

**THE ANALYSIS OF *OPEN SUBTYPE REST VERBS* BASED ON DIXON
THEORY IN ENGLISH AND BUGINESE LANGUAGE:
A CONTRASTIVE STUDY**

**ANALISIS KELAS KATA *OPEN DARI VERBA REST* BERDASARKAN
TEORI DIXON DALAM BAHASA INGGRIS DAN BAHASA BUGIS:
SUATU KAJIAN KONTRASTIF**

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**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR**

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THESIS

As a partial fulfillment to achieve Master Degree

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English Language Studies

Arranged and submitted by

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To

**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
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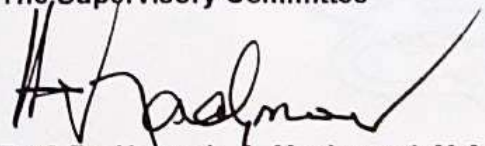
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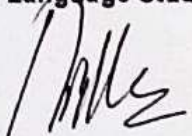
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ABSTRACT

RAHMANIAR. *The Analysis of Open Subtype Rest Verbs Based on Dixon Theory in English and Buginese Language: A Contrastive Study* (Supervised Hamzah. A. Machmoed and Sukmawaty).

The aims of this research were (1) To identify the kinds of *Rest verbs* in English and Buginese language based on Dixon's division of *open subtype* (2) To elucidate how the *open subtype rest verbs* found in English and Buginese language in terms of semantic and syntactic construction. (3) To elaborate the similarities and differences of *rest verbs in open subtype* in English and Buginese language.

The data of this research consist of English and Buginese Language. English data were collected from Corpus of Contemporary American English (COCA), while Buginese data were obtained from field observation and in interview. Both of the data were analyzed with descriptive qualitative analysis.

The result of this research shows that (1) There are four *rest verbs* of *open subtype* in English, they are *open, close, shut* and *lock*, while in Buginese, there are thirty of *open Subtype*, they are: *mallukka' malloro', mattimpa', makkafe', mallengkang, mattetta', mawwekka', pamile', mappale', massampo, ma'bombo', massulu', mattokkong, makkaru', mappuru', mattongko', makkaleppu', makkeppa', mallape', majjampe', mappalang, massappo, makkafeddeng, efu', pasirape', mappaseppa', maccala', ma'goncing, marreppo-reppo* and *mappasikeppa*. (2) The main differences of *rest verbs* in English and Buginese language based on *open subtype* can be seen from two aspects, clause structure and variations of the verb based on the thing resting.

Keywords: Rest verbs, semantic types of verb, the thing resting



ABSTRAK

RAHMANIAR. *Analisis Kelas kata Open dari Verba Rest Berdasarkan Teori Dixon dalam Bahasa Inggris dan Bahasa Bugis: Suatu Kajian Kontrastif* (dibimbing oleh hamzah. A. Machmoed dan Sukmawaty).

Penelitian ini bertujuan (1) mengidentifikasi *verba 'rest'* dalam bahasa Inggris dan bahasa Bugis berdasarkan *kelas kata 'open'* yang dibagi oleh Dixon. (2) Menguraikan bagaimana *kelas kata 'open' berdasarkan verba 'rest'* yang ditemukan dalam bahasa Inggris dan bahasa Bugis dalam hal semantik serta konstruksi sintaktik. (3) Menjabarkan persamaan dan perbedaan *kata kerja rest* dalam *kelas kata 'open'* dalam bahasa Inggris dan Bugis.

Data terdiri atas bahasa Inggris dan bahasa Bugis. Data bahasa Inggris dikumpulkan dari Corpus of Contemporary of American English (COCA). Adapun, data bahasa Bugis diperoleh dari penelitian lapangan melalui proses observasi dan wawancara. Kedua data tersebut dianalisis secara deskriptif dan kualitatif.

Hasil penelitian menunjukkan bahwa (1) Ada empat *verba 'rest'* dalam kelas kata *'open'* dalam bahasa Inggris, yaitu *open, close, shut* and *lock*. Adapun, dalam bahasa Bugis ada tiga puluh kelas kata *'open'* yaitu : *mallukka', malloro', mattimpa', makkafe', mallengkang, mattetta', mawwekka', pamile', mappale', massampo, ma'bombo', massulu', mattokkong, makkaru', mappuru', mattongko', makkaleppu', makkeppa', mallape', majjampe', mappalang, massappo, makkafeddeng, efu', pasirape', mappaseppa', maccala', ma'goncing, marreppo-reppo* and *mappasikeppa'*. (2) Perbedaan utama *kata kerja 'rest'* berdasarkan *kelas kata 'open'* dapat dilihat dari dua aspek, yaitu struktur klausa dan variasi *verba* berdasarkan *rest* bendanya.

Kata kunci: *verba 'rest'*, semantik *verba*, benda resting



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LIST OF ABBREVIATIONS

1.	Adj.	Adjective
2.	Adv.	Adverb
3.	V.	Verb
4.	Prep.	Preposition
5.	NP.	Noun Phrase
6.	VP.	Verb Phrase
7.	A	Transitive Subject
8.	O	Transitive Object
9.	S	Intransitive subject
10.	N	Noun
11.	1 sg.	First Singular
12.	2 sg.	Second Singular
13.	3 sg.	Third Singular
14.	2nd (pro)	Second Pronoun
15.	1pl	First plural pronoun
16.	Poss. Pro	Possessive Pronoun
17.	Refl. Pro	Reflexive Pronoun

CHAPTER I

INTRODUCTION

A. Background

In human existence, Language takes a significant critical part. It is regarded as a framework principally on the grounds that it is made of linguistic units such as phonology, morphology, syntax, semantics and pragmatics. Five of those linguistic units are related to one another (Gleason, 2005). People used it as an arrangement of grammar, meaning, and sound. Passing on information, expanding thoughts, recognizing the way of life and extemporizing the social correspondence are the aims of Language.

In communicating with others, a grammar of the language is taking part in comprising a sequence. It is a specific sequence that makes up words into must things in communication called sentences. Meanwhile, the languages themselves coordinate their parts of speech into classes based on their capacities and positions concerned with the other parts.

In fact, grammar serves as the blueprint of languages, it also depends heavily on the various parts of speech for the semantic expressions, both oral and written. As it is, then, parts of speech are like the life-blood of a typical language in that, a lack of an array of appropriate words representing parts of speech would render the spoken or written words meaningless. Also, parts of speech are the necessary ingredients to

create intelligible phrases, clauses, and sentences in the area of syntax and syntactic functions. As a result, one's lack of grammar proficiency would hinder one from functioning or expressing oneself in formal or academic writing. In sum, parts of speech enhance the grammatical repertoire and competence of a person who wants to get by successfully in the oral and spoken forms of the grammar of a typical language.

