

Sundanese Language Performance of the Elementary School Teacher

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Abstract—Sundanese language as a local language consists of the indigenous knowledge which needs to be taught from elementary school. Many factors influence the success of the teaching of this language, one of which is the Sundanese language competence and performance of the school teachers. This research investigates the language competence of elementary Sundanese language teachers. The data is the corpus of the teachers' written production obtained from a writing test in which the teachers were asked to write down their experiences in teaching Sundanese using Sundanese language. Data analysis involved Antconc software to observe the frequency of words that the school teachers produced. The result shows that the teachers did not use varied expressions in their texts. This finding suggests the teachers need to improve their language performance to give more benefits to the students in acquiring new words as new vocabularies.

Keywords—frequency of words; language performance; school teacher; Sundanese Language

I. INTRODUCTION

Sundanese as a local language will fade away and even it will become extinct if the Sundanese native speakers refuse to use it in their daily conversation. In order to preserve it, West Java Government put Sundanese language as a local content into curriculum, starts from Elementary School until Junior High School. However, this local content is not compulsory in Senior High School curriculum. The purpose of the preliminary research was to find out the Sundanese language acquisition in the Elementary School.

Local language enriches our national language, in addition local language consists of local wisdom. In other words Indonesian people's characters were built by local languages. Based on our investigation and interview to the teachers, students, and also parents, according to them Sundanese language acquisition of Elementary Students is slow. It is not only the students who were having difficulties in practicing Sundanese, it was also the teachers. Based on our investigation, the students claimed that they did not understand Sundanese language due to the pragmatic function in the utterances. Sundanese language has the politeness term known as *undak usuk basa*. In this *undak usuk* the students should identify which utterances have the function as politeness term and it is also should be considered the addressee who will be asked to talk to or talk with.

In Sundanese language, the utterances are differentiated by social distance. Social distance is considered as one of the politeness markers in this language. Djajasudarma stated that the term of *Undak Usuk* related to Sociolinguistics [1]. The element of *Undak Usuk* shows that Sundanese language is very much concerned with social level and social status of the hearer. This system also leads to the deictic of polite (*lemes* – in terms of Sundanese) and impolite (*kasar*—in terms of Sundanese) based on the social status of the hearer.

Furthermore, Djajasudarma stated that in the point of pragmatic view, speech level possesses the impolite vocabularies for 1st person (the speaker) to 2nd person (hearer), and 3rd person (others); also the polite vocabularies for 1st person to 2nd person, and 3rd person, as presented in Table 1 and Table 2 below [1].

TABLE I. THE INFORMAL ADDRESSEE

Vocabularies	1st person -- I (<i>kuring</i>)	2nd person – you (<i>maneh</i>)	3rd person – him, her (<i>manehna</i>)
<i>dahar</i> (eat)	<i>dahar</i>	<i>dahar</i>	<i>dahar</i>
<i>nginum</i> (drink)	<i>nginum</i>	<i>nginum</i>	<i>nginum</i>
<i>diuk</i> (sit)	<i>diuk</i>	<i>diuk</i>	<i>diuk</i>
<i>indit</i> (go)	<i>indit</i>	<i>indit</i>	<i>indit</i>
<i>gering</i> (ill)	<i>gering</i>	<i>gering</i>	<i>gering</i>

TABLE II. THE FORMAL ADDRESSEE [1]

Vocabularies	1st person – I (<i>abdi</i>)	2nd person (<i>anjeun</i>)	3rd person (<i>anjeunna</i>)
<i>tuang</i> (eat)	<i>neda</i>	<i>tuang</i>	<i>tuang</i>
<i>ngaleueut</i> (drink)	<i>Nginum</i>	<i>Ngaleueut</i>	<i>Ngaleueut</i>
<i>calik</i> (sit)	<i>Diuk</i>	<i>Calik</i>	<i>Calik</i>
<i>angkat</i> (go)	<i>Mios</i>	<i>Angkat</i>	<i>Angkat</i>
<i>teu damang</i> (ill)	<i>Udur</i>	<i>teu damang</i>	<i>teu damang</i>

The formal and informal addressee in Sundanese is seemingly related to the deixis as Levinson states that deixis depends on the reference and this reference according to Levinson “*always moves or changes depending on the context. ...certain word or sentence that changes because of the context.*” Furthermore, ([2] Levinson, 1983)) states that “*...the interpretation of utterance depends on the analysis of that context of utterance*” [2].

