

FOREIGNERS' OBSTACLES IN LEARNING INDONESIAN REDUPLICATION (A CONTRASTIVE ANALYSIS OF INDONESIAN AND ENGLISH REDUPLICATION)

Oleh

Ni Putu Sri Eka Carniasih⁸

Dhyana Pura University

ABSTRACT

A lot of foreigners want to learn Indonesian. The motivations of learning Indonesia are economic, education, prestige etc (Jendra, 2007). In learning Indonesian almost of all foreigners have difficulties in expressing reduplication. The main cause of this phenomenon is that some Indonesian reduplications do not exist in English, for example partial reduplication. Partial reduplication is a repetition of word partially such as *laki* (man) to *lelaki* (adult man).

To find out the obstacles of the foreigners in expressing Indonesian Reduplication, it is used a contrastive analysis of reduplication between Indonesian and English. The result of this analysis shows that English reduplications have some similarities and differences with Indonesian reduplications. Both English and Indonesian have fully reduplication and fully reduplication with change of phoneme. However, those English reduplications are used informally. Indonesian reduplications, meanwhile, are used either formal or informal situation. Since reduplications in English are very limited, Indonesian has more reduplications than English. The Indonesian reduplications include fully reduplication, fully reduplication with change of phonemes, partial reduplication and semantic reduplication. In addition, English there are not any affixes in English reduplication. In Indonesian, meanwhile, there are affixes in its reduplication.

The result of this study implies that foreigners will be easier to learn the reduplication similarities. At reverse, the foreigners will be more difficult to learn Indonesian reduplications which are different with English reduplications. Therefore, the methods recommended for teaching Indonesian reduplication for beginner adult learners is CTL. The method is chosen because the method gives a chance for the learners to find out the meaning of reduplication from context and apply the reduplication communicatively based on the context. The teaching strategies used to apply the CTL are analysis, discussion and practice.

Key words: Foreigners, Indonesian Reduplications, English Reduplications, Contrastive Analysis, CTL method.

ABSTRAK

Banyak orang asing yang ingin belajar bahasa Indonesia. Motivasi belajar Bahasa Indonesia adalah ekonomi, pendidikan, prestise dll (Jendra, 2007). Dalam pembelajaran bahasa Indonesia hampir semua orang asing memiliki kesulitan dalam mengekspresikan reduplikasi. Penyebab utama dari fenomena ini adalah bahwa beberapa reduplikasi Indonesia tidak ada dalam bahasa Inggris, misalnya reduplikasi parsial. Reduplikasi parsial adalah pengulangan kata sebagian seperti *laki* (man) menjadi *lelaki* (adult man).

⁸ Sri Eka Camiasih dilahirkan di Bangli 24 September 1984. Ia menyelesaikan studi jenjang sarjana pada program studi pendidikan bahasa Inggris Universitas Pendidikan Ganesha. Kemudian melanjutkan studi jenjang Magister pada program studi Linguistik PPs Universitas Udayana pada tahun 2010. Saat ini ia merupakan dosen tetap pada program studi sastra inggris Fakultas Ekonomika dan Humaniora Universitas Dhyana Pura. Selain mengajar ia juga aktif meneliti.

Untuk mengetahui hambatan dari orang asing dalam mengekspresikan Reduplikasi Indonesia, digunakan analisis kontrastif reduplikasi antara Indonesia dan Inggris. Hasil analisis ini menunjukkan bahwa reduplikasi bahasa Inggris memiliki beberapa persamaan dan perbedaan dengan reduplikasi Indonesia. Bahasa Inggris dan Indonesia telah sepenuhnya reduplikasi dan sepenuhnya reduplikasi dengan perubahan fonem. Namun, mereka reduplikasi bahasa Inggris digunakan secara informal. Reduplikasi Indonesia, sementara itu, yang digunakan baik situasi formal maupun informal. Sejak reduplikasi dalam bahasa Inggris sangat terbatas, Indonesia memiliki lebih reduplikasi selain bahasa Inggris. Para reduplikasi Indonesia termasuk sepenuhnya reduplikasi, sepenuhnya reduplikasi dengan perubahan fonem, reduplikasi parsial dan reduplikasi semantik. Selain itu, bahasa Inggris tidak ada afiks dalam reduplikasi bahasa Inggris. Di Indonesia, sementara itu, ada afiks dalam reduplikasi nya.

Hasil penelitian ini menunjukkan bahwa orang asing akan lebih mudah untuk mempelajari kesamaan reduplikasi. Pada terbalik, orang asing akan lebih sulit untuk belajar reduplikasi Indonesia yang berbeda dengan reduplikasi bahasa Inggris. Oleh karena itu, metode yang direkomendasikan untuk mengajar reduplikasi Indonesia untuk pelajar dewasa pemula adalah CTL. Metode ini dipilih karena metode ini memberikan kesempatan bagi peserta didik untuk mengetahui makna reduplikasi dari konteks dan menerapkan reduplikasi komunikatif berdasarkan konteks. Strategi pengajaran yang digunakan untuk menerapkan CTL adalah analisis, diskusi dan praktek.

1. INTRODUCTION

1.1 Background of Study

Human Language is an arbitrary and systemic communicative system (Todd, 1987). It brings that language communities name a thing based on their convention and perception, for example English men name flower for “bunga” (Indonesian). They do not call it, “rewlof” because of their convention for calling it, flower. Language is also the most fundamental means of communication. It can express everything in people mind by using it. It brings an effect that people in society may have a lot of difficulties without knowing their language.

