CONTRASTS IN THE SYNTAX OF A MALAY AND AN INDONESIAN ORAL NARRATIVE

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Although Malay/Indonesian is considered to be an SVO language, evidence from a Serdang Malay oral narrative examined in this paper indicates that there is significant variation in word-order and placement of focus. The predominant word-order in the Malay text is VS and V(a)o with focus in clause-initial position, while word-order in an Indonesian text is SV and OV with focus in clause-medial or final position. The verb-initial clauses indicate close affinities with many Austronesian languages and suggest the conservative nature of this oral Malay. The significance of this variation is considered in the light of theories of language change.

1. INTRODUCTION

Indonesian, a member of the Western branch of the Austronesian language family, is considered to be an SVO language. This word-order is an innovation from the verb initial word-order of Proto-Austronesian (G. Poedjosoedarmo 1976:15, and Pawley and Reid 1976 in Chung 1977:44). Contemporary Philippine languages still have and historically Old Javanese had the predicate-subject word-order. Poedjosoedarmo (1976:15) suggests that the change from verb-initial to verb-medial word-order in Malay/Indonesian may be a rather recent phenomenon perhaps as recent as several hundred years ago.

In this paper, evidence from an oral narrative by a Serdang Malay speaker shows that VSO word-order is prominent in that dialect, minimally in the story-telling genre, while word-order in an oral narrative in Indonesian is SVO. (S is the syntactic subject here. S will be redefined in section III below.) The first text to be examined is a Malay folktale narrated by an 82 year old woman of Medan and the second is a life history narrated in Indonesian by a 48 year old Javanese man of a village in south Malang, East Java. The primary syntactic differences are in the placement of focus and the word-orders of the three principal verbal clauses. These differences raise questions concerning: 1) the process of syntactic change, 2) the existence of other neutral word-orders in Malay/Indonesian in addition to SVO, and 3) the possible existence of closer ties between the grammar of Malay and the grammars of other Western Austronesian languages.

2. LINGUISTIC THEORY: SIGNIFICANCE OF WORD-ORDER TYPOLOGY

There has been renewed interest in the investigation of language universals and word-order typologies since the pioneering work of Greenberg (1963). (See Greenberg et al. 1978, Lehman (ed) 1978, Mallinson and Blake 1981 and Li 1975.) Interest has shifted from the classification of language typologies and the derivation of statistical universals to the investigation of implicational hierarchies of language features and the syntactic and pragmatic mechanisms allowing change to spread through a grammar (Silverstein 1976, Dixon 1976). Linguists in an effort to explain the gradual change in language or what Sapir (1921:155) labeled 'drift' now seek explanations not at the sentence level but at the discourse level where pragmatic variables of language are more clearly discernible. (See Givon, 1977, (ed) 1983.) Theories of change now consider in their domain the pragmatics of discourse which is seen as a driving force propelling change through a grammar. In general the model of change used is based on the Bailey wave model (1973) in which a particular change initially appears in a restricted environment and then later appears in more generalized environments. Some of the specific pragmatic elements of language which have been found to be associated with the spread of change are definiteness of the noun phrase (NP), topicity of the subject, and aspect, mode and foregrounding of the verb.

Although scholars have discussed the gradual nature of change, there is no consensus on exactly how change proceeds
through a grammar. Chung (1977) found that syntactic change occurs first in the simple sentence and only later in the more complex one. Complexity for her is defined in terms of the number of transformational processes which have been applied to a particular construction. Li and Thompson (1974), on the other hand, found that new word orders emerged from grammatical reanalysis of ambiguous, complex sentences. An example of such a reanalysis would be the process by which one of the two verbs in a complex sentence becomes a case marker and thus produces a new word-order. They found that the reorganization of a simple sentence was much less likely than that of a complex one. Frequently change occurs not through the creation of a new word-order directly but through a gradual shift in discourse functions among various types of sentences in a language. All languages have many sentence types for stylistic or other pragmatic purposes and the discourse functions of these constructions may change over time. An expressive sentence using topicalization may over time become unmarked and in this manner introduce a new neutral word-order into the language. It has been found that innovation often emerges first in expressive main clauses while subordinate clauses which tend to carry background information are less likely to be vehicles for introducing new syntactic constructions. Change thus results from a functional reanalysis within existing sentence types. The new construction is not totally new but rather builds on what already exists in the language. In summary, some of the various means for introducing change are grammaticalization through the reinterpretation of potentially ambiguous sentences, shifting of discourse functions of existing sentence types, and contact with other languages (not discussed here). It seems reasonable that there would be a relationship between the cause of change and the manner in which it is realized in the grammar. It is likely that change resulting from the functional reinterpretation of an expressive sentence is likely to occur first in a simple sentence and perhaps first in oral language. On the other hand, change introduced by means of the reinterpretation of ambiguous statements is more likely to occur first in complex sentences and in written language and only later spread to spoken language. With both of these changes the process is slow and gradual building on pre-existing constructions and moving through the grammar in accordance with the discourse pragmatics of the language.

3. DEFINITIONS OF LINGUISTIC TERMINOLOGY

In linguistic analyses numerous difficulties arise from the use of purely syntactic labels, such as subject of, and object of, as used in Greenberg (1963). The difficulties are especially evident when dealing with languages in which the syntactic subject is not necessarily the agent in the neutral, declarative sentence (e.g. in ergative or partially ergative languages). (For a discussion of the particular problems of this approach for Indonesian see Verhaar 1980. For a discussion of the ergative nature of Indonesian see Cartier 1979, Hopper 1979a, Verhaar 1982, Raffray 1982.) On the other hand, there are difficulties with using purely semantic case labels because of the various manners in which case markings and morphology divide up the spectrum of possible relations between the verb and its arguments. A recently popular solution to this problem is to identify the three syntactic prides of sentences with the letters S, A and O:

S - the subject of an intransitive verb
A - the subject of a transitive verb
O - the object of a transitive verb

These labels apply irrespective of morphosyntactic markings used in a language thus allowing comparisons across diverse languages whether accusatively or ergatively organized (see Dixon 1972, Comrie 1981, Mallinson and Blake 1981).

Transitivity which has traditionally been defined completely on semantic grounds has recently been defined more broadly with reference to its semantic, pragmatic and grammatical consequences (Hopper and Thompson, 1980). Transitivity figures prominently in the present discourse analysis because of its central role in grammar. As will be seen in the analysis below, the fully-transitive clause is more likely to be in the realis mode, in the perfective aspect and to carry foregrounded material than the semi-transitive or intransitive clauses (Hopper 1979b). Transitivity describes a continuum of semantic and grammatical properties which range from full transitivity to complete intransitivity with numerous intermediary points. Transitivity describes not merely the transfer of activity from a verb to an object but entails the complete clause: the agent, verb and patient. The manifestations of grammatical transitivity vary from language to language but always include the following considerations: 1) the effectiveness of the action of the verb, 2) the volition of the agent, and 3) the referentiality and degree of affectedness of the patient. A decrease in any of the above qualities decreases the transitivity of the clause. In the analysis which follows one of the three verbal categories is semi-transitive and defines an intermediary point on the transitivity continuum. Actually there are not three but many degrees of transitivity. Even within the semi-transitive category itself there are the less transitive clauses with SV and the more transitive ones with AVO. Note however that these AVO clauses are less transitive
than the AVO clauses of the fully-transitive category. Because each language divides the continuum of transitivity at different points highlighting different relationships among the verbs and their arguments, there can be no one definition of grammatical transitivity. It is only through the examination of the discourse of a language that the specific grammatical role of transitivity in that language may be discovered.

4. ANALYSIS OF NARRATIVES

The two narrative texts examined, "The Naive Princess" and "The Life History of Mr. Sukarno, a Javanese Man", combine informal, colloquial style of language with planned speech. Both style and planning affect the structure of the language in various ways. Informal style affects each language differently but in general informal style is simpler and often more succinct because of the elimination of polite forms and the frequent shortening or total elimination of affixes. The simplification of the grammar (morphology and lexicon) places greater dependence on supra-segmental features of language, such as stress, intonation and pragmatic variables. Informal speech is often characterized by a series of short main clauses, elliptical statements and few complex sentences, embeddings or subordination. Abbreviations are tolerated because of the shared knowledge and pragmatic information which allows the audience to fill in that which is not explicitly stated. Planned speech is discourse which has been prepared before the act of speaking and which exhibits a range of styles from informal to formal. Compared with conversation it has a defined structure with a beginning, development and a closing. Unplanned speech often wanders from topic to topic without grammatical or rhetorical marking. It may be cyclic returning to a prior topic without an apparent reason. The factors guiding unplanned speech are often extra-linguistic and thus there is greater dependence on pragmatic variables.

The following grammatical analysis of two texts will examine word-order and placement of focus in the context of the complete narrative to allow for the inclusion of contextual and pragmatic information such as foregrounding, aspect, and zero anaphoric pronouns. Three types of verbal clauses are used in the analysis:

1. the intransitive category of verb which is marked by the ber- and ter- prefixes or no prefix at all.
2. the semi-transitive category of verb which characteristically has a nasal meh- or N- prefix (the N- is homorganic with the initial consonant of the verbal stem). Occasionally the prefix is dropped.
3. the transitive category of verb which is marked by the di- or zero prefix.

(The analysis considers only verbal clauses not equative ones.) The smallest unit of analysis for examining placement of focus is the utterance. An utterance is a complete thought and is thus most frequently a sentence but may also be a segment of a sentence. Each utterance has one primary focus characterized by a rising-falling intonation contour and one or more secondary foci with either an anticipatory (rising) or a supplementary (flat) intonation contour. The primary focus points out what the speaker considers to be the most significant item in the clause. This item is usually part of the predicate and often carries the new information of the clause but neither of these conditions is necessary. The secondary foci usually occur at the end of an information unit or phrase and are followed by a pause. (See G. Poedjosoedarmo 1977 for a discussion of focus in Javanese.)

4.1 ANALYSIS OF "THE NAIVE PRINCESS" TEXT

The folk tale, "The Naive Princess" was related by an 82 year old woman in Medan in March of 1981. The style of the narrative is informal consisting predominantly of a series of short main clauses with only a few relative or subordinate clauses. This simplicity may result from the narrator's lack of literacy or may reflect the appropriate style for storytelling. Although the sentence grammar is simple, the narrative has a well-defined structure with an introduction, development and conclusion demonstrating the planned nature of this text. (The numbers of the sentences in the analysis correspond to the numbers in the appendix where the complete texts and their translations are given.) See note 3 for the definitions of abbreviations used in this paper.

4.1.1 FOCUS AND WORD-ORDER OF THE INTRANSITIVE VERB CLAUSES

The intransitive verb category consists of all the intransitive verbs and the adjectives and locatives which serve as verbs in the text. Focus in this category is generally placed on the initial word of the clause although an adverbial phrase or modal may precede the focused word. See the examples below: (Items receiving primary focus are underlined once and those receiving secondary focus
are underlined twice.)

