkabau figure, Idrus Hakimy, stated that the Minangkabau custom is a teaching set out in the form of *petitih* or norms expressed in a very deep figurative sense, with a basic teaching of the nature of *takambang* being a teacher (learning from nature). (Hakimy, 1997). The *petitih* quota is the basis of Minangkabau customary law in taking all actions to be taken, covering all aspects of social life in Minangkabau in the economic, socio-cultural, defense and security fields. (Hakimy, 1988: xv).

The entry of Islam and its teachings into the Minang realm step by step turned out to have a very big influence on the life order of the Minang community. One of the changes was by changing the traditional philosophy 4 times, which was originally the natural philosophy of *takambang* to become a teacher until it changed to the custom of *basandi syarak, syarak basandi Kitabullah*. The purpose of changing the customary philosophy is in the context of adjusting between adat and Islam until today it is the only religion recognized by the Minangkabau people. There was a clash between adat and Islamic teachings

when Islam first entered Minangkabau in the social sphere, especially concerning the kinship system which later determined the form of marriage and association. (Hakimy, 1988: 22).

The change in the Minangkabau traditional philosophy resulted in changes in the patterns of association in his marriage in the form of *sumando*, which was adapted to Islamic teachings. Changes in social patterns in marriage resulted in a revolution in the Minangkabau traditional inheritance law. This fact then raises the theory that in fact the Minangkabau indigenous people after the entry of Islam to this day have implemented two inheritance law systems in their implementation, namely:

1. Collective-matrilineal inheritance system applied to high inheritance; and
2. The individual-bilateral inheritance system is applied to low inheritance. (Winstar, 2007: 156)

Whereas the inheritance system used by the Minangkabau custom is a collective-matrilineal inheritance system. This means that the inheritance of the heirs cannot be distributed, only the right of use can be distributed to the rightful heirs, namely the heirs who are determined based on the matrilineal system are women. This collective ownership will cause the death of a family member in the house and does not affect the collective nature of the inheritance. Likewise, on the contrary, the occurrence of a birth in a house also does not affect the joint rights of the property, as it is said in the adage "entry does not fulfill, leaving is not odd" means that individuals in the house are not considered. (Syarifuddin, 2006: 234)

The Minangkabau customary proverb says "sakali aia gadang, sakali but baranjak, sakali rajo baganti, sakali adaik barubah", meaning that when the water overflows, the bath shifts, if there is a replacement of the king, then the customs will also change. (Wignjodipoero, 1995: 100). This proverb implies that adat is not static but changes according to the prevailing changes by replacing it with adat. Likewise, what happened about inheritance in the Minang realm.

Before Islam entered this area, customary rules had regulated the relationship between humans to achieve unity and unity of the people with a sense of help and respect for one matrilineal system. After Islam entered Minangkabau, in the 16th century, the Minangkabau community had embraced Islam, so there was a mixture of law between adat and Islamic law which often led to conflicts between the two.

According to the Minangkabau government system, the headman has a decisive position. The *pengulu* is the real ruler in the *nagari*. The decisions made by the rulers who were members of the "Nagari Council" could not be denied even by the Minangkabau King. The power of religious groups is limited to mosques or *surau*, while daily government is carried out according to customary law, a war broke out between religious groups commonly known as the *padri* group and traditional groups which ended with the victory of the *padri* group led by *Harimau nan Salapan* (Tiger Eight). (Wignjodipoero, 1995: 100)

After the entry of Islam to Minangkabau, the inheritance problem in Minangkabau has gradually changed the method of distributing inheritance although it does not eliminate values as an ideal form of a culture adhered to by a society that has been passed down from generation to generation. Especially with the formation of new family structures consisting of father, mother, and children. In Islam, the father is the head of the family, while according to custom, the father does not belong to the wife's family, but the father is the "urang *sumando*" and the family leader according to custom is the *mamak* or *pengulu*.

The relationship between the *mamak* and the nephew is getting weaker, the child is closer to the father and mother, especially the people who live overseas, their relationship with their lungs begins to break. Husband and wife with their strength are both responsible for their children. This happens not only among overseas people but also has penetrated into big cities such as Bukit Tinggi, Padang, Payakumbuh. Economic factors also have a significant influence on these changes, where parents generally try for the needs of their children not for their nephews. (Anwar, 1997: 123-126)

After the entry of Islam to Minangkabau, the inheritance system in Minangkabau was divided into two systems according to the type of assets. For high inheritance the collective inheritance system applies, while for low inheritance and livelihoods, the Islamic inheritance system applies the principles of *ijbari*, bilateral, individual, balanced justice, and solely due to death. (Prasna, 2018: 43)

Therefore, for high inheritance in Minangkabau custom, the concept of Islamic inheritance cannot be used, because it is not an inheritance as contained in the *faraidh* and Islamic Law Compilation. Based on such conditions, the existence of high inheritance assets is allowed to be eternal as stipulated, namely the management and benefits are inherited collectively according to the matrilineal route. (Prasna, 2018: 46)

On the other hand, low inheritance is property that is the result of a person's livelihood which is fully and completely owned, and has full power over these assets, so the concept of inheritance must

follow faraidh and the Compilation of Islamic Law. This has also become an agreement with traditional and religious leaders in Minangkabau after the Bukik Marapalam declaration in the early 19th century (Prasna, 2018: 47)

The most important principle of the inheritance distribution system in Minangkabau is the consensus word of all heirs. The inheritance of property through this agreement does not violate Islamic law, because in Islam as far as the rights of Allah are concerned, the willingness of a servant does not have any effect on the law prescribed by Allah. (Syarifuddin, 2006: 317)

Based on the above arguments, it provides evidence that the entry of Islam into the Minang realm did not destroy the values that have been alive and well established in the matrilineal Minangkabau society. The inclusion of Islamic values turns out to enrich the values of the Minangkabau community. Therefore, conflicts between religion and customs do not need to occur because especially in terms of inheritance, these 2 (two) inheritance systems have their respective divisions and domains related to the distribution of assets and who is the heir.

5. CONCLUSION

That the allegation that the entry of Islam into the Minangkabau realm has damaged Minangkabau traditional principles, especially in terms of inheritance, is absolutely not true. Between Islamic inheritance law and Minangkabau traditional inheritance law, it has its own place, so there is no need for debates that contradict Islamic law and customary law. The Minangkabau customary philosophy which changed to the basansi syarak custom, the syarak basandi Kitabullah, indicates clearly and unequivocally that the Minangkabau custom is based on the Kitabullah namely the Al-Qur'an. Thus, there is no excuse that can be justified if there are customs that are contrary to the law on the land of Minangkabau.

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Sound Correspondences among Cognates Shared by Arabic, English, and Indonesian

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ABSTRACT

This article investigates sound correspondences among cognates shared by Arabic (ARA), English (ENG), and Indonesian (IND). The cognates comprise ARA and IND words copied from ENG and ENG words as the forms from which they are copied. The data corpora are taken from the phonological forms (pronunciations) of the words which are obtained from reliable transcription/source. Besides sound correspondences (known as sound replacements in morphophonemics), certain other morphophonemic phenomena found in the phonological realizations of the words, i.e., sound additions, sound fusions and deletions, sound laxings, sound lenitions, sound fortitions, assimilations, dissimilations, and metatheses, are being analytically discussed. The patterns of sound correspondences among the cognates become the findings of the investigation.

Keyword: *cognates, copy words, morphophonemics, sound correspondences (sound replacements)*

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1. INTRODUCTION

As the consequence of language contact, there are words in a certain language resulted from borrowing. For example, each of Indonesian (IND) word *inci* /ʔInci/ and Arabic (ARA) word *إنش* /ʔInʃ/ is borrowed from English (ENG) word *inch* /Intʃ/. Aitchison (2013, p.150) states, “‘Borrowing’ is a somewhat misleading word. ... The item is actually copied, rather than borrowed in the strict sense of the term”. In line with that, Haugen (1972, p. 81) states, “... the term ‘borrowing’ might seem to be almost as inept for the process we wish to analyze as ‘mixture’. ... the borrowing takes place without the lender’s consent or awareness, and the borrower is under no obligation to repay the loan”. Based on the two quotations, *copying* is preferably used in this article instead of *borrowing*.

Notions of **importation** and **substitution** are pointed out by Haugen (1972) as types of copying. If the linguistic unit is similar enough to the form accepted by a native speaker (the speaker of the language from which the linguistic unit is copied) as his own, it is imported. If it is reproduced and its form is similar to certain pattern in the copying language, the unit is substituted. The notions are associated by Fauzi (2015) with the notions of **adoption** and **adaptation**: *importation* is associated to *adoption* and *substitution* is associated to *adaptation*.

IND word *cas* is copied from ENG word *charge* /tʃɑːɹʒ/. Orthographically, it is realized as a string of graphemes/letters *c-a-s* and phonologically is realized as a string of sounds/phonemes /cʌs/. Therefore, **adaptations**, both orthographically and phonologically, happen in the copying. However, this article only deals with the phonological adaptations found in the copy words.

This article investigates sound/phoneme correspondences among (1) IND words copied from ENG, (2) ARA words copied from ENG, and (3) ENG words from which they are copied. Al-Athwary (2016) reports phonological modifications happen in words in Modern Standard ARA which are copied from ENG. Phonological modifications, which are claimed by Al-Athwary as phonological adaptations are found in 300 words. The phonological constraints are often called *phonotactic constraints*; and that seems to be the reason why Al-Athwary entitles his research report “The phonotactic adaptation of English loanwords in Arabic”. This article describes the phonological adaptations in IND and ARA words which are copied from ENG. It also describes how phonotactic rules in the phonology of each language govern the adaptations.

2. COPY LINGUISTIC UNITS

There are several forms of linguistic units resulted from copying, i.e. **copy word**, **copy phrase**, **copy blend**, and **copy translation**. Loan word (copy word) is explained by Fromkin, Rodman, and Hyams (2014) as a word in one language whose origin is in another language; they exemplify *besiboru* 'baseball' as a copy word in Japanese which is derived from ENG. Its form shows the characteristic of adjustment explained by Aitchison and discussed in the previous paragraph. The adjustment is related to the notion of **adaptation** in Crystal's (2008, p. 286) definition of *loan 'copy'*, "... loan words (where both form and meaning are borrowed, or "assimilated", with some adaptation to the phonological system of the new language ...) ...". Phonotactic rules in Japanese phonology refraining /l/ from occurring in its words has caused the sound realized as sound cluster /ru/ in the copy word.

Aitchison (2013) exemplifies *un blanc visage* 'a white face'—in which syntactic construction adopted from German occurs—as a copy phrase in French. Fauzi (2015) reports that IND copy phrase *unit analisis* /ʋ.nlt.ʔl.nl.sIs/ is copied from ENG phrase *analysis unit* /ə.næ.lI.sIs.ju.nlt/. Different from what happens in the French copy phrase aforementioned, instead of syntactic adoption, syntactic or structural adaptation happens in *unit analisis*. Furthermore, besides the structural adaptation, the phonological form of the IND copy phrase shows that phonological adaptation also happens in it.

