

Passive Sentence Contrastive Analysis Indonesian and Javanese

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ABSTRACT

This study aims to explain the types, similarities, and differences of passive sentences in Indonesian and Javanese in bilingual children's storybooks. This research is a qualitative descriptive study, using contrastive analysis. The results of the study show that passive sentences in bilingual children's story books in 1) Indonesian were found Type I (*di-*), Type II (direct personal pronoun), and Type III (*ter-*), 2) Javanese language was discovered Type I (prefixes/personal pronouns *tak-*, *dak-*, *kok-*, *di-*) and Type II (*ka-/ke-*), 3) There are similarities in passive sentences which is seen in basic syntactic aspects such as shifts in subject function and similarities in the function of special passive markers, and 4) There are differences in passive sentences due to the system language levels in Javanese (changes in the function of passive markers *di-* and passive persona markers).

INTRODUCTION

Humans as social beings need language as a means of communication to convey ideas, thoughts, and feelings. However, differences in language, culture, and background often cause communication problems, especially in multilingual Indonesia. One example is the difference between Indonesian and Javanese speakers caused by differences in structure, vocabulary, and culture.

To understand and address these language errors, contrastive analysis is used as an approach by comparing two languages to find similarities and differences. This approach helps improve language skills, predict difficulties in learning a second language, and improve communication.

In linguistics, especially syntactic studies, the difference in sentence structure between Indonesian and Javanese is often a source of error. One of the aspects of syntax that is interesting to study is passive sentences, which are sentences with subjects experiencing action. Passive sentences in Indonesian are marked with the prefixes *di-*, *ter-*, *ke-an*, while in Javanese it uses *tak-*, *kok-*, *di-*, *ka-*, and the infix *-in-*.

This research focuses on the contrastive analysis of Indonesian and Javanese passive sentences in bilingual children's storybooks. Children's storybooks were chosen because they often use passive sentences to shift the focus from the perpetrator to the event or object. Data was obtained from the collection of the Ministry of Education and Culture's Repository, especially books published by the DIY Language Center that display bilingual (Indonesian-Javanese) children's stories.

Previous research has discussed contrastive analysis on various aspects of language, but no one has specifically examined passive sentences in bilingual children's storybooks. Therefore, this study is important to identify the types, similarities, and differences between Indonesian and Javanese passive sentences in these contexts.

THEORETICAL REVIEW

Contrast Analysis

Contrastive analysis is a study that compares the structure of the first language (B1) with the second language (B2) to find differences and similarities between the two (Tarigan, 2009). Through this comparison, it can be identified the potential difficulties experienced by second language learners.

The main objectives of contrastive analysis in the context of second language learning according to Tarigan (2009) include:

1. Compile second language teaching materials based on the differences between B1 and B2 structures.
2. Develop second language teaching based on structuralist linguistics and behaviorist psychology.
3. Designing integrated learning that links the first language to the second language.
4. Develop procedures for presenting second language teaching materials systematically.

Thus, contrastive analysis plays an important role in understanding the differences in language systems and improving the effectiveness of second language learning.

Syntax

Syntax is a branch of linguistics that studies the arrangement of words into phrases, clauses, and sentences (Ramlan, 2005). Sentences are the highest syntax unit because they convey a complete thought (Kridalaksana in Nugraha, 2019). Syntax describes the structure, sequence, and constituents that form sentences (Muhammad, 2011).

A sentence is a complete literal language unit that begins with a capital letter and ends with a punctuation mark (Chaer, 2015). The main elements of sentences include: Subject (S), Predicate (P), Object (O), Complement (Pel), and Description (K) (Nugraha, 2019).

Thus, syntax explains how words are arranged into meaningful and grammatical sentences.

Passive Sentences

Passive sentences are a type of sentence in which the subject is subjected to or experiences action, as opposed to active sentences (Chaer, 2015). In Indonesian, passive sentences are divided into periphrastic passive and morphological passive (Shopen, 2007), while in Javanese it consists of intransitive passive and transitive passive (Surip & Mulyadi, 2018).

