

**THE ORTHOGRAPHY OF *LII HAWU*: IMPLICATION
TOWARDS LANGUAGE LEARNING**

A THESIS



SUSI HANDAYANTI GA DARA

**ENGLISH EDUCATION STUDY PROGRAM
TEACHERS TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

2025

**THE ORTHOGRAPHY OF *LII HAWU*: IMPLICATION
TOWARDS LANGUAGE LEARNING**

A THESIS



SUSI HANDAYANTI GA DARA

Registered Number: 21130018

**ENGLISH EDUCATION STUDY PROGRAM
TEACHERS TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

2025

A THESIS

This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program



SUSI HANDAYANTI GA DARA

Registered Number: 21130018

**ENGLISH EDUCATION STUDY PROGRAM
TEACHERS TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

2025

APPROVAL PAGE



This thesis entitled *The Orthography of Lii Hawu: Implication Towards Language Learning* written by *Susi Handayanti Ga Dara* has been approved to be defended in a thesis examination.

First Supervisor

(Thersia M. Tamelan, S.Pd., M.AppLing., PhD)
NUPTK.1047757658231203

Second Supervisor

(Daniel F. Kariengko., S. Pd., M.Ed. (TESOL))
NUPTK. 5534760661131013

Kupang, 15 September 2025

Acknowledged by,

Dean of Teachers Training and Education



(Dra. Anggreini D. N. R. Pudjara, M.Si., PhD)
NUPTK. 715774664230103

**Head of English Education
Study Program**

(Ifoni Ludji, S.Pd., M.Hum)
NUPTK. 9955764665230232





LEGITIMATION PAGE



This is to certify that this thesis entitled *The Orthography of Lii Hawu: Implication Towards Language Learning* written by *Susi Handayanti Ga Dara* has been defended in a thesis examination and has been approved by the following Board of Examiners as the final requirement to be graduated as *Sarjana Pendidikan (S. Pd.)* majoring in English Language Education.

Examination Date: 15 November 2025

The Board of Examiners:

	Name	Signature	Date
1	First Examiner <u>Ifoni Ludji, S.Pd., M.Hum</u> NUPTK. 9955764665230232		<u>8/12/25</u>
2	Second Examiner <u>Alfriani Nandara, SS., M.Hum</u> NUPTK. 7749764665237002		<u>8/12/25</u>
3	Third Examiner <u>Thersia M. Tamelan., S.Pd., M.App.Ling., Ph.D</u> NUPTK. 1047757658231203		<u>1/12/25</u>
4	Fourth Examiner <u>Daniel F. Kamengko, S.Pd., M.Ed (TESOL)</u> NUPTK. 5534760661131013		<u>2/12/25</u>

Legitimated by,



Dean of Teachers Training and Education
Faculty of Teachers Training and Education
(Dra. Anggreni D. N. Kupidara, M.Si., PhD)
NUPTK. 7157746647230103

Head of English Education
Study Program



(Ifoni Ludji, S.Pd., M.Hum)
NUPTK. 9955764665230232

PLAGIARISM-FREE STATEMENT

The undersigned below:

Name : Susi Handayanti Ga Dara

NIM : 21130018

Semester : Nine (IX)

Faculty : Teacher Training and Education

Study Program: English Education

Thesis Title : THE ORTHOGRAPHY OF *LII HAWU*: IMPLICATION
TOWARDS LANGUAGE LEARNING.

I declare that I am submitting this thesis to fulfill the requirements for a Bachelor of Education degree at Artha Wacana Christian University, Kupang, is original and free from plagiarism. If any discrepancies with this statement are found in the future, I am willing to be prosecuted and processed in accordance with the provisions of the Minister of National Education Regulation Number 17 of 2010. This statement is made truthfully and is used for the benefit of humanity.



December 13th, 2025

Susi Handayanti Ga Dara
ID. 21130018

MOTTO

For I can do everything through Christ, who gives me strength.

