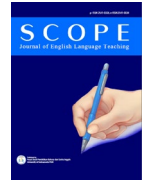




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Research Article

Thematic Roles Assigned to Subject Argument in *Minangkabau* Passive Voice

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ABSTRACT

The category of voice allows speakers to view an event or situation from a variety of perspectives by examining the relationship between the verb's action or state and the participants defined by its arguments, such as subject and object. The purpose of this study was to identify the thematic roles assigned to subject argument passive diathesis in Minangkabau. The sorts of thematic roles assigned to subject position in passive voice were recognized and evaluated. This descriptive qualitative research was carried out using the research phases of (1) data collection, (2) data analysis, and (3) result presentation. The data was gathered from written source that is the novel *Padati Ajo Dindin* written by Ajo Flamboyan (2020) and oral sources in Minangkabau dialect. Thematic roles assigned to subject position in Minangkabau passive voice are PATIENT, THEME, STIMULUS, RECIPIENT, and BENEFICIERY, according to research findings, and they apply to all varieties of passive in Minangkabau, including passive with the prefix *di-*, *ta-*, or *ba-*.

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INTRODUCTION

Living overseas, far from their homelands, is one of the Minangkabau tribe's customs in West Sumatera. Minangkabau people migrate to other locations in search of a better life, bringing their culture and language with them. Migrants work in a variety of fields, including as traders. This, among other factors, makes Minangkabau one of Indonesia's most widely spoken regional languages. This language is spoken in several areas, namely on the border of Jambi (along the Batanghari river), Kampar (Riau), groups on the coast of West Aceh (called the Aneuk Jamee tribe), and Negeri Sembilan (Malaysia), whose speakers' ancestors came from the Minang realm centuries

ago (it is known as the Nogoghi/Nogori Language) (Moussay, 1998). This language is also widely spoken in Mukomuko (Bengkulu), Natal and Barus (North Sumatra), Tapak Tuan (Aceh), and Bangkinang, Pakanbaru, and Taluak (Riau). The Minang language has various dialects, and dialects can differ even between settlements separated by rivers. According to Nadra et al., (2008) in West Sumatra, Minangkabau can be divided into seven dialects, namely (1) Rao-Mapat Tunggul, (2) Muara Sungai Lolo, (3) Pangkalan Lubuak Alai, (4) Payakumbuh, (5) Agam-Tanah Datar, (6) Pancung Soal, (7) Koto Baru.

The general Minangkabau (standard Minangkabau) is utilized for inter-speaker communication. The standard Minangkabau dialect is spoken in daily conversation between Minang people as well as in literature in urban

regions such as Padang or other places where there are no strong regional dialects due to the merging of several existing languages (Ayub, 1993). The Padang dialect of Minangkabau, also known as Bahasa Padang or Bahasa Urang Awak, is a generic Minangkabau language.

Since syntactically, the Minangkabau language is an accusative language, it recognizes active-passive diathesis. Active diathesis syntactic structures are basic, whereas passive diathesis constructions are developed (Jufrizal, 2007). According to Miller (2002), voice, also known as diathesis, refers to both phonetic terminology and the form of a word. As a result, the latter is linked to the active and passive creation of language.

Diathesis and voice are two terms that are frequently used to refer to active and passive constructions. Diathesis is a grammatical category that indicates the link between the participant or subject and the actions expressed by the verb in the clause (Kridalaksana, 2008: 49). The difference between active and passive diathesis is that in active diathesis, the subject acts on or influences others, whereas in passive diathesis, the subject is influenced by the place where the activity takes place (Shibatani, 1988: 3).

In her dissertation, Crouch (2009) investigated passive sentences in the Minangkabau language. Crouch's dissertation included a wide range of topics, including voice and verb morphology in Minangkabau, rather than only passive sentences. Although Crouch did not specifically talk about passive voice, the issue of passive voice was carried out in great depth here. Crouch's research includes a first-of-its-kind examination of Minangkabau voice structure and function.