Crystal (2008, p.286) explains loan blend (copy blend) in "...; loan blends (where the meaning is borrowed, but only the part of the form ...) ...". This form of copy linguistic unit is termed by Baker and Hengeveld (2012, p. 417) as *loan compound* and is explained as "... such as these consist of a combination of a loan word from language A ... and an original word from language B ...". Fauzi (2015) exemplifies **menganalisis** and **dianalisis** as Indonesian copy blends becoming the equivalents for ENG **to analyze** and **be analyzed** such as in *The researcher decided to analyze the data qualitatively; in other words, the data were analyzed qualitatively*. Therefore, if it is translated into IND, *Peneliti memutuskan menganalisis data secara kualitatif; dengan kata lain, data dianalisis secara kualitatif* is resulted. Copy blend *menganalisis* consists of two morphemes: base form *analisis*, i.e. a free morpheme which is copied from ENG and prefix *meN-*; while *dianalisis* consists of base form *analisis* and prefix *di-*. In contrast, Heru (2014) reports his investigations of IND noun-forming suffixes copied from foreign languages. He explains that *sukuisme* 'ethnicity matters' is a result of suffix *-isme* (IND suffix derived from Dutch) attachment to base form *suku* 'ethnic'. Thus, there are two types of copy blends in IND: (1) the ones resulted from the attachment of IND bound morphemes to base forms which are copy linguistic units and (2) the ones resulted from the attachment of copy bound morphemes to base forms which are originally IND.

Crystal (2008, p.286) explains loan translation (copy translation) in "...; loan translation (where the morphemes in the borrowed word are translated item by item, e.g. *superman* from *Übermensch*—also known as a calque) ...". Fauzi (2015) exemplifies IND phrase *cetak biru* as a copy translation derived from ENG phrase *blue print*. However, the copy linguistic units involved in this article are mostly in forms of copy words. ENG *ice cream* which is in form of phrase turns out to be realized as a word: IND *eskrim* and ARA *أيس كريم*. ENG *pragmatism*, becoming one of the ENG linguistic units involved in this article, contains suffix *-ism*; but when copied into ARA, it is realized as *براغماتية*, i.e. a word form containing ARA suffix corresponding to the ENG suffix.

3. SOUND CORRESPONDENCES, SOUND REPLACEMENTS, AND PHONOLOGICAL ADAPTATIONS IN COPY LINGUISTIC UNITS AS COGNATES

Fromkin, Rodman, and Hyams (2014) point out that from cognates in languages developed from the same ancestral root we can observe sound correspondences and from which we can deduce sound changes. Phenomena of sound correspondences or sound replacements in IND copy words derived from ENG are reported by Fauzi (2015). He reports myriad of data showing sound replacements and prosody replacement by a segmental sound, sound fissions and additions, sound fusions and deletions, and IND bound-morpheme attachments to base forms which are copy words. He also reports morphophonemic rules governing the phonological adaptations found in the data. The rules involve sound laxings, lenitions, fortitions, assimilations, dissimilations, and metatheses. The phenomena pointed out in this paragraph are claimed by Fauzi as the phonological adaptations found in the phonological realizations of IND copy words derived from ENG.

4. PHONEMES

This article shows how the correspondences of the phonemes (and the allophones) in the phonological realizations of the cognates shared by IND, ARA, and ENG. Therefore, the distributions of phonemes in the three languages are needed. Fauzi (2015) suggests the following distributions of phonemes in ENG.

- **The Distribution of Consonant Phonemes and their Allophones in ENG**

manners of articulations	points of articulation							
	bilabial	labio-dental	dental	alveola r	post- alveola r	palata l	velar	glot -tal
plosive	p b			t d			k g	
nasal	m			n			ŋ	
thrill					r			
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ			h
lateral				l				
approximan t	w				ɹ	j		

- **The Distribution of Vowel Phonemes and their Allophones in ENG**

tongue position	front		central		back	
	tense	lax	tense	tense	lax	tense
high	i	ɪ			u	ʊ
mid	e	ɛ	ɜ	ə	o	ɔ
low		æ	a	ʌ	ɑ	ɒ

A diphthong can also be a phoneme in ENG. Diphthong /aʊ/ in *cow* /kaʊ/ differs it from *key* /ki:/. Soenjono (2009) explains that at least there are two other diphthongs phonemes in ENG, i.e. (1) /ai/ as in *write* /rait/; the diphthong differs it from *root* /ru:t/ and (2) /ɔi/ as in *boy* /bɔi/; the diphthong differs it from *bee* /bi:/.

The following are the distributions of phonemes in IND that involves consonants, vowels, and diphthongs suggested by Fauzi (2015).

- **The Distribution of Consonant Phonemes and their Allophones in IND**

manners of articulations	points of articulation							
	bilabial	labio-dental	alveola r	post- alveola r	palata l	velar	uvula r	glot -tal
plosive	p b		t d		C J	k g		ʔ
nasal	m		n		ɲ	ŋ		
thrill				r				
affricate								
fricative		f	s z	ʃ			x	h
lateral			l					
approximan t	w				j			

- **The Distribution of Vowel Phonemes and their Allophones in IND**

tongue position	front		central		back	
	tense	lax	tense	lax	tense	lax
high	i	ɪ			u	ʊ
mid	e	ɛ			ə	ɔ
low			a	ʌ		

Soenjono (2009) explains that IND has three diphthong phonemes, i.e. /aɪ/, /aʊ/, and /ɔɪ/. The distinctiveness of the diphthongs can be seen when they occur in the following minimal pair: *pakai* /pa.kai/ 'wear/use' versus *paku* /pa.ku/ 'nail', *kalau* /ka.lau/ 'if' versus *kali* /ka.li/ 'river', and *sepoi* /sə.pɔɪ/ 'breeze' versus *sepi* /sə.pɪ/ 'silent'.

• **The Distribution of Consonant Phonemes and their Allophones in ARA**

manners of articulations	points of articulation									
	bi-labial	labio-dental	dental	alveolar	post-alveolar	palatal	velar	uvular	pharyngeal	glottal
plosive	b			t d		ɟ	k			ʔ
plosive-emphatic			(denti-alveolar) t ^ɕ d ^ɕ					q	ɣ	
nasal	m			n						
thrill					r			ɣ		
fricative		f	θ ð	s z	ʃ			x	ħ	h
emphatic-fricative			θ ^ɕ	s ^ɕ						
lateral				l						
approximant	w					j				

Hellmuth (2006) and Isaksson (n.d.) explain that /a/, /i/, and /u/ are vowels belong to ARA phonology. Furthermore, the writer of this article thinks that /ʌ/ (as the variant of /a/), /ʊ/ (as the variant of /u/), and /ɪ/ (as the variant of /i/). Besides, vowel /o/ and /ɔ/ also belong to ARA phonology, but they are specially distributed because they occur only after certain consonants, i.e. after emphatic consonants /t^ɕ/, /d^ɕ/, /q/, /ð^ɕ/, dan /s^ɕ/, after thrill consonants /r/ and /ɣ/, or after fricative-uvular consonant /x/.

The special distribution of vowel /o/ and /ɔ/ in ARA phonology mentioned in the previous section is dealing with phonotactic rules. Phonotactics is defined by Fromkin, Rodman, and Hyams (2014, p. 575) as "rules stating permissible strings of phonemes within a syllable". They also point out that one's knowledge of phonology includes information about what sequences of phonemes are permissible, and what sequences are not; and they explain that the limitations on sequences of segments are called *phonotactic constraints*.

5. SOUND CORRESPONDENCES AMONG COGNATES SHARED BY ARA, ENG, AND IND

The IND linguistic units being involved are the particular ones copied from ENG listed by Jones (2008) and by Fauzi (2015). The involvement of the linguistic units is due to the fact that the two references are the two most updated references of IND linguistic units copied from ENG. The selection of the particular ones is caused by the fact that their ENG equivalents also become linguistic units from which ARA linguistic units reported by Al-Athwary (2016) are copied.

Meanwhile, ARA linguistic units being involved are the particular ones copied from ENG listed by Al-Athwary (2016). The involvement is based on the fact that it is the most updated reference of ARA linguistic units copied from ENG. The selection of the particular ones is caused by the fact whether their ENG equivalents also become linguistic units from which IND linguistic units reported by Jones (2008) and by Fauzi (2015) are copied.

As the result of the efforts mentioned in the last two paragraphs, 79 linguistic units (cognates) shared by the three languages are obtained. The orthographic forms of IND and ENG linguistic units refer to Jones (2008) and Fauzi (2015). The phonological forms of IND linguistic units refer to Fauzi (2015). The phonological forms of ENG linguistic units refer to the newest edition of Longman Dictionary of Contemporary English. The phonological forms of ARA linguistic units refer to Al-Athwary (2016).

Al-Athwary (2016) only attaches the phonological forms of ARA linguistic units becoming the data of his research. In order to obtain the orthographic forms, the writer of this article took them from Google Translation. In order to obtain more valid orthographic forms (as well as more valid phonological forms)

(Fauzi Syamsuar)

of the ARA linguistic units, they were verified by consulting Syamsul Hadi, a professor of Arabic Linguistics from Universitas Gadjah Mada Yogyakarta, Indonesia; the verification/consultation was conducted on 19 June 2018.

The corpora above-mentioned were also used by Fauzi (2018) as the data source for his article entitled "Grapheme-Phoneme Correspondences in Cognates Shared by Arabic, English, and Indonesian". The involvement of the corpora is based on the fact that this article also needs them as the data source. Since the topic of the article is similar of the topic of the article written by Fauzi (2018) above-mentioned, certain parts of sections 1, 2, 3, and 4 of this article are derived from what were described by Fauzi (2018) in that article.

The following subsections describe sound correspondences in cognates shared by ARA, ENG, and IND. The orthographic forms are listed in the left columns, while the phonological forms are listed in the right columns. Since ENG linguistic units become the forms from which IND and ARA linguistic units are copied, the descriptions start with ENG linguistic units.

5.1 Sound Replacements

The following is the distribution of sound replacements among the cognates.

• Consonant Replacements

○ Consonant Replacements in IND

ENG		IND		ARA	
yard	/jɑ:d/	yard	/jɑrt/	ياردة	/ja:r.dɑh/
jazz	/dʒæz/	jaz	/jɛs/	جاز	/ja:z/
shampoo	/ʃæm.pu:/	sampo	/sɑm.po/	شامبو	/ʃa:m.bu:/

Plosive-alveolar-lenis /d/ and fricative-alveolar-lenis /z/ can only occur as onset in IND syllable. Since each of them occurs as coda, it is realized as its allophone: (1) /d/ as plosive-alveolar-fortis /t/, articulated at the same place where /d/ is articulated (homorganic to /d/), in /jɑrt/ and (2) /z/ as fricative-alveolar-fortis /s/, homorganic to /z/, in /jɛs/. Since the allophones are realized as fortis consonants, the sound replacements also show fortition.

