

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting this research, the writer needs some tools in order to make this study worth doing. One of the tools used by the writer is the theory from some linguists. The main theory deals with first language acquisition, particularly syntactic development **and** morphological acquisition. The additional theories are the *theory* of Indonesian affixes; formal and informal language.

2.1. Related literature

2.1.1 Syntactic development

According to Yule (1986), there are **several** stages on a child's syntax development.

1. Pre-language stages

The sounds produced in this stage like ‘cooing’ and ‘babbling’. In ‘cooing’ stage, it presents velar consonants such **as** [k] and [g], and **high** vowels such **as** [i] and [u]. Meanwhile, in ‘babbling’ stage, it may contain syllable-type sounds such **as** *mu* and *da*. **The** period of **this** stage is from about three months to ten months. When he is in the tenth and eleventh months, they are able **to** use their vocalizations to express emotions **and** emphasis. There are a lot **of** ‘sound-play’ and attempted imitations.

2. The one –word or holophrastic stage

Holophrastic **is** a single **form** functioning **as** a phrase **or** sentence. **This** stage happens between twelve **and** eighteen months. **Its** characteristic **is** **speech** in which single terms are uttered for everyday objects such as ‘milk’, ‘cookie’, ‘cat’, and ‘cup’.

3. The two-word stage

Around eighteen to twenty months, **as** the child’s vocabulary moves beyond fifty distinct words, they can produce two separate words such as *baby chair, mommy eat, cat bad*.

4. Telegraphic speech

. It occurs between two and three years as the child will begin producing a **large** number of utterances, which could be classified **as** multiple-word utterances such as *Andrew want ball. cat drink milk*. While this type is being produced, a number of grammatical inflections **begin** to **appear** in some of the **words**, and the simple prepositions (in and on) also turn up.

By the time the child is three years old, he or she is going further than telegraphic speech forms and integrate some of the inflectional morphemes, which **signify** the grammatical function of the nouns and verbs used. The acquisition of **this** form is often accompanied by a process of *overgeneralization*. For the child, the use of forms such as *goed* and *foots* is simply a means of trying to say what he means during a particular stage of development. Therefore, the 'imitation' is not the **primary** force in child language acquisition. (*Crystal, 1976*).

2.1.2 Morpheme

Morpheme as the smallest meaningful unit in a language, can be classified into two types; they are free morpheme and bound morpheme. According to Yule, (1986), free morpheme is a morpheme which can stand alone and has meaning, such as *take*, *look*, *go*, *buy*. On the contrary, bound morpheme is a morpheme which cannot **stand** alone. It must attach **to** another morpheme to get its meaning. Relevantly, it *can* be said that bound morpheme is *affix*, including **prefix** (*un-*, **dis-**, *anti-*, *ex*, etc) and **suffix** (*-ment*, *-tion*, *-er*, etc).

The meaningful combination in morphology is called a morphological construction. Additionally, a morphological construction can be built by several **means** like affixation, reduplication.

Morphological acquisition

In learning a language, children generally pay more attention toward aspects of language that are simple before those that are complex. However, **they**, themselves, should determine what difficulties on aspects of language that they

encounter because adults cannot merely determine what is simpler or more complex to the child. (Macaulay, 1980). Accordingly, Miller in his theory of Derivational Complexity said that the extent of derivation which have to be passed on by a child, determines the sequence of a child's sentence production. It means that the more derivation exists, the latter a child attains it. Thus, a sentence "Did ~~they~~ have to go' is exactly acquired earlier than 'Didn't they have to go?" or "They did not have to go." In the same way, an affix that has a constant form and meaning is often acquired earlier than other affixes which always shifting on their forms and meaning.

