

# The Usage of Prefixes {me(N)-} and {nge-} in 4 Year-Old Children

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## ABSTRACT

Prefixes {me(N)-} and {nge-} in Indonesian are interesting to study because the prefixes {me(N)-} and {nge-} are allomorphs of two forms that represent a function. Our 4-year-old children are able to differentiate the use of prefix {me(N)-} and {nge-}. The purpose of this study is to identify and describe the use of the prefixes {me(N)-} and {nge-} in 4-year-old children, the variation of morpheme used by 4-year-old children in their communication, and the context that causes morpheme variations {me(N)-} and {nge-} in 4-year-old children. The method used in this research is descriptive method with a qualitative approach. The data in this study are a combination of the results of interactions with participants and the children's corpus. The data used in the form of morphemes when the children talk and play. Those are obtained by recording all the children's activities. The recording is transcribed and classified according to the purpose of the study. The findings in this study show that the use of the prefixes {me(N)-} and {nge-} in 4-year-old children vary as much as adults regardless of the very low productivity of each child. Besides, the general findings in this study show that 4-year-old children use formal basic verbs frequently to communicate. The contexts that cause variations in morpheme {me(N)-} and {nge-} are settings and participants.

**Keywords:** *Children, contexts, formal basic verbs, morpheme, prefixes*

## 1. INTRODUCTION

Chomsky (2004) states that language acquisition is a natural and an instinctive process that continues (continuous) and constantly by the time which following a genetic schedule in accordance with the principles and parameters contained in universal grammar. The child experiences a developmental process, namely the development of phonology, morphology, syntax, and semantics.

The task of this development will be experienced by the child continuously and thoroughly. Chomsky (2004) says that children have a special tool from their birth in a language called universal grammar. LAD functions to obtain his native language. LAD can absorb the correct essence and then develop it into a form of language. In an interaction, vocabulary is an element of language that needs to be understood at an early age so that children can interact properly and correctly. Basically, this happens cause by the children already have thousands of vocabularies, just how parents provide stimulus so the children can use vocabulary to communicate. In providing a stimulus, the communication tools used are

language (as a symbol of sound), signs (either in the form of images, colors, or sounds), and body movements (Chaer, 2015). Research on language acquisition in early childhood in addition to being done by Dardjowidjojo on his grandchild Echa, has also been carried out by several researchers including Silviany (2017) on Morphological Awareness of Early Childhood. Wulandari (2018) examined the Acquisition of Indonesian for 3-5-year-olds in Paud Lestari Blimbing Village, Paciran District, Lamongan Regency.

The prefixes {me(N)-} and {nge-} are interesting to study because the prefixes {me(N)-} and {nge-} are formal and informal prefixes used by early childhood in their interactions. The prefix {me(N)-} and {nge-} is one of the prefixes in Indonesian which formed a verb when combined with a basic word and morphophonemic process (Alwi, 2010). In addition, at the age of 4, children begin to experience development in the field of morphology, marked by the emergence of plural words, changes in noun suffix, changes in verbs.

Based on the explanation above, the problem that arises in this study is "What is the use and variation of the prefix {me(N)-} in children 4 years old?" The

main problem can be detailed into several problems name

1. How are the prefixes {me (N) -} and {nge-} used in children 4 years old?
2. How are the variations of verbs used by 4-year-olds in their communicating?
3. In what contexts children 4 years old are use variation of morphemes {me (N) -} and {nge-}?

Based on the background and problem formulations that have been started, the objectives to be achieved in this study are to identify and describe:

1. Use of the prefixes {me (N) -} and {nge-} in children aged 4 years.
2. Variations of verbs used by 4 years old in communicating.
3. What context causes variation in the morphemes {me (N) -} and {nge-}. in children 4 years old.

## **2. LITERATURE REVIEW**

### ***2.1. The theory of language development***

#### *2.1.1. The realism view*

The nativist states that children birth have the ability in language, the nativist argues that language is too complex and complicated, so it is impossible to learn in a short time through methods such as imitation (imitation). Then, there must be important aspects of language systems that already exist in humans naturally (Lust, 2006).

#### *2.1.2. View of Empiricism view*

Empiricism emphasize that the process of language acquisition is controlled from outside the children, that is, by stimulus provided through the environment or stimulus from the outside of children. Children are considered as passive recipients of environmental pressure, do not have an active role in the process of developing verbal behaviour. Behaviourists not only acknowledge the child's involvement in the process of acquiring language, but also do not recognize the child's maturity. The process of language development is mainly determined by the affection provided by the environment (Skinner, 2014).