In his dissertation, Jufrizal (2007) addressed the issue of passive voice, which was later published under the title *Tipologi Gramatikal Bahasa Minangkabau*. The goal of this study was to discover and examine the many varieties and characteristics of passive voice in Minangkabau. As shown by Jufrizal, passive structures are identified by the passive prefixes *di-*, *ta-*, and *ba-*. With respect to each of these prefixes, the passive construction features of the Minangkabau language are characterized as (1) general passive with the prefix *di-*, (2) passive accident (accidentally) with the prefix *ta-*, and (3) passivation with the prefix *ba-*. Compare this to the findings of Fortin (2003) which stated that prefixes *di-*, which only alter the syntactic structure of the clause, and prefixes *ta-* and *ba-*, which alter the semantic structure of the verbs, particularly the semantic roles that are available to the verb to assign to its arguments, are the three prefixes that are attached to verbs to generate passive construction in Minangkabau.

We shall be immediately connected to semantic or thematic roles of the participants when discussing active and passive voice (types of thematic roles will be written

in capital letters). Because the speaker will determine whether to employ active or passive voice by determining which roles will occupy the subject and object positions, this is the case. Speakers have some freedom in viewing thematic roles because of the grammatical category of voice (Saeed, 2003). In active and passive voice, the relationship between thematic roles and grammatical relations will be considerably varied.

The term "thematic roles" is used to define parts of semantic-syntactic interference, namely the connections between the semantic classification of its participants that is inherent in a verb's meaning and the grammatical relations it supports (Saeed, 2003). The combination of lexical semantics and morphosyntactic information is required to identify a sentence's argument structure and assign the thematic roles of agent and patient in particular (Jackson et al., 2020). According to Andrew (2007) semantic roles are crucial in the study of grammatical functions because grammatical functions frequently reflect semantic roles in a highly semantic manner.

Some thematic roles can act as the subject, while others can act as the active or passive voice object. The active-passive dichotomy is clearly recognized in English as an accusative language. The subject of an active sentence can be AGENT, EXPERIENCER, INSTRUMENT, RECIPIENT, SOURCE, or FORCE, among others; the direct object can be PATIENT, THEME, RECIPIENT, SOURCE, or LOCATION. PATIENT, THEME, RECIPIENT, SOURCE, or LOCATION can be the subject of the preposition *by* in the English passive, but AGENT, EXPERIENCER, INSTRUMENT, RECIPIENT, SOURCE, or FORCE can be the object of the preposition *by* Van Valin Jr., R.D., La Polla, (2002: 140-141).

A thematic role is usually assigned to an argument in a sentence. An argument, according to Adger (2002: 64) is "a constituent of a phrase that is assigned a θ -role by a predicate". An argument completes the meaning of the verb. Thus, it is the verb which is the most crucial factor determining the number of arguments and the thematic roles contained by those arguments is the verb. It can be monovalent, divalent, or trivalent (Shamsan, 2018). Almann (2016) stated that there are a variety of noun phrases that have relationships with the verb and fill varied thematic roles in the clause or sentence, depending on the verb. "An account of the amount of arguments that a predicate has is called the valency of that predicate," (Kreidler, 1998: 67). Thus, the verb's valency is determined by the number of arguments required. Some verbs only require one argument, others require two, and still others require three.

The category of voice allows speakers to view an event or state from many perspectives by observing the correlation between the verb's action or state and the players specified

by its arguments, such as subject and object. The first one is when the subject is the AGENT of the action. The subject is the person who performs or causes the action or event signified by the verb. Active voice is a term used to describe this type of viewpoint. The second viewpoint is when the subject is the target or the PATIENT who is subjected to the action or has its status modified by the verb. This second one is known as passive voice. Aside from the shift in subject and object location, another feature of passive construction is the change in verb or verb phrase form. To form passive constructions, most languages have their own prefixes, suffixes, and auxiliaries.