In learning a language, it involves system learning and item learning (Ellis, 1997). System learning refers to learning the underlying rules of linguistic items. Meanwhile, item learning refers to learning separate and discrete items of language. When a learner's have learnt the underlying rules of linguistic items but he or she fails to use what he or she has already known, then it can be said a learner makes mistake. On the contrary, when a learner lacks of knowledge of the underlying rules of linguistic item and she or he makes deviations in usage, then it can be said that a learner *makes* error. Besides, the ways to distinguish error and mistake are to check the consistency of learner's performance and to ask learner to correct his or her own deviant utterances. If a learner deviates linguistic item consistently, and he or she cannot correct it, it means that he or she makes error. In addition, when a learner occasionally deviates linguistic item, and he or she is able to give correction on his or her deviant utterances, it can be said that he or she makes mistake.

Relevantly, this theory is used to determine what Indonesian affixes have been acquired by the subjects.

2.1.3 Affixation

The affixation is the collective term for the types of formative that can be used when **added** to another morpheme (the root) (Crystal, 1980). They are prefix, suffix and infix.

According to Tata Bahasa Baku Bahasa Indonesia, 2000, the process of phoneme's change into another phoneme is called *morphophonemic*.

Morphophonemic rules of Indonesian prefixes and suffixes are given below:

Prefixes	Rules	Examples
{meng-}	<ol style="list-style-type: none"> 1. If it is attached to the root word which has the first phoneme /a/, /i/, /u/, /e/, /o/, /ə/, /k/, /g/, /h/, or /x/, prefix {meng}-remains meng- / mən-/ 2. If it is attached to the root word which has the first phoneme /l/, /m/, /n/, /ŋ/, /ŋ̃/, /r/, /y/, or /w/, prefix {meng-} changes into me- 3. If it is attached to the root word that begins with the phoneme /d/, /t/, meng- changes into men- / mən-. 	<p>mengambil, mengikat, mengukur, mengelakkan, mengolah, mengalahkan. mengharap.</p> <p>melatih, memakan. menamai, menyatakan. menganga, meramaikan, meyakinkan, mewajibkan</p> <p>mendatangkan, menanamkan, menduga, menuduh</p>

{ber-}	<p>4 If it is attached to the root word that begin with phoneme /b/, /p/, or /f/, the form meng- changes into mem- / məm-/</p> <p>5. If it is attached into the root word that begins with phoneme /c/, /j/, /s/, and / ʃ /, the form meng- changes into meny- /məñ / Additionally, the form meny- that join the letter <c>, <j>, and <sy> in the beginning of the root word, is simplified into men-.</p> <p>6 If it is attached into the root word that has one syllable, the form meng- changes into menge /məŋə /.</p> <p>7 Prefix {meng-} in the beginning of the foreign words that begin with /s/, it will change into men-.</p> <p>8 If there is reduplication of a verb that has single root word, that root word is reduplicated by maintaining the breaking of its first consonant The root word that has one syllable, maintains nge- in front of the reduplicated root word If there is a suffix, it will not be reduplicated</p> <p>1 Prefix {ber-} changes into he- if it is attached into the root word that begins with phoneme /r/,</p> <p>2 Prefix {her-} changes into be-, if it is attached into the root word's first syllable is ended with /ər/</p>	<p><i>membabat, mematuhi, memfokuskan, membuat, memakai, memfitnah</i></p> <p><i>menyatukan, menyadari, mencari, menjatuhkan.</i></p> <p><i>mengetik, mengebom, mengecek, mengepel.</i></p> <p><i>mensukseskan or menyukseskan.</i></p> <p><i>menulis-nulis. mengarang-ngarang, mengecek-ngecek.</i></p> <p><i>beranting, berantai. berunding</i></p> <p><i>bekerja, beserta, beperg</i></p>
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{ter-}	<p>3 Prefix <i>{ber-}</i> changes into <i>bel-</i> if it is attached into certain root words</p> <p>4 Prefix <i>{her-}</i> does not change if it is attached into another root words beside rules above</p>	<p><i>belajar</i></p> <p><i>berlayar, bermain.</i></p>
	<p>1 Prefix <i>{ter-}</i> changes into <i>te-</i> if it is attached into the root word that begins with phoneme /r/</p> <p>2 If the first syllable of the root word ended with /ər/, phoneme /r/ is prefix {ter-} sometimes will emerge and sometimes will not</p> <p>3 Beside the rules above, <i>{ter-}</i> does not change</p>	<p><i>terebut, terasa</i></p> <p><i>terpercaya, tercermin</i></p> <p><i>terluka, terpilih.</i></p>
{di-}	<p>if it is attached into any root words, it does not change Its form</p>	<p><i>dibeli, diambil</i></p>