#### *2.1.3. View of Cognitivism*

The language is naturally contained, one of the other riches that come from cognitive maturity. Language is structured by reason, so language development must be grounded in more basic and more general changes in cognition. Thus, sequences of development of the sequence of language sequences.

### **2.2. Verb**

The prefix {me} has allomorphs me-, mem-, men-, meny-, meng-, and menge-. Alomorf {me-} used a basic form that starts with the phonemes {r, l, w, y, m, n, ny, and ng}. The allomorph {mem} is used basic form that start with phonemes {b, p, f and v}, phonemes {b, f, and v} remain tangible, phonemes / p / are not realized, but are compounded with the nasal sound of the prefix, The form {men-} is used basic of form that start with the phoneme / d /, / t /, the phoneme / d / is still manifested and the phoneme / t / is not manifested but is represented by the nasal sound that is in the prefix, The form is used The initial phoneme of the form literature is the phoneme / c /, / j /, / s /, in written language the sound / ny / in the prefix is replaced or written with the letter / n / in reality with the phoneme / c / and / j /. The phoneme / s /, the phoneme / s / is melted down. The form {meng} and the space change begin with phonemes / k, g, h, kh, a, z, u, e, and o /. The phoneme / k / is not manifested, but it is written with the nasal in the prefix, other phonemes are still manifested, the form used, and the form can consist of a syllable, for example: / mengebom /, / mengetik/, / mengecat/ (Chaer, 2015).

### **2.3. Context**

#### *Contextual Elements*

Hymes (1977) states that language events must fulfill eight components in which the letters are arranged, here acronym for SPEAKING. S = Setting and scene, P = Participant, E = End: purpose and objective, A = sequence of rounds, K = Key; tone or spirit of action, I = Instrumentalities, N = Norms of interaction and interpretation, G = Genre.

## **3. METHOD**

### ***3.1. Research Design***

The approach used in this study is a descriptive qualitative approach. The descriptive qualitative approach aims to understand the phenomenon of what is experienced by research subjects such as behaviour, perception, motivation, action, and so on. Therefore, data collecting which form is words, sentences, statements, or in-depth descriptions, not numbers. (Moleong, 2017).

### ***3.2. Data***

The data in this study is a combination of the results of interactions with participants from Melania's childcare and also taken from word each child data from MPI EVA Jakarta Field Station data in communicating.

Amount of data taken from MPI EVA Jakarta Field Station.

### **3.3. Data collection techniques**

The technique used in this study is an upfront conversation technique. In the implementation of this technique, the researcher immediately went to the location of the observation and had a conversation (Mahsun, 2014). The location referred to in this research is Melania's childcare center located at Jalan Melania 1-3 Bandung. In addition to the upfront proficiency technique, namely using the recording technique. This technique can only be used during the application of proficient techniques (Mahsun, 2014). The recording technique is used to obtain data in the form of utterances used by 4 years old in communicating. The recording device used is a companion device for a mobile phone (handphone / HP) and audio.

### **3.4. Data analysis techniques**

The steps to analyze the data are 1) collecting data through observation and recording conversations, 2) identifying the data by coding the data in accordance with the purpose of the study, 3) presenting data in the form of words, 4) analyzing the data, 5) describing data, 6) describing the conclusion from the results of data analysis. The data that has been obtained were analyzed with a predetermined theory.

## **4. FINDINGS AND DISCUSSION**

### **4.1. Use of Verb Affixation in 4 Years old**

Based on the results and data analysis, the general findings in this study are the productivity of verbs in children 4 years old in communicating uses (1) formal and non-formal verbs (3) formal and non-formal verbs (4) non-formal suffixed verbs (5) confirming verbs formal and informal. These findings were obtained from 5 children who interacted directly or indirectly with researchers. Each child uses Indonesian as the first language in communicating.

#### **4.1.1. Use of the prefix {me (N) -} in children 4 years old**

The use of the prefix {me (N) -} in children 4 years old in communication varies widely, the prefix {me (N) -} is an informal variety. Based on the findings in this study, it can be said that the use of all types of variations of the prefix {me (N) -} appears when children interact with other people, but all children do not use the prefix {me (N) -} when they communicate with other. Participants are using the prefix {me (N) -} are CC, TT and LA. This finding is in line with o Dardjowidjojo (2000) who said that the frequency of occurrence of the

prefix {me (N) -} was very low, namely in his grandson named Echa. Wulandari (2018) found that children aged 4 years had complete morphemes and prefixes {meN-}. The results in this study indicate that the use of the prefix {me (N) -} varies widely even though the productivity of each participant is low. The following is a table of the use of the prefix {me (N) -} in children 4 years old when interacting with other people, of the 5 participant children only 3 children use formal verbs with the prefix (me (N) -), namely participants with the initials CC, TT and LA.