Language is not only used or learned by its community. It is also used and learned by other communities. There are some reasons of people learning other language, namely economic, education, prestige etc (Jendra, 2007). The examples of people who learn other language are foreigners who learn Indonesian. Because of their interest in Indonesia, most of them learn Indonesian

language and culture. Foreigner investors are also glad to invest their money in Indonesia. To make easier to communicate their business in Indonesia, they are also interested in learning Indonesian.

In learning Indonesian almost of all foreigners have difficulties in expressing reduplication. The main cause of this phenomenon is that some Indonesian reduplications do not exist in English, for example partial reduplication. Partial reduplication is a repetition of word partially such as *laki* (man) → *lelaki* (adult man).

To find out the obstacles of the foreigners in expressing Indonesian Reduplication, it is used a contrastive analysis of reduplication between Indonesian and English. Contrastive analysis is an analysis of two or more languages, in this case Indonesian and English, to find out the similarities and differences. The result of the analysis is aimed to practical uses for example translation and education (Budiarsa’s Lecture, 2010). Therefore the result of the analysis is intended to find out

the best method to teach Indonesian reduplication for foreigners. Foreigners in this study refer to people who are from abroad and they speak English as their mother tongue.

1.2 Statement of Problem

Based on the background of study, statement of problem can be stated as follows:

1. What is English reduplication?
2. What is Indonesian reduplication?
3. What are the differences and similarities of English and Indonesian reduplication?
4. What is the best method to teach Indonesian reduplication for foreigners?

1.3 Objectives of Study

Based on the statement of problem, the objectives of this study are presented as follows:

1.3.1 General Objective

The general objective of this study is to find out the foreigners' obstacles in learning Indonesian reduplication and the best method to teach Indonesian reduplication for foreigners.

1.3.2 Specific Objectives

The specific objectives of this study are presented as follows:

1. To find out and explain English reduplication.
2. To find out and explain Indonesian reduplication?
3. To find out and analyze the differences and similarities of Indonesian and English reduplication.
4. To find out and explain the best method to teach Indonesian reduplication for foreigners.

1.4 Significance of Study

This study is expected to be able to give contribution theoretically and practically toward previous literature and teaching and learning process.

1. Theoretically, this present study is expected to provide relevant empirical account that supports relevant theories to be developed and applied into scientific practice in terms of morphology.
2. Practically, this present study is expected to give contribution toward the perspectives of teaching-learning process especially to provide the alternative method to teach reduplication for foreigners.

2. THEORETICAL FRAMEWORK

2.1 Contrastive Analysis

Contrastive Analysis is an analysis of two or more languages to find out the similarities and differences. The result of the analysis is aimed to practical uses for example translation and education (Budiarsa's Lecture, 2010). In the 1960s and early 1970s contrastive analysis was used extensively in the field of Second Language Acquisition (SLA), as a method of explaining why some features of a target Language were more difficult to acquire than others. According to the behaviorist theories prevailing at the time, language learning was a question of habit formation, and this could be reinforced or impeded by existing habits. Therefore, the difficulty in mastering certain structures in a second language (L2) depended on the difference between the learners' mother language (L1) and the language they were trying to learn (Wikipedia, accessed in 2010).

Contrastive analysis hypothesis was actually formulated in Lado's *Linguistics across Cultures* (1957). The hypothesis is "those elements which are

similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult" (Wikipedia, accessed in 2010). Therefore if the differences between your native language and the target language are recognized, the linguistic habits of native language that interfere with the habits of the target language can be predicted.

Interference of native language toward target language causes two types of transfers, namely positive transfer and negative transfer. Positive transfer is occurred when the language features of the target language are similar to the learner's mother tongue. Therefore the learner will be easier in learning the target language. Negative transfer, meanwhile, is occurred when the language features of the target language are different with the learner's native language. The differences are sources of difficulties of the learner to learn the target language (Budiarsa's Lecture, 2010).

The interference can be obtained by following the contrastive analysis procedures. The procedures are presented as follows:

1. Description

The first step of contrastive analysis is to describe the language features that will be contrasted.

2. Selection

Selection is conducted in order to make sure that features can be contrasted. Selection is made of certain forms of linguistic terms, rules, structures, for contrast, since it is virtually impossible to contrast every possible feature of two languages.

3. Contrast

In this phase, native language and target language are contrasted to find out the similarities and the differences.

4. Predict

This is the last phase of contrastive analysis. In this phase, conclusion and prediction are made. The prediction relates to the practical use of contrastive analysis. Relating to education, the prediction involves with interferences of native language toward target language that facilitate or bother students in learning.

During the 1960s, there was a widespread enthusiasm with this technique, the contrastive descriptions of several European languages, many of which were sponsored by the Center of Applied Linguistics in Washington, DC. It was expected that once the areas of potential difficulty had been mapped out through Contrastive Analysis and language courses were designed more efficiently. Unfortunately, there is a critique of contrastive analysis. The process of L2 acquisition is not sufficiently described by the characterization of errors. Errors in L2 acquisition do not only arise from interference (Wikipedia, accessed in 2010).

2.2 Reduplication

Reduplication is a morphological process by which the root or stem of a word, or part of it, is repeated (Simatupang, 1983). Reduplication is used in inflections to convey a grammatical function, such as plurality, intensification, etc., and in lexical derivation to create new words. It is often used when a speaker adopts a tone more "expressive" or figurative than ordinary speech and is also often, but not exclusively, iconic in meaning. Reduplication is found in a wide range of languages and language

groups, though its level of linguistic productivity varies.

Reduplication is the standard term for this phenomenon in the linguistics literature. Other terms that are occasionally used include cloning, doubling, duplication, and repetition. It is generally used to mean repetition of any linguistic unit such as a phoneme, morpheme, word, phrase, clause or the utterance as a whole (Koul, 1977). The base is the word (or part of the word) that is to be copied (B). The reduplicated element is called the reduplicant, often abbreviated as RED or sometimes just R.