9. *Nak runtuh dunia pikir ati*
    will collapse world think soul
    *si anak raje*
    end. child king

"Is the world going to end?"

thought this dear prince.'

29. *Besok pagi turun-nge*
    next morning leave-they
    *orang-nge empat . . .*
    people-def. four

'The next morning they left,
the four people . . .'  

There may be two levels of focus (primary and secondary) as is illustrated in the sentence below:

3. *Sudah ber-anak die tige*
    past child he three

'He had three children.'

The most important piece of information *ber-anak*, receives primary focus and rising-falling intonation, while the supplementary information *tige* is given secondary focus and a flat intonation contour.

The primary focus shifts from initial position when constrastive stress is placed on an S which is fronted and given secondary focus. See sentence 4 below which consists of three clauses, the medial one being parenthetical.

4. *Laki dua; perempuan Puteri*
    male two female princess

*Puteri Hijau; perempuan empat orang-nge.*
naive female one person-def

'There were two boys, the daughter was the Naive Princess, and only one daughter.'

In the above sentence the male-female distinction is fronted and thereby given contrastive stress and secondary focus. The new information, the numbers one and two, receives primary focus with rising-falling intonation although not in clause initial position. Another example of contrastive stress on two S's and two levels of focus is given in sentence 108.

108. *Duit sudah habis; puteri tak*
    money past finish princess not

*dapat.
obtain

'His money was gone and he had not gotten a wife.'

Primary focus also shifts from initial position in relative clauses because of the requirement of an initial topic, the relative pronoun. See the examples below:

3. *yang tuke Muhammad Yazid, yang rel. old Muhammad Yazid rel.*

*tengah Puteri Hijau ..... middle princess naive

'the eldest was Muhammad Yazid, the middle child was the Naive Princess ....'

The primary focus in intransitive verb utterances is frequently on an initial V but may be on the S. It is the intransitive verb which most frequently takes the emphatic particle -lah. (See tables 1, 2, 3 below for an exact count of the use of -lah with all three types of verbs.) The item marked by the emphatic particle -lah is the primary focus. See below:

11. *Fergi-lah biduande ni.*
    go-emp servant this

'This servant left.'

35. *Cantik-lah. Gigi sudah*
    beautiful-emp teeth past

*be-kilat, be-oahwe gigi.*
shine radiant teeth

'She is beautiful. Her teeth shine, they are radiant.'

In sentence 35 the primary focus is on the verb *cantik-lah* which is in initial position. The second and third clauses expand on the first by describing her beauty in more detail and are thus backgrounded clauses. The second clause has the word-order which characterizes backgrounded clauses (i.e. SV). The third clause is backgrounded even though it has VS word order because it lacks the emphatic particle -lah and is repetitious of the prior clause. Below the difference in word orders of foregrounded and backgrounded clauses is demonstrated again.

54. *Nanti malu kande, adinda*
    later shame brother sister

*malu, kande malu, kate-nge*
shame brother shame say-she
In the first clause of sentence 54 the primary focus is on the verb malu and the greatest stress is given this verb which makes it foregrounded material. The second and third clauses expand on what has been stated in the first by giving contrastive stress to the participants who will feel the shame. Here the backgrounded clauses have the characteristic SV word-order while the foregrounded clause has VS word-order. It is important to note that all items which receive primary focus do not receive the same amount of stress. The primary focus in a foregrounded clause will be stressed with greater force than that of a backgrounded clause. For example:

56. Kaye kati die, kita miskin.
rich very he we poor

'He is very rich while we are poor.'

The first clause in sentence 56 presents the foregrounded information while the second one expands on it by showing its significance in the narrative by comparing the wealth of the King of Aceh to our wealth. The NP 'we' is given secondary focus and the verb 'is poor' is given primary focus, but here the stress on the primary focus is much less than that found in the first clause.

The second clause here is again marked by the SV word-order which is characteristic of backgrounded, less stressed clauses.

The word-order of clauses with intransitive verbs is summarized in Table One below: (-lah is suffixed to the verb unless otherwise indicated.)

![Table 1](image-url)

The predominate word-order is VS as can be seen in the summary of Table One above. It is almost exclusively in this word-order (and the V alone clause) in which the -lah emphatic particle occurs. These verb initial clauses generally mark the important foregrounded events or states in the narrative while the backgrounded clauses usually have the SV word-order.

4.1.2 FOCUS AND WORD-ORDER OF SEMI-TRANSITIVE VERB CLAUSES

The semi-transitive verb category includes all meh- verbs which covers a range of transitivity; some of the clauses have an S subject while others have an A subject depending on the transitivity of the clause. Generally the primary focus is placed on the initial word of the clause with only 5 out of the total 19 clauses having the primary focus on a non-initial word. For example:

7. M-andang die ke atas.
gaze he to up

'He gazed upwards.'

77. Ny-erang-lah orang ini, orang attack-emp people this people
    dari Aceh ni. from Aceh this

'These people, the people from Aceh, attacked.'

The two sentences above are grammatically and semantically close to the intransitive verb category having the VS word-order and no direct objects. The initial word is not always a verb. Frequently the A/S is placed in initial position especially when the actor is being re-introduced into the narrative. In 5 out of the 8 clauses with either an A or an S the primary focus is on the S/A item. Percentage-wise the NP of this verbal category is more frequently in focus than the NP of the intransitive category. Below the primary focus is on the A.

109. Muhammad Yazid nge-larikan
Muhammad Yazid run with

adek-nye ... sister-his
Muhammad Yazid escapes with his sister...

Muhammad is not a new character in the narrative but needs reintroducting because the topic of the prior two sentences was the King of Aceh. In the sentence below the A receives secondary focus while the primary focus remains on the verb even though it is not in initial position.

69. Muhammad Yazid mau n-erime Muhammad Yazid want accept
tetapi-nye ni Puteri Hijau but-def. this Princess Naive
tak suke die kawen sama orang not like she marry with person

Aceh

'Muhammad Yazid wanted to accept (the gift) but the Naive Princess did not want to marry an Acehnese man.'

In sentence 69 contrastive stress and secondary focus is given the two, clause-initial actors and primary focus is given the modals of the verb phrases. The two actors are contrasted but more importantly their intentions are contrasted, thus the primary focus and stress remains in the verb phrases.

With respect to word-order in both the intransitive and semi-transitive clauses one finds that the subject precedes the verb when there is fronting of an S/A in order to give contrastive stress to the S/A. In many languages fronting for contrastive stress is a likely mechanism for introducing a new neutral word-order. In the semi-transitive category only 8 out of the total 13 clauses have an S or an A, but in 5 out of these 8 clauses the S/A precedes the verb. Perhaps the semi-transitive verb category is transitional in the sense that it is accepting a subject-verb word-order. Although the word-order appears to be shifting from verb-initial to verb-medial, the neutral placement of focus is still primarily in utterance-initial position. Since the focus is marked by rising-falling intonation, its placement can shift in oral language without creating ambiguity.

The semi-transitive verb category appears to be transitional in another sense in contemporary Indonesian grammar. Apparently the category is becoming less transitive as it accepts into its domain verbs which in prior times took the ber- prefix (intransitive marker); for example in older texts the verb 'to sing' is 'ber-nyanyi' while in modern Indonesian it is more frequently me-

nyanyi. In this context it would be interesting to examine the discourse functions of various verb types in older texts in order to compare with contemporary functions.

Table Two below lists the word-orders as they occur in the present text.

<table>
<thead>
<tr>
<th>Word-Orders of Semi-transitive Verb Clauses</th>
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<tr>
<td>SV</td>
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<td>VO</td>
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<tr>
<td>Total</td>
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Summary

| S/AV(O)        | 5   |
| VO             | 6   |
| VS (2 with -lah) | 3   |
| V              | 5   |
|      |      |
| Total         | 19  |

The dominant word-order is S/A-V-(O) with VS playing a minor role occurring in clauses which are semantically close to the intransitive verb category. Focus tends to be in clause initial position (8 clause-initial foci, 3 foci on the O of a VO clause and only 3 foci on the S/A of an S/A-V-(O) clause). Focus may be placed on any of the three primes of the sentence and if the focus is on an S/A or V it must be in clause initial position. If the focus is on the O it follows the V since the O may never precede the V. The semi-transitive category has a small role to play in this narrative contributing 19 verbal clauses or 9% of the total 198 verbal clauses. For further discussion of its role in the narrative see Section Four below on foregrounding.

4.1.3 FOCUS AND WORD-ORDER OF FULLY-TRANSLITIVE VERB CLAUSES

The transitive verb category includes all di-verbs and zero-prefixed, transitive verbs in this text. The transitive verb plays a significantly larger role in the discourse than the semi-transitive category contributing 36 verbal clauses or 19% to the total 198 clauses of the narrative. The di-prefix construction is not used intransitively in this folktale and therefore does not function as the Indo-European, passive construction to which it has so frequently been compared. The di-verb is a transitive verb used to assert the main events of the narrative.
The most common form of the transitive verb is the prefixless or zero-form passive. For example:

7. **Tengok-nye tige warne di langit**  
   **see-he three color in sky**  
   'He saw three colors in the sky.'

Generally the verb is in clause-initial position and is given primary focus. In all but a few cases the agent of the transitive verb is a clitic forming a phonetic unit with the verb and therefore does not receive stress or focus except as a part of the verbal unit. In a few sentences the agent is completely eliminated because it is implied in the discourse. See sentences 24 and 72 below:

24. **Mau di-pinang? kate-nye.**  
      **want propose say he**  
      '"Do you want to propose (to her)?" he asked.'

The addressee is eliminated from the above sentence because it is implied and also because the use of the impersonal verb is considered more polite than the explicit statement of 'you'.

72. **Pukul negeri-nye.**  
    **strike country-def.**  
    'We will strike that country.'

Occasionally the agent is restated although not stressed or placed in focus. For example:

44. **Terime-nye-lah tande dari Aceh**  
   **receive-he-emp gift from Aceh**  
   oleh abang-nye.  
   **by brother-her**
   'He accepted the gift from Aceh, her brother did.'

There are no instances where the agent is only stated in a prepositional phrase, and no instances where the agent alone is in focus. As can be seen from the above sentences the word in focus is usually in clause-initial position and is usually the verb although occasionally it may be the O as in the example below:

57. **Tande udah terime.**  
    **gift past accept**  
    'He had accepted the gift.'

The word-orders of the transitive verbs in this narrative are summarized below in Table Three.

