

# **Title: Decoding the Functions of Affixes in Indonesian: A**

## **Morphosemantic Analysis**

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### **Abstract**

This qualitative descriptive study is designed to investigate the morphosemantic analysis of affixes in Bahasa Indonesian, with a particular emphasis on prefix and suffix functions. As a highly agglutinative language, the use of affixes is indispensable for effective communication. The study employed interviews with individuals at the University of Sanata Dharma, Yogyakarta, to analyze the distribution and meaning of affixes. The results revealed that affixes can be categorized based on five morphosemantic features: derivation, inflection, causation, direction, quantity, and formality. In addition, the study demonstrated a noteworthy disparity in the use of prefixes and suffixes in terms of aspect and productivity. Moreover, the investigation identified distinctive patterns in the application of affixes among base forms with different word classes, including verbs, nouns, and prepositions. These findings have significant implications for language education and the study of morphosemantics in Indonesian. The research contributes to the existing literature by presenting a comprehensive analysis of the functions and distribution of affixes in Indonesian.

## 1. Introduction

Affixation is one of the word formation processes, whereby bound morphemes are added to root words to create new words or variations of existing words (Sneddon, 2010). A variety of lexical items are created through affixation. Bahasa Indonesian relies heavily on affixation, resulting in a diverse range of lexical items. This language boasts at least 40 commonly used affixes (Natalia et al., 2017), classified into four types: prefix, suffix, infix, and circumfix. Prefixes, such as {meN-}, {di-} etc., precede the base words. Suffixes, like {-kan}, {-nya} etc., are attached at the end of base words. Infixes, such as {-el} and {-in-}, are inserted between base words, while circumfixes, such as {mer-...-an} and {ke-...an}, surround them.

Affixes perform different functions, such as indicating tense, aspect, and modifying the base word's original meaning. In this study, we focus on prefixes and suffixes and adopt a morphosemantic approach to investigate the relationship between the root words' meaning and the attached affixes. The study aims to delineate the uses and functions of affixes identified in the data and to discern and compare patterns across different affixes.

## 2. Theoretical background

In this study, the theoretical background centers on the role and functions of affixation. As an agglutinative language, Indonesian boasts a complex morphological system that encompasses an extensive range of affixes and suffixes. Affixation holds a critical position within the language, permitting the creation of new words, altering word class, and conveying nuanced shades of meaning (Ying et al., 2020). Due to the sheer number of affixes utilized in Indonesian and the complexity of their functions, the use of affixation can pose a challenge for both native and non-native speakers. The complexity of affixation in the Indonesian language is particularly pronounced, given the use of at least 40 affixes. An improper use of affixation can result in divergent interpretations of sentences, further underscoring the importance of understanding the functions and distribution of Indonesian affixes. Numerous studies were reviewed below on the use of affixation, yielding insightful findings of this study.

Prefixes are referred to as *awalan* in Indonesian, they were added to the beginning of root words to create new words or modify their meaning (Natalia et al., 2017). {MeN-} is considered as the most common prefix in Indonesian and shares the most properties with other prefixes. In terms of phonology, {meN-} and {peN-} are similar in which they are the typical examples of classical phonologically conditioned prefix allomorphy (Fadillah et al., 2021). Wijayanto identified six variations of the prefix {meN-}, namely

{me-}, {mem-}, {men-}, {meng-}, {meny-} and {menge-} while Denistia identified three variations of {peN-}, including {pe-}, {pen} and {per-} (Wisnu Wijayanto, 2015; Denistia, 2019). {MeN-} serves as the subject focus and indicates active voice in forming of transitive verbs and the meaning of the word is associated with the base word, while it changes the meaning when forming intransitive verbs (Wisnu Wijayanto, 2015). {PeN-} is considered as a nominalization prefix in which its major function is to create agent, instrument, or patient (Denistia, 2019). In terms of formality, {ber-} also indicates active voice like {meN-} and is used more in intransitive verbs and in formal context. {Ng-} is considered as an informal variation of {meN-} (Linawati et al., 2020). In terms of syntax, {meN-} and {di-} are both inflectional voice prefixes in which its role is to indicate active passive voices (Fadillah et al., 2021). {Di-} is responsible for passive indication.

Previous research also studies on other prefixes. {Se-} is considered as a substitute for the word “one” in which singularity is indicated with the use of this prefix (Natalia et al., 2017). Based on the findings from the above-mentioned literature, it is expected the mentioned functions to be observed from the research data.

In addition of prefix, another fundamental aspect of affix is suffix which are referred to as *akhiran* in Indonesian (Natalia et al., 2017). The functions of suffixes are more diverse than prefixes. Most suffixes carry more than one function, and their functions

depend on the context. For example, {-nya} is one of the most complicated suffixes and it can be used to serve as pronouns, determiner, complementizer etc. (Grangé, 2015). It can provide definite determination and topicalization. The {-an} suffix can derive noun and can also create adjectives indicating a one-time occurrence when combined with time, weight, and distance measures. It can also form a few adverbs of manner with reduplicated adjective, verb, and noun bases and can be used with group numbers. (Sneddon, 2010). Suffix {-i} has two major functions which are to indicate location and recipient as well as indicating repetitive actions (Fatin, 2015). The suffix {-kan} has several functions. One of them is the causative function and it is usually used in imperatives, instructions or commands. It also carries an instrumental function to mark the object as the instrument. Instrumental {-kan} is usually based on a transitive verb. Another function of {-kan} is beneficial to indicate that the subject performs an action for someone else's benefit. It is more frequent for {-i} and {-kan} to be attached to a noun base (Fatin, 2015). The informal suffix {-in} is a variant of {-kan} (Fadillah et al., 2021).

One of the patterns in the expected findings is formality. From the literature reviewed, variations of affixes in formality are observed i.e., prefixes {meN-} {ng-} variations and suffixes {-kan} {-in} variations. Therefore, the current study collected data across three

age ranges and occupations such as teachers, maintenance staffs and securities etc. in the University of Sanata Dharma to observe any formality patterns differences between people with different ages and socio-economic status (SES). We expect a higher frequency usage of formal affixes among students and people with lower SES, and a higher frequency usage of informal affixes among teachers or interviewees of the older age group. This expectation is due to teachers having a higher authority rank than students and they may use informal languages more than students in school settings. The interviews were conducted by students in the university open areas and hence may not trigger teachers or those with higher SES to use formal languages as much as students. The stimuli used in data collections were mainly descriptive and causative stimuli. Active sentences are usually clearer and more direct than passive sentences. Its structure is also less complex and more concise and hence is usually preferred in daily conversations Therefore, we also expect a higher frequency of using active indicating and causative affixes.

Previous studies had summarized the functions of prefixes and suffixes that are most used in Indonesian. These studies mainly focused on the functions on one affix or make cross-language or within language comparison between a few affixes. There are no previous studies that identify and compare the general patterns across affixes. The

current research used a morphosemantic approach to analyze the functions of affixation found in the collected data and to identify the patterns found in the usage of affixes. This study will focus on prefixes and suffixes and to explore their functions, meaning and how they are used in Bahasa Indonesian.

### **3. Method**

The paper employed a qualitative and descriptive research method to investigate the functions of affix in Indonesia. As a qualitative study, one must concentrate on interpretation rather than qualification, subjectivity instead of objectivity is emphasized. Additionally, there is an orientation towards process but not the outcome (Symon & Cassell, 2012).

The present study utilizes a qualitative and descriptive research design to investigate the functions of affixes in the Indonesian language. This research design prioritizes interpretation over quantification and favors subjectivity over objectivity, allowing for an in-depth exploration of the complexities of the use of affixes in Bahasa Indonesian. The focus on the process rather than the outcome in this study enables a more nuanced understanding of the language's affixation system (Symon & Cassell, 2012). This research design is particularly suited to this investigation, as it enables the collection

and analysis of rich and detailed data through interviews.

Sneddon's (2010) Indonesian grammar reference book presents a comprehensive exposition of affixation in the language, making it a valuable resource for the present study. The overarching objective of this research is to examine the usage of common affixes in Bahasa Indonesian, relying on the data obtained through a rigorous process of data collection and analysis. The study is divided into two main components: data collection and data analysis. In the data collection phase, the researchers conduct interviews with local Indonesian individuals, eliciting their subjective experiences, perceptions, and attitudes regarding the use of affixes in the language. To minimize any potential bias in cross-linguistic research, the entire interview is conducted in Bahasa Indonesian. To this end, two local students from the University of Sanata Dharma are selected as interviewers, and an English script is translated into Bahasa Indonesian and provided to them to guide the interviews with the respondents. This approach ensures that the interviews are conducted in a culturally sensitive manner and that the data collected is relevant and reliable for the investigation of affixes in Bahasa Indonesian.

This study utilized non-verbal video-based stimuli. The researchers recorded all stimuli



presented to the interviewees. Prior to the commencement of the actual experiment, a sample video was shown to the respondent to provide a clear understanding of the task at hand. The action performed in the sample video is presented in Figure 1, and a sample answer, *Dia bertepuk tangan* "She claps hands," was provided to the interviewee.