Although fricative-postalveolar-fortis /ʃ/ is a phoneme in IND, it is explained by Hasan (2103) as a copy consonant. That is the reason why it is realized as a consonant which is purely IND and articulated not far from where that ENG phoneme is articulated (quite homorganic to it), i.e. fricative-alveolar-fortis /s/, in /sɑm.po/. In other words, the phonological realization is dealing with the effort in order that it sounds more IND.

○ Consonant Replacements in ARA

ENG		IND		ARA	
gallon	/gæ.lən/	galon	/ga.lɔn/	غالون	/ɣo:lu:n/
golf	/gɒlf/	golf	/go.lɒf/	جولف	/ju:lf/
hello	/hə.ləʊ/	halo	/ha.lo/	ألو	/ʔɑ.lu:/
transit	/træn.sɪt/	transit	/trɑn.sɪt/	ترانزيت	/ti.ra:n.zɪt/
watt	/wɒt/	watt	/wɑt/	واط	/wa:tʰ/

Plosive-velar-lenis /g/ is not a phoneme in ARA. Therefore, it is realized as an ARA phoneme which is quite homorganic to the ENG phoneme: as plosive-uvular-lenis /ɣ/ in /ɣo:lu:n/ and as plosive-palatal-lenis /j/ in /ju:lf/.

Although fricative-glottal-fortis /h/ and as fricative-alveolar-fortis /s/ are phonemes in ARA, each of those ENG phonemes are realized as plosive-glottal-fortis /ʔ/ in /ʔɑ.lu:/ and as fricative-alveolar-lenis /z/ in /ti.ra:n.zɪt/. In the first-mentioned realization fortition happens because fricative sound is realized as plosive sound (stronger sound), while in the last-mentioned realization lenition happens. The lenition also becomes the phenomena of assimilation: the realization of lenis /z/ is influenced by the similar sound (lenis /n/) occurring before it.

ENG plosive-alveolar-fortis /t/ turns out to be realized as ARA plosive-emphatic-denti-alveolar-fortis /tʰ/ in /wa:tʰ/. In other words, the phonological realization is dealing with the effort in order that it sounds more ARA.

○ **Consonant Replacements in both IND and ARA**

ENG		IND		ARA	
catalogue	/kæ.tə.lɒɡ/	katalog	/katalɒk/	كتالوج	/katalu:J/
pragmatism	/præg.mə.tl.zəm/	pragmatisme	/prɒk.ma.tl.s.mə/	براغماتية	/bl.ri.ɣa.ma.tij.jah/
chocolate	/tʃɒ.klɪt/	coklat	/Co.klɒt/	شوكولاتة	/ʃu:.ku.la:.tɒh/
hydrogen	/haɪ.drə.dʒən/	hidrogen	/hi.dro.gən/	هيدروجين	/hi:.dru:.Ji:n/
jacket	/dʒæ.kɪt/	jaket	/Ja.kɛt/	جاكت	/Ja:.kɪt/
pyjamas	/pə.dʒɑ:.məz/	piama	/pi.ja.ma/	بجامة	/bi.Ja:.mɒh/
vaseline	/væ.sɪ.li:n/	vaselin	/fa.sə.lɪn/	فازلين	/fa:.zi.li:n/

Plosive-velar-lenis /g/ is realized as plosive-velar-fortis /k/ in (1) IND /ka.ta.lɒk/ and /prɒk.ma.tl.s.mə/ and as plosive-palatal-lenis /j/ in (2) ARA /ka.ta.lu:J/ and as /y/ in ARA /bl.ri.ɣa.ma.tij.jah/. Phenomena in (1) are dealing with the phonotactic rules that refrain lenis /g/ from occurring as coda in IND, so fortis /k/, as its allophone, is realized; and fortition happens. Phenomena in (2) are dealing with the realization of an ENG phoneme which does not belong to ARA as an ARA phoneme in each of the linguistic units.

Affricate-postalveolar-fortis /tʃ/ does not belong to IND or ARA. Therefore, it is realized as the one which is quite homorganic or homorganic to it. In IND /Co.klɒt/ it is realized as plosive-palatal-fortis /C/ and in ARA /ʃu:.ku.la:.tɒh/ as fricative-post-alveolar-fortis /ʃ/.

Affricate-post-alveolar-lenis /dʒ/ does not belong to IND or ARA. Therefore, it is realized as the one which is quite homorganic or homorganic to it. In IND /hi.dro.gən/ it is realized as plosive-velar-lenis /g/. It is realized as plosive-palatal-lenis /j/ in IND /Ja.kɛt/ as well as in ARA /hi:.dru:.Ji:n/, /Ja:.kɪt/, and /bi.Ja:.mɒh/. It is realized as approximant-palatal-lenis /j/ in IND /pi.ja.ma/.

Fricative-labiodental-lenis /v/ does not belong to IND or ARA. Therefore, it is realized as the one which is homorganic to it, i.e. as fricative-labiodental-fortis /f/ in IND /fa.sə.lɪn/ and ARA /fa:.zi.li:n/. The last-mentioned realizations show fortition. The fortition in ARA /fa:.zi.li:n/ also becomes the phenomena of dissimilation: the realization of fortis /f/ (instead of lenis) is influenced by the opposite type of consonant (lenis /z/) occurring before it.

• **Vowel Replacements**

○ **Vowel Replacements in IND**

ENG		IND		ARA	
vaseline	/væ.sɪ.li:n/	vaselin	/fa.sə.lɪn/	فازلين	/fa:.zi.li:n/
mechanic	/mi.kæ.nɪk/	mekanik	/me.ka.nɪk/	ميكانيكي	/mi:.ka:.ni:.ki:/
jacket	/dʒæ.kɪt/	jaket	/Ja.kɛt/	جاكت	/Ja:.kɪt/
supermarket	/su:.pə.mɑ:kɪt/	supermarket	/su.pər.mɑ:r.kɛt/	سوبرماركت	/su:.bɑr.mar:kɪt/
rheumatism	/ru:.mə.tl.zəm/	rematik	/rɛ.ma.tɪk/	روماتزم	/ru:.ma:.tlzm/

High-front-tense /i/ is realized as high-front-lax /ɪ/ in /fa.sə.lɪn/. Therefore, vowel laxing happens. Meanwhile, it is realized as mid-front-tense /e/ in /me.ka.nɪk/. High-front-lax /ɪ/ is realized as mid-front-lax /ɛ/ in /Ja.kɛt/ and as mid-central-lax /ə/ in /su.pər.mɑ:r.kɛt/. The two last-mentioned realizations show lowered tongue-position. Back-high-tense /u/ is realized as mid-front-lax /ɛ/ in /rɛ.ma.tɪk/. Besides lowered-centered tongue-position, the last-mentioned realization shows laxing.

○ **Vowel Replacements in ARA**

ENG		IND		ARA	
disco	/dɪs.kəʊ/	disko	/dɪs.ko/	ديسكو	/di:.sku:/
jelly	/dʒe.li/	jeli	/Je.li/	جيلي	/Ji:.li:/
tennis	/te.nɪs/	tenis	/te.nɪs/	تنس	/tɪ.nɪs/
penalty	/pe.nəl.ti/	penalti	/pe.nəl.ti/	بلنتي	/ba.lən.ti:/
christmas	/krɪs.məs/	krismes	/krɪ.sməs/	كرسمس	/ki.rɪs.mɪs/

computer	/kəm.pju:tər/	komputer	/kəm.pu.tər/	كمبيوتر	/kum.bi.ju:tər/
bulldozer	/bʊl.dəʊ.zər/	buldoser	/bʊl.do.sər/	بلدوزر	/bʊl.dəʊ.zər/
base ball	/beɪs.bɔ:l/	bisbol	/bɪs.bɔ:l/	البیسبول	/bi:s.bu:l/

High-front-lax /ɪ/ is realized as high-front-tense /i/ in /di:sku:/. Therefore, tensing happens. The realization of tense vowel is also followed by length. Meanwhile, mid-front-tense /e/ is realized as high-front-tense /i/ in /ji:li:/, high-front-lax /ɪ/ in /tɪnɪs/, and low-central-tense /a/ in /bɑ.lən.ti:/. The realizations of those vowels show assimilation because the realization of each of the vowels is influenced by the similar vowel occurring before it. The first-and-second-mentioned realizations show raised tongue-position while the last-mentioned one shows lowered-centered tongue-position. Besides, the second-mentioned realization shows laxing.

Mid-central-lax /ə/ is realized as high-front-lax /ɪ/ in /ki.rɪs.mɪs/ and as low-central-lax /ʌ/ in /kʊm.bi.ju:tər/. The first-mentioned realization shows raised-fronted tongue-position. Meanwhile, the last-mentioned one shows lowered tongue-position. High-back-lax /ʊ/ is realized as high-front-lax /ɪ/ in /bʊl.dəʊ.zər/; fronted tongue-position happens. Mid-back-lax /ɔ/ is realized as high-back-tense /u/ in /bi:s.bu:l/; raised tongue-position happens. In the last-mentioned realization, tensing happens and length is following the tense vowel.

○ Vowel Replacements in both IND and ARA

	ENG		IND		ARA
jeep	/dʒi:p/	jip	/ʃɪp/	جيب	/ʃɪjɪb/
film	/fɪlm/	film	/fi.ləm/	فيلم	/fi:lm/
vaseline	/væ.sɪ.li:n/	vaselin	/fa.sə.lɪn/	فازلين	/fa:zi.li:n/
chocolate	/tʃɒ.klɪt/	coklat	/Co.klɑt/	شوكولاتة	/ʃu:ku.lɑ:tɑh/
helicopter	/he.lɪ.kɒp.tər/	helikopter	/he.li.kɒp.tər/	هليكوبتر	/hi.li.ku:b.tər/
internet	/ɪn.tər.net/	internet	/ɪn.tər.net/	انترنت	/ɪn.tər.nɪt/
rugby	/rʌg.bi/	rugbi	/rʊk.bi/	رجبي	/rʊj.bi:/
chlorine	/kloʊ.rɪ:n/	klorin	/klo.rɪn/	كلور	/ku.lu:r/

High-front-tense /i/ is realized as high-front-lax /ɪ/ in IND /ʃɪp/ and as diphthong in ARA /ʃɪjɪb/. Vowel laxing happens in /ʃɪp/. Meanwhile diphthongization happens in /ʃɪjɪb/.