<table>
<thead>
<tr>
<th>Table 3</th>
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<tbody>
<tr>
<td><strong>Word-Orders of Fully-Transitive Verb Clauses</strong></td>
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<tr>
<td>VAO</td>
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<td>di-V</td>
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Summary

| VO | 26 |
| OV | 5  |
| V  | 5  |
|    | **36 Total** |

(A is not included in the summary of word-orders because it is almost always a clitic.)

The predominant pattern for the transitive verb clause is VO with the primary focus on the V. For example:

60. **Di-pulangkkan-nya-lah tande tadi send back-he-emp gift prior kepade orang Aceh.**  
    **to person Aceh**  
    'He sent back the gift to the Acehnese people.'

Many of the transitive verbs are foregrounded clauses presenting significant events in the story. (See the discussion below in Section Four.)

4.1.4 FOREGROUNDING IN "THE NAIVE PRINCESS"

The foregrounded clauses of the narrative and their distribution across verb types are listed in Tables Four and Five below. The largest percentage of foregrounded verbs is from the intransitive category and most of these are marked by the emphatic particle -lah giving the verb a punctual aksionsart and perfect aspect. For example:

42. **he-kenn-7a ati abang...**  
    **agree-emp soul brother**
The marking of the initiation of the intransitive state as a relevant event in the story by the particle -lah makes the aspect perfect and foregrounds the verb. The unmarked intransitive verbs generally supply supportive background information as do the semi-transitive verbs. The semi-transitive verb is usually in the imperfective aspect and is thus characteristically durative and atelic contributing background material for the storyline. For example:

17. Lame-lah saya hidup belum pernah long-emp I live not ever men-engok langit begitu see sky like that

'I've lived a long time and have never seen the sky like that.'

The imperfective clause, 'I've never before seen the sky like that,' gives significance to the perfect clause, 'I've lived a long time.'

| TABLE 5 |
| Distribution of Verb Types in Foregrounded Clauses |
| Foregrounded | Percentage of verb category | Total number of fore-grounded verbs in text |
| intran- | 16 (11 with -lah) | 14% | 143 |
| sitive verb | |
| semi- | 1 (1 with -lah) | 5% | 19 |
| transitive | 11 (4 with -lah) | 30% | 36 |
| Total | 28 (16 with -lah) | 14%* | 198 |

*14% of all verbs in the text are foregrounded.

The transitive verb plays a large role in highlighting the main events of the story with thirty percent of all transitive verbs being foregrounded. This is by far the highest percentage of all three verb categories and this is to be expected considering the nature of the three types of verbs. Transitive verbs are inherently more definite, punctual and telic and thus it is common that they outline the storyline and thus figure prominently in the foregrounding. The transitive verbs are rarely followed by the emphatic particle -lah because they do not need the definite, focusing qualities given by the -lah particle.

Considering the text as a unit, the largest proportion of foregrounded verbs, 16 of 28 (57%), comes from the intransitive verb category while the transitive and semi-transitive categories each make up 11 of 28 (39%) and 1 of 28 (4%) respectively. There is some variation in how the foregrounded verbs are divided among the verb types but in general the transitive and intransitive categories split the total, each taking between 30% and 50%. A small percentage (usually below 20%) remains to be taken by the semi-transitive category.

4.2 ANALYSIS OF "THE HISTORY OF MR. SUKARNO, A JAVANESE MAN" TEXT

The narrative history of Mr. Sukarno was recorded in August of 1976 in a village in South Malang. Mr. Sukarno, a 48 year old man, was quite well educated with approximately the equivalent of a high school education. In addition he had worked for many years in the military and local government and at the time of the recording he was assistant leader of the hamlet in which he resided and was responsible for keeping the civil records of the community and making reports to the authorities. Mr. Sukarno was thus a literate man accustomed to reading, writing and formal
speech styles of Indonesian. The style of his narrative is not extremely formal but it is more complex than that found in the folktale by the Malay woman or that used in daily conversation. Mr. Sukarno freely uses adverbial phrases, relative clauses, subordinate clauses and sentential complements. For example:

13. Belum begitu tamat, kami not yet quite graduate we
eh saya, atau denakan dari ah I upon urging of
orang tua saya supaya be-kerja parent my so that work
di perusahaan kopi itu pada at company coffee that in
tahun empat puluh enam; selama year four tens six for
empat bulan saya kerja bersama four month I work with
orang tua saya.
parents my

'I had not quite graduated, we ah I, upon the urging of my parents that I work in the coffee company in 1946; I worked for four months with my parents.'

The sophistication and complexity of this text compared with that of the Serdang Malay folktale is perhaps attributable to the influence of literacy on the language of Mr. Sukarno. Despite the style difference in these oral narratives, the word-orders and placement of focus in verbal clauses will be compared in order to document the variation which exists in contemporary, oral Malay/Indonesian.

4.2.1 FOCUS AND WORD-ORDER IN INTRANSITIVE VERB CLAUSES

The primary focus of the intransitive verb category (both the prefixless and the ter- and ber- verbs) is, in a rule, within the predicate which follows the subject. The item in focus is therefore not in utterance-initial position. For example:

6. Kemudian saya ke taman dewasa... later I to garden adult

'Later I went to junior high school...'

28. ... ini kami kembali dari this we exit from
pendidikan... training

'then I left the training...'

40. Sudah itu, keadaan ber-jalan past that situation continue
dengan baik, with good

'After that the situation continued to be good.'

In the above sentences the word-order is SV with the primary focus located within the predicate. Thus, in the neutral pattern the theme or topic is followed by the rheume which carries the item in focus and the new information. The verb ada precedes the subject and the focus is on, the NP not the verb. The focal term is thus not part of the predicate but is in clause-medial or clause-final position. See the example below.

50. Jadi ada daerah Belanda dan ada thus is area Dutch and is
daerah gerilya, area guerrilla

'Thus there was a Dutch area and a guerrilla area.'

The general rule of non-initial focus is followed even though the word-order is VS.

There are a few other exceptions to general rule of SV word-order and non-initial focus. In the one occurrence of the emphatic particle, there is VS word-order and focus on the verb. See below:

49. Pada tahun empat puluh delapan in year four tens eight
datang-lah suatu generasi senjata. come-emp a cease fire

'In the year 1948 there came a cease fire.'

Here the predicate and the focus precede the subject. The rheume therefore precedes the theme and the theme presents the new information. The focus which is in a non-neutral position is marked by the emphatic particle -lah. The absence of the -lah particle is one of the major characteristics distinguishing the (Japanese) Indonesian from the Malay. The -lah in the Indonesian text is only used
in very unusual information patterns, such as the one above.

Initial focus may also occur with the fronting of a modal.

16. ... ingin saya itu bekerja want I that work yang luas.
rel. broad
'I wanted to work outside the region.'

The above exceptions to the general rule of non-initial focus and SV word-order constitute a very small minority of the intransitive verb utterances. The non-neutral placement of focus accounts for only 3 out of the total 64 clauses and the non-neutral word-order for 5 out of the 64 total.

A summary of the word-orders is given in Table Six below:

<table>
<thead>
<tr>
<th>Word-Orders of Intransitive Verb Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SV</td>
</tr>
<tr>
<td>VS</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>S ber-V</td>
</tr>
<tr>
<td>ber-V</td>
</tr>
<tr>
<td>s ber-V</td>
</tr>
<tr>
<td>ber-V</td>
</tr>
<tr>
<td>ber-V</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>SV</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>VS</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>64 Total</td>
</tr>
</tbody>
</table>

As can be seen from the above table the predominant word-order for this intransitive verb category is overwhelmingly SV combined with a focus on part of the predicate which would preclude focus-initial utterances. This is in direct contrast with the word-order and placement of focus found in the Serdang Malay text. The rising-falling intonation contour marking primary focus is the same in both narratives but its placement within the utterance is very different thus creating two very distinctive intonation patterns; one for Malay and the other for (Javanese) Indonesian.

4.2.2 Focus and Word-Order in Semi-Transitive Verb Clauses

The semi-transitive verb category contributes 46 to the total 142 verbal clauses in the text. Although this category of verb may be transitional with respect to transitivity in contemporary Indonesian, word order and placement of focus is very uniform in this text clause. The word order is without exception S/A-V-(O). See Table Seven below:

<table>
<thead>
<tr>
<th>Word-Orders in Semi-transitive Verb Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>SV</td>
</tr>
<tr>
<td>VO</td>
</tr>
<tr>
<td>AVO</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The focus in this clause type is always within the predicate. In the SV clauses the focus is on the verb. For example:

4. Orang tua saya men-jabat sebagai parents my work as kepala kantor.
head office
'My parents are the office managers.'

44. Tidak semua rakyat itu not all people that mengetahui.
know
'Not all of the people know.'

71. ... sekali pun keadaan saya although situation my pada waktu itu men-derita.
at time that suffer
'although I was suffering at that time.'

The primary focus in the AVO sentences is generally placed on the V. For example:

10. Saya tidak men-cruskan sekolah I not continue school saya
my
I did not continue my schooling.'

But the focus may also be placed on the V0 as a unit when the V is a middle verb and the O a reflexive pronoun. For example:

25. ... saya men-daftarkan diri pada
    I enlist self in
    department....

'I enlisted in the department....'

Among the VO verb clauses (with an implicit A) the focus may be either on the verb or the O or there may be no focus at all within the clause. Below the focus is on the O:

17. Ingin men-jadi militer.
    want become military

'I wanted to become a military man.'

48. ... untuk mem-perlengkapi segala
    all
    alat alat perhubungan,
    equipment communication

'... in order to make complete the communication equipment.'

While in sentence 46 secondary focus is on the semi-transitive V:

46. Kami mundur sampai men-inggalkan
    we retreat until leave
    pos itu.
    post that

'We retreated and left that post.'

Below there is no focus on either the V or the O because the men- verb is backgrounded. (See Section Four below for a further discussion of foregrounding and backgrounding in this narrative.) For example:

63. ... untuk men-cari keselamatan.
    to look for safety

'... in order to look for safety.'

4.2.3 FOCUS AND WORD-ORDER IN TRANSITIVE VERB CLAUSES

Transitive verbs in Indonesian have many forms as can be seen from Table Eight below.

One general characteristic of the transitive-verb clause is the non-nuclear status of the agent which has very little syntactic freedom. The agent is frequently cliticized to the verb, placed in prepositional phrase or totally eliminated because it is implied in the text. The Indonesian transitive verb differs from the Malay one most significantly with regards to the clitic agent which in Malay is often an enclitic. For example:

7. Tengok-nya tige warne.
    see -he three color

'He saw three colors.'

While in the (Javanese) Indonesian text there are no occurrences of the enclitic -nya (A). In the Indonesian text the A is frequently eliminated because it is understood either specifically or in a general sense. In five sentences the agent is understood to be an unnamed officer, in three to be the enemy, in five to be the general public and in two to be 'you', the interlocutor. Some examples are given below:

4. yang di-singkat DKU
    rel. abbreviated DKU

'which was abbreviated as DKU (by the general public)'

52. saya di-tugaskan sebagai
    I charge as
    komandan...