Simatupang (1983) states there are two general categorizations of reduplication, namely morphemic reduplication and semantic reduplication. Morphemic reduplication involves grammatical points for example repetition of any linguistic unit such as a phoneme, morpheme, word, and adding or deleting affixes. Morphemic reduplication can be differentiated into two namely full reduplication and partial reduplication. Full reduplication (R) is occurred when a basic word is fully repeated while partial reduplication (Rp) is occurred when a word is partially repeated. Semantic reduplication meanwhile means a repetition by combining two words which are synonymy. The pattern of those reduplications can be presented as follows

1. Morphemic reduplication

1.a Full reduplication (R)

Full reduplication without affix

- (B+R)
- Full reduplication with affix
- ((B+R)+prefix)
- (B+ (R+prefix))
- (B+R)+prefix/suffix)
- (B+R)+suffix)
- (B+(R+infix))
- Full Reduplication with change of phoneme (R ph) in which phoneme can be vowel or consonant.
- R ph without affix

→ (B+ R phv)

→ (B+ R phc)

- R ph with affix

→ ((B+ R ph)+prefix)

→ ((B+R ph)+suffix)

→ ((B+R ph)+ prefix/suffix)

1.b Partial Reduplication (Rp)

- Partial reduplication without affix

→ (B+ Rp)

- Partial reduplication with affix

→ (B+Rp)+suffix)

2. Semantic Reduplication (Rs)

- Semantic reduplication without affix

→ (B+Rs)

- Semantic reduplication with affix

→ (B+Rs)+ prefix/suffix)

Those patterns above are implied in noun, adjective, verb, adverb etc. Koul (1977) gives examples of full reduplication implied in noun, adjective and verb.

1. Noun

Noun is reduplicated to for plurality like example below:

shur' shur' aayi sAAriy vaapas

children children came all back

All the children returned.'

Pattern : shur' shur' (children children)→ (B + R).

Koul (1977) gives addition that the onomatopoeic reduplication belongs to full reduplication without affix. The onomatopoeic reduplications represent an imitation of a particular sound or imitation of an action along with the sound, etc. **kIr kIr** (squeak of doors), windows etc. **gIr gIr** (noise of the running of a vehicle), **Thin' Thin'** (noise of a bell).

2. Adjective

Reduplication of adjectives is very frequently used in a number of cases for emphasis.

jaan jaan tsuuNTh' tsAAriv

good good apples sort out

'Please sort out good apples

Pattern: jaan jaan (good good)→(B+R)

3. Verbs

In a number of grammatical constructions, the repetition of verbs is obligatory to form gerund for example

me bu:z reeDiyo batl **kh'avaan kh'avaan**

I-dat listened radio food **eat-pre eat-pr**

'I listened to radio while eating my meals.'

Pattern: kh'avaan kh'avaan (eat-pre eat-pr)→(B+R)

3.DISCUSSION

3.1 English Reduplication

The native language of this paper is English. Reduplication in English is mostly occurred for informal expressive vocabulary. The reduplications belong to morphemic reduplications. The reduplications are presented as follows:

1. Full Reduplication (B+R)

Full reduplication in English is occurred in babbling of baby (baby talk like).

Examples bye-bye→ (B+R)

Choo-choo→ (B+R)

Night-night→ (B+R)

No-no→(B+R) (wikipedia, accessed 2010)

2. Full Reduplication with change of phoneme (B+R ph)

- Full reduplication with change of vowel

Examples bric-a-brac→ (B+ R phv)

chit-chat →(B+ R phv)

criss-cross→(B+ R phv)

ding-dong→(B+ R phv)

jibber-jabber→(B+ R phv)

knick-knack→(B+ R phv)

pitter-patter→(B+ R phv)

splish-splash→(B+ R phv)

zig-zag→(B+ R phv)

The examples show the first vowel is almost always a high vowel and the reduplicated variant of the vowel is a low vowel. There is also a tendency for the first vowel to be front and the second vowel to be back.

- Full Reduplication with change of consonant

Examples super-duper→(B+ R phc)

hokey-pokey→(B+ R phc)

claptrap→(B+ R phc)

razzle-dazzle→(B+ R phc)

teenie-weenie→(B+ R phc)

The examples show that the change of consonant is occurred at initial consonant of reduplicant.

2.2 Indonesian Reduplication

Indonesian reduplication can be categorized into morphemic reduplication and semantic reduplication. Morphemic reduplication can be differentiated into two namely full reduplication and partial reduplication. Pattern of reduplication can be stated as follows:

A. Morphemic Reduplication

1. Full Reduplication Without Affix

Full reduplication without affix is generated from nouns, adjectives, verbs, pronouns and numerical words.

Noun (B + R)

Basic Word in this pattern is a noun. The noun is repeated fully and commonly refers to plural.

Examples rumah-rumah →(B+R)

House-house

houses

alasan-alasan → (B+R)

reason-reason

reasons

Adjectives (B+R)

Adjectives used in this pattern constitute colors.

Examples hitam-hitam (darkish) → (B+R)

Black-black

Darkish

The reduplicants in this pattern mean approximately like the basic word. This can be clear if one of the examples is put in sentence, for example

orangnya hitam-hitam
the man black-black
the man is darkish

Verbs (B+R)

Indonesian commonly has monomorph verb reduplication. The reduplication means emphasizing the meaning of the basic word.