Some scholars have conducted research into thematic roles in various languages. Maisarah et al., (2016) investigated the semantics of theta roles in the Mah Meri language. In their study on scrambling effects on the processing of Japanese sentences and priority information used among theme roles, case particles, and grammatical functions, Tamaoka et al., (2005) went deeper into the topic of thematic roles. Shamsan (2018) conducted a study comparing Arabic and English. The study's findings revealed that, despite belonging to distinct language families, Arabic and English have a lot in common when it comes to theta roles that can be attributed to the passive voice's subject. In both languages, the subject could play a variety of theta roles (THEME, PATIENT, EXPERIENCER, SOURCE, GOAL, RECIPIENT, INSTRUMENT, BENEFICIARY, or LOCATION). The findings of this study are similar to those of Van Valin Jr., R.D., La Polla, (2002), which was previously mentioned. Suryanita et al., (2020) conducted research that aimed to describe the mastery of thematic roles in active and passive Indonesian sentences spoken by 4-year-old children. The ACTOR, PATIENT, RECEIVER, INSTRUMENT, and LOCATION are thematic role of the active sentence, according to the findings. Based on the data, it may be stated that children as young as four years old are capable of using complicated sentences, such as active and passive sentences. They also learned thematic roles in both active and passive phrases, in addition to verbs.

Ahmed & Abdulkadir (2013) conducted a study titled Passivation and Theta Role in Arabic and Fulfulde. Fulfulde is a Niger Congo language that has absorbed many vocabulary elements from Arabic due to the religious ties between the two languages. They discovered that in Fulfulde, the -role is assigned at D.S, which is before the movement of the arguments, to deduce the passive structures. Passive forms are used by both transitive and intransitive verbs in Arabic, whereas only transitive verbs are used in Fulfulde.

The goal of this study is to determine the thematic roles assigned to subject argument of passive voice in

Minangkabau. In Minangkabau, we identify and examine several types of thematic roles that can be assigned to the subject position in passive voice. There is currently no research on the relationship between grammatical relations and thematic roles in Minangkabau passive voice. That is why this research is significant since it is intended to shed light on the Minangkabau syntax and semantics sector. The study's findings are likely to benefit readers by expanding their understanding of the relationship between grammatical categories and thematic roles, particularly in Minangkabau.

METHOD

This present research is a qualitative study where there would be no numerical quantification in the study. The data was taken from a novel written in Minangkabau vernacular entitled *Padati Ajo Dindin* (2020) by Flamboyant (2020). Beside using novel, the first author was the second source of data since she has a very tight linguistic distance with the Minangkabau language because she is a Minangkabauness herself. The data was the subject arguments of passive sentences whether it is in the form of nouns or noun phrases.

The data was collected by using note taking technique. First the researchers read the novel and highlighted the subjects of passive voice, whether it is a noun or a noun phrase. The subjects then were classified based on the thematic role they contain.

The researchers used descriptive and synchronous structural analysis to analyze the data, i.e., we tried to give an objective image of the language structure analyzed based on current usage. The analysis' findings would be provided formally as a description.

RESULTS AND DISCUSSION

Every language has its own set of operations for adjusting the semantic roles and grammatical relations in sentences. Alternative voices are a term used to describe such devices. Minangkabau is a language with active and passive voice distinctions. In Minangkabau, the basic passive operation is used with the most transitive verbs, putting the PATIENT in the subject role and the AGENT in an oblique role, as opposed to the active voice form, which puts the AGENT in the subject position and the PATIENT in the object role.

We looked at the relationship between grammatical relations and thematic roles in this construction to identify which thematic roles might be given to the subject position in passive voice in Minangkabau. The discussion was divided into three parts, each focusing on the prefixes *di-* and *ba-*, which mark the verb in Minangkabau's passive voice.

Thematic roles of Subject in Passive with Prefix *di-*

Through subject-demoting passive, the prefix *di-* can be affixed to all transitive active verbs and can be a passive element. Passivation with *di-* has passive universal characteristics, including: (i) the original clause subject is demoted into oblique function, (ii) the argument of the non-passive sentence loses a lot of pivot behavior, most of which (in the passive construction) are not shared by other objects, and (iii) the original object (in the active construction) is the only argument of the intransitive verb derivative (passive construction). Semantically, insertion with a prefix denotes a high level of volition on the part of the actor. Although the preposition *dek* 'by' marks the agent (actor) in the derived (passive) reconstruction, its existence in daily language tends to be kept (especially if the actor is animate or inferred as something that is acting on purpose) (Jufriзал, 2007).