High-front-lax /ɪ/ is realized as high-front-tense /i/ in IND /fi.ləm/ as well as in ARA /fi:lm/ and /fa:zi.li:n/; tensing happens in the realizations. It is realized as mid-central-lax /ə/ in IND /fa.sə.lɪn/; lowered-centered tongue-position happens. It is realized as low-central-lax /ʌ/ in IND /Co.klɑt/ and as low-central-tense /a/ in ARA /ʃu:ku.lɑ:tɑh/; lowered-centered tongue-position happens in the realizations and laxing happens in the realization of ARA word.

Mid-front-tense /e/ is realized (1) as mid-front-tense /e/ in IND /he.li.kɒp.tər/ and as mid-front-lax /ɛ/ in IND /ɪn.tər.net/ (in the last-mentioned realization laxing happens) and (2) as high-front-tense /i/ in ARA /hi.li.ku:b.tər/ and high-front-lax /ɪ/ in ARA /ɪn.tər.nɪt/; in the realizations raised tongue-position happens and in the last-mentioned realization laxing happens.

Low-central-lax /ʌ/ is realized as high-back-lax /ʊ/ in IND /rʊk.bi/ and in ARA /rʊj.bi:/. The realizations show raised-backed tongue-position. Meanwhile, mid-back-lax /ɔ/ in ENG is realized as mid-back-tense /o/ in IND /klo.rɪn/ and as high-back-tense /u/ in ARA /ku.lu:r/. Tensing happens in the realizations. Raised tongue-position happens in the last-mentioned realization.

○ Schwa Replacements in both IND and ARA

	ENG		IND		ARA
pyjamas	/pə.dʒɑ:məz/	piama	/pi.jɑ.ma/	بجامة	/bi.jɑ:mɑh/
oxygen	/ɒk.sɪ.dʒən/	oksigen	/ɔk.sɪ.ɡen/	أكسجين	/ɔk.si.ji:n/
anaemia	/ə.ni:miə/	anemia	/ʌ.ne.mi.jɑ/	أنيميا	/ʌ.ni:mi.jɑ/
hello	/hə.ləʊ/	halo	/hɑ.lo/	ألو	/ʌ.lu:/
gallon	/gæ.lən/	galon	/gɑ.lən/	غالون	/yo:lu:n/
kangaroo	/kæŋ.gə.ru:/	kanguru	/kaŋ.gu.ru/	كنغر	/ka:ŋɑr/

o					
transistor	/træn.zls.tə/	transistor	/trɑn.sls.tɔr/	ترانزستور	/tɪrɑnzlstɔr/
kerosene	/ke.rə.si:n/	kerosin	/ke.ro.sɪn/	كيروسين	/ki:ru:si:n/
panorama	/pæ.nə.ra.mə/	panorama	/pa.no.rama/	بانوراما	/ba:nu:ro:ma:/

Mid-central-lax /ə/ or schwa is realized as high-front-tense /i/ in IND /pi.ja.ma/ as well as in ARA /bi.Ja.mɑh/ and /ʔuk.si.ji:n/; besides tensing, fronted-raised tongue-position also happens; while in the realization of IND /ʔuk.si.gɛn/ only fronted tongue-position happens. The schwa is realized as low-central-tense /a/ in IND /ʔa.ne.mi.ja/ and /ha.lo/, while it is realized as low-central-lax /ʌ/ in ARA /ʔɑni:mija/, /ʔɑ.lu:/, and /ka:ŋɑr/; in the realizations lowered tongue-position happens while in the realizations of IND words tensing happens. The schwa is realized as high-back-tense /u/ in IND /kaŋguru/ as well as in ARA /yo:lu:n/, /ti.ra:nzls.tu:r/, /ki:ru:si:n/, and /ba:nu:ro:ma:/; the realizations show tensing and raised-backed tongue-position. The schwa is realized as mid-back-lax /ɔ/ in IND /galɔn/ and as mid-back-tense /o/ in IND /ke.ro.sɪn/ and /pa.no.ra.ma/; the realizations show backed tongue-position and the last-two-mentioned realizations show tensing.

○ **Non-IND/ARA Vowel Replacements in both IND and ARA**

ENG		IND		ARA	
jazz	/dʒæz/	jaz	/jɛs/	جاز	/ja:z/
cabin	/kæbɪn/	kabin	/ka.bɪn/	كابينة	/ka.bi:nɑh/
fax	/fæks/	faks	/fʌks/	فاكس	/fa:ks/
hamburger	/hæm.bɜ:ɡər/	hamburger	/hʌm.bɔr.gər/	هامبورجر	/hʌm.bu:r.jʌr/
pragmatism	/præg.mətɪ.zəm/	pragmatisme	/prʌk.ma.tɪ.smə/	براغماتية	/bl.ri.ya.ma:tijjah/
gallon	/gælən/	galon	/ga.lɔn/	غالون	/yo:lu:n/
hamburger	/hæm.bɜ:ɡər/	hamburger	/hʌm.bɔr.gər/	هامبورجر	/hʌm.bu:r.jʌr/
golf	/gɔlf/	golf	/go.lɔf/	جولف	/ju:lf/
panorama	/pæ.nə.rɑ.mə/	panorama	/pa.no.ra.ma/	بانوراما	/ba:nu:ro:ma:/
pyjamas	/pə.dʒɑ:məz/	piama	/pi.ja.ma/	بجامة	/bi.Ja:mɑh/
seminar	/se.mɪ.nɑ:/	seminar	/se.mi.nɑr/	سمينار	/sɪ.mi:na:r/
catalogue	/kætə.lɔɡ/	katalog	/ka.ta.lɔk/	كتالوج	/ka.ta.lu:j/
cocktail	/kɔk.tel/	koktail	/kɔk.tɪl/	كوكتيل	/ku:k.ti:l/
intercom	/ɪn.tə.kɒm/	interkom	/ʔɪn.tər.kɒm/	إنتركم	/ʔɪn.tər.kɒm/
jockey	/dʒɔ.ki/	joki	/jo.ki/	جوكي	/ju:ki:/
squash	/skwɒʃ/	skuas	/sku.was/	إسكواش	/ʔɪs.kwa:ʃ/
watt	/wɒt/	watt	/wʌt/	واط	/wa:tʰ/

Low-front-lax /æ/ is realized as mid-front-lax /ɛ/ in IND /jɛs/; the realization shows raised tongue-position. It is realized as high-front-tense /i/ in ARA /bl.ri:.ya.ma:tijjah/; the realization shows raised tongue-position and laxing. It is realized as low-central-tense /a/ in IND /kʌbɪn/ and /ga.lɔn/ as well as in ARA /ja:z/, /ka.bi:nɑh/, and /fa:ks/; the realizations show centered tongue-position and tensing. It is realized as low-central-lax /ʌ/ in ARA /hʌm.bu:r.jʌr/ as well as in IND /fʌks/, /hʌm.bɔr.gər/, and /prʌk.ma.tɪs.mə/; the realizations show centered tongue-position. It is realized as mid-back-tense /o/ in ARA /yo:lu:n/; the realization shows backed-raised tongue-position and tensing.

Mid-central-tense /ɜ/ is realized as high-back-lax /ʊ/ in IND /hʌm.bɔr.gər/ and as high-back-tense /u/ in ARA /hʌm.bu:r.jʌr/. The realizations show raised-backed tongue-position. Meanwhile, the realization of IND word shows laxing.

Low-back-tense /ɑ/ is realized as high-back-tense /u/ in ARA /ju:lf/; the realization shows raised tongue-position. It is realized as mid-back-tense /o/ in IND /go.lɔf/ and ARA /ba:nu:ro:ma:/; the realizations show raised tongue-position. It is realized as low-central-tense /a/ in IND /pa.no.ra.ma/ and /pi.ja.ma/ as well as in ARA /bi.Ja:mɑh/ and /sɪ.mi:na:r/; the realizations show centered tongue-position. It is realized as low-central-lax /ʌ/ in IND /se.mi.nɑr/; the realization shows laxing and centered tongue-position.

Low-back-lax /ɒ/ is realized as high-back-tense /ʊ/ in ARA /ʔIn.tʌr.kəm/; the realization shows raised tongue-position. It is realized as high-back-tense /u/ in ARA /ka.ta.lu:ʃ/, /ku:k.ti:l/, and /ju:ki:/; the realizations show vowel tensing and raised tongue-position. It is realized as mid-back-lax /ɔ/ in IND /ka.ta.lɔk/, /kɔk.til/, and /ʔIn.tər.kəm/; the realizations show raised tongue-position. It is realized as mid-back-tense /o/ in IND /ʃo.ki/; the realization shows vowel tensing and raised tongue-position. It is realized as low-central-tense /a/ in IND /sku.was/ as well as in ARA /ʔIs.kwa:f/ and /wa:tʰ/; the realizations show vowel tensing and centered tongue-position. It is realized as low-central-lax /ʌ/ in IND /waʔ/; the realization shows centered tongue-position.

- **Diphthong Replacements**

- **Diphthong Replacements in IND**

ENG		IND		ARA	
bulldozer	/bʊl.dəʊ.zər/	buldoser	/bʊl.do.sər/	بلدوزر	/bɪl.dʌw.zʌr/
ice cream	/aɪs.kri:m/	eskrim	/ʔɛs.krɪm/	ايس كريم	/ʔɛj.si.ki.ri:m/
nylon	/naɪ.lɒn/	nilon	/ni.lɒn/	نايلون	/nɛ:j.lu:n/

Every diphthong in ENG words above-listed is realized as a vowel in IND words but still as a diphthong in ARA words. In other words, the phenomenon of monophthongization happens in IND, but not in ARA. Different from each of ENG diphthong that consists of two vowels, every diphthong in ARA consists of a vowel followed by an approximant.

- **Diphthong Replacements in both IND and ARA**

ENG		IND		ARA	
cocktail	/kɒk.teɪl/	koktail	/kɒk.tɪl/	كوكتيل	/ku:k.ti:l/
laser	/leɪ.zər/	laser	/la.sər/	ليزر	/lɛj.zʌr/
radar	/reɪ.dɑː/	radar	/ra.dɑr/	رادار	/ra:.dɑ:r/
poster	/pəʊs.tər/	poster	/pɔs.tər/	بستر	/bʊs.tʌr/
disco	/dɪs.kəʊ/	disko	/dɪs.ko/	ديسكو	/di:s.ku:/
video	/vi.diəʊ/	video	/fi.di.jo/	فيديو	/fi:.di.ju:/
hydrogen	/haɪ.drə.dʒən/	hidrogen	/hi.dro.gen/	هيدروجين	/hi:.dru:.ji:n/
fluorine	/flʊə.ri:n/	fluorin	/fluo.rɪn/	فلور	/fʊ.lu:r/

Most of diphthongs in ENG words above-listed are monophthongized in IND and ARA words, except in ARA /lɛjzʌr/. However, instead of consisting of two vowels, the diphthong in ARA words consists of a vowel followed by an approximant. In IND /fidijo/ and ARA /fi:.diju:/ ENG diphthong is realized as a sound-cluster consisting of an approximant followed by a vowel.