'I was made the commander... (by the officer in charge)'

The A of the transitive sentence is in a prepositional phrase in five sentences. For example:

33. yang di-pimpin oleh letnan
    rel. lead by lieutenant
    kolonel Saruji
    colonel Saruji

'which was led by Lieutenant Colonel Saruji...'

In four other sentences the agent is a proclitic.

47. telepon tidak bisa kita gunakan
    telephone not able we use

'We could not use the telephone...'
As with the other two types of verbal categories the transitive category covers a section of the transitivity spectrum ranging from cardinal transitivity (Hopper and Thompson 1980) where the agent is definite, human and volitional, the verb is punctual, telic and affirmative and the object is definite, singular and completely affected by the verb to points on the spectrum representing lesser degrees of transitivity. The absence of any of the above qualities lessens the transitivity but does not make the verb totally intransitive. Thus the presence of the agent as a nuclear, and syntactically free item in the verb phrase is only one element contributing to the transitivity of the clause. The clause moves slowly from cardinal transitivity toward intransitivity and many of the di-verbs in this text are not fully-transitive.

Focus in the transitive verb clause is frequently on the verb although it may also be on the agent or the object. The transitive clause is the most flexible of the three types of clauses allowing for almost any word-order and any placement of focus. Most commonly the focus is on the verb.

34. saya di-gabungken pedetasir pada I join to officer to battalion
batalion

'The officer assigned me to the battalion.'

48. yang di-kirim dari Jogjakarta rel. send from Jogjakarta
which they sent from Jogjakarta'

The focus may be on the A when it is in clause final position and exhibits rising-falling intonation. For example:

78. Ekonomi di-kualasi Belanda. economy control Dutch

'The Dutch controlled the economy.'

Secondary focus may be placed on the O if the O is at the end of an information unit, is stressed and is followed by a pause.

31. Karena Kota Malang di-duduki because city Malang occupy Belanda...
Dutch...

'because the Dutch occupied the city of Malang...'
As is evident from the table above the dominant word order is OV with old information in the O which is topic and grammatical subject of the sentence. Focus is generally placed on the verb (or verb plus clitic agent). Occasionally focus is placed on an indefinite or generic noun which is placed in post-verbal position or on an A in clause-final position.

4.2.4 FOREGROUNDING IN THE HISTORY OF MR. SUKARNO

The job of foregrounding main events in this narrative falls most heavily on the transitive-verb category. Forty percent of all transitive verbs are foregrounded while only 14% and 11% respectively are foregrounded in the intransitive and semi-transitive categories. (See Tables Nine and Ten for a listing of foregrounded clauses and their distribution across verb types.)

There is no characteristic word-order or use of emphatic particle (as in the Malay narrative) which identifies the foregrounded verbs. In the intransitive category there is one instance of the -lah particle and a few instances of VS word-order which foreground material but these instances are the exception not the rule. In general one must rely on the intonation pattern (rising-falling) and degree of stressing to identify foregrounding in all verbal categories.

A characteristic of foregrounded verbs especially of intransitive verbs is the use of an introductory or supplementary time phrases to mark the initiation of the state as a definite event and thus to highlight it. For example:

11. Kemudian saya masuk pada
     later I enter into
     pendidikan......
     training
'Then I entered training....'

The time phrases accompanying the intransitive verbs ('I entered' and 'I lived') make them more defined and thus more likely to be foregrounded.

The primary function of the semi-transitive verb is to present background material in the imperfective aspect, durative aksionsart and irrealsis mode while one of the primary functions of the transitive verb is to highlight perfective, realis and punctual events which assert main events in the story. Some contrasting examples are given below:

10. Saya tidak men-erukan
     I not continue
     sekolah.
     Background school
     'I did not continue in school'

11. Kemudian saya masuk
     later I enter
     pada pendidikan...
     Foreground in training
     'Then I entered training....'

The negative statement of number 10 is irrealsis and durative and thus backgrounded whereas the punctual, realis statement of sentence 11 is foregrounded. The irrealsis mode which is characteristic of backgrounded material is demonstrated in sentence 17 below.

17. Ingin men-jadi militir.
     want become military
     'I wanted to join the military.'

Although sentence 18 uses the semi-transitive verb it is foregrounded because of the definiteness and punctuality of the event.
The imperfective and durative quality of 38 contrasts with the punctual and perfective nature of 35. Finally considering the foregrounding in this text as a unit, the intransitive verbs make up 33% of the total of foregrounded verbs while the semi-transitive and transitive verbs make up 19% and 48% respectively. Compared with the Malay text a larger proportion of the foregrounding is given to the transitive category (rather than the intransitive). Yet, again the major split is between the transitive and intransitive categories with a small percentage being given to the semi-transitive category. Below the comparisons are restated:

<table>
<thead>
<tr>
<th>Foregrounding</th>
<th>Malay Text</th>
<th>Indonesian Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intransitive</td>
<td>57%</td>
<td>33%</td>
</tr>
<tr>
<td>Semi-transitive</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>Transitive</td>
<td>39%</td>
<td>48%</td>
</tr>
</tbody>
</table>

100% 100%

**TABLE 9**

<table>
<thead>
<tr>
<th>Foregrounded Verbs of the Sukarno Text</th>
<th>Transitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Saya di-lahirkkan</td>
<td>tr</td>
</tr>
<tr>
<td>5. Saya sekolah</td>
<td>int</td>
</tr>
<tr>
<td>11. Saya masuk pada pendidikan</td>
<td>int</td>
</tr>
<tr>
<td>13. saya kerja</td>
<td>int</td>
</tr>
<tr>
<td>14. saya di-taruh sebagai juru</td>
<td>tr</td>
</tr>
<tr>
<td>18. saya men-tinggalkan orang tua</td>
<td>s-t</td>
</tr>
<tr>
<td>20. saya bekerja preman</td>
<td>int</td>
</tr>
<tr>
<td>25. saya men-daftarkan diri</td>
<td>s-t</td>
</tr>
<tr>
<td>29. kota Malang bumi angus</td>
<td>tr</td>
</tr>
<tr>
<td>31. kami meng-undurkan diri</td>
<td>s-t</td>
</tr>
<tr>
<td>32. pasukan di-gabungken kepada resimen</td>
<td>tr</td>
</tr>
<tr>
<td>34. saya di-gabungken pada batalion</td>
<td>tr</td>
</tr>
<tr>
<td>35. saya di-tugaskan pada komandan</td>
<td>tr</td>
</tr>
<tr>
<td>39. tiap komandan pasang telepon</td>
<td>tr</td>
</tr>
<tr>
<td>46. kami mundur</td>
<td>int</td>
</tr>
<tr>
<td>47. ini kita operali</td>
<td>tr</td>
</tr>
<tr>
<td>48. kita laksanakan</td>
<td>tr</td>
</tr>
<tr>
<td>49. datang-lah gensatan</td>
<td>int</td>
</tr>
<tr>
<td>52. saya di-tugaskan sebagai komandan</td>
<td>tr</td>
</tr>
<tr>
<td>58. lalu meng-adakan diplomasi</td>
<td>s-t</td>
</tr>
<tr>
<td>59. dari kompi di-bari material</td>
<td>tr</td>
</tr>
<tr>
<td>61. ter-jadi serangan</td>
<td>int</td>
</tr>
<tr>
<td>63. saya meng-undurkan diri</td>
<td>s-t</td>
</tr>
<tr>
<td>65. di-adakan penyerangan</td>
<td>tr</td>
</tr>
<tr>
<td>71. saya hidup di desa</td>
<td>int</td>
</tr>
<tr>
<td>77. keadaan ter-jept</td>
<td>int</td>
</tr>
<tr>
<td>84. pertahankan-iah kampung halaman</td>
<td>tr</td>
</tr>
</tbody>
</table>

**TABLE 10**

<table>
<thead>
<tr>
<th>Foregrounded verbs</th>
<th>100% of verbs</th>
<th>100% of verb categories</th>
<th>Total numbers of verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intransitive</td>
<td>9 (1 with -lah)</td>
<td>14%</td>
<td>64</td>
</tr>
<tr>
<td>Semi-transitive</td>
<td>5</td>
<td>11%</td>
<td>46</td>
</tr>
<tr>
<td>Transitive</td>
<td>13 (1 with -lah)</td>
<td>40%</td>
<td>32</td>
</tr>
<tr>
<td>Totals</td>
<td>27 (2 with -lah)</td>
<td>19%*</td>
<td>142</td>
</tr>
</tbody>
</table>

*19% of all verbs in text are foregrounded.
5. CONCLUSION

The comparison of two narratives from contemporary Indonesian has demonstrated significant variation in word-orders and placement of focus in the transitive, semi-transitive and intransitive verb clauses. It appears that the SVO word-order generalization should be specified to certain areas and/or to certain genres of the language. There are several significant differences in the grammars of these two texts, most prominently the clause initial focus in the Malay text as opposed to the clause-medial or clause-final placement of focus in the Indonesian text and divergent word-orders which will be summarized below.

The Serdang Malay text uses the emphatic particle -lah and VS word-order in the intransitive category to focus attention on the verb and to give it the perfect aspect. In the Indonesian text the -lah particle is almost never used and word-order is almost uniformly SV in the intransitive category. It is interesting to note that in spoken Indonesian the VS word-order is used to give emphasis or surprise to the verb. In response to the question "Is he here?" one would respond: "Dia ada." But to contradict someone or to show one's surprise one would say "Ada dia." Focus in the Indonesian narrative is always on the V in the intransitive category except for in the existential sentence where the S receives the focus. In the Malay text focus is in initial position and thus shifts from V to S depending on the word-order.

The semi-transitive category in the Malay narrative is very flexible allowing S/A and V to receive focus by means of fronting. If the O is to receive focus, the focus is not in clause-initial position because O cannot precede V. Fronting is a likely mechanism for the introduction of new word orders and may therefore be the manner by which SVO became the neutral order for some clauses in contemporary Indonesian. Note that in contemporary Indonesian the S/A in S/A VO word-order does not receive focus since the S is no longer being fronted but is in initial position in the neutral clause. For the S/A to receive focus generally the predicate is made into a nominal. For example, with focus on the verb:

\[ \text{Dia mau me-minang Puteri Hijau.} \]

'He wanted to propose to the Naive Princess.'

With focus on the A the predicate becomes a nominal phrase.

\[ \text{Dia yang mau me-minang Puteri Hijau.} \]

In the Indonesian text the semi-transitive category has a consistent S/AVO word order with focus on part of the predicate resulting in a non-initial focus. The focus is never on the S/A in the Sukarno text.