According to Fromkin (2000), linguistics is the scientific study of human language. In linguistics, it is divided into several parts to study language from the core. Linguistics analyzes languages from the smallest part to the complex part. By linguistics, many languages in this world can be studied. In linguistics Weda, et al. (2021), language is traditionally seen as consisting of three parts such as signs, meanings, and codes connecting signs with their meanings. Moreover, Marcus Kracht (2008) explained that linguistics is defined as the science of language or the scientific study of language. In linguistics, language is traditionally seen as consisting of three parts such as signs, meanings, and codes connecting signs with their meanings. The part of linguistics that deals with how signs can be combined to form words, phrases, and sentences is called syntax. Whereas, Semantics deals with the meanings about what is signified, while the three levels: phonology, morphology and syntax concerns with the exponent.

Roach (2009) explained that phonetics is the scientific study of speech. It has a long history, going back certainly to well over two

thousand years ago. The central concerns in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language, how we can record speech sounds with written symbols and how we hear and recognize different sounds. Meanwhile, Odden (2005: 3) stated that phonology is one of the basic fields in linguistics and it is defined as the scientific study of sound structure of human language. It is different from the study of sentence structure (syntax) or word structure (morphology). Furthermore, Crystal (2008: 365) proposed that phonology is a branch of linguistics which focuses on the sound system of languages. In addition, Schane (1973: 1) noted that studying about phonology is all about how human producing sound and the form of the sound system of a language.

Sounds can be divided into vowels and consonants. Kelly (2006: 29) assumes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Furthermore, Roach (1983: 10) stated that vowels are sound in which there is no obstruction to the flow air as it passes from the larynx to the lips.

McCully (2009: 220) stated that long vowels are vowels associated with the two X-slots within the syllabic nucleus. According to the International Phonetic Alphabet (IPA), the sign of triangular colon = **/Xː/** or just a colon : is used to indicate the long vowel. When the symbol “ː” follows a vowel symbol, it means that the vowel is pronounced longer. For

instance, in British English long vowel /ɑː/ [car /kɑː/] while in Buginese language long vowel /ɑː/ /mallukka/ [mɔllukkaːʔ].

Colee (2016: 10) stated that “a phonetic process in which consonants are lengthened in speech”. It is a phenomenon which occurs at the time a spoken consonant is pronounced longer than the other consonant. Furthermore, Hedia and Plag (2017: 38) explained that in a language with phonological geminate state that, a geminate is taken to be a double consonant which is articulated with a particularly long duration. Moreover, Wright (2004: 34) stated that there are some phenomena including germination that play a role in the perception of phonological process.

Kubozono (2017: 1) declared that the phenomenon of geminate consonants or sometimes referred to as long consonants is found in many different languages around the world. In phonetics, on one hand, the key and most important point at which consonant length contrast is the consonant duration, besides other phonetic features. In phonology, on the other hand, it is well known that language show differences in the positions where the geminate can emerge.

In written language, consonant length or geminate consonants is often indicated by writing a consonant twice, for instance “ss”, “kk”, “pp”, and so forth. In the International Phonetic Alphabet (IPA), geminate consonants are normally written using the triangular colon [ː], for instance germination occurs morphemes in English, “**kk**” /black coat/ = [blæˈkːoʊt]

meanwhile geminate consonants also occur in Buginese language, for instance “**tt**” /*mattimpa*’/ = [mʌtːimpʌʔ].

According to Thornbury (2001), grammar is a description of the rules that govern how a language’s sentences formed by words that have certain rules. Besides, Samuel Johnson (in Boer, 1981) says that grammar is the art of speaking words properly. It is natural that the first rule of an English grammar will define the term sentence. Further, Michael Swan (2005: 19) defines grammar as follows: “The rules that show how words are combined, arranged or changed to show certain kinds of meaning.” Semantics is considered as a branch of linguistics which related to the meaning. Patrick Griffiths (2006 :1) stated:

Semantics is the study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings”.

In the study of natural human languages, syntax is a subset of grammar. Katamba, et al. (1996 :732) explained that syntax is the system of rules and categories that underlies sentence formation in human language. Whereas, Radford (1997 :1) explained that syntax focuses on how words are put together to form phrases and sentences. It means that syntactic patterns, syntactic constructions, and system of rules and categories which underlie the theory of sentence formation are discussed in syntax. Furthermore, syntax covers the rules for how the sentence as a whole makes meaning, such as the idea that S-V-O languages have the

subject appear before the verb, and the verb before the object. Basically, syntax involves the rules for the structure (and in analytic languages, frequently the requirements of word order) of an entire sentence.

Dixon stated that grammar is about the significance of semantics, where it is almost ignored by experts based on Dixon (1985 :1). He runs a way to deal with complex English grammar. In this way, oriented structure for grammatical analysis has endeavoured, and the structure applying is revealed by him. Consequently, his hypothesis gives direction, particularly on seeing grammar according to semantic perspective, regarding the various kinds of implications which words have and presenting the grammatical practices of terms resulting from their importance contrasts. Given a word significance, one can imagine its conceivable grammatical outcomes, such as the motion verb *take* refers to causing something to be in motion and the causer (normally human) with respect to a locus.

Anything kind of knowledge or science, the first step is to understand meaning that is used in each concept depends on the knowledge or sciences itself. The beginning step, understanding meaning, is reflected by Kreidler (1998 :9) that semantics is the field of linguistics concerned with the study of meaning in language. This emphasize facts, feelings, intentions, and products to the speaker in communicating each other. In addition, the formulation theory of semantic can be recognized from semantic approach of English grammar by one of the experts in semantics, Dixon (2005), where word and grammar are totally related to

semantic. The contribution of his theory takes a part of comparing the meaning contained in a language because there are some differences in equivalent meaning each other. Its contribution itself becomes the reason for his theory to be re-studied.

Lately, the enthusiasm in Semantic of verb classes and the utilization of verbs has been expanding. Numerous experts classify verbs into various kinds depended on several contemplations. For example, Leech (2004 :22) split English verbs into the tense and aspect. He just worried about many grammatical structures in touch with significance on that classification without enhancing conversation of syntax and morphology. Dixon (2005 :96), in his book *A Semantic Approach to English Grammar*, also took part in arranging verbs. There are two essential divisions in English verbs, primary and secondary verbs. *Rest verbs* is one of the subtypes in those divisions.

Both the language and its aspects become the critical part and thing respectively in research of language. In Indonesia, Indonesian as the national language of Indonesia becomes the object of language research, and English as the foreign language does. Based on 2019 research, According to Prof. Dadang Sunendar, as the head agency of language development and culture's book of the ministry of education, it is successful in mapping as many as 718 regional languages in this country. They authorize as a fascinating object of language research.

A regional language is a language used to communicate with fellow

speakers in the area, which is also a cultural mirror for the next generation. One of the languages is Buginese, the regional language among ten of thousands of regional languages in the archipelago with many speakers in a wide area. Nuraidar Agus (2018) stated there are approximately four million Buginese speakers in South Sulawesi. Misdawati (2018 :7) stated that Buginese language is also one of the supporters of regional culture with a long history and tradition. The Buginese language as a supporter of culture is the embodiment of the amendments to the 1945 Constitution. Those amendments explain that the state is obliged to respect and maintain regional languages because these languages are part of Indonesian culture.

