

## Chapter 5

### VERBAL AFFIXES

Affixes refer to word-like particles that are attached to words. There are two basic affixes, called prefixes and suffixes. Prefixes are particles which are attached to the front of a word. An example of a prefix in English is *re-* which means "again". This can be attached to the verb *fill* to produce *refill* which means "to fill again".

An example of a suffix in English is *-er* which shows the agent or doer of the action. This can be attached to the verb *sing* to produce *singer* meaning "one who sings".

Malay and Indonesian have a number of prefixes and suffixes which are added to the basic form of the verb, the verb root. The form and function of each of these affixes is discussed in the following sections.

#### 5.1 *Meng-*

Discussed in this section is the form and function of the prefix *meng-*, its changes or omission in conversational speech and its use in imperative utterances.

##### 5.1.1 The various forms of *Meng-*

The prefix *meng-* has five forms which are determined by the initial sound of the root word. Words with an asterisk (\*) are intermediate forms and do not exist as independent words.

*Meng-* retains its full form when affixed to roots beginning with vowels, and the consonants *h*, *g*, and *k*. The *k*, however, is deleted after *meng-* is prefixed to the root. There are also two consonant combinations, *kh* and *gh* which function as single sounds. *Meng-* retains its full form when affixed to roots beginning with these sounds. Words in Indonesian beginning with *gh* are rare, these having been changed quite regularly to just *g*. Malaysia, however, uses both *kh* and *gh* in its spelling system

<i>atur</i>	<i>mengatur</i>	to arrange
<i>erang</i>	<i>mengerang</i>	to groan
<i>ingat</i>	<i>mengingat</i>	to remember
<i>orak</i>	<i>mengorak</i>	to unfasten
<i>undi</i>	<i>mengundi</i>	to vote
<i>gigil</i>	<i>menggigil</i>	to shiver
<i>hafal</i>	<i>menghafal</i>	to memorise

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<i>kenal</i>	* <u>meng</u> kenal	<u>men</u> kenal	to recognise
<i>khianat</i>		<u>meng</u> khianati	to betray
<i>ghairah</i> <sup>M</sup>		<u>meng</u> ghairahkan	to arouse

*Meng-* becomes *mem-* when affixed to roots beginning with *b*, *p* and *f*. The *p* however, is deleted after affixation. The *f* in the Malay example, *fikir* [to think] is deleted, although this is more the exception than the rule. In general the *f* is retained, as in the example *fitnah* [slander]. In Indonesian *pikir* means "to think". The *p* here follows the normal rule and is deleted.

<i>beli</i>		<u>memb</u> eli	to buy
<i>pilih</i>	* <u>memp</u> ilih	<u>mem</u> ilih	to choose
<i>fikir</i> <sup>M</sup>	* <u>mem</u> fikir	<u>mem</u> ikir	to think
<i>fitnah</i>		<u>mem</u> fitnah	to slander

*Meng-* becomes *men-* when affixed to roots beginning with *j*, *c*, *z*, *d*, and *t*. The *t* is then deleted after affixation. *Meng-* also becomes *men-* before the consonant combination *sy*. This represents a single sound, much as *kh* and *gh* in the previous discussion.

<i>jadi</i>		<u>men</u> jadi	to become
<i>curi</i>		<u>menc</u> uri	to steal
<i>ziarah</i>		<u>men</u> ziarahi	to go on a pilgrimage
<i>daki</i>		<u>mend</u> aki	to climb mountains
<i>tipu</i>	* <u>ment</u> ipu	<u>men</u> ipu	to cheat
<i>syukur</i>		<u>mens</u> yukuri	to give thanks to

*Meng-* becomes *meny-* when affixed to roots beginning with *s*. The *s*, however, is then deleted after affixation. Roots beginning with the consonant combination *sy*, however, are treated differently (see the previous discussion where *meng-* becomes *men-*).

<i>salak</i>	* <u>meny</u> alak	<u>men</u> yalak	to bark
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*Meng-* becomes *me-* when affixed to roots beginning with *r*, *l*, *w*, *y*, *m*, *n*, *ny* and *ng*.

<i>rayu</i>		<u>mer</u> ayu	to appeal
<i>lompat</i>		<u>mel</u> ompat	to jump
<i>waris</i>		<u>mew</u> arisi	to inherit
<i>yakin</i>		<u>mey</u> akinkan	to ascertain
<i>makan</i>		<u>mem</u> akan	to eat
<i>nanti</i>		<u>men</u> anti	to wait
<i>nyanyi</i>		<u>meny</u> anyi	to sing
<i>nganga</i>		<u>meng</u> anga	to be agape

There are a few exceptions to the above rules, but they are not common and cannot be predicted. Students will have to deal with these on a word to word basis as they arise. There is, however, one exception which, though also not common, is predictable by rule.

The majority of Malay and Indonesian root words have two syllables. When there is a root word, however, which has only one syllable, and this usually arises when that word is borrowed from another language, these roots are actually adjusted to the dominant pattern by adding an extra syllable. The syllable added comprises only the single vowel *e*, and the full prefix then appears as *meng-*.

<i>cat</i>	* <i>meng</i> <u><i>cat</i></u>	<i>meng</i> <u><i>ecat</i></u>	to paint
<i>lap</i>	* <i>meng</i> <u><i>lap</i></u>	<i>meng</i> <u><i>elap</i></u>	to wipe

There also appears to be an exception when *meng-* is prefixed to roots which have been previously affixed with the prefix *per-* (see Section 5.6). Look at the following examples.

<i>cepat</i>	fast
<i>memper</i> <u><i>cepat</i></u>	to speed something up
<i>mence</i> <u><i>patkan</i></u>	to speed something up
<i>luas</i>	wide
<i>memper</i> <u><i>luas</i></u>	to widen
<i>me</i> <u><i>luaskan</i></u>	to widen
<i>panjang</i>	long
<i>memper</i> <u><i>panjang</i></u>	to lengthen <sup>M</sup> / to extend (as an expiry date) <sup>I</sup>
<i>me</i> <u><i>manjangkan</i></u>	to lengthen

Notice that a sequence of *meng-* + *per-* results in an affix of the form *memper-* and not \**memer-*. A possible explanation for this is the type of boundaries we are dealing with. When *meng-* is prefixed directly to a root, as in the example: *meng-* + *panjang* = *memanjang* [to lengthen], it functions differently from when it is prefixed to another affix, as in the example: *meng-* + *per-* + *panjang* = *memperpanjang* [to lengthen/extend]. In other words, the boundaries between affixes such as *meng-* + *per-* bring about different changes than the boundaries between an affix and a root, such as *meng-* + *panjang*. Nevertheless, there are some cases where a sequence of *meng-* + *per-* will result in an affix of the form of *memer-*. It is these cases which should be treated as the exception, and not the rule.

### 5.1.2 *Meng-* shows the subject as actor or agent

*Meng-* functions primarily to indicate that the subject of an utterance is the agent or actor, that is, the one responsible for carrying out an action.

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| 1. Ahmad <b>menghantar</b> Mariam pulang.<br>Ahmad <b>accompanied</b> Mariam home.       | 1. Amad <b>mengantar</b> Mariam pulang.<br>Amad <b>accompanied</b> Mariam home.              |
| 2. Rosli <b>membeli</b> rokok pagi tadi.<br>Rosli <b>bought</b> cigarettes this morning. | 2. Bambang <b>membeli</b> rokok tadi pagi.<br>Bambang <b>bought</b> cigarettes this morning. |

### 5.1.3 Omitting *meng-*

The *meng-* prefix is often omitted in the conversational speech of Malaysia since its function is made redundant by the basic word order of the verbal sentence: Subject - Verb - Object. Assuming there are no other affixes on the verb in such sentences, the subject will be interpreted as the agent. This omission of the *meng-* prefix also occurs in Indonesia, although there is an alternative short form. A discussion of this follows.

Utterances 1-2 in Section 5.1.2 would more commonly appear in conversation as the following utterances. The English translation remains the same.

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|---------------------------------------|---|
| 1. Ahmad <b>hantar</b> Mariam pulang. | 1. Amad <b>antar</b> Mariam pulang.     |
| 2. Rosli <b>beli</b> rokok pagi tadi. | 2. Bambang <b>beli</b> rokok tadi pagi. |

*Meng-*, however, will not generally be omitted if the resultant interpretation of the utterance will be ambiguous. Instances of this are rare. For example, the verb root *ajar*, when affixed, may mean both "to teach" and "to learn" or "study". *Meng-* is prefixed to the verb root if the meaning intended is "to teach". This distinguishes it from the meaning "to learn/study" which is accomplished by prefixing the verb with *bel-*, an exceptional form of *ber-* (see Section 5.2.1(i)).

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| 3. Mashudi <b>mengajar</b> sains.<br>Mashudi <b>teaches</b> science. | 3. Mashudi <b>mengajar</b> sains.<br>Mashudi <b>teaches</b> science. |
| 4. Mashudi <b>belajar</b> sains.<br>Mashudi <b>studies</b> science.  | 4. Mashudi <b>belajar</b> sains.<br>Mashudi <b>studies</b> science.  |

In Indonesia, the *meng-* prefix may also be omitted in conversational speech just as it is in Malaysia. In some dialects of Indonesian, however, there are special rules which apply to the omission of *meng-*. Unlike the situation which prevails in Malaysia where it might be said that the root word is used before it is ever affixed with *meng-*, in Javanese influenced Indonesian, the root word is first prefixed with *meng-* and then the initial *me-* of the prefix is deleted. Not all of the forms exemplified have widespread acceptance among all Indonesian speakers outside of Java. Root words beginning with vowels and the consonants *k*, *p*, *t* and *s* generally show the changes indicated. Those beginning with *g*, *b*, *d* and *j* have far more limited acceptance. Acceptance of the changes indicated before the other initial sounds fall somewhere in between these degrees of acceptance.

<i>obrol</i>	<i>mengobrol</i>	<i>ngobrol</i>	to chat
<i>kumpul</i>	<i>mengumpul</i>	<i>ngumpul</i>	to gather
<i>ganggu</i>	<i>mengganggu</i>	<i>ngganggu</i>	to annoy
<i>bawa</i>	<i>membawa</i>	<i>mbawa</i>	to bring
<i>pilih</i>	<i>memilih</i>	<i>milih</i>	to choose

<i>tangis</i>	<i>men<u>angis</u></i>	<i><u>angis</u></i>	to cry
<i>dadak</i>	<i>mend<u>adak</u></i>	<i><u>ndadak</u></i>	to be sudden
<i>jemput</i>	<i>men<u>jemput</u></i>	<i><u>njemput</u></i>	to invite
<i>sopir</i>	<i>men<u>yopir</u></i>	<i><u>nyopir</u></i>	to drive

Before roots beginning with *r* and *l*, however, this shortened prefix takes the form *nge-*.

<i>rokok</i>	<i>mer<u>okok</u></i>	<i>ng<u>erokok</u></i>	to smoke
<i>ledak</i>	<i>me<u>ledak</u></i>	<i>ng<u>eledak</u></i>	to explode

Before roots beginning with *c* the shortened prefix takes the form *ny-*, the same as that taken before roots beginning with *s*. The *c* of such roots is then deleted.

<i>curi</i>	<i>men<u>curi</u></i>	<i><u>nyuri</u></i>	to steal
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Where single syllable roots receive the prefix *menge-*, the initial *me-* of the prefix is deleted as in the majority of previous examples.

<i>cek</i>	<i>men<u>gecek</u></i>	<i>ng<u>ecek</u></i>	to check
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#### 5.1.4 *Meng-* in imperative utterances

##### (i) Description

Imperative utterances are those in which the speaker gives a command. The use of *meng-* in such utterances depends upon the type of utterance we are dealing with.

#### 5.1.4 *Meng-* in imperative utterances

##### (ii) With Specific Objects

*Meng-* is not used in transitive utterances (see Section 5.3.1(i)) where a specific object is mentioned. Only the verb root is used together with any relevant suffixes, that is *-kan* or *-i*. A speaker would not say *membeli*, *memanggil*, or *membaca* in the following utterances.