Figure 1. A screenshot of the sample video illustrating “She claps hands.”.

The inclusion of a sample video aimed to ensure that the respondents could accurately describe the action performed. Hence, the collected responses would not be deviating excessively from the research focus. Subsequently, the respondents were presented with a set of twelve video stimuli, each illustrating a simple action such as showing books and jackets, passing bottles, and putting stones and tangerines. Although some of the actions were repeated in several videos, the quantity of objects involved varied. Figures 2, presented below, illustrate some of the actions included in the stimuli.



Figure 2. A selection of actions presented in the videos.

The present research centers on the examination of morphosemantic properties of affixes in Indonesian, with the ultimate goal of elucidating their contribution to word meaning and their interaction with other morphemes in creating complex meanings. Notably, the use of specific affixes, such as prefixes or suffixes, can convey a range of grammatical features, including tense, aspect, mood, or voice in verbs, or modify the meaning of nouns or adjectives. Through a systematic analysis of the distribution and meaning of affixes in Indonesian, this study aims to provide insights into the mechanisms of word construction and the ways in which morphological structure conveys meaning.

The study employs a purposive sampling method to select participants for the interview, with a total of 21 individuals taking part in the investigation. The sample comprises 10 university students aged between 20-25, 5 teaching staff aged 26-39, and 6 university employees aged 40-57. In terms of gender, the sample consists of 8 males and 13 females. While all interviewees demonstrated fluency in Bahasa Indonesian, it is noteworthy that not all of them acquired it as their first language. Particularly, 14 participants identified Bahasa Indonesian as their first language, while the remaining 7 acquired other Indonesian minority languages as their first language, including 6 who spoke Javanese and 1 who spoke Balinese.

#### **4. Data analysis**

During the data analysis phase of this research, the initial step involved the translation and transcription of the collected data, with the aid of local students from the University of Sanata Dharma. This process was implemented to guarantee the precision and validity of the data while minimizing any potential for misinterpretation. To ensure the accuracy of the translated and transcribed data, a comprehensive Indonesian-English dictionary (Stevens & Tellings, 2010) was utilized as a means of verification. The inclusion of such measures aimed to promote the reliability of the data and the robustness of the study's findings. The study has obtained 252 responses that are

subject to detailed analysis, as outlined subsequently.

#### **4.1. Prefix**

From the data collected from the interviews, 8 prefixes were found, namely {me-}, {ke-},

{di-}, {se-}, {ber-}, {pe-}, {memper-}, and {ng-}. The occurrences of each prefix are as

follow:

| <b>Prefix</b> | <b>Occurrences</b> |
|---------------|--------------------|
| Me-           | 197                |
| Ber-          | 4                  |
| Di-           | 25                 |
| Ke-           | 74                 |
| Se-           | 49                 |
| Pe-           | 4                  |
| Memper-       | 29                 |
| Ng-           | 3                  |

Table 3. Prefix occurrences.

##### **4.1.1. meN-**

The prefix {meN-} is one of the most common and complicated prefixes in Bahasa Indonesian. It is used to form active verbs. The (N) symbolizes the possible varied form of the prefix. There are many different forms of {meN-}. Some of the variations of {meN-} that are found in the data are listed below:

|      | Variations | Examples    | Root word (word class) | Meaning  |
|------|------------|-------------|------------------------|----------|
| meN- | Me-        | melihat     | lihat (V)              | To see   |
|      |            | meletakkan  | letak (N)              | position |
|      | Mem-       | memberikan  | beri (V)               | To give  |
|      | Men-       | menunjukkan | tunjuk (V)             | To show  |
|      |            | menawarkan  | tawar (V)              | To offer |
|      | Meng-      | mengambil   | ambil (V)              | To take  |

Table 4. Variations of {meN-}

The prefix {meN-} is a common prefix in Bahasa Indonesian. The main function of {me-} is to signify active sentences (Ampa et al., 2019). It can be attached to any word categories such as nouns and verbs to form mainly transitive verbs. The main function of {meN-} is to form active sentences and for nominalization when attached to noun bases.

It is common for {meN-} to attach to a verbal base. When {meN-} is attached to a transitive verb, its meaning is the same as its infinitive form. It indicates an active voice and that the actor who performs the action is the focus of the sentence. Below is an example of attaching {meN-} to a transitive verb:

(1) *Dia mem-beri-kan ke-dua botol untul teman-nya.*

3.SG ACT-give-TR ORD-two bottle for friend-POSS

“She gives two bottles for her second friend.”

The word *beri* is a verb, meaning “to give”. {MeN-} is attached to *beri*, to indicate that “he/she” is the one who gives the bottle to friends. The function of the suffix –kan will be explained in the later section about suffix. When the prefix {meN-} is used with a verbal base, it does not carry other meaning except to make a well-formed verb since base verbs without {meN-} do not make any sense when they stand alone (Wisnu Wijayanto, 2015).

When {me-} is attached to a noun, its main function is to construct a verb from the noun. The meaning of the verb and the noun are closely related. For example:

(2) *Me-letak-kan bola dalam kantong plastik.*

ACT-place-CAUS ball in bag plastic

“(She) places a ball in the plastic bag.”

The root word *letak* is a noun, meaning “position”. Prefix {meN-} is attached to this noun to construct a verb in which the meaning is associated with the base word, meaning “to place” as a verb.

(3) *Dia me-wadahi batu.*

3.SG    **ACT-container**    stone

“She accommodates stone.”

In (3), the root word *wadah* “container” is a noun. In this case, when prefix {meN-} is attached to the noun base, it constructs a verb to be like what the base word indicates.

#### **4.1.2. Ber-**

Similar to {meN-}, {ber-} also indicates the active form of the verb. The prefix {ber-} is a verbal prefix in which most of the words with this prefix attached are verbs. The major difference between {meN-} and {ber-} is the indication of whether a verb is transitive or intransitive. Prefix {ber-} is commonly used to form active intransitive verbs. Although {ber-} can also be attached to most word categories, it is most common for {ber-} to have a noun base.

##### **a. Verb derivation**

{Ber-} is a common prefix in Bahasa Indonesian to form a verb from a noun. Its main

function is to indicate that the subject is in the state of doing or being something, or to describe the subject to be having a certain attribute.

(4) *Dia mem-beri-kan botol ber-isi air.*

3.SG ACT-give-CAUS bottle **DER.space** water

“She gives a bottle that is filled with water.”

(5) *Dia me-masuk-kan se-genggam batu kedalam plastik ber-warna*

3.SG ACT-put-CAUS one-handful stone inside plastic **DER.colour**

*hitam.*

black

“She puts a handful of stone into the black plastic bag.”

The major function of {ber-} is to construct a verb to become what the base word indicates and to describe the base word of having certain attribute. From (4), *isi* is a noun which means the space or the content of a container. When {ber-} is attached, it constructs the verb from the base noun and performs the property of the corresponding noun. *Berisi* becomes an intransitive verb which means “to be filled with”. Similarly, in (5), the root word in *berwarna* is *warna* “color”. The prefix {ber-} here indicates the state of having a color. In both (4) and (5), the constructed verbs are closely associated with the noun base and they both describe a subject containing certain attributes which is water and color respectively.



**b. Active indication**

It is also common for {ber-} to form a verb with a verb base. Its function is similar to the transitive active indicator {meN-}. When {ber-} is attached to a verb base, it usually forms an intransitive active verb. The meaning is almost the same as the root word. For example:

(6) *Dia ber-bagi air.*  
3.SG ACT-share water

“She shares water.”

In example (6), {ber-} is added to the intransitive verb *bagi* “share”. *Berbagi* indicates the active voice in the sentence and puts the focus on the actor that performs the action of sharing water. Its meaning does not change after affixation.

**c. Progressive indication**

{Ber-} in some cases also carries a progressive function. It indicates that the action is continuous. For example:

(7) *Mereka ber-kumpul bersama untuk ber-bagi botol.*  
3.PL PROG-gather together for ACT-share bottle

“They gather together to share a bottle.”

In (7), the root word *kumpul* “to gather” is a verb. Adding the prefix {ber-} makes the verb intransitive and indicates the continuous state of the actor of the action that they are now gathering.

#### 4.1.3. Di-

The prefix {di-} serves as a passive indication. {Di-} alongside with {meN-} can also be called inflectional voice prefixes as they play role in indicating whether a sentence is in active or passive voice (Fadillah et al., 2021). Unlike {meN-}, {di-} is frequently used to indicate passive voice and it can be directly combined with the root verb without any changes in spelling. It is used to form passive transitive verbs. The prefix {di-} is used when the action or the object of the action is the focus of the sentence. For example:

(8) *Dia di-suruh memilih baju.*

3.SG PST-told choose clothes

“She was told to choose clothes.”

(9) *Dia menunjukkan jaket kemudian di-tunjuk-kan ke*

3.SG ACT-show-TR jacket then PST-show-TR DAT

*tiga teman-nya.*

three friend-POSS

“She shows a jacket then (the jacket) is shown to three of her friends.”

