

ACQUIRING THE CHARACTERISTIC FEATURES OF JAKARTA INDONESIAN

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Some characteristic features of Jakarta Indonesian (vis-à-vis the educated koine)

Phonology

Elision of word initial s- in a small number of frequently occurring (mostly function) words, e.g. *sudah* vs. *udah* 'already', *satu* vs. *atu* 'one', *saja* vs. *aja* 'just', *sama* vs. *ama* 'with'

Sporadic lowering of high vowels, e.g. *adik* vs. *adek* 'younger sibling', *mabuk* vs. *mabok* 'drunk', *main* vs. *maen* 'play', *tahu* vs. *tao* 'know', *kunci* vs. *konci* 'key'

Optional raising of final [a] to [ɛ] in a small number of frequently occurring (mostly function) words, e.g. *mana* vs. *mane* 'which, where', *apa* vs. *ape* 'what', *gimana* vs. *gimane* 'how'

Schwa in final closed syllables, corresponding to [a] in the koine, e.g. *malam* vs. *malem* 'night', *lapar* vs. *laper* 'hungry', *tekan* vs. *teken* 'press', *benar* vs. *bener* 'true'

Morphosyntax:

Different affixes: *-kan* vs. *-in* 'causative and transitivity suffix', *ter-* vs. *ke-* 'affix marking an accidental or involuntary action or state', *meN-* vs. *N-* 'actor orientation'

Affixation (vs. periphrasis): comparative, *lebih X* vs. *X-an*, e.g. *lebih tinggi* vs. *tinggian* 'taller', *lebih cepat* vs. *cepatan* 'faster', *lebih kuat* vs. 'stronger'

Periphrasis (vs. affixation): superlative, *terbaik* vs. *paling baik* 'best', *termahal* vs. *paling mahal* 'most expensive', *tertinggi* vs. *paling tinggi* 'tallest'

Possessive ligature: *rumah Ali* vs. *rumahnya Ali* 'Ali's house', *buku Tante* vs. *bukunya Tante* 'Auntie's book', *nama bapaknya* vs. *namanya bapaknya* 'his father's name'

Lexicon/Semantics

Semantic differences: *bangku* 'bench' vs. 'chair', *bilik* 'room' vs. 'matted partition between rooms', *buat* 'make' vs. 'for', *kasih* 'love' vs. 'give'

Lexical differences (especially in a small number of frequently occurring function words): *hanya* vs. *doang* ‘only’, *sekali* vs. *banget* ‘very’, *lah* vs. *deh* ‘exhortative particle’, *kau/kamu* vs. *lu* ‘second person pronoun’

EXAMPLES

Non-communicative use of MEN-

Singing (Rizka 2;5)

Child: lingkaran kecil, lingkaran besar.

Phonetic tr.: liŋkaran kəcil liŋkalan bəsəl

Glossing: circle-AN small circle-AN big

Translation: small circle, big circle.

Comments: singing a nursery rhyme and dancing in a small circle.

Child: lingkaran kecil.

Phonetic tr.: liŋkalan kəcil

Glossing: circle-AN small

Translation: small circle.

Comments: singing and making a bigger circle.

Mother: lingkaran besar itu.

Phonetic tr.: liŋkaran bəsər itu

Glossing: circle-AN big that

Translation: that’s a big circle.

Child: kecil **menjadi** besar.

Phonetic tr.: kəcil mənjadi bəsəl

Glossing: small MEN-become big

Translation: the small one becomes big.

Comments: singing and dancing.

Child: besar **menjadi** kecil.

Phonetic tr.: bəsəl mənjadi kəcil

Glossing: big MEN-become small

Translation: the big one becomes small.

Comments: singing and dancing.

Repetition (Timo 1;11)

Father: selamat sore.
Phonetic tr.: slamat sɔ:le
Glossing: safe late.afternoon
Translation: good evening.
Comments: pretending to be an MC.

Child: selamat sore.
Phonetic tr.: slamat sɔ:le
Glossing: safe late.afternoon
Translation: good evening.
Comments: repeating.

Father: bapak-bapak!
Phonetic tr.: bapak bapak
Glossing: RED-father
Translation: gentlemen!

Child: bapak-bapak!
Phonetic tr.: papa papa^h
Glossing: RED-father
Translation: gentlemen!
Comments: repeating

Father: Timo mau menyanyi.
Phonetic tr.: timo mau məŋaŋi
Glossing: Timo want MEN-sing
Translation: Timo will now sing.

Child: mau **menyanyi**.
Phonetic tr.: mau məŋaŋi
Glossing: want MEN-sing
Translation: will now sing.
Comments: repeating.

Father: ya.
Phonetic tr.: ya?
Glossing: yes
Translation: right.

Child: **menyanyi**.
Phonetic tr.: məŋaŋi:
Glossing: MEN-sing
Translation: sing.