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| 1. <i><b>Beli</b> dua. Satu tidak cukup kalau ada empat orang nak makan.</i> | 1. <i><b>Beli</b> dua. Satu tidak cukup kalau ada empat orang yang mau makan.</i> |
| <b>Buy</b> two. One is not enough if four people are going to eat.           | <b>Buy</b> two. One is not enough if four people are going to eat.                |
| 2. <i><b>Panggil</b> saya kalau mahu apa-apa. Saya tunggu tak jauh.</i>      | 2. <i><b>Panggil</b> saya kalau mau sesuatu. Saya tidak jauh dari sini.</i>       |
| <b>Call</b> if you want anything. I'll be waiting not far away.              | <b>Call</b> if you want something. I won't be far away.                           |

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|---|---|
| 3. <i>Baca surat khabar dulu. Saya boleh baca nanti.</i><br><b>Read</b> the newspaper first. I can read it later. | 3. <i>Baca surat kabar dulu. Saya bisa baca nanti.</i><br><b>Read</b> the newspaper first. I can read it later. |
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Where commands are made more polite through the addition of words like *tolong* [please], the *meng-* prefix is also not used.

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| 4. <i>Tolong beli dua. Saya juga perlu satu.</i><br><b>Please buy</b> two. I also need one.   | 4. <i>Tolong beli dua. Saya juga perlu satu.</i><br><b>Please buy</b> two. I also need one.  |
| 5. <i>Tolong panggil saya kalau ada masalah. Saya tunggu tak jauh.</i><br><b>Please call</b> me if there is a problem. I won't be waiting far away. | 5. <i>Tolong panggil saya kalau ada masalah. Saya tidak jauh dari sini.</i><br><b>Please call</b> me if you have a problem. I won't be far away. |

### 5.1.4 *Meng-* in imperative utterances (iii) **Without objects, or with nonspecific objects**

If no specific object is mentioned in what would normally be a transitive utterance, the *meng-* prefix may be used. It may, however, also be omitted.

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| 6. <i>Memanggil kalau mahu apa-apa. Saya tunggu tak jauh.</i><br><b>Call</b> if you want anything. I'll be waiting not far away. | 6. <i>Memanggil kalau mau sesuatu. Saya tidak jauh dari sini.</i><br><b>Call</b> if you want something. I won't be far away. |
| 7. <i>Membaca dulu, kemudian boleh pergi.</i><br><b>Read</b> first, then you can leave.  | 7. <i>Membaca dulu, kemudian boleh pergi.</i><br><b>Read</b> first, then you can leave.                                      |

*Meng-* may also be retained in transitive utterances where the object is nonspecific. These objects generally refer to sets of things, and not one thing in particular.

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| 8. <i>Membawa yang ringan saja. Yang berat kita tinggalkan untuk orang lain.</i><br>Just <b>bring</b> the light ones. We can leave the heavy ones for other people. | 8. <i>Membawa yang ringan saja. Yang berat kita tinggalkan untuk orang lain.</i><br>Just <b>bring</b> the light ones. We can leave the heavy ones for other people. |
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| <p>9. <i>Memilih</i> yang murah sekarang. Yang mahal, lain kalilah kita beli.</p> <p><b>Choose</b> the cheap ones now. We'll buy the expensive ones at another time.</p> <p><i>Meng-</i> is retained in intransitive utterances, that is, utterances where there is no object.</p> | <p>9. <i>Memilih</i> yang murah sekarang. Yang mahal, lain kali saja kita beli.</p> <p><b>Choose</b> the cheap ones now. We'll buy the expensive ones at another time.</p>   |
| <p>10. <i>Menari</i>. Tidak ada orang yang melihat sekarang.</p> <p><b>Dance</b>. No one is looking now.</p>   | <p>10. <i>Menari</i>. Tidak ada orang yang melihat sekarang.</p> <p><b>Dance</b>. No one is looking now.</p>   |
| <p>11. <i>Mengundi</i> pada pilihan raya akan datang. Semua orang patut mengambil bahagian dalam pemilihan wakil kerajaan.</p> <p><b>Vote</b> in the coming elections. Everyone should take part in the selection of government representatives.</p>                               | <p>11. <i>Mengundi</i> pada pemilu akan datang. Semua orang harus ikut serta dalam pemilihan wakil pemerintah.</p> <p><b>Vote</b> in the coming elections. Everyone should take part in the selection of government representatives.</p> |

#### 5.1.4 *Meng-* in imperative utterances (iv) Negatives with *jangan*

The rules which apply to verbs affixed with *meng-* in utterances with *jangan* [don't] are generally the same as those which apply to *meng-* in positive utterances. *Meng-* is most commonly deleted when the object is specifically mentioned.

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| <p>12. <i>Jangan beli</i> dua saja. Dua tidak cukup kalau ada empat orang nak makan.</p> <p><b>Don't buy</b> just two. Two is not enough if four people are going to eat.</p> | <p>12. <i>Jangan beli</i> dua saja. Dua tidak cukup kalau ada empat orang yang mau makan.</p> <p><b>Don't buy</b> just two. Two is not enough if four people are going to eat.</p> |
| <p>13. <i>Jangan panggil</i> saya kalau ada masalah. Saya sudah jemu menolong.</p> <p><b>Don't call</b> me if you have a problem. I'm fed up helping.</p>                     | <p>13. <i>Jangan panggil</i> saya kalau ada masalah. Saya sudah jemu menolong.</p> <p><b>Don't call</b> me if you have a problem. I'm fed up helping.</p>                          |

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| <p>14. <b>Jangan baca</b> surat khabar sekarang. Kita sudah lambat.</p> <p><b>Don't read</b> the newspaper now. We're already late.</p>  | <p>14. <b>Jangan baca</b> surat kabar sekarang. Kita sudah terlambat.</p> <p><b>Don't read</b> the newspaper now. We're already late.</p>   |
| <p><i>Meng-</i> may be retained in transitive utterances where no specific object is mentioned, as well as in intransitive utterances which have no object.</p>  |   |
| <p>15. <b>Jangan memanggil.</b> Tidak ada orang akan jawab.</p> <p><b>Don't call.</b> No one is going to answer.</p>   | <p>15. <b>Jangan memanggil.</b> Tidak ada orang akan jawab.</p> <p><b>Don't call.</b> No one is going to answer.</p>  |
| <p>16. <b>Jangan membaca.</b> Membaca memakan banyak masa.</p> <p><b>Don't read.</b> Reading takes a long time.</p>  | <p>16. <b>Jangan membaca.</b> Membaca memakan waktu yang banyak.</p> <p><b>Don't read.</b> Reading takes a long time.</p>   |
| <p>17. <b>Jangan membawa</b> yang ringan saja. Yang berat tak patut kita tinggalkan untuk orang lain.</p> <p><b>Don't just bring</b> the light ones. We shouldn't leave the heavy ones for other people.</p> | <p>17. <b>Jangan membawa</b> yang ringan saja. Yang berat tidak harus ditinggalkan untuk orang lain.</p> <p><b>Don't just bring</b> the light ones. We shouldn't leave the heavy ones for other people.</p> |
| <p>18. <b>Jangan menari.</b> Ada orang yang melihat sekarang.</p> <p><b>Don't dance.</b> Someone is looking now.</p>   | <p>18. <b>Jangan menari.</b> Ada orang yang melihat sekarang.</p> <p><b>Don't dance.</b> Someone is looking now.</p>  |

### 5.1.5 **Meng-** may show the subject as patient or experiencer

*Meng-* need not always indicate that the subject of an utterance is an agent. In utterances which may not take an object, *meng-* indicates that the subject is a "patient", that is, someone or something which is the experiencer of the action, and not the initiator or perpetrator as the agent would be.

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| <p>1. Air sudah <b>mendidih</b>.<br/>The water is <b>boiling</b>.</p>                          | <p>1. Air sudah <b>mendidih</b>.<br/>The water is <b>boiling</b>.</p>                          |
| <p>2. Sungai Swan <b>mengalir</b> melalui Perth.<br/>The Swan River <b>flows</b> by Perth.</p> | <p>2. Sungai Swan <b>mengalir</b> melalui Perth.<br/>The Swan River <b>flows</b> by Perth.</p> |

*Meng-* functions in the same way when prefixed to adjective roots, deriving them as verbs which show the subject of an utterance as the patient or experiencer.

3. *Kebakaran itu **membesar** kerana angin kuat.*      3. *Kebakaran itu **membesar** karena angin kencang.*

The fire **grew bigger** because the wind was strong.

The fire **grew bigger** because the wind was strong.

4. *Daun-daun yang tua itu **menguning** (kuning).*      4. *Daun-daun yang tua itu **menguning** (kuning).*

The old leaves are **turning yellow**.

The old leaves are **turning yellow**.

When affixed to nouns, *meng-* may show that the subject takes on the qualities of the noun indicated. The subject in such cases may still be considered the patient. In the examples below, *batu* means "stone" and *bujang* means "bachelor".

5. *Orang yang disyaki sebagai pengedar dadah terus **membatu** apabila disoal polis.*      5. *Orang yang dicurigai sebagai pengedar obat bius terus **membatu** ketika diinterogasi polisi.*

The person suspected of being a drug pusher continued **to be silent** (literally, "**to act like a stone**") when questioned by the police.

The person suspected of being a drug pusher continued **to be silent** (literally, "**to act like a stone**") when questioned by the police.

6. *Hidup **membujang** tidak patut untuk lelaki yang sudah berumur tiga puluh tahun ke atas.*      6. *Hidup **membujang** tidak patut untuk laki-laki yang sudah berumur tiga puluh tahun ke atas.*

**Living the life of a bachelor** is not suitable for a man who is thirty years old or older.

**Living the life of a bachelor** is not suitable for a man who is thirty years old or older.

A noun may also be affixed with *meng-* to derive it as an active verb. The subject in such utterances is also usually the patient.

7. *Sebentar lagi kita akan **mendarat** di Lapangan Terbang Antarabangsa Kuala Lumpur.*      7. *Sebentar lagi kita akan **mendarat** di Bandara Internasional Cengkareng.*

In a few moments we are going **to land** at the Kuala Lumpur International Airport.

In a few moments we are going **to land** at Cengkareng International Airport.

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With verbs that commonly take complements, such as *jadi* [to become] and *rasa* [to feel], *meng-* also marks the subject as patient. This function, however, is redundant as the word order already makes the function of the subject clear.

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| 8. <i>Saroja menjadi doktor.</i><br>Saroja <b>became</b> a doctor. | 8. <i>Megawati menjadi dokter.</i><br>Megawati <b>became</b> a doctor. |
| 9. <i>Anaknya merasa letih.</i><br>Her child <b>feels</b> tired.   | 9. <i>Anaknya merasa letih.</i><br>Her child <b>feels</b> tired.       |

### 5.2 *Ber-, Ber--an and Ber--kan*

Discussed in this section is the form and function of the basic prefix *ber-*, the prefix-suffix combinations *ber--an* and *ber--kan*, and various other derivations with *ber-*.

#### 5.2.1 *Ber-*

##### (i) **Basic and Alternative Forms**

*Ber-* is always written *ber-* except for the few examples which follow. It is, however, pronounced as *be-* in Malaysia except when affixed to roots beginning with a vowel. In Indonesia *ber-* is generally pronounced as it is written with the *r* being given more emphasis than in Malaysia.

The exceptions to the writing of *ber-* are these. When affixed to roots beginning with an *r*, *ber-* is written *be-*. When affixed to the root *kerja* [to work] it is also written *be-*, and when affixed to *ajar* for the meaning "to learn/study", the variant form *bel-* is used.

<i>rehat</i>	<i>berehat</i> <sup>M</sup>	to rest
<i>rencana</i>	<i>berencana</i> <sup>I</sup>	to make plans
<i>kerja</i>	<i>bekerja</i>	to work
<i>ajar</i>	<i>belajar</i>	to learn/study

#### 5.2.1 *Ber-*

##### (ii) **Showing the subject as patient or experiencer**

The main function of *ber-* is to indicate that the subject of the utterance is the patient, that is, the experiencer of the action. A minor function is to indicate that the subject is the possessor of particular attributes, although even for this function, it may still be seen as marking the subject as patient.

To get a better idea of what is meant by patient, compare the following pairs of utterances, one in which the verb is affixed with *meng-* which most commonly marks the subject as an agent, and the other in which the verb is affixed with *ber-*.

