

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the ability of human beings to communicate with each other for getting information or exchanging the ideas. Without language, people will find difficulties to convey their intentions, desires and everything they want to talk. Communication can be defined as the exchange of information between two or more people. In communication, people have to understand what other people are speaking. By understanding others, communication will work well. This cannot be done without the help of language.

In terms of the acquisition, language can be divided into first language and second language. They are the first language and the second language. First language (L1) is where the first time human beings pronounce a mother tongue (Ruswaningsih, 2015, p. 1). In other words, L1 is the language used by a community as their primary or first means of communications since childhood. The ability to use L1 is influenced by competence and performance. Competence is a mastery of grammar that can be formed by themselves since they use their L1 (Ruswaningsih, 2015, p. 1). This competence also tells about a grammar of ability (phonology, morphology, syntax, and semantic) while performance is formed by the children that have already known about competence process (Ruswaningsih, 2015, p. 1).

Performance has two types of process: comprehension process and the production process to make a sentence. The production process is the ability of using their own words or sentences. All of the process that is already known will be a linguistic ability. So, when someone is able to understand and begin to produce sentences, it is called language implementation.

For the second language (L2), people can use or learn L2 after they are good at L1. L2 is the study about language acquisition that is not a mother tongue. In other words, L2 is a language that is learned from the environment outside, their first language such as neighborhood schools, playgrounds and social environment. The children have to learn L2 if they want to use it well because L2 is also needed in the education, work place and other formal activities. Although the selection of language to be the L1 or L2 may be different between one person and another in Indonesia local languages usually function as L1 while Indonesian language is used as L2. These pattern mostly happens in Madurese people where Madurese becomes their L1 and Indonesian becomes their L2. Madurese is a language used by both ethnic Madurese who live on the island of Madura and those living outside the island. Among a variety of local languages in Indonesia, Madurese language is one of the major regional languages. This is because the number of native speakers are in the fourth position after the speakers of Javanese, Malay and Sundanese (Wikipedia, 2009).

Madurese is widely spoken in Madura as the place of its birth. As the rate of education and information grows, now Madurese people speak not only

Madurese but also Indonesian and Javanese. Yet, they still use Madurese as their primary language in their daily conversation (Azhar, 2009).

When Madurese people use their language, they are known to use reduplication in which the last syllable of the basic word is repeated. In the basic word, they only use in last syllable of basic word as repeating word. This type of repetition is called Madurese reduplication, such as *kat-mangkat*, *teng-ganteng* and *kal-nakal*. The basic word of *kat-mangkat* is go away, the basic word of *teng-ganteng* is handsome (plural), and the basic word of *kal-nakal* is naughty.

Davies (2010, p. 129) states that reduplication is a process of copying of all or part of a word as an affix to a stem and is notable morphological process in Madurese. In other words, reduplication is the repeating of all and part of basic word that given affix. This characteristic is shared with other Austronesian languages. There are three types of Madurese reduplication: final-syllable reduplication, whole-word reduplication, initial-syllable reduplication (Davies, 2010, p. 129). The example of the final-syllable reduplication are like *sa'-massa'* (cooking) plural, *tè-potè* (very white), *ghâ'-mèghâ'* (catch) plural; example of the whole-word reduplication are *beccek-beccek* (good), *bâkto-bâkto* (when), *kembhâng-kembhâng* (flowers) plural, and those for the initial-syllable reduplication are *la-lapar* (hungry), *ta-tolong* (help), *pa-pagghun* (permanent).

According to O'Grady, De Guzman and Aronoff (2003, p. 127), reduplication is a common morphological process in certain languages (but not English) which copies all or part of the base to which it applies to mark a

grammatical or semantic process. In other words, it is a morphological process that often occurs in a particular language. Reduplication is divided into two types, whole-word reduplication and partial reduplication. Whole-word reduplication is reduplication that is repeated the whole of basic words. For example in Indonesian, the basic word of *orang-orang* (people) is *orang* (person), the basic word of *beli-beli* (buy) plural is *beli* (buy), the basic word of *burung-burung* (birds) is *burung* (bird) and etc. Partial reduplication is reduplication that is repeated the part of basic words. For example, in Indonesian the basic word of *lelaki* is *laki* (man), the basic word of *seseorang* is *orang* (person), the basic word of *dedaunan* is *daun* (leaf) and etc.

When Madurese people begin to learn the L2 (Indonesian), there is a possibility for the interference of the linguistic system of Madurese on Indonesian, including reduplication. Sometimes when they speak in Indonesian, some of Madurese people use the Indonesian language system and Madurese language system interchangeably in the same context or situation. For example in Indonesian reduplication there is *buku-buku* (books) when Madurese people utter this word as *ku-buku* (books). So, that is why the writer is interested in this phenomenon. The writer focuses on what the reduplication types and functions that occur in Indonesian utterances produce by Madurese people. According to Davies' theory (2010, p. 129) Madurese reduplication is repeating of all or part of basic word which has an affixes in it. There are Madurese-types reduplication, namely; Final-syllable Reduplication, Whole-word Reduplication, and *Ca*

Reduplication/Initial-syllable Reduplication. So, the writer chooses Davies' theory (2010, p. 129) as the theoretical framework of this study.

This study is conducted in order to recognize whether or not Madurese reduplication influences the Indonesian utterances produced by Madurese people. The subject of research is focused on sixth grade elementary school students. The location of elementary school is far away from the city and it is expected that there is a strong influence of Madurese in Indonesian communication.

1.2 Statement of the Problem

1. What are the types of Madurese reduplication found in Indonesian utterances by the sixth graders?
2. What are the functions of Madurese reduplication found in Indonesian utterances by the sixth graders?

1.3 Purpose of the Study :

1. To identify the types of Madurese reduplication found in Indonesian utterances by the sixth graders
2. To identify the functions of Madurese reduplication found in Indonesian utterances by the sixth graders

1.4 Significance of the Study

The significance of this study is to give contribution to readers and researchers in relation to reduplication in Madurese. This study also gives the

general public an understanding and knowledge but Madurese language, a local language spoken by one of the most populous ethnic groups in Indonesia. Therefore, they can easily understand when they communicate with Madurese people. And for students, it is beneficial to contribute the study in local languages so that their knowledge about linguistics can be improved.

1.5 Scope and Limitations

The scope of the study is morphology; specifically on reduplication. This study is related to Madurese-type reduplication phenomenon found in Indonesian utterances spoken by sixth graders. They are chosen as the study subject with a consideration that sixth graders is the highest level in elementary education. It is the last elementary grade before students enter another level of education: junior high school. It is expected that sixth graders have sufficient understanding and nearly reach maturity in communication.

The limitation of this study is on the type of reduplication being analyzed. As stated in the title that the study concerns Indonesian utterances, this study only analyzes verbal/spoken communication and ignores any reduplication that occurs in written communication.