Examples makan-makan → (B+R)

Eat-eat
eat
tidur-tidur → (B+R)
sleep-sleep
sleep
duduk-duduk → (B+R)
sit-sit
sit
jalan-jalan → (B+R)
walk-walk
take a walk

Pronoun (B+R)

The reduplicant of pronoun has function to emphasize the pronoun itself.

Examples dia-dia → (B+R)

she-she
she
Mereka-mereka → (B+R)
they-they
they

The meaning of reduplicant is obviously expressed if it is put in a sentence, for example

Dia-dia saja yang membuat masalah di rumah ini

She-she only who makes problems in this house.

She is the only one who make problem in this house, not anyone else.

Numerical Words (B+R)

Reduplicants of numerical words have distributive function.

Example satu-satu → (B+R)

One-one

One by one

dua-dua → (B+R)

two-two

two pieces per each

2. Full Reduplication with Affix

Prefix ber- (B+R)+ber-)

Prefix ber- is added in the basic words. The addition occurs after the basic word is reduplicated.

Examples Bercakap-cakap → (B+R)+ber-)

Ber-talk-talk
Talk continuously
Bernyanyi-
nyanyi → (B+R)+ber-)
Ber-sing-sing
Sing continuously
Berputar-putar → (B+R)+ber-)
Ber-turn around-turn around
Turn around continuously

The examples above show that the meaning of reduplicant is continuing the activities mentioned by their basic words. Reduplicant in this pattern also mean situation mentioned by the basic words.

Examples berbatu-batu → (B+R)+ber-)

Ber-stone-stone
There are stones on it
Berbintik-bintik → (B+R)+ber-)
Ber-spot-spot
There are spots on it
Berwarna-warna → (B+R)+ber-)
There are full of colors on it
Berbukit-bukit → (B+R)+ber-)
Ber-hill- hill
There are a lot of hills

Reduplicant in (B+R)+ber-) can mean measurement in high quantity

Examples: berkarung-karung → (B+R)+ber-)

Ber-sack-sack

A lot of things are in a lot of sacks

Bergudang-gudang → (B+R)+ber-)

Ber-warehouse-warehouse

A lot of things, it is like to fulfill warehouses

Berlembar-lembar → (B+R)+ber-)

Ber-piece-piece

A lot of pieces

Berhektar-hektar → (B+R)+ber-)

Ber-hectare-hectare

Very wide

Reduplicant of this pattern refers to period of time

Examples Berhari-hari → (B+R)+ber-)

Ber-day-day

Many days

Berminggu-

minggu → (B+R)+ber-)

Ber-Sunday-Sunday

Many Sundays

Berbulan-bulan → (B+R)+ber-)

Ber-month-month

Many months

Prefix meng- (B+R)+meng-)

This pattern involves two morphological processes, namely reduplication and addition of prefix meng- at basic word. The reduplicant refers to continuing / repeating the activities mentioned by the basic word.

Examples melompat-lompat → (B+R)+meng-

Meng-jump-jump

Jumping continuously

Meminta-minta → (B+R)+meng-)

Meng-ask-ask

Beg continuously

Membawa-bawa → (B+R)+meng-)

Meng-bring-bring

Bring something repeatedly

The reduplicant of this pattern means doing something without a certain purposes.

Examples melihat-lihat → (B+R)+meng-)

Meng-look-look

Take a look

Membaca-baca → (B+R)+meng-)

Meng-read-read

Skim

Menari-nari → (B+R)+meng-)

Meng-dance-dance

Dance

Prefix ter- (B+R)+ter-)

Prefix ter- is added in fully reduplication. The reduplicant means emphasizing the meaning of basic word.

Examples terbahak-bahak → (B+R)+ter-)

Ter-laugh-laugh

Laugh loudly

Terseok-seok → (B+R)+ter-)

Ter-drag feet-drag feet

Drag feet

Prefix ber- ((B+(R+ber-))

Prefix ber- occurs at reduplicant. Basic word in this pattern is commonly related to referring relatives.

Examples Anak-beranak → ((B+(R+ber-))

Child-ber-child

Relationship of parents and daughter/son

Adik-beradik → ((B+(R+ber-))

Younger brother-ber-younger brother

Relationship as brother and sister

Prefix meng- ((B+(R+meng-))

Prefix meng- can occur at the reduplicant. The reduplicant means reciprocal activity.

Examples Pukul-memukul → ((B+(R+meng-))

Hit-meng-hit

Hit each other

Bantu-

membantu → ((B+(R+meng-))

Help-meng-help

Help each other

The reduplicant can mean activity related to basic word.

Example tulis-menulis → ((B+(R+meng-))

Write-meng-write

Related to writing

Masak-memasak → ((B+(R+meng-))

Cook-meng-cook

Related to cooking

Jahit-menjahit → ((B+(R+meng-))

Sew-meng-sew

Related to sewing

Ketik-mengetik → ((B+(R+meng-))

Type-meng-type

Related to typing

Prefix se- (B+R)+se-

Prefix se-can be added at basic words of adjectives, nouns and particles.

Adjectives (B+R)+se-

The reduplicant means superlative and it is commonly added by suffix-nya. The suffix-nya is optional.

Examples: Setinggi-tinggi(-nya)→(B+R)+se-

Se-high-high(-nya)

The highest

Skuat-kuatnya→(B+R)+se-

Se-strong-strong(-nya)

The strongest

Semerah-merah(-nya)→(B+R)+se-

Se-red-red(-nya)

The reddest

Seberat-beratnya→(B+R)+se-

Se-heavy-heavy(-nya)

The heaviest

Sebesar-besarnya→(B+R)+se-

Se-big-big(-nya)

The biggest

Nouns (B+R)+se-

Nouns used in this pattern refer to tribes. The reduplicant of the nouns means has the most characteristics of the basic words.

