

“LINGUISTICS AND LANGUAGE TEACHING
FOR CULTURAL UNDERSTANDING”



**THE FIRST
INTERNATIONAL CONFERENCE ON
LINGUISTICS AND LANGUAGE TEACHING**

I-coLLate

12 - 13 May 2015

**YOGYAKARTA STATE UNIVERSITY
INDONESIA**

**“LINGUISTICS AND LANGUAGE TEACHING
FOR CULTURAL UNDERSTANDING”**

Proceeding

PROCEEDINGS

The First INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING I-CoLLaTe

Yogyakarta, 12-13 May 2015

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Prof. Dr. Suhardi, M.Pd.
Drs. Rohali, M.Hum.



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**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL
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MESSAGE FROM THE CONFERENCE CHAIR

Assalamu'alaikum warrahmatullah wabarakatuh
May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of language as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukamto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

Wassalamu'alaikum warrahmatullah wabarakatuh.
May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015
Conference Chair
Drs. Rohali, M.Hum.

**SPEECH BY THE DEAN OF
THE FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

Assalamu'alaikum warohmatullahi wabarokatuh

Globalization has led changes in all aspects of human's life, including language as a means and product of culture to occur. The language and behaviors of language communities have undergone changes, shifts, mixing, or even replacement as a result of contacts of cultures and languages constituting a consequence of the globalization. It shows how big the role of globalization is in the human's life.

This brief description is actually very extreme because it can be assured that in the language communities the awareness of the importance of self identity of a language community tend to exist. This is identified by the language and the language behavior. From this point the awareness of maintaining, developing, or even preserving a language for the sake of imaging of the self identity of a language emerges– once again as a mode and product of a culture. That language shows who we are has long been believed to be true. Thus, the existence of globalization strengthens the essential position of language to show the self identity of a community (nation) in a multicultural society, a world society. In the global multicultural society's life the understanding of cross culture is getting more crucial. That is why I warmly welcome and extend my highest appreciation to the committee members of the “International Conference on Linguistics and Language Teaching” the members of the organizing committee for their hard painstaking work to bring the issues on linguistics and language teaching for the cultural understanding as the main topic of the conference and develop it into a number of sub-topics related to language, culture, and language teaching including in it curriculum and evaluation. Such issues are crucial to discuss. Sharing experiences among the conference participants will build the understanding, appreciation, and implementation of multiculturalism for realizing a peaceful life of the communities despite the heterogeneous, plural, and global condition.

To conclude, once again in this occasion let me extend my highest appreciation to the committee for organizing this conference. To all participants, I would like to say “welcome to Yogyakarta.” Great thanks go to all presenters for their participation. Hopefully, this conference can bring to us benefits. Finally, let me wish you a productive discussion and a fruitful conference.

Wassalamu'alaikum warohmatullahi wabarokatuh
Yogyakarta,
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP 195505051980111001

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THE REFLEXIVE VERB IN GERMAN SENTENCES AND ITS TEACHING

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Abstract

This writing has the purpose of giving an understanding of (1) the form of reflexive verb constructions in German sentences and (2) its function in the sentences.

With the result of a study as basis, it could be concluded that the reflexive verb in German sentences has four form types, namely, (1) the one with influence on only the singular third-person pronoun and with a morphologically specific form, (2) the one with the same difference according to time and mood as a non-reflexive verb, (3) the one with a sentence construction in the form of a passive sentence, and (4) the one like the *Partizip I* verb form used as attribute. These four form types has differences according to the speaker's intention in expressing the content of his speech.

According to function, (1) a reflexive verb may function to express an act directed towards the actor as object and simultaneously as subject doing the act, (2) a reflexive verb may function to imply a desire to be able to reveal something, (3) a reflexive verb may function to pair with an accusative or dative pronoun, (4) a reflexive verb may function to express a reciprocal meaning, and (5) a reflexive verb may function to indicate a passive sentence. It all shows that the reflexive verb in the German language has variety in function for expressing the speaker's various intentions with a semantic-reflexive feature. By understanding the form and function of the reflexive verb, hopefully learners of German as a foreign language would find it easier to learn.