When the relationship between grammatical relations and thematic roles is examined, it is discovered that some thematic roles can be assigned to the subject argument in the passive voice, as indicated by the prefix *di-*. Each role will be described in detail in the examples that follow.

(1) PATIENT as subject of passive

- a. *Batang kayu tu*
log that(DEM:dist)
ditabang dek Tuan Rumah
PV-cut by Tuan Rumah
Panjang.
Panjang.
'The tree was cut by Tuan Rumah Panjang'
- b. *Nasi lah ditanak amak*
Rice PFCT PV-cook mom
tadi pagi.
just now morning.
'Rice has been cooked by mom this morning'
- c. *Lampu alah dimatian*
Light PFCT PV-switch of-APP
ayah.
dad
'The light has been switched off by dad'.
- d. *Buku tu alah dibaliakannyo*
Book that PFCT PV-give (smthg) back-him
ka den.
to me.
'The book has been given back by him to me.'

In (1), NP *nasi* 'rice' and *batang kayu* 'log' are PATIENTS who are affected by the actions *ditanak* 'cook' and *ditabang* 'cut.' *Dek* 'by' can be present directly, as in (1a), or implicitly, as in (1b). This PATIENT function can also be found before stative intransitive verbs like *mati* 'off' in example (1c) and *baliak* 'back' in example (1d). To make *dimatian* 'is turned off' a passive transitive predicate, we

need to add an applicative *-an* after the verb *mati*. In addition, the verb *baliak* 'back' in example (1d) should go through a syntactic valency rising procedure in order to transitivity it and allow for the appearance of an additional argument. It will be possible to do so by adding the applicative *-an*, which will change the verb's meaning to 'give (something) back'. Increasing syntactic valency allows a peripheral participant to take center stage, and one of the valence enhancing devices is useful in this regard (Payne, 2002). As a result, *dibaliakan* means 'given back', and it allows us to add a new argument to the verb because it is a ditransitive verb that requires three core arguments and three core-participants. The three participants in this statement are *buku tu* 'that book' as the PATIENT, *-nyo* 'dia' as the AGENT, and *ka den* 'to me' as the RECIPIENT.

(2) THEME as subject of passive

- a. *Lamari nan barek*
Cupboard that(REL) heavy
tu diangkek
that(DEM:dist) PV-lift
patang
yesterday.
'That heavy cupboard was lifted yesterday.'
- b. *Padati diirik kabau.*
Cart PV-pull buffalo.
'The cart is pulled by a buffalo.'
- c. *Uni Roih dilarian ka*
Uni Roih PV-run-APP to
rumah sakit.
hospital.
'Uni Roih was rushed to the hospital.'

In (2), the THEMES are NP *lamari nan barek tu* 'that heavy cupboard', *padati* 'cart,' and *Uni Roih*, i.e., the entity moved by the action *diangkek* 'was lifted', *diirik* 'was dragged,' and *dilarian* 'was rushed'. In this structure, the preposition *dek* 'by' may or may not appear to indicate the AGENT of the action. The semantic role of THEME can be placed before the intransitive verb in the same way that the semantic role of PATIENT was previously explained (2c). *Lari* 'run' is an intransitive verb that becomes *balarian* 'was rushed' by adding the prefix *di-* before the verb root and the applicative *-an* at the end. It is demonstrated that the verb 'run' changed its meaning from 'run' to 'was rushed'.