Based on Djajasudarma and Levinson, it can be concluded that context plays important role to define the speaker's meaning [1,2]. In order to understand what the native speakers

mean and what is the intention of the speaker, in this research context plays an important role.

Hanks [3] believed that the collocation proposed by both Palmer [4] and Firth [5] refers to speaker's preferences, since this co-occurrence of other words are varied and depends on the contexts. The term of preferences leads to the probability of word occurrences [6]. In this case the probability refers to the tendency of one word occur together with other words in a certain window collocation or span which possibly reveal to the relation of meaning.

The element which is appeared not as collocation to the node word, according to Sinclair is the extended units of lexical meaning [7]. What Sinclair proposed is developed by Stubbs [7]. According to Stubbs the extended units of lexical meaning which are appeared in the texts can be analyzed through collocation, colligation, semantic preference, and semantic prosody [7]. Those mentioned are formed through collocation. Stubbs that the relation of meaning occurs not between individual words but it occurs between lemma or word-form and a set of semantically related words [7]. It is concluded that collocation is the main basis of language analysis.

A. *Deixis*

Pragmatics was the study of aspects of language that *required* reference to the users of the language [2,8,9]. The study that needs reference, one of them is deictic. Levinson divides deixis into 5 categories; person, space, time, discourse, and social deixis [2]. Meanwhile, Yule divides deixis only into 3 categories; person, space, and time [10]. Djajasudarma divides deixis into personal pronoun (personal names and demonstrative); tenses; and aspects (both grammatical and lexical aspects of time) [9]. Djajasudarma also argues that deixis has a strength relation with grammaticalizing the context of speech and speech events [9]. The meaning of utterances also depends on hearer's interpretation and its interpretation depends on the context. In this research, the understanding of deixis proposed by Levinson [2], Yule [10], and Djajasudarma [9] are useful to analyze the data.

B. *Context*

According to Hymes in order to understand speaker's utterance it needs to understand the element of language [11]. According to Leech context is a shared background knowledge between the speaker and hearer [12]. Based on Levinson context is measurement in order to find out of speaker's belief [2]. On Yule context refers to physical context. According to Yule this physical context has a big influence in order to understand what the speaker's intention and how to interpret speaker's meaning [10]. To conclude, context according to Leech [12], Levinson [2], and Yule [10], is a shared physical background knowledge between the speaker and hearer in order to understand what the speaker's intention. Those theories of context are useful in order to find out the what the speaker's intention and how to interpret the speaker's meaning.

The research of language performance has been investigated by Raymond who showed that speakers and listeners performance could not always be captured using a single rule [13]. They proposed the alternative models such the

interaction of multiple rules, knowledge of association pairs, and generalization over word similarities. Their research used the experiment in both a production and a perception task observed through English definite and indefinite articles.

Other scholar Bird and Welford investigated language performance from the perspective of second language students [14]. Different from the previous research, this recent research is aimed to analyze the language performance of elementary school teachers. Why teachers? It is believed that students' language competence is influenced by teachers' language performance. This research was conducted based on our investigation as our preliminary field of research started from 2017 that both students and teachers were having difficulties in learning and delivering Sundanese language. The investigation was conducted in West Java among others are Jatinangor, Cirebon, Karawang, Garut, Pangandaran, and Bandung.

II. METHOD

A. *Corpus Method*

This research conducted in Elementary School in West Java by doing a survey and made some interviews to the students, teachers, and even to the parents by using corpus method. The data source is the written production of all the teachers in Jatinangor who attended Forum Group Discussion held by the Academic Leadership Grant (ALG). This group of researchers are formed based on the regulation conducted by Rector of Universitas Padjadjaran considered as one of the internal research schemas funded by Universitas Padjadjaran. Those teachers were asked to write down their experiences in teaching Sundanese. The aim of this task was to find out the language performance of the teachers in teaching Sundanese. The data were collected using Antconc software.