In the transitive category the clause-initial focus of the Malay text contrasts with the clause-medial or clause-final focus in the Indonesian text. The most common transitive form in the Malay text is the \( \text{di-verb-nye} \) and V-A-0 word-order. The Indonesian text has none of the above verb forms but uses the impersonal \( \text{di-verb} \) without a stated agent, proclitic-verb or the \( \text{di-verb plus agent} \) in a prepositional phrase. The agent in the Indonesian text is thus more scarce and the word-order is predominantly OV with the focus in non-initial position. The transitive clause of the Indonesian text is more flexible allowing focus to be placed on any of the three primes, A, V, or O, while in the Malay text focus is never placed on the A of the transitive clause. The Malay text also shows less variation in word-orders in the transitive clause compared with that clause in the Indonesian text. This decrease in flexibility of the transitive verb clause is correlated with a smaller role of the transitive verb in the foregrounding of the Malay text. The transitive verb makes up 39% of the foregrounded verbs in the Malay text compared with 48% in the Indonesian text.

The lesser degree of flexibility of the transitive verb clause and the greater degree of the semi-transitive verb clause of the Malay text in comparison to these clauses in the Indonesian text makes one suspect that there is a trend toward increasing use of the \( \text{di-verb clause} \) (transitive verb clause) to make basic assertions and similarly decreasing use of the \( \text{me-verb} \) (semi-transitive verb) to make the basic assertions. The terms transitive and semi-transitive are put in parentheses to indicate that the prior transitivity of these verbs is questionable. To make specific comparisons with historic data texts should be investigated to discover the discourse functions of the various verbal constructions.

The chart below summarizes the differences between the Malay and Indonesian texts with regard to word-order and placement of focus.

### TABLE 11

<table>
<thead>
<tr>
<th>Predominant Word-Orders and Placement of Focus in the Malay and Indonesian Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malay Narrative</td>
</tr>
<tr>
<td>Indonesian Narratives</td>
</tr>
</tbody>
</table>

15
Semi-transitive verb S/A-V-(O) focus initial - focus is possible on any item
Transitive verb VO focus initial - no focus on A

Indonesian Narrative
Intransitive verb SV focus in predicate - non-initial

Semi-transitive verb S/A-V-(O) focus in predicate - non-initial and no focus on S/A
Transitive verb OV focus is non-initial - focus is possible on any item.

It is difficult to formulate any hypotheses about diachronic change when comparing two contemporary dialects but one can draw comparisons with historic uses of Malay and Indonesian to make suggestions about directions of change. There is the problem of a lack of evidence of oral language from historic times and therefore any comparisons are suspect because of the lack of comparability between oral and written language. In spite of the above caveats, one can still conclude that the Malay dialect is significantly more similar to classical Malay than the Indonesian text in its use of the particle -lah, the di-verb-nya form, and the VS and VO word-order. Although the VS and VO word-orders are found in Classical Malay, they are not as dominant as in the Serdang Malay text cited here. More research needs to be done on the syntactic variation in contemporary as well as historic Indonesian languages. Perhaps oral language which has often been characterized as progressive in comparison with the assumed conservative nature of the written language is actually more conservative with regard to the placement of focus and word-order. It seems likely that the difference in syntax, in particular the S/AVO word-order of the Indonesian text, may in large part be due to the influence of Javanese on the Indonesian of Javanese speakers (and perhaps also on the language of all literate Indonesian speakers).

The mechanism for introducing this new, SVO word-order appears to have been topicalization or the fronting of S/A to give it contrastive stress.

The VS word-order and the clause-initial focus of the Serdang Malay narrative suggests closer affinities of Malay with other members of the Austronesian language family than has been previously thought. It is hoped that this paper will stimulate further research in syntactic variation within the languages of Indonesia and Malaysia and its relation to the syntax of other Austronesian languages.

NOTES

1. The field research for the Javanese/Indonesian data was conducted in 1975-76 with support from the Social Science Research Council, and Fulbright-Hays Research grant no. 600-75-01712. The Malay data was collected in 1980-81 with support from a Fulbright-Hays Post-Doctoral grant no. 390-420. I extend sincere thanks to all the Indonesians in official and unofficial positions who allowed me to collect recordings of their language. In particular I am grateful to the government research board, Lembaga Ilmu Pengetahuan Indonesia for granting me permission to do this research. Finally I would like to thank Gloria Poedjosoedarma for her comments on ideas which led to the writing of this paper.

2. The Malay and Indonesian examined in this paper are mutually intelligible and are thus considered one language.

3. Abbreviations used:
def - definite marker
past - past tense
emp - emphatic particle
int. - intransitive verb
tr. - transitive verb
s-t - semi-transitive verb
A - subject of a transitive verb
S - subject of an intransitive verb
O - object of a transitive verb
end - endearment
rel. - relative pronoun

The final k in both texts is phonetically a glottal stop.
The word-final e in the Serdang Malay text is phonetically a schwa.
The emphatic particle -lah is sometimes pronounced -la but there appears to be no semantic difference in the two forms.

4. As noted in Verhaar 1982 the di-verb in contemporary Indonesian may be accusatively or ergatively organized depending on the context. This distinction is not addressed in this paper. The point here is that the di-verb is basically a transitive verb although it loses transitivity when it is used as a passive in an accusatively organized sentence.

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PUTRI HIJAU

1. Ade-lah du lu raje tu.
   is - emp prior king that

2. Ade-lah du lu Sultan Sulaiman tu ber-anak; permaisuri dari Padang
   is - emp prior Sultan Sulaiman that child queen from Padang
   isteri-nye
   wife-def

3. Sudah ber-anak die tige, yang tuhe Muhammad Yazid, yang tengah Puteri
   pst child he three, rel old Muhammad Yazid, rel middle princess
   Hijau yang bongsu putere bongsu,
   naive rel youngest prince youngest

4. Laki due, perempuan Puteri Hijau, perempuan seorang-nye,
   male two female princess naive, female one person-def

5. Sudah begitu; datang satu hari, raje, raje di Aceh, keluar dari
   pst like that; come one day, king of Aceh, go out from
   rumah-nye malam malam,
   house-his night night.

6. M-andang die ke atas
   gaze he to up

7. Tengok-nye tige warne di langit, hijau, kuning, putih.
   see - he three colors in sky green yellow white

8. Ng-ape langit ni begini?
   Why sky this way

   will collapse world? think soul end, child king

10. Ai, biduande-ku kate-nye, pegi panggil menteri kemari, datuk menteri,
    Hey servant-my say-he, go call minister to here, head minister
    kate si raje ni.
    say end. king this

    go - emp servant this

12. O datok datok silekan ke istane, di-panggil duli yang maha mulia,
    Oh, headman, headman please to palace, call lord rel. great noble
    m-anggil datuk.
    call headman

    take shirt

    come-emp

15. Karena ampun tuan-ku, tuan-ku ape titah m-anggil patik? kate menteri
    because respect sir-my sir-my what order call me say minister
    tadi.
    previous

16. Saye menteri, kate-nye.
    yes minister say-he
17. Lame-lah sudah saya idup belum pernah men-engok langit begitu.
   long-emp pst I live not ever see sky like that
18. Ape ndak kiamat dunia ni?
    ques will destruction world this
    Oh, no sir
20. Jadi?
    So
21. Itu-lah buyang tulang belakang Putri Hijau di Deli tu, negeri-nye
    that-emp shadow bone back princess naive of Deli old, country-def.
    Deli tu, name-nye.
    Deli old name-def.
22. Itu-lah tulang belakang.
    that-emp bone back
23. Cantek kali rupe-nye tuan, Puteri Hijau tu,
    beautiful very appearance-her sir, princess naive that
    want propose say-he
25. Anak gadis lagi?
    child girl still
    girl-emp sir-my not ever married
27. Cubak-la, pergi suroh orang n-engok dia ke Deli Tue, n-engok
    please-emp go order people look her to Deli Old look
    rupe-nye tu.
    appearance-her that
28. Baik-lah tuan-ku
    good-emp sir-my
29. Besok pagi-nye turun-nye orang-nye, empat orang; ke Deli Tue dari Aceh.
    Next morning leave-they people four people to Deli Old from Aceh.
30. Sampai-lah ke Deli Tue,
    arrive-emp to Deli Old
31. Ng-intip-lah orang ni; pure pure makan gaji.
    investigate-emp people this; pretend eat salary
32. Makan gaji-lah die di situ.
    eat salary-emp he at there
33. Sudah begitu tadi; tengok; keluar-lah malam Jumahat.
    pst like that before; see; come out-emp night Friday
34. Keluar-lah puteri tadi dari tengah ndak ngadap ke dapur.
    come out-emp princess mentioned from middle will face to kitchen
35. Cantik-lah. Gigi sudah be-kilat; be-cahaye gigi.
    beautiful-emp teeth past shine radiant teeth
36. Cantek sunggok. Ah patot-ia jadi permaisuri nanti, kate-nye
    beautiful really Oh fitting-emp become queen later say-he
    ke kawan-nye.
    to friend-h's
37. Ia pulang ke Aceh.
    he go home to Aceh.
true sir-my beautiful really appearance-her

teeth-her just shine. white teeth-her

40. Kite pinang-la, suroh-nye-lah menteri tadi,
we propose-emp order-he-emp minister previous

41. Suroh-nye-lah ade due puloh orang, orang dari Aceh; m-inang
order-he-emp is two ten people people from Aceh propose
Puteri Hijau kepadde Mohammad Yazid, abang Puteri Hijau, Mohammad Yazid.
princess naive to Mohammad Yazid brother princess naive Mohammad Yazid.