It is crucial to examine by other non-buginesses the spreading of Buginese as a regional language. Moreover, to comprehend the language parts of Buginese, especially in composing the text, and to know how they are not quite the same as English are as crucial as the first mentioned. The research regarding language comparison has consistently turned into an intriguing point to be noticed. As Azaria (2011:2) indicated, expectedly, the comparative analysis underscores the “explanation of differences and the explanation of similarities.” This explanation assists with building up connections between at least two phenomena and provides substantial reasons.

Dixon (2005) divided the verb into motion verb, *rest verb*, affect verb and giving verb. Furthermore, *rest verbs* in one language always have

differences with another language. For instance, the verb *open* in English has some equivalents in Buginese language. The first is /*mawwekka*’/ [mɔw:ək:ɔ?] meaning to open coir or wood by using a machete or ax— next, /*mattetta*’/ [mɔt:ət:ɔ?] which means to open sewing thread or rope. At last, /*mallengkang*/ [mɔl:en:kɔŋ] senses to open something sticky such as wall paint or stickers, etc.

The example above shows there is a differentiation of *open verb* in English and Buginese language, especially in the thing Resting (in O). The verb of *open subtype* in Buginese language has the different in the thing resting. Therefore, the verb meaning of *open* from the *rest verbs* in English and Buginese language will affect its syntactic construction. According to Dixon (2005:109), the *open subtype* refers to causing something to be in a particular position of rest. All verbs in the *open subtype* are intransitive, with the thing resting in O and Causer (typically HUMAN or WEATHER) in A function. e.g., John/ the wind closed the door.

According to Leech (1981:89), componential analysis is breaking down the sense of the word into its semantic features. By this process, words can be defined intrinsically in terms of formula. These componential definitions reduce the word's meaning into its ultimate contrastive elements. For example, the verb /*mawwekka*’/ [mɔw:ək:ɔ?] in Buginese language has equivalent to the verb “open” in English. It is compared in English based on grammar componential analysis. It will show:

Open = [+ door], [+ coir], [+ eye] Vs /*mawwekka*’/ [mɔw:ək:ɔ?]= [- door], [+

coir], [- eye]. The word /*mawwekka*'/ [mɔw:ək:lʔ] has a factor or semantic property which makes it different. Open in English can denote opening door, gate, and eye while /*mawwekka*'/ [mɔw:ək:lʔ] in Buginese language, can denote opening coir, not intended for door and eye.

Open subtype in English is used transitively, but it also occurs to be intransitive construction by adding copula plus a participial form of the verb (functioning as an adjective and describing a state). e.g., the door is closed, or a 'promotion to subject' construction, e.g., this door opens easily.

Despite it, there is one more instance of certain verbs on "*open subtype*" in Buginese language, which is set apart as an intransitive verb. It can be seen from the word *mappale*' which implies opening two hands with palms facing up. Furthermore, verbs of *open subtype* in English are less than those in Buginese language depending on the semantics meaning. There are four verbs in English such as *open*, *close*, *shut* and *lock*, and 30 verbs in Buginese language depending on the semantics meaning such as /*mallukka*'/ [mɔl:uk:ɑ:lʔ], /*malloro*'/ [mɔl:oroʔ], /*mattimpa*'/ [mɔt:impɔʔ], /*makkafe*'/ [mɔk:k:afəʔ], /*mallengkang*/ [mɔl:ɛŋkɔŋ], /*mattetta*'/ [mɔt:tət:lʔ], /*mawwekka*'/ [mɔw:ək:lʔ], /*pamile*'/ [pɔmiləʔ], /*mappale*'/ [mɔp:ləʔ], /*massampo*/ [mɔs:ɔmpo], /*ma'bombo*'/ [mɔʔbomboʔ], /*massulu*'/ [mɔs:uluʔ], /*mattokkong*/ [mɔt:ok:ɔŋ], /*makkaru*'/ [mɔk:lɔruʔ], /*mappuru*'/ [mɔp:uruʔ], /*mattongko*'/ [mɔt:ɔŋkoʔ], /*makkaleppu*'/ [mɔk:lɔp:p:uʔ], /*makkeppa*'/ [mɔk:k:əp:lʔ], /*mallape*'/ [mɔl:lɔpəʔ], /*majjampe*'/ [mɔʒ:ɔmpəʔ],

/mappalang/ [mʌpːʌlʌŋ], /massappo/ [mʌsːapːo], /makkafeddeng/ [mʌkːʌfədːəŋ], and /efu/ [efu], /pasirpe/ [pʌsɪrəpə], /mappaseppa/ [mʌpːʌsəpːʌ], /maccala/ [mʌkːʌlʌ], /ma'goncing/ [mɑːŋgonciŋ], /marreppo-reppo/ [mʌrːəpːo-rəpːo], and /mappasikeppa/ [mʌpːʌsikəpːʌ].

Given the explanation over, Dixon's theory is applied by the researcher. She is keen on directing research about *Rest verbs* in these two languages under the title "**The Analysis of Open subtype Rest verbs Based on Dixon Theory in English and Buginese Language: A Contrastive Study**". This research is relied upon three aims, at the beginning of having critical assistance and adding to the current hypothetical background of language and to cause individuals, then getting more straightforward in learning and dominating not only English but also Buginese language.

B. Research Questions

In the relation to the background in preceding paragraphs, some questions can be formulated as follows:

- 1) What are the kinds of *rest verbs* in English and Buginese language based on Dixon's division of *open subtype*?
- 2) How is the *open subtype rest verbs* found in English and Buginese language performed in terms of semantic and syntactic construction?
- 3) What are the similarities and differences of *rest verbs of open*

subtype in English and Buginese language?

C. Research Objectives

Regarding the research questions which has been set before, the specific objectives are:

- 1) To identify the kinds of *rest verbs* in English and Buginese language based on *open subtype* divided by Dixon.
- 2) To elucidate how the *open subtype rest verbs* found in English and Buginese language represented in terms of semantic and syntactic construction.
- 3) To elaborate the similarities and differences of *rest verbs* in *open subtype* in English and Buginese language.

D. Significances of the Research

To facilitate the readers who are interested to study about this research, the researcher takes some significances that related to this research. Those are:

- 1) Theoretical Benefits

This research gains a number of researches that is used in Dixon's theory: semantic approach to English grammar. Therefore, it will be quite important to enrich the readers' knowledge about semantic types of verb especially the *Rest verbs* in English and Buginese language. Moreover, this study is intended to apply and

develop the theory of semantic types of verb formulated by Dixon.

As a study of pure linguistics, it is expected to give better understanding to readers about the connection of Semantics and grammar. In addition, this study can be used as a reference for those who will conduct further research relevant to this study.

2) Practical Benefit

Helping those who need to concentrate on semantics and syntactic angle on English and Buginese language becomes the appropriate advantage of this research. It is a commitment to keeping up with Buginese language as a cultural legacy.