- **Length Replacement**

ENG		IND		ARA	
cartoon	/kɑːtu:n/	kartun	/kɑrtun/	كرتون	/kɑrtu:n/
seminar	/semɪnɑː/	seminar	/semɪnɑr/	سمينار	/sɪmi:nɑ:r/

Length in ENG words is replaced by thrill-post-alveolar-lenis /r/ in IND and ARA words. The replacement is influenced by grapheme-phoneme correspondence governing that letter *r* in IND or letter ر in ARA normally corresponds to /r/.

- **Bound Morpheme Replacements**

ENG		IND		ARA	
pragmatism	/præg.mə.tɪ.zəm/	pragmatisme	/prɛk.ma.tɪs.mə/	براغماتية	/bl.ri:.ya.ma:.tɪj.jah/
rheumatism	/ru:.mə.tɪ.zəm/	rematik	/rɛmatɪk/	روماتزم	/ru:.ma:.tɪzm/

ENG suffix *-ism* /I.zəm/ is realized as /Is.mə/ in IND /pɾak.ma.tɪs.mə/ and as /Izm/ in ARA /ru.ma.tɪzm/. However, the suffix is realized differently: as /Ik/ in IND /rɛ.ma.tɪk/ and as /tɪj.jah/ in ARA /bl.ri.ya.ma.tɪj.jah/.

5.2 Sound Additions

The following is the distribution of sound additions among the cognates.

• Consonant Additions

○ Consonant Addition in ARA

ENG		IND		ARA	
tuna	/tju:.nə/	tuna	/tu.na/	تونة	/tu:.nɒh/

Fricative-glottal-fortis /h/ is added as the final sound in /tu:nɒh/. Since it is added as the final sound of the word, the addition is called excrescent.

○ Consonant Additions in both IND and ARA

ENG		IND		ARA	
orchestra	/ɔ:.kɪs.trə/	orquestra	/ʔɔr.kɛs.trə/	أوركسترا	/ʔu:r.kɪs.trə:/
superman	/su:.pə.mæn/	superman	/su.pər.mɛn/	سوبرمان	/su:.bʌr.mɑ:n/
influenza	/ɪn.flu.ɛn.zə/	influenza	/ʔɪn.flu.wɛn.zə/	إنفلونزا	/ʔɪn.fl.lu.wʌn.zə/
anaemia	/ə.ni:.miə/	anemia	/ʔa.ne.mi.jə/	أنيميا	/ʔa.ni:.mi.jə/

Plosive-glottal-fortis /ʔ/ is added in both IND and ARA words. Since it is added as the initial sound of the word, the consonant addition is called prothesis. Thrill-post-alveolar-lenis /r/, approximant-bilabial-lenis /w/, and approximant-palatal-lenis /j/ is also found to be added in both IND and ARA words. Since it is inserted within a word, the addition is called anaptyxis.

• Vowel Additions

○ Vowel Additions in IND

ENG		IND		ARA	
inch	/ɪntʃ/	inci	/ʔɪn.ɕi/	إنش	/ʔɪnʃ/
golf	/gɒlf/	golf	/go.ləf/	جولف	/ju:lʃ/
squash	/skwɒʃ/	skuas	/sku.was/	إسكواش	/ʔɪs.kwɑ:ʃ/

High-front-tense /i/ is added in IND words. Since it is added as the final sound of the words, the addition is called proparalepsis. Mid-central-lax /ə/ and high-front-tense /u/ are also found to be added in IND words. Since it is inserted within a word, the addition is called anaptyxis.

○ Vowel Additions in ARA

ENG		IND		ARA	
mechanics	/mi.kæ.nɪk/	mekanik	/me.ka.nɪk/	ميكانيكي	/mi:.ka:.ni:.ki:/
influenza	/ɪn.flu.ɛn.zə/	influenza	/ʔɪn.flu.wɛn.zə/	إنفلونزا	/ʔɪn.fl.lu.wʌn.zə/
folklore	/fəʊ.klɔ:/	folklor	/fo.klor/	فولكلور	/fu:l.ko.lu:r/
platinum	/plæ.tɪ.nəm/	platinum	/pla.tinəm/	بلاتين	/ba.la.ti:n/

Anaptyxis also happens in ARA words as can be seen in the insertion/addition of vowels in ARA words above-listed.

○ **Vowel Additions in both IND and ARA**

ENG		IND		ARA	
flannel	/flænl/	flanel	/fla.nel/	فانيلي	/fa:.ni:.li:/

Anaptyxis also happens in both IND and ARA words as can be seen in the cognates above.

• **Length Additions**

ENG		IND		ARA	
disco	/dɪs.kəʊ/	disko	/dɪs.ko/	ديسكو	/di:s.ku:/
panorama	/pæ.nə.ra.mə/	panorama	/pa.no.ra.ma/	بانوراما	/ba:.nu:.ro:.ma:/
whisky	/wɪs.ki/	wiski	/wɪs.ki/	ويسكي	/wi:s.ki:/

Length (/:/) is added in the realization of ARA words. The phenomenon of the prosodic aspects addition is found in many ARA words becoming the data source of this article; the three above-listed are only the examples. However, the length addition is not found in any IND words becoming the data source of this article.

• **Sound-Cluster Additions**

ENG		IND		ARA	
squash	/skwɒʃ/	skuas	/sku.was/	إسكواش	/ʔɪs.kwa:ʃ/
stereo	/ste.ri.əʊ/	stereo	/ste.re.jo/	إستيريو	/ʔɪs.ti:.ri.ju:/

Sound cluster /ʔl/ is added as initial sounds (initial syllable) in ARA words above-listed. The addition of sound-cluster (syllable consisting of /ʔ/ as its coda and /l/ as its nucleus) is not found in IND words involved in this article.

• **Bound Morpheme Additions**

ENG		IND		ARA	
chocolate	/tʃɒ.klɪt/	coklat	/Co.klat/	شوكولاتة	/ʃu:.ku.la:tʰ/
yard	/jɑ:d/	yard	/jʌrt/	ياردة	/ja:r.dʰ/

Each of ENG words does not contain suffix. However, ARA suffix *-ة* or *-ة* is added in ARA words. The attachment of the suffix, as well as the addition of fricative-glottal-fortis /h/ as the final sound in /tu:.nʰ/ discussed in the several previous sections seem to deal with the phenomenon of analogy. The suffix attachment is influenced by the existence of other ARA words containing the suffix such as *براعماتية* /bɪ.ri:.ya.ma:tij.jʰ/ exemplified previously.

5.3 Sound Fusions and Deletions

The following is the distribution of sound fusions and sound deletion among the cognates.

• **Sound Fusions in ARA**

ENG		IND		ARA	
kangaroo	/kæŋ.gəru:/	kanguru	/kaŋ.guru/	كنغر	/ka:.ŋʌr/
flannel	/flænl/	flanel	/fla.nel/	فانيلي	/fa:.ni:.li:/
tuna	/tju:.nə/	tuna	/tu.na/	تونة	/tu:.nʰ/

Every consonant-cluster in ENG words above-mentioned is fused into a single consonant in ARA and IND words.

• **Vowel Deletions**

ENG		IND		ARA	
kangaroo	/kæŋ.gəru:/	kanguru	/kaŋ.gu.ru/	كنغر	/ka:.ŋʌr/
penicillin	/pe.nɪ.sɪ.lɪn/	penisilin	/pe.ni.si.lɪn/	بنسلين	/bɪn.si.li:n/

Apocope or the deletion of the final sound of a word happens in the realization of ARA /ka:ŋar/. Meanwhile, syncope or the deletion of the sound in the middle of a word happens in ARA /bɪnsili:n/.

- **Sound-Cluster Deletions**

ENG		IND		ARA	
fluorine	/fluə.ri:n/	fluorin	/fluo.rɪn/	فلور	/fu.lu:r/
platinum	/plæ.tl.nəm/	platinum	/pla.ti.nəm/	بلاتين	/ba.la.ti:n/

The nucleus of the final syllable of every ENG word above-listed is replaced by another vowel in IND words while the nucleus and the coda are deleted in ARA words. The deletion of the sound-cluster seems to be related to vowel addition. The first syllable of every ENG word consists of double onset. A vowel is added in every ARA word and becomes the nucleus of a new syllable, i.e. the syllable in which the first consonant the double onset becomes the onset. The second onset of the double onset becomes the onset of the second syllable in ARA words. Therefore, although sound-cluster deletion happens, deletion does not make any syllable reduction in ARA words above-listed.

- **Length Deletion**

ENG		IND		ARA	
dollar	/dɒ.lər/	dolar	/do.lɑr/	دولار	/du:.la:r/
kerosene	/ke.rə.si:n/	kerosin	/ke.ro.sɪn/	كيروسين	/ki:.ru:.si:n/
super-market	/su:.pə. mɑ.kɪt/	super-market	/su.pər. mɑr.kət/	سوبرماركت	/su:.bɑr. mɑr.kɪt/

Length (/:/) is deleted in the realization of IND words. Such deletion is found in many IND words becoming the data source of this article. The three cognates above-listed represent them.

- **Bound Morpheme Deletions**

ENG		IND		ARA	
chips	/tʃɪps/	cip	/cɪp/	شيبس	/ʃɪps/
jeans	/dʒi:nz/	jin	/ʃɪn/	جينز	/ʃi:nz/
pyjamas	/pə.dʒɑ:məz/	piama	/pijama/	بجامة	/bi.jɑ:məh/

Every ENG word listed-above contains plural-form-marker suffix *-s*. The realization of the ENG suffix is maintained in ARA /ʃɪps/ and /ʃi:nz/, but it is replaced by ARA suffix *-ة* in /bi.jɑ:məh/. However, the ENG suffix is not realized (deleted) in IND words. The deletion of the suffix seems to deal with the fact that IND does not have any plural-form-marker suffix.

5.4 Metatheses

The following is the distribution of metatheses among the cognates.

ENG		IND		ARA	
penalty	/penəlti/	penalti	/penəlti/	بلنتي	/ba.lənti:/
pragmatism	/præg. mə.tɪ.zəm/	pragmatisme	/præk. mə.tɪs.mə/	براغماتية	/bl.ri:.yə. ma:tɪj.jah

The sound-cluster of /nəl/ becomes the second syllable of /pe.nəl.ti/ while /lən/ becomes the second syllable in /ba.lən.ti:/. The onset in ENG word changes position into the coda in ARA word and vice-verse. Therefore, metathesis or sound position-change happens in the realization of the ARA word.

The final syllable of /præg.mə.tɪ.zəm/ is /zəm/. Meanwhile, the final syllable of /præk.mə.tɪs.mə/ is /mə/. The onset of the final syllable of the ENG word /z/ is replaced by /s/, moves, and becomes the coda of penultimate syllable of IND word. The coda of the final syllable of ENG word /m/ becomes the onset of the final syllable of the IND word. Therefore, besides consonant replacement, metathesis also happens in /præk.mə.tɪs.mə/.