- |  |  |
|--|--|
| <p>1. Rafidah <b>belajar</b> sains.<br/>Rafidah <b>is studying</b> science.</p> <p><i>Hamid mengajar sains.</i><br/>Hamid <b>is teaching</b> science.</p> <p>2. Anwar <b>berlatih</b> menjadi pesilat.<br/>Anwar <b>is training</b> to become a Malay martial arts expert.</p> <p><i>Anwar melatih orang menjadi pesilat.</i><br/>Anwar <b>trains</b> people to become Malay martial arts experts.</p> | <p>1. Rafidah <b>belajar</b> sains.<br/>Rafidah <b>is studying</b> science.</p> <p><i>Hamid mengajar sains.</i><br/>Hamid <b>is teaching</b> science.</p> <p>2. Anwar <b>berlatih</b> menjadi pesilat.<br/>Anwar <b>is training</b> to become a Malay martial arts expert.</p> <p><i>Anwar melatih orang menjadi pesilat.</i><br/>Anwar <b>trains</b> people to become Malay martial arts experts.</p> |
|--|--|

In the second utterance of each pair the subject is marked as the agent by the prefix *meng-* affixed to the verb. The first utterance in each set, however, does not contain *meng-* but *ber-*. In these utterances, the subject is not an agent carrying out an action that directly affects some object in the utterance. Each subject here is a patient, actually experiencing the action which it itself carries out. The affix chosen to show this function is *ber-*. Further examples follow.

- |  |  |
|--|--|
| <p>3. <i>Shariah bekerja di bank.</i><br/>Shariah <b>works</b> in a bank.</p> <p>4. <i>Dina berjalan ke sekolah.</i><br/>Dina <b>walks</b> to school.</p> <p>5. <i>Devi boleh bercakap beberapa bahasa.</i><br/>Devi can <b>speak</b> several languages.</p> | <p>3. <i>Shariah bekerja di bank.</i><br/>Shariah <b>works</b> in a bank.</p> <p>4. <i>Dina berjalan ke sekolah.</i><br/>Dina <b>walks</b> to school.</p> <p>5. <i>Dewi bisa berbicara beberapa bahasa.</i><br/>Dewi can <b>speak</b> several languages.</p> |
|--|--|

In utterance 3 Shariah is seen not as an agent working on a particular task, but as a patient, experiencing her own work. In 4, Dina experiences the action of her own walking, and in 5 Devi/Dewi experiences the speaking of several languages. It is possible to affix the verbs in each of these utterances with *meng-* to show that the subjects are agents. Each verb, however, would also require the addition of *-kan* or *-i* suffixes (see Section 5.3).

The subjects in utterances with *ber-* need not be animate as in the preceding examples above. They may be inanimate as well. The resultant interpretation, however, is the same. The subjects in utterances 6-7 are still seen as patients experiencing the actions indicated, whether they have the capabilities of initiating such actions themselves or not.

- |  |  |
|--|--|
| <p>6. <i>Cuaca sedang berubah.</i><br/>The weather <b>is changing</b>.</p> | <p>6. <i>Cuaca sedang berubah.</i><br/>The weather <b>is changing</b>.</p> |
|--|--|

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7. *Beban cukai ke atas masyarakat bertambah.*      7. *Beban pajak ke atas masyarakat bertambah.*

The burden of taxation on the people **is increasing**.

The burden of taxation on the people **is increasing**.

It is important to remember that these subjects cannot function as agents. The "weather" is not changing anything, but is experiencing change, and the "tax burden" is not increasing anything but is undergoing an increase. It is not possible for the subject of an utterance in which the verb is affixed with *ber-* to function as an agent. Utterance 8 is incorrect. For a subject to be shown as agent, the verb must either be prefixed with *meng-*, or the role of agent must be predictable from the word order of the utterance. Utterance 9 is correct if the subject is to be regarded as agent.

8. *\*Kerajaan bertambah beban cukai.*      8. *\*Pemerintah bertambah beban pajak.*

The government **is increasing** the taxation burden.

The government **is increasing** the taxation burden.

9. *Kerajaan menambah (tambah) beban cukai.*      9. *Pemerintah menambah (tambah) beban pajak.*

The government **is increasing** the taxation burden.

The government **is increasing** the taxation burden.

### 5.2.1 *Ber-* (iii) Reflexive Subjects

The term patient may explain what a number of other grammars call the reflexive function of *ber-*. The term reflexive refers to an action where the subject and object are the same. For example, "They killed themselves" in utterance 12, where "they" and "themselves" refer to the same people.

In utterance 10 it is possible to interpret the subject as patient, rather than reflexive, since it is simply experiencing the action indicated.

10. *Ali bersandar di dinding, menunggu adiknya pulang.*      10. *Ali bersandar di dinding, menunggu adiknya pulang.*

Ali **is leaning** on the wall, waiting for his younger brother to return.

Ali **is leaning** on the wall, waiting for his younger brother to return.

A true reflexive is formed by the addition of *diri* [oneself] to the utterance.

- |  |   |
|--|---|
| <p>11. <i>Penjahat itu sudah dua kali dapat <b>melarikan diri</b> dari polis.</i></p> <p>That criminal has twice succeeded in <b>escaping</b> (running away with himself) from the police.</p>   | <p>11. <i>Penjahat itu sudah dua kali berhasil <b>melarikan diri</b> dari polisi.</i></p> <p>That criminal has twice succeeded in <b>escaping</b> (running away with himself) from the police.</p>  |
| <p>12. <i>Ada beberapa orang asli Australia yang dikatakan <b>membunuh diri</b> semasa dalam tahanan.</i></p> <p>There are a number of Australian aborigines who are said to have <b>committed suicide (killed themselves)</b> while in custody.</p> | <p>12. <i>Ada beberapa aborigin Australi yang dikatakan <b>bunuh diri</b> sewaktu dalam tahanan.</i></p> <p>There are a number of Australian aborigines who are said to have <b>committed suicide (killed themselves)</b> while in custody.</p> |

### 5.2.1 *Ber-* (iv) **Reciprocal Subjects**

The term patient may also explain what some other grammars call the reciprocal function of *ber-*. A reciprocal action shows a mutual exchange, often expressed in English with words such as "each other". For example, "They argued with each other" in utterance 13.

It is, however, not so much this prefix which shows reciprocity, but the general meaning of the verb itself. In utterances 13-15 the subjects are patients experiencing the action indicated either singly or together.

- |   |   |
|---|---|
| <p>13. <i>Ahmad <b>bertengkar</b> dengan Siti. Mereka selalu <b>bertengkar</b>.</i></p> <p>Ahmad <b>is arguing</b> with Siti. They are always arguing.</p>  | <p>13. <i>Amad <b>bertengkar</b> dengan Siti. Mereka selalu <b>bertengkar</b>.</i></p> <p>Amad <b>is arguing</b> with Siti. They are always arguing.</p>  |
| <p>14. <i>Saya <b>bersetuju</b> dengan Musa. Kami biasanya <b>bersetuju</b>.</i></p> <p>I <b>agreed</b> with Musa. We usually <b>agree</b>.</p>   | <p>14. <i>Saya <b>bersetuju</b> dengan Cecep. Kami biasanya <b>bersetuju</b>.</i></p> <p>I <b>agreed</b> with Cecep. We usually <b>agree</b>.</p>   |
| <p>15. <i>Hamid dapat <b>berjumpa</b> anaknya. Sudah lama mereka tidak dapat <b>berjumpa</b>.</i></p> <p>Hamid got to <b>see</b> his child. It's been a long time since they <b>have seen</b> each other.</p> | <p>15. <i>Hamid dapat <b>berjumpa</b> anaknya. Sudah lama mereka tidak dapat <b>berjumpa</b>.</i></p> <p>Hamid got to <b>see</b> his child. It's been a long time since they <b>have seen</b> each other.</p> |

More specific reciprocity or mutuality may be shown with the prefix-suffix combination *ber--an* (see Section 5.2.2), or by the inclusion in the utterance of *saling* or the phrase

## CHAPTER 5

*satu sama lain* [one to the other]. These, however, are redundant, and would be avoided except where extra emphasis is desired, or if it is necessary to distinguish among referents (the various people or things referred to) in the conversation.

16. *Ahmad telefon Rosnah sekali lagi. Mereka, seperti biasa, saling bertengkar.*      16. *Amad sekali lagi menelepon Tina. Mereka, seperti biasa, saling bertengkar.*

Ahmad telephoned Rosnah again. They, as usual, **argued with each other**.

Amad telephoned Tina again. They, as usual, **argued with each other**.

17. *Saya dengan Danan bersetuju satu sama lain.*      17. *Saya dengan Danan bersetuju satu sama lain.*

Danan and I **agreed with one another**.

Danan and I **agreed with one another**.

For particular verbs, however, there is a sense that *ber-* is more appropriate where some sort of reciprocity is intended. Two of these verbs are *jumpa* [to meet] and *setuju* [to agree]. There are speakers who feel that *berjumpa* and *bersetuju* are best used to indicate that people "meet each other" or "agree with each other" and the simple forms *jumpa* and *setuju* are best used when this is not the case.

18. *Saya setuju dengan Musa. Kami biasanya bersetuju.*      18. *Saya setuju dengan Cecep. Kami biasanya bersetuju.*

I **agreed** with Musa. We usually **agree**.

I **agreed** with Cecep. We usually **agree**.

19. *Hamid dapat jumpa anaknya. Sudah lama mereka tidak dapat berjumpa.*      19. *Hamid dapat jumpa anaknya. Sudah lama mereka tidak dapat berjumpa.*

Hamid got to **see** his child. It's been a long time since they **have seen** each other.

Hamid got to **see** his child. It's been a long time since they **have seen** each other.

### 5.2.1 *Ber-* (v) **Patient and actor**

If we carry this analysis of *ber-* a little further, it is possible to distinguish between the following pair of utterances. These are representative of other pairs which are commonly cited.

- |   |   |
|---|---|
| 20. <i>Shahnon bertanam padi.</i><br>Shahnon <b>is a rice farmer.</b> | 20. <i>Shahnon bertanam padi.</i><br>Shahnon <b>is a rice farmer.</b> |
| <i>Shahnon menanam padi.</i><br>Shahnon <b>plants rice.</b>           | <i>Shahnon menanam padi.</i><br>Shahnon <b>plants rice.</b>           |

The first utterance is generally regarded as expressing Shahnon's profession. It may also be translated as "Shahnon makes a living by planting rice". The second utterance simply describes one of Shahnon's actions. Shahnon in the first utterance fills the role of patient. He may be seen as the experiencer of his profession. This is similar to utterance 3 *Shariah bekerja di bank* [Shariah works in a bank]. Shahnon in the second utterance is the actor, the agent of the action "planting rice".

### 5.2.1 *Ber-* (vi) **Prefixed to noun phrases**

*Ber-* may also be prefixed to nouns and noun phrases, deriving these as verbs.

- |  |  |
|--|--|
| 21. <i>Nordin berbasikal ke sekolah.</i><br>Nordin <b>bicycles</b> to school.  | 21. <i>Sofiyan bersepeda ke sekolah.</i><br>Sofiyan <b>bicycles</b> to school.   |
| 22. <i>Amir berbaju tebal apabila cuaca sejuk.</i><br>Amir <b>wears heavy (thick) clothes</b><br>when the weather is cold. | 22. <i>Amir berbaju tebal ketika cuaca dingin.</i><br>Amir <b>wears heavy (thick) clothes</b><br>when the weather is cold. |

Con conversationally, each of the preceding utterances would be expressed differently. These utterances are shown as examples 23 - 24.

- |   |   |
|---|---|
| 23. <i>Nordin naik basikal ke sekolah.</i><br>Nordin <b>rides a bicycle</b> to school.  | 23. <i>Sofiyan naik sepeda ke sekolah.</i><br>Sofiyan <b>rides a bicycle</b> to school.                                       |
| 24. <i>Amir pakai baju tebal apabila cuaca sejuk.</i><br>Amir <b>wears heavy (thick) clothes</b><br>when the weather is cold. | 24. <i>Amir pakai baju tebal ketika cuaca dingin.</i><br>Amir <b>wears heavy (thick) clothes</b><br>when the weather is cold. |

### 5.2.1 *Ber-* (vii) **Optionality**

The *ber-* prefix is optional when it is clear from the context that the subject in the utterance is a patient. Utterances 3-5 may be expressed in conversation without the *ber-* prefix. This is shown in examples 25-27.