E. Scope of the Research

The study deals with semantic types of verb formulated by Dixon using semantic approach to English grammar. It is restricted to the *open subtype of Rest verbs* in Primary-A verb of English and Buginese language. It is a contrastive study of two languages. The researcher also limits this study particularly in Wajo dialect because the researcher understands well the type of Buginese language there, so that she gets easier to collect the data.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are three sections comprised from this section itself. In the beginning, the earlier studies are identified with this research. A hypothetical background covers a few areas started from semantics, semantic and grammar, syntactic aspect, Dixon's semantic principles, *Rest verb* types of English and Buginese language become the next section, and in the end is the conceptual framework.

A. Previous Studies

This part presents some brief outlines of previous studies which are related to the current study.

At first, Melansari (2015) in her thesis entitled "Motion Verbs in English and Wolio Language: A semantic point of view". She used descriptive qualitative method. The result of research shows that there are 81 motion verbs in English and 85 motion verbs in Wolio. Some verbs of English 'Run' subtype can be used in causative sense. Whereas, almost all motion verbs of Wolio 'Run' subtype are intransitive verbs. Only some of them can be used in causative sense when they are added with certain prefix or when certain prefix attached to the verbs is omitted.

Secondly, Fahrudin (2016) in his thesis about "The Affect Verbs Subtype in English and Buginese Language: Semantic and Syntactic

Approach” used descriptive qualitative method and found that English and Buginese language affected verbs have equivalences and differences. Cultural background plays important role in determining variants of the verb. New feature of stretch subtype is Agent in using Manip to change the taste of the Target. Buginese verbs included in this new features are *fejjei* (put salt in), *fissingi* (put monosodium glutamate in), *santangi* (put coconut milk in), *fellengi* (put candle nut in) and *cempai* (put tamarind in).

Besides, Reza Apreliah Dg. Matara (2016) conducted research under the title “Dixon’s Carry Subtype of Motion Verbs in English and Barru Buginese”. She used descriptive qualitative method. The result of her research shows that the meaning differences between English motion verbs of Carry subtype and Buginese motion verbs cause different syntactic constructions. The main differences of motion verbs of Carry subtype in English can be seen from two aspects, clause structure and preposition. The clause structure in verb (or a verb phrase) as long as the subject is plainly comprehensible from the previous discourse or context. Meanwhile, in aspect of preposition in Buginese, there are two prepositions that have similar meaning and different use, they are *ri* and *ku* which mean *in*.

Furthermore, a research conducted by Suriati (2016) is a review on Dixon's giving semantic type theoretical framework. She analyzed the construction and the extended meaning of English 'give' verb and *kasi* verb in Kupang language. The researcher used Qualitative method of

research and find out that the basic constructions of both languages are the same, but different in grammatical properties that result to different meaning. The 'recipient' and 'donor' could be omitted when an adverb such as out, away, and back is added to 'give' verb. Indicating general giving activity, in Kupang Malay, a verb and noun can be added in *kasi* verb. In the construction, all the roles can be either omitted or stated. The literal meaning of both verbs can extent to grammatical meaning metaphorically, but 'give' verb exhibit more variation. The different of historical development of language and sociolinguistic characteristic of 'give' verb and *kasi* verb become the reason of the phenomenon happened.

The next is A. Reskiana Hartari (2018) conducted "Dixon's Sit Subtype of *Rest Verbs* in English and Buginese". The research aimed to identify *Rest verbs* in English and Buginese based on the divided Sit subtype, then investigate the differences and similarities in terms of semantical and grammatical construction of Sit Subtypes of *Rest verbs* in English and Buginese. The result shows that There are nine *rest verbs* of Sit subtype in English, they are *sit (down)*, *stand (up)*, *lie (down)*, *kneel*, *crouch*, *squat*, *lean*, *hang (down)*, and *float*, while in Buginese, there are thirty Sit subtypes: *tudang*, *cadok*, *cadok-cadok*, *se'ppok*, *me'ppok*, *massampiang*, *massulekka*, *se'ppok*, *makkaddao uttu*, *mattulak sedang*, *mappasilojo'*, *mappalempuk*, *massolla-solla*, *mattafakkoro*, *massale'poro*, *maddue'due'*, *tettong*, *le'ngeng*, *IIEu*, *makkanroppang*, *mappatettong uttuk*,

makkaluttu, cukuk, rroko', sujuk, maccekkeng, ssanrE', maggattung, and mmawang. The main differences of *rest verbs* in English and Buginese based on Sit subtype can be seen from two aspects, clause structure and a stance of resting. From clause structure, In English a NP is followed by VP, while in Buginese is permissible that VP is followed by NP that marked by suffix -I in VP. From a stance of resting aspect, cultural background plays important role determining the variants of the *rest verb*.

The last is a research by Nur wahidah (2018) under the title “English Verb, “Fall” and Its Related Verbs in Makassarese Language: A Comparative Study”. The research aimed to investigate the similarities and differences of English Verb, “Fall” and Its Related Verbs in Makassarese language in terms of semantical and grammatical construction. The result showed that the main differences between English and Makassarese language of “fall” verb in Drop subtype are different in the grammatical constructions. English constructions mostly are started by subject or something as causer slot which is followed by fall as verb without noun phrase as moving object because “fall” verb in English categories as intransitive verb. The locus slot is marked by preposition. While in Makassarese language, the constructions mostly are started by fall as verb, subject in causer slot, noun phrase as moving object and locus slot that is marked by preposition.

A great deal of concentrates on verbs by numerous experts shows how powerful the verb is to be explored ceaselessly among linguists. This

current research will explore the *Rest verbs* dependent on the *open subtype* in two languages, and the vast majority of the earlier study did. English and Buginese *rest verbs* in accordance with the *open subtype* are contrasted semantically and syntactically. Two reasons make this research is not quite the same as most former researchers; it centers around the *open subtype* as a feature of *rest verb* in English and Buginese language and questions the grammar of these two languages by utilizing semantic methodology.

The similarity of this research is in the case of investigating the rest verbs in two languages, while the contrast in this research focuses on *open subtype* as part of *rest verb*. Besides, this research is also different in the thing resting because each verb in *open subtype* is divided into four rest verbs such as *open, close, shut* and *lock* which have different thing resting in every use of it. For instance, in Buginese language, open verb of */malloro/* [mɔl:oroʔ] is only used for the thing resting *sarong, trouser* and *skirt*. Those three the thing resting cannot be used for other verbs.

B. Theoretical Background

1) Semantics and Grammar

Grammar is a science to study of words and how they are used in sentences. What is expressed by Culicover (1976:2-3) about grammar, an exact and total portrayal of the language properties, is science talking about words' investigation and the usage in sentences with some

components such as lexicon, phonology, syntax, and semantics. A lexicon which seems like a dictionary is the list of words containing information about their significance. Then, phonology is a depiction where each language expression is recorded along with what potential sounds and how they structure words. The third is the syntax which portrays the terms of language in framing a sentence in different ways, and the last is semantics which is an interpretation of words' meaning.