The main characteristic of passive sentences is that they focus on the patient or sufferer, not the perpetrator. In Indonesian, the markers are in the form of the prefixes *di-*, *ter-*, and *ke-an*, while in Javanese they are used *tak-*, *kok-*, *di-*, *ka-*, and the infix *-in-* (Chaer, 2015).

Based on its form, Indonesian passive sentences consist of three types (Sugono, 2009):

1. **Type I** – prefixed *di-*, can be changed from a transitive active sentence.
Example: My father was loaned money by the businessman.
2. **Type II** – without the prefix *di-*, with the perpetrator in the form of persona pronouns.
Example: I sent my cover letter to the office.
3. **Type III** – prefixed *ter-* which indicates an accidental act.
Example: The little child tripped over a rock.

In Javanese, there are three types of passive sentences (Poerwadarminta in Arifin et al., 1999):

1. **Type I** – prefixed *tak-*, *kok-*, *di-* (tripurusa/ passive persona).
Example: Klambine wis takgawa (I have brought his clothes).
2. **Type II** – berprefiks *ka-* dengan sufiks *-an* atau *-ake*.
Example: Sawahe Tio kataneman pantun (Tio's Rice Fields Planted by Priests)
3. **Type III** – berinfix *-in-* dengan sufiks *-an* atau *-ake*.
Example: Rinesiki menjadi rinesikan (cleaned).

Thus, passive sentences in Indonesian and Javanese have similar functions, but differ in their morphological system and grammatical markers.

Children's Stories

Children's stories are literary works written specifically for children, tailored to their interests and world (Nurgiyantoro, 2004). Children's stories function as a means of entertainment as well as moral education that contains positive life values. The language used is simple and easy to understand to suit the child's developmental level. The themes raised generally revolve around daily life, such as family, school, and friends, so that they can support children's intellectual and emotional development.

Conceptual Framework

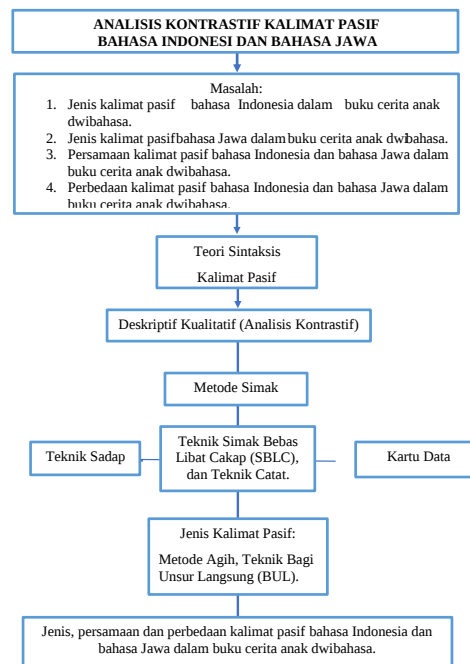


Figure. 1 Conceptual Framework

METHODOLOGY

Types of Research

This research uses a qualitative descriptive approach, which is research based on the philosophy of postpositivism and focuses on the condition of natural objects, with the researcher as the main instrument (Sugiyono, 2016). According to Moleong (2008), qualitative research interprets phenomena based on speech, actions, and social contexts in a descriptive and holistic manner. This approach was chosen because it is suitable for studying linguistic data systematically and factually. In this study, the researcher described the passive sentences found in bilingual children's storybooks as a real linguistic symptom.

Data Source

The source of data for this study is three bilingual children's storybooks (Indonesian and Javanese) accessed through the Ministry of Education and Culture's Repository, published by the DIY Language Center, namely: Buku Sing

Pungkasan = Last Book (Achiayadi, 2023), Kasuli (Adhi, 2023), and Manuk Kedasih and Semut Ngrangrang = Burung Kedasih and Semut Rangrang (Andritamtomo, 2023).