#### **4.1.2. The Use of {nge-} prefixes in 4 years old**

In Indonesian, there are four types of verbs in connection with the nasalization process. These four verbs are verbs with the prefix {me (N-)} including {me - / - i} and {me - / - i}, verbs with the prefix {me (N) -} with the basic word {per-}, {per- / -kan}, and {per - / - i}, verbs with prefix {ber-} and basic verbs (without any affixes). In the non-formal variety, there are nasal affixes which are realized with nasal {m -}, {n -}, {ny -}, {ng-}, and {nge-} When interacting with researchers either directly or indirectly, all children used the informal prefix form. In previous research, conducted by (Akbar, 2015) found that there were 14 form words with the affix {ŋ-}, the prefix {nge-} would be used by the child as a variation form of the prefix {me (N) -} which would compete with {N} (Dardjowidjojo, 2000). In this study, we found variations in the prefix {nge-} when children interacted with others. Of the 5 participants namely CC. TT, HZ, ID, and LA when communicating using variations of the prefix {nge-} with low intensity.

#### **4.1.3. Context Which Causes Morphemic Variation {me (N) -} and {nge-} in 4 Years Old**

##### *Setting and scene*

The setting in the finding data explains that the prefixes {me (N) -} and {nge-} are used by children generally occurs in the morning, only one participant, namely LA performs communication or interaction in the afternoon. The places where the interaction occurred in this study were in the living room of the child care, the learning room for child care at Jalan Melania 1-3 Bandung, and in the third, fourth participant's house and the fifth participant's house. The interesting thing that was found in this study was that when the second participant with the initials TT interacted in the study room, the productivity in using the prefix {me (N) -} was more than the other participants, namely 10 times, while the participants in the living room used the prefix {me (N) -} 3 times, and LA 4 times. From these results it can be said that place causes participants to produce the prefix {me (N) -}.

The determining factor in the use of variations of the morphemes {me (N) -} and {nge-} in children aged 4 years was the participant. Participants in this study were the researcher himself, male cousins, older siblings, parents (father and mother), and household servants. When a 4-year-old child interacts with people closest to him like a father, cousins, siblings, and housemaids the variation used is the prefix {nge-} as in the formal / motong / verb // ngeliat /, / nanya /, / nabrak /, / mopping /. It can be said that the element that causes the difference in usage between the prefixes {me (N) -} and {nge-} is participant.

#### 4.2. Discussion

This study found that the results of the interaction between the researcher and the participants in general were that children 4 years old had used verbs with prefixes. The verbs with prefix found in this research are formal prefixes and nonformal verbs. Verbs with formal prefix in this research are verbs with prefix {me (N) -}, {ber-} as the formal form and are active types of verbs. Verbs with prefix {di-} as a form of passive verbs. The {me - / - kan} confix forms an active verb in the formal form. Non-formal verbs used are prefixes {nge-}, suffixes {-in}, confixes {me - / - in} as active forms and passive forms used in this study are {di - / - in}. Children aged 4 years in this study have completely mastered verbs with the prefix {me (N) -} such as adults, examples of verbs that have been mastered by children 4 years old in this study such as verbs / eat /, / peek / watch /. This finding is in line with the findings of Dardjowidjojo (2000) which states that the frequency of occurrence of the prefix {me (N) -} is very low.

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#### 5. CONCLUSION

The use of the two prefixes varies widely, although the productivity of each child is very low. Apart from the use of the prefixes {me (N) -} and {nge -}, the general finding in the research is at children 4 years old. They use the most formal basic verbs. This happens because the interaction uses spoken language. The context that causes variations in use of the prefixes {me

(N) -} and {nge-} is participant. The Participants in this research were the father, brother, cousin, domestic helper and researcher himself.

The initial assumption states that the use of the prefixes {meN-} and {nge-} occurs after the child communicates with basic words as a means of daily communication. The second assumption which says that the prefix {nge-} will be used by 4-year-olds to communicate after the child has mastered the prefix {meN-} depends on the context or stimulus from other people is not quite right. The prefix {nge-} will be used by children 4 years old in this research if the child interacts with the closest person or children the same age as them.

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