Keywords: form and function of the reflexive verb in the German language

1. Introduction

The reflexive verb is the verb used to express the speaker's various intentions which has a semantic-reflexive feature. In *Kamus Besar Bahasa Indonesia* (KBBI), a large monolingual dictionary of the Indonesian language, it is mentioned that the reflexive verb is the verb used together with the reflexive pronoun. The reflexive verb is closely related to the subject. The relation between the subject and its verb could cause the appearance of the reflexive pronoun, which is so closely related to the subject that it could not be replaced by any other type of pronoun. It could be seen in the example of the reflexive verb construction in the following sentence in German.

Ich wasche mich (accusative)
'I wash my own face'

The reflexive verb in the sentence is *sich waschen* 'wash'. The relation between the verb *sich waschen* and the subject is quite close because it could cause the appearance of the accusative object *mich* 'me'. The object *mich* in the sentence comes from the subject *ich* 'I'. The difference is that *ich* occupies the subject position while *mich* occupies the accusative object position. When the subject of that sentence is replaced with *er* 'dia', the accusative object would become *sich* as in the following sentence.

Er wäscht sich 'He washes his own face'.

A verb is a reflexive verb in expressing the action of the subject when it has the influence causing the appearance of the reflexive pronoun as the accusative object. To clarify our understanding

of the reflexive verb in a German sentence, we cite below an example of such a sentence from Lingolia (2015) as follows.

- (1) *sich ärgern*: Ich ärgerte mich über meinen Fehler (reflexive).
'angry' 'I am angry with myself because of my mistake'
- (2) *jemanden ärgern*: Er ärgert gern seine Schwester (not reflexive).
'angry with someone' 'He is often angry with his little sister'

The verb in the sentence in data (1) above is a reflexive verb because it has the element associated with the close relation between the subject and the object due to the verb used. The close relation meant here is the one between the subject *ich* 'I' and the object personal pronoun *mich* 'me' resulting from the use of the verb *ärgern* 'be angry'. The use of the verb *ärgern* could mean a reflexive act towards oneself as expressed in the sentence *Ich ärgerte mich* 'I am angry with myself'. The anger is not directed towards anyone else; it is directed towards oneself. Thus the verb could be called a reflexive verb because its use in that sentence expresses that the act made by the person functioning as the subject is directed towards the same person, who is represented with the lingual construction in the form of an accusative object.

The case is different with the sentence in data (2), Er ärgert gern seine Schwester 'He is often angry with his little sister'. This sentence is not one using a reflexive verb. The verb in the sentence is not one representing an act that could be categorized reflexive towards one as the actor and simultaneously also the one subjected to the act. The consequence of the subject's act does not befall the subject but the object, who, in this case, is someone else. In the sentence Er ärgert gern seine Schwester 'He is often angry with his little sister', the one subjected to the act is not *Er* 'dia' but *seine Schwester* 'his little sister' while the one doing the act is *Er* 'dia'. Thus, the verb used in that sentence is not considered a reflexive verb because the effect of the act does not reflect back on oneself (the actor); the act is directed to someone else, namely, *seine Schwester* 'his little sister'. When the person subjected to the act is also the actor of the act, the sentence has a reflexive

construction; a sentence like *Er ärgert gern sich* 'He is often angry with himself' is such a sentence. To know whether a sentence has a reflexive construction or not, the method used is to examine the lingual form of the verb in the sentence. The relation between the subject and the object in a sentence is also important to examine. The reason is that the subject's act could cause the accusative object to be affected by the act. On the basis of such a relation, the verb could sometimes be categorized as reflexive verb. In other words, when the relation between the subject and the object in a sentence results from the subject's act which turns back upon oneself, the sentence could be said to have a reflexive construction. When the effect of the act does not land upon the subject himself as the actor but, instead, on someone else, the sentence is not one with a reflexive construction.

The reflexive verb *sich ableiten* 'flow, originate' which is used to express the speaker's intention or idea in the form of a passive sentence and an active sentence would undergo change in grammatical construction, as in the following sentences (Helbig/Buscha, 2005: 195).