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- |   |  |
|---|--|
| 25. <i>Shariah <b>kerja</b> di Bank.</i><br>Shariah <b>works</b> in a bank.       | 25. <i>Shariah <b>kerja</b> di Bank.</i><br>Shariah <b>works</b> in a bank.        |
| 26. <i>Dina <b>jalan</b> ke sekolah.</i><br>Dina <b>walks</b> to school.          | 26. <i>Dina <b>jalan</b> ke sekolah.</i><br>Dina <b>walks</b> to school.           |
| 27. <i>Devi <b>cakap</b> banyak bahasa.</i><br>Devi <b>speaks</b> many languages. | 27. <i>Dewi <b>bicara</b> banyak bahasa.</i><br>Dewi <b>speaks</b> many languages. |

It is not always easy to determine the difference in meaning between utterances containing a verb prefixed with *ber-* and those where the verb has no such affixation. As long as the context clearly indicates that the role of the subject is patient, both utterances may be used, although for more formal usage, the affixed form is preferred. Since *ber-* serves to mark the subject as the patient in the utterance, the presence of *ber-* should make this function more emphatic than its absence. In the following examples, the utterance with *ber-* indicates that far more consideration was given by the subject to the "thinking" than the utterance without it.

- |   |   |
|---|---|
| 28. <i>Saya <b>fikir</b> lebih baik saya pergi besok.</i><br>I <b>think</b> that it would be better if I went tomorrow. | 28. <i>Saya <b>pikir</b> lebih baik saya pergi besok.</i><br>I <b>think</b> that it would be better if I went tomorrow. |
| 29. <i>Saya <b>berfikir lama</b> sebelum bersetuju.</i><br>I <b>thought for a long time</b> before agreeing.            | 29. <i>Saya <b>berpikir lama</b> sebelum bersetuju.</i><br>I <b>thought for a long time</b> before agreeing.            |

It is doubtful, however, that this explanation would be valid to explain the difference between *kerja* and *bekerja*, and *jalan* and *berjalan*. These may be used interchangeably with little or no difference in meaning or emphasis.

### 5.2.1 *Ber-* (viii) **Indicating Possession**

Another function of *ber-* is to indicate that the subject is in possession of particular attributes. For this function, *ber-* is prefixed to nouns or noun phrases. It is clear from this function as well that the subject of the utterance is still a patient, only here it is the experiencer (or possessor) of particular attributes, and not actions. In the first set of examples, *ber-* is prefixed to a noun phrase.

- |  |  |
|--|--|
| 30. <i>Orang yang duduk di sana <b>bernama</b> Rosnah.</i><br>The person sitting there <b>is named</b> Rosnah. | 30. <i>Orang yang duduk di sana <b>bernama</b> Koko.</i><br>The person sitting there <b>is named</b> Koko. |
|--|--|

- |   |   |
|---|---|
| 31. <i>Samad <b>berumah</b> di tepi pantai.</i><br>Samad <b>has a house</b> on the beach.     | 31. <i>Samad <b>berumah</b> di tepi pantai.</i><br>Samad <b>has a house</b> on the beach.     |
| 32. <i>Baju Melayu <b>berlengan panjang</b>.</i><br>The Malay shirt <b>has long sleeves</b> . | 32. <i>Baju Melayu <b>berlengan panjang</b>.</i><br>The Malay shirt <b>has long sleeves</b> . |

Each of these utterances may be expressed without *ber-* as a basic equational sentence (see Section 2.1.1(i)) in which the head of the noun phrase becomes the subject, and the modifier, where present, becomes the predicate complement.

- |  |  |
|--|--|
| 33. <i><b>Nama</b> orang yang duduk di sana<br/>Rosnah.</i>                            | 33. <i><b>Nama</b> orang yang duduk di sana Koko.</i>                                  |
| <b>The name of</b> the person sitting there<br>is Rosnah.                              | <b>The name of</b> the person sitting there is<br>Koko.                                |
| 34. <i><b>Rumah</b> Samad di tepi pantai.</i><br>Samad's <b>house</b> is on the beach. | 34. <i><b>Rumah</b> Samad di tepi pantai.</i><br>Samad's <b>house</b> is on the beach. |
| 35. <i><b>Lengan</b> baju Melayu panjang.</i>  | 35. <i><b>Lengan</b> baju Melayu panjang.</i>  |
| <b>The sleeves of</b> the Malay shirt are<br>long.                                     | <b>The sleeves of</b> the Malay shirt are<br>long.                                     |

In the second set of examples, *ber-* is prefixed to a single noun.

- |  |  |
|--|--|
| 36. <i>Sungai di tempat itu <b>berlumpur</b>.</i><br>The river at that place <b>is muddy</b> . | 36. <i>Sungai di tempat itu <b>berlumpur</b>.</i><br>The river at that place <b>is muddy</b> . |
| 37. <i>Perempuan ini <b>tidak bersuami</b>.</i><br>This woman <b>has no husband</b> .          | 37. <i>Perempuan ini <b>tidak bersuami</b>.</i><br>This woman <b>has no husband</b> .          |

Each of these utterances may be expressed as a verbal sentence where *ada* or *punya*, both meaning "to have", is either used or implied. More formally, in both Malaysia and Indonesia, *punya* is expressed as *mempunyai*.

- |  |  |
|--|--|
| 38. <i>Sungai di tempat itu (<b>ada</b>) <b>banyak lumpur</b>.</i>                     | 38. <i>Sungai di tempat itu (<b>ada</b>) <b>banyak lumpur</b>.</i>                       |
| The river at that place <b>has a lot of mud</b> .                                      | The river at that place <b>has a lot of mud</b> .  |
| 39. <i>Perempuan ini <b>tidak ada suami</b>.</i><br>This woman <b>has no husband</b> . | 39. <i>Perempuan ini <b>tidak punya suami</b>.</i><br>This woman <b>has no husband</b> . |

### 5.2.2 *Ber--an*

#### (i) General Use

The prefix suffix combination *ber--an* is used mainly in writing and formal speaking. There are generally three meanings attributed to this affix combination: possession, mutuality and generality. Again, since *ber-* is the prefix, the subject is seen as the patient or experiencer of the particular action indicated, or the possessor of particular attributes.

### 5.2.2 *Ber--an*

#### (ii) Indicating Possession

Where *ber--an* shows possession, the final form is built up in stages. The verb root is first derived as (turned into) a noun with the addition of the suffix *-an* (see Section 6.3), and then this noun is derived further as a verb with the addition of *ber-*.

- |                  |                                    |
|------------------|------------------------------------|
| <i>atur</i>      | to arrange                         |
| <i>aturan</i>    | an arrangement                     |
| <i>beraturan</i> | to possess an arrangement or order |

*Barang-barang yang tidak beraturan itu diambil satu demi satu oleh perempuan tua itu.*

The things that **were in no particular order** were picked up one by one by that old woman.

- |                   |                               |
|-------------------|-------------------------------|
| <i>jabat</i>      | to hold office                |
| <i>jabatan</i>    | an office, position           |
| <i>berjabatan</i> | to hold a particular position |

*Orang yang berjabatan kerani besar tahu semua yang berlaku di pejabatnya<sup>M</sup>.*

A person who **holds the position of** chief clerk knows everything that happens in his office.

- |  |                      |
|--|----------------------|
| <i>kendera<sup>M</sup> / kendar<sup>I</sup></i>            | to ride in a vehicle |
| <i>kenderaan<sup>M</sup> / kendaraan<sup>I</sup></i>       | vehicle              |
| <i>berkenderaan<sup>M</sup> / berkendaraan<sup>I</sup></i> | to use a vehicle     |

*Orang yang berkenderaan ke kantor biasanya punya jabatan penting<sup>I</sup>.*

Those who **drive their vehicles** to the office usually have important positions.

- |                   |   |
|-------------------|---|
| <i>tulis</i>      | to write                                |
| <i>tulisan</i>    | writing, script                         |
| <i>bertulisan</i> | to possess a particular type of writing |

*Surat yang bertulisan Arab dihantar kepada kami semua.*

A letter **written in Arabic (possessing Arabic script)** was sent to all of us.

5. *tuju* to head in a particular direction  
*tujuan* an aim, goal, objective  
*bertujuan* to possess a particular objective

*Saya tidak bertujuan untuk meny-*  
*usahakan orang itu.*

**It wasn't my intention** to make  
 things difficult for that person.

*Saya tidak bertujuan untuk meny-*  
*ulitkan orang itu.*

**It wasn't my intention** to make things  
 difficult for that person.

6. *hubung* to relate to  
*hubungan* a relationship, connection  
*berhubungan* to possess a particular relationship

*Apa yang saya katakan ini berhubungan dengan apa yang kita pelajari tahun lalu.*  
 What I said **has a relationship** to what we studied last year.

7. *sambung* to continue  
*sambungan* a continuation  
*bersambungan* to possess a continuation

*Cerita dalam surat khabar harian ber-*  
*sambungan sehingga enam bulan.*

The story in the daily newspaper **con-**  
**tinues (has a continuation)** for six  
 months.

*Cerita dalam surat kabar harian ber-*  
*sambungan sehingga enam bulan.*

The story in the daily newspaper **con-**  
**tinues (has a continuation)** for six  
 months.

### 5.2.2 *Ber--an* (iii) **Indicating mutuality**

Where *ber--an* shows mutuality, the essential meaning is "one to the other". The *-an* serves to emphasise the mutuality implied by the utterance.

8. *Maktab dan universiti berlainan* 8. *Akademi dan universitas berlainan*  
*dalam beberapa perkara.* *dalam beberapa hal.*

A college and a university **are differ-**  
**ent from each other** in several re-  
 spects.

A college and a university **are differ-**  
**ent from each other** in several re-  
 spects.

9. *Orang Belanda tidak mahu Melaka* 9. *Orang Belanda tidak mau Malaka*  
*bersaingan dengan Betawi. (OR)* *bersaingan dengan Betawi. (OR)*  
*Orang Belanda tidak mahu Melaka* *Orang Belanda tidak mau Malaka dan*  
*dan Betawi bersaingan.* *Betawi bersaingan.*

The Dutch didn't want Malacca to  
**compete** with Batavia. (OR) The

The Dutch didn't want Malacca to  
 compete with Batavia. (OR) The Dutch

Dutch didn't want Malacca and Batavia **to compete with one another**.

didn't want Malacca and Batavia **to compete with one another**.

10. Kita sudah **berkenalan** lebih dari sepuluh tahun.

10. Kita sudah **berkenalan** lebih dari sepuluh tahun.

We **have known each other** for more than ten years.

We **have known each other** for more than ten years.

11. Keputusan yang dijatuhkan oleh hakim **tidak bersesuaian** dengan undang-undang.

11. Keputusan yang dijatuhkan oleh hakim **tidak bersesuaian** dengan undang-undang.

The decision rendered by the judge **was not in accordance with** the law.

The decision rendered by the judge **was not in accordance with** the law.

### 5.2.2 *Ber--an*

#### (iv) **Indicating generality**

The third meaning of *ber--an* is generality. This refers to the generality of having no one specific subject, or having no one specific time or place of origin or destination.

12. Kertas surat khabar **bertebaran** di padang selepas permainan sepak bola.

12. Kertas koran **bertebaran** di lapangan sehabis permainan sepak bola.

Sheets of newspaper were **scattered about** the field after the soccer match.

Sheets of newspaper were **scattered about** the field after the soccer match.

13. Orang dari berbagai tempat **berdatangan** untuk menghadiri mesyuarat yang penting itu.

13. Orang dari berbagai tempat **berdatangan** untuk menghadiri pertemuan yang penting itu.

People from all over **arrived** to attend that important meeting.

People from all over **arrived** to attend that important meeting.

14. Nama-nama yang **bermunculan** dalam kepalanya adalah nama-nama orang yang sudah lama luput dari ingatannya.

14. Nama-nama yang **bermunculan** dalam kepalanya adalah nama-nama orang yang sudah lama luput dari ingatannya.

The names that came to mind (**appeared** in his mind) were the names of people that had for a long time disappeared from his memory.

The names that came to mind (**appeared** in his mind) were the names of people that had for a long time disappeared from his memory.

15. *Orang yang terkejut kerana letupan periuk api **berlarian** ke sana sini untuk menyelamatkan diri.*

The people who were shocked by the explosion of the land mine **ran** here and there to save themselves.

15. *Orang yang terkejut karena ledakan ranjau darat **berlarian** ke sana sini untuk menyelamatkan diri.*

The people who were shocked by the explosion of the land mine **ran** here and there to save themselves.