42. Udad tu, kate-nye be-kanan-la ati abang-nye ni.
pst that say-they agree-emp heart brother-her this

43. Betol kali-lah adik-ku sudah dewasa.
true very-emp sister-my pst adult

44. Terime-nye-lah tande dari Aceh oleh abang-nye. Terime-nye.
accept-he-emp gift from Aceh by brother-her accept-he

45. Tande-nye mau die.
gift-the want he

46. Udad tu, malam-nye tu, datang-lah die ke istane adek-nye.
pst that night-def. that come-emp he to palace sister-his

47. O adinde, Puteri Hijau, kate-nye, ape sudah-nye adinde begini
Oh sister princess naive, say-he ques already-def sister like this
kate-nye tidak ber-suami.
say-he not husband

48. Ade raje dari Aceh; kaye raje Aceh tu,
is king from Aceh; rich king Aceh that

49. Mau-kah adinde, kate-nye ber-suami?
want-ques sister say-he husband

50. Itu-lah kiteambek.
that-emp we take

51. O kande kate-nye, adinde ni kate-nye, bunge dengan putik, tidak tau,
Oh brother say-she sister this say-she flower from bud not know
sutere dengan batik, tidak tau, buat bodoh-nye kate-nye.
silk from batik, not know, for stupid-def say-she

52. Ndak kawen dengan negeri sebelah kate-nye.
will marry with country beside say-she

53. Aceh tu kan negeri sebelah, kate-nye, bukan jajahan kite, kate-nye.
Aceh that correct country neighbor say-she not territory our say-she

54. Nanti malu kande, adinde malu, kande malu, kate-nye ke abang-nye,
later shame brother sister shame brother shame say-she to brother-her
kande.
brother

55. Tak mau-lah dinde kawen dengan raje Aceh tu, kate-nye.
not want-emp sister marry with king Aceh that say-she

56. Kaye kali die, kite miskin.
rich very he we poor

57. Tande udah terime.
gift pst accept
58. Tande mau?
gift want

59. Jadi tidak, tak mau dinde kawen.
thus not not want sister marry

60. Kerne tak mau, di-pulangkan-nye-lah tande tadi kepade orang Aceh.
because not want send back-he-emp gift previous to people Aceh

61. Ape boleh buat? maseb, kate-nye.
what may do fate say-he

I not not want Want

63. Saudara saya yang punye badan tak mau.
sister I rel have body not want

64. Tak mau die kawen sama orang Aceh.
not want she marry with person Aceh

65. Panas ati orang Aceh ni.
hot heart people Aceh this

angry soul-their many many

67. Pulang-la
Go home-emp

68. Pulang ke kampung tuan-ku, kate-nye ni.
return to village lord-my say-they this

69. Muhammad Yazid mau n-erime tetapi-nye, kate-nye; ni Puteri Hijau
Muhammad Yazid want accept but-def. say-they this princess naive
tak suke die kawen sama orang Aceh.
not like she marry with person Aceh

70. Moh kete perangi negeri-nye; kete pukol, kata raje sana.
let's we fight country-def. we strike say king there

71. Siap. Siap segala-nye.
ready ready everything-def.

72. Pukul negeri-nye.
strike country-def

73. Ber-siap-lah.
ready-emp

74. Pergi-lah orang tu; sampai-lah ke Deli Tye.
go-emp people that arrive-emp to Deli Old

75. Be-jalan lewat hutan.
walk through forest

76. Be-jalan dalam hutan, sampai-lah ke istane-nye yang tadi.
walk through forest, arrive-emp at place-def rel previous

attack-emp people these people from Aceh this attack.

78. Lawan-nye ade oleh Muhammad Yazid ini lawan-lawan-nye.
oppose-def. is by Muhammad Yazid this oppose-oppose-def.

79. Berape-lah telawan-nye?
how much-emp opposition

80. Udah-lah ndak kalah.
pst-emp will defeat
81. Kate-nge afidin, ng-ate ke Puteri Hijau, kalau adinde tidak mau di-tawan
    say-he sister say to princess naive of sister not want capture
    raje Aceh nanti, kate-nge, kande jadi ke laot dulu, jadi ular,
    king Aceh later say-he brother then to sea first become snake
    jadi nage,
    become dragon

82. Nanti ni kemengan, kalau sampai adinde ke negeri raje jangan mau
    later this incense if arrive sister to country king don’t want
    di-pegang orang Aceh badan,
    hold person Aceh body

83. Mintaq, kate-nge, adekan berteh sa-pinggan dengan telor sa-biji,
    request hold rice feast one-plate with egg one-piece
    sehingga habis rakyat Aceh; timbun ke tepi laot.
    until finish people Aceh gather at edge sea

84. Nanti sudah banyak telor same berteh tu; talak ke laot.
    later pst many egg with rice that leave to sea

85. Bakarke kemengan, panggil abang, kande.
    burn incense call brother, brother

86. Baik-lah.
    Agree-emp

    defeat-emp Defeat

88. Kate raje Aceh, Sudi-kah adinde same kondé?
    say king Aceh willing-ques sister with brother

89. Sudi kande. kate-nge ke orang Aceh tadi.
    willing brother say-she to person Aceh previous

90. Tapi kite orang Islam tak boleh pegang dulu kalau tak nikah.
    but we people Islam not permit hold first if not married

91. Lagi permintaan adinde kate-nge ni, minte adekan berteh same
    still request sister say-she this request hold rice feast with
    telor, timbun ke tepi laot.
    egg gather at edge sea

92. Udaah nanti habic rakyat Aceh m-bagi telor dengan berteh,
    pst later finish people Aceh divide egg and rice
    talak ke dalam laot, baru kite kawen.
    leave to in sea then we marry

93. Bari naak aìinde ke istane.
    then go sister to palace

94. Back-lah
    agreed-emp

95. Di-kerekke-nge rakyat.
    assemble-they people

96. Seme sakali rakyat ini ny-embakke telor se-biji berteh se-pinggan,
    all every people this offer egg one rice one-plate
    bagi bukit di tepi laot.
    like hill on edge sea

97. Udaah begitu, di-tolakke ke tepi laot.
    pst that leave for edge sea
98. *Di-panggel-nye abang-nye tadi.*
call-she brother-her previous

99. *Ie-pe masek ke dalam kerande Aach tadi,* eh kerande kace tadi.*
she even enter to in crate Aceh previous eh crate glass previous

100. *Pudok is tujok dengan dayang-nye tue.*
sit she seven with maid-def. old

101. *Datanglah ribut; topan; angin kencang.*
come-emp gale typhoon wind strong

102. *Orang ie datang nage tadi dari pusat tasik jambo ayer dekat Aaech,*
person he come dragon previous from center pool crest water near Aceh,
di Aecch; datang ini.
in Aceh he come this

103. *Pukol-nye-lah kapal tadi, tige kali pukol, tebalik-la.*
strike-he-emp ship previous three times strike; over-turn-emp

104. *Timbol-la kerande kace tadi.*
float-emp crate glass previous

105. *Di-junjonke-nye atas kepala-nye, larikan itu carry-he on head-his run with that*

sink to direction crest water previous carry to there. sink

107. *Udah begitu, te-cengang-la raje Aach; Ape boleh buat?*
pst that amazed-emp king Aceh; what can do

108. *Duui sudah habis; puteri tak dapat.*
money pst finish princess not obtain

109. *Muhammad Yazid nge-larikan adek-nye xe arah jambo ayer ke Muhammad Yazid run with sister-his to direction crest water to*
dalam laut.
in sea.

110. *Sampai sekarang ade.*
until now is

111. *Baru hari petang, kan, karam kapal orang di Belawan.*
just day evening yes wreck ship person at Belawan

112. *Mandi, mandi rupenyen Puteri Hijau tadi xe situ dengan Bathe Bathe apparently princess naive previous to there with*
dayang-dayang-nye, datang dari Aecch.
maid-maid-her come from Aceh

113. *Tengok orang tu orang cantek; cantek perempuan.*
see people those person beautiful beautiful female

114. *Eh, ramai ramai n-engok ke sebelah;*  
Eh, busy busy look to side

115. *Te-balek kapal, ape tadi bot?*  
over-turn ship ques previous boat

116. *Itu-lah banyak orang mati, arri raye.*  
that emp many people die Lebaran
THE NAIVE PRINCESS

1. Once upon a time there was a king.
2. This king, Sultan Sulaiman, had children and a wife. The queen was from Padang.
3. They had three children, the eldest was Muhammad Yazid, the middle child was the naive princess and the youngest was the little prince.
4. There were two boys and one girl, the naive princess.
5. And so it was when one day the King of Aceh went out of his house late at night.
6. He gazed upwards.
7. He saw in the sky three colors; green, yellow and white.
8. "Why is the sky like this?
9. Will the world collapse?" thought this dear prince.
10. "Hey, my servant," he said. "Go call the minister, the head minister here," said this dear king.
11. The servant left.
12. "Oh, head minister, please come to the palace, the great and noble lord is calling you, sir."
13. He took his coat.
14. He came.
15. Respecting his lord, the minister said, "My lord, what is your command in calling me?"
17. "I have lived a long time but never have I seen the sky like this.
18. Is the world going to end?"
19. "Oh no, my lord."
20. "Then what will happen?"
21. "That is just the shadow of the backbone of the naive princess of Old Deli.
22. That is her backbone."
23. "Sir, the naive princess is very beautiful."
24. "Do you want to propose to her?" he said.
25. "Is she still a young girl?"
26. "Indeed she is still a virgin, she has never been married."
27. "Please go and order some men to go to Old Deli to look at her appearance."
28. "Fine, my lord."
29. The next morning they left, four men went to Old Deli from Aceh.
30. They arrived in Old Deli.
These men investigated by pretending to apply for a job.

They got a job there.

Then in this way they were able to observe. She came out Thursday evening.

The princess came out from the middle section of the house heading for the kitchen.

She was beautiful. Her teeth shone, her teeth were radiant.

She was really beautiful. "Oh, it is very fitting that she become a queen some day," he said to his friends.

They went home to Aceh.

"Truly my lord her appearance is beautiful."

Even her teeth shine, her teeth are so white."

"Let us propose to her," he ordered the minister.

He ordered twenty men to go from Aceh to propose for the naive princess to Muhammad Yazid, her older brother, Muhammad Yazid.

After that, it is said that her older brother agreed.

"It is very true that my sister is an adult now."

The older brother accepted the gift from Aceh. He accepted it.

He willingly accepted the gift.

Then that night he came to the palace of his younger sister.

"Oh little sister, naive princess," he said. "Is my little sister tired of her condition like this without a husband?" he asked.

"There is a king from Aceh; the king of Aceh is rich."

Do you want to have him as your husband?" he asked.

"Let us accept that."

"Oh elder brother," little sister said, "I do not know the difference between a flower and a bud or the difference between silk and batik; this is real stupidity," she said.

"I would like to marry with a neighboring country," she said.

"Aceh is a neighbor, isn't it?" she asked. "It is not our territory," she said.

"Elder brother, later you will be ashamed, I will be ashamed, you will be ashamed," she said to her brother.

"Your little sister does not want to marry the King of Aceh," she said.

"He is very rich, we are poor."

The gift has been accepted.

"Do you want the gift?"

No, little sister does not want to marry.

Because she did not want to marry, he returned the above mentioned gift to the Acehnese.

"What can I do? This is fate," he said.