- (3) *Sein Familienname wird von einem Ortsnamen abgeleitet*. (passive sentence)
'His family name originates in the name of a place'.
- (4) *Sein Familienname leitet sich von einem Ortsnamen ab*. (active sentence)
'His family name originates in the name of a place'.

Sentence (3) is a passive sentence. It is indicated by the presence of an auxiliary verb followed by a participle verb at the end of the sentence (*wird+abgeleitet*). The word *sich*, which is one of the reflexive characteristics in a sentence would vanish. As for sentence (4), it is an active sentence because there is no auxiliary verb and participle verb construction (*wird+abgeleitet*) in it. The verb in the sentence (4) is a reflexive verb with a *trennbar* 'separated' verb form, namely, *leitet+ab*. When used in a sentence, the prefix *ab-* of the reflexive verb *sich ableiten* would occupy the end position.

Based on the above discussion, a problem arising is how difficult it is to understand the use of the reflexive verb in the German language as a foreign language. Learners of German as a foreign

language could misunderstand the context of a conversation using the reflexive verb. It is caused by the use of the same verb *sich ärgern* 'angry, annoyed' which, in a way, could have two different kinds of meaning, at one time being reflexive and at another time not being reflexive, as in sentences (1) and (2) above. When the learner of German as a foreign language does not master the forms of the reflexive verb, it could cause the occurrence of misunderstanding. The content of the speech delivered by the speaker to another might not be understood as well as it should. It would cause a gap in the communication.

Therefore, a problem arising in this writing could be formulated as follows.

1. What are the forms of the reflexive verb construction in German sentences like?

2. What is their function in German sentences?

And, in relation with it, the objective of this writing is to provide an understanding of (1) the forms of the reflexive verb construction in German sentences and (2) their function in German sentences.

2. Theoretical Review

Concepts concerning the reflexive verb have been put under considerable discussion by linguists such as Helbig/Buscha (2005: 186), who says that in the German language there are more than one form of reflexive verb. It is stated that (1) the reflexive verb has a specific morphological form when used together with the third-person pronoun. It is caused by the occurrence of change resulting from difference in case and number in relation with the third- person pronoun. The first- and second-person pronouns also undergo change in form in result of difference in case and number. In addition, (2) the reflexive verb would also undergo the same morphosyntactic change due to difference in time and mood as the non-reflexive verb. This applies on sentences with the present perfect tense (or *perfekt*) and those with the past perfect tense (or *plusquamperfekt*), which always use the auxiliary verb *haben*, instead of the auxiliary verb *sein*, as well as those with the infinitive (or *infinitif*) which use that auxiliary verb; (3) the reflexive verb could be formed in the passive sentence; and (4) the reflexive verb could appear in participle form as attribute.

Further, Helbig/Buscha (2005) states that the reflexive verb influences the formal construction of the reflexive pronoun in the object position used together with the subject as its form of reference in a sentence. This form of reflexive verb could be one with reciprocal meaning. One form of reciprocal meaning is reciprocal tantum as in the sentence:

Er hat sich mit seinen Eltern überworfen
'He has avoided his parents'.

Reciprocal tantum is also related to the form of the accusative and dative objects. When the reflexive verb is paired with the accusative object, its lexical construction is *sich in etwas auskennen* 'intimate in nature with someone/something', *sich um etwas bewerben* 'put forth something', *sich für etwas eignen* 'fitting/suitable for something', or *sich zu etwas entschließen* 'decide on something'. As for the reflexive verb paired with the dative object, its lexical construction is *sich etwas anmaßen* 'consider the same as something', *sich etwas ausbedingen* 'establish something', *sich etwas ausbitten* 'request something', or *sich etwas einbilden* 'imagine something'.