From (8), we can see that *disuruh* is formed by adding the passive prefix {di-} to the base verb *suruh* “to tell”. The focus of this sentence is the passive action “being told” but not on the actor. We can also identify the difference between {meN-} and {di-} from example (9). Both *menunjukkan* and *ditunjukkan* are transitive verbs and are derived from the root word *tunjuk* “to show”. *Menunjukkan* is the active form of the base verb and is used to indicate the action performed by the actor, while *ditunjukkan* is the passive form of the base verb and is used to focus on the subject that is receiving the action. Another point to note is that unlike {meN-}, the root word does not have to undergo any changes in spelling when the passive prefix {di-} is attached as shown in this example (9). Further study on rules and variations of prefixes involves the area of phonology and hence will not be included in this paper.

#### **4.1.4. Ke-**

There are two major functions of {ke-} that are found in our dataset. The first one is the formation of ordinal numbers and the second one is the indication of direction.

##### ***a. Formation of ordinal numbers***

One of the common usages of {ke-} is to form ordinal numbers by adding the prefix to cardinal numbers. Cardinal numbers refer to counting numbers that denote quantity

such as *satu* “one”, *dua* “two”, *tiga* “three” etc. By combining the prefix {ke-}, ordinal numbers such as *kedua* “second”, *ketiga* “three” and *keempat* “fourth” are form. These ordinal numbers are used to indicate ranks or positions of an object. One of the examples found in the data is as follow:

(10) *Dia mem-beri-kan botol minum untuk ke-tiga teman-nya*  
 3.SG ACT-share-BEN bottle drink for ORD-three friend-POSS

“She shares drinking bottles to her third friends.”

In example (10), the prefix {ke-} is added to cardinal number *tiga* to form ordinal number “third”. It indicates that the bottle is being given to the third friend.

***b. Indication of direction***

Another function of {ke-} found serves as a preposition which functions as the indication of direction. When {ke-} is added to the root word, it indicates the direction of an object towards another object or person. The root word usually functions as a preposition as well. For example,

(11) *Dia me-masuk-kan jeruk ke-dalam kantong plastic.*  
 3.SG ACT-put-CAUS orange to-inside bag plastic

“She puts an orange inside the plastic bag.”

(12) *Dia me-nunjuk-kan jaket ke-pada teman-teman-nya.*

3.SG    ACT-show-TR    jacket    to    friend-friend-POSS

"She shows a jacket to her freinds"

In (11), the root word in *kedalam* is *dalam*, which means "inside". The prefix {ke-} gives a meaning of the direction of the object towards something else. Thus, *kedalam* here functions as a preposition which indicates the movement of going towards the inside of something. Similarly, in (12), the root word in *kepada* is *pada*, which means "at (person)". When {ke-} is combined with the root word, it adds on a meaning of indicating the direction or the movement of an object to another person. Hence, *kepada* functions as a preposition that means "to (person)".

#### **4.1.5. Se-**

The major function of prefix {se-} is to indicate singularity and is often used for measurement. There are a few functions found from the data, but the function is always associated with unity.

##### ***a. Indication of singularity:***

The most common uses of {se-} is the substitution of *satu*, which means "one". It is the indication of one item which is similar to the usage of "a" or "the" in English. For example:

(13) *Se-orang me-masuk-kan tiga buah jeruk ke kantong plastic.*

**SG-people** ACT-put-CAUS three fruit orange DAT bag plastic

“A person put three oranges to the plastic bag.”

In example (13), *orang* “person” is the root word of *seorang*. The prefix “se-” emphasizes the singularity of the person that is being referred to. This makes *orang* to become more specific in the sentence.

**b. Indication of having the same or similar level or quantity**

Another common usage of {se-} is to indicate the unity of certain items instead of just one item. It is used as a prefix to form a determiner with the root word. For example,

(14) *Dia memasukkan se-jumlah batu kedalam dua plastic.*

3.SG ACT-put-CAUS **certain-amount** stone inside two plastic

“She puts some stones into two plastic bags.”

(15) *Se-mua dapat botol minum.*

**COMPL-all** get bottle drink

“All get a bottle of drink.”

In example (14), the root word *jumlah* is a noun which means “amount”. *Sejumlah* is formed by adding the prefix {se-} to the root word. {Se-} here indicates unity and hence, *sejumlah* means “a certain amount” or “some”. Similarly, in example (15), {se-} is

added to the root word *mua* “complete” to give a meaning of completive “all” in *semua*.

*c. Indication of a short or temporary time occurrence*

The prefix {se-} can also be added to verbs to indicate a short time occurrence. For example,

(16) *Dia sedang men-gumpul-kan batu.*

3.SG    **PROG-be**    ACT-collect-TR    stone

“She is collecting stones continuously”

In example (16), *ada* is the root word in *sedang*, meaning “to be” or “there is”. When the prefix {se-} is added to form *sedang*, it indicates a current action which is similar to “at the moment” in English.

**4.1.6. Pe-**

The nominalization prefix {pe-} is used to form nouns from a verb, which is similar to English –er nominalization. This affixation changes the word class in the original root word. For example,

(17) *Dia men-anyak-kan pen-dapat tentang buku.*

3.SG    ACT-ask-TR    **NOM-get**    about    book

“She asks the **opinion** about the book.”

The root word in *pendapat* is *dapat* which is a verb, originally meaning “to get”. After getting the prefix {pe-}, it becomes a noun and its meaning changes to “opinion”. There is no consistent association in lexical meaning between the base verbs and the nominalized word in this case.

#### 4.1.7. *Memper-*

{Memper-} is a causative prefix. They form transitive verbs and are followed by an object. For example:

(18) *Dia        memper-lihat-kan    sebuah    buku    ke    teman-nya.*

3.SG    CAUS-see-TR        DET        book    DAT    friend-POSS

“She shows a book to her friend.”

The root word in *memperlihatkan* is *lihat*, which means “to see”. The causative prefix “memper-” indicates that the subject causes the actions of somebody else.

Memperlihatkan here means “to show” in which the subject intentionally shows the book to her friend.

#### 4.1.8. *Ng-*

Among all the prefixes that we found in our dataset that are mentioned above, the prefix {ng-} is interesting to study because it is used in colloquial Indonesian and in



informal context. {Ng-} is considered as a variation form of {meN-}, which is a prefix that denotes active voice. The examples below show the use of {ng-} and {meN-}:

(19) *Dia ng-umpul-in sampah.*

3.SG ACT-collect-CAUS rubbish

“She collects rubbish.”

(20) *Dia sedang meng-umpul-kan batu.*

3.SG PROG ACT-collect-CAUS stone

“She is collecting stones continuously.”

Both *ngumpul-in* in (19) and *mengumpulkan* in (20) share the same root word, which is *kumpul* “to gather”. Both prefixes {ng-} and {meN-} are used to indicate active sentences and form transitive verbs. The major differences between the two is that {ng-} is an informal affix which represents the formal form of prefixes {meN-}. In informal context, {ng-} is used to replace {meN-} in colloquial conversations. There are no significant changes in meaning between {ng-} and {meN-}

#### 4.2. Suffix

The study has identified six suffixes that are frequently employed in the Indonesian language, namely {-kan}, {-an}, {-i}, {-nya}, and {-in}. The distribution and frequency of

these suffixes are presented in Table 2 below.

| Suffix | Occurrences |
|--------|-------------|
| -kan   | 193         |
| -an    | 23          |
| -i     | 2           |
| -nya   | 74          |
| -in    | 11          |

Table 5. Suffix occurrences

Table 2 above indicates that respondents commonly utilize the suffix {-kan}, followed by {-nya}, {-an}, and {-in}, with {-i} exhibiting the least frequency of usage. The functions of each of these suffixes will be illustrated respectively.

#### 4.2.1. *-kan*

{-kan} exhibits a tripartite distribution across transitive, causative, and benefactive constructions in Indonesian. The specific construction type of verbs within the data sample is presented in Table 6.

| Verb           | Meaning     | Type of verb |           |             |
|----------------|-------------|--------------|-----------|-------------|
|                |             | Transitive   | Causative | Benefactive |
| memperlihatkan | To show     | ✓            | ✓         |             |
| memberikan     | To give     | ✓            | ✓         | ✓           |
| menunjukkan    | To show     | ✓            |           |             |
| menanyakan     | To ask      | ✓            |           |             |
| menawarkan     | To offer    | ✓            |           | ✓           |
| membagikan     | To share    | ✓            |           | ✓           |
| memasukkan     | To put      | ✓            | ✓         |             |
| mengumpulkan   | To collect  | ✓            | ✓         |             |
| menempatkan    | To place    | ✓            | ✓         |             |
| dimasukkan     | To be put   | ✓            | ✓         |             |
| meletakkan     | To put down | ✓            | ✓         |             |

Table 6. Type of constructions for the verbs with suffix {-kan}

*a. Indication of transitive verb*

Table 6 highlights that all instances of {-kan} usage with verbs within the data sample are transitive, requiring objects to receive the actions in the sentences (Booij, 2005).