### 5.2.3 *Ber--kan*

*Ber--kan* is no longer a commonly used affix combination, but it may appear with certain roots in writing and formal speaking. In Classical Malay (Roolvink 1965) *ber-* functioned as both a transitive and intransitive prefix and verbs prefixed with *ber-* could therefore take an object. Prefix-suffix combinations such as *ber--kan* were not uncommon.

If we use an historical explanation, then the verbs prefixed with *ber--kan* in the example utterances which follow can be seen simply as remnants of an older grammatical tradition. If we try to explain the existence of *ber--kan* using modern evidence, we would have a different explanation.

As with all roots prefixed with *ber-* the subject would be seen as the patient or experiencer of the action, or the possessor of particular attributes. While the *ber-* prefix might be said to direct the action back to the subject, the *-kan* suffix would direct the action outward to an object. The *ber--kan* affix combination would then be seen in some ways as combining these two meanings. A short discussion follows the presentation of a number of examples.

1. *Novel Pramoedya, "Bumi Manusia", **berdasarkan** keadaan sejarah Indonesia yang sebenarnya.*

Pramoedya's novel, "Bumi Manusia", **is based on** actual Indonesian history.

1. *Novel Pramoedya, "Bumi Manusia", **berdasarkan** keadaan sejarah Indonesia yang sebenarnya.*

Pramoedya's novel, "Bumi Manusia", **is based on** actual Indonesian history.

2. *Kampit-kampit di gudang **berisikan** beras.*

The sacks in the warehouse **are filled with** rice.

2. *Karung di gudang **berisikan** beras.*

The sacks in the warehouse **are filled with** rice.

3. *Orang-orang yang bekerja di tengah panas **bermandikan keringat**.*

The people who are working in the heat of the day **are bathed in** sweat.

3. *Orang-orang yang bekerja di tengah panas **bermandikan keringat**.*

The people who are working in the heat of the day **are bathed in** sweat.

## CHAPTER 5

4. *Betapa sulitnya kehidupan perempuan yang **bersuamikan** seorang asing.*      4. *Betapa sulitnya kehidupan perempuan yang **bersuamikan** seorang asing.*

How difficult life is for a woman who **is married to** a foreigner.

How difficult life is for a woman who **is married to** a foreigner.

In utterance 1, it is the "novel" which is the patient and "history" which is the object. A possible literal translation is "Pramoedya's novel, *Bumi Manusia*, bases itself on actual Indonesian history". In utterance 2 it is the "sacks" which are shown as the patient. They are filled with the object "rice". In utterances 3 and 4, respectively, it is the "people who are working" and the "woman" who are patients, experiencing the actions of the verbs "to bathe" and "to be married to a husband". The objects in these utterances are respectively "sweat" and "a foreigner".

The final examples using the roots *henti* [stop] and *tanya* [ask] are best seen as remnant forms from an earlier grammatical tradition since the patient-object argument developed above hardly seems to fit. Utterance 6 is only used in Malaysia.

5. *Polis **berhentikan** semua kendaraan yang lalu di jalan di depan rumah.*      5. *Polisi **berhentikan** semua kendaraan yang lewat di depan rumah.*

The police **are stopping** all the vehicles that pass in front of the house.

The police **are stopping** all the vehicles that pass in front of the house.

6. *Kita **bertanyakan** hal-hal yang patut kita ketahui<sup>M</sup>.*  
We **asked about** matters that we should know.

Some of the more common verbs which take the *ber--kan* prefix-suffix combination are gradually being re-analysed to fit a more modern pattern of affixation. Examples 7-8 show the verbs *henti* and *tanya* suffixed with *meng--kan*.

7. *Polis **menghentikan** semua kendaraan yang lalu di jalan di depan rumah.*      7. *Polisi **menghentikan** semua kendaraan yang lewat di depan rumah.*

The police **are stopping** all the vehicles that pass in front of the house.

The police **are stopping** all the vehicles that pass in front of the house.

8. *Untuk **menanyakan** bagaimana profesor kita membuat kesimpulan itu, kita terpaksa menemui dia sekali lagi.*      8. *Untuk **menanyakan** bagaimana profesor kita membuat kesimpulan itu, kita terpaksa menemui dia sekali lagi.*

In order for us to **ask** how our professor reached that conclusion, we will have to meet him again.

In order for us to **ask** how our professor reached that conclusion, we will have to meet him again.

### 5.2.4 Derivations With *Ber-*

*Ber-* may also combine with other prefixes and suffixes which themselves combine in a series of derivations. In general, when *ber-* is prefixed to a derived noun, it indicates possession of the noun in question. The following are examples.

1. *duduk* to sit  
*penduduk* an inhabitant  
*berpenduduk* to possess inhabitants

*Terdapat banyak kawasan di Australia yang **tidak berpenduduk**.*

*Terdapat banyak kawasan di Australia yang **tidak berpenduduk**.*

There are many areas in Australia which **are uninhabited**.

There are many areas in Australia which **are uninhabited**.

2. *turun* to descend  
*keturunan* descent  
*berketurunan* to possess a particular line of descent

*Orang Australia **berketurunan Inggris** adalah kumpulan pendatang yang paling besar di Australia.*

*Orang Australia **berketurunan Inggris** adalah kelompok pendatang yang paling besar di Australia .*

Australians **of (who possess) English descent** are the largest group of immigrants in Australia.

Australians **of (who possess) English descent** are the largest group of immigrants in Australia.

3. *alam* to experience  
*pengalaman* an experience  
*berpengalaman* to have experience

*Kami mencari orang **berpengalaman** dalam bidang kejuruteraan.*

*Kami mencari orang **berpengalaman** dalam bidang keinsinyuran.*

We are looking for someone **with experience** in the field of engineering.

We are looking for someone **with experience** in the field of engineering.

4. *didik* to educate  
*pendidikan* education  
*berpendidikan* to be educated (possess education)

*Orang **berpendidikan** lebih mudah mendapat pekerjaan yang memuaskan.*

*Orang **berpendidikan** lebih mudah mendapat pekerjaan yang memuaskan.*

People who **are educated** find satisfactory work more easily.

People who **are educated** find satisfactory work more easily.

## CHAPTER 5

5. *faham*<sup>M</sup> to understand  
*fahaman*<sup>M</sup> understanding  
*sefahaman*<sup>M</sup> mutual understanding  
*bersefahaman*<sup>M</sup> to possess mutual understanding

*Negara-negara yang tidak bersefahaman mengenai keselamatan masing-masing mudah berperang.*

Countries that **do not have mutual understanding** regarding their respective security easily go to war.

6. *lanjut* to extend  
*lanjutan*<sup>M</sup> / *kelanjutan*<sup>I</sup> an extension, continuation  
*berlanjutan*<sup>M</sup> / *berkelanjutan*<sup>I</sup> to go on and on (possess a continuation)

*Perbahasan tentang undang-undang alam sekitar **berlanjutan** tanpa penyelesaian.*

*Perdebatan tentang undang-undang lingkungan hidup **berkelanjutan** tanpa penyelesaian.*

The debate on environmental law **went on and on** with no resolution.

The debate on environmental law **went on and on** with no resolution.

### 5.3 The suffixes *-kan* and *-i*

The suffixes *-kan* and *-i* are discussed together so that their functions may be compared to one another, and compared as well to verbs without such affixation. Verbs which are unsuffixed are compared to the same verbs suffixed with *-kan* and *-i*.

#### 5.3.1 The basic functions of *-kan*

##### (i) General discussion

The suffix *-kan* has a number of functions. Not all verbs, however, take *-kan* as a suffix, and *-kan* does not serve in all its functions for all verbs. It is, therefore, important for students to pay particular attention when reading or listening to formal speech to the way this suffix is used, and to check a dictionary to determine how *-kan* is used for specific verbs.

The suffix *-kan* commonly occurs with the prefix *meng-*. It, however, functions quite independently of *meng-* and need not occur with it (see Section 5.1.3 on the optionality of *meng-*). It is not grammatical necessity, but the formality of the situation that leads to *meng-* being so commonly used in writing and formal speaking with the suffix *-kan*.

All functions of *-kan* share the meaning that the subject carries or transfers the action of the verb to some other constituent in the sentence. This constituent is most commonly a direct object (someone or something to which an action is done), but it may also be a beneficiary (someone for whom an action is done), or an instrument (something used for carrying out an action). Utterances where the action is carried or transferred to a direct object are referred to as transitive, utterances where the action is done for

someone are referred to as benefactive, and those which focus upon the instrument of the action are referred to as instrumental. The suffix *-kan* may also show causation.

A brief explanation of terms may be best at this point. A transitive utterance is one which has a direct object. The verb is seen as transferring the action to this object. An example in English is "The woman sang a song". An intransitive utterance does not have a direct object. An example is "The woman sang". A causative utterance is one in which someone else is made to carry out an action. An English example of this is "The woman told the child to sing".

Where languages have a formal way of showing causation, a distinction between causation and transitivity is simple. An utterance is either transitive or causative depending on which particular form is used. Where languages, such as modern Malay and Indonesian, have no formal distinction between the two, the analysis is less straightforward (see also Section 5.6). The analysis here looks at *-kan* as primarily showing transitivity, and secondarily showing causation. Both of these functions are discussed and exemplified. Examples of causation are verbs such as *menakutkan* [to frighten] or [to cause someone to become frightened] (see Section 5.3.5) and *mengingatkan* [to remind] or [to cause someone to remember] (see Section 5.3.7).

The suffix *-kan* is not necessarily the most common way of showing causation. In conversation this is shown by the verb *suruh* [to tell], in the sense of "to order" or "command", followed by the verb indicating the action to be carried out. Colloquially in Malaysia and Indonesia the suffix *-kan* may be used less frequently. In its place the verbs *bagi*, *kasi* or *beri* [literally: to give] are used to express both causation and transitivity. These verbs may also mean "to make" and "to let" or "allow". The verb *buat* [to make], is sometimes used for this function as well. Each of these alternatives is exemplified in the sections which follow.

### 5.3.1 The basic functions of *-kan*

#### (ii) Brief summary

A brief summary of the most common functions of the suffix *-kan* is described here. For a more detailed discussion, see Sections 5.3.3 - 5.3.11.

The suffix *-kan* makes intransitive verbs transitive.

1. *Ali masuk ke dalam rumah.*  
(Intransitive)

Ali **entered** the house.

*Ali memasukkan anak-anaknya ke dalam rumah.* (Transitive)

Ali **put** his children **into** the house.

1. *Ali masuk ke dalam rumah.*  
(Intransitive)

Ali **entered** the house.

*Ali memasukkan anak-anaknya ke dalam rumah.* (Transitive)

Ali **put** his children **into** the house.

## CHAPTER 5

2. *Perempuan itu **turun** dari bus.*  
(Intransitive)

The woman **got off** the bus.

*Saya menolong perempuan itu **turun-**  
**kan** barang-barangnya dari bus.*  
(Transitive)

I helped the woman **take** her things  
**off** the bus.

The suffix *-kan* makes transitive and intransitive verbs causative.

3. *Saya tidak **ingat** pukul berapa pakcik  
saya mahu datang.*  
(Intransitive verb)

I don't **remember** what time my  
uncle is arriving.

*Jangan lupa **ingatkan** saya jumpa  
pakcik saya bila dia datang.*

Don't forget to **remind** me to meet  
my uncle when he arrives.

The suffix *-kan* makes transitive verbs directional, moving the action from an object to an indirect object.

4. *Wang yang **diberi** oleh orang ramai  
tidak cukup.*  
(Non directional)

The money **given** by the public was  
not enough.

*Wang yang **diberikan** oleh orang  
ramai **kepada** persatuan kita, tidak  
cukup.* (Directional)

The money **given to** our association  
by the public was not enough.

The suffix *-kan* makes transitive verbs benefactive.

2. *Wanita itu **turun** dari bis.*  
(Intransitive)

The woman **got off** the bus.

*Saya membantu wanita itu **turunkan**  
barang-barangnya dari bis.*  
(Transitive)

I helped the woman **take** her things **off**  
the bus.

3. *Saya tidak **ingat** jam berapa paman  
saya mau datang.*  
(Intransitive verb)

I don't **remember** what time my uncle  
is arriving.

*Jangan lupa **ingatkan** saya jemput  
paman saya ketika dia datang.*

Don't forget to **remind** me to meet my  
uncle when he arrives.

