UNIVERSITAS AHMAD DAHLAN

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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

"ELT MATERIALS DEVELOPMENT IN ASIA AND BEYOND: DIRECTIONS, ISSUES, AND CHALLENGES"

CAVINTON HOTEL YOGYAKARTA SEPTEMBER 17 – 18, 2014

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219.manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alpabehtical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The pararel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committe

GRAMMATICAL FUNCTION OF INDONESIAN FIRST LADY'S STATUS OF PHOTOGRAPH ON INSTAGRAM WITH FOCUS ON THE USE OF SUBJECT

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Abstract. The building of language construction can not be separated from linguistic structures. One of the structures is syntax. It deals with how to construct a sentence starting with words, phrases, sentences, and clauses. The use of sentence in language needs subject as the main point or theme to discuss. The most complex grammatical function in language is Subject. The occurrence of subject in English sentence is various. It can be as a subject in active or passive sentence. The grammatical subject and logical subject are the most common occurrence in English. The grammatical subject is the corresponding agreement in number with verb, never being preceded by a preposition "*by*". The logical subject is meant that in either syntactic construction denotes as an agent by putting inside the "by" prepositional phrase at the end of the sentence.

This research is qualitative research with case study in grammatical Function of Indonesian First Lady's status photograph on Instagram with Focus on the use of Subject. The data are collected from the statuses under the photograph title on Mrs. Ani Yudhoyono' Instagram. The data then are classified into grammatical subject in active sentence, grammatical subject in non-finite clause, the logical subject in passive clause, and ellipsis of grammatical subject.

Keyword: *Grammatical Function, Grammatical Subject, Logical Subject*

1. Introduction

Language can be understood by others who know that language. This has meaning that the speakers have capacity to produce linguistic knowledge, signify certain meaning, and to understand or to interpret the sounds produced by others (Fromkin, 2009:4). One can be inferred from the linguistic knowledge is to know the sentence construction, how the sentence is built in which the term syntax is used.

Syntax is one of the structures of language means sentence construction that has rule to combine words into phrases, and phrases into sentences (Radford, 2003:1, Tallerman, 2001:1). Some use the term grammar to name the same as syntax, although most linguists follow the more recent practice. Syntax is the first thing in grammar, because the grammatical language sets all of its organizing principles:

information about the speech sound system, how the word forms, how to recognize the language based on the context and so on (Barret, 1866:77). The sentence pattern in language needs a subject to indicate the theme or the agent of the main point of the sentence. Subject is a grammatical term for the part of a clause or sentence which generally goes before the verb phrase in a sentence (Leech, 1991: 449). Subject can be various patterns; it can be as noun, noun phrase, or clause. The sentence "*Tono get the scholarship from Australia*" indicates that the subject of the sentence is single noun "Tono". Whereas *my sister and his sister will visit me this afternoon* is a subject which has pattern as a noun phrase, and *the teacher who wears a uniform is an English teacher* shows that the subject is in relative clause.

The complex writing sentence can be found in such media like internet. The social media which have been widely raised this decade make some educated people use these to express their opinion. The minister of communication and technology, Sembiring (2014) stated that 107 million people in Indonesia are internet user. It placed Indonesia 79.7% as the top position among Philippines 78%, Malaysia 72%, and China 67% (http://www.apjii.or.id/v2/read/page/halaman-data/9/statistik.html). Instagram is now well-known media social for photograph. There are 670 million photographs uploaded on Instagram and 51.500 photographs for every single day. This media social has big influence to the publishers in Indonesia who love photography like our first lady Ani Yudonoyo. Mrs Yudoyono's account has been chosen for this research because her social and educative background will make good syntactic structure in writing sentence under her photographs and her account is the top four position of the most popular Instagram in Indonesia (Andri, 2014. http://id.techinasia.com/inilah-10-orang-indonesia-terpopuler-di-instagram/). In line with this, Holmes (1995:12) explained that the higher someone's status has, the more complex of grammaticality will be used. Furthermore, this research entitled *Grammatical Function of Indonesian First Lady's Status of Photograph on Instagram with Focus on the Use of Subject*.