Greenbaum and Nelson (2002: 1) give an idea on how the relation between grammar and other linguistic aspects. They state that grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other. One aspect relates to grammar is Semantics. **Semantics** is concerned with the system of meanings in the language: the meanings of words and the combinatory meanings of larger units. Another aspect of language description is **morphology**. It refers to the set of rules that describe the structure of words. The word computer, for example, consists of two parts: the base compute (used separately as a verb) and the suffix -er (found in other nouns derived from verbs, e.g. blender). Meanwhile, **pragmatics** is concerned with the use of particular utterances within particular situations. For example, *Will you join our group?* is a question that, depending on the speaker's intention, is either a request for information or a request for action.

Grammar as the focal part of language relates with other linguistic

perspectives because it can intervene between the arrangement of sounds and the meaning process according to Greenbaum and Nelson (2002:1) regarding their thoughts about grammar connection. Semantics becomes one of the grammar perspectives where it is worried about the meaning arrangement of words and the combination of bigger units. Morphology, the rule portrait of words' structure, follows semantics where it alludes to the performance of the words' system. For instance, the term 'computer' derives from 'compute' and the addition '-er.' Additionally, the utilization of specific expressions inside specific circumstances is considered through another perspective called pragmatics. To illustrate it, the question "*will you join our group?*" contains the goals of the speaker asking for either information or action.

2) The Semantic Structure of a Word

The definition of semantic study is comprehending the linguistic importance of words in a language and learning it in every idea. The central concern should likewise recognize whether the study of significance is identified with linguistic articulation, in the case of individuals' explanation which said whether it is valid or not. In numerous sciences, when using investigation explanation or expression in a language, a legitimate-system using becomes a vital point. Overall, this makes semantics is not just a significant part of linguistics.

There are two sorts of words' meanings that are related to semantic. In the beginning, the words' meaning alludes to the real significance or

'reference to the world.' For instance, white indicates water, and so does green which implies the tree. Meanwhile, it alludes to '**sense**,' which is related to the other words or expressions. As it happens, a single word has anonym and synonym meanings. In the case of black has anonym meaning with white, and so does big, which has anonym meaning with large (Dixon, 2005:6)

In every single word, there are at least one or more negligible meaningful units known as morphemes based on what Dobrovolsky (1989:90-91) portrayed. Consequently, every morpheme has a meaning. As revealed by the word friend, it will become friendly when added with the suffix -ly. Furthermore, the word friendly, which only has two morphemes, can have more when it becomes friendliness by adding the suffix -ness. Besides Dobrovolsky's morpheme portrait, Dixon (2005:6) also portrays that morpheme can have different meanings if it follows diverse kinds of words like the additional prefix im- in impossible and prefix -dis in dislike.

Sound and statement are related to meaning. Human thought can consolidate words, phrases, and clauses to be a reasonable sentence to the grammatical construction.

Furthermore, Koulikova (2006 :3) stated that words can be analyzed and described in terms of their semantic component. As it is known, a word presents a complex semantic structure. The best units of the lexical semantic level are lexical-semantic variants that can be decomposed into meaning units and more fundamental components of meaning proper to

the word as a linguistic unit. As a result, a word's semantic structure is seen as a structural multitude of its possible lexical-semantic variant.

As Nick Reimer (2010 :2) described that semantics deals with meaning. The word "meaning" is used to refer to such different things as the idea or intention lying behind a piece of language, as in (1), the thing referred to by a piece of language (2), and the translations of words between languages.

In other words, A unit of various levels consists of the idea of semantic, both provisions and parts. The subjective contrast among the lexical significance is presented on how the first mentioned semantic incorporates a more significant level of abstraction. Whereas the second mentioned one is the unit of content level remembered for the element and the transporter in the particular linguistic significance of the word. Thus, the semantics construction of a watchword works as a process for Meaning.

3) Syntactic Aspect

Morphology and syntax sections are presented in grammar, where grammar itself and words are two things comprised in language, according to Dixon (2005:5-6). The first section, morphology, talks about words' construction in which something, namely a morpheme, in the case of the word un-friend-li-ness, exists with four parts and their significances. Furthermore, he puts that there are two processes of morpheme itself, such as derivation and inflection. The derivation is a process of adding

morpheme, which makes differences in the word, while inflection is the same process as derivation. Still, the additional morpheme is affected by the grammatical demand. As examples of both, the word beautiful from beauty is the result of derivation by adding -full of changing from a noun into an adjective. The word studied from study and books from book are the result of inflection due to the past tense and pluralization demands respectively.

Having a difference of other linguists, Dixon proposes a new approach, starting from the idea that a speaker codes a meaning into grammatical forms in order to communicate them to the hearer, who recovers the meaning. He investigates the interrelation of grammar and meaning, and discovers that the varying grammatical behaviours of words are consequence of their meaning differences, for instance, one can say *I wish to go and I wish that he would go, and then I want to go but not I want that he should go.*

Culicover (1976:4) conveyed that the syntactic component of a language as the set of rules of words and groups of words combination in forming grammatical sentences of the language. The syntactic component of the language has a main role to convey the meaning of the language.

The term 'syntax' has been defined by many linguists. Crystal (1980:346) defines syntax as the study of the rules governing the way of words combined to form sentences in a language. In this use, syntax is

opposed to morphology, the study of word structure. An alternative definition is the study of the interrelationships between elements of sentence structure, and of the rules governing the arrangement of sentences in sequences. Paul Roberts (1964:1) proposed that syntax as the area of grammar which is concerned with the relationships of words in sentences, the ways in which they are put together to form sentences.

Based on the explanation, it can be concluded that syntax is the part of grammar that governs the structure and elements of a sentence. It is made up of all the rules in grammar that apply to the formation of a sentence and the positioning of its elements.

4) Dixon's Semantic Principles

Proposing a different approach from other linguists, Dixon begins the concept by examining the interrelation of grammar and meaning on how people code importance into grammatical forms to convey it to the listener who redeems the meaning. From the examination, he notices that the meaning of contrast is the cause of fluctuating grammatical practices of words. For example, someone can say *I wish to go and I wish that he would go, and then I want to go but not I want that he should go*. Semantic types have universal meaning parts of words into huge groups so that it is separated by Dixon (2005:81-101). He splits semantic types for significant word classes with enormous and conceivably unlimited fellowships such as nouns, adjectives, and verbs.

Tenses and aspects become the factors of verbs categorized by one

of the linguists, Leech (2004: 22). In the simple present, the verb usages are partitioned into a state event and a regular verb. The verbs live, know, and have are examples of state verbs, while the verbs do, say, and find are the instances of event verbs, and the verbs wear, speak, and walk are examples of regular verbs. For state and event verbs, there are some verbs like keep, hold, and think that can be undoubtedly switched by the specific situation. In the progressive aspect, verbs are divided into eight classes momentary, transitional event, activity, process, inert perception, inert cognition, attitude, having and being, bodily, and sensation verbs. The actual examples are 21 verbs, and each class mentions three verbs respectively: *hiccough, hit, jump, arrive, die, fall, drink, eat, play, change, develop, grow, feel, hear, see, believe, forget, guess, hate, hope, like, be, belong to, contain, ache, hurt, and feel*. Syntax and Morphology are not discussed more by him owing to focus on the meaning of the grammatical structure.

a. Semantic Types Associated with the Noun Class

Dixon (2005:82) divided the five major types associated with the grammatical class Noun in English, those are:

- 1). *Concrete reference* is a semantic type associated with the noun class that can be divided into human and animate, (e.g. girl, horse, wrist, piece, grass, star, fire, and so on).
- 2). *Abstract reference* is a semantic type associated with the noun class that includes time, place, quantity, variety, and language and

general abstract terms such as idea, unit, problem, method, result, truth.