4. *Uang yang **diberi** oleh orang banyak  
tidak cukup.*  
(Non directional)

The money **given** by the public was not  
enough.

*Uang yang **diberikan** oleh orang  
banyak **kepada** persatuan kita, tidak  
cukup.* (Directional)

The money **given to** our association by  
the public was not enough.

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| <p>5. Tolong <b>beli</b> kertas di pasar.<br/>(Transitive)<br/>Please <b>buy</b> paper in the market.</p> <p>Tolong <b>belikan</b> saya kertas di pasar.<br/>(Benefactive)<br/>Please <b>buy</b> paper <b>for</b> me in the market.</p> <p>The suffix <i>-kan</i> means "about", replacing prepositions such as <i>tentang</i>.</p>  | <p>5. Tolong <b>beli</b> kertas di pasar.<br/>(Transitive)<br/>Please <b>buy</b> paper in the market.</p> <p>Tolong <b>belikan</b> saya kertas di pasar.<br/>(Benefactive)<br/>Please <b>buy</b> paper <b>for</b> me in the market.</p>   |
| <p>6. Pilih tajuk yang sesuai dan <b>tulis</b> sebuah perenggan <b>tentang</b> pendapat sendiri.</p> <p>Choose an appropriate topic and <b>write</b> a paragraph <b>about</b> your own opinion.</p> <p>Pilih tajuk yang sesuai dan <b>tuliskan</b> pendapat sendiri.</p> <p>Choose a suitable topic and <b>write</b> (<b>about it in</b>) your own opinion.</p> <p>The suffix <i>-kan</i> turns adverbs into transitive verbs.</p> | <p>6. Pilih topik yang sesuai dan <b>tulis</b> satu paragraf <b>tentang</b> pendapat sendiri.</p> <p>Choose an appropriate topic and <b>write</b> a paragraph <b>about</b> your own opinion.</p> <p>Pilih topik yang sesuai dan <b>tuliskan</b> pendapat Anda sendiri.</p> <p>Choose a suitable topic and <b>write</b> (<b>about it in</b>) your own opinion.</p> |
| <p>7. Kita sudah <b>jauh</b> sekarang dari tempat bahaya itu.</p> <p>We are now <b>far</b> from that dangerous place. (Adverb)</p> <p>Lebih baik kita <b>jauhkan diri</b> dari tempat bahaya itu.</p> <p>It's best if we <b>distance ourselves</b> from that dangerous place.<br/>(Transitive verb)</p> <p>The suffix <i>-kan</i> turns adjectives into transitive verbs.</p>  | <p>7. Kita sudah <b>jauh</b> sekarang dari tempat bahaya itu.</p> <p>We are now <b>far</b> from that dangerous place. (Adverb)</p> <p>Lebih baik kita <b>jauhkan diri</b> dari tempat bahaya itu.</p> <p>It's best if we <b>distance ourselves</b> from that dangerous place.<br/>Transitive verb)</p>  |
| <p>8. Teh itu tidak <b>panas</b> lagi.<br/>(Adjective)<br/>That tea is no longer <b>hot</b>.</p> <p>Tolong <b>panaskan</b> teh itu.<br/>(Transitive verb)<br/>Please <b>heat up</b> the tea.<br/>The suffix <i>-kan</i> turns adjectives of feeling into causative verbs.</p>  | <p>8. Teh itu tidak <b>panas</b> lagi.<br/>(Adjective)<br/>That tea is no longer <b>hot</b>.</p> <p>Tolong <b>panaskan</b> teh itu.<br/>(Transitive verb)<br/>Please <b>heat up</b> the tea.</p>  |

## CHAPTER 5

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| <p>9. Saya <b>bosan</b> belajar kursus ini. Mari kita pilih kursus lain.<br/>(Adjective)</p> <p>I'm <b>bored</b> studying this course. Let's choose another.</p> <p><i>Kursus ini <b>membosankan</b>. Mari kita pilih kursus lain.</i><br/>(Causative verb)</p> <p>This course <b>is boring (makes one bored)</b>. Let's choose another.</p> | <p>9. <i>Saya <b>bosan</b> belajar kursus ini. Mari kita pilih kursus lain.</i><br/>(Adjective)</p> <p>I'm <b>bored</b> studying this course. Let's choose another.</p> <p><i>Kursus ini <b>membosankan</b>. Mari kita pilih kursus lain.</i><br/>(Causative verb)</p> <p>This course <b>is boring (makes one bored)</b>. Let's choose another.</p> |
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### 5.3.2 The basic functions of *-i*

#### (i) General Discussion

The suffix *-i* has a narrower range of functions than *-kan*. In general it directs the action of the verb from the subject to an indirect object or a location. These utterances, however, are not transitive since the indirect object or location is not affected or changed in any way by the action. These utterances simply show where or toward whom the action is directed.

### 5.3.2 The basic functions of *-i*

#### (ii) Brief summary

A brief summary of the most common functions of the suffix *-i* is described here. For a more detailed discussion, see Sections 5.3.3 - 5.3.5, 5.3.7-5.3.8, 5.3.10 and 5.3.12.

The suffix *-i* indicates the location of an action, replacing the preposition *di*.

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| <p>1. <i>Orang Dayak <b>berdiam di</b> desa-desa di sepanjang sungai besar dan kecil di Kalimantan Tengah.</i></p> <p>The Dayak <b>live in</b> villages along the large and small rivers in Central Kalimantan.</p> <p><i>Orang Dayak <b>mendiami</b> desa-desa di sepanjang sungai besar dan kecil di Kalimantan Tengah.</i></p> <p>The Dayak <b>live in</b> villages along the large and small rivers in Central Kalimantan.</p> | <p>1. <i>Orang Dayak <b>berdiam di</b> desa-desa di sepanjang sungai besar dan kecil di Kalimantan Tengah.</i></p> <p>The Dayak <b>live in</b> villages along the large and small rivers in Central Kalimantan.</p> <p><i>Orang Dayak <b>mendiami</b> desa-desa di sepanjang sungai besar dan kecil di Kalimantan Tengah.</i></p> <p>The Dayak <b>live in</b> villages along the large and small rivers in Central Kalimantan.</p> |
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2. Orang **menulis di** daun palma kering dengan goresan alat tajam.      2. Orang **menulis di** daun palma kering dengan goresan alat tajam.

People **write on** dried palm leaves with the scratches of a sharp instrument.

People **write on** dried palm leaves with the scratches of a sharp instrument.

Orang **menulisi** daun palma kering dengan goresan alat tajam.

Orang **menulisi** daun palma kering dengan goresan alat tajam.

People **write on** dried palm leaves with the scratches of a sharp instrument.

People **write on** dried palm leaves with the scratches of a sharp instrument.

The suffix *-i* indicates the location of an action, replacing the preposition *ke*.

3. Perangkap di sekitar ladang menghentikan binatang liar **masuk ke dalam** ladang itu.      3. Perangkap di sekitar ladang menghentikan binatang liar **masuk ke dalam** ladang itu.

The traps around the fields stop wild animals from **entering** those fields.

The traps around the fields stop wild animals from **entering** those fields.

Perangkap di sekitar ladang menghentikan binatang liar **memasuki** ladang itu.

Perangkap di sekitar ladang menghentikan binatang liar **memasuki** ladang itu.

The traps around the fields stop wild animals from **entering** those fields.

The traps around the fields stop wild animals from **entering** those fields.

The suffix *-i* indicates the location of an action, replacing the preposition *dari*.

4. Lebih baik kita **pergi jauh dari** tempat bahaya itu.      4. Lebih baik kita **pergi jauh dari** tempat bahaya itu.

It's best if we **go far away from** that dangerous place.

It's best if we **go far away from** that dangerous place.

Lebih baik kita **menjauhi** tempat bahaya itu.

Lebih baik kita **menjauhi** tempat bahaya itu.

It's best if we **distance ourselves from** that dangerous place.

It's best if we **distance ourselves from** that dangerous place.

The suffix *-i* indicates the indirect object, replacing prepositions such as *dengan* and *kepada*.

## CHAPTER 5

5. *Lelaki itu **berkahwin dengan** gadis yang berasal dari kampung yang sama.*

The boy **married** a girl from the same village.

*Lelaki itu **mengahwini** gadis yang berasal dari kampung yang sama.*

The boy **married** a girl from the same village.

6. *Ada berbagai dewa yang **memberikan perlindungan kepada** orang yang dianggap sebagai pengikutnya.*

There are various gods which **give protection to** the people who are considered their followers.

*Ada berbagai dewa yang **melindungi** orang yang dianggap sebagai pengikutnya.*

There are various gods which **give protection to** the people who are considered their followers.

5. *Laki-laki itu **kawin dengan** gadis yang berasal dari desa yang sama.*

The boy **married** a girl from the same village.

*Laki-laki itu **mengawini** gadis yang berasal dari desa yang sama.*

The boy **married** a girl from the same village.

6. *Ada berbagai dewa yang **memberikan perlindungan kepada** orang yang dianggap sebagai pengikutnya.*

There are various gods which **give protection to** the people who are considered their followers.

*Ada berbagai dewa yang **melindungi** orang yang dianggap sebagai pengikutnya.*

There are various gods which **give protection to** the people who are considered their followers.

### 5.3.3 The suffix *-kan* makes intransitive verb roots transitive; the suffix *-i* directs the action to an indirect object or location

In the first set of utterances, two verbs are presented which take neither the prefix *meng-* nor *ber-*. The unaffixed verb in the context of each respective utterance clearly shows the role of the subject as patient. These utterances are intransitive.

1. *Hamid biasanya **tidur** awal.*  
Hamid usually **goes to bed** early.

2. *Saya mahu **duduk** sekejap. Sekejap lagi kita pergi.*

I'm going to **sit down** for a second.  
We'll go in a few moments.

1. *Hamid biasanya **tidur** lebih awal.*  
Hamid usually **goes to bed** early.

2. *Saya mau **duduk** sebentar. Sebentar lagi kita pergi.*

I'm going to **sit down** for a second.  
We'll go in a few moments.

When *-kan* is suffixed to each of these verbs, they become transitive. The subject of each utterance becomes the agent which carries out or transfers the action of the verb to a direct object.

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| <p>3. <i>Cik Ja biasanya <b>tidurkan anak bongsunya</b> pukul 7:00 malam.</i></p> <p>Cik Ja usually <b>puts her youngest child to bed</b> at 7:00 at night.</p> | <p>3. <i>Astuti biasanya <b>menidurkan anak bongsunya</b> jam 7:00 malam.</i></p> <p>Astuti usually <b>puts her youngest child to bed</b> at 7:00 at night.</p> |
| <p>4. <i>Rahim <b>mendudukan anaknya</b> di atas kerusi di depan meja.</i></p> <p>Rahim <b>sat his child</b> on the chair in front of the table.</p>            | <p>4. <i>Rahim <b>mendudukan anaknya</b> di atas kursi di depan meja.</i></p> <p>Rahim <b>sat his child</b> on the chair in front of the table.</p>             |

Utterances 3-4 may also be expressed as transitive without using *-kan*. The alternative is to use either *bagi*, *kasi* or *beri* in Malaysia, or *kasi* or *beri* in Indonesia, followed by the relevant verb root. These are colloquial alternatives, more common in Malaysia than Indonesia, and while they may not be acceptable in formal speech, they are used in informal conversation.

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| <p>5. <i>Cik Ja biasanya <b>bagi</b> anak bongsunya <b>tidur</b> pukul 7:00 malam<sup>M</sup>.</i></p> <p>Cik Ja usually <b>puts her youngest child to bed</b> at 7:00 at night.</p> | <p>6. <i>Rahim <b>kasi anaknya duduk</b> di atas kerusi di depan meja.</i></p> <p>Rahim <b>sat his child</b> on the chair in front of the table.</p> | <p>6. <i>Rahim <b>kasi anaknya duduk</b> di atas kursi di depan meja.</i></p> <p>Rahim <b>sat his child</b> on the chair in front of the table.</p> |
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The utterances may also be expressed as causative by using the verb *suruh* [to tell] in the sense of "to order" or "command", followed by the verb indicating the action to be carried out. In utterance 7, *Cik Ja / Astuti* tells her youngest child to go to bed, but it up to her youngest child to perform the action requested.