"It is not I who is unwilling, I am willing."
63. It is my sister who has the body who is unwilling.
64. She does not want to be married to this Acehnese person."
65. The hearts of the Acehnese were hot.
66. They were all angry.
67. They went home.
68. They went home to their lord and said this.
69. "Muhammad Yazid wanted to accept it but the naive princess did not want to marry an Acehnese," they said.
70. "We will fight that country. We will strike," said the king of Aceh.
71. "Ready, ready everything.
72. Strike the country."
73. They prepared everything.
74. The men departed; they arrived in Old Deli.
75. They walked through the forest.
76. After walking through the forest, they arrived at the palace.
77. These men from Aceh, they attacked. They attacked.
78. There was some opposition from Muhammad Yazid, from the opposing side.
79. How much can they be opposed?
80. That was it; they would be defeated.
81. He said to his sister, to the naive daughter, "If sister does not want to be captured by the King of Aceh later," he said, "older brother will go to the sea first and then become a snake, a dragon."
82. "Now, this is the incense. Once you have arrived at the king's country do not allow the Acehnese man to touch your body."
83. "Request," he said "that they hold a feast of a plate of rice and one egg so that all of the people of Aceh will gather at the edge of the sea.
84. Then when there are many eggs and a lot of rice there offer them to the sea.
85. Burn the incense, call your brother, elder brother."
86. "Alright."
87. They were defeated. Defeated.
88. The King of Aceh said, "Are you willing, younger sister, to be with (me) older brother?"
89. "I am willing elder brother," she said to this Acehnese man.
90. "But we are Islamic people and may not touch before we are married."
91. I have a request," said the girl, "I request that you hold a rice and egg feast and gather (the people) by the edge of the sea.
92. Then after all of the people of Aceh have divided the rice and eggs and we leave for the sea, only then will we marry.
93. Then I will go to your palace."
94. "Alright."
95. He assembled all of the people.
96. All of the people offered an egg and a plate of rice so that it was like a hill by the edge of the sea.

97. After that they set out to sea.

98. She called for her brother.

99. Then she got into a crate from Aceh, eh a glass crate.

100. She sat there with her seven former maid-servants.

101. There came a typhoon gale, a strong wind.

102. He, the dragon, came from the center of a crest in a pool of water near Aceh. He came.

103. He struck the ship; three times he struck it. It over-turned.

104. The glass crate floated up.

105. He carried it on his head and ran with it.

106. He sank in the direction of the crest of water while carrying her there. He sank.

107. After that the King of Aceh was amazed. What could he do?

108. His money was gone, he had not gotten a wife.

109. Muhammad Yazid had run away with his sister in the direction of the crest of water and went into the sea.

110. Until now they are still there.

111. You know, just the other evening a ship was wrecked at Belawan.

112. Some people were bathing. Apparently the naive princess came there with her maid-servants from Aceh.

113. People saw a beautiful person, a beautiful woman.

114. They crowded to one side of the ship to look.

115. The ship over-turned (or was it a boat?).

116. Many people died there. This happened on the Lebaran.

APPENDIX B

SEJARAH HIDUP PAK SUKARNO, SEORANG JAWA

1. *Nama saya Sukarno pertama.*
   name my Sukarno first

   child of Karsono and Karsinah

   I born on date one January 1928 at company plantation
   
   *kopi Bangelan.*
   coffee Bangelan

4. *Orang tua saya men-jabat sebagai kepala kantor perusahaan kopi negara.*
   person old my work as head office company coffee country


5. Saya sekolah tamatan dari taman siswa klas enam pada tahun empat puluh lima.

6. Kemudian saya ke taman dewasa kala sekarang itu S.M.P. then I to garden adult if now that junior high

7. Tapi belum tamat karena suatu peristiwa bumi angguh, jadi Belanda dengan but not graduate because an event land burn then Dutch with

8. Ini saya terus menjadi .....

9. A .... Belanda kalah.

10. Saya tidak men-erusakan sekolah saya.

11. Kemudian saya masuk pada pendidikan seniendan di Kepanjen, jadi pemuda then I enter into education military at Kepanjen, then youth

12. Kursus kursus pada waktu itu, saya juga me-lanjutkan kursus di S.M.P. course course at time that I also continue course at junior high

13. Belum begitu tamat, kami eh saya, atas desakan dari orang tua saya not quite graduate we ah I upon urging from person old my


15. Jadi mandor dari pada penghasilan di pabrik itu.

16. Karena saya kurang senang bekerja di pegunungan ingin saya itu bekerja because I less happy at mountains want I that work

17. Ingin men-jadi militer.

18. Kemudian pada tanggal satu mei saya men-tinggalkan orang tua saya men-ujung later on date one May I leave person old my


20. Jadi saya me-rebutkan di badan komite nasional Indonesia selama enam bulan.
   than I work civilian then trade sugar

21. Keluar-masuk pada pendudukan Belanda, waktu itu,
   exit enter into territory Dutch time that

22. Saya itu masih me-rupakan pemuda biasa.
   I that still was youth ordinary

   thus youth ordinary but I struggle for importance country

24. Setelah saya me-rasa kurang enak perjuangan saya hanya sampai disini,
   after I feel less good struggle my only until here
   ini kurang puas.
   then less satisfied

25. Pada tanggal dua puluh lima Juli, tahun empat puluh tujuh, saya men-daftarkan
   on date two tens five July year four tens seven I enlist
   diri pada departemen seni kompi telepon.
   self in department engineering company telephone

   thus I receive education military for three month

27. Kota Malang bumi angus karena di-bom oleh pasukan Belanda pada waktu itu.
   city Malang earth burn because bomb by soldier Dutch at time that

28. Setelah keluar pendidikan tahan empat puluh tujuh tanggal dua puluh satu
   after exit education year four tens seven date two tens one
   Juli, ini kami keluar dari pendidikan dengan di-beri pangkat korpil.
   July this we exit from education with give position corporal

29. Gaji saya tiga puluh lima rupiah, satu bulan.
   salary my three tens five rupiah one month

30. Ini masih bujang.
   this still single

31. Karana kota Malang di-duduki Belanda, kami satu batalion seni dari
   because city Malang occupy Dutch we one battalion engineering of
   radio telegraf meng-undurkan diri ke daerah Semeru selatan.
   radio telegraph retreat self to area Semeru south

32. Lalu pasukan dari kompi telepon Malang yang di-sebutkan divisi Suropati
   then troops from company telephone Malang rel. called division Suropati
   ini di-gabungken kepada resimen tiga sembilan.
   this connect to regiment three nine

33. Saya ber-tempat di Lebak Roto ber-sama-sama resimen tiga sembilan yang
   I place at Lebak Roto together with regiment three nine rel.
   di-pimpin oleh letnan kolonel Saruji.
   lead by lieutenant colonel Saruji

34. Kemudian saya di-gabungken atau di-perbantukan pedetasisar pada batasion
   later I connect or give help officer to battalion
   garuda putih yang di-beri nama batasion tiga satu resimen tiga
   garuda white rel. give name battalion three one regiment three
   sembilan divisi Suropati.
   nine division Suropati
35. Di Lebak Roto saya di-tugasankan pada komandan regu pos telepon at Lebak Roto I charge to commander group post telephone sampai tahun empat puluh delapan. until year four tens eight

36. Kerja saya di daerah gerilya pada waktu itu sudah gerilya. work my in area guerilla at time that past guerrilla

37. Saya sebagai komandan regu pos telepon. I as commander regiment post telephone

38. Tugas saya me-layani dari pada pos pos terutama pada komandan duty my serve of post post especially to commander komandan resimen, komandan batalion dan kepala kepala staf itu. commander regiment commander battalion and head head staff that

39. Tiap tiap komendan pada waktu itu di pegunungan atau di hutan ini every every commander at time that in mountain or in forest this tetap pasang telepon sehingga masuk pada daerah pendudukan pos still install telephone so that enter to area occupation post yang ter-pendam. rel. hidden

40. Sudah itu, keadaan ber-jalan dengan baik; past that situation continue with good

41. Sekalipun serangan udara dari pihak Belanda pada waktu itu sangat gencar. although attack air from side Dutch at time that very incessant

42. Dari darat tembakan lengkung, jadi tembakan meriam dan mortir. from land shooting surrounding thus shooting cannon and mortar

43. Ini tidak dapat me-menguji sasaran pos kami sebab pos kami ini this not able reach goal post our because post our this ter-lindung dan rahasia. protected and secret

44. Tidak semua rakyat itu meng-tahu. not all people that know

45. Setelah itu, di-adakan penyerangan dari pihak Belanda. after that make attack from side Dutch

46. Kami mundur sampai men-inggalkan pos itu dengan alat alat ber-sama-sama we retreat until leave post that with equipment together with pasukan men-uju ke hutan. troops head to forest

47. Karena telepon tidak bisa kita gunakan pada waktu itu, karena saya because telephone not able we use at time that because I juga me-rasa sebagai komandan pos PHB jadi pos telepon dan radio, also feel as PHB thus post telephone and radio ini kita operasi meng-adakan hubungan pemancar gelap, waktu itu, this we convert make connection transmitter secret time that antara SVK tiga, ini dari batalion kami, dengan resimen. between SVK three this from battalion our with regiment

48. Setelah komendan kompi saya dari kompi PHB datang pada waktu itu after commander company my from company PHB come at time that Letnan Letnan Muhadjir untuk mem-perlengkapi Lieutenant Noto with Lieutenant Muhadjir to make complete
segala alat-alat perhubungan yang di-kirim dari Jogjakarta pada waktu all equipment communication rel. send from Jogjakarta at time itu kita laksanakan dengan sebaik-baik-nya.

that we operate with good-good-def.

49. Pada tahun empat puluh delapan datanglah suatu genoaan senjata.
in year four tens eight come-emp one cease fire

50. Jadi ada daerah Belanda dan ada daerah gerilya; republik waktu itu then is area Dutch and is area guerrilla republic time that

republik Indonesia.
republic Indonesia

51. Pada waktu itu saya, pangkat saya, koprál.
at time that I position my corporal

52. Untuk kita itu meng-hadapi Belanda saya di-tugaskan sebagai komandan for us that face Dutch I charged as commander

kompi, me-rupakan komandan kompi sementara, hanya satu jam saja company is commander company temporary only one hour just

pada waktu genoaan.
at time cease fire

53. Pada waktu itu pangkat saya letnan dua tapi hanya satu hari.
at time that position my lieutenant two but only one day

54. Tapi komandan saya yang letnan dua itu tadi, ini me-makai tanda but commander my rel. lieutenant two that prior this use rank

saya koprál meng-hadap kepada Belanda itu,
my corporal face to Dutch that

55. Karna pinter Bahasa Belanda, saya ndak bisa.
because good language Dutch I not able

56. Lalu disitu tanya, mengapa koprál pandai Bahasa Belanda, ya jangan then there ask why corporal good language Dutch yes don't

lagi koprál, sedang prajurit saya pandai Bahasa Inggris, gitu.
even corporal while soldier just good language English like that

57. Memang di-atur demikian untuk men-unjukkan bahwa seorang koprál Indonesia indeed plan thus to show that person corporal Indonesian

itu sudah pandai Bahasa Belanda.
that past good language Dutch

58. Lalu meng-adakan diplomasi antara komandan kompi dari Belanda dengan then conduct diplomacy between commander company from Dutch with

komandan kompi angkatan darat dari resimen tiga sembilan itu me-makai commander company army of regiment three nine that use

Bahasa Belanda dengan keadaan yang sopan santun dan baik sekali language Dutch with situation rel. polite manners and good very

antara penerimaan ini, tidak ada ealing permisukan.
between reception this not is reciprocal hostility

59. Dari kompi telepon resimen tiga sembilan itu di-beri material, from company telephone regiment three nine that give material

telepon dan radio.
telephone and radio

60. Maah di-adakan perundingan Linggarjati.
still conduct discussion Linggarjati
61. Setelah perundingan itu gagal pada tahun empat puluh sembilan, tanggal after discussion that fail in year four tens nine date
delapanbelas Desember empat puluh delapan, ini terjadi serangan yang eighteenth December four tens eight this happen attack rel.
men-dadak dari pihak Belanda, yang di-kebutken pada waktu itu pasukan KST. sudden from side Dutch rel. called at time that troops KST.
selatan, Malang selatan, Semeru selatan.
south Malang south Semeru south

62. Jadi tentara kerajaan menyerang pada Lebak Roto dari daerah Lumajang then soldiers royal attack on Lebak Roto from area Lumajang
selatan, Malang selatan, Semeru selatan.