2. Literature Review
2.1 Subject
Subject is one main point in a sentence. The subject is sometimes called the naming part of a sentence or clause. The subject usually appears before the predicate to show (a) what the sentence is about, or (b) who or what performs the action (Nordquist, 2010). According to Miller (2002:88), subject is the most complex grammatical function to discuss. Furthermore, Tallerman, (2011:190) said that subjects have six typical cross-linguistic properties, they are:
1. Subjects are normally used to express the AGENT of the action, if there is an agent.
2. Subjects tend to appear first in the clause in unmarked (basic) constituent order. Recall that up to 90 percent of languages are either SOV or SVO, therefore subject-initial. But since that leaves 10 percent or more of the

world's languages that not subject-initial, we can't use this as a defining property.

3. Subjects are understood as the missing argument in IMPERATIVE constructions. An imperative is a command such as *Sit*! or *Eat up your greens*! Both intransitive and transitive verb have an understood (or in some languages, overt) second person subject pronoun ('you') in the imperative.

4. Subjects control REFLEXIVE NPs, that is, '-self' form such as the English herself, themselves, and also RECIPROCAL NPs such as each other.

5. Subjects often control the referential properties of an NP in another clause. For instance, when two clauses are conjoined, the subject of the second clause can be omitted because it is co-referential with the subject of the first clause.

6. Subjects are the most usual target for promotion from other position. For instance, the Passive construction promotes an NP from direct object position to subject position, turning *The students forgot her* into *She was forgotten* (by the students): the pronoun has the form her as an direct object, but she as a subject. Although not all languages have promotion processes, if a language has any promotion processes, then it will have ones that move some constituent into subject position.

2.2 Realization of the Subject

The subject can be identified by asking "*Who* or *What* carried out the action denoted by the verb" and "who or what is this about?" (Aarts, 2001:72). It can be practically done in a simple sentence *Ridho sings in the bathroom.* The sentence consists of the subject *Ridho,* because NP refers to the individual who is doing the singing, and because the sentence can be said to be about him. Aarts tells more about the occurrences of noun phrase which take place as a subject, they are:

a) NPs function as Subject
1. [$_{NP}$ The Hedgehog] ate the cream cake.
2. [$_{NP}$ A Rat] bit my toe.
3. [$_{NP}$ This Shoe] hurts me.
4. [$_{NP}$ Academics] never lie.

Those sentences above show that subjects are realized as NP. NP is the most common structure for a sentence that performs the action denoted by the verb (thus having the semantic role of agent (Sell, 2008:36).

b) PPs functioning as Subject
5. [$_{PP}$ Under the stairs] was a safe area to be during the war.
6. [$_{PP}$ Outside the fridge] is not a good place to keep milk.
7. [$_{PP}$ After Saturday] would be a good time to go away for a few days.
8. [$_{PP}$ Between eleven and midnight] suits me alright.

The restriction on PPs is applied as Subject in English. Firstly, they are usually phrases that specify a location, as (5) and (6), or time interval, as in (7) and (8). Secondly, the main verb of the sentence is often, though not exclusively (8), a form of the verb *be*.

c)   AP functioning as Subject
   9.   [*AP* Restless] is what I would call him.

d)   AdvP functioning as Subject
   10. [*AdvP* Cautiously] is how I would suggest you do it.
The occurrence of PPs, APs or AdvPs as subjects is usually clausal subjects. Here are some examples of sentences with finite clauses as subject.

e)   Finite clauses functioning as Subject
   11. [*That he will go to Bali soon*] is obvious.
   12. [*Because you come here*] doesn't mean that I am available.
   13. [*What the terrorists said*] puzzled the police.
   14. [*Why she consented*] remains a mystery.