Suffixes	Rules	Examples
{-i}	<p>Suffix {-i} also does not experience any changes if it is added to any root words However, it is necessary to remember that any root word that ends with the phoneme /i/, cannot be followed by suffix <i>{-i}</i></p> <p>Therefore, there are no words like <i>memberii, mengirui,</i></p>	

{-an}	<p><i>ormengisii.</i></p> <p>Suffix {-an} does not experience any changes if it is combined with any root words. If a root word's phoneme is /a/, it will be equated with suffix {-an} in writing.</p>	<i>berduaan, bersamaan</i>
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Additionally, according to Tata Bahasa Baku Bahasa Indonesia, 2000, there are some possibilities in the combination of prefix and suffix. It is Written in the following table.

Combination of prefix and suffix	Examples
{meng-} + {-kan}	<i>memberikan, mengantarkan, mengerjakan</i>
{meng} + {-i}	<i>menduduki, mendekati, membohongi</i>
{di-} + {-kan}	<i>diambilkan, dituliskan, diberikan</i>
{di-} + {-i}	<i>ditulisi, ditempeli, dibatasi</i>
{ter-} + {-kan}	<i>terlemparkan, terselesaikan, terkabulkan</i>
{ter-} + {-i}	<i>teratasi, tersaingi, terpenuhi</i>
{meng-} + {per-}	<i>memperkecil, memperbesar, memperluas</i>
{di-} + {per-}	<i>dipersulit, diperbesar, dipemampit</i>
{meng-} + {per-} + {-kan}	<i>mempersoalkan, memperdebatkan</i>
{di-} + {per-} + {-kan}	<i>dipersoalkan, dipermasalahkan</i>
{meng-} + {per-} + {-i}	<i>memperlengkapi, mempersenjatai</i>
{di-} + {per-} + {-i}	<i>dipersenjatai, diperlengkapi</i>
{meng-} + {ber-} + {-kan}	<i>memberangkatkan, memberhentikan</i>
{di-} + {ber-} + {-kan}	<i>diberangkatkan, diberhentikan</i>
{ter-} + {ber-} + {-kan}	<i>terberangkatkan</i>
{ke-} + {-an}	<i>ketiduran, kelaparan, kedinginan</i>
{ke-} + {-i}	<i>ketahui</i>

2.13.1 The formation of verb by affixation

There are some affixes get involved in **this** formation of verb, **such** as prefix {meng-}, prefix {ber-}, prefix {ter-}, prefix {di-}, suffix {-i}, affix {ke-an. }

a. The formation of verb **by** prefix {meng-}

In the formation of transitive verb, root words must come from basic verb like *beli* [buy], *ambil* [take], **or** *lihat* [look]; it is not permissible to use other root words like noun or adjective. Thus, the word class, itself, still a verb because the **purpose** of this addition **is only** to make a related verb **becomes** suitable in **formal** usage: *Dia sedang mencaripekerjaan*, not ***Dia** sedang caripekerjaan*. The meaning of prefix {**meng-**} is ‘doing the **action** being **stated** by **root word**. For examples: *beli-membeli; lihat-melihat, ambil-mengambil*.

Besides creating transitive verb, prefix {**meng-**} also **can** create intransitive verb. Noun and adjective take dominant role in this derivation.

Examples: *kecil – mengecil ; batu – membantu ;*

Further, bound morpheme also takes part in this derivation.

Examples: *alir – mengalir ; erang – mengerang*.