- 3). *States* (and *properties*) are semantic types associated with the noun class that related to *-mental* (e.g. pleasure, joy, honour, ability, sagacity) *-corporeal* (e.g. ache, strength) –*some are basic nouns* (e.g. anger, hunger) but the others are *-derived from adjectives* (e.g. jealousy) and *-a few from verbs* (e.g. delight).
- 4). *Activities* are semantic types associated with the noun class related to the *-basic nouns* (e.g. war, game) and most are derived from verbs (e.g. decision, speculation, whipping, sale) also there is a *-corresponding verb* (e.g. play for game).
- 5). *Speech acts* (e.g. question, order, report, description, talk, promise, also related to *-a related verb* (e.g. answer, congratulat(ion), and there are some –*exceptions* (e.g. question, talk).

b. Semantic kinds Associated with the Adjective Class

Dixon (2005: 84) divided following semantic types that are associated with the grammatical class Adjective in English:

- 1). *Dimension* (e.g. small, long, thin, round, wide).
- 2). *Physical property* (e.g. weak, clean, cool, sweet, expensive, quiet, noisy; this includes a corporeal subtype (e.g. well, sick, dead, absent, beautiful, ugly).
- 3). *Speed* (e.g. (quick (at), fast (at), slow (at), rapid, sudden).

- 4). *Age* (e.g. new, old, young, modern).
- 5). *Color* (e.g. white, black, pink and blue).
- 6). *Value* (e.g. good, lovely, atrocious, perfect, odd, strange, curious, necessary, important, lucky).
- 7). *Difficulty* (e.g. easy, difficult, tough, hard, simple).
- 8). *Volition* (e.g. deliberate, accidental, purposeful).
- 9). *Qualification*, with a number of subtypes: a). *Definite*, a factual qualification regarding an event, (e.g. definite, probable, true, obvious). b). *Possible*, expressing the speaker's opinion about an event, potentially happened, (e.g. possible, impossible). c). *Usual*, the speaker's opinion about how some predictable happenings are, (e.g. usual, normal, common). d). *Likely*, again an opinion, but tending to focus on the subject's potentiality to arrange some happenings, (e.g. likely, certain). e). *Sure*, as for (d), but with a stronger focus on the subject's control, (e.g. sure). f). *Correct*, (e.g. correct, right, wrong, appropriate, sensible). These have two distinct senses, commenting (i) on the correctness of a fact, similar to (a) (e.g. that the whale is not a fish is right), and (ii) on the correctness of the subject's undertaking some activities (e.g. John was right to resign).
- 10). Human propensity, again with a number of subtypes: a). *Fond*, with a similar meaning to liking verbs, e.g. fond (taking preposition of). b). *Angry*, describing an emotional reaction to some definite

happenings, e.g. angry (with/at/about), jealous (of), mad (about), sad (about). c). *Happy*, an emotional response to some actual or potential happenings, e.g. anxious, keen, happy, sorry (all taking about); proud, ashamed, afraid (all taking of). d). *Unsure*, the speaker's assessment about some potential events, e.g. certain, sure, unsure (all taking of or about), curious (about). e). *Eager*, with meanings similar to wanting verbs, e.g. eager, ready, prepared (all taking for), willing. f). *Clever*, referring to ability or an attitude towards social relations with others, e.g. clever, stupid, lucky, kind, cruel, generous (all taking at). g). *Honest*, judgment of some people or statements as fair and just, e.g. honest (about/in/at), frank (in). h). *Busy*, referring to involvement in activity, e.g. busy (at/with), occupied (with), preoccupied (with), lazy (over).

11). *Similarity*, comparing two things, states or events, e.g. like, unlike (which are not the only adjectives to be followed by a NP with no preposition), similar (to), different (from), equal (to/with), identical (to), analogous (to), separate (from), independent (of), consistent (with) (which introduce the second role, obligatory for an adjective from this type, with a preposition).

c. Semantic Kinds Associated with the Verb Class

A verb is a class of words that form the semantic point of view which is related to activity or state. A set of verbs requires the same set of participant role.

Dixon (2005:96) classified English verbs into two main divisions. Those are, Primary and Secondary, which by each division shared meaning component of verb which is called a semantic type. Each name of subtype is taken from the name of the most important member of the verb in the group that can represent other members. *Primary* itself may refer to some activities or states, that is a verb which can make up a sentence by themselves with appropriate NPs filling the various semantic roles, eg. Eat, swim, watch, and so on. *Secondary* refers to verbs providing semantic modification of some other verbs, e.g. hopefully, try, come on, stop, and stuff.

5) Rest Verb Types

Rest verb has a number of subtypes which show syntactic, pervasive semantic. The role common to all *Rest Verbs* is a thing of Resting (e.g. *Maria closed the door*). There may also be specification of Locus the place of rest. For some verbs specification of Locus is obligatory and can be optional.

An NP in Locus role is most often marked by the appropriate preposition such place adverbial NPs are semantically linked to the *rest verb* and are typically placed after the predicate. A fair of *Rest verbs* are intransitive. Quite a few of these may be used transitively in a causative sense (r e. wrth S = 0), *the plant stood on the window-sill; He stood the plant on the window-sill.*

Transitivity is largely determined by the meaning of a verb; that is, by the subtype to which it belongs.

Dixon recognizes six of *Rest verb*, such as:

1. Rest-a, the Sit subtype, refers to a stance of resting, e.g. *sit (down), stand (up), lie (down), kneel, crouch, squat, lean, hang (down), float*. Verbs in these subtypes are basically intransitive. Since they describe a mode of stance of rest is obligatory role resting. A Locus can be included, but it is optional. There exists the potential SIT to be used transitively, in a causative sense. The Resting role (which is S in an intransitive construction) becomes O, and an additional role the Causer, normally human is introduced in A syntactic function, e.g. *The child lay down on the couch, She laid the child down on the couch; The raft floated on the stream, He floated the raft on the stream*.
2. Rest-b, the Stay subtype, deals with rest at a definite Locus, e.g. *stay, settle (down), live, stop, remain, reside; attend*. Since verbs from this subtype refer to rest with respect to a Locus, the Locus must normally be stated, either through an NP or an adverbial, e.g. *He has remained outside/in the garage, she hasn't yet travelled to Spain/there*. Stay verbs are almost all intransitive, and include a preposition before the Locus NP, e.g. *stay on the farm* Stay verbs generally cannot be used in ⁸ causative

construction, but there are some exceptions. Settle may be used causatively and then the Causer will generally be in a position of authority, e.g. *Baby settled down for the night, Mother settled baby down for the night; Ex-servicemen settled on the plains.*