The finite clauses that functioning as subject above are introduced by a conjunction *that* (11) and *because* (12), while in (13) – (14) are introduced by a *Wh-word*, i.e. a word that begins with the letter *wh,*, e.g. *who, what, where, why*, etc. then these clauses are called *Wh-clauses*.

f)   Nonfinite clauses functioning as Subject
      To-infinitive clauses functioning as Subject with a Subject of their own:
   15. [*for Judith to buy that house*] would spell disaster.
   16. [*for us to understand that issues*] requires a major mental effort.
   17. [*for Koko to go to College*] would be a good idea.
   18. [*for Stephen to visit the artist museum*] would not be desirable.

      Without a subject of their own:
   19. [*To be a good teacher*] is more difficult than people think.
   20. [*To see her*] is to love her.
   21. [*To surrender our arms*] will seem cowardly.
   22. [*To break down this fence*] could lead to a conflict with neighbors.

It implies that one can easily be inferred, when the subject clause has no subject of its own. The example in (19) the subject in the bracket clause is someone: for someone to be a good teacher is more difficult than people think.

Without a subject of their own, introduced by Wh-word

23. [*What to read during the holidays*] is the question all students are asking.
24. [*Where to as for permission*] seems quite clear.

g) **Bare infinitive clauses functioning as Subject**
25. [Party the night away] is a nice thing to do.

-ing participle clauses functioning as Subject with a Subject of their own.

26. [*Jono breaking the rules*] is unacceptable.
27. [*The children crying over there*] wants to have a coke bottle.

Sentence (25) is an example of sentence that has a bare infinitive clause subject. The examples above are quite rare and used informally. The sentence in (26) and 27 is the subjects which formed in *–ing* participle clause.

Without a subject of their own
28. [*Going on holiday*] always creates tensions
29. [*Running a business*] is hard work.
30. [*Swimming in the lake*] will make you ill.
31. [*Refusing to help your mother*] is selfish.

As with the *to-* infinitive clauses, if there is no subject, it can be inferred from the context of from one's knowledge of the world. Another example of subject is Small Clause (SC). This clause is really rare. It has a subject of its own, as the following example shows:

Small Clause functioning as Subject

32. [*The Kitchen free of cockroaches*] is a welcome prospect.

2.3 Types of Subject
The most complex grammatical function is that of subject. Miller (2002:88) explained the types of subject based on syntactic analysis; they are grammatical subject, logical subject, and psychological subject.

a) *Grammatical Subject*
This subject is related to morphological elements such as, verbs, pronouns, and other sentential elements, and it is the closest NP that controls agreement (Radford 1984:363). The sentence "*The bats hunt prey at night*" indicates that the subject *bat* precedes the verb. The subject determines the verb in number, as becomes clear when it is made singular: *The bat hunts prey at night.*

b) Logical subject

This subject was introduced in syntax to help account for instances where the speakers feel unsure about the subject that they will use to control the information based on semantic properties (Koffi, 2005:21). The subject in sentence *the cat seizes the mouse* has interesting property; it refers to the agent in the situation. When the sentence is changed to passive form "*the mouse is seized by the cat*", many analysts consider that *cat* plays do the same as Agent too, although it is inside the by prepositional phrase and at the end of the sentence. it meant that in either syntactic construction *cat* denotes the agent.

c) Psychological Subject

The third type of subject is called psychological subject in which the subject in the sentence *the bats hunt prey at the night* is the starting point of the message, then it shows the entities about which the speaker wished to say something, as the traditional formula puts it (Miller, 2002:89). Psychological subject does change the word order where the main topic will be discussed. The sentence "*the prey bats hunt at the night*" can be said the main topic of the sentence is "*the prey*", so "*the prey*" acts as psychological subject.

3. Finding and Discussion

The finding data based on the lady's status are being classified into grammatical subject in active sentence, grammatical subject in non-finite clause, the logical subject in passive clause, and ellipsis of grammatical subject.