The first step, the data were collected based on statistic descriptive using corpus method. Statistic descriptive is one of corpus method proposed by Palmer [4]. Palmer proposed adjacent collocation in order to find out the preference of the word's occurrences [4]. To conclude, those data were collected using statistic descriptive based on the frequency of word's occurrences. Then those data are selected manually, that is the word which is not understood due to the mistakes or wrongly typed, eliminated from data collection. The frequency of word's occurrences then will be interpreted.

There are 23 texts derived from teachers' written production. All of their written production then retyped into MS Word, so that it will be counted by the software. The results found that there were 4000 words which were divided into 1.369 word-types. Those of word types were divided into the highest, moderate, and lowest frequency of the occurrence words. The results show that the highest frequency of word is 97 and the lowest is 1 time. The highest frequency is the word 'di' (preposition) and the lowest is the word 'zaman' (the ages). In this research, the top 4 highest will be used as the data.

The first four highest ranks are 'di', 'nu', 'ku', and 'ka' with the frequency 97, 93, 73, 69, and 66 respectively. The second lower ranks are 'teu', 'aya', and 'anu' with the frequency 66, 63, and 59 respectively. The first four highest

ranks show that those words perform as preposition (*di*), referring/denoting (*nu*), and by agent (*ku*). Meanwhile, the second lower ranks show the function as negative form (*teu*), the existence (*aya*), and possessive form (*anu*). Total amount of the data is described into the table of words occurrences below.

TABLE III. FREQUENCY OF WORDS OCCURENCES

No.	Word	Frequency
1.	<i>Di</i>	97
2.	<i>Nu</i>	93
3.	<i>Ku</i>	73
4.	<i>Ka</i>	69
5.	<i>Teh</i>	66
6.	<i>Teu</i>	63
7.	<i>Aya</i>	59
8.	<i>Anu</i>	57
	TOTAL	577

Based on the data collection from amount of data as much as 4000 tokens (4000 words), divided into 1.369 word -types, the data which will be discussed are about 577 out of 1.369 word-types. Those words are believed as the frequent usage used by the teachers. The frequent occurrences are in line with the understanding of semantic preference proposed in Corpus Linguistics. In this article, the words that are going to discuss only the four highest frequency i.e. '*di*', '*nu*', '*ku*', and '*ka*' with the total amount are 332 words.

III. FINDINGS AND DISCUSSION

A. The Usage of Word '*di*'

The word '*di*' appeared as much as 97 times in the word list. Based on the clusters/N-grams, the word '*di*' as preposition appeared about 56 cluster types, with the highest rank is '*di sakola*' (at school) appeared as much as 21 times. The second rank is '*di kelas*' (in the class) appeared as much as 8 times. The rest cluster types are considered as not frequent used by the teachers such '*di bumi*' (at home), '*di bumina*' (at his/her house), '*di Jakarta*' (at Jakarta), '*di salah /.../*' (in one of /.../). All those words appeared as much as 3 times. The rest are not too frequent. The following is table of the Frequency of word '*di*' as preposition.

TABLE IV. THE HIGHEST FREQUENCY OF WORD '*di*' AS PREPOSITION

No.	Words	F
1	<i>Di sakola</i>	21
2	<i>Di kelas</i>	8
	TOTAL	29

TABLE V. THE MODERATE FREQUENCY OF WORD '*di*' AS PREPOSITION

No.	Words	F
1	<i>Di bumi</i>	3
2	<i>Di bumina</i>	3
3	<i>Di Jakarta</i>	3
4	<i>Di Jatinangor</i>	3
5	<i>Di salah sawios</i>	3
6	<i>Di dieu</i>	2
7	<i>Di Indonesia</i>	2
8	<i>Di kolam</i>	2
9	<i>Di lingkungan</i>	2
	TOTAL	23

TABLE VI. THE LOWEST FREQUENCY OF WORD '*di*' AS PREPOSITION

No.	Words	F
1	<i>Di bidang</i>	1
2	<i>Di desa</i>	1
3	<i>Di gedengeun</i>	1
4	<i>Di hiji</i>	1
5	<i>Di imah</i>	1
6	<i>Di inya</i>	1
7	<i>Di jalan</i>	1
8	<i>Di Jawa</i>	1
9	<i>Di kampung</i>	1
10	<i>Di kawasan</i>	1
11	<i>Di kecamatan</i>	1
12	<i>Di mana</i>	1
13	<i>Di payun</i>	1
14	<i>Di rorompok</i>	1
15	<i>Di sakolana</i>	1
16	<i>Di sanes pihak</i>	1
17	<i>Di SD</i>	1
18	<i>Di tempat</i>	1
19	<i>Di terminal</i>	1
	TOTAL	19