Examples of the use of {-kan} to indicate transitive verb are as follow:

(21) *Dia me-nunjuk-kan dua sampel buku kepadanya.*

3.SG ACT-SHOW-TR two sample book to-POSS

“She shows two books to her.”

For instance, in example (21), the use of {-kan} with *menunjukkan* indicates a transitive verb, where the direct object *buku* “books” receives the action of *menunjukkan* “show” (Sneddon, 2010).

**b. Indication of causative verb**

In addition to its use in signaling transitive verbs, the {-kan} suffix is also commonly employed to indicate causativity by altering the argument structure. Such causative verbs involve an additional causer that is added to the argument structure, resulting in the causativization of the sentence (Son & Cole, 2008). Example of causative construction of {-kan} is shown below:

(22) *Dia me-masuk-kan batu kedalam kantong.*

3.SG ACT-put-CAUS two into bag

“She puts stones into a bag.”

As shown in (22), the causative verb *memasukkan* “put” is formed by adding the causative suffix {-kan} to the verb *masuk*. In this example, the subject *Dia* “she” serves as the causer of the event, causing the stone to be put into a bag. The causative

function of the {-kan} affix is thus exemplified through the alteration of the argument structure, adding a causer to the sentence (Son & Cole, 2008).

*c. Indication of benefactive construction*

Despite {-kan} being a transitive or causative morpheme, it can also be utilized to introduce a benefactive argument to a sentence. The benefactive construction, also known as applicative constructions, involves the addition of a recipient of the action to the argument structure of a verb, indicating the beneficiaries of the action in the sentence (Booij, 2005; Son & Cole, 2008). An example of the introduction of a benefactive construction to an argument structure is provided below.

(23) *Dia mem-beri-kan botol minum untuk ke-tiga temannya.*

3.SG ACT-give-BEN bottle drink for ORD-three friend-POSS

“She gives drinking bottles for her third friend.”

In example (23), {-kan} is attached to the transitive verb *beri* “give” to form the benefactive construction *memberikan*. In this construction, there are two objects with *ketiga temannya* “her third friend” serving as the beneficiary and recipient of the action *memberikan botol minum* “give water bottles” (Sneddon, 2010). The preposition *untuk* “for” is commonly used to indicate the recipients of the benefactive argument, although it can be omitted as long as the {-kan} suffix is present in the verb. An example of the

omission of the preposition in a benefactive construction is provided below.

(24) *Dia mem-beri-kan tiga botol.*

3.SG ACT-give-BEN three bottle.

“She gives three bottles for someone.”

Phonologically null constituents are permissible in the Indonesian language, allowing for the optional presence of a benefactive noun phrase indicating “for someone” (Son & Cole, 2008). However, this phrase can only be omitted when the action benefits implicit individuals (Cole & Son, 2004). Nevertheless, the attachment of the {-kan} suffix remains a necessary component of benefactive constructions, indicating the inclusion of a recipient of the action in the sentence.

In conclusion, the {-kan} suffix serves a tripartite function in Indonesian, with its most common usages being to indicate transitive and causative verbs, as well as to introduce benefactive constructions. It is worth noting that {-kan} is typically suffixed to the base of a verb.

#### 4.2.2. *-an*

The data collected for this study has led to the conclusion that the primary function of the {-an} suffix in Indonesian is the derivation of nouns from verbs, although it is

important to note that some instances of the suffix may derive from other word classes (Sneddon, 2010). Specifically, the data reveals that all nouns bearing the {-an} suffix within the sample are derived from verbs, as presented in the table below.

| Word       | Meaning of root word | Meaning of nouns |
|------------|----------------------|------------------|
| Minum-an   | drink                | drink            |
| Pakai-an   | wear                 | clothes          |
| Berukur-an | measure              | measurement      |
| Pilih-an   | choose               | choice           |

Table 7. Nouns with suffix {-an}

As indicated in Table 7, the {-an} suffix is attached to the base form of a verb in order to derive nouns that represent objects of the action indicated by the verb. By using a “what is” test in Indonesian phrase *apa yang di-*, it establishes the association between the noun and the verb (Sneddon, 2010). For instance, *pakaian* “clothes” is *apa yang dipakai* “what is worn”. This demonstrates the relationship between nouns derived using the {-an} suffix and the objects of the corresponding verbs (Sneddon, 2010). In addition to the use of the “what is” test, the data further corroborates the usage of {-an} as a noun.

(25) *Dia ber-bagi minum-an.*

3.SG ACT-share drink.DER

“She shares drink.”

(26) *Dia mem-beri-kan pilih-an dua buku untuk teman-nya.*

3.SG ACT-give-BEN choose.DER two book for friend-POSS

“She gives a choice of two books for her friend.”

As evidenced in the examples provided, both *minuman* and *pilihan* are objects of the sentence, revealing their grammatical function as nouns.

#### 4.2.3. -i

##### a. *Indication of Repetition*

The data examined reveals a relatively infrequent usage of the {-i} suffix in the Indonesian language. However, one of the canonical functions of this suffix is identified as a marker of repetition, commonly employed to indicate the repeated performance of an action within the language (Sneddon, 2010). The illustration of the {-i} suffix is evidenced in the example below.

(27) *Dia me-wadah-i batu.*

3.SG ACT-organize-REP stone

“She organizes stones repeatedly.”



As exemplified in example (27), {-i} is added to a transitive verb *mewadah* to become *mewadahi*. This alteration of the verb indicates the repeated action of organizing stones (Sneddon, 2010), highlighting the canonical function of the suffix as a marker of repetition of an action.

***b. Modification of verb meaning***

Furthermore, the data also demonstrates an explicit usage of the {-i} suffix to alter the meaning of a verb. Example (27) serves as an illustration of this function, as presented below.

(28) ***Mengenal-i buku baru.***

**Recognize** book new

“Recognize a new book.”

In this example, the insertion of the {-i} suffix significantly alters the sentence meaning.

It is noteworthy, however, that the removal of the suffix from the verb *mengenal* “know”

would result in a change of the sentence meaning to “know a new book.” Instead

(Sneddon, 2010). Given the differences from the regular function of the suffix, it is

imperative for language users to exercise caution in their word choice, lest they convey

an inaccurate meaning to their audience.

#### 4.2.4. -nya

The data examined reveals five distinct functions of the {-nya} suffix. These functions include its representation of the third person as either a possessive marker or pronoun, its function as a definite determiner, its use as a linker for time sequence, and its expression of extraneousness (Grangé, 2015; Sneddon, 2010). Table 8 below presents a comprehensive overview of these functions as observed in the data.

| Word          | Meaning of the root<br>word | Functions                                      |                                |
|---------------|-----------------------------|--|--------------------------------|
|               |                             | 3 <sup>rd</sup> person<br>possessive<br>marker | Other functions                |
| Teman-nya     | friend                      | ✓  | definite determiner            |
| Perempuan-nya | women                       | ✓  |                                |
| Baju-nya      | clothes                     | ✓  |                                |
| Buku-nya      | book                        | ✓  |                                |
| Jaket-nya     | jacket                      | ✓  |                                |
| Memasukan-nya | To put                      |  | 3 <sup>rd</sup> person pronoun |
| Sebelum-nya   | previous                    |  | Linker of time sequence        |
| Lain-nya      | The other                   |  | Express extraneousness         |

|            |            |  |                                |
|------------|------------|--|--------------------------------|
| Kepada-nya | To him/her |  | 3 <sup>rd</sup> person pronoun |
|------------|------------|--|--------------------------------|

Table 8. Functions of {-nya}

*a. Third person representations*

As indicated in Table 8, the most common usage of the {-nya} suffix in the data sample is as a third person possessive marker, indicating that a noun or noun phrase belongs to someone or something (Booij, 2005). The following examples demonstrate the usage of {-nya} as a 3rd person possessive marker.

(29) *Dia me-nunjuk-kan jaket pada teman-teman-nya.*

3.SG ACT-show-TR jacket to friend-friend-POSS

“She shows jacket to her friends.”

(30) *Dia memper-lihat-kan baju-baju-nya.*

3.SG CAUS-show-CAUS clothes-clothes-POSS

“She shows her clothes.”

The preceding examples demonstrate the usage of the {-nya} suffix to indicate possession in Indonesian. However, it is noteworthy that there is a subtle distinction in the roles played by the suffix in each sentence. Sentence (29) utilizes the suffix as a recipient marker, indicating that the noun phrase *teman-teman* “friends” is the recipient of the action being performed, while in sentence (30), the suffix serves as a patient

marker, indicating that the noun phrase *baju-baju* “clothes” is the object being affected by the action.

In addition to the frequent usage of {-nya} as 3<sup>rd</sup> person possessive marker, it performs other functions in the data. As the representatives of 3<sup>rd</sup> person, {-nya} retains another function of 3<sup>rd</sup> person pronoun indication (Grangé, 2015). The usage is illustrated below:

(31) *Dia men-gambil batu dan me-masuk-kan-nya ke-plastik.*

3.SG ACT-take stone and ACT-put-TRAN-POSS to-plastic

“She takes stones and puts them to a plastic bag.”