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|---|---|
| <p>7. <i>Cik Ja biasanya <b>suruh anak bongsunya tidur</b> pukul 7:00 malam.</i></p> <p>Cik Ja usually <b>sends her youngest child to bed</b> at 7:00 at night.</p>   | <p>7. <i>Astuti biasanya <b>suruh anak bongsunya tidur</b> jam 7:00 malam.</i></p> <p>Astuti usually <b>sends her youngest child to bed</b> at 7:00 at night.</p> |
| <p>8. <i>Rahim <b>suruh anaknya duduk</b> di atas kerusi di depan meja.</i></p> <p>Rahim <b>told his child to sit</b> on the chair in front of the table.</p> <p>When <i>-i</i> is suffixed to these verbs, the action is carried or transferred to an indirect object or a location. As mentioned in the introduction to this section, these utterances are not transitive, for the indirect object or location is not altered or changed in any way</p> | <p>8. <i>Rahim <b>suruh anaknya duduk</b> di atas kursi di depan meja.</i></p> <p>Rahim <b>told his child to sit</b> on the chair in front of the table.</p>      |

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by the action as a direct object would be. These utterances simply show the person or place to which an action is directed.

Utterance 9 is an example where the action is directed toward an indirect object. For this particular example, the affixed verb *meniduri* takes on the meaning "to sleep with" in the sense of "to have sexual intercourse with".

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|--|--|
| 9. <i>Lelaki muda itu <b>meniduri</b> perempuan lebih tua dalam hubungan yang tidak sah.</i> | 9. <i>Laki-laki muda itu <b>meniduri</b> wanita lebih tua dalam hubungan yang tidak sah.</i> |
|--|--|

The young man **slept with** an older women in an illicit relationship.

The young man **slept with** an older women in an illicit relationship.

The conversational equivalent of *meniduri* is *tidur dengan*. *Tidur dengan*, however, is far more neutral a statement than *meniduri* and does not imply a sexual relationship.

- |   |   |
|---|---|
| 10. <i>Adik <b>tidur dengan</b> abangnya di atas katil yang sama.</i> | 10. <i>Adik <b>tidur dengan</b> kakak laki-lakinya di tempat tidur yang sama.</i> |
|---|---|

The younger brother **sleeps with** the older brother on the same bed.

The younger brother **sleeps with** the older brother on the same bed.

Utterances 11-12 are examples where the action is directed toward a location. Utterances 13-14 show the conversational equivalents of the same utterances. The verb *menduduki* may be used as it is in utterance 12 [Iskandar, *Kamus Dewan*], but this usage is not common in Malaysia. It is more commonly used in the sense of "to occupy" as an invading force might occupy a defeated country, or an official might occupy a particular position in a company or government.

- |  |   |
|--|---|
| 11. <i>Adik dan abang <b>meniduri</b> katil yang sama.</i> | 11. <i>Adik dan kakak laki-laki <b>meniduri</b> tempat tidur yang sama.</i> |
|--|---|

The younger and older brother **sleep on** the same bed.

The younger and older brother **sleep on** the same bed.

- |  |   |
|--|---|
| 12. <i>Anak Rahim <b>menduduki</b> kerusi di depan meja.</i> | 12. <i>Anak Rahim <b>menduduki</b> kursi di depan meja.</i> |
|--|---|

Rahim's child **is sitting on** the chair in front of the table.

Rahim's child **is sitting on** the chair in front of the table.

- |   |   |
|---|---|
| 13. <i>Adik dan abang <b>tidur di</b> atas katil yang sama.</i> | 13. <i>Adik dan kakak laki-laki <b>tidur di</b> tempat tidur yang sama.</i> |
|---|---|

The younger and older brother **sleep on** the same bed.

The younger and older brother **sleep on** the same bed.

- |  |   |
|--|---|
| <p>14. Anak Rahim <b>duduk di</b> atas kerusi di depan meja.</p> <p>Rahim's child is sitting on the chair in front of the table.</p> | <p>14. Anak Rahim <b>duduk di</b> atas kursi di depan meja.</p> <p>Rahim's child is sitting on the chair in front of the table.</p> |
|--|---|

### 5.3.4 The suffix *-kan* derives transitive verbs from adverb and adjective roots; the suffix *-i* directs the action to a location

The next two examples show an adverb and adjective root derived as verbs by the prefix *meng-*. Here the role of the subject is patient. The subject experiences the action indicated.

- |   |  |
|---|--|
| <p>1. Ribut petir di bukit <b>semakin mendekat</b>.</p> <p>The thunderstorm in the mountains is <b>drawing progressively nearer</b>.</p>  | <p>1. Hujan guntur di gunung <b>semakin mendekat</b>.</p> <p>The thunderstorm in the mountains is <b>drawing progressively nearer</b>.</p>   |
| <p>2. Pergaduhan suami-isteri itu <b>memanjang</b> sampai menjadi perselisihan dua keluarga besar.</p> <p>The disagreements between husband and wife <b>went on and on</b> (literally: <b>became longer</b>) until they caused misunderstandings between the two extended families.</p> | <p>2. Pertikaian suami-istri itu <b>memanjang</b> sampai menjadi perselisihan dua keluarga besar.</p> <p>The disagreements between husband and wife <b>went on and on</b> (literally: <b>became longer</b>) until they caused misunderstandings between the two extended families.</p> |

In conversation these structures may not commonly be used. The following are possible conversational alternatives of utterances 1 and 2.

- |   |  |
|---|--|
| <p>3. Ribut petir di bukit <b>semakin lebih dekat</b>.</p> <p>The thunderstorm in the mountains is <b>coming nearer</b>.</p>  | <p>3. Hujan guntur di gunung <b>semakin lebih dekat</b>.</p> <p>The thunderstorm in the mountains is <b>coming nearer</b>.</p>   |
| <p>4. Pergaduhan suami-isteri itu <b>menjadi panjang</b> sampai menjadi perselisihan dua keluarga besar.</p> <p>The disagreements between husband and wife <b>went on and on</b> (literally: <b>became longer</b>) until they caused mis-</p> | <p>4. Pertikaian suami-istri itu <b>menjadi panjang</b> sampai menjadi perselisihan dua keluarga besar.</p> <p>The disagreements between husband and wife <b>went on and on</b> (literally: <b>became longer</b>) until they caused mis-</p> |

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understandings between the two extended families.

understandings between the two extended families.

The *-kan* suffix derives these adverb and adjective roots as transitive verbs. When they are used in an utterance, the action is transferred from the agent, the subject of the utterance, to the direct object. The prefix *meng-* may be present to mark the role of the subject as agent, but as mentioned previously, it is optional as this role is identified as well by the word order in the utterance.

5. *Budak itu **mendekatkan** kerusi ke meja supaya lebih senang makan nasi.*

5. *Anak itu **mendekatkan** kursi ke meja supaya lebih mudah makan nasi.*

The child **brought** the chair **closer** to the table so that it would be easier (for him) to eat dinner.

The child **brought** the chair **closer** to the table so that it would be easier (for him) to eat dinner.

6. *Tukang jahit **memanjangkan** lengan baju supaya lebih sesuai.*

6. *Tukang jahit **memanjangkan** lengan baju supaya lebih sesuai.*

The tailor **lengthened** the sleeves so that the shirt would be more suitable.

The tailor **lengthened** the sleeves so that the shirt would be more suitable.

Conversationally, the same utterances may be expressed without *-kan* as follows.

7. *Budak itu (**mem**)bawa kerusi **lebih dekat** ke meja supaya lebih senang makan nasi.*

7. *Anak itu (**mem**)bawa kursi **lebih dekat** ke meja supaya lebih mudah makan nasi.*

The child **brought** the chair **closer** to the table so that it would be easier (for him) to eat dinner.

The child **brought** the chair **closer** to the table so that it would be easier (for him) to eat dinner.

8. *Tukang jahit (**mem**)buat lengan baju **lebih panjang** supaya lebih sesuai.*

8. *Tukang jahit (**mem**)buat lengan baju **lebih panjang** supaya lebih sesuai.*

The tailor **made** the sleeves **longer** so that the shirt would be more suitable.

The tailor **made** the sleeves **longer** so that the shirt would be more suitable.

Of the verbs *dekat* and *panjang*, only *dekat* is commonly suffixed with *-i*. This serves to direct the action to a location as shown in utterance 9. The conversational equivalent of this utterances is shown in 10.

9. *Setelah beberapa lama, kita pun **mendekati** tempat kita pergi.*

9. *Setelah beberapa lama, kita pun **mendekati** tempat kita pergi.*

After a while, we **drew nearer to** the place we were going to.

After a while, we **drew nearer to** the place we were going to.

10. *Setelah beberapa lama, kita pun **lebih dekat ke** tempat kita pergi.*      10. *Setelah beberapa lama, kita pun **lebih dekat ke** tempat kita pergi.*

After a while, we **were nearer to** the place we were going to.

After a while, we **were nearer to** the place we were going to.

### 5.3.5 The suffix *-kan* derives causative verbs from adjectives of feeling; the suffix *-i* directs the action to the source of the feeling

In the next set of utterances *-kan* derives adjectives of feeling or emotion as verbs. When suffixed with *-kan* these verbs indicate that a particular situation exists which can cause or bring about the emotion indicated.

1. *Keadaan di bandaraya-bandaraya besar seperti New York zaman ini **menakutkan**.*      1. *Keadaan di kota-kota besar seperti New York saat ini **menakutkan**.*

The current situation in cities such as New York **is frightening**.

The current situation in cities such as New York **is frightening**.

2. *Mendengar kawan karib meninggal **menyedihkan** keluarga saya.*      2. *Mendengar kawan karib meninggal **menyedihkan** keluarga saya.*

Hearing that a close friend had died **saddened** my family.

Hearing that a close friend had died **saddened** my family.

3. *Keputusan ujian akhir **memuaskan** saya.*      3. *Hasil ujian akhir **memuaskan** saya.*

The results of the final examination **satisfied** me.

The results of the final examination **satisfied** me.

Each of these utterances can be expressed without the suffix *-kan*. The verb *(mem)buat* [to make] is used followed by the relevant adjective root.

4. *Keadaan di bandaraya-bandaraya besar seperti New York zaman ini **(mem)buat** orang **takut**.*      4. *Keadaan di kota-kota besar seperti New York saat ini **(mem)buat** orang **takut**.*

The current situation in large cities such as New York **makes** people **frightened**.

The current situation in large cities such as New York **makes** people **frightened**.

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5. *Mendengar kawan karib meninggal (mem)buat keluarga saya sedih.*      5. *Mendengar kawan karib meninggal (mem)buat keluarga saya sedih.*

Hearing that a close friend died **made** my family **sad**.

Hearing that a close friend died **made** my family **sad**.

6. *Keputusan ujian akhir (mem)buat saya puas.*      6. *Hasil ujian akhir (mem)buat saya puas.*

The results of the final examination **made** me **satisfied**.

The results of the final examination **made** me **satisfied**.

Of the previous examples, only *takut* takes the suffix *-i*, but even here its use is marginal. Only in literary usage would you find the verb *menakuti* used to direct the action to the source of the feeling or emotion.

7. *Datuk Bandar New York menakuti peningkatan jenayah di bandaraya itu.*      7. *Wali kota New York menakuti peningkatan kejahatan di kota itu.*

The mayor of New York **is fearful of** the rise in crime in the city.

The mayor of New York **is fearful of** the rise in crime in the city.

A better example for students of modern Malay and Indonesian are the verbs *gemar* [to enjoy] and *suka* [to like]. The suffix *-i* on these verbs more clearly shows the action being directed to the source of the feeling or emotion, treating this source very much like an indirect object.

8. *Ada juga orang yang menggemari keadaan berbahaya seperti yang terdapat di beberapa bandaraya seperti New York.*      8. *Ada juga orang yang menyukai keadaan berbahaya seperti yang terdapat di beberapa kota besar seperti New York.*

There are also people who **enjoy** a dangerous situation such as that found in several large cities such as New York.

There are also people who **enjoy** a dangerous situation such as that found in several large cities such as New York.

### 5.3.6 The suffix *-kan* makes intransitive verbs transitive; the suffix *-i* shows the time of an action

In the next set of examples, the verbs are presented prefixed with *meng-* or *ber-*, or with no affixation. In each utterance the role of the subject is patient, and where this role is clear from the word order or the context of the utterance, the prefixes may be omitted. These verbs are all intransitive.