There is also what is called the reciprocal variety verb, as in the sentence:

Die Geschwister vertragen sich
'Those brothers of his understand/agree with each other'

Other lexical items referring to reciprocal variety verbs pairing with personal pronouns of the accusative form as stated by Helbig/Buscha (2005) are *sich über jemanden/etwas ärgern* 'hate someone/something', *sich in etwas aufhalten* 'cancel something', and *sich um jemanden bemühen* 'take trouble for someone else'. As for the reciprocal variety verbs pairing with dative objects are *sich von jemandem abheben* '...?', *sich an jemandem vergehen* 'do wrong to someone', and *sich in jemandem täuschen* 'deceive someone'.

Dreyer-Schmitt (2012: 60) says that in many languages, including in German, there are no clearly fixed rules about the use of reflexive or non-reflexive verbs in a sentence. When learners of German want to learn it, they must learn to relate the use of the reflexive verb in a sentence to its corresponding reflexive pronoun. The reflexive

pronoun is related to the prepositional object just as it is to the accusative and dative objects. Wermke, et al. (2009: 271) say that the reflexive pronoun is related to the preposition phrase in a simple sentence or in a clause.

Reflexive verbs, according to Kind & Kamien (2014), are of two kinds, namely, pure reflexive verbs and derived reflexive verbs. A pure reflexive verb is a verb which is followed by a reflexive pronoun while the reflexive verb which is derived or impure in nature is a verb which is not followed by a reflexive pronoun. The cause is that the indicator of being reflexive in the pronoun because of the reflexive verb could vanish. For more ease in understanding this, examples are given in the following sentences.

Das Kind zieht sich an. (reflexive verb)

Die Mutter zieht das Kind an. (non-reflexive verb)

In the first of the two sentences just above, it is indicated that the reflexive pronoun *sich* appears after the reflexive verb and functions as the accusative object. As for the sentence with a non-reflexive verb, it shows the absence of the pronoun *sich* from the sentence. Thus, it could be said that the reflexive verb *sich anziehen* in the first sentence is pure in nature and *sich* appears as reflexive pronoun while the verb in the second sentence is not followed by a reflexive pronoun because it is non-reflexive in nature.

On the basis of the theoretical review above, the study of the problem in this writing bases itself on the views expressed by Helbig/Buscha. The basis of the consideration is that Helbig/Buscha presents many forms of the reflexive verb construction. The function of the reflexive verb is also considered easier for learners of German as a foreign language to study and learn and could be found in the course book at the German Language Education Department, Language and Art Faculty, Yogyakarta State University.

3. Form of the Reflexive Verb

3.1 The reflexive verb has specific morphological characteristics in relation with the third person, namely, the reflexive pronoun would change in form because of difference in case and number. For the first and second persons, the change is seen

because of the visible forms of the corresponding pronouns. The change is called the morphosyntactic change in a sentence. To ease understanding, form change in the first, second, and third persons in the subject position and the reflexive pronoun in the object position in German sentences would be presented.

		Accusative	Dative
Sing.	1 st Pers.	ich schäme mich	ich schäme mir
	2 nd Pers.	du schämst dich	du schämst dir
	3 rd Pers.	er schämt sich	er schämt sich

		Accusative	Dative
Plu.	1 st Pers.	wir schämen uns	wir schämen uns
	2 nd Pers.	ihr schämt euch	ihr schämt euch
	3 rd Pers.	sie schämen sich	sie schämen sich

Helbig/Buscha (2005: 186)

The change in person from the first person *ich* 'I' to the second person *du* 'you' to the third person *er* 'he' causes the change in form of the reflexive pronoun from *mich* 'me' to *dich* 'you' to *sich* 'him'.

3.2 The same as the non-reflexive verb, the reflexive verb also undergoes form change due to difference in time and mood. Sentences using the present and past perfect tenses (or *perfekt* and *plusquamperfekt*) as well as those using what is called *infinitif II* always use the auxiliary verb *haben* instead of *sein*.

	Indicative	Conjunctive
<i>Präs.</i>	<i>ich erhole mich</i>	<i>ich erhole mich</i>
<i>Prät.</i>	<i>ich erholte mich</i>	<i>ich erholte mich</i>
<i>Perfekt</i>	<i>ich habe mich erholt</i>	<i>ich habe mich erholt</i>

In indicative and conjunctive sentences, reflexive verbs are the same in matters of form as non-reflexive verbs. It means that there is no change in

grammatical form just because of the use of the reflexive verb. However, in the perfect sentence, the auxiliary verb *haben* is used.