(3) STIMULUS as subject of passive

- a. *Adu jawi ditonton dek*
Fighting caw PV-see by
urang rami.
people crowded
'The bullfighting was seen by many people.'
- b. *Anak disayang sapanuah hati.*

Child PV-love full heart
'The child is loved wholeheartedly'

In (3), *anak* 'child' and *adu jawi* 'bullfighting' are STIMULUS because they are the entities perceived or experienced. The STIMULUS is promoted to the subject position of the passive voices in both examples. The EXPERIENCER perceives the STIMULUS or it creates emotional responses in the EXPERIENCER. In example (3a), the EXPERIENCER is explicitly stated, but in case (3b), it is not explicitly stated (3b).

(4) RECIPIENT as subject of passive

- a. *Uni Roih maagiah arok ka*
Uni Roih AV-give hope to
Ajo Dindin.
Ajo Dindin.
'Uni Roih gives a hope to Ajo Dindin.'
- b. *Ajo Dindin diagiah arok dek*
Ajo Dinding PV-give hope by
Uni Roih.
Uni Roih.
'Ajo Dinding is given a hope by Uni Roih.'
- c. *Nyo manyalangan pitih ka*
He AV-lend-APP money to
den.
me.
'He lends me some money.'
- d. *Den disalangannyo pitih.*
I PV-lend-him money.
'I was lend some money by him.'

In (4b and 4d), *Ajo Dindin* 'Ajo Dindin' and *den* 'I' are RECIPIENTS who are promoted to the pivot position, the subject of passive voice. RECIPIENT is a form of GOAL connected to the verbs that represents the shift of ownership, according to Andrew, (1985). The verbs used in the two examples are transitive verbs, meaning they require three arguments: one argument subject and two argument objects. AGENTS as subject (*Uni Roih* 'Uni Roih' and *-nyo* 'him'), THEMES as direct objects (*arok* 'hope' and *pitih* 'money'), and RECIPIENTS as indirect objects (*Ajo Dindin* 'Ajo Dindin' and *den* 'I') are the three core-arguments in active voice construction (4a and 4c). Because RECIPIENT here may not be designated by prepositions and made feasible by the structure of the verb's argument, it can be employed as a core argument, subject of passive. The verb's argument structure licenses the core arguments, which are unmarked. They're also given a higher level of discourse importance than non-core arguments. Non-core arguments, on the other hand, do not form part of the verb's argument structure and are frequently case marked as a result (Foley, William, and Van Valin, 1984). As a result, the prepositions *ka-* in both cases (4a&b) can be deleted and the sentence will still be

grammatically correct when derivated into a passive sentence.

(5) BENEFICIARY as subject of passive

- a. *Ajo Dindin lah acok*
Ajo Dindin PFCT frequently
ditolong dek Sutan Rumah
PV-help by Sutan Rumah
Panjang.
Panjang
'Ajo Dindin has been frequently helped by Sutan Rumah Panjang.'
- b. *Adiak dibuekkan pamenan*
Brother PV-make-APP toy
dek ayah.
by dad.
'My brother has been made a toy by my dad.'

In (5a & 5b), the BENEFICIARIES are *Ajo Dindin* 'Ajo Dindin' and *Adiak* 'younger brother.' They are the beings who benefited from the AGENTS *Sutan Rumah Panjang* 'Sutan Rumah Panjang' and *Ayah* 'dad' performing actions *ditolong* 'has been helped' and *dibuekkan* 'has been made'. Both arguments are promoted to the subject position in the passive voice and become the sentences' main points. Meanwhile, in these two passive sentences, the prepositional phrases *dek Sutan Rumah Panjang* 'by Sutan Rumah Panjang' and *dek ayah* 'by dad' have been demoted to the non-core argument.

The facts above illustrate that an argument's thematic role is unaffected by its grammatical relationship. When N or NP, the active voice's object, is promoted to the subject position of its passive counterpart, the passive subject takes on the same thematic role as the active voice's object.

It is common to find passive sentences in Minangkabau colloquial that do not have the same word order as the canonical passive. The promoted participants will be put in pre-verbal position, as the pivot, followed by verb, in the canonical word sequence of passive PATIENT (6a & 6d), STIMULUS (6b), and THEME (6c). Following that, participants such as INSTRUMENT (6a), AGENT (6b), TEMPORAL (6c), and LOCATIVE (6d) would be demoted. Because they are non-core participants and do not form part of the verb's argument structure, they are frequently case indicated (Foley, William, and Van Valin, 1984), and in Minangkabau, they are marked by a preposition (Crouch, 2009). The semantic roles assigned by the argument will be determined by these prepositions. Non-canonical passive is the term for this type of construction. Consider the following scenarios.