The three books were chosen because they have a uniform level of syntactic difficulty and age recommendations with local nuances of Yogyakarta. The object of the research is in the form of passive sentences in both languages, focusing on the types, similarities, and differences in the structure of passive sentences contained in these books.

Data Collection Techniques and Instruments

Data was collected by the listening method, which is listening to the use of written language in bilingual children's storybooks to find passive sentences (Sudaryanto, 2015; Mahsun, 2019). The basic technique used is the tapping technique, while the advanced technique includes the Free Listening Engagement (SBLC) and the recording technique, which is recording and classifying passive sentence data on a data card.

The main instrument of this research is the researcher himself (human instrument), which plays an active role in listening, recording, and analyzing Indonesian and Javanese passive sentence data.

Data Validity

The validity of the data in this study was tested using the triangulation technique, which is checking data by using sources or other methods as a comparison (Moleong, 2018). The researcher triangulates through in-depth observation, researcher triangulation, and theory triangulation.

The researcher's triangulation was carried out in consultation with the supervisor to verify the results of the analysis, while the theoretical triangulation used references from Dendy Sugono for Indonesian and Arifin et al. for Javanese. This approach ensures that all data and research conclusions are considered valid and valid.

Data Analysis

This research uses the distribution method, which is an analysis method whose determining tool comes from the language itself (Sudaryanto, 2015). The basic technique used is the Direct Element Sharing (BUL) technique to break down lingual units into their constituent elements.

The analysis was carried out by selecting passive sentences from bilingual children's storybooks, then identifying the types, similarities, and differences between Indonesian and Javanese passive sentences. The results of the analysis are then concluded based on linguistic findings that have been classified systematically.

RESULTS

Types of Indonesian Passive Sentences in Bilingual Children's Storybooks

This study found three types of Indonesian passive sentences, namely type I, type II, and type III passive sentences. The amount of data for each type of passive sentence in each bilingual children's storybook is presented in Table 1. The following types of Indonesian Passive Sentences.

Table 1. Types of Indonesian Passive Sentences

No	type	Frequency	Bilingual Children's Book Data Code
1	Passive Sentences Type I	48	Book/BI/01-10, 12-49
		20	Kasuali/BI/01, 02, 05-10, 12-14, 16-19, 21-25
		19	Manuk/BI/03, 06-08, 10, 12-15, 26
2	Type II Passive Sentences	1	Kasuali/BI/26
		3	Manuk/BI/01, 02, dan 09
3	Passive Sentences Type III	1	Book/BI/11
		5	Kasuali/BI/03, 04, 11, 15, dan 20
		4	Manuk/BI/04, 05, 11, dan 16
Total		101	

Table 1 shows that there are 101 passive Indonesian sentences in bilingual children's storybooks. Type I dominated with 87 data, followed by type III with 10 data, and type II with 4 data. Type I dominance is due to the use of the suffix *di-* which is easiest for children to understand and effectively shifts the focus from the perpetrator to the event, in line with the opinion of Sugono (2009) that the object in the active sentence turns into the subject in the passive sentence.

Types of Javanese Passive Sentences in Bilingual Children's Storybooks

This study found two types of passive sentences in Javanese, namely type I and type II. The number of each type in bilingual children's storybooks is presented in Table 2 Types of Passive Sentences in Javanese below.