6. CONCLUSION

Most of the linguistic units becoming the data source of this article are in forms of copy words. Even, ENG *ice cream*, which is in form of a phrase, is realized as IND word *eskrim*. Besides, there are some ARA copy words involved in this article, such as شوكولاتة /ʃu:.ku.la:.tʰ/ and ياردة /ja:r.dʰ/, consist certain suffix, i.e. ARA suffix ة- or ة (ta marbutah).

Sound correspondences discussed in this article involve the replacement of consonants, vowels, diphthong, length (a prosodic aspect), and bound morphemes. Compared to consonant replacements, vowel replacements involve more phenomena. Both consonant fortition and consonant lenition are found in the realization of copy words (both IND and ARA). Vowel tensing and vowel laxing, as well as tongue-position shifts, are found in the realizations of both IND and ARA words. Assimilations and dissimilations are also found in the replacement of both consonants and vowels.

Diphthongization, in which a vowel in ENG word is realized as a sound-cluster consisting of a vowel followed by an approximant, is found in ARA جيب /jʌjb/. Dealing with replacement of ENG diphthongs, monophthongizations are found in the realizations of both IND and ARA words. However, more monophthongizations happen in IND than in ARA.

Sound additions involve consonants, vowels, sound-cluster, length, and bound morphemes. However, sound-cluster additions, length additions, and bound morpheme additions only happen in ARA words. Meanwhile, sound deletions involve vowels, sound-cluster, length, and bound morpheme. Vowel deletions and sound-cluster deletions only happen in ARA words while length deletions and bound-morpheme deletions only happen in IND words. Different from sound deletions, there are some phenomena of sound fusions happening in both IND and ARA words. The sound fusions only involve consonants.

Metatheses or sound-position changes are found in the realizations of both IND and ARA words. The position changes involve onset and coda as elements of syllable. However, other common morphophonemic phenomena such as haplology and reduplication are not found in the realizations of copy words discussed in this article.

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The Analysis of Assertives And Expressives on The Students' Speaking Exam in English Department Student of STKIP BUDI DAYA - BINJAI

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ABSTRACT

This paper is purposed to analyze of the assertives and expressives sentences on the students' speaking exam in English Department Student of STKIP Budi Daya – Binjai. The population and the sample of the research are the fourth semester students of English Department totally 23 students which consists of 316 sentence of utterances. The data are taken on 7 July 2020. The result of analyzing of the assertives are the first position on the components of assertive is *affirming* which is 79 points on percentage is 30,74%. The second position is *answering* which is 73 points on percentage is 28,40%. The third position is *identifying* which is 27 points on percentage is 10,51%. The result of analyzing of the expressives are the first position is *greeting* which is 36 points on the percentage is 61,02% . The second position is *thanking* which is 19 points on the percentage is 32,20% and the third position is *accepting* which is 4 points on the percentage is 6,78%. The using of assertives is more common than expressives because there are many components in the assertives.

Keyword: Assertives, Expressives

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1. INTRODUCTION

Getting a glass of water is an action. Asking someone else to get you one is also an act. When we speak, our words do not have meaning in and of themselves. They are very much affected by the situation, the speaker and the listener. Thus words alone do not have a simple fixed meaning. Speech acts are a staple of everyday communication life, but only became a topic of sustained investigation, at least in the English-speaking world, in the middle of the Twentieth Century. Since that time “speech act theory” has been influential not only within philosophy, but also in linguistics, psychology, legal theory, artificial intelligence, literary theory and many other scholarly disciplines. Recognition of the importance of speech acts has illuminated the ability of language to do other things than describe reality. In the process the boundaries among the philosophy of language, the philosophy of action, the philosophy of mind and even ethics have become less sharp.

In addition, an appreciation of speech acts has helped lay bare an implicit normative structure within linguistic practice, including even that part of this practice concerned with describing reality. Much recent research aims at an accurate characterization of this normative structure underlying linguistic practice.

Accordingly in this entry this paper will consider the using of assertives and expressives on the students' speaking exam in English Department Student. Speech acts are acts of communication. To communicate is to express of certain attitude, and the type of speech act being expressed. As an act of communication, a speech act succeeds if the audience identifies and accordance with the speaker's intention, the attitude being expressed. In this case, the students have a communication when they are expressed their words by practicing their ability in speaking exam. From the communication, we can find their speech act. Base on the situation, that is the main reason the paper created.

2. LITERATURE REVIEW

Before we discuss deeply, we should think of an act of communication, linguistic or otherwise, as an act of expressing oneself. This rather vague idea can be made more precise if we get more specific about what is being expressed. In general, an act of communication succeeds if it taken as intended.

Communicative success is achieved if the speaker chooses his words in such a way that the hearer will, under the circumstances of utterance or written, recognize his communicative intention. In saying something one generally intends more than just to communicate getting oneself understood is intended to produce some effect on the listener. For instance, in the students' speaking exam the students have different style to express their words or sentences because there are many reasons to prove their speaking, including the situation. That is the point to analyze.

Making a statement may be the paradigmatic use of language, but there are all sorts of other things we can do with words. We can make requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. Moreover, almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention; there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience.

Statements, requests, promises and apologies are examples of the four major categories of communication illocutionary acts:

- a. Constatives or assertives
- b. Directives
- c. Commissives
- d. Expressives or acknowledgments
- e. Declaratives

A speech act is created when speaker/writer S makes an utterance U to hearer/reader H in context C. The various speech acts are distinguished by a number of dimensions, three of which are the most important, namely ILLOCUTIONARY POINT, EXPRESSED PSYCHOLOGICAL STATES, and DIRECTION OF FIT BETWEEN WORDS AND THE WORLD (Searle 1975).

The dimension ILLOCUTIONARY POINT concerns the purpose or aim of a speech act (e.g. the point of DIRECTIVES is get the hearer to do something). This dimension has five values, corresponding to the five basic speech act types, called THE ASSERTIVE POINT, THE DIRECTIVE POINT, THE COMMISSIVE POINT, THE EXPRESSIVE POINT and THE DECLARATIVE POINT.

The dimension EXPRESSED PSYCHOLOGICAL STATES is related to Grice's MAXIM OF QUALITY (Grice 1989:27), i.e. a STATEMENT that the proposition *p* expresses the speaker S's belief that *p*. A PROMISE expresses S's intention to do something, and a REQUEST expresses S's desire that hearer H do something. In other words: there has to be a match between the speaker's psychological state and the content of what he expresses if the speech act is to be successful.

The dimension DIRECTION OF FIT BETWEEN WORDS AND THE WORLD (e.g. Vanderveken 1998: 172-173) concerns the relation between the words uttered and the world they relate to. According to Searle (1969) there are five basic speech acts, which show the following directions of fit and have the following basic characteristics:

(i) A REPRESENTATIVE have a WORDS-TO-WORLD direction of fit, i.e. their truth values are assigned on the basis of whether or not the words describe things as they are in the world spoken of. A REPRESENTATIVE is characterized by the fact that the speaker commits himself to the truth of the expressed proposition, as in an assertion or a conclusion.

(ii) A DIRECTIVE is an attempt to get H to do something, therefore they show WORLD-TO-WORDS fit, and express S's wish or desire that H do A. When asking a question, S wants H to answer the question, and when making a command, S wants H to perform the action A.

(iii) A COMMISSIVE indicates that the speaker commits himself to a future course of action, as when you promise, threat or offer. Commissives show WORLD-TO-WORDS fit, and S expresses the intention that S do A.

(iv) A DECLARATION is the archetypal speech act. When performing a declarative speech act you are not only saying something, but the utterance in itself has certain practical implications in the real world, granted that you are an individual in possession of the required power or status. The purpose of making a declaration is to get the world to match the propositional content by saying that the propositional content matches the world. Hence: declarations have *the double direction of fit*, i.e. both *world-to-words* and *words-to-world*.

(v) An EXPRESSIVE expresses a psychological state, i.e. S's attitude with respect to a certain state of affairs, which need not be explicitly mentioned. Expressives have the NULL OR EMPTY direction of fit, since there is no question of success or failure of fit. Their point is only to express the speaker's propositional attitude to the state of affairs represented by the propositional content. Paradigm cases include, for instance, 'thanking', 'apologizing', and 'welcoming'.

Here is classifying of speech acts:

Table 1.1
Classifying of Speech Acts

NO	TYPES OF SPEECH ACTS	THEORY	WORDS
1.	Constatives or assertives	Assertives commit the speaker to the truth of the expressed proposition	Affirming, alleging, announcing, answering, attributing, claiming, classifying, concurring, confirming, conjecturing, denying, disagreeing, disclosing, disputing, identifying, informing, insisting, predicting, ranking, reporting, stating, stipulating.
2.	Directives	Directives have the intention of eliciting some sort of action on the part of the hearer	Advising, admonishing, asking, begging, dismissing, excusing, forbidding, instructing, ordering, permitting, requesting, requiring, suggesting, urging, warning.
3.	Commissives	Commissives commit the speaker to some future action	Agreeing, guaranteeing, inviting, offering, promising, swearing, contracting, and volunteering.
4.	Expressives or acknowledgments	Expressives make known the speaker's psychological attitude to a presupposed state of affairs	Apologizing, condoling, congratulating, greeting, thanking, accepting.

From the explanation above, in the speaking exam by voice recording there are the several terms of the students' communication. The terms are using the assertives and expressives. Assertives commit the speaker to the truth of the expressed proposition such as announcing, informing, answering, and affirming. Expressive commit the speaker to a presupposed state of affairs such as apologizing, condoling, thanking, and accepting. The students' speaking exam will be using all of the parts. For instance: in the students' speaking exam has answering some questions which have many variation topics made, they relate with the answering. We see that announcing, informing, and affirming must be put in the students' speaking exam.

A. Assertive

Assertives are utterances intended to tell you how things are in the world. They are representations of reality. An assertive is a speech act that commits the speaker to the truth of a proposition. Assertives are either true or false and have the **world-to-word direction of fit**. Assertives refer to statements, descriptions, classifications, explanations, and clarifications.

Examples of assertive speech acts include:

- a) Socrates is bald
- b) $2 * 2 * 2 = 8$
- c) All men are mortal
- d) Donald Trump is the president of the United States

B. Expressive

Expressives reveal the speaker's attitudes and emotions towards a particular proposition. Expressives include thanking, apologizing, congratulating, and welcoming. The direction of fit doesn't apply to expressives because the direction is presupposed. John Searle calls this the **Pre-sup direction of fit**. In the case of "thank you for giving me the money" for instance, it is presupposed that the speaker did receive money from the hearer.

Examples of expressive speech acts include:

- a) Thank you for giving me the money
- b) congratulations on marrying a libertarian
- c) I apologize for stepping on your face".

Other types of expressives use the subjunctive or optative mood such as:

- a) would that the politicians were more righteous
- b) if only it rained more often."