3. Rest-c, the Put subtype, refers to causing something to be at rest at a Locus, e.g. (i) *put, place, set, arrange, install, put NP on, sow, plant, fill, load, pack; hide; beach, land, shelve, dump; (ii) leave, desert, abandon, ground, take NP off.* These are also transitive verbs, with the Causer (normally human) in A and the thing Resting in O function. The Locus must be specified, by a prepositional NP or an adverb, e.g. *She put the box down/outside/there/on the table.* Some hyponyms of have Locus specified as part of the meaning of the verb, e.g. land 'put on land', beach 'put on a beach', shelve 'put on a shelf. Put has an extended meaning in such expressions as put the blame on, put trust in and put a question to, alternatives to simple verbs blame, trust and question. The transitive verbs leave, desert and abandon involve an intersection of Rest.
4. Rest-d, the Contain subtype, describes relative position of two things, Verbs are transitive. Both roles are Resting, and each is effectively a Locus with respect to the other; they typically have inanimate reference.

5. Rest-e, the Hold subtype, refers to position of rest with respect to, prototypically, a person's hand, e.g. (i) *hold, handle*; (ii) *grab, grasp, clutch, catch, gather, pick up; capture, trap*. These are all transitive verbs with the Resting role mapped onto o function. The subject maps a Causer role (normally human) and the Locus is likely to be some part of the human's body; the actual body part involved can be specified by a prepositional NP, e.g. *John carried/held the banana in/with his hand/teeth*. (If no body part is specified it is taken to be the unmarked one hand for a human, mouth for a dog, etc.). *Hold* refers to being in a position of rest in juxtaposition with a person's body, the verbs in set (ii) *grasp, grab, catch, pick up* and the like refer to something being brought into such a position, e.g. *John grabbed/picked up the axe (and then held it tightly)*. of the human's body; the actual body part involved can be specified by a prepositional NP, e.g. *John carried/held the banana in/with his hand/teeth*. (If no body part is specified it is taken to be the unmarked one hand for a human, mouth for a dog, etc.). *Hold* refers to being in a position of rest in juxtaposition with a person's body, the verbs in set (ii) *grasp, grab, catch, pick up* and the like refer to something being brought into such a position, e.g. *John grabbed/picked up the axe (and then held it tightly)*.

6. Rest-f, the *Open subtype*, refers to causing something to be in a particular position of rest, e.g. *open, close, shut* (the verb *lock* appears also to relate to this subtype). These verbs are used transitively with the thing Resting in O and Causer (normally human or weather) in A function, e.g. *John/the wind closed the door*. They also occur in what appears to be an intransitive construction, but most examples of this are in fact either copula plus a participial form of the verb (functioning as an adjective, and describing a state), e.g. *The door is closed, or else a 'promotion to subject' construction, e.g. This door opens easily*. In the literal use of open verbs the thing Resting is limited to a small set of part nouns, e.g. *window, door, lid*. The Locus is inferable from meanings of noun and verb and is unlikely to be stated (*The door was shut into the door-frame* sounds unbearably pedantic). These verbs, especially in their participial use, also have a metaphorical sense, e.g. *His mind is open / closed / shut to new ideas*.

As the focus of this research, the explanation of *Open subtype* provided by Dixon is not universal. In this research, the verbs of *open subtype* in Buginese language need further explanation. The thing resting as O has a variation depend on the verb context such *mattimpa', mappuru', mallengkang, mallape, etc.*

6) Contrastive Study

Contrastive study is one of the methods that can be used for helping people who learn other language in finding some differences and similarities between source language and target language that usually led to some difficulties in learning process encountered by the learners. As Fisiak (1981) stated that contrastive analysis or contrastive study is a sub discipline of linguistics that deals with the comparison of two or more languages in order to determine both the differences and similarities that hold between them. Whereas, Lado (1962: 21) declared that contrastive analysis as the comparison of the structures of two languages to determine the point where they differ and the difference is the source of difficulty in learning of target language. Meanwhile, Johansson (1975) defined that contrastive analysis is a synchronic study which consists of “a series of statements about the similarities and differences between two languages”.

Furthermore, according to James (1980: 3), Contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two valued typologies (a contrastive analysis is always concerned with a pair of languages), and founded on the assumption that languages can be compared. In addition Charles Pries (1945) also explained that contrastive analysis is a branch of historical linguistic studies. It deals with the comparison of the characteristics of different languages or different states of a language through history. It composes

the various forms of related languages and utterance to reconstruct the mother language from which they were developed. It starts with the discovery of the similarities and differences as well between languages or within the same language. However, some linguists and pioneers in the field of “language pedagogy” were well aware of the pull of the mother tongue in leaning a target language.

7) Buginese Language

Buginese tribe belongs to the Deutero Malay tribes entered the archipelago after the first wave of migration from mainland Asia, precisely Yunan. The word "Bugis" comes from the word Ugi, which means Bugis people. The naming "Ugi" refers to the first king of the Chinese kingdom in Pammana, Wajo Regency today, namely La Sattumpugi. When the people of La Sattumpugi named themselves, they were referring to their king. They call themselves To Ugi or the people or followers of La Sattumpugi. La Sattumpugi is the father of We Cudai and the brother of Batara Lattu, the father of Sawerigading. Sawerigading himself is the husband of We Cudai and gave birth to several children, including La Galigo, who did the enormous literary work in the world with a total of approximately 9000 folio pages.

According to Chambers and Trudgill (1980), the language composes by a group of dialect that is interconnected each other. Buginese language is also recognized as Basa Ugi or Ugi. This language is applied by ethnic of Bugis in South Sulawesi, and Bahasa Indonesia is used as a national

language. In addition, Hanafie (1992: 1), stated that Buginese language is one of the local language that is categorized as major language in South Sulawesi.

According to Mahmud (2005), Bugis people are bilingual. They use two dominant languages. The first one is Bugis, their traditional language, and the second one is Indonesian, their national language. Interestingly, Indonesian used by Bugis speakers is not usually the standard formal Indonesian. Bugis people also typically use a mixed language, either Bugis with Indonesian, in which Bugis is the main language with some additional Indonesian, or Indonesian with Bugis in which speakers mostly use Indonesian but add some Bugis expressions.

Pelras (1996) stated that Buginese language or Bahasa Bugis is the language of people who inhabited in the Celebes (Sulawesi) island, eastern part of Indonesia, which is exactly in South Sulawesi province. Buginese language has affiliation with Austronesian language family that spreads into the several parts of the province, such as Bone, Pinrang, Soppeng, Parepare, Sidrap, Barru, Sinjai and Sengkang. Buginese ethnic in South Sulawesi is spread in parts of Maros Regency, Pangkep Regency, Barru Regency, Parepare City, Pinrang Regency, Pinrang Regency, part of Enrekang Regency, part of

Majene Regency, Luwu Regency, Regency Sidenreng Rappang, Soppeng Regency, Wajo Regency, Bone Regency, Sinjai Regency, part of Bulukumba Regency, and part of Bantaeng Regency.