Table 2. Types of Passive Sentences in Javanese

No	Type	Frequency	Bilingual Children's Book Data Code
1	Passive Sentences Type I	51	Book/BJ/01-12, 14, 15, 17, 18, 20-54
		23	Kasuali/BJ/01,02, 05-11, 13-15, 17-27
		28	Manuk/BJ/01, 02, 04-08, 10, 11, 13-15, 17-27, 29-33
2		3	Book/BJ/13, 16 dan 19

	Type II Passive Sentences	4	Kasuali/BJ/03, 04, 12, dan 16
		5	Manuk/BJ/03, 09, 12, 16, dan 28.
Total		114	

Table 2 shows that there are 114 passive sentences in Javanese in bilingual children's storybooks, 13 more data than Indonesian passive sentences. This is due to the flexibility of the structure and function of Javanese discourse which has a level of speech. Of the total data, type I dominated with 102 data, while type II only 12 data, and type III was not found. Type I dominance is due to the fact that its structure is most often used in everyday conversation and is easy for children to understand. This is in line with Arifin (1999) who stated that passive sentences in Javanese are marked by the prefixes tak-/dak- (first persona), kok- (second persona), and di- (third or plural persona).

Similarity of Indonesian and Javanese Passive Sentences in Bilingual Children's Storybooks

Table 3. Similarity of Indonesian and Javanese Passive Sentences in Bilingual Children's Storybooks

No	Equation Syntactic Aspects	Language	
		Indonesia	Jawa
1	There is a shift in the subject's function	The shift of the object of the active sentence becomes the subject of the passive sentence, S-P-O to S-P-Agent/Perpetrator.	
2	Functional similarities of passive markers	The passive markers <i>ter-</i> (Indonesian) and <i>ka-/ke-</i> (Javanese) that function as state markers are both special, because they cannot be changed/implied into active sentences.	

Table 3 shows that there are syntactic similarities between Indonesian and Javanese passive sentences, especially in the function and structure of sentences, but differ in morphological forms such as the use of prefixes and formation patterns.

The Difference Between Indonesian and Javanese Passive Sentences in Bilingual Children's Storybooks

Table 4. The Difference Between Indonesian and Javanese Passive Sentences in Bilingual Children's Storybooks

No	Difference Syntactic Aspects	Language	
		Indonesia	Jawa
1	There is a change in the function of passive markers with prefixes <i>in</i> - based on the level of speech	Passive markers are generally without reference to the persona and do not change (all the same with the social context).	Passive markers function to identify the perpetrator of the action of a certain persona (third person) and change according to the level of speech/social context.
2	Have a passive persona marker	The predicate filler must be persona + verb.	There are 2 types of predicate fillers: a. Person + verb b. Special passive prefix / persona prefix + verb (merged).

Table 4 shows that Javanese passive sentences are influenced by the level of speech (*undha usuk*) – *ngoko*, *krama madya*, and *krama inggil* – which cause differences in form and structure even though the meanings are the same. This speech level system is not found in Indonesian.

DISCUSSION

Types of Indonesian Passive Sentences in Bilingual Children's Storybooks

The types of Indonesian passive sentences found consisted of three types, namely type I, type II, and type III.

a. Passive Sentences Type I

Type I passive sentences are marked with the prefix *di-* in passive verbs indicating that the subject is subject to action. Examples of sentences in the data include:

- (1) *Kedasih akan ditembak* (Manuk/BI/14)
- (2) *Lukisan tersebut lalu diberikan kepada Krisna sebagai hadiah* (Kasuali/BI/24)
- (3) *Rumputnya ditaruh di atas kendang* (Book/BI/20)
- (4) *Ceret itu sering dibawa Pak Suroso ke sawah* (Book/BI/33)
- (5) *Tidak berselang lama, acara dimulai* (Kasuali/BI/17)
- (6) *Setibanya di pinggir sungai, ratu semut dijemput oleh semut prajurit* (Manuk/BI/32)

The six sentences above are type I passive sentences because they have the following characteristics:

1. The predicate is prefixed *in-* which expresses an action.
2. The subject serves as the recipient of the action.

The prefix *indicates* that the subject is the party subject to the action, not the perpetrator. For example, in sentence (1) "Kedasih" received the act *of being shot*, and in sentence (4) "Ceret" was subjected to the act *of being brought*.