(32) *Dia me-nunjuk-kan satu buku kepada-nya.*

3.SG ACT-show-TR SG book to-POSS

“She shows a book to her.”

In sentence (31), {-nya} is added to the verb phrase *memasukkan* “take” and functions as an object marker, indicating the direct object of the sentence. The sentence can be translated as “put them to a plastic bag”. Similarly, in sentence (32), the suffix {-nya} serves as the head of the prepositional phrase *kepada* “to” indicating the recipient of the action being performed. In this case, the suffix becomes *kepadanya* “to her”, indicating that the action is being performed towards the third person (Grangé, 2015).

The sentence can be translated as “she shows a book to her.” These examples highlight the importance of the {-nya} suffix in indicating the third person pronoun, regardless of whether it is attached to verbs or prepositions.

***b. Definite determiner***

In spite of being a 3rd person possessive marker, {-nya} can simultaneously serve another function within a same noun phrase (Grangé, 2015). In example (29), the suffix can alternatively function as a definite determiner, adding to the head noun and carrying the meaning “the”. This is applicable when the head noun has not been mentioned beforehand but can be understood within the context by the listener (Sneddon, 2010). Thus, the translation of the sentence in (29) becomes “She shows the jacket to the friends.”. In this way, the {-nya} suffix serves a dual purpose within the same noun phrase, indicating either possession or definiteness.

***c. Indication of time sequence***

{-nya} serves as a linker indicating a time sequence beyond its primary role as a 3rd person possessive marker, indicating the chronological relationship between actions in subsequent sentences. In such cases, the suffix marks the action of the subsequent sentence as taking place before or after the action of the previous sentence (Sneddon,

2010). An example of this usage can be seen in the following sentence:

(33) *Sedang ngasih botol minuman yang lebih kecil dari sebelumnya.*

ASP give bottle drink that CMPR small from **beforehand**

“Giving water bottle that is smaller than before (that action of giving a water bottle).”

In (33), {-nya} is added to *sebelum* “before” and becomes *sebelumnya* “beforehand”. It is believed that the respondent has been influenced by her prior exposure to a video stimulus of giving bottles beforehand. Therefore, this context likely influenced her word choice, as she added the suffix to describe an action that had already taken place in a previous video stimulus. It reveals the usage of {-nya} as a linker of time sequence and is crucial for communicating the temporal order of events.

#### *d. Modifier of noun meaning*

Furthermore, the function of {-nya} is peculiar in this case compared with other usages.

When added to a root word, the suffix can express extraneousness, altering the sense of the root word slightly after attachment (Sneddon, 2010). The alteration is demonstrated in

(34).

(34) *Dia me-masuk-kan satu buah jeruk kedalam satu kantong dan*

3.SG ACT-put-CAUS SG fruit orange to SG bag and

*dua buah jeruk      kedalam kantong **lain-nya**.*

two fruit orange to bag **extra**

“She put an orange into a bag and two oranges into other bag.”

In (34), *lainnya* which follows the noun *kantong* “bag” and means “other bag” when interpreted in the sentence. It is noteworthy that *lain* with or without the suffix contains the meaning of “other” in English translation. Yet, its meaning in Indonesian is distinct. *lain* conveys the meaning of “something/someone that is different” whereas *lainnya* means “something/someone that is extra” (Sneddon, 2010). Hence, the attachment of the suffix changes the meaning of the sentence so the word choice should be made carefully.

#### **4.2.5. -in**

An intriguing finding within the data pertains to the usage of the informal suffix {-in}.

While not included in formal language teaching settings in Indonesia, this suffix is commonly used colloquially, and serves functions similar to those of the formal suffixes {-kan} and {-i} (Suwarno, 2018). Specifically, in informal settings, {-in} is frequently used as a replacement for the standard imperative suffixes, as exemplified in the following examples.

(35) **Masuk-in** buah ke kantong plastik.

**Put-CAUS** fruit to bag plastic

“Put fruit into the plastic bag.”

(36) *Nunjuk-in tiga pakaian ke teman-nya.*

**Show-TR** three wear.DER DAT friend-DEF

“Show three clothes to the friends.”

The informal suffix {-in}, as demonstrated in the aforementioned examples, is indicative of informality. In instances where the suffix is replaced with the standard imperative suffix {-kan}, there is no significant change in the meaning of the sentence.

Furthermore, the absence of a subject in sentences (35) and (36) suggests that the interviewee provided informal answers, as complete sentences in Indonesian typically follow the standard Subject-Verb-Object word order (Sneddon, 2010). This reinforces the informal nature of the sentences and provides additional support for the usage of the {-in} suffix as an informal indicator in Indonesian.

#### ***4.3. Conclusion on the major functions of affixes***

In Indonesian, the morphological system is characterized by a diverse array of affixes, each with a specific function. Based on our data analysis, we have identified the major functions of each of the prefixes and suffixes in the language.



Each prefix has distinct functions. {MeN-} and {Ber-} are active indicators, indicating that the subject of the sentence is performing the action expressed by the verb. In contrast, {Di-} expresses passive voice, indicating that the subject is affected by the action expressed by the verb. {Ke-} mainly indicates direction. When it is attached to a noun, it indicates the direction of the action related to the noun. {Se-} serves as an indicator of singularity. When it is added to a noun, it implies that there is only one thing or person. Attachment of {pe-} mostly nominalizes the word base and forms nouns. {Memper-} commonly used as an indication of causative constructions. When it adds to a verb, it indicates that the subject is causing someone or something else to perform the action expressed by the verb. Lastly, {ng-} is primarily used as the informal indicator of {MeN-}, serving the same function of active indication.

For suffix, {-kan} is primarily used to indicate transitive constructions. The attachment of the suffix made the verb require an object to complete its meaning. {-an} is an indicator for noun formation. The suffix turns the verb base into a noun that indicates the action expressed by the verb. {-i} is usually used to represent the repetition of actions. When the suffix is attached to the verb, it reveals that the action is performed repeatedly. Generally, {-nya} is used as possessive. It indicates that the noun belongs to or is possessed by someone or something else. Lastly, {-in} has the same primary

function as {ng-} are both indicators of informality.

Indeed, the Indonesian morphological system is complex and multifaceted. It is important to recognize the subtlety of each affix and how they contribute to the overall meaning of a word or sentence.

## ***5. Discussion***

### ***5.1. Functions of affixes***

Bahasa Indonesian is a language characterized by its morphological richness in which the meaning of a word is heavily dependent on the morphemes that are attached to it.

Morphosemantics is defined as the semantic analysis of words through their constituent morphemes (Dorais, 2016). It is conspicuous that not all affixes identified in the literature were encountered in the data gathered. Nevertheless, based on the data we have collected, Indonesian affixes can be broadly categorized into mainly five morphosemantic features, namely derivation, inflection, causation, direction, quantity and formality.

#### ***5.1.1. Derivation***

A derivational affix is an affix that changes the word class of the base word and may

introduce new meaning in the derived word (Nursanti, 2013). There are three prefixes and one suffix that discussed previously exhibit features of derivational affixes.

|        |      | Base word                   | After affixation                      |
|--------|------|-----------------------------|---------------------------------------|
| prefix | MeN- | <i>letak</i> (N) "position" | <i>meletakkan</i> (V) "to place"      |
|        | Ber- | <i>Isi</i> (N) "space"      | <i>Berisi</i> (V) "to be filled with" |
|        | Pe-  | <i>Dapat</i> (V) "to get"   | <i>Pendapat</i> (N) "opinion"         |
| suffix | -an  | <i>Minum</i> (V) "to drink" | <i>Minuman</i> (N) "drink"            |

Table 9. Derivational affix

Based on the data presented in the table, it is apparent that there are six affixes in the Indonesian language that exhibit the morphosemantic features of derivational affixes.

They can broadly be classified into two types: noun derivation and verb derivation.

Noun derivation involves the use of affixes to create nouns from verbs or adjectives, while verb derivation involves the use of affixes to create new verbs from existing verbs or nouns. Further elaboration will be provided below.

**a. Noun derivation**

The prefix {pe-} and the suffix {-an} both derive nouns from a verb base. As shown in

table 9, *pendata* and *minuman* are nouns that derived from the verbs *dapat* and *minum*. However, it is important to note that while both affixes involve meaning changes in the noun derivation process, the extent of the association between the base verb and the derived noun can vary. For instance, there is no meaning association between *pendapat* “opinion” and *dapat* “to give” meanwhile there is meaning association between *minuman* “drink” and *minum* “to drink”.

#### ***b. Verb derivation***

Prefixes {meN-} and {ber-} derive verbs from a noun base. From table 9, *melatakkkan* and *berisi* are verbs that derived from the nouns *letak* “position” and *isi* “space to hold things”. In both cases, there is a clear and direct meaning association between the root word and the affixed word.