Bearing religious testimony can be an expressive such as in the phrase

- a) I believe in God".

In that case it isn't necessarily the purpose to assert that God exists or get the congregation to do something, but to simply express one's own conviction or faith.

3. RESEARCH METHOD

The research applies content analysis method. Krippendorff (2004:18) says that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The reference to text in the above definition is not intended to restrict content analysis to written material. The phrase "or other meaningful matter" is included in parentheses to indicate that in content analysis works of an images, maps, sounds, signs, symbols, and even numerical records may be included as data that is, they may be considered as texts-provided they speak to someone about phenomena outside of what can be sensed or observed. That means voice recording is one of the phenomenon which consists of sounds and it recorded to written.

The sources of data are fourth semester students in English department in STKIP Budidaya. It consists of 23 students. From the problem of the study, it concludes that the paper instrument is using document which is voice recording. The data are collected through document by voice recording. The data are done on 7 July 2020. The data take 4 questions to the students as a question for speaking final exam and they are collected by recording. The model of answering questions is a choosing the topics, the students can choose 1 question from 4 questions. 1 question consists of 4-6 items.

After gathering data from sources including documentation and collecting the data; the data analyzed by using the technique of analyze data. The technique of analysis defines what kind of information may or may not endow of the various information within data obtained. Technique of data analysis in this paper is used to analyze the assertives and expressives on the sound recording of students' speaking exam.

4. RESULT AND DISCUSSION

A. Result

In analyzing the data, this paper follows the data analysis. The questions are taken by Karen Kovacs (2011: 108-127). The categories of the questions are:

Table 1.2
Categorizing of the Questions

No	Topic	Questions
1.	Communication	What's your mother tongue? What other languages do you speak? What do you think is the best way to keep in touch with friends? Do people keep in touch differently now compared to fifty years ago?
2.	Technology	What do you use the internet for? Does everyone have access to the internet in your country?

		Do you think older people are scared of new technology?
		Do you think young children should have mobile phones?
3.	Hobbies	What are your hobbies? What is your favorite musical instrument? Do you prefer action films or comedies? Why? Do you think it is important to read novels and poetry? Why?
4.	Yourself	Tell me about your live? What are the advantages of living there? What are the disadvantages of living there? What is your favorite animal? Why do you think some people like keeping pets? Are there any animals you are scared of?

The questions are based on the IELTS questions. The data came from the speaking IV subject. It took for fourth semester. It consists of 23 students. The questions are taken by sound recording. The majority topics of answering the questions are communication, technology, and hobbies because the contents of the questions are around 4 questions.

The analyzing of the assertives on the students' speaking exam is taken by analyzing the components of assertives in the sound recording by speaking exam.

Table 1.3
Initiating of Assertives

No.	Components of Assertives	Number	%
1.	Affirming	79	30,74%
2.	Alleging	1	0,39%
3.	Announcing	-	-
4.	Answering	73	28,40%
5.	Attributing	18	7,00%
6.	Claiming	8	3,11%
7.	Classifying	4	1,56%
8.	Concurring	-	-
9.	Confirming	-	-
10.	Conjecturing	5	1,95%
11.	Denying	6	2,33%
12.	Disagreeing	12	4,67%
13.	Disclosing	1	0,39%
14.	Disputing	-	-
15.	Identifying	27	10,51%
16.	Informing	7	2,72%
17.	Insisting	-	-
18.	Predicting	-	-
19.	Ranking	-	-
20.	Reporting	-	-
21.	Stating	7	2,72%
22.	Stipulating	9	3,50%
Total		257	100%

Base on the data, it concludes that the first position on the components of assertive is *affirming* which is 79 points on percentage is 30,74%. The second position is *answering* which is 73 points on percentage is 28,40%. The third position is *identifying* which is 27 points on percentage is 10,51%.

Table 1.4
Initiating of Expressives

No.	Components of Expressives	Number	%
1.	Apologizing	-	-
2.	Condoling	-	-

3.	Congratulating	-	-
4.	Greeting	36	61,02%
5.	Thanking	19	32,20%
6.	Accepting	4	6,78%
	Total	59	100%

Base on the data by analyzing the expressives, the first position is *greeting* which is 36 points on the percentage is 61,02% . The second position is *thanking* which is 19 points on the percentage is 32,20% and the third position is *accepting* which is 4 points on the percentage is 6,78%.

B. Discussion

Base on the result, the data of analyzing the assertives is *affirming*, *answering*, and *identifying*. The result is based on the ranking position. *Affirming* is the first position because the every topic of the questions consists of 4-6 questions. Every question items are designed by the reason. So the students answered the questions explaining by the arguments to prove their statements. The second position of assertives is *answering* because the students would be responded the questions by answering the questions directly. The third questions is *identifying* because the students answered the questions directly, they try to identify the answer per items.

Nagane (2015:4) states that:

Assertives are the speech acts in which the speaker asserts 'a proposition to be true, using such verbs as affirm, believe, conclude, report, deny, etc. (Searle,1969). This class also includes stating, suggesting, criticizing, replying, concluding, predicting, denying, disagreeing, etc. Assertives are usually expressed through declarative form. However, this is not the only form to express representatives or assertive speech acts. They can be expresse during the imperative and interrogative forms as well. It is observed that assertive speech acts not only present the real state of affairs but they are also 'tellable'. In the books on Physics, assertive speech acts are used for asserting something or providing some scientific information regarding heat, light, sound, gravity, etc. For example: "Light travels faster than sound".

The expressives had three components of ranking positions. The first position is *greeting* because every students at the beginning and the closing answering were giving the *greeting*. This is a basic element of the norms in communication, saying hello or *salam* for the habitual action in daily life. The second position is *thanking*. For all the sound recording by the students they were saying *thanking* at the end of the answering the questions. The last position is *accepting*. Some of the items of the questions were about the yes-no questions pattern. 23 students have accepted the opinion. Besides that they were giving the reason behind their accepted statements.

Expressive is the speech act intended by the speaker so that the utterance is interpreted as an evaluation of the things mentioned in the speech. This speech act expresses the speaker's psychological attitude towards the state (states); may also be pleasure (pleasure), pain (pain), likes and dislikes (likes and dislikes), joy (joy), or sorrow (sorrow)(Wijaya, 2019). According to Searle state that

"The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content" (1979:12)."

5. CONCLUSION

This paper conclude that we should be aware when we are talking or telling something for people because that is not easy to talk with someone if we have no theory about the speech act even it can cause the hearer will not understand what we said. It means that we are not succeeded. In the daily communication with many people, the speaker sometimes is lack of the norms of linguistics terms. It can be found by the way of answering the questions. For instance, the type of question is Yes-No question but the speaker's answer is giving the reason of the statement. It is not directly to answer Yes or No. the second case is the question is asking about the name of something and there is no asking about the reason but in fact, the speaker explains the reason in deeply. That is all the facts of using sentences in linguistic area especially in daily communication that is always something new phenomena to explore time by time because it is interesting with this phenomenon in our society.

The act can succeed if the hearer recognizes the attitude being expressed, such as a belief in the case of a statement and a desire in the case of a request. Any further effect it has on the hearer, such as being believed or being complied with, or just being taken as sincere, is not essential to its being a statement or a request. Thus an utterance can succeed as an act of communication even if the speaker does not possess the attitude he is expressing; communication is one thing, sincerity another.

Communicating is as it were just putting an attitude on the table; sincerity actually possesses the attitude one is expressing. Correlatively, the hearer can understand the utterance without regarding it as sincere, e.g. take it as an apology, as expressing regret for something, without believing that the speaker regrets having done the deed in question. Getting one's audience to believe that one actually possesses the attitude one is expressing is not an illocutionary but a perlocutionary act.

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THE CORRELATION BETWEEN THE STUDENTS' PERCEPTION ON THE LECTURERS' ABILITY IN MAKING LESSON PLAN AND THEIR ACHIEVEMENT IN TEFL AT ENGLISH DEPARTMENT OF TARBIYAH FACULTY IAIN-SU

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ABSTRACT

Prepare before teaching is very important action, in order to make teaching easily. One of the prepare is making a lesson plan. Lesson plan is software for teacher to track the lesson plan for their classes. The goal of this research is to find out "The correlation between the students' perception on the lecturer's ability in making lesson plan and their achievement in TEFL at English Educational Department of Tarbiyah Faculty IAIN-SU". The study was conducted on the ninth semester students of English Educational Department of Tarbiyah Faculty IAIN SU Medan. The population of this study was 78 and the writer took all population as a sample. The data was analyzed by the Product Moment Correlation technique. From the calculation of the data, it found that there is a significant correlation between the students' perception on the lecturers' ability in making lesson plan and their achievement in TEFL or the Hypothesis Alternative (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Because $r_{calculate}$ is bigger than r_{table} or $0.336 > 0.224$.

Keyword: Perception, ability, lesson plan, and achievement

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1. INTRODUCTION

Learning English is very important for all people in the world, because English is one of the international standard languages. Every activities uses English not only in school, college but also in business field. It's also occur in Indonesia whether so many students learn English and the fewer of them want to be an English teacher or lecturer. It is an obligation to study hard in learning English not only in one institution but also in other courses, and it's sure if someone wants to be a teacher so that they have to master the subject which is related to it. One of them is TEFL (Teaching English as Foreign Language), it refers to teaching English to the students who are not native speakers. This term is predominantly used when English is being taught in a country where it is not native language. TEFL subject is concern with method, strategy, approach learning activity and also including the way to prepare teaching before (lesson plan).

Lesson plan concerns in a sequence of planning which is suitable for teaching learning activity. Lesson plan as a clue to teach easily. In Indonesia, every teacher and lecturer need to prepare lesson plan before teaching and it also has a legal format. Its format is depend on what curriculum is used (KBK or KTSP). Through lesson plan, the teachers know whether the important things that they have to transfer for the students and they also know the goal of the studying. It's same with Tessa's (2001:5) said that planning and the commitment to planning before taking action, can prevent education to do something before we know what should be done. It will always keep us from merely treating symptom (with marginal success or perhaps even failure).

The success of the teachers' action can be seen on the students' perception. Perception is the ability to see, hear or understand things; awareness (Hornby, 1995: 859). Perception is the process whereby an individual become aware of the world around oneself. In perception, we use our senses to apprehend object and event.

It means that the perception is one of the human abilities in seeing and giving interpretation on the environment action, especially for teachers. In this case, the writer would like to emphasize the perception not only in seeing, hearing, but also in resulting. On the other hand, perception means that the students interpret to the teacher through their ways to explain the subjects. And how is the goal of it. Resulting here means the result that they get from the teachers' action in teaching learning process in the classroom or students' score.

Ideally, if the students have good perception on the lecturer's ability in making lesson plan, so that they will get the good achievement too. In fact, they have low achievement, it can be seen from their score that they get for some period.