Based on the table 4, table 5, and table 6 above, it can be seen that word '*di*' has a function as preposition and it can be formulated into (prep '*di*' [place]). It can be observed that the teachers used '*di*' as preposition as much as 71 times. The usage of word '*di*' based on the contexts is considered as the appropriate usage. Besides as preposition, the word '*di*' also appeared as prefix in the verb form, as perform in table 7 below.

TABLE VII. THE LOWEST FREQUENCY OF WORD '*di*' AS IN SUNDAISE VERBS

No.	Words	F
1	<i>Diangge</i>	1
2	<i>Dianggo</i>	1
3	<i>Dicepeng</i>	1
4	<i>Didedel</i>	1
5	<i>Digunakeun</i>	1
6	<i>Dijelaskkeun</i>	1
7	<i>Dikapasarkeun</i>	1
8	<i>Dikarungan</i>	1
9	<i>Dikerjakeun</i>	1
10	<i>Dilakonan</i>	1
11	<i>Diolo</i>	1
12	<i>Dipasihan</i>	1
13	<i>Dipercanten</i>	1
14	<i>Dipikiran</i>	1
15	<i>Direuwaskeun</i>	1
16	<i>Diselenggarakeun</i>	1
17	<i>Disiplin</i>	1
18	<i>Disusul</i>	1
19	<i>Ditembal</i>	1
20	<i>Ditanggung</i>	1
21	<i>Ditempuh</i>	1
22	<i>Diulinkeun</i>	1
23	<i>Diunduh</i>	1
24	<i>Diwangun</i>	1
	TOTAL	24

The word '*di*' as in Sundanese verbs do not occur frequently. Each of verbs only appears 1 time. The usage of words '*di*' as prefix in form of verbs do not seem too familiar for those of the teachers. It can be seen from the infrequent usage of prefix '*di*' forming as verbs.

B. The Usage of Word 'nu' (Referring/Denoting)

The words 'nu' based on cluster/N-grams are not too frequent. There are about 93 words 'nu' occurred in teachers' written production which is divided into 61 cluster types. The highest frequency is the word 'nu' followed by 'aya' formed into 'nu aya' which occurred as much as 9 times. This phrase is equivalent with relative clause 'which exist' or 'where there is' in English. This word 'nu' is a signal to denote. The second highest frequency is 'nu di' (which is [place]/[participle]) and 'nu sae' (which is good) and occurred as much as 4 times.

The moderate frequency is the word 'nu ka' (in which [it goes to]/[it is the first/level]), 'nu sanesna' (among others), 'nu teu' (which is not [participle]), 'nu tos' ([something] which [has] [participle]) occurred as much as 3 times. The lower frequency occurred as much as 2 times and 1 time. The frequency of the words 'nu' are described into table based on the highest, moderate, and lowest.

TABLE VIII. THE HIGHEST FREQUENCY OF WORD 'NU'

No.	Words	F
1	Nu aya	9
2	Nu di	4
3	Nu sae	4
4	Nu ka	3
5	Nu sanesna	3
6	Nu teu	3
7	Nu tos	3
TOTAL		29

The word 'nu' based on table 8 shows that 'nu' is followed by 'aya' (exists), 'di' (place), 'ka' (action verb) such in utterance

- (1) Masalah **nu aya** di bumi
'The problems **which exists** at home /.../'
- (2) Kabungahan **nu aya** di sakola
'The happiness **which exists** at school'
- (3) /.../ beban **nu aya** di kelas 6
'/.../ the burden **that exists** in 6th grade'
- (4) Kedah ngiring seminar **nu aya** diselenggarakeun ku Fakultas Ilmu Budaya
'[We] have to attend the seminar **which is held** by Fakultas Ilmu Budaya'
- (5) Raka **nu ka** hiji
'Brother number one'
- (6) Perilaku **nu sae**
'Good behaviour'
- (7) Siswa **nu sanesna**
'Other students'
- (8) **Nu teu** ngartos
'someone who does not understand'
- (9) **Nu tos** ngantunkeun
'Someone who has died'