Philippians 4:13

*I sought the Lord and He heard and He answered
I sought the Lord and He heard and He answered
I sought the Lord and He heard and He answered
That's why I trust Him, that's why I trust Him*

Elevation worship

DEDICATION

This writing is dedicated to her beloved:

1. Almighty God for His endless grace, strength, and guidance throughout the entire process of this work.
2. Her beloved mother, whose constant prayers, unconditional love, and encouragement have been the greatest source of strength throughout the completion of this study.
3. Her eight beloved siblings—Melkianus Ga Dara, Yanfrans Ga Dara, Marce Ga Dara, Lamex Ga Dara, Iwan Ga Dara, Tersia Ga Dara, Linda Ga Dara, and Diryek Ga Dara—together with their spouses, whose prayers, encouragements, and unwavering supports have been a constant source of strength throughout her journey, and all her extended family, whose love, guidance, and generous assistance have made possible the completion of this thesis.
4. Her beloved cousins, Jubliani Hani Nara, for her constant prayers, care, and encouragement, all offered in the hope of her victory.
5. Her best friends, Mariam Ga Kore, Maria Kase, Emi Hae Rike, Yeland Ndun, Novi Kolo, Edin Tunliu and Maygland Bessie, for their encouragement, companionship, and invaluable support until the completion of this study.
6. Her almamater, Artha Wacana Christian University, particularly the English Department, for its invaluable academic guidance and profound contribution to her intellectual and personal growth.

ACKNOWLEDGEMENT

The writer is deeply grateful to Almighty God for His wisdom, which has enabled the writer to understand many issues and complete this research paper. This work is a result of cooperation; all involved individuals stood by the writer and provided help throughout the process. She would like to sincerely thank those who generously assisted and shared their support. Gratitude is also extended to the following people for their invaluable evaluative comments and persistent feedback:

1. Ms. Thersia M. Tamelan, S.Pd, M.App.Ling, Ph.D., as the first supervisor who has given time, thought and energy in providing guidance and direction to the writer in completing this thesis.
2. Mr. Daniel F. Kamengko, S.Pd, M.Ed. (TESOL), as the second supervisor who has given time, thought and energy in providing guidance and direction to the writer in completing this thesis.
3. Ms. Ifoni Ludji, S.Pd., M.Hum as head of English Department who has assisted and encouraged the writer.
4. Ms. Norci Beeh, S.Pd., M.Pd as the Academic Advisor for advices and supports during her lecture process.
5. Ms. Erny S. N Hambandima, S.Pd., M.Pd as the Academic Advisor for advice, and support during her lecture process.
6. Dra, Anggreini D. N. Rupidara, M.Si., Ph.D. as the Dean of the Faculty of Teacher Training and Education at the Artha Wacana Cristian University who has given the writer the opportunity to conduct field research.

7. All lecturers of the English Education Study Program who have transferred their knowledge, and provided advice, support, and attention during the writer's study at Artha Wacana Christian University.
8. The ten informants of Sabunese for their help in providing the data during her research.
9. Special thanks to all her friends, Spartacus²¹ who always pray, support and help her during the lecture process.
10. Special thanks to all her friends who had supported during her study and cannot be mentioned his/her name one by one. Thanks for the gathering during the lecture process.
11. The writer would like to express her sincere gratitude to the members of BTS—Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook—for their inspiring and empowering songs, which have provided strength, encouragement, and motivation throughout the completion of this work.

Kupang, 2025

The Writer

Susi Handayanti Ga Dara

THE ORTHOGRAPHY OF *LII HAWU*: IMPLICATION TOWARDS LANGUAGE LEARNING

ABSTRACT

*Susi Handayanti Ga Dara*¹

*Thersia Magdalena Tamelan*²

*Daniel Frengky Kamengko*³

This study examines the orthography of *Lii Hawu*, a regional language spoken on Sabu Island, and its implications for language learning. The primary objective is to describe how phonemes that are not found or not represented in Indonesia, the language such as: implosive and schwa /ə/—are represented within the orthographic systems of *Lii Hawu*. Employing a qualitative descriptive method, the analysis draws upon three principal sources: UBB-GMIT (2006), YLSA (2000), and Paddi (2019). The findings reveal clear differences in how the orthographies of *Lii Hawu* represent implosive consonants and the schwa vowel /ə/. UBB-GMIT (2006) consistently marks implosives with distinct symbols—/b'/ for [ɓ], /d'/ for [ɗ], /j'/ for [ɟ], and /g'/ for [ɠ]—and uses /è/ for the schwa vowel. YLSA (2000), by contrast, represents implosives with digraphs, writing /bh/ for [ɓ], /dh/ for [ɗ], /jh/ for [ɟ], and /gh/ for [ɠ], while representing the schwa variably as /e/ or /a/ and the copy preceding or the following of the consonant, if there is any. Paddi (2019) does not assign special symbols to implosives, instead using plain /b, d, j, g/, and represent vowel /ə/ as /a/ following of the consonant, if there is any. These variations demonstrate the absence of uniformity across the three orthographies and frequently result in mispronunciations, spelling errors, and difficulties in sound-symbol correspondence. These inconsistencies hinder learners' ability to pronounce and write *Lii Hawu* accurately, potentially obstructing language acquisition for both native and non-native speakers. The study concludes that a more transparent and consistent orthographic representation is essential to facilitate effective language learning and to support broader efforts in the revitalization of *Lii Hawu*.