3.3 Reflexive verbs that could be used in passive sentences, which are sentences generally using the pattern *sein+Partizip II*, are not followed by the reflexive pronoun in such sentences. In other sentences, usually the reflexive verb is followed by the reflexive pronoun in the object position. However, when a reflexive verb is used in a passive sentence, the reflexive pronoun would vanish. This is seen in the following presentation (Helbig/Buscha, 2005: 187).

	Indicative	Conjunctive
<i>Präs.</i>	<i>ich bin erholt</i>	<i>ich sei erholt</i>
<i>Prät.</i>	<i>ich war erholt</i>	<i>ich wäre erholt</i>
<i>Perfekt</i>	<i>ich bin erholt gewesen</i>	<i>ich sei erholt gewesen</i>

3.4 There are verb forms called *Partizip I* and *Partizip II*. *Partizip I* of a reflexive verb could change into an attribute but with its *Partizip II* the change is different. When *Partizip II* of a reflexive verb undergoes the change, its reflexive indicator would vanish because *Partizip II* is also the verb form used in passive sentences, in which the reflexive verb is not followed by the reflexive pronoun. It could be seen in the following presentation.

<i>Partizip I</i>	
<i>der sich verspätende Zug</i>	<i>der sich nähernde Zug</i>
<i>der sich beeilende Junge</i>	<i>die sich vertrauende Frau</i>

<i>Partizip II</i>	
<i>der verspätete Zug</i>	<i>der genäherte Zug</i>
<i>der beeilte Junge</i>	<i>die vertraute Frau</i>

4. Function of the Reflexive Verb

The reflexive verb in German sentences has functions that could be used to express a speaker's ideas to a fellow speaker and have implications on pronoun use. The

expression of an idea by using a reflexive verb would have an influence on the reflexive pronoun in both the accusative and dative object positions. It is caused by its use of what becomes the subject. A study on how the reflexive verb has five functions in sentences is as follows.

4.1 The reflexive verb functions to express an intention which has a reflexive meaning, in the sense that the act done by the subject of the verb *mengenai* the actor himself and makes him the object of the verb also. It could be seen in the following sentence (Helbig/Buscha, 2005: 189).

sich waschen (reflexive verb)
Er wäscht sich (*Identität*)
jemanden waschen (non-reflexive verb)
Sie wäscht ihn (*Nichtidentität*)

The first sentence shows the function of the reflexive verb of expressing an act directed towards the actor himself. The actor in this case is the subject *Er* 'he'. It means that the pronoun *sich* 'him' in the first sentence functions as accusative pronoun, which indicates an influence from the subject *er* 'he'. The verb in the second sentence is non-reflexive because there is no indication of a change caused by influence from the subject. The pronoun *ihn* 'her' is not because of the subject *sie* 'she' but from the object form *jemanden* 'her'.

4.2 Some reflexive verbs function specifically because they imply a desired revelation of something, as seen in the following sentences (Helbig/Buscha, 2005: 190).

Er erkundigt sich nach dem Weg
 'He asks about a road/place'.
Ich kann mir keine Zahlen merken
 'I cannot remember numbers easily'.

With the first and second sentences above as basis, the function of reflexive

verbs is clearly to be a reflexive grammatical form without undergoing form change. The difference is that in the first sentence the reflexive pronoun occupies the accusative object position while in the second sentence the reflexive pronoun occupies the dative object position. The function of the reflexive verb in this sentence is to reveal an intention or idea which is reflexive in nature because it is for the actor of the act expressed by the verb himself.