Wajo Regency is a regency in South Sulawesi Province of Indonesia. It covers an area of 2,506.19 km² and had a population of 384,694 at the 2010 Census Wajo Regency, with its capital city Sengkang is located in the central part of South Sulawesi Province with a distance of approximately 250 km from Makassar, the capital city of South Sulawesi Province. It is extending towards the southeast sea and which finally becomes a strait, with a geographical position between 3° 39' - 4° 16' SL (South Latitude) and 119° 53' - 120° 27' EL (East Longitude). The boundaries of Wajo Regency are as follows:

- 1) Northside: Luwu and Sidrap Regency
- 2) Southside: Bone and Soppeng Regency
- 3) Eastside: Bone Bay
- 4) Westside: Soppeng and Sidrap Regency



Figure 1. Wajo Area (Wikipedia)

Sengkang City is the capital of Wajo Regency, South Sulawesi Province. Sengkang City is located in Tempe District, which has an area of 38.27 km² (about 1.53 percent of the location of Wajo Regency), with a population of 64,768 people (in 2011), so the population density reaches 1,692 people per km².

Tempe is a district in Wajo Regency, South Sulawesi, Indonesia. It is the capital of Wajo Regency which is east of Lake Tempe. With its trademark silk sarong, famous in Indonesia, this silk is also exported to foreign countries.

The boundaries of Sengkang City (Tempe District) cover the west with Tempe Lake and Sabangparu District; to the north with Tanasitolo District; to the south with Pammana and Sabangparu sub-districts; and in the east with Pammana and Majaleng sub-districts.

Sengkang City (Tempe District) includes the villages of Bulupabbulu, Cempalagi, Maddukkelleng, Tempe, Watallipue, Teddaopu, Lapongkoda, Pattirosompe, Padduppa, Siengkang, Atakkae, Sitampae, Laelo, Salomenraleng, Mattirotappareng and Wiringpalennae.



Figure 2. Wajo Regency (Wikipedia)

The further clarification of the verb of *open subtype* in Buginese becomes the focal point of this research because the explanation of that by Dixon is peculiar. The thing resting as O has a variety relying upon the setting of the action word utilized, for example, /*mattimpa*'/ [mɬɪ:ɪmpɬʔ], /*mappuru*'/ [mɬpɪ:uruʔ], /*mallengkang*/ [mɬɪ:ɛŋkɬŋ], /*mallape*'/ [mɬɪ:ɬpəʔ], etc.

C. Conceptual Framework

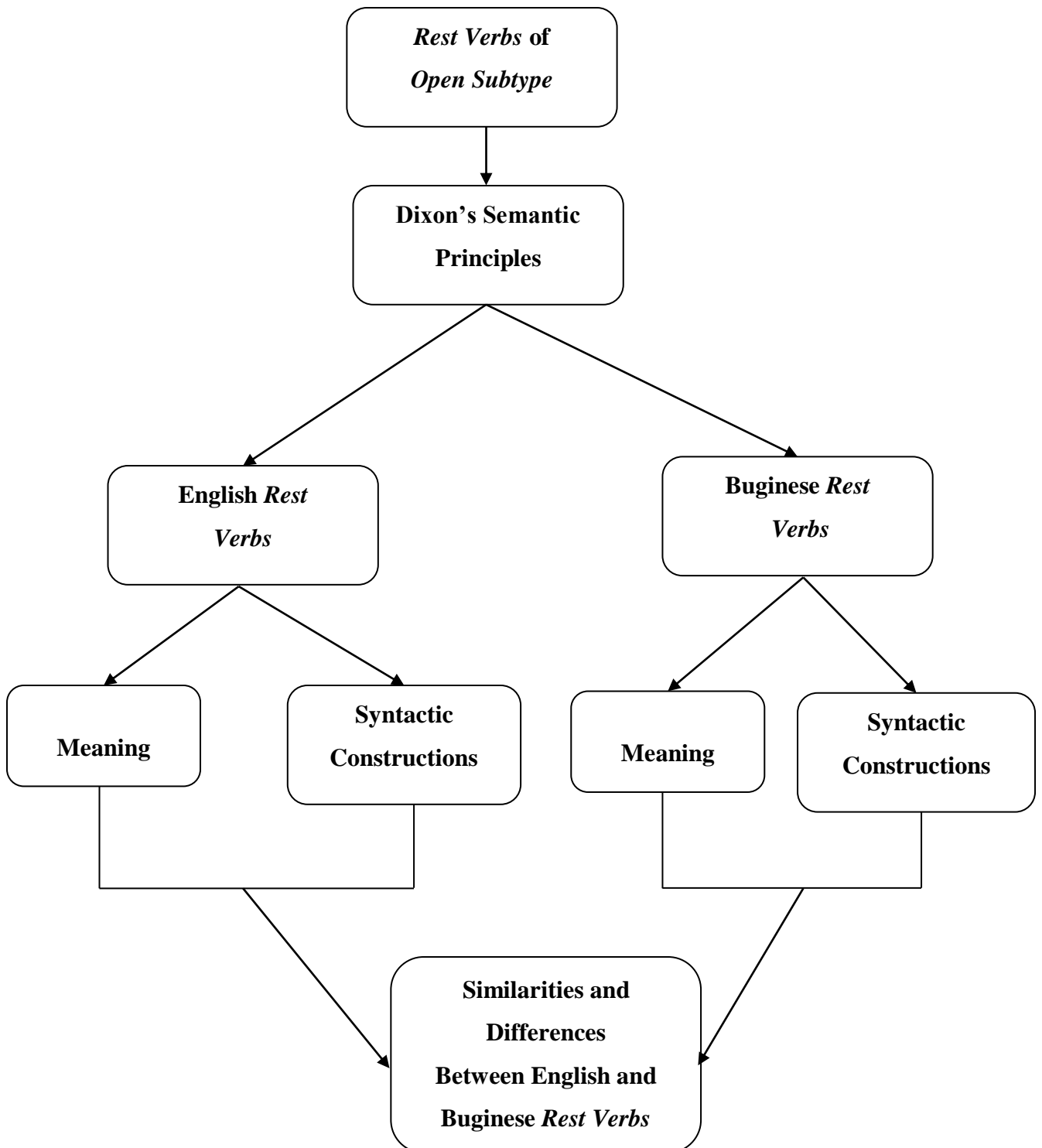


Figure 3. Conceptual Framework

The conceptual framework shows the concept which describes the relationship between the theory and other important variables of the research. This research exposes *rest verbs* in English and Buginese language using Dixon's semantic principle focusing on *open subtype*. The theory guides the researcher to work out the meaning and syntactic construction of *rest verbs* in English and Buginese language. As the result, similarities and differences of English and Buginese *rest verbs* can be seen both in the level of meaning and syntactic construction.