In this derivation, the **meaning** of prefix {meng-) can **be**:

- a. being (root word), example: *batu-membatu, darah daging-mendarah daging*
- b. functioning *as/ as like as*, example: *janda-menjanda*
- c. eating or drinking (root word), example: *kopi- mengopi*
- d. going in the direction of (rootword), example: *tepi-menepi*
looking for/ collecting (root word), example: *rotan-merotan*

e. producing sound (root word), example: *ngeong-mengeong*

b. The formation of verb by prefix {ber-}

There are three kinds of intransitive verb which is constructed with prefix

{ber-}. they are:

1. {ber-} with the root word

Examples: *berkawan, bertemu*

2. (ber-) that is optionally followed by suffix (~~-kan~~)

Examples: *berdasar(kan) beratap(kan)*

3. (ber-) That must be followed by suffix {-an}

Examples: *berjatuhan, bepergian*

Prefix {ber-} is exactly required if root word is noun or bound morpheme.

The examples of the formation of intransitive verb with prefix {ber-} are:

sepeda -bersepeda; temu-bertemu

Meanwhile, if root word is verb or noun that can be a verbal status like *jalan*, {ber-} functioning only to emphasize or formalize that verbal status.

Consequently, sometimes prefix {ber-} is being left in informal context.

Example:	<i>kerja</i>	<i>bekerja</i>
	<i>jalan</i>	<i>berjalan</i>

If the root word is noun, the meaning of verb that has prefix {ber-} can be:

a. having, as in *istri-beristri*

b. using, as in *sepeda - bersepeda*

c. producing, as in *telur-bertelur. bunyi-berbunyi*

c. The formation of verb by prefix {di-}

Prefix {di-} is required in order to change a transitive active verb that has prefix {meng-} into a transitive passive verb. For instance, *menembak-ditembak*, *memakai-dipakai*, *memperbesar-diperbesar*. The meaning, of course, is different because of the change of its syntactic order.

Example: *Tuti memakai gaun hitam pada pesta itu*. [Tuti **was wearing** a black **gown** on that **party**]

Gaun hitam dipakai oleh Tuti pada pesta itu. [A black **gown was** being worn by Tuti on that party]

Furthermore, in many cases, the attendance of *suffix* in prefix {meng-} still can be maintained. For instance, suffix {-i} and {-kan} in *menempati* and *memandikan* can be maintained in constructing passive verbs: *ditempati* and *dimandikan*.

However, there is a small group of verb that has deletion on its *suffix* optionally.

Example: *Suaminya meninggalkan dia tahun lalu* [Her husband left her last year]

Dia ditinggal (kan) oleh suaminya tahun lalu. [She was left by her husband last year].

d. The formation of verb by prefix {ter->

Prefix {ter-} is closely related with prefix {di-}. In addition, prefix {ter-} is required in order to change transitive verb that has prefix {meng-}.

The meaning of prefix {ter-}:

1. Expressing unintentional process.

Example: *Buku saya terbawa oleh Ali ke sekolah* [My book is unintentionally brought by Ali to school]

2. Expressing 'can be (root word)'

Examples: *terbeli* *dapat dibeli* [can be bought]
terjangkau *dapat dijangkau* [can be reached]

3. Expressing the accomplishment of an event or a condition as stated in that verb. However, there is no emphasizing about who the doer is.

Example: *Hubungan telepon Jakarta-Medan terputus* [The telephone connection of Jakarta-Medan is broken]

Due to this meaning, there is difference in using prefix (di-) in passive verb.

Example: *Hubungan telepon Jakarta-Medan diputus*. [The telephone connection of Jakarta-Medan is broken]

In sentence above, there is an understanding that this cutting is done intentionally and there is the doer behind this **cutting**.

In the formation of intransitive verb, the meaning of prefix (ter-) is being in condition (root word) and **showing** unconscious or unintentional condition of the doer.

Examples:

- a. *Dia tidur di kursi itu* [He sleeps on that chair]
- b. *Dia tertidur di kursi itu* [He is oversleeping on that chair]

e. The formation of verb by affix (ke-an)

In this formation, the root word **used** can be verb, adjective or noun.

Examples:

(1) *Petani itu kejatuhan kelapa* [That farmer is hit on the head by a falling coconut]

(2) *Kami kelaparan* [We are starving]

The general meaning of this formation is adversative, that is expressing negative or unpleasant condition.