- 4.3 The reflexive verb in the sentences below could make the sentence paired with each other. The verb functions reciprocally in a way. The reciprocal sentences are as follows.

sich informieren 'give information'
(reflexive verb)

Er hat sich informiert 'He has given information'

Peter hat sich informiert 'Peter has given information'

Karin hat sich informiert 'Karin has given information'

Peter hat Karin informiert 'Peter has given information to Karin'

Karin hat Peter informiert 'Karin has given information to Peter'

The function of this reflexive verb is to express mutually giving information. When the subject is a singular third person, its function is to express that someone has given information. When the sentence mentions names, its function is to express that some people give information to each other. The mention of names would exert influence on the reflexive use in the sentence in the form of the disappearance of the word *sich* so that the sentence becomes *Karin hat Peter informiert*.

- 4.4 The reflexive verb could also function to express something that need not be mentioned together with the reflexive

pronoun. The sentence revealing this function is one of the following (Helbig/Buscah, 2005: 195).

Der Hausschlüssel hat sich wieder gefunden.

'The house key has been recovered'.

Der Hausschlüssel ist wieder gefunden worden.

'The house key has been recovered'.

In the first sentence, the reflexive verb appears grammatically. The reflexive verb is *sich wiederfinden* 'recovered'. In the second sentence, the reflexive verb does not grammatically appear. It is caused by the grammatical form of being a passive sentence. Actually the meaning contained in that sentence is that of a reflexive verb, however.

- 4.5 To begin with, here the situation involving the reflexive verb and the passive sentence is again reviewed. The following are two sentences related to the reflexive verb in German (Helbig/Buscha, 2005: 196-197).

Das Mädchen ist verliebt (Zustandreflexiv)

'The girl falls in love'

Das Mädchen hat sich verliebt.

'The girl has fallen in love'

The first sentence is *Zustandreflexiv* in nature. It causes the disappearance of the word *sich* from the sentence. The verb in that sentence is *sich verlieben* 'love each other'. In the second sentence, the word *sich* appears because the sentence is a perfect sentence. The appearance and disappearance of the word *sich* depends on the form of the sentence. When the sentence is passive, the word *sich* would vanish. The same condition is found in the following sentence.

Der Brief ist geschrieben (Zustandspassiv)

'The letter has been written'

Der Brief ist geschrieben worden

'The letter is written'

The two sentences above belong to two different kinds. The first one is of the *Zustandspassiv* kind and the second one is of the *Vorgangspassiv* kind. *Zustandspassiv* has the sense of *in the condition of being* while *Vorgangspassiv* has the sense of *is being*. Thus, the first sentence has the function of expressing something that has been accomplished while the second sentence has the function of expressing something in the process of happening.

In the sentence **Der Brief hat sich geschrieben*, there is a reflexive verb. However, the sentence does not have a reflexive meaning and is ungrammatical. Unlike that, the sentence

Peter hat den Brief geschrieben

'Peter has written the letter' has a reflexive meaning and is grammatical though the word *sich* is not present in the sentence. The word *sich* could vanish from a perfect or passive sentence. A sentence could have a double function, as, first, a *Zustandreflexiv* one and, second, a *Zustandspassiv* one. The two reflexive functions in one sentence is as in the following sentence.

Das Kind ist gewaschen

'The child has bathed'.

5. Conclusion

On the basis of the study conducted, it could be concluded that the reflexive verb in German sentences has four forms, namely, (1) the one having influence on only the singular third-person pronoun, which has a morphologically specific form, (2) the one having the same forms depending on time and mood as the non-reflexive verb, (3) the one having a formal construction in passive sentences, and (4) the one in the *Partizip I* verb form as attribute. These four forms of the reflexive verb have different formations and meanings depending on the speaker's intention in expressing the content of his utterances.

As for its functions, (1) a reflexive verb may function to express an act directed towards the actor himself as the object though he is also the subject doing the act, (2) a reflexive verb may function to imply a desire to be able to reveal something, (3) a reflexive verb may function to pair with an accusative or dative pronoun in a sentence, (4) a reflexive verb may function to express a reciprocal sense, and (5) a reflexive verb may function to express a passive sentence. It all indicates that the reflexive verb in the German language has a variety of functions used to express the speaker's various intentions with a semantic-reflexive feature.

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