From the data above, it can be seen that the phrase 'nu aya' means varied such (i) 'which/that exists' and (ii) 'which is held'; (iii) refers to something/someone in good behavior; (iv) shows others; (v) refers to someone who does not understand and someone who has passed away. It can be concluded then that phrase 'nu aya' is formulated into (i) ([something

(abstract)/(concrete)] nu aya [place]/[event]); (ii) (nu ka[order/level]); (iii) (nu [others (someone)]); (iv) (nu (someone) [teu [not] [understood]]) and (nu (someone) [tos [aux V-have] [passed away]]).

TABLE IX. THE MODERATE FREQUENCY OF WORD 'NU'

No.	Words	F
1	Nu ayeuna	2
2	Nu bahasana	2
3	Nu diajarkeun	2
4	Nu jadi	2
5	Nu kacida	2
6	Nu kahiji	2
7	Nu ku	2
8	Nu ngingu	2
9	Nu ngurus	2
10	Nu sanes	2
11	Nu dua	2
12	Nu karaos	2
	TOTAL	24

TABLE X. THE LOWEST FREQUENCY OF WORD 'NU'

No.	Words	F
1	Nu ageung	1
2	Nu ajrih	1
3	Nu awon	1
4	Nu bener	1
5	Nu beunghar	1
6	Nu berhasil	1
7	Nu diayakeun	1
8	Nu dicandak	1
9	Nu dicarioskeuna	1
10	Nu dijalankeun	1
11	Nu dipasihkeun	1
12	Nu dipiceun	1
13	Nu ditunjuk	1
14	Nu getol	1
15	Nu geus	1
16	Nu itu	1
17	Nu janten	1
18	Nu jujur	1
19	Nu kalangkung	1
20	Nu kapungkur	1
21	Nu kawit	1
22	Nu kudu	1
23	Nu lain	1
24	Nu lebet	1
25	Nu main	1
26	Nu mawa	1
27	Nu moderen	1
28	Nu ngaganggu	1
29	Nu ngajak	1
30	Nu nganiaya	1
31	Nu nuju	1
32	Nu nyicingan	1
33	Nu pendek	1
34	Nu sakawitna	1
35	Nu sakedahna	1
36	Nu sakedik	1
37	Nu sarua	1
38	Nu saterasna	1
39	Nu sok	1
40	Nu tiasa	1
	TOTAL	40

The word 'nu' shown both in table 7 as moderate frequency and table 8 as lowest frequency used as to denote (i) the event; (ii) the mental state; (iii) the entity. It can be seen from the data below.

- (10) Bayu nu ayeuna langkung getol
'Bayu now is more dilligent'
- (11) Aya nu bahasana sae, aya nu bahasana kasar
[The students] sometimes speak in good language but sometimes speak in a bad one'

C. The Usage of Word 'ku'

The word 'ku' is equivalent with by agent, something is done by someone. This word 'ku' occurred as much as 73 times or equivalent with 73 cluster types based on cluster/N-grams divided into 58 cluster types. The highest co-occurrence words are 4 and 3 times, the moderate ones occurred as much as 2 times, the rests are not too frequent occurred as much as 1 time. The frequency of co-occurrence words with the collocates are described into the table below.

TABLE XI. THE HIGHEST FREQUENCY OF WORD 'KU'

No.	Words	F
1	Ku barudak	4
2	Ku ibu	4
3	Ku sim kuring	3
4	Ku urang	3
	TOTAL	14

Based on table 10, it can be seen that word 'ku' frequentatively is used as article' which is led to the actor/agent. So, it can be formulated into (article 'ku' [actor/agent])

TABLE XII. THE MODERATE FREQUENCY OF WORD 'KU'

No.	Words	F
1	Ku ayana*	2
2	Ku guru	2
3	Ku hiji	2
4	Ku kituna*	2
5	Ku naon*	2
	TOTAL	10

The usage of word 'ku' in Table 12 is classified into article 'ku' with the meaning of (i) due to; (ii) caused by; and (iii) by actor/agent. It could be understood from the texts below

- (12) Dina ruang lingkup, Campur gaul nu aya di Jatinangor teh, kiwari tos ampir leungit, da ku ayana urang manca nagara nu lebet ka daerah ieu.
'In the scope of environment in Jatinangor, nowadays the communication is blended due to the existence of the foreigners into this district'
- (13) Ku ayana perguruan tinggi teh alhamdulillah langkung maju, budaya urang /.../

'It is due to the existence of College, *alhamdulillah* the culture is experiencing move forward'

The word 'kunaon' in table 12 cannot be separated since the word 'kunaon' is considered as one word with the meaning of 'why' or 'how come'.