#### ***5.1.2. Inflection***

An inflectional affix is an affix that does not change the category or the word class of the word. Rather, they are grammatical markers that represent tense, number, possession and aspect (Sneddon, 2010). These markers serve to convey the grammatical and syntactic relationships between words in a sentence. The table below illustrate examples that inflectional affixes do not alter the fundamental meaning of the

base word after affixation.

|        |      | Base word                     | After affixation                  |
|--------|------|-------------------------------|-----------------------------------|
| prefix | MeN- | <i>Beri</i> (V) “to give”     | <i>Memberi</i> (V) “to give”      |
|        | Ber- | <i>Kumpul</i> (V) “to gather” | <i>Berkumpul</i> (V) “to gather”  |
|        | Di-  | <i>Tunjuk</i> (V) “to show”   | <i>Ditunjukkan</i> (V) “is shown” |
| suffix | -nya | <i>Temam</i> (N) “friend”     | <i>Temanya</i> (N) “her friend”   |

Table 10. Inflectional affix

From the above table, there are three prefixes and one suffix in total that demonstrate features of inflectional affixes. Two types of inflectional affixes are classified, namely voice prefixes and possession suffix.

**a. Voice affix**

Voice affixes found in the data are all prefixes. Voice prefixes {meN-} and {di-} are attached to transitive verbs to indicate active and passive voice respectively, while {ber-} is attached to intransitive verbs to indicate active voice. {Ber-} also indicates the continuous aspect of a verb. For example, when {ber-} is added to the base word *kumpul* “to gather”, it forms *berkumpul* which means “is gathering something at the

moment”.

***b. Possession affix***

The suffix {-nya} is an inflectional affix found in the data that indicates possession. As shown in the table, *teman* is a noun which means “friend”. Possession is indicated through the suffix {-nya} in *temannya*, which changes the meaning into “her friend”.

**5.1.3. Causation**

A causative affix indicates that the subject causes changes in someone or something. (Sneddon, 2010) It is added to the base verb to form causative verb. There are two causative affixes found in the data, namely prefix {memper-} and suffix {-kan}.

|        |         | Root word               | After affixation                |
|--------|---------|-------------------------|---------------------------------|
| prefix | Memper- | <i>Lihat</i> “to see”   | <i>Memperlihatkan</i> “to show” |
| suffix | -kan    | <i>Masuk</i> “to enter” | <i>Memasukkan</i> “to put in”   |

Table 11. Causative affix

Both {memper-} and {-kan} indicate the action to be happened. As discussed in the previous sections, when {memper-} is added to *lihat*, it becomes “to make someone to

see” and when {-kan} is attached to *masuk*, it becomes “to make something to be put in”.

#### ***5.1.4. Indication of transitivity***

There are three affixes that indicate transitivity from the dataset, which are namely prefixes {meN-}, {ber-} and suffix {-kan}. The prefix {meN-} and {ber-} are used to distinguish transitive and intransitive verbs. A transitive verb is a verb that requires a direct object while an intransitive verb does not require a direct object (Sneddon, 2010). {MeN-} and {-kan} are attached to the base word to form transitive verbs as in the word *memasukkan* “to show”. {Ber-} is attached to the base word to form intransitive verb as in the word *berkumpul* “to gather”.

#### ***5.1.5. Indication of quantity***

There are two prefixes in the data found that are related to quantity, which are namely {ke-} and {se-}. When {ke-} is attached to cardinal numbers such as *tiga* “three”, it forms ordinal number “third”. On the other hand, {se-} indicates singularity when it is attached to the base word. For example, when {se-} is attached to *orang* “people”, it forms *seorang* which indicate a single person.

### 5.1.6. Formality

|        | Formal | Informal |
|--------|--------|----------|
| prefix | MeN-   | Ng-      |
|        | Ber-   | --       |
| suffix | -kan   | -in      |

Table 12. Affixes indicate formality

There are two informal affixes found in the data. One is the prefix {ng-} and the other one is the suffix {-in}. {Ng-} is the informal variant of active prefix {meN-} and {-in} is the informal variant of causative suffix {-kan}. They are spoken in colloquial Indonesian and in informal context. The prefix {ber-} is also considered as more preferred to be spoken in formal context, in which people tend to omit {ber-} in informal situations.

It is notable that the application of informal affixation appears to be distributed indiscriminately among respondents, irrespective of their age or educational background. Consequently, the hypothesis that informal affixation is more prevalent in the vernacular of older individuals and those with a lower socio-economic status was not substantiated by the study's findings.



## *5.2. Differences of usage between prefix and suffix*

The main functions of affixes include altering word information, changing the grammatical function or creating a new word with a new word class. Although both prefixes and suffixes serve these functions, differences in their usage can be observed.

Two differences were found in terms of modification of aspect and productivity.

Firstly, prefixes are more frequently employed to modify the aspect of the base word.

For example, {meN-} and {di-} are used to differentiate active and passive voice. {Ber-} in some cases are used to emphasize the continuous aspect of the aspect. However, no suffix can be found in the data to modify aspect. This disparity in usage suggests that prefixes play a more versatile role in modifying the meaning of a word.

Besides, prefixes are comparatively more productive than suffixes in terms of creating new words and changing the word category. Language development is an ongoing process in which there are always new words entering the language system through the influence of other languages and word formation process (Fourtassi et al., 2019).

Indonesian suffixes are more limited to their corresponding grammatical functions and are less likely to create new words. On the contrary, there are comparatively more derivational prefixes than suffixes. Derivational affixes are used to change the word

category and sometimes create new meanings to the base word. Therefore, it is more likely to use prefixes to create new words than suffixes.

### 5.3. Patterns of the word classes of affixation

Affixes are attached to the word base with distinct word classes. The table below shows the occurrences of different word classes of the word base the affix attached to.

| Affix                            |         | Word base |      |             |            | Affix occurrences |
|----------------------------------|---------|-----------|------|-------------|------------|-------------------|
|                                  |         | Verb      | Noun | Preposition | Adjectives |                   |
| Prefix                           | Me-     | 192       | 5    | 0           | 0          | 197               |
|                                  | Ke-     | 0         | 4    | 71          | 0          | 75                |
|                                  | di-     | 25        | 0    | 0           | 0          | 25                |
|                                  | Se-     | 11        | 26   | 0           | 2          | 39                |
|                                  | Ber-    | 1         | 3    | 0           | 0          | 4                 |
|                                  | Pe-     | 2         | 2    | 0           | 0          | 4                 |
|                                  | Memper- | 29        | 0    | 0           | 0          | 29                |
|                                  | Ng-     | 3         | 0    | 0           | 0          | 3                 |
| Suffix                           | -kan    | 193       | 0    | 0           | 0          | 193               |
|                                  | -an     | 23        | 0    | 0           | 0          | 23                |
|                                  | -i      | 2         | 0    | 0           | 0          | 2                 |
|                                  | -nya    | 1         | 68   | 6           | 0          | 75                |
|                                  | -in     | 11        | 0    | 0           | 0          | 11                |
| word base occurrences for prefix |         | 263       | 40   | 71          | 2          |                   |
| word base occurrences for suffix |         | 230       | 68   | 6           | 0          |                   |
| total word base occurrences      |         | 493       | 108  | 77          | 2          |                   |

Table 13: Occurrences of different word classes of the word base the affix attached to

Table 13 depicts that affixes exhibit a greater tendency to attach to verb bases compared to other word classes, irrespective of their type as prefixes or suffixes. This

observation could be attributed to the descriptive nature of the research, which necessitates the use of verbs to describe actions, leading to a higher frequency of verb usage in general. Notably, affixation is also frequently observed with nouns and prepositions, albeit not as frequently as with verbs. This implies that individuals tend to describe the entities, objects, movements, and directions involved in actions, while giving less attention to their attributes.

Moreover, it is more common for verb base to have more than one affix. Such instances are referred to as circumfixes, wherein both a prefix and a suffix are inserted to a base form. The resulting circumfix functions as a single unit, rather than exhibiting separate functions for each affix. (Sneddon, 2010). Yet, the data set did not reveal any instances of circumfixes, as the insertion of more than one suffix does not significantly affect the functions of each affix that is applied to the word base. One example is *di-masuk-kan* with a prefix and a suffix inserted, insertion of {di-} indicates passive voice while attachment of {-kan} indicates causative. Thus, the word means “(causing something/someone) to be put”. Another example is *me-masu-kan-nya* which comprises an active indicator prefix {me-}, a causative indicator {-kan} and a possessive pronoun suffix {-nya}. Hence, the word means “(causing something/someone) to put it in (something)”. The attachment of multiple affixes to

verb bases is commonly found in the data.

#### ***5.4. Challenges***

Undoubtedly, conducting research on an unfamiliar foreign language presents a formidable challenge to researchers. This endeavor demands considerable effort to overcome the obstacles encountered during both the data collection and analysis processes.

Language, without a doubt, is one of the primary challenges. It poses difficulties not only in constructing the research idea but also in the data collection process. Since this monolingual research is conducted in Bahasa Indonesian only, researchers struggled to communicate effectively with the respondents. In an effort to enhance the reliability of the data, written scripts in Indonesian were provided to local students to aid in translation and to ensure consistent delivery of instructions across participants.

