

1. INTRODUCTION

1.1 Background of the study

Indonesia as an archipelago country has many different kinds of ethnic groups. These ethnic groups have their own languages that become their cultural identity and different with other ethnic groups. It can be said that Indonesia has at least 400 different languages (Nababan, 1979, p.259). These languages are also called vernaculars, examples: Javanese, Balinese, Banjarese, Sundanese, etc.

About ninety percent people in Indonesia are using their own vernaculars as their first languages (Nababan, 1979, p. 260). These vernaculars have an important function to our national language, which is Indonesian language. As stated by Nababan (1979) in his paper, *Languages of Indonesia*, vernaculars gives great contributions to Indonesian language (p.260). Some of the contributions are as a support to Indonesian language, as a mediate tool of instruction in schools, and as a tool to develop the ethnic cultures. Indonesian language also can have more vocabularies from vernaculars, examples: (in Javanese) *sandang* ‘clothing’; *pangan* ‘food’; *pamrih* ‘reward’

That is why the vernaculars also need to be in consideration, remembering that nowadays we deal not only with our own vernacular and our national language but also deal with other foreign languages, for example English, Mandarin, Japanese, etc. To have these languages in our lives, it can affect our vernaculars. It can affect our vernaculars because for some people, especially the young people think that using vernaculars are not important. Vernaculars are not important because it is difficult to learn, for example in learning Javanese, and because they prefer to use Indonesian language in their daily interaction with other people.

From these opinions, some vernaculars can loose some of its vocabularies (Hapip, 1997, p.ix) because they do not use anymore in the daily interaction. From loosing its vocabularies, vernaculars can disappear. To prevent from losing these vernaculars, we have to do some studies or researches in order to preserve the vernaculars. Another reason to prevent is because from vernaculars, we can

preserve the cultural identity of each ethnic group that exists in Indonesia and also for the knowledge for other people that interested in learning vernaculars in Indonesia.

One of the vernaculars is Banjarese. The writer chose Banjarese for this study since she comes from Banjarmasin, which Banjarese is the vernacular. Basically Banjarese is spoken by people in South Kalimantan, East Kalimantan as well as Central Kalimantan. Banjarese is divided into two dialects; they are Banjar Hulu dialect and Banjar Kuala dialect. Banjar Hulu dialect is used by a group of people who live in Hulu Sungai area such as Kabupaten Tapin, Hulu Sungai Selatan, Hulu Sungai Tengah, Hulu Sungai Utara, and Tabalong. While Banjar Kuala dialect is used by a group of people who live in Kotamadya Banjarmasin, Kabupaten Banjar, Tanah Laut and some people in Kabupaten Kotabaru and Barito Kuala (Hapip, 1978, p.12). The differences of both dialects can be seen from the pronunciation, vocabularies and the intonation of each language (Hapip, 1999, p.5). Some of the differences in the vocabularies are:

Banjar Hulu	Banjar Kuala	
<i>hagan</i>	<i>gasan</i>	‘for’
<i>ampah</i>	<i>mara</i>	‘direction’

Banjar Hulu dialect only has three vowels /a/, /i/, and /u/; in Banjar Kuala dialect besides /a/, /i/, /u/, there are another vowels /e/, /o/, and /ʔ/ (Hapip, 1999, 7). Example:

Banjar Hulu	Banjar Kuala	
<i>lungur /luʔur/</i>	<i>longor /loʔor/</i>	‘bald’
<i>kaina /kayna/</i>	<i>kena /kʔna/</i>	‘later’

There were not many studies had been conducted on Banjarese. Thus, the documentation of Banjarese is hard to find. Banjarese itself mostly taught only in the government school in Banjarmasin, so students in the private school in Banjarmasin did not get any knowledge about Banjarese. These phenomenons

encourage the writer to conduct the study so the people who are using Banjarese can learn more about Banjarese, and Banjarese can exist through many years ahead, especially in the study of Banjarese verbs. Another reason is Banjarese has been the writer's native language since she was born in Banjarmasin and lived there for more than ten years.

As the object of the study, the writer chooses the articles from the *Banjarmasin Post*, the daily newspaper published in Banjarmasin (since 1971). From the *Banjarmasin Post*, the writer takes the series of "Si Palui" articles, the only article which uses Banjarese. The series usually consist of around 400 words and discuss about the life of "Si Palui". "Si Palui" is a Banjarese, so he speaks Banjarese very well. The articles deal with his daily activities and what happens in his surrounding area. The writer uses both of Banjar Hulu and Banjar Kuala dialects in this study.

1.2 Statement of the problem

The research problem of this study is: what are the affixation systems of Banjarese verbs?

For the analysis, as a guideline, the research problem is formulated as follows:

1. What verb affixes occur in "Si Palui"?
2. To which types of affixation does each of the verbs belong to?
3. What kind of morphophonemic changes were involved in the word formations?
4. What are the syntactic functions of the affixes?
5. How often do the verb affixes occur in the articles?

1.3 Purpose of the study

The purpose of the writer is to reveal the affixation system of Banjarese verbs by way of finding the verb affixes, the types of affixation, the morphophonemic changes, the syntactic functions of the affixes and the frequency of the verb affixes which occur in the articles.

1.4 Significance of the study

In doing the study, the writer wants to help other people who want to learn and to understand Banjarese especially in verb affixes and to help other researchers who want to do the same analysis on their own vernacular languages. The writer also wants to give more contribution in linguistic study and to the library especially in Banjarese.

1.5 Scope and Limitation

The scope of this research is in the field of morphology, syntax, and phonology. It is restricted to the verb affixes that occur in the series of “Si Palui” articles in a daily newspaper, the *Banjarmasin Post*. The writer excludes the non-affixes verbs, reduplication verbs, the distinction between the derivational and inflectional affixes, and Indonesian verbs.

1.6 Definition of key terms

There are some terms that are used in this study such as:

Affixes according to Gleason (1961), are subsidiary to roots, which is a bound morpheme, which is added directly to a root, or to a construction consisting of a root, plus one or more other morphemes (p.59).

Verbs according to Curme (1935) are part of speech which function as a predicate, assists in predications, asks a question or expresses a command (p.63).

Morphophonemic according to *Tata Bahasa Baku Bahasa Indonesia* deals with the process of the changing of one morpheme to another morpheme (p. 87).

1.7 Organization of the study

This study is divided into five chapters. Chapter one is an introduction. It contains the background, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation of the study, the definition of key terms and the organization of the study. Chapter two is the review of related literature. It consists of review related theories of morphology, morphophonemic process, and verbs; and review related study of *Affixation of Verbs in Palembang Malay spoken by Baturaja People* and *Javanese Transitive*

Verbs: a Tagmemic Grammar. Chapter three is the research methodology, deals with data collection and data analysis. Chapter four is the analysis of the data and chapter five is the conclusion of the study based on the analysis on chapter four.