Examples: Sejava-jawanya→(B+R)+se-

Se-Java-Java(nya)

Have the most characteristics of Java

Sebatak-batak(nya)→(B+R)+se-

Se-Batak-Batak(nya)

Have the most characteristics of Batak

Suffix-an ((B+R)+-an)

Basic words of this pattern can be nouns, verbs, and adjectives.

Nouns

A noun in this pattern commonly means looking like thing that is conveyed by its basic word.

Examples: Rumah-rumahan→((B+R)+-an)

House-house-an

It is like a house

Mobil-mobilan→((B+R)+-an)

Car-car-an

It is like a car

Kapal-kapalan→((B+R)+-an)

Plane-plane-an

It is like a plane

The reduplicant of noun that refers to an animal or a person means doing an activity like what the animal or the person does.

Examples: Kobi-kobian→((B+R)+-an)

Cowboy-cowboy-an

Doing activity like a cowboy

Kucing-kucingan→((B+R)+-an)

Cat-cat-an

Doing activity like a cat (hiding and seeking)

The reduplicant of noun also refers to categorization of the basic word.

Examples Biji-bijian→((B+R)+-an)

Seed-seed-an

Kinds of seeds

Daun-daunan→((B+R)+-an)

Leave-leave-an

Kinds of leaves

Kayu-kayuan→((B+R)+-an)

Wood-wood-an

Kinds of woods

Batu-batuan→((B+R)+-an)

Stone-stone-an

Kinds of stones

Obat-obatan→((B+R)+-an)

Medicine-medicine-an

Kinds of medicines

Verbs

The reduplication is done by reduplicating verb fully and adding suffix-an. The meaning of the reduplicant is almost approximately like the basic verb.

Examples mati-matian→((B+R)+-an)

Die-die-an

Almost die

Habis-habisan→((B+R)+-an)

Run out-run out-an

Almost run out

Hancur-hancuran→((B+R)+-an)

Damage-damage-an

Almost damage

Reduplicant of this pattern also refers to continues/ repeated activity.

Examples: Lompat-lompatan → ((B+R)+-an)

Jump-jump-an

Jump repeatedly

Tembak-tembak → ((B+R)+-an)

Shoot-shoot-an

Shoot repeatedly

Adjectives

The reduplicant of this pattern means behave like the basic word.

Examples: Gila-gilaan → ((B+R)+-an)

Crazy-crazy-an

Behave like a crazy man

Ugal-ugalan → ((B+R)+-an)

Rude-rude-an

Behave like a rude man

Infix (B+(R+-em-))

In terms of reduplication, Indonesian only has infix-em-. The position of infix is on reduplicant. Therefore the pattern can be stated as follows: (D+(R+-em-)). The basic words involve with this pattern include adjectives, nouns and verbs.

Adjectives (B+(R+-em-))

The reduplicants of adjectives in this pattern mean intensive.

Example: Cerlang-cemerlang → (B+(R+-em-

Bright

Terang-menerang → (B+(R+-em-))

Bright

Kilau-kemilau → (B+(R+-em-))

Glare

Verb (B+(R+-em-))

Reduplicants of the verbs in this pattern mean repeating the activities conveyed by the basic words.

Examples: Turun-temurun → (B+(R+-em-))

Go down repeatedly

Gulung-gemulung → (B+(R+-em-))

Roll repeatedly

Noun (B+(R+-em-))

Reduplicants of the nouns in this pattern refer to plural.

Examples: Jari-jemari → (B+(R+-em-))

Fingers

Tali-temali → (B+(R+-em-))

Laces

Combination of Prefix and Suffix

Prefix ber- and Suffix -an ((B+R)+ber-/-an)

This pattern is formed by the combination of prefix ber-, suffix -an and basic word. The reduplicants of this pattern means reciprocal action

Examples: Bersalam-salaman → ((B+R)+ber-/-an)

Ber-shake hand-shake hand-an

Shake hand each other

Bersentuh-

sentuhan → ((B+R)+ber-/-an)

Ber-touch-touch-an

Touch each other

Bersahut-sahutan → ((B+R)+ber-/-an)

Ber-answer-answer-an

Give answers toward each other

Bersebelah-

belahan → ((B+R)+ber-/-an)

Ber-beside-beside-an

Stand beside each other

Berdekat-dekatan → ((B+R)+ber-/-an)

Ber-close-close-an

Get close each other

Combination of Prefix meng- and Suffix -kan ((B+R)+meng-/-kan)

The combination of prefix meng- and suffix -kan can be added on basic words which are verbs, nouns and adjectives.

Verbs ((B+R)+meng-/-kan)

In this pattern affixes occurs both of basic words and reduplicants. The reduplicants of this pattern mean causative.

Examples: Mengerak-gerakkan → ((B+R)+meng-/-kan)

Meng-move-move-kan

Make something move

Melambai-

lambaikan → ((B+R)+meng-/-kan)

Meng-wave-wave-kan

Make something wave

Mengganggu-
 anggukkan → ((B+R)+meng-/-kan)
 Meng- nod-nod-kan
 Make someone nod

Adjectives ((B+R)+meng-/-kan)

The reduplicants of adjectives in this pattern also mean causative.

Examples: **Membesar-**
besarkan → ((B+R)+meng-/-kan)

Meng-big-big-kan
Make something to be big
Mengecil-
ngecilkan → ((B+R)+meng-/-kan)
Meng-small-small-kan
Make something to be small
Membangga-
banggakan → ((B+R)+meng-/-kan)
Meng-proud-proud-kan
Make someone to be proud of
Membersih-
bersihkan → ((B+R)+meng-/-kan)
Meng-clean-clean-kan
Make something to be clean

Noun ((B+R)+meng-/-kan)

Reduplicant in this pattern means make assumption of treating something like the basic word.