However, communication was occasionally inefficient, as the interviewees may ask questions that the student translators were unable to answer. In cases where the participant was bilingual, researchers would answer questions in English. Otherwise, student translators may have to translate the answers back to the respondents, despite the possibility of translation inaccuracy. This, in turn, likely hinders the validity of

monolingual research. Furthermore, unfamiliarity with the language during the language analysis could reduce the reliability and accuracy of the findings, Nevertheless, by reading abundant research articles and books, the validity of the findings enhanced.

It should be noted that the descriptive nature of the data collected for this research limited the usage of affixes with a more extensive range of functions. Consequently, the findings of the research are solely based on the collected data. It can be concluded that the primary functions of the affixes mentioned above are utilized in descriptive sentences. However, further research is necessary to investigate if the major affix functions change when other types of data are employed.

During data analysis, researchers discovered that the responses differed from the expected answers. For instance, interviewees may not answer in complete sentences, resulting in a missing subject for the action and hindering the analysis of semantic roles in sentences. The discrepancy could be due to the differences in language families between English and Bahasa Indonesian, with the former belonging to the Indo-European language family and the latter being an Austronesian language (Sneddon, 2010). Nonetheless, the variation between responses and expected answers allowed

for the usage of various affixes.

To sum up, the primary challenges associated with monolingual research are language barriers and discrepancies. Nonetheless, these obstacles can be surmounted through meticulous planning and execution, enabling researchers to generate valuable insights into the intricacies of the Indonesian language.

## ***6. Conclusion***

In conclusion, affixation is a pervasive and essential morphosyntactic component of Bahasa Indonesian, with each affix performing various functions within a sentence. A qualitative descriptive research study was conducted at the University of Sanata Dharma in Yogyakarta to investigate the functions of affixes. Through a qualitative analysis of affix functions in descriptive sentences, three key conclusions were drawn.

Firstly, Indonesian affixes can be broadly classified into five morphosemantic features, namely derivation, inflection, causation, direction, quantity, and formality. This categorization provides a comprehensive framework for understanding the functions of affixes in Bahasa Indonesian.

Secondly, prefix and suffix usage differ in their modification of aspect and productivity.

Prefixes are commonly used to modify the aspect of a base word, while suffixes primarily indicate grammatical function. Additionally, prefixes are more productive than suffixes in creating new words and changing the word category, which reflects their greater versatility in usage.

Lastly, affixation can occur in different word classes, with verbs being the most common, followed by nouns, prepositions, and adjectives, respectively. This finding suggests that affixation is a fundamental aspect of word formation across multiple word classes.

Overall, this research adopted a morphosemantic approach to understand affixation as a critical and fundamental component of Bahasa Indonesian morphology.

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## **Appendix 1: Interview script**

### ***Indonesian***

Halo, kami mahasiswa linguistik dari Universitas Sanata Dharma. Kami sedang melakukan studi tentang Bahasa Indonesia, maukah Anda menghabiskan 10-15 menit untuk melakukan wawancara dengan kami?

Kami akan menampilkan beberapa video, Anda dapat menontonnya dua kali.

Kemudian, jelaskan tindakan tersebut dalam Bahasa Indonesia. (putar video contoh)

Ini contoh videonya. Anda dapat menggambarkannya sebagai "Dia bertepuk tangan."

Kita akan mulai sekarang. (putar 12 rangsangan video)

### ***English translation***

Hello, we are linguistics students from the University of Sanata Dharma. We are doing a study about Bahasa Indonesian, would you mind spending 10-15 minutes to do an interview with us?

We will show you several videos, you may watch it twice. Then, please describe the action in Bahasa Indonesian. (play the sample video)

This is the sample video. You can describe it as "She claps hands."

We are going to start now. (play the 12 video stimuli)

## Appendix 2: Interview response

### Q1 "She shows a book to her."

|  |
|--|
| Salah satu teman menunjukkan buku kepada temannya                          |
| Dia memperlihatkan buku ke temannya  |
| Dia menunjukkan satu buku kepadanya  |
| Dia memperlihatkan buku  |
| Dia memperlihatkan(formal) buku  |
| Dia menunjukkan sesuatu yang harus dimengerti                              |
| Dia memberikan buku  |
| Dia memperlihatkan sebuah buku ke temannya                                 |
| Sedang nunjukin buku ke temannya   |
| Nunjukin buku  |
| Dia menunjukkan buku   |
| Menunjukkan buku   |
| Dua perempuan yang satu menunjukkan sebuah buku kepada teman perempuannya. |
| Dia menunjukkan buku   |
| Sedang menunjukkan buku  |
| Memperlihatkan buku  |

|                                  |
|----------------------------------|
| Dia melihat buku                 |
| Dia menunjukkan buku             |
| Dia baru menunjukkan sebuah buku |
| Dia menunjukkan buku             |

**Q2 "She passes two bottles to her."**

|  |
|--|
| Ada dua orang dan salah satu temannya memberikan two botol |
| Dia memberikan kedua botol untuk temannya                  |
| Dia memberikan dua botol minum kepadanya                   |
| Dia memberikan dua botol                                   |
| Dia memberi air minum                                      |
| Dia memberikan dua botol minum                             |
| Dia berbagi minuman  |
| Dia memberikan botol berisi air                            |
| Dia membagikan air   |
| Sedang ngasih dua botol minuman ke temannya                |
| Memberi minum  |
| Dia memberikan botol minum pada temannya                   |
| Memberi dua botol minuman                                  |

|  |
|--|
| Ada dua perempuan, yang satu memberikan dua botol air minum dan yang satu menerima |
| Dia memberikan botol minum   |
| Memberikan dua botol air minum   |
| Memberi botol  |
| Dia mengambil dua botol  |
| Dia memberikan dua botol   |
| Dia memberikan dua buah botol minum  |
| Memberi air minum  |

***Q3 "She puts stones into a bag."***

|   |
|---|
| Seseorang memasukkan tiga buah jeruk ke kantong plastik |
| Dia memasukkan tiga jeruk kedalam plastik               |
| Dia memasukkan batu-batu kedalam plastik                |
| Dia memasukkan tiga jumlah buah ke plastik              |
| Dia memasukkan tiga buah jeruk kedalam kantong plastik  |
| Dia memasukkan batu kedalam kantong                     |
| Dia memilih batu  |
| Dia mengambil batu                                      |

|  |
|--|
| Dia ngumpulin sampah   |
| Sedang ngumpulin batu  |
| Mengambil batu yang di taruh di tas  |
| Dia mewadahi batu  |
| Memasukkan batu di dalam kantong plastik   |
| Dia memasukkan segenggam batu kedalam plastik berwarna hitam lalu mengangkat plastik itu |
| Dia mengambil batu dan memasukkannya ke plastik  |
| Menaruh batu dalam kantong kresek  |
| Membungkus batu  |
| Dia memasukkan batu kedalam plastik  |
| Dia mengambil batu ke plastik  |
| Dia sedang mengumpulkan batu   |
| Memasukkan batu kedalam plastik  |

***Q4 "She shows a jacket to two friends."***

|  |
|--|
| Seseorang menunjukkan sebuah pakaian kepada dua temannya |
| Dia menunjukkan jaket kepada dua teman                   |
| Dia menunjukkan dua jaketnya kepada dua orang temannya   |

|   |
|---|
| Dia memperlihatkan jaket  |
| Dia menunjukkan jaket   |
| Dia menunjukkan jaket   |
| Berbagi baju  |
| Dia menunjukkan jaket   |
| Dia menunjukkan baju  |
| Menunjukkan jaket ke temannya                                   |
| Menunjukkan jaket   |
| Dia menunjukkan jaket   |
| Menunjukkan pakaian   |
| Dia mengangkat dan menunjukkan sebuah jaket kepada dua temannya |
| Dia dipinjemkan jaket kemudian jaketnya ada sesuatu             |
| Menunjukkan kemeja  |
| Memperlihatkan baju   |
| Dia memperlihatkan jaket kepada dua orang                       |
| Dia mengangkat jaket  |
| Dia sedang menunjukkan sebuah jaket                             |
| Memperlihatkan jaket  |



**Q5 "She passes bottles to friends."**

|  |
|--|
| Seseorang memberikan masing-masing satu botol ke tiga orang temannya |
| Dia memberikan botol minum untuk ketiga temannya                     |
| Dia memberikan tiga botol minum kepada tiga orang temannya           |
| Dia memberikan botol kepada tiga temannya                            |
| Dia memberikan botol minum kepada teman-temannya                     |
| Dia memberikan kepada teman-temannya                                 |
| Semua dapat botol minum  |
| Dia membagikan botol   |
| Dia berbagi air  |
| Sedang ngasih botol minuman ke teman temannya                        |
| Memberi botol minum ada yang kosong ada yang isi                     |
| Dia memberikan botol minum pada teman temannya                       |
| Memberi minuman satu satu  |
| Dia memberikan tiga botol air minum kepada tiga temannya             |
| Membagikan air minum   |
| Membagikan botol air minum   |
| Membagikan botol   |
| Dia memberi botol kepada tiga orang masing-masing satu               |

|  |
|--|
| Dia memberikan tiga botol  |
| Dia menberik sebuah botol minum masing masing kepada tiga temannya |
| Memberi air minum ketiga teman                                     |