Comments: repeating.

Frozen and lexicalized affixation (Aba 4;8)

Aba: Mas Aba juga kecelakaan, wu!
Phonetic tr.: mas aba? juga kəcəlakaʔan wu
Glossing: EPIT Aba also KE.AN-disaster EXCL
Translation: I've had an accident too, whoa!
Comments: throwing down the toy airplane.

Researcher: wah, rusak nanti!
Phonetic tr.: wa: rusak nanti
Glossing: EXCL damaged later
Translation: hey, it's going to break!
Comments: warning Aba not to throw down the toy.

Aba: bukan, **meledak!**
Phonetic tr.: bukan mlədak
Glossing: NEG MEN-explode
Translation: no, it's going to explode!

Researcher: jatohinnya di sini, di karpet!
Phonetic tr.: jatəhinɲa di sini di karpət
Glossing: fall-IN-NYA LOC here LOC carpet
Translation: make it fall here, on the carpet!
Comments: pointing at the carpet.

Aba: biar nggak pecah, ya?
Phonetic tr.: biyar ŋga? pəcəh ya
Glossing: let NEG shattered yes
Translation: so it doesn't break, right?

Child: Dek Ido susah nih.
Phonetic tr.: deʔ idoʔ susah nih
Glossing: TRU-younger.sibling Ido difficult this
Translation: mine is difficult here.
Comments: = my plane is having difficulties.

Aba: eh, sekarang Mas Aba sendirian sama... sama orang-orang.
Phonetic tr.: ʔəh səkarəŋ mas ʔaba səndiriyan sama sama ʔoraŋ ʔoraŋ
Glossing: EXCL now older.brother Aba SE-self-AN with with RED-person
Translation: now I'm alone with other people.

Aba: Mbak Ajeng dah **meninggal.**
Phonetic tr.: mbaʔ ʔajəŋ dah məniŋgal
Glossing: EPIT Ajeng PFCT pass.away

Translation: Ajeng is dead.

Comments: Ajeng is Aba's cousin; he is pretending she was in the crashed toy airplane.

Communicative use of MEN-

Role play (Rizka 2;10)

Child: Bapak-Bapak, Ibu-Ibu, xx Saudara-Saudara, xx **membaca** doa dimulai.

Phonetic tr.: bapa bapa? ?ibu ?ibu san sɔdara sɔrara ki mɔmbaca dɔ?a dimulae

Glossing: RED-father RED-mother xx RED-sibling xx MEN-read pray DI-beginning-I

Translation: Gentlemen, Ladies, Brethren, the prayer is about to begin.

Comments: pretending to lead a prayer in the mosque.

Hana: xxx.

Phonetic tr.: xxx tɔmana

Glossing: xxx

Translation: xxx.

Comments: mumbling.

Child: Mbak Novi **baca** doa!

Phonetic tr.: mba nɔpi baca dɔ?ah

Glossing: EPIT Novi read pray

Translation: pray, Novi!

Comments: urging Novi to start praying.

School-like activity (Ido 3;10)

Researcher: ayo kita ngelir.

Phonetic tr.: ayo kita ?nɔlir

Glossing: AYO 1PL N-color

Translation: let's coloring.

Comments: inviting CHI to color in a coloring book.

Child: ngelir apa?

Phonetic tr.: nɔlir ?apa

Glossing: N-color what

Translation: to color what?

Comments: apparently Ido is unfamiliar with the term ngelir 'to color'.

Child: eh, bukan.

Phonetic tr.: e bukan

Glossing: EXCL NEG

Translation: no.

Child: itu mah buat **mewarnai**.

Phonetic tr.: itu mah ?uwat mɔwarnai

Glossing: that MAH for MEN-color-I

Translation: that's for coloring.

Comments: using the formal term for 'to color'.

Contexts for using educated koine features among in adult speech

- Formal conversations
- Writing (except for intimate letters, Internet)
- Songs (inc. pop songs)
- Dubbing (inc. comedies and soap operas)
- Speeches

Contexts for using educated koine features in child language

Non-communicative:

- Repetition
- Singing
- Retelling memorized stories
- Quoting (from commercials, announcements, etc.)

Communicative:

- Role plays
- Talking about school or engaging in school-like activities

Causes for the occurrence of some koine-like forms

- Phonological instability among very young children
- Lexical items with frozen or lexicalized affixes
- Lexical items which do not occur as bare root even in the dialect
- Idiomatic usage

Findings

- Certain dialectal features (or even single lexical items) are more salient than others; children learn early which dialectal features are more commonly used, in which words, and in which contexts
- Children often acquire equivalent general and dialectal forms at about the same time, but use few general forms communicatively, because the contexts rarely arise

- There is no perfect correspondence between age and use of general or dialectal forms, but large disparities in use patterns between children and adults are due to adults' using more general forms