- (6) a. *Jo kapak batang kayu*
With axe log
tu ditabangnyo.
that(DEM:dist) PV -cut-him.

'That log was cut by him by an axe'.

- b. *Dek inyiak waang*
By grand father you(2nd sing)
disayang bana.
PV-love very.

'You are loved so much by your grandfather.'

- c. *Tadi malam sado barang*
Just now evening all things
dikaluaannyo.

PV-take out-APP-him (3rd:sing)

'All things were taken out by him last night.'

- d. *Di sakolah nyanyi tu*
at school song that (DEM:dist)
dipelajarinyo.

PV-study-APP-him (3rd:sing)

'The song was studied by him at school.'

Thematic roles of Subject in

1. Passive with Prefix *ta-*

A passive construction is formed by adding the passive prefix *ta-* to a transitive verb. In contrast to *di-*, a passive phrase with the characteristic sense of 'coincidence' or 'accident' that appears through prefixation. As a result, attaching transitive verbs that signify a general or natural performer is permitted. The performer should not be animated or willful in this style of passive voice. If the person who wants the doer is still living, the verb is still prefixed with *ta-* to produce an 'accidental' passive. As a result, in the Minangkabau, passivation with *ta-* has a very low amount of willingness or volition from the performer (Jufrizal, 2007).

Thematic roles that generally fill the subject position in the passive sentence marked by the prefix *ta-* can be found in the examples below.

- (7) a. *Meja bulek tu*
Table round that (DEM:dist) *tapindahan*
dek nyo.

PASS-move-APPL by him.

'That round table was moved by him'.

'He was able to move that round table.'

The prefix *ta-* has multiple meanings in example (7a). First, the passive voice marker makes *meja bulek tu* 'that round table' a subject, and this subject provides the thematic function THEME because it was moved by the action *tapindahan* 'was moved'. The prefix *ta-* in this sentence denotes an unintentional or involuntary activity. Because he was in a hurry or because he was ignorant, the AGENT *nyo* 'he' executed the action by accident. In order to

improve the verb's syntactic valence, an applicative *-an* must be added at the end. **Meja bulek tu tapindah dek nyo.*

In Minangkabau, the prefix *ta-* also implies the AGENT's ability to do something, in addition to its unintentional and accidental meanings. In this case, *tapindahan* means 'able to move (something)'. The AGENT has the ability to shift the round table in this situation. As a result, we must carefully examine the sentence to determine the meaning of the prefix *ta-* linked to the verb.

- b. *Karateh tu tabaka*

Paper that(DEM:dist) PV-burn

dek nyo.

by him.

'That paper was burned by him.'

Example (7b) shows us a passive sentence with a PATIENT as its subject. It is because noun *karateh* 'paper' has underwent the effect of the action *baka* 'burn'.

- c. *Suaro anak gadih tu*
Voice child girl that (DEM: dist)
haluih bana. Ø ndak tadanga dek
soft very. Ø not PASS-hear by
den.

Me

'That girl's voice is too soft, so that it was not heard by me.'

The subject position in this case is filled by promoted STIMULUS *suaro anak gadih tu* 'that girl's voice'. We can see that this example is made up of two sentences, the second of which has no subject (as indicated by the 'zero' subject). Despite the lack of a subject, the sentence is understandable because the discourse context aids us in recognizing the missing subject, which is *suaro anak gadih tu*, which was expressed in the previous sentence.

Example (4d) dan (5b) that have been discussed above show RECIPIENT and BENEFICIERY allocated to subject position in passive voice with prefix *di-*. When the prefix is changed to prefix *ta-* as in (7d & 7e) these two sentences are still grammatical but there will be shift in the meaning. Prefix *ta-* means involuntary action.