Key words: *Orthography, Lii Hawu, Language Learning*

THE ORTHOGRAPHY OF *LII HAWU*: IMPLICATION TOWARDS LANGUAGE LEARNING

ABSTRAK

*Susi Handayanti Ga Dara*¹

*Thersia Magdalena Tamelan*²

*Daniel Frengky Kamengko*³

Studi ini mengkaji ortografi Lii Hawu, bahasa daerah yang dituturkan di Pulau Sabu, dan implikasinya bagi pembelajaran bahasa. Tujuan utama penelitian ini adalah mendeskripsikan bagaimana fonem-fonem yang tidak ditemukan atau tidak terwakili dalam bahasa Indonesia—seperti konsonan implosif dan vokal schwa /ə/—direpresentasikan dalam sistem ortografi Lii Hawu. Dengan menggunakan metode deskriptif kualitatif, analisis ini mengacu pada tiga sumber utama: UBB-GMIT (2006), YLSA (2000), dan Paddi (2019). Hasil penelitian menunjukkan adanya perbedaan yang jelas dalam representasi konsonan implosif dan vokal schwa /ə/ pada ketiga ortografi tersebut. UBB-GMIT (2006) secara konsisten menandai implosif dengan simbol khusus—/b'/ untuk [ɓ], /d'/ untuk [ɗ], /j'/ untuk [ɟ], dan /g'/ untuk [ɡ]—serta menggunakan /è/ untuk vokal schwa. Sebaliknya, YLSA (2000) merepresentasikan implosif dengan digraf, yaitu /bh/ untuk [ɓ], /dh/ untuk [ɗ], /jh/ untuk [ɟ], dan /gh/ untuk [ɡ], sementara vokal schwa dituliskan secara bervariasi sebagai /e/ atau /a/ dengan menyalin vokal dari konsonan sebelumnya atau sesudahnya apabila ada. Paddi (2019) tidak memberikan simbol khusus bagi implosif, melainkan hanya menggunakan /b, d, j, g/, dan merepresentasikan vokal /ə/ sebagai /a/ setelah konsonan jika ada. Variasi ini menunjukkan tidak adanya keseragaman di antara ketiga ortografi, yang sering kali menimbulkan kesalahan pelafalan, kesalahan ejaan, serta kesulitan dalam korespondensi bunyi-huruf. Ketidakkonsistenan ini menghambat kemampuan pembelajar dalam melafalkan dan menuliskan bahasa Lii Hawu secara tepat, sehingga berpotensi menghalangi proses pemerolehan bahasa baik bagi penutur asli maupun non-penutur asli. Penelitian ini menyimpulkan bahwa representasi ortografi yang lebih transparan dan konsisten sangat diperlukan untuk memfasilitasi pembelajaran bahasa yang efektif sekaligus mendukung upaya pelestarian dan revitalisasi bahasa Lii Hawu.

Kata Kunci: *Sistem penulisan, Lii Hawu, pembelajar bahasa*

AUTHOR'S BIO



A. Identity

1. Name : Susi Handayanti Ga Dara
2. Place and date of birth : Titinalede, March 25th, 2003
3. Address : Titinalede, Sabu Barat, Sabu Raijua
District, East Nusa Tenggara Province.
4. Religion : Kristen Protestan
5. Cell phone number : 082217858625
6. Email address : gadarahandayanti@gmail.com
7. Father's name : Gabriel Ga Dara (Alm)
8. Mother's name : Damaris Nara Lulu

B. Educational Background

1. SD Negeri Titinalede (2009 – 2015)
2. SMP Negeri 2 Sabu Barat (2015 – 2018)
3. SMA Negeri 1 Sabu Barat (2018– 2021)
4. Universitas Kristen Artha Wacana (2021 – 2025)