This finding is in line with the opinion of Sugono (2009) that in passive sentences, objects in active sentences change functions into subjects. In addition, the opinion of Alwi (1993) emphasizes that the complement of the perpetrator in the passive sentence comes from the subject of the active sentence.

These passive sentences also show that the passive structure in bilingual children's storybooks prioritizes understanding and emphasis on the recipient of the action, not the perpetrator. This is in accordance with the function of children's story discourse which focuses on characters or objects who experience events.

Thus, the passive sentence type I in Indonesian in bilingual children's storybooks is a passive form that appears naturally in the text, not the result of transformation from the active sentence.

Type II Passive Sentences

Type II passive sentences in Indonesian are characterized by personal pronoun prefixes (*ku-*, *kau-*, or *-nya*) directly attached to the base verb without the prefix *di-*. The main feature of this type is the explicit agent marker represented by the personal pronoun, indicating who performs the action.

Examples:

- (7) *Kamu jangan lari akan kumakan!* (Buku/BI/08)
- (8) *Larasati kuanggap sebagai guru lukisku.* (Kasuali/BI/26)
- (9) *Aku sudah tahu, tidak perlu kau nasihati.* (Manuk/BI/02)

These sentences belong to Type II passives because their predicates contain pronominal prefixes (*ku-*, *kau-*), showing the agent while the subject receives the action. For instance, in (7) *kumakan* indicates that the agent is the first person ("I") and the affected subject is "you."

Similarly, (8) with *kuanggap* and (9) with *kaunasihati* exhibit the same structure, where the subject undergoes the action performed by the agent.

This pattern aligns with Syamsi (1993), who states that the prefix *di-* in Type I passives applies only to third-person agents and tends to appear in narrative contexts, while pronominal forms (*ku-*, *kau-*, *nya-*) may be used for all persons in non-narrative situations. Alwi (1993) and Sugono (2009) also emphasize that in passive constructions, the object of the active sentence becomes the subject that receives the action.

Therefore, the Type II passive sentences found in bilingual children's storybooks represent naturally occurring passives rather than transformed forms from active sentences, functioning to highlight the personal relationship between the agent and the receiver of the action within the narrative context.

Type III Passive Sentences

Type III passive sentences in Indonesian are characterized by the use of the prefix *ter-* on passive verbs. This prefix conveys a state or result of an action, often implying involuntariness or accidentality.

Data:

- (10) *Di situ juga tertulis informasi tentang nama kafe dan jam buka.* (Kasuali/BI/04)
- (11) *Karyanya termuat di majalah Djaka Lodang.* (Kasuali/BI/03)
- (12) *Tiba-tiba dia teringat rumahnya yang hilang karena terbawa angin.* (Manuk/BI/05)
- (13) *Andai kakiku tidak digigit semut, Kedasih pasti tertembak.* (Manuk/BI/16)

Sentences (10)–(13) indicate that the prefix *ter-* functions as a passive marker showing that the subject experiences or receives an action, rather than performs it. Words such as *tertulis*, *termuat*, *teringat*, and *tertembak* describe the resulting state of an event.

This finding is consistent with Sugono (2009), who states that in Type III passive constructions, the subject denotes the affected participant, and the meaning expresses an unintentional situation. Similarly, Alwi (1993) emphasizes that in passive sentences, the agent function originates from the subject of the corresponding active clause.

Thus, the Type III passive sentences found in bilingual children's storybooks occur naturally in discourse rather than being transformations from active clauses. They serve to express unintentional or resultant states in narrative contexts.

Types of Javanese Passive Sentences in Bilingual Children's Storybooks

Type I passive sentences in Javanese are marked by personal prefixes (*tak-/dak-*, *kok-*, *di-*) directly attached to base verbs. These prefixes indicate the agent according to grammatical person, while the subject functions as the recipient of the action.