TABLE XIII. THE LOWEST FREQUENCY OF WORD 'KU'

No.	Words	F
1	Ku 2 an	1
2	Ku 4 an	1
3	Ku abdi	1
4	Ku aranjeuna	1
5	Ku bahasa	1
6	Ku batu	1
7	Ku beban	1
8	Ku cara	1
9	Ku carita	1
10	Ku diajarna	1
11	Ku dicandakna	1
12	Ku digital	1
13	Ku disiplin	1
14	Ku elmu	1
15	Ku fakultas	1
16	Ku gigihna	1
17	Ku hasil	1
18	Ku indung	1
19	Ku jalma	1
20	Ku jalmi	1
21	Ku jaman	1
22	Ku jempling	1
23	Ku kadisiplinan	1
24	Ku kajujuran	1
25	Ku kamajuan	1
26	Ku kancil	1
27	Ku kasabaran	1
28	Ku kasakit	1
29	Ku kuring	1
30	Ku lila	1
31	Ku maen	1
32	Ku manah	1
33	Ku mangrupi	1
34	Ku mantena	1
35	Ku modal	1
36	Ku murangkalih	1
37	Ku nu	1
38	Ku owah	1
39	Ku pa	1
40	Ku raina	1
41	Ku sabab*	1
42	Ku sakaba	1
43	Ku sakituna	1
44	Ku salirana	1
45	Ku seringna	1
46	Ku simkuring	1
47	Ku taneuh	1
48	Ku tekad	1
49	Ku usaha	1
	TOTAL	49

The usage of word 'ku' are varied with the total amount is 49. The teachers use this word into 49 cluster types. From the 49 cluster types, it can be classified into (i) something is done by someone (article 'ku' [by agent]); (ii) refers to the causes

(article 'ku' [concrete thing]); (iii) refers to manner (article 'ku' [abstract]); (iv) mental state (article 'ku' [state of condition]/[duration]). They can be seen from the text among others are below.

- (14) *Harita peuting teh asa ku jempling* -- mental state (state of condition)
'At that time, that night was so quite'
- (15) *Peuting asa banget ku lila, /.../* -- mental state (refers to duration)
'The night seemed so long, /.../'
- (16) *Murangkalih mah sok kena ku owah gingsir* /.../ -- manner (abstract)
'The kids usually are influenced by someone else (usually friends) /.../'

D. The Usage of word 'ka' (to)

The word 'ka' is occurred as much as 69 times. Based on cluster/N-gram, they are classified into 46 cluster types. From those of cluster types, the highest frequency is 7, 5, 4, and 3 times; the moderate frequency is 2 times; and the lower one is 1 time, which is described as follows.

TABLE XIV. THE HIGHEST FREQUENCY OF WORD 'KA'

No.	Words	F
1	<i>Ka sakola</i>	7
2	<i>Ka abdi</i>	5
3	<i>Ka simkuring</i>	4
4	<i>Ka guru</i>	3
	TOTAL	19

As can be seen in Table 14 above, word 'ka' is followed by adverb of place and personal pronoun. This word 'ka' followed by adverb of place and personal pronoun, has function as preposition and equivalent with preposition 'to'. This preposition 'ka' shows a direction to the hearer.