TABLE OF CONTENTS

COVER.....	i
APPROVAL PAGE	iv
LEGITIMATION.....	v
PLAGIARISM-FREE STATEMENT	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT.....	ix
ABSTRACT.....	xi
AUTHOR’S BIO	xiii
TABLE OF CONTENTS	xiv
LIST OF FIGURE	xvii
LIST OF TABLES.....	xviii
CHAPTER I INTRODUCTION	1
1.1. Background	1
1.2. Research Problem.....	4
1.3. Aims of study	4
1.4. Significance of Study	4
1.4.1. Implication	4

1.4.2. Application.....	5
CHAPTER II LITERATURE REVIEW.....	6
2.1. Review of Related Studies	6
2.2. Concept	7
2.3. Theoretical Framework	9
2.3.1. Hawu and their synchronic phonology	10
2.3.2. General principles orthography design.....	14
2.3.3. The sound system of language in Eastern Indonesia and challenges in orthography design.....	19
2.3.4. Existing orthographies of Hawu.....	21
2.3.5. The Implication of Orthography towards Language Learning	22
CHAPTER III RESEARCH METHOD.....	25
3.1. Research Design.....	25
3.2. Locus	25
3.3. Type and Data Resource	25
3.4. Data Collection Technique and Research Instrument.....	26
3.5. Research Procedures	27
3.6. Data Analysis	27
CHAPTER IV FINDINGS AND DISCUSSION.....	29
4.1. Findings.....	29

4.1.1. Sound-symbol representation in the existing orthography of Lii	
Hawu.....	30
4.1.2. Sound-symbols inconsistency represented across publication in Lii	
Hawu.....	33
4.1.3. Implication of the orthographic transparency towards the	
learnability of the existing orthographies	38
4.2. Discussion	41
4.2.1. Sound-symbol representation in the existing orthography of Lii	
Hawu.....	42
4.2.2. Sound-symbols consistency represented across publications in Lii	
Hawu.....	48
4.2.3. Implication of the orthographic transparency towards the	
learnability of the existing orthographies	55
CHAPTER V CONCLUSION AND SUGGESTIONS	58
5.1. Conclusion	58
5.2. Suggestions	59
BIBLIOGRAPHY	61
Appendix 1: Research Permit Letter and Research Completion	
Letter	65
Appendix 2. Research Instrument.....	72
Appendix 3. documentary	75
Documentations.....	90

LIST OF FIGURE

Figure 1. Languages of *Hawu* (UBB, 2006).....10

LIST OF TABLES

Table 1. Phonology of Hawu Dimu (Bire, 2024).....	11
Tabel 2. Vowel chart.....	11
Table 3. Phonology/Orthography of Hawu (Grimes Hawu & Dhao,2010).....	12
Tabel 4. Vowel chart.....	12
Table 5. Phonology/ Orthography of Hawu (Walker, 1982).....	13
Table 6. Vowel chart.....	13
Table 7. Indonesian and Eastern Indonesian Consonants (Grimes, 1999).....	20
Table 8. <i>Hawu</i> practical orthography (UBB-GMIT, 2006).....	31
Table 9. Representation of implosive and schwa in UBB orthography.....	31
Table 10. <i>Hawu</i> practical orthography (YLSA, 2000).....	32
Table 11. Representation of implosive and schwa in YLSA orthography.....	32
Table 12. <i>Hawu</i> practical orthography (Paddi,2019).....	32
Table 13. Representation of implosive and schwa in Paddi orthography.....	33
Table 14. Representation of Implosive Phonemes and Schwa Vowel.....	33
Table 15. Examples of <i>Hawu</i> practical orthography of implosive /b/.....	34
Table 16. Examples of <i>Hawu</i> practical orthography of implosive /d/.....	34
Table 17. Examples of <i>Hawu</i> practical orthography of implosive /g/.....	35
Table 18. Examples of <i>Hawu</i> practical orthography of implosive /ʃ/.....	35
Table 19. Examples of <i>Hawu</i> practical orthography of schwa /ə/.....	36
Table 20. The representation of long Vowels from the different publications....	37
Table 21. Common mispronunciation errors in UBB Orthography.....	39
Table 22. Common mispronunciation errors in YLSA	40