3.1 Grammatical Subject in Active Sentence

(1)   ***My grandson*** *is so stylish*. (16 May 2015)
(2)   ***Ucok Durian*** *is truly marvelous*. (27 March 2014)
(3)   ***I*** *have always enjoyed taking care of libraries.*(4 March 2014)
(4)   **I** think **the drum** is bigger. (18 April 2014)
(5)   ***The President and delegation*** *will visit the refugees of Mount Kelud in Kediri, Blitar and Malang*. (16 February 2014)

The sentence (1) and (2) are the form of copula constructions which show that *My grandson* and *Ucok Durian* are the subject of the sentence. Then, the subject determines the verb in number. Sentence (3) and (4) used pronoun "*I*" as the subject of the sentence. "*I*" precedes the verb "*have*" and "*Think*". It agrees the verb number. The phrase subject "*the drum*" is a picked out noun in a given sub clause and proceeds by the linking verb *is*. The last sentence (5), the subjects are in compound "*the president and delegation*" who are the main topic of the sentence.

3.2 Grammatical Subject in Non-Finite Clause

(6) **We** *have* **to clean** *up these dry leaves.* (9 June 2014)
(7) **You** *wanted* **to help** *me pack.* (16 June 2014)
(8) **The First Lady** *urged all parties* **to increase** *awareness towards autism.* (17 June 2014)
(9) **Each of them** *possesses their own talents* **to be** *pursued.* (16 April 2014)

The other grammatical criteria can be seen in the sentences above. All those sentences contain infinitive phrases; *to clean up these dry leaves* (6), *to help me pack* (7), *to increase awareness towards autism* (8), *to be pursued* (9). The clause which has infinitive in it is called as non-finite clause. One of the properties being that it has understood subject; the subject "we", "you", "the first lady", and "each of them" are the understood subjects. "*We*" is the subject of *clean up these dry leaves*. It implies that "*we*" is the person who is to clean these dry leaves. *You* is the person who helps me back, and similarly for *the first lady* and *each of them*.
The infinitive *clean, help, increase*, and *be* are dependent on the verb have, want, urge, possess. The grammatical subject of the main verb, We, You, the first lady, and each of them are said to control the understood subject of the infinitive.

3.3 The Logical subject in Passive Clause

(10) *Kualanamu International Airport, officially opened by President SBY on 27th March 2014.* (28 March 2014).
the subject property in the sentence (10) refers to the logical subject. The agent of the sentence is "President SBY" while "*Kualanamu International Airport*" is the theme (or patient) of the semantic role in the sentence. The logical subject is the subject where it is preceded by the "*by prepositional phrase*" and to denote the agent of the sentence.

(11) *Photograph was taken in 2007.* (6 June 2014)

(12) *This picture is taken in front of the "Bentol" house of Istana Cipanas.* (22 May 2014)

The sentence (11) and (12) can be regarded as the passive clause with anonymous logical subject or without "*by prepositional phrase*" in it. "*Photograph*" (11) and "*This picture*" did not perform the action of the verb *to take*. The action was done to *photograph* and *this picture*. In this case, "*photograph*" and "*this picture*" are the recipient of the action. The subject (the doer) of the sentence who did the action is *general, unknown or obvious.*

3.4 Ellipsis of Grammatical Subject

(13) *The mother is a loyal companion to its calf who is 3-months old and still nursing.* (31 May 2014)

(14) *The Indonesian children are smart, have noble character, have minds of steel, are tough and excellent.* (2 May 2014)

Only grammatical subject can be ellipted. The two sentences in (13) and (14) are the ellipsis of grammatical subject. *The mother*, in the sentence (13) and *The Indonesian children* (14) are the subjects that are ellipted. The grammatical subject is pivotal, in the sense that is a grammatical subject which is omitted. The understood subject of the sentence (13) and (14) are controlled by the initial grammatical subject.

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