Based on the problem above, the writer wants to conduct a reseach about "the correlation between students' perception on the lecturers' ability in making lesson plan and their achievement in TEFL at English Educational Department of Tarbiyah Faculty IAIN-SU".

2. LITERATURE REVIEW

A. Perception

Perception is the ability to see, hear or undertand things; awareness. (Hornby, 1995: 859). Perception is the act of perceiving or the ability to perceiver, mental grasp of object, qualities, etc, by means of the senses, awareness and comprehension. Peter Tomlinson (1981:84) also said that by seeing, therefore, perception is very dependent on the perceiver, as well as on what is there to be continued. In teaching we need to remember that the less effecient assimilatory capacities of learners are likely to make even relatively simple aspects of perception and understanding more difficult than 'rational' common sense might predict, especially in topic areas where the teachers is vastly more experienced and more so when the pupils are younger and in experienced.

In summary of research on perception, Toch and Mc Lean concluded the following:

- There is no purposive behavior without perception
- Behavior is an outcome of past perceptions and a starting point for future perceptions.
- The perceiver and the world do not exist independently
- Meanings are given the things by the perceiver in terms of all prior experiences accumulated
- Perceptual experiences are personal and individuals
- A percept is a link between the past which gives its meaning, and the future, which it helps to interpret
- Because two people can not be in the same place at the same time, they must see at least slightly different environment. (Jerrold, 1980: 12)

Based on the explanation above, the writer can conclude that perception is one of human abilities to make some utterances about something through seeing and understand, and the way to interpret it. Everyone can do that in their daily activities by environments' action. In this case, the perception can affect the students' achievement because that perception is depend on the lecturer's way on giving knowledge to the students.

B. Ability

According to Horrace (1976:1), ability is actual power to perform an act, physical or mental, whether or no attained by training and education. Chaplin (1985:3) stated the ability is power to perform an act; it may be result or practise. From some quotation before, the writer can concluded that the ability is power or an act of someone to do something in making certain physical or mental. Ability is a skill to take a certain attitude to watch something with understanding to create new something to prove how far the students success in learning process in their level class. In this case, the writer concerned with the ability of lecturer in making lesson plan.

C. Lesson plan

Lesson plan is software for teachers to track the lesson plan for their classes. Caulhoun (1969:115) said that a plan for teacher like a plan for house, for losing twenty pounds of weight, for winning the conference, championship or vocation serves as a guide to selecting activities, action, and decision as one attempts to move from where is to where to be (to his goals). In line with Jeremy Harmer (1995:308) stated that lesson planning is the art of combining a number of different elements into a whole so that the lesson has an identity which students can recognize, work within and react to identity.

There are some functions of lesson plan, they are:

1. Planning provides a sense of security on confidence

2. Thinking things through before you teach helps you to reduce feelings of uncertainly panic and inspires you instead with a sense of confidence and clarity
3. Planning insures more careful consideration by given to objectives, materials and activities
4. Planning results in less wasted time and effort, both on the part of the teachers and youngsters
5. Planning assures the use of more appropriate example and illutions
6. Planning results in better provision for individual needs and interest within the class
7. Planning results in better continuity of learning experiences
8. Planning provides for appropriate and effective means of evaluation in terms of goals
9. Planning assures more flexibility (Tessa Woodward, 2002:58)

It means that planning on the teaching learning process is very important, in order to get the satisfied result of the teaching process. Through plan in every section on teaching learning process, the transpiring of the knowledge will be done.

Format of Lesson Plan

Basically, the exact format chosen for a lesson plan was driven by school requirements and personal tastes of the teacher, in that order. Unit plans follow much the same format, but are intended to cover an entire unit of work, which may be delivered over several days or weeks. But there are general format of lesson plan that should be used by lecturer in teaching learning:

1. The title of the lesson
2. The amount of time
3. Goals

A goal is a general statement of what you want for the children in your program. You should be able to identify an overall purposes or goal that you will attempt to accomplish by the end of the class period.

4. Objectives

It is very important to state explicitly what you want students to gain from the lesson. Explicit here to help you to:

- a) Be sure that you indeed know what is you want to accomplish
- b) Preserve the unity of your lesson
- c) Pretermine whether or not you are trying to accomplish too much
- d) Evaluate students' success at the end of, or after the class

5. Material and equipment

It may seen a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy, in the open harried life of a teacher, to forget to bring to class a tape recorder, a poster, or the workbooks that the students gave you the night before.

6. Procedures

At this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in term of making sure of plans includes:

- a) An opening statement or acticity as a warm-up
- b) A set of activities and techniques in which you have considered appropriate proportion time for:
 - Whole class work
 - Small group or pair work
 - Teacher talk
 - Student talk

- c) closure

7. Evaluation

Evaluation is a term to give the questions that take from the materials that you have given them to know their ability to catch the lessons. (Douglas, 202:150)

According to Collier and his friends (1967:120), commonly accepted principles that the content of any teaching plan deals with at least three basic elements, they are:

1. Objectives
2. Procedures and materials
3. Evaluation

D. Achievement in TEFL

Hornby in her Oxford Dictionary said that achievement is a thing done successfully, especially with effort and skill. It means that is a successful result by doing something with effort, ability and skill. No one can get something successfully without effort, although they are the smart person.

In this case, the writer would like to see the students' achievement in TEFL through their score on final semester. TEFL (Teaching English as Foreign Language) is one of English subjects for educational department which is related to teaching learning process in the class. This subject is also learn about method, strategy, approach in teaching English.

3. RESEARCH METHOD

This study was used a quantitative research with correlation product moment technique. The population of this study were the students of English Education Department of 9th semester of Tarbiyah Faculty. The total of the students were 78, consist of two classes, PBI-1 and PBI-2. The writer took all the populatin as a sample in line with Suharsimi Arikunto said that "if the population is fewer than 100, it will be better to take all population as sample. (Arikunto, 1993: 130). To get the best result of the study so it needed appropriate and accurate data. The data of this study were about the students' achievement in TEFL. The writers used questionnaire and interview as the instruments for collecting the data. The questionnaire was in the form of multiple choice tests. It used Likert Scale. Interview gave to the leacturers who had taught the students. The writer used the Scatter Diagram, because the writer wants to see the correlation between two variable (X and Y) and the sampe more than 30, as show below:

$$r_{XY} = \frac{\frac{\sum x_1 y_1}{N} - (CX_1)(CY_1)}{(SDX)(SDY)}$$

4. RESULT AND DISCUSSION

There are two alternatives of the students' perception on the lecturer's ability in making lesson plan, they are: good perception and bad perception that are related to their achievement in TEFL. Firstly, 'good perception' means that the students have good interpretation on the lecturer's ability in giving knowledge to the students through following lesson plan. Thus, the student can get the satisfied score by doing the tasks which are given by the teacher or lecturer. Secondly, 'bad perception' means that the students have no good interpretation on the lecturer's ability in transforming knowledge to the students. It indicates that they will get unsatisfied score.

George Brown (1974:21) said that planning is a vital element in teacher, systematic planning almost always yields better results in teaching. While, J. Galon (1966:440) stated that planning and preparation as a phase of the teachers job. The writer can conclude that there is a relationship between preparing planning before teaching and the result of transforming knowledge in teaching learning process. It is in line with Andrea Hirata (2007:99) that Planning perfect performance. By having good planning, someone will have good confidence and automatically will get the satisfied result.

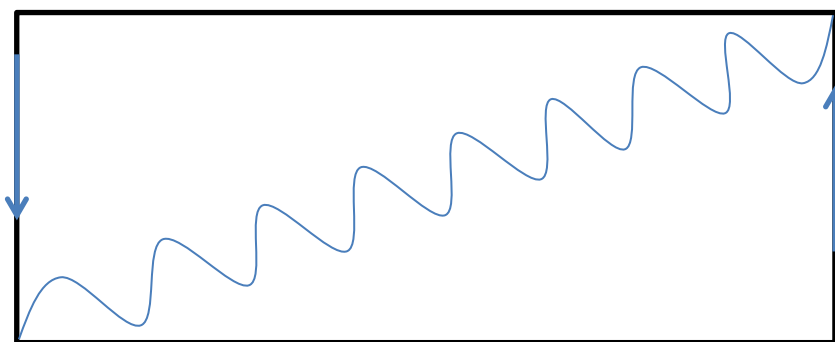


Fig 1. Planning, Performance and Perception on Lesson

The relationship between planning, perception and performance in a lesson set out at figure. At the first glance, all planning occurs before the lesson and all perception during the viewing session and after teaching. A moment's reflection can convince you that some modification in your plan will occur during the lesson as the result of your perception of the pupil responses. How far you allow the pupils' interests and responses to modify your original intentions and plan is a question of value. (George Brown, 1974:21)

The calculation of this research was started by analyzed the data from students perception on the lecturer ability in making lesson plan (as independent variable), included: organizing time subject, choosing the material, choosing the media, choosing the strategy, explaining the materials, making an evaluation instrument, using the media, and doing the evaluation. Then, analyzed the dependent variable (students' achievement in TEFL) which is taken from students semester value (KHS). It continued to calculate by using the product moment formula and scatter diagram.

No	Ability in Organizing Time Subject Matter	F	%	Explanation
1.	Very Good	21	27	
2.	Good	43	55	
3.	Enough	12	15	
4.	Bad	2	3	
	Total	78	100	

Tab 1. Students' Perception on the Lecturers' Ability in Time Subject Matter

No	Category	Scores	F	%
1.	Bad	50-59	1	1
2.	Enough	60-69	24	32
3.	Good	70-79	44	56
4.	Very good	80-89	9	11
5.	Excellent	90-100	-	-
	Total		78	100

Tab 2. Students' Achievement in TEFL

After doing the calculation, the writer will show the result of the analysis:

1. According to the result calculation, it was found that Mean (X) = 72, Y=70, SDx=9.204, SDy=6.171, and the result of calculation is 0.301 and the table value= 0.232. So, Ha is accepted and Ho is rejected.
2. The result of Scatter Diagram calculation, it was found that Cx=-1.47, Cy= -0.089, SDx= 1.55, SDy= 1.19. Its result 0.336 for r calculate and 0.224 for r table.
3. The conclusion that the writer take is r_{xy} OR $r_{calculate} > r_{table}$ (0.336>0.224). it means that there is positive relevancy between the students perception on the lecturers' ability in making lesson plan and the students' achievement in TEFL.

5. CONCLUSION

From the result of data analysis the writers concluded that:

1. The lecturers' ability in making lesson plan included: the lecturer's ability in organizing time subject matter, choosing the materials, choosing and using the media, choosing the strategy, explaining the material, making evaluation instrument, and doing the evaluation
2. The students' achievement in TEFL is good, because 56% of 78 person has good achievement through their semester score.
3. There is a significant correlation between the students' perception on the lecturer's ability in making lesson plan and the students' achievement in TEFL.

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