- (14) *Kowe dakgoleke godhong.* (Manuk/BJ/24)
- (15) *Karya sing dipajang karya kanca-kanca tuli Yogyakarta.* (Kasuali/BJ/14)
- (16) *Godhong iku bisa koktungangi kanggo nyebrangi kali.* (Manuk/BJ/25)
- (17) *Piring wadhah tela diselehake ing meja.* (Buku/BJ/07)
- (18) *Jumbuh karo pelajaran tali-temali kang wis diwulangake dening guru Pramuka, Pak Nuryanto ing sekolahane.* (Buku/BJ/45)
- (19) *Ora let suwe acara diwiwiti.* (Kasuali/BJ/17)

Sentences (14)–(19) are passive sentences of type I because the predicate uses a persona prefix that marks the agent of action. The prefix *dak-* indicates the first-person perpetrator, *the* second-person perpetrator, and *the third-person* perpetrator or the general. The subject in this type of sentence is the party who is subject to the action, not the perpetrator.

For example, in sentence (14) *Kowe dakgoleke godhong*, the word *dakgoleke* indicates that *you* (you) are the party who is subject to action “dicari”. In sentence (15), the words *dipajang* indicates that *karya* is the party subject to the action “ditampilkan”. The same applies to sentence (16) *koktungangi*, (17) *diselehake*, (18)

diwulangake, and (19) *diwiwiti*, all of which exhibit a passive structure with a focus on the subject as the recipient of the action.

Type II passive sentences in Javanese are characterized by **the prefixes *ka-* and *ke-***, which mark the verb to express a state or the result of an action. Prefix *ka-* typically conveys intentional or archaic meaning, while *ke-* denotes unintentional or accidental actions (Arifin, 1999).

1. The sentence (20) *Budi lan Narto uga kajadwal adan* using the word *kajadwal* (*terjadwal*), indicates circumstances that occurred intentionally.
2. The sentence (21) *katulis informasi jeneng kafe lan jam buka* Showing the results of the writing action (*katulis* = *tertulis*).
3. Sentences (22) and (24) use *keprungu* (*Sound*), indicates an **accidental event**.
4. The sentence (23) *kebedhil* (*tertembak*) show an involuntary passive meaning to the subject *Kedasih*.

This prefix *ka-/ke-* serves to form a passive verb that places the subject as the recipient of the action, not the perpetrator. This is in line with Alwi (1993) and Sugono (2009) who emphasized that in passive sentences, the function of the subject in the active sentence changes to the sufferer who is subjected to action.

Based on data (20)–(24), it was found that Javanese type II passive sentences in bilingual children's storybooks describe circumstances or events that occur spontaneously or unintentionally. This form is a natural passive sentence (not the result of transformation), and shows the morphological flexibility of the Javanese language in marking the meaning of intentionality (*ka-*) and unintentional (*ke-*).

Similarity of Indonesian and Javanese Passive Sentences in Bilingual Children's Storybooks

Passive sentences in Indonesian and Javanese have similarities in the following syntactic aspects:

a. Shifting Subject Functions

Both languages indicate that the object in the active sentence turns into the subject in the passive sentence (transformation of S-P-O to S-P-Agent/Actor). Thus, the subject in the passive sentence acts as the receiver of the action, while the perpetrator can be omitted or placed in a prepositional phrase.

Example:

(25) *Hadiah untuk juara 1, 2, dan 3 diberikan oleh Bu Suryani.* (BI)

Hadhiyah kanggo juwara 1, 2 lan 3 diwenehake dening Bu Suryani. (BJ)

Both sentences both indicate that the subject ("gift") is subject to action. In line with Yuniasti and Dewi in Wahyuningsih (2025), passive sentences are marked by subjects who are subjected to action and mentioned in their predicates.

b. Functional Similarities of Passive Markers

Indonesian and Javanese have parallel passive markers: *ter-* (BI) and *ka-/ke-* (BJ). These markers indicate the unintentional state or outcome of an action and cannot be easily transformed into an active form without changing the meaning.