Examples: Mendewakan → ((B+R)+meng-/-kan)
 Meng- god- god- kan
 Make assumption of treating
 someone like a God.

Combination of Prefix meng- and Suffix-i ((B+R)+meng-/-i)

The combination of prefix *meng-* and suffix *-i* can occur on the reduplications with the basic words of verbs, adjectives, and nouns.

Verbs ((B+R)+meng-/i)

The reduplicants in this pattern mean repeated activity.

Examples: Menghalang-halangi → ((B+R)+meng-/-i)
Meng-disturb-disturb-i
Disturb something repeatedly

Menyorak-
nyoraki → ((B+R)+meng-/-i)
Meng-cheer-cheer-i
Cheer to someone repeatedly
Menurut-nuruti → ((B+R)+meng-/-i)
Meng-follow-follow-i
Follow something repeatedly
Memukul-
mukuli → ((B+R)+meng-/-i)
Meng-hit-hit-i
Hit something repeatedly
Menutup-nutupi → ((B+R)+meng-/-i)
Meng-cover-cover-i
Cover something repeatedly

Adjectives ((B+R)+meng-/i)

The reduplicants of adjectives in this pattern mean causative.

Examples: Menakut-nakuti \rightarrow ((B+R)+meng-/-i)

Me-afraid-afraid-i
Make to be afraid
Memberat-
berati→((B+R)+meng-/-i)
Meng-heavy-heavy-i
Make to be heavy
Membasah-
basahi→((B+R)+meng-/-i)
Meng-wet-wet-i
Make to be wet

Noun ((B+R)+meng-/-i)

The reduplicants of nouns in this pattern mean repeated activity conveyed by the noun. In this pattern there is verbalization generated from noun.

Examples	Mengobat-ngobati
→((B+R)+meng-/i)	

Meng- medicine- medicine- i
Give medicine repeatedly
Menyurat-
nyurati → ((B+R)+meng-/-i)
Meng- letter- letter- i
Send letters repeatedly
Menomor-
nomori → ((B+R)+meng-/-i)

Meng –number- number- i
Give numbers repeatedly

**Combination of Prefix-ke and Suffix-nya
((B+R)+ke-/(-nya))**

Basic words of this pattern are numerical words.

Examples: Kedua-duanya → ((B+R)+ke-/(-nya))

Ke-two-two-nya

Both

Ketiga-tiganya → ((B+R)+ke-/(-nya))

Ke-three-three-nya

All of the three participants

Keempat-empatnya → ((B+R)+ke-/(-nya))

Ke-four-four-nya

All of the four participants

The examples show that the reduplicants' meaning infers all participants that have been counted

**Combination of Prefix ke- and Suffix-an
((B+R)+ke-/(-an))**

The combination of prefix ke- and suffix-an occurs on adjectives and nouns. The adjectives involved are colors meanwhile the nouns involved are nouns that refer to relatives and tribes. The reduplicants in this pattern mean have characteristics like the basic words.

Examples: Kemerah-merahan → ((B+R)+ke-/(-an))

Ke-red-red-an

Reddish

Kehitam-hitaman → ((B+R)+ke-/(-an))

Ke-black-black-an

Blackish

Keputih-putihan → ((B+R)+ke-/(-an))

Ke-white-white-an

Whitish

Keibu-ibuan → ((B+R)+ke-/(-an))

Ke-mother-mother-an

Motherly

Kekanak-kanakkan → ((B+R)+ke-/(-an))

Ke-child-child-an

Childish

Kebatak-batakan → ((B+R)+ke-/(-an))

Ke-Batak-Batak-an

Like Batak people

**Combination of Prefix meng- and Suffix-i
(B+(R+meng-/(-i))**

The combination of prefix meng- and suffix-i occurs on reduplicants. The meaning of the reduplicants is reciprocal.

Examples: Hormat-menghormati → (B+(R+meng-/(-i))

Respect-meng-respect-i

Respect each other

Cinta-mencintai → (B+(R+meng-/(-i))

Love-meng-love-i

Love each other

Bohong-

membohongi → (B+(R+meng-/(-i))

Lie-meng-lie-i

Lie each other

Saing-menyaingi → (B+(R+meng-/(-i))

Compete-meng-compete-i

Compete each other

3. Full Reduplication with Change of Phoneme (R ph)

Full Reduplication with change of phoneme (R ph) can be categorized into two namely change of vowel and change of consonant. The reduplicants' meaning in this pattern is commonly emphasizing the meaning of the basic words

Vowels (B+R phv)

The position of the reduplicant in this pattern can be on the right position or on the left position.

Examples: Gerak-gerik → (B+R phv)

Behavior (left position)

Serba-serbi → (B+R phv)

Variety (left position)

Tindak-tanduk → (B+R phv)

Manner (left position)

Selang-seling → (B+R phv)

Turn (right position)

Consonants (B+R phc)

Repetition is followed by the changing of consonant; the basic word is always at initial position.

Examples: Sayur-mayur→ (B+R phc)

Vegetable

Kusut-musut→(B+R phc)

Rumpled

Kerut-merut→(B+R phc)

wrinkled

Hiruk-pikuk→(B+R phc)

Crowded

Ramah-tamah→(B+R phc)

Friendly

Hingar-bingar→(B+R phc)

Noisy

4. Full Reduplication with Change of Phoneme (R ph) Added by affix

The common affix added in full reduplication with change of phoneme is prefix ber-. Therefore the pattern can be stated as follows: ((B+R)+ber-).

Examples: beramah-tamah→ ((B+R)+ber-).