**Q6 "She shows two books to her."**

|   |
|---|
| Ada seorang teman yang menunjukkan dua buku ke temannya |
| Dia memberikan pilihan dua buku untuk temannya          |
| Dia menunjukkan dua sampel buku kepadanya               |
| Dia memperlihatkan dua buku                             |
| Dia menunjukkan dua buah buku kepada temannya           |
| Dia memberikan opsi kepada temannya                     |
| Dapat dua buku  |
| Dia menanyakan pendapat tentang buku                    |
| Mengenali buku baru                                     |
| Sedang nunjukin dua buku ke temannya                    |
| Menunjukkan dua judul buku                              |
| Dia sedang menunjukkan dua buku                         |
| Menunjukkan buku  |
| Dia menunjukkan dua buah buku kepada temannya           |

|  |
|--|
| Menawarkan mau pinjam yang mana          |
| Menunjukkan sesuatu hal                  |
| Memperlihatkan dua buku                  |
| Dia memperlihatkan dua buku yang berbeda |
| Dia menunjukkan dua buku                 |
| Dia menunjukkan dua buah buku            |
| Memperlihatkan dua buku yang berbeda     |

***Q7 "She puts stones into bags."***

|  |
|--|
| Seseorang memasukan sebuah jeruk kedalam kantong plastik dan dua buah jeruk lainnya ke kantong yang lain |
| Dia memasukan jeruk dalam satu kantong   |
| Dia memasukan batu-batu pada dua kantong yang berbeda  |
| Dia memasukan buah ke dua kantong plastik  |
| Dia memasukan satu buah jeruk kedalam satu kantong dan dua buah jeruk kedalam kantong lainnya            |
| Dia memasukan waktu kepada dua kantong plastik   |
| Semuanya dapat dua   |
| Mengambil batu   |

|   |
|---|
| Dia menimbang sesuatu   |
| Lagi masukin batu ke dua kantong plastik                                  |
| Mengambil batu lebih banyak daripada yang tadi, ini ada dua tas           |
| Dia menempatkan batu di dua wadah yang berbeda                            |
| Memasukkan batu di dua kantong plastik                                    |
| Dia mengisi dua buah plastik dengan batu lalu mengangkat plastik tersebut |
| Dia mengambil batu kemudian dimasukan ke dalam kantong                    |
| Memasukkan batu kedalam dua kantong kresek                                |
| Membungkus batu beberapa kantong  |
| Dia memasukkan sejumlah batu kedalam dua plastik                          |
| Dia mengambil batu ke dalam dua plastik                                   |
| Dia memasukan batu ke dalam dua buah kantong plastik                      |
| Memasukkan batu kedalam dua kantong plastik                               |

***Q8 "She shows a jacket to friends."***

|  |
|--|
| Seseorang menunjukkan sebuah pakaian kepada tiga orang teman |
| Dia memperlihatkan jaket itu kepada ketiga temannya          |
| Dia menunjukkan jaketnya kepada tiga orang temannya          |
| Dia memperlihatkan jaket ke teman temannya                   |

|   |
|---|
| Dia menunjukkan jaket kepada teman-temannya                 |
| Dia menunjukkan jaket kepada teman-temannya                 |
| Ini cuma dapat satu   |
| Menunjukkan jaket   |
| Desain baru   |
| Sedang nunjukin jaket putih ke teman temannya               |
| Menunjukkan baju atau jaket                                 |
| Dia menunjukkan jaket pada teman temannya                   |
| Menunjukkan baju  |
| Dia mengangkat dan menunjukkan jaket kepada tiga temannya   |
| Dia menunjukkan jaket kemudian ditunjukkan ke tiga temannya |
| Menunjukkan kemeja kepada tiga orang teman                  |
| Memperlihatkan baju atau jaket                              |
| Dia memperlihatkan jaket kepada tiga orang                  |
| Dia mengangkat jaket kepada tiga orang                      |
| Dia menunjukkan sebuah jaket pada tiga orang temannya       |
| Memperlihatkan jaket  |

***Q9 "She passes a bottle to her."***

|  |
|--|
| Ada dua orang dan salah satu dari mereka memberikan botol kepada temannya. |
| Dia memberikan botol air mineral kecil untuk temannya                      |
| Dia memberikan satu botol kecil minum kepada temannya                      |
| Dia memberikan botol kepada temannya                                       |
| Dia memberikan satu botol minum kepada temannya                            |
| Dia memberikan sebotol air minum   |
| Kembali dapat satu botol   |
| Memberikan air minum   |
| Dia ngembaliin barang  |
| Sedang ngasih botol minuman yang lebih kecil dari sebelumnya               |
| Memberi botol minum  |
| Dia memberikan botol minum pada temannya                                   |
| Memberi minuman  |
| Dia memberikan sebotol air mineral kepada temannya                         |
| Memberikan air minum   |
| Memberikan botol minum berukuran kecil                                     |
| Memberikan satu botol  |
| Dia memberi botol minum kecil kepada satu orang                            |
| Dia memberikan botol kecil   |

|   |
|---|
| Dia memberikan sebuah botol minum pada temannya |
| Memberi air minum                               |

**Q10 "She shows books to friends."**

|  |
|--|
| 04 Se-seorang menunjukkan sebuah pakaian kepada dua temannya |
| Dia memperlihatkan empat buku kepada mereka                  |
| Dia menunjukkan empat buku kepada tiga temannya              |
| Dia memperlihatkan banyak buku                               |
| Dia menunjukkan empat buah buku kepada tiga orang temannya   |
| Dia memperlihatkan beberapa buku kepada teman-temannya       |
| Dia memberikan empat buku                                    |
| Menunjukkan koleksi buku                                     |
| Materi baru  |
| Lagi nunjukin empat buku ke tiga orang temannya              |
| Menunjukkan empat buah buku                                  |
| Dia menunjukkan empat buku pada temannya                     |
| Menunjukkan buku   |
| Dia menunjukkan empat buah buku kepada tiga temannya         |
| Menawarkan bukunya untuk dipinjam                            |

|  |
|--|
| Menunjukkan beberapa buku kepada tiga orang teman            |
| Menawarkan buku  |
| Dia memperlihatkan empat buku yang berbeda kepada tiga orang |
| Dia menunjukkan beberapa buku                                |
| Dia menunjukkan empat buah buku pada tiga orang temannya     |
| Memperlihatkan tiga buku                                     |

**Q11 “She puts a tangerine into a bag.”**

|   |
|---|
| Seseorang memasukkan sebuah jeruk kedalam kantong plastik |
| Dia memasukkan jeruk kedalam kantong plastik              |
| Dia memasukkan sebuah jeruk kedalam kantong plastik       |
| Dia memasukkan buah jeruk ke plastik                      |
| Dia memasukkan satu buah jeruk kedalam kantong            |
| Dia memasukkan jeruk kedalam kantong plastik              |
| Memasukkan jeruk  |
| Mengemas buah   |
| Dia memberi contoh memasukkan barang                      |
| Lagi masukin buah ke kantong plastik                      |
| Meletakkan bola dalam kantong plastik                     |



|  |
|--|
| Dia menempatkan jeruk di plastik                 |
| Memasukkan buah ke kantong plastik               |
| Dia memasukkan sebuah jeruk kedalam plastik      |
| Memasukan buah ke kantong                        |
| Memasukkan benda ke plastik                      |
| Memasukkan jeruk                                 |
| Dia memasukkan jeruk kedalam plastik             |
| Dia memasukan buah ke dalam plastik              |
| Dia memasukan sebuah jeruk dalam kantong plastik |
| Memasukkan bola ke plastik                       |

**Q12 "She shows a jacket to her."**

|  |
|--|
| Seseorang menunjukkan tiga pakaian kepada temannya |
| Dia memperlihatkan tiga pakaian kepada temannya.   |
| Dia menunjukkan tiga jaket kepada temannya         |
| Dia memperlihatkan jaket                           |
| Dia menunjukkan tiga pakaian kepada temannya       |
| Dia memperlihatkan baju-bajunya                    |
| Memberi baju                                       |

|  |
|--|
| Meminta pendapat outfit                              |
| Dia disuruh memilih baju                             |
| Lagi nunjukin tiga pakaian ke temannya               |
| Menunjukkan beberapa pakaian                         |
| Dia menunjukkan tiga baju yang berbeda pada temannya |
| Memperlihatkan beberapa baju                         |
| Dia menunjukkan tiga baju kepada temannya            |
| Menanyakan pakaian "ini pakaianmu?"                  |
| Menunjukkan beberapa pilinan kemeja                  |
| Menawarkan jaket                                     |
| Dia memperlihatkan tiga pakaian yang berbeda         |
| Dia menunjukkan tiga jaket                           |
| Dia menunjukkan pakaian kepada temannya              |
| Menunjukkan jaket                                    |