Beside that, there are two verbs with affix {ke-an} that do not contain adversative meaning. The meaning of these verbs is can be (root word)

Example: *kelihatan:* *dapat dilihat* [can be seen]

kedengaran *dapat didengar* [can be heard]

c. The formation of verb **by** suffix {-i}

In active voice, suffix {-i} **can** combine with prefix {meng-} so that it generates the combination of **affix** {meng-i}. There are **any** root words that necessarily need **suffix** {-i} in order to create a verbal **status**. Therefore, root word *surat*, cannot be a verb by only using prefix {meng-} unless it **has** also suffix {-i}. Here, the acceptable form is *menyurati* than *menyurat*. Any root words **can** attain their verbal status by having prefix {meng-}, without suffix {-i}. However, the use of Suffix {-i} **has** influence on the verbal transitive status of a root **word**, also contributes to a certain meaning.

Suffix {-i} may create transitive verb by having noun, adjective **and** intransitive verb as **root words**.

2.1.3.2 The formation of noun by affixation

The affixes that take **part in** this formation **is** *suffix* {-an}, suffix {-nya}, **and** affix {ke-an}. In general, a noun that has **suffix** {-an} is derived from a verb. Thus, the common meaning **of** this derivation is 'result or thing that is stated by verb'. For example: *anjuran* [suggestion] expressing result of suggesting or a thing that **is** suggested.

A noun that has **suffix** {-nya} is also derived from a verb. **Suffix** {-nya} **can** be attached into passive verb or active verb, for example: *datangnya*, *perginya*, *tertangkapnya*.

Affix {ke-an} that derives a noun, can have a verb or an adjective as its root word. If its root word is verb, thus its general meaning is 'thing or condition which deals with what is expressed by verb'. For example: *keputusan* [decision] expressing thing that deals **with** deciding. In addition, if its root word is adjective, so its **meaning** is 'thing or state ~~that~~ deals with what is expressed by adjective'. Therefore, *kemalasan* [laziness] means 'a state of **lazy**'.

2.1.3.3 The formation of adjective by affixation

Certain affixes get involved in this formation **such as** **prefix** (meng-); prefix ter-); prefix {ber-}, **and** affix {meng-kan}

2.1.3.4 The formation of adverb by affixation

Affixes that involved in this formation is prefix {se-}, suffix {-nya}, suffix {-an}, and affix {se-nya.},

Prefix {se} is added into the reduplicated root word. For example:

Sesabar-sabar wanita, kulau marahberbahaya. Segalak-galak macan tidak akan memangsakanaknya sendiri.

Suffix {-nya} is added into root word in order to form adverb. For example: *biasanya* [usually]; *rupanya* [apparently].

Suffix {-an} is added into the reduplicated root word. For example:

Kami memarahinya habis-habisan kemarin [We reprimanded him completely yesterday].

Affix {se-nya} is added into the reduplicated root word. For example:

Burung itu terbang setinggi-tingginya [That bird is flying as high as possible]

2.1.4. Reduplication

One way to reduplicate a word is to put the affixes into that word. This reduplication takes responsible in forming a noun. The reduplication is intended to show collective meaning and resemblance meaning. Suffix {-an} and affix {ke-an} can be used in this reduplication. For example, in order to give collective meaning, suffix {-an} is added into the reduplicated word *rumpun-rumpun* [grasses], so its outcome is *rumpun-rumpunan* [weeds].

Additionally, in order to give resemblance meaning, suffix {-an} is added into reduplicated word *mobil-mobil* [cars] and the outcome will be *mobil-mobilan* [car's resemblance] and affix {ke-an} is added into reduplicated *hitam-hitam* [black] and the outcome will be *kehitam-hitaman* [blackish]

Further, reduplication also partakes in forming a verb, especially transitive verb.

Examples: menyobek-nyobek [tearing repeatedly], *mengutak-atik* [tinker with something repeatedly]; *mencoral-corek* [making **rough** sketches on something]

The general meaning of reduplicating, is expressing an action stated **in** that verb is done repeatedly and without specific purpose.