Get friendly

Bertindak-tanduk→((B+R)+ber-).

Behave

The examples above show that the combination of reduplicants and prefix ber- has function to verbalize the basic words.

5. Partial Reduplication (Rp)

Partial reduplication commonly changes the basic word categorization.

Examples: Berapa→ ((B+Rp)→beberapa

How some

Suatu→ ((B+Rp)→sesuatu

One something

Seorang→((B+Rp)→seseorang

A man someone

6. Semantic Reduplication (Rs)

Semantic reduplication is repetition by combining two words which are synonymy. There are three types of semantic reduplication in Indonesian, namely:

- Free morpheme + free morpheme

Examples: cerdas-pandai→(B+Rs)

Free morf-free morf

Smart

Arif- bijaksana→(B+Rs)

Free morf-free morf

Wise

Semak-belukar→(B+Rs)

Free morf-free morf

Bushes

- Free morpheme + bind morpheme

Examples: Segar-bugar→(B+Rs)

Free morf bind morf

Fresh

Gembira-ria→(B+Rs)

Free morf bind morf

Happy

- Bind morpheme + bind morpheme

Examples: Sangkut-paut→(B+Rs)

Bind morf bind morf

Involvement

Campur-baur→(B+Rs)

Bind morf bind morf

Mixed

3.3 The Similarities and Differences of English and Indonesian Reduplication

3.3.1 The Similarities of English and Indonesian Reduplication

English and Indonesian have two similarities in terms of reduplication. Both English and Indonesia have full reduplication. The pattern of the reduplication is (B+R).

An example in English: bye-bye→(B+R).

An example in Indonesia: jalan-jalan→(B+R)

Take a walk

The examples above show that there is no difference in making full reduplication between English and Indonesian.

Both of English and Indonesian have full reduplication with change of phoneme either vowel or consonant.

Examples in English 1.a **chit-chat** → (B+ R phv)
 b. **criss-cross** → (B+ R phv)
 2.a **super-duper** → (B+ R phc)
 b. **hokey-pokey** → (B+ R phc)

Examples in Indonesian 1.a **Gerak-gerik** → (B+R phv)
 Behavior
 b. **Serba-serbi** → (B+R phv)
 Variety
 2.a. **Sayur-mayur** → (B+R phc)
 Vegetable
 b. **Kusut-musut** → (B+R phc)
 Rumpled

The examples show that the patterns of the full reduplication with change of phoneme are same. In full reduplication with change of consonant especially, the consonants which are changed is in same position between English and Indonesian. Therefore it will not difficult for foreigners to learn it.

3.3.2 The Differences of English and Indonesian Reduplication

There are a lot of differences between English and Indonesian in terms of reduplication. Although English and Indonesian have similarities in patterns of full reduplication and full reduplication with change of phonemes. The functions of those reduplications are different. The English reduplication is only used informally meanwhile Indonesian reduplication is used also in formal situation.

English does not have any affix in their reduplication. Indonesian on the other hand is rich of affixes in reduplication. The affixes on the reduplication cause the change of words categorization.

For example Menakut-nakuti → ((B+R)+meng-/-i)
 Me-afraid-afraid-i
 Make to be afraid

The change of word categorization can be presented as follows:

Takut → Menakut-nakuti → ((B+R)+meng-/-i)
 Afraid → Me-afraid-afraid-i

Afraid → Make to be afraid

Adjective → verb

The example above shows that an adjective becomes a verb because of reduplication and adding prefix meng- and suffix -i.

There is sometimes addition of affix in reduplication that does not change the word category.

An Example : Pukul → Memukul-mukuli → ((B+R)+meng-/-i)

Hit → Meng-hit-hit-i

Verb → verb

Hit something repeatedly

The example above shows that the category of word is not changed. The reduplicant in the pattern means repeated activity conveyed the basic word.

The difference English and Indonesian in terms of reduplication can be seen from types of reduplication. English does not have partial reduplication and semantic reduplication. Indonesian, on the other hand, has partial reduplication and semantic reduplication either with affixes or without affixes.

Examples of partial reduplication:

1. **Berapa** → ((B+Rp) → beberapa
 How some

2. **Suatu** → ((B+Rp) → sesuatu
 One something

The examples above show that the reduplicants occur at initial words. The

reduplications itself change the word categories.

Semantic reduplication in Indonesian, meanwhile, consists of three categories namely, combination of free morpheme and free morpheme, combination of free morpheme and bind morpheme, and combination of bind morpheme and bind morpheme. The meaning of reduplicants in semantic reduplication is to emphasize the meaning of basic words.

Examples of combination of free morpheme and free morpheme

1. cerdik-pandai → (B+Rs)
Free morf-free morf
Clever Smart
Smart
2. Arif-bijaksana → (B+Rs)
Free morf-free morf
Wise wise
Wise

Examples of free morpheme and bind morpheme

1. Segar-ugar → (B+Rs)
Free morf bind morf
Fresh
2. Gembira-ria → (B+Rs)
Free morf bind morf
Happy

Examples of bind morpheme and bind morpheme

1. Sangkut-paut → (B+Rs)
Bind morf bind morf
Involvement
2. Campur-baur → (B+Rs)
Bind morf bind morf
Mixed

Based on the examples above and explanation previously, English only has two reduplications used for informal language. Indonesian on the other hand, has more reduplications than English. In addition, English there is not any affixes in English reduplication. In Indonesian, meanwhile, there are affixes in its reduplication.