63. Saya meng-undurkan diri untuk men-cari keselamatan dan menyelamatkan diri I retreat self to search safety and save self bagi masyarakat maupun material negara.
for society and material country

64. Meng-undurkan diri di daerah Pucung Sawi di sebelah selatan Lebak Roto
retreat self in area Pucung Sawi on side south Lebak Roto
pada tanggal dua puluh lima Desember empat puluh delapan.
on date two tens five December four tens eight

65. Di-adakan penyerangan yang hebat.
conduct attack rel. violent

66. Kawan saya banyak yang korban.
friend my many rel. victim

many rel. kill kill

68. Saya di atas gunung ber-sama-sama anak buah saya sisa lima
I on top mountain with followers my remain five

69. Pagi hari saya ndak bisa makan karena tidak ada yang meng-irim.
morning day I not able eat because not is rel. send

70. Sore hari begini banyak penduduk yang meng-irim pasukan gerilla,
evening day like this many inhabitants rel. send troops guerrilla,
tapi pada waktu itu pasukan Belanda, jadi pasukan kerajaan yang but at time that troops Dutch that is troops royal rel.
di-kebutken gajah merah ini terlalu kejam.
called elephant red this too cruel

71. Setelah ada-nya operasi besar-besaran tahun empat puluh sembilan,
after occurrence-def. operation big-big year four tens nine
saya hidup di desa Pucung Sawi dengan keadaan yang begitu senang
I live in village Pucung Sawi with situation rel. so happy
dan gembira sekalipun keadaan saya pada waktu itu men-derita.
and cheerful although situation my at time that suffer

72. Makan, ee-hari makan, tiga hari tidak.
eat one day eat three day not

73. Makan beras tidak ada.
eat rice not is

74. Yang saya makan tidak ada lain.
rel. I eat not is other

75. Ini keadaan yang betul.
this situation rel. true
76. Saya makan dari tumbuh-tumbuhan hijau-hijauan itu, dengan nangka muda I eat of plant plants green greens that with jackfruit young
    hanya di-rebus gitu saja.
only boil like that just
77. Pada waktu itu keadaan ter-jepit, baik rakyat.
at time that situation squeezed even people
78. Ekonomi di-kwaasai Belanda pada waktu itu.
economy control Dutch at time that
79. Masuk pendudukan oari garam saja susah.
enter occupied territory look for salt just difficult
80. Setelah tahun empat puluh sembilan itu keadaan ter-jepit yang begitu after year four tens nine that situation squeezed rel. like that
hebat-nya....
tremendous-def
81. Kalau memang tidak tahan mental pada waktu itu sudah lari.
if indeed not endure mental at time that past run
82. Apa ikut Belanda, apa me-larikan diri pulang ke desa-nya?
ques. follow Dutch or flee self go home to village-def.
83. Ini keadaan ter-jepit.
this situation squeezed
84. Karena saya sudah ber-tekaa bulat ber-dasarkan sumpah daripada prajurit because I past determined very based on oath of soldier
    pertahankan-lah kampung halaman.
defend-emp home territory
85. Ini dari panglima besar Bapak Jendral Sudirman yang pada waktu itu pidato this from commander big Mr. general Sudirman rel. at time that speech
    radio, "Pertahankan-lah kampung halaman, jangan sampai tanah sejengkal radio defend-emp home territory don't until land one-span of hand
di-duduki oleh pihak musuh.
occupy by side enemy

THE LIFE HISTORY OF MR. SUKARNO, A JAVANESE MAN

1. First, my name is Sukarno.
2. I am the son of Karsono and Karsinah.
3. I was born on the first of January 1928 on the Bangelan coffee plantation.
4. My parents were employed in the Dutch times as the managers of the office of the National Coffee Company which was abbreviated DKU, the government coffee company of Bangelan.
5. I went to the Taman Siswa school (indigenous Javanese school) and finished the sixth grade in 1945.
6. Later I went to the secondary Taman Siswa school now called junior high school.
7. But I was not able to finish because of the scorching of the earth, that was between the Dutch and the Japanese.
8. Then I continued...
9. Ah,... the Dutch were defeated.
10. I did not continue my schooling.


12. At that time the courses ... I also took courses at the junior high school but Japan...

13. I did not quite graduate, we ah I, upon the urging of my parents that I work in the coffee company in 1946; I worked for four months with my parents.

14. I became the coffee weigher.

15. Thus, I was foreman of the produce of that factory.

16. Because I was not very happy working in the mountains, I wanted to work outside that region.

17. I wanted to join the military.

18. Then on the first of May I left my parents and headed for Sumber Pucung and worked for the Indonesian National Committee.

19. Then I worked in the Indonesian National Committee for six months.

20. Later I worked as a civilian, as a sugar trader.

21. At that time I went in and out of the Dutch occupied territory.

22. I was still an ordinary youth.

23. I was an ordinary youth but I was struggling for the good of the country and wanted to know the tactics and strategies of the enemy at that time.

24. Then I began feeling unhappy that my commitment was limited to this; I was not satisfied.

25. On the twenty-fifth of July in 1947 I enlisted in the department of the telephone company (of the army).

26. Then I received military education for three months.

27. The city of Malang was burned because it was bombed by the Dutch troops at that time.

28. When I finished the training on the twenty-first of July 1947, I left the training with the position of corporal.

29. My salary was thirty five rupiah for one month.

30. I was still single.

31. Because the city of Malang was occupied by the Dutch, we, one radiotelegraph battalion retreated to the area of south Semeru.

32. Then troops from the Malang telephone company which was called the Suropati division were joined with the thirty-ninth regiment.

33. I was staying in Lebak Roto with the thirty-ninth regiment which was led by Lieutenant Colonel Saruji.

34. Then the commanding officer assigned me to the white garuda battalion which was given the name the thirty first battalion of the thirty-ninth regiment of the Suropati division.

35. I was assigned as the commander of the telephone division in Lebak Roto until 1948.

36. My work was in the guerrilla area; at that time there was guerrilla warfare.

37. I was the commander of the telephone regiment.
38. My job was to serve the posts especially commanders of regiments, commanders of battalions and heads of staff.

39. At that time every commander in the mountains or the forest installed a telephone so that we could penetrate the occupied area with hidden posts.

40. After that the situation continued to be good,

41. although the air attacks from the Dutch side were very incessant.

42. From the ground the shooting was from all sides; there were cannons and mortar.

43. But this was not able to reach our post because our post was protected and undiscovered.

44. Not even all the people of the area knew about it.

45. After that there was an attack from the Dutch.

46. We retreated and left our post with all the equipment and troops and headed for the forest.

47. Because we could not use the telephone at that time and because I also felt responsible as commander of the PHB post thus at that time we set up radio and telephone connection by means of a secret transmitter between SVK three of our battalion with the regiment.

48. After our company commanders came from the PHB company, at that time they were Lieutenant Noto and Lieutenant Muhadjir, bringing the communication equipment which was sent from Jogjakarta; at that time we began to operate efficiently.

49. In 1948 there was a cease fire.

50. Thus there was a Dutch area and a guerrilla area, that was the republic, the Republic of Indonesia.

51. At that time I was a corporal.

52. In order for us to meet with the Dutch I was given the position of commander of our company but this was only temporary, only one hour during the time of cease fire.

53. At that time I was a second lieutenant but only for one day.

54. But my commander who was a second lieutenant used my rank of corporal to meet with the Dutch.

55. This was because he was able to speak Dutch and I was not.

56. Then they asked, "Why is a corporal able to speak Dutch?" "Yes, not only a corporal but even a soldier can speak good English," we responded.

57. Indeed we arranged it that way in order to show that an Indonesian corporal was fluent in Dutch.

58. Then there were diplomatic discussions between the company commander from the Dutch side with the army's company commander from the thirty ninth regiment who spoke Dutch. The negotiations were very polite and there was no hostility on either side.

59. The telephone company gave material, telephones and radios to the thirty ninth regiment.

60. They were still conducting the Linggarjati negotiations.

61. After those discussions failed in 1949, on the 18th of December of 1948 there was a surprise attack by the Dutch which was called at that time KTS by the troops.
62. Then the soldiers of the kingdom attacked Lebak Roto from the area of South Lumajang, south Malang, south of Semeru.

63. I retreated in order to save myself and the country's equipment for the cause.

64. I retreated to the area of Pucung Sawi to the south of Lebak Roto on the 25th of December in 1948.

65. There was a violent attack.

66. Many of my friends were killed or injured.

67. Many were slain.

68. I was on top of the mountain with my followers, the five who were left.

69. In the morning I was not able to eat because no one sent food.

70. In the evening many of the inhabitants sent food to the guerrilla troops but at that time the Dutch troops, the royal troops which were called the red elephant, were very cruel.

71. Then after the extensive maneuvers of 1949, I lived in the village of Pucung Sawi where I was very happy and cheerful although I was suffering at that time.

72. Sometimes we were able to eat and then for three days we could not eat.

73. There was no rice to eat.

74. I only ate other things.

75. This was really how it was.

76. I ate greens and young jackfruit just boiled.

77. At that time goods were scarce even for the ordinary people.

78. The Dutch controlled the economy at that time.

79. In the occupied area it was even difficult to find salt.

80. After 1949 things were very tight, it was extraordinary.

81. Indeed of one could not mentally endure the situation, one would have to flee.

82. Either one would join the Dutch or escape by returning to one's home village.

83. These were hard times.

84. I was very determined to uphold the soldier's oath to defend the homeland.

85. This was from the commander-in-chief, General Sudirman, who at that time said in his radio address, "Defend the homeland, do not let one piece of land be occupied by the enemy."