Example: *Halaman itu dia bolak-balik* [He opens that page back **and** forth]

2.1.5 Formal and informal language

In general definition, **formal** language **is** the chosen variety **of** a language where codes have been set **through** a **process** of development in some **of its** language elements like grammar and dictionaries. In Indonesia, formal language refers **to** formal Bahasa Indonesia in which codes have **been** set **as they can** be seen in some references such **as** Kamus Besar Bahasa Indonesia **and** Tata Bahasa **Baku** Bahasa Indonesia. These references are published by the Department of Education and Culture. **They** are used to verify differences **between** formal and informal language.

Informal language or vernaculars refers to any **uncodified**/ unstandardised varieties **used** in communities and which do not have any social **status** (Tanner, **1967**, and Holmes, **1992**).

In Indonesia, informal language may refer to any ethnic languages such **as** Javanese, Ambonese even the informal **variety** of Bahasa Indonesia. However, informal language is not 'bad' or 'incorrect' language. The difference between formal and informal language are merely due to the prestige and functions, **as**

informal language is also adequate for the needs of speakers to deliver the message since nobody **speaks** one variety all the time.

Consequently, degree **of** formality of one aspect of a language can be determined by the principle that it has used codified variety or uncoded variety. For example, according to Tata Bahasa Baku Bahasa Indonesia, 2000, formal variety **of** Indonesian prefixes like prefix {meng-} can combine with suffix {-kan} and **suffix** {-i}. Then if prefix {meng-} combined with suffix {-an}, it can be considered **as** informal variety.

2.2 Related Studies

2.2.1 A study on grammatical properties by a three-year-old Indonesian child by Filly Marina

Filly Marina (1998) has done a **study of** grammatical properties acquired by a three-year-old Indonesian child with the subject is a boy. The result of her investigation shows grammatical properties mastered by the subject while he was learning to acquire adult language system. The data present several affixes such **as** noun **affixes**, verb **affixes**, adjective affixes. **They** are suffix {-e}, **suffix** {-ne}, suffix {-an}, prefix {di-}, prefix {tak-}, suffix {-en}. **All** affixes that the subject produced are mainly Javanese, but not **all** function words are Javanese. Some **of** them are Indonesian. According to the data occurrence, it suggests that the affixes acquired by the subject are the suffix {-e} attached to the noun. Prefix {**di-**}, prefix {tak-}. Overall, although the subject had acquired the grammatical properties, some grammatical properties such **as** affix (**ke-an**), reduplication, and

word combination are not acquired by the subject yet. The subject uses those grammatical properties as **an** item **only**.

2.2.2. A longitudinal study on Indonesian first language acquisition by Soenjono Dardjowidjojo.

Soenjono Dardjowidjojo has made a longitudinal research on Indonesian **first** language acquisition with the subject is his own grand daughter, namely Echa. He did his research **since** Echa was one yearold until five years old. His **study** was a longitudinal research that covers all language components, such **as** phonology, morphology, syntax, and lexicon. In morphology **area**, he discusses the development of the subject (Echa) annually. His finding on morphological acquisition reveals that when Echa was in the age of three, she has acquired some Indonesian affixes such as prefix {meng-}, prefix {ber-}, prefix {ter-}, prefix {di-}, prefix {per-}; suffix {-i}; suffix {-nya} affix {di-kan}, affix {ke-an}.

The affixes that get involved in the formation of verb are prefix {meng-} prefix {ber-}, prefix {di-}, prefix {ter-}, affix {di-kan}, and **affix** {ke-an}. Furthermore, the affixes, such **as** prefix {~~per-~~}, suffix {-**an**}, **and** suffix {-nya} get involved in the formation of noun. Later, **suffix** {-**an**}, **affix** {ke-an} **have** the same function, that is to form adjective. In the formation of adverb, it involves suffix {-nya}.

Relevantly, these two studies encourage the writer to **carry** out a further study that inquire the acquisition of Indonesian affixes produced by both a boy and a girl

within the same ages. Besides, in Soenjono's study, it gives more explanation dealing with the way of analyzing **the** data.