- d. *Ajo Dindin taagiah arok dek*
Ajo Dindin PV-give hope by Uni Roih.

Uni Roih.

'Ajo Dinding was given hoped by Uni Roih.'

- e. *Adiak dibuekkan pamenan*

Brother PV-make-APP toy

dek ayah.

by dad.

'My brother was made a toy by my dad'.

Thematic roles of Subject in Passive with Prefix *ba-*

When the prefix *ba-* is added to an active transitive process verb, it indicates that the original object has changed and can now be used as a result of the verb's processing state. The resultative, anticusative, or passive construction process is one example (Jufriзал, 2007).

The results of the analysis demonstrate that all thematic roles that also fill the subject position in the passive sentence with the prefix *di-* may occupy the subject position in passive sentences where the verb is designated by the prefix *ba-*. In passive phrases with the prefix *ba-*, the distinction is in the AGENT participant, which is usually not specified explicitly. Agentless passive is the passive construction characterized by the prefix *ba-* in Minangkabau. That is, the AGENT with the preposition *dek* 'by' marked as NF is frequently ignored. It may only be present if suppression or notification has occurred. The prefix *ba-* explains how the actor's level of will is present, but what or who the performer is usually veiled. PATIENT (8a-8c), THEME (9a & 9b), STIMULUS (10a & 10b), RECIPIENT (11) and BENEFICIARY (12) are instances of participants assigned to the subject position.

- (8) a. *Nyo berang dek batuangnyo*
He angry because bamboo-his
batabang.
PV-cut

'He got angry because his bamboo was cut.'

- b. *Sarok babaka di balakang*
Garbage PV-burn at back
rumah.
house.

'The garbage is burned at the back of the house.'

- (9) a. *Karambia babaok ka Bukittinggi.*
Coconut PV-take to Bukittinggi
'The coconut was taken to Bukittinggi.'

- b. *Sipatuang batangkok tapi*
Dragonfly PV-catch but
balapehan baliak.
PV-escape-APP again

'The dragonfly was caught but then it was released.'

- (10) a. *Anak bamanjoan jo*
Child PV-pamper-APP with
pitih banyak.
money a lot of

'The child is pampered with a lot of money.'

- b. *Pituah apak badanga* Advice
father PV-listen
sapanuah hati.
fully heart

'The advice from my father is listened wholeheartedly.'

- (11) *Inyo basalangan pitih*

He PV-lend-APP money

Rp.100.000 tadi.

Rp.100.00 just now.

'He has been lent Rp.100.000.'

- (12) *Adiak babuekkan pamenan*

Brother PV-make-APP toy.

'My little brother was made a toy.'

The two transitive verbs *salang* 'borrow' in (11) and *buek* 'make' in (12), which are enhanced in degree of transitivity so that one more participant can be added as a verb argument structure, are found in the preceding examples. An applicative is used to augment the verb's transitivity or to change the verb argument structure (Peterson, 2007). The suffix *-an* serves as an applicative, resulting in the verbs *basalangan* 'is lent' and *babuekkan* 'is made.'

From the findings shown above, the subject argument in passive sentences with prefixes *di-*, *ta-*, and *ba-* in Minangkabau can be filled by several thematic roles, namely PATIENT, THEME, STIMULUS, RECIPIENT, or BENEFICIARY. That is, all these roles are possible to appear with passive sentence patterns with *di-*, *ta-*, or *ba-* prefixes. The difference is that although these five thematic roles can appear as subjects in all types of passive sentences (prefix *di-*, *ta-*, and *ba-*), the meanings contained by each type of passive sentence and their grammatical patterns are different. Passive sentences with the prefix *di-* tend to bring out the AGENT or EXPERIENCER as the doer of the action. This means that the change in the grammatical pattern of active to passive sentences still makes explicit the role of AGENT and EXPERIENCER as actors even though the focus is not on this role anymore. This contrasts passive sentences with the prefix *ba-*. The examples above tend not to show the roles of AGENT and EXPERIENCER at all. This means that the focus of the sentence is really on the subject. Whether the subject is an entity that receives the result of the action (PATIENT), as an entity that is moved in position or described in place (THEME), as an entity that makes someone feel or experience something (STIMULUS), as an entity that benefits from an action (BENEFICIARY), or as an entity that receives something because of the action (RECIPIENT). In passive sentences with the prefix *ta-*, which implies inadvertence or a reduced level of intentionality, the roles of AGENT and EXPERIENCER

still appear although they tend to be replaced by the pronoun *-nyo* which can refer to either a man or a woman.