3.4 Methods and Techniques of Teaching Indonesian Reduplication for Foreigners.

The target language related to this assignment is Indonesian and the learners are foreigners who are adult beginner levels who learn Indonesian for improving their business in Indonesia or for learning Indonesian culture. It means that Indonesian is foreign language for the learners. Before deciding methods and techniques of Teaching Indonesian, it is better to make a need analysis and discover the learners' profile (Harmer, 1986). A need analysis shows the information of what the learners need to do in the target situation (the target needs) and what the learners need to do in order to learn (learning needs). Learners' profile, on the other hand, is important to be discovered because understanding the profiles or the characteristics of learners helps instructors to make convenient decision related to teaching-learning process and to manage the classroom activities as well.

After finding the result of need analysis and learners' profile, there is the learners' lack found. Almost of all adult beginners of Indonesian are not competent in understanding the Indonesian reduplication. To know the learners' obstacles and facilitates in learning the Indonesian reduplication, contrastive analysis of English and Indonesian reduplication is conducted. The result of the analysis shows that reduplication in English is very limited. There are only two reduplications and it is used for informal language. They are fully reduplication and fully reduplication with change of phoneme. Indonesian on the other hand, has more reduplications than English. The Indonesian reduplications include fully reduplication, fully reduplication with change of phonemes, partial reduplication and semantic reduplication. In addition, English there is not any affixes in English

reduplication. In Indonesian, meanwhile, there are affixes in its reduplication.

Because both English and Indonesian have fully reduplication and fully reduplication, the learners will not have significant difficulties in learning. The learners, however, have high possibilities having difficulties in learning partial reduplication and semantic reduplication. They also have difficulties in understanding affixes occurred on Indonesian reduplication. The cause of the difficulties is that partial and semantic reduplication and affixes on it are not occurred in English. In other words, the partial and semantic reduplication and affixes are new knowledge for the learner.

There are some important points should be considered in teaching Indonesian reduplication foreigners:

1. Separate the parts which will be positive and negative transfers in teaching Indonesian reduplication.
2. Give the explanation of the contrast of English and Indonesian Reduplication.
3. Teach the part positive transfers first then followed by the negative transfer (started from easier to more difficult one).

The method recommended in teaching Indonesian reduplication is contextual teaching-learning. CTL is a conception of teaching and learning that helps to relate subject matter context to the real world situation; and motivates the students to make connection between knowledge and its application to their lives as family members, citizens, and worker, and engage in the hard work that learning requires (Brand, 2003).

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference

(their own inner world of memory, experience, and response). This approach to learning and assumes that the mind naturally seeks meaning in context – that is, in relation to the person's current environment – and that is done so by searching for relationship that make sense and appear useful.

CTL is chosen because it is done more than just guide the students in combining target language with the context of their condition or daily life. Therefore learners discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships.

The strategies used to apply the CTL can be stated as follows:

1. Analysis

Firstly, learners are given a passage or text to be analyzed. The learners have to find out Indonesian reduplication on the passage or text. They then analyze kinds of reduplication and the meaning of reduplication based on the context on the passage or text.

2. Discussion

Discussion can be divided into two, discussion with the teachers and discussion in group. The purpose of discussion is to share the result of analysis and to find out the precise meaning of reduplication.

3. Practice

The students then practice to use reduplications either writing a paragraph or an essay or speaking with others by the use of reduplications

4. CONCLUSION

The result of contrastive analysis of English and Indonesian reduplications shows there are some similarities and differences of English and Indonesian reduplications. Both English and Indonesian have fully reduplication and fully

reduplication with change of phoneme. However, those English reduplications are used informally. Indonesian reduplications, meanwhile, are used either formal or informal situation. Since reduplications in English are very limited, there are only two reduplications, Indonesian has more reduplications than English. The Indonesian reduplications include fully reduplication, fully reduplication with change of phonemes, partial reduplication and semantic reduplication. In addition, English there is not any affixes in English reduplication. In Indonesian, meanwhile, there are affixes in its reduplication.

The similarities of English and Indonesian reduplication will cause the learners do not have significant difficulties in learning. The learners, however, have high possibilities having difficulties in learning partial reduplication and semantic reduplication. They also have difficulties in understanding affixes occurred on

Indonesian reduplication. The cause of the difficulties is that partial and semantic reduplication and affixes on it are not occurred in English. In other words, the partial and semantic reduplication and affixes are new knowledge for the learner.

After finding the result of contrastive analysis and determining what parts of the positive and negative transfers will be, teaching methods and strategies can be decided. The methods recommended for teaching Indonesian reduplication for beginner adult learners is CTL. The method is chosen because the method gives a chance for the learners to find out the meaning of reduplication from context and apply the reduplication communicatively based on the context. The teaching strategies used to apply the CTL are analysis, discussion and practice.

REFERENCES

- Brand, B.2003. *Essentials of High School Reform:New Forms of Assessment and Contextual Teaching and Learning*. Washington: American Youth Policy Forum www.aypf.org
- Buadiarsa. 2010. *Contrastive Analysis*: Lecture material presented in 2010
- Halliday, M.A.K. 1970. *TheLinguistic Sciences and Language Teaching*. Bloomington:Indiana University Press.
- Harmer, J. 1986. *The Practice of English Language Teaching*. New York. Longman Group Ltd.
- Hornby, A.S. 1976. *Guide to Pattern and usage in English*. New York: Oxford University Press
- Hornby, A.S. 1989. *Oxford Advanced Learners' Dictionary Current English*. New York: Oxford University Press.
- James, Carl. 1998. *Errors in Language Learning and Use*. England: Longman.
- Koul, Omkar N. 1977. *Linguistic Studies in Kashmiri*. New Delhi: Bahri Publications.
- Simatupang. 1983.Reduplikasi Morfemis Bahasa Indonesia. Jakarta: Djambatan.