TABLE XV. THE MODERATE FREQUENCY OF WORD 'KA'

No.	Words	F
1	<i>Ka dua</i>	2
2	<i>Ka hiji</i>	2
3	<i>Ka kelas</i>	2
4	<i>Ka pasar</i>	2
5	<i>Ka rorompok</i>	2
6	<i>Ka tamat*</i>	2
7	<i>Kaulinan*</i>	2
8	<i>Ka z*</i>	2
	TOTAL	16

In table 15, the function of word 'ka' are varied. In no (1) and (2) the data show the order or the level such as 'ka dua' (on the second) and 'ka hiji' (the first). Meanwhile data no (3), (4), (5) the word 'ka' has a function as preposition showing a direction to the place 'kelas' (class), 'pasar' (market), 'rorompok' (house). Data no (6) and (8) are the exceptional, since they refer to the phrase 'dugi ka tamat' and 'ti A dugi ka Z'. Those data show a duration 'dugi ka tamat' (untill the end/finished) and the completeness 'ti A dugi ka Z' (from A to Z). Data no (7) is not the preposition, but it is a prefix of 'ka' followed by the root 'ulin' (play) and suffix 'an' becomes into one word 'kaulinan'.

TABLE XVI. THE LOWEST FREQUENCY OF WORD 'KA'

No.	Words	F
1	<i>Ka alaman*</i>	1
2	<i>Ka allah</i>	1
3	<i>Ka aya</i>	1
4	<i>Ka barudakna</i>	1
5	<i>Kabingung*</i>	1
6	<i>Ka bumina</i>	1
7	<i>Ka ciawi</i>	1
8	<i>Ka daerah</i>	1
9	<i>Ka dikorbankeun</i>	1
10	<i>Ka disusulan</i>	1
11	<i>Ka eta</i>	1
12	<i>Ka gerbang</i>	1
13	<i>Ka ibu</i>	1
14	<i>Ka ieu</i>	1
15	<i>Ka kabupaten</i>	1
16	<i>Ka kaka</i>	1
17	<i>Ka kota</i>	1
18	<i>Ka lapang</i>	1
19	<i>Ka makhlukna</i>	1
20	<i>Ka mana</i>	1
21	<i>Ka nguniangna</i>	1
22	<i>Ka pasarkeun</i>	1
23	<i>Ka pihatur*</i>	1
24	<i>Ka pribados</i>	1
25	<i>Ka ruangan</i>	1
26	<i>Ka sakabeh</i>	1
27	<i>Ka sakolana</i>	1
28	<i>Ka sasama</i>	1
29	<i>Ka smp*</i>	1
30	<i>Ka spg*</i>	1
31	<i>Ka stress</i>	1
32	<i>Ka tingkat</i>	1
33	<i>Ka tirisian*</i>	1
34	<i>Ka ujian*</i>	1
	TOTAL	34

Based on table 16, the amount of lower frequency of word 'ka' is as much as 34 times. From those of occurrences, they need to be rechecked manually since there are several mistyped such as no (1) 'kaalaman' (experiencing), no (5) 'kabingung' (being confused), no (23) 'kapihatur' (salutation such in the letter), no (33) 'katirisan' (getting cold). The word 'ka' written separately is considered as article, while when it is written into one word with the function as prefix refers to the meaning of (i) condition or mental state such in 'kaalaman', 'kabingung'; (ii) physical condition 'katirisan'; (iii) salutation in the letter; (iv) duration such in ([ti] /.../ [dugi] ka [goal]).

The findings and discussion above are described into the table 17 below.

TABLE XVII. THE FREQUENCY OF THE OCCURRENCE WORDS 'DI', 'NU', 'KU', 'KA'

Words	Frequency		
	High	Moderate	Low
<i>Di</i> (prep)	29	23	19
<i>Di</i> (verb)	0	0	24
<i>Nu</i>	29	24	40
<i>Ku</i>	14	10	49
<i>Ka</i>	19	16	34

Those words in table 17 are the four highest words that frequently occurred in teachers' handwriting. If we compare

between the highest frequency and the lowest one, we can see that the words with the lowest frequency are very much higher than the highest frequency of words. It shows that the teachers preferred to use the ordinary words instead of the variation words. Especially the usage of word 'di' in which it cannot only be formed as preposition but it also can be formed as the verbs.

IV. CONCLUSION

It is concluded that the language performance of the teachers still be needed to improve; sometimes they separated prefix from the root, as they thought those word was a preposition; they frequently used the ordinary usage and only 1 time for other variation; and it can be seen from the low frequency of the word usage in which those words are used only 1 time for each of the cluster types.

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