The passive in Minangkabau aims to focus on the role of the one affected or participating in an event, instead of the agent performing the action. The prefixes *di-*, *ta-*, and *ba-* allow the subject in a passive sentence to depend not on the agent but on the entity experiencing or related to the event. Therefore, although different prefixes are used, they all make room for the same thematic roles to occupy the subject position. So, while these prefixes differ in form and slightly in nuances of meaning, they do not restrict the filling of thematic roles that can occupy the subject. This shows that in Minangkabau, thematic roles are not strictly bound by the specific morphology of verbalization, but rather to the semantic role given by the sentence context.

The use of various prefixes to form passives that allow similar thematic roles to become subjects reflects a distinctive feature in Minangkabau language typology. Minangkabau languages with complex prefixes to form the passive have flexibility in organizing thematic roles in passive sentences. This allows an emphasis on the affected entity rather than on the agent of the action.

From the syntactic point of view, the finding that all these prefixes allow the same thematic role to fill the subject indicates the existence of a flexible passive structure. That is, the Minangkabau language is not so rigid in restricting who can be the subject of a passive sentence based on certain prefixes, but rather focuses on the role that the entity receives in the action. From a semantic perspective, this shows that roles such as PATIENT, THEME, STIMULUS, RECIPIENT, and BENEFICIARY are considered to have an important enough relationship with the action that they can become subjects in various passive forms..

CONCLUSION

This study investigates the English needs of a developing rural tourism community as responding to their keeping up with the national standard set by DoTC. Findings obtained from the local community and on-site observation display unexpected result that shows English is not an immediate need for the tourist personnel. English, in this case, is more of a psychological impact of the pressure in sustaining the official status of Desa Wisata [tourist village] issued by DoTC and the ideation of attracting international tourism enthusiasts. This official status demands what they consider as ‘professional’ tourism management by listing certain standard criteria, including the English communication competence of the tourist village personnel. Indeed, in this case, English has been valorised as the language of the tourism industry (Sharma, 2018). This kind of ideology affected the way the participants

perceived the importance of English to their newly acquainted profession at their tourist village. The interest in acquiring English communication skill is eagerly conveyed by the participants. “We have to learn English sooner or later, anyway” statement sums up their determination to acquire the language for the sustainability of their tourist village.

The study also finds that there are limited opportunities of using English, little access to English resources, and insufficient supporting technology in the participants learning context. This finding implies that there is a need for a locally tailored teaching method and learning approach. English instructors and material developers need to take into consideration the particularity of the learning context (Kumaradivelu, 2003). Hence, future research can explore teaching methods and learning approaches that cater for the particularity of learning settings with limited resources.

Lastly, this research project identifies needs for bilingual texts development in the community heritage language (Brebes Javanese variety) and national language (i.e., Indonesian) in relation to their plan of developing the cultural attraction in the tourism site. These texts can take the forms of audio-visual texts, pamphlets, billboards, as well as narrative spoken texts for the tourist guides, explaining the local culture, beliefs, and way of living. Future multilingual literacy projects can explore these needs in more details as efforts of providing data-driven learning materials of Language for Specific Purposes.

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NOMENCLATURE

DEM:dist	: Demonstrative pronoun: Distal
PV	: Passive Voice
AV	: Active Voice
PFCT	: Perfect
APP	: Applicative
NP	: Noun Phrase
REL	: Relative pronoun
3rd:sing	: Third person singular
2nd:sing	: Second person singular
Ø	: Zero Subject