Example:

(26) *Karyanya termuat di majalah Djaka Lodang.* (BI)

Karyane kapacak ing kalawarti Djaka Lodang. (BJ)

The words *termuat* and *kapacak* both state the final result, not the process. Therefore, a change to the active form will shift the meaning.

Thus, both in Indonesian and Javanese, passive sentences serve to emphasize the recipient of the action and use distinctive markers that describe the state of the outcome of an action.

The Difference Between Indonesian and Javanese Passive Sentences

Despite having similarities in basic structure, Indonesian and Javanese passive sentences differ significantly due to the speech **level system (undha usuk)** in Javanese.

a. Changes in the Function of Passive Markers Based on Speech Level

In Indonesian, passive markers *are* neutral and generally applicable regardless of the social status of the speaker. On the other hand, in Javanese, the use of passive markers is influenced by the level of speech. In the ngoko variety, the prefixes *di-*, *tak-/dak-* (first persona), and *kok-* (second persona) are used, while in the krama variety, a more subtle form such as *di-* or *kalih/kaliyan* is used. This difference shows that the socio-cultural system affects the passive structure of the Javanese language.

b. Persona Passive Marker

Indonesian forms passive sentences with a pronoun + base verb pattern (without the suffix *di-*), while Javanese has two patterns: (1) pronoun + base verb, and (2) persona prefix + base verb.

Example:

- *Kamu jatuhkan* (BI)
- *Koktibake* (BJ)

In Javanese, persona prefixes such as *tak-*, *kok-*, and *di-* function as passive markers that are directly attached to the verb, indicating who the action is doing. This shows the morphological flexibility of the Javanese language that the Indonesian language does not have.

Overall, the main difference lies in the influence of speech level and persona marker system, where Javanese has a more complex variation of passive forms than Indonesian.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and discussion, it can be concluded that in bilingual children's storybooks there are passive sentences in Indonesian and Javanese with different characteristics but have some similarities. Indonesian passive sentences consist of three types, namely type I with a prefix *di-*, type II uses a person pronoun that is directly followed by a basic verb without a prefix, and type III has a prefix *ter-* which indicates the state or outcome of an action. Meanwhile, Javanese passive sentences are also divided into three types, namely type I with the persona prefix (*tak-*, *dak-*, *kok-*, *di-*), type II with the prefix *ka-/ke-*, and type III with the prefix *-in-* which is not found in the data, but is explained in theory. The similarity of the two languages lies in the syntactic aspect, especially in the shift of the function of the object into the subject in the passive sentence as well as the function of the passive marker that indicates the state or outcome of an

action. The fundamental difference lies in the system of the Javanese speaking level (undha usuk), which affects the form of passive markers *in* - and the use of persona prefixes according to the social context and politeness of the speaker.

This research is expected to be a reference for future syntactic contrastive studies, as well as encourage other researchers to expand the data by taking into account the age variation of readers. The results of this research can also be used in learning sentence structure and language comparison, especially in teaching passive sentences and the concept of politeness in Javanese. Educators can use these findings to explain passive sentence patterns to students while introducing socio-cultural values in language. In addition, this research contributes to the improvement of Indonesian language learning for Javanese speakers and vice versa, and can be used as a basis for universities to update the applied linguistics and syntax curriculum to be more contextual. These findings can also be a reference in the preparation of children's storybooks with the proportion of passive sentences that are appropriate to the reader's age level, while encouraging authors and publishers to pay attention to syntactic aspects in children's book writing.

FURTHER STUDY

The next research is suggested to expand the object of study by involving more children's storybooks from various regions or other regional languages in order to provide a more comprehensive picture of the variation in the structure of passive sentences between languages in Indonesia. In addition, future research may use a linguistic corpus approach or psycholinguistic analysis to trace the extent of a child's understanding of the use of passive sentences in a bilingual context.

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