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|---|---|
| <p>1. <i>Kuala Lumpur sudah <b>berkembang</b> dan menjadi bandaraya yang terpenting di Malaysia.</i></p> <p>Kuala Lumpur has <b>developed</b> and become the most important city in Malaysia.</p> | <p>1. <i>Jakarta sudah <b>kembang</b> dan menjadi kota besar yang terpenting di Indonesia.</i></p> <p>Jakarta has <b>developed</b> and become the most important city in Indonesia.</p> |
| <p>2. <i>Layang-layang <b>naik</b> ke udara kalau angin cukup kuat.</i></p> <p>A kite <b>rises</b> into the air if the wind is strong enough.</p>   | <p>2. <i>Layang-layang <b>naik</b> ke udara kalau angin cukup kuat.</i></p> <p>A kite <b>rises</b> into the air if the wind is strong enough.</p>                                       |
| <p>3. <i>Bahasa Melayu <b>(men)jadi</b> bahasa kebangsaan di Malaysia.</i></p> <p>Malay <b>became</b> the national language of Malaysia.</p>  | <p>3. <i>Bahasa Indonesia <b>(men)jadi</b> bahasa nasional di Indonesia.</i></p> <p>Indonesian <b>became</b> the national language of Indonesia.</p>                                    |
| <p>4. <i>Permainan sepak takraw <b>(ber)mula</b> 500 tahun dulu.</i></p> <p>The game of sepak takraw <b>began</b> 500 years ago.</p>  | <p>4. <i>Permainan sepak takraw <b>mula</b> 500 tahun dulu.</i></p> <p>The game of sepak takraw <b>began</b> 500 years ago.</p>   |
| <p>5. <i>Kebanyakan penduduk di pedesaan <b>(be)kerja</b> sebagai petani.</i></p> <p>Most residents in rural areas <b>work</b> as farmers.</p>  | <p>5. <i>Kebanyakan penduduk di pedesaan <b>(be)kerja</b> sebagai petani.</i></p> <p>Most residents in rural areas <b>work</b> as farmers.</p>  |

When *-kan* is suffixed to these verbs, the utterances become transitive. The subjects then become the agents of the actions indicated. There are two things that need to be mentioned here. The first is that where *meng-* has functioned to show that the subject in the utterances above is a patient, its function now changes and it indicates that the role of the subject is agent. As mentioned previously, *meng-* may show both of these functions (see Sections 5.1.2, 5.1.5). The second is that *ber-* can only mark the subject as a patient. What happens in the preceding utterances when *-kan* is suffixed to the verb to make that verb transitive, is that *ber-* is no longer used as the prefix. It is replaced by *meng-*. It must be remembered as well that word order and context are sufficient to indicate the role of the subject, and so the prefix may be omitted. The prefix which is omitted in transitive sentences where the subject is the agent is *meng-* and not *ber-*. The following utterances are transitive equivalents of utterances 1-5. Utterance 9 only has a Malay equivalent, Indonesian preferring the *-i* suffix exemplified in utterance 13.

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6. *Yap Ah Loy salah seorang yang berjasa **mengembangkan** Kuala Lumpur.*  
Yap Ah Loy was one of the people who helped **to develop** Kuala Lumpur.
7. *Ada orang yang membaca mantera sebelum mereka **menaikkan** layang-layang ke udara.*  
There are people who recite prayers before they **launch** a kite into the air.
8. *Orang Cina **menjadikan** loghat di utara dan barat negeri itu sebagai bahasa kebangsaan mereka.*  
The Chinese **made** the dialect of the north and the west of the country the national language.
9. *Tidaklah diketahui siapa yang **memulakan** permainan sepak takraw<sup>M</sup>.*  
It is not known who it was who **started** the game of sepak takraw.
10. *Para petani sedang **mengerjakan** sawah masing-masing.*  
The farmers **are working** their rice fields.
11. *Orang Inggeris **mulai** memerintah negeri Selangor pada abad yang ke-19.*  
The English **began** to rule the state of Selangor in the nineteenth century.
12. *Air telah **mulai** surut sejak lewat petang tadi.*  
The water **had begun** to recede by late this afternoon.
6. *Gubernur Ali Sadikin salah seorang yang berjasa **mengembangkan** Jakarta.*  
Governor Ali Sadikin was one of the people who helped **to develop** Jakarta.
7. *Ada orang yang membaca mantera sebelum mereka **menaikkan** layang-layang ke udara.*  
There are people who recite prayers before they **launch** a kite into the air.
8. *Orang Cina **menjadikan** logat di utara dan barat negeri itu sebagai bahasa nasional mereka .*  
The Chinese **made** the dialect of the north and the west of the country the national language.
10. *Para petani sedang **mengerjakan** sawah masing-masing.*  
The farmers **are working** their rice fields.
11. *Orang Belanda **mulai** memerintah Batavia pada abad yang ke-17.*  
The Dutch **began** to rule Batavia in the seventeenth century.
12. *Air telah **mulai** surut sejak sore tadi.*  
The water **had begun** to recede by late this afternoon.

Of the verbs in the previous utterances, only *naik* and *mula* take the suffix *-i* in modern usage. When suffixed with *-i* *naik* indicates the location of the action and functions like the verbs discussed in Section 5.3.3. *Mula* is different. When suffixed with *-i*, *mula* generally focuses upon the time at which a particular action occurs.

Unfortunately, when suffixed to *mula*, the suffixes *-kan* and *-i* sometimes function in the same way. This can only be regarded as an exception to the rules we have been developing. There are other verbs as well, when suffixed with *-kan* and *-i*, where this duplication of function can also be found. The following utterance is acceptable in both Malaysia and Indonesia, while utterance 9 with *-kan* is acceptable only in Malaysia.

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|--|--|
| 13. <i>Tidaklah diketahui siapa yang <b>me-mulai</b> permainan sepak takraw.</i> | 13. <i>Tidak diketahui siapa yang <b>memulai</b> permainan sepak takraw.</i> |
|--|--|

It is not known who it was who first **started** the game of sepak takraw.

It is not known who it was who first **started** the game of sepak takraw.

### 5.3.7 The suffix *-kan* makes transitive and intransitive verbs causative; *-i* directs the action to an indirect object

The verbs in utterances 1-2 are transitive. They do not require *-kan* to indicate transitivity. The subjects are all agents, and this may be shown optionally by the prefix *meng-*. Utterance 3 is intransitive. In other words, the action is not transferred from an agent to a direct object. In utterance 3 the subject is the patient, the experiencer of the action. This may also be shown optionally by *meng-*.

- |  |   |
|--|---|
| 1. <i>Peak Lim <b>pinjam</b> 20 ringgit daripada Ravi.</i> | 1. <i>Yani <b>meminjam</b> 20.000 rupiah dari Ajat.</i> |
|--|---|

Peak Lim **borrowed** 20 dollars from Ravi.

Yani **borrowed** 20,000 rupiah from Ajat.

- |  |  |
|--|--|
| 2. <i>Para pelajar biasanya <b>sewa</b> bilik dekat universiti di mana mereka belajar.</i> | 2. <i>Para pelajar biasanya <b>menyewa</b> kamar dekat universitas di mana mereka belajar.</i> |
|--|--|

Students usually **rent** rooms near the university where they are studying.

Students usually **rent** rooms near the university where they are studying.

- |  |   |
|--|---|
| 3. <i>Sekarang saya <b>ingat</b> pukul berapa kita mahu pergi.</i> | 3. <i>Sekarang saya <b>ingat</b> jam berapa kita mau pergi.</i> |
|--|---|

I now **remember** what time we are going.

I now **remember** what time we are going.

The addition of *-kan* to these verb roots makes them causative.

- |   |  |
|---|--|
| 4. <i>Ravi <b>pinjamkan</b> 20 ringgit kepada Peak Lim.</i> | 4. <i>Ajat <b>meminjamkan</b> 20.000 rupiah kepada Yani.</i> |
|---|--|

Ravi **lent** 20 dollars to Peak Lim.

Ajat **lent** 20,000 rupiah to Yani.

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5. *Orang-orang yang ada rumah dekat universiti biasanya **sewakan** bilik kepada para penuntut.*      5. *Orang-orang yang punya rumah dekat universitas biasanya **menyewakan** kamar kepada para mahasiswa.*

People who have houses near the university usually **rent** rooms **to** students.

People who have houses near the university usually **rent** rooms **to** students.

6. *Jangan lupa **ingatkan** saya pukul berapa kita mau pergi.*      6. *Jangan lupa **ingatkan** saya jam berapa kita mau pergi.*

Don't forget to **remind** me what time we are going.

Don't forget to **remind** me what time we are going.

The causative interpretation of *pinjamkan* [to lend] is [to cause to borrow], of *sewakan* [to rent to] is [to cause to rent from], and *ingatkan* [to remind] is [to cause to remember]. This causative meaning becomes clearer when *-kan* is not used, but its function is expressed colloquially by *bagi*, *kasi* or *beri* followed by the relevant verb root. These verbs mean "to let" in the sense of "to allow", or "to make". In Indonesia, *beri* and *kasi* may be used for this function, but their use is more restricted and may be less acceptable. Another possible interpretation of the *-kan* suffix on verbs such as *pinjam* and *sewa* is "directional" (see Section 5.3.8).

7. *Ravi **beri** Peak Lim **pinjam** 20 ringgit.*      7. *Ajat **kasi** **pinjam** Yani 20.000 rupiah.*

Ravi **lent** Peak Lim 20 dollars. (Ravi **let** Peak Lim **borrow** 20 dollars.)

Ajat **lent** Yani 20,000 rupiah. (Ajat **let** Yani **borrow** 20,000 rupiah.)

8. *Orang-orang yang ada rumah dekat universiti biasanya **bagi** para penuntut **sewa** bilik<sup>M</sup>.*

People who have houses near the university usually **rent** rooms **to** students. (People who have houses near the university usually **allow** students **to rent** rooms.)

9. *Jangan lupa **kasi** saya **ingat** pukul berapa kita mau pergi.*      9. *Jangan lupa **kasi** saya **ingat** jam berapa kita mau pergi.*

Don't forget to **remind** me what time we are going. (Don't forget to **make** me **remember** what time we are going.)

Don't forget to **remind** me what time we are going. (Don't forget to **make** me **remember** what time we are going.)

Of the preceding verbs, only *pinjam* and *ingat* take the suffix *-i*. With *ingat*, the addition of *-i* gives the meaning "to remind someone" in the sense of their "being mindful of" or "heeding" something. In both cases the suffix *-i* can be seen as directing the action toward an indirect object.

- |   |   |
|---|---|
| <p>10. Ravi <b>pinjami</b> Peak Lim 20 ringgit.<br/>Ravi <b>lent</b> Peak Lim 20 dollars.</p>                                   | <p>10. Ajat <b>meminjami</b> Yani 20.000 rupiah.<br/>Ajat <b>lent</b> Yang 20,000 rupiah.</p>                                   |
| <p>11. Saya selalu <b>mengingati</b> kakak untuk tidak merokok.</p> <p>I always <b>remind</b> my older sister not to smoke.</p> | <p>11. Saya selalu <b>mengingati</b> kakak untuk tidak merokok.</p> <p>I always <b>remind</b> my older sister not to smoke.</p> |

### 5.3.8 The suffix *-kan* is directional, moving the action from the direct object to the indirect object; the suffix *-i* marks the indirect object

The set of verbs in utterances 1-4 are transitive. As with utterances 1-2 in Section 5.3.7, they do not require *-kan* to indicate transitivity.

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| <p>1. Kerajaan <b>menambah</b> beban cukai.</p> <p>The government has increased the taxation burden.</p>   | <p>1. Pemerintah <b>menambah</b> beban pajak.</p> <p>The government has increased the taxation burden.</p>   |
| <p>2. Hisyam <b>memberi</b> sumbangan yang lebih besar daripada orang lain.</p> <p>Hisyam <b>gave</b> a larger contribution than the other people.</p>                 | <p>2. Hisyam <b>memberi</b> sumbangan yang lebih besar daripada orang lain.</p> <p>Hisyam <b>gave</b> a larger contribution than the other people.</p>                 |
| <p>3. Hamzah <b>menulis</b> alamatnya supaya saya tidak lupa di mana dia tinggal.</p> <p>Hamzah <b>wrote</b> his address so that I wouldn't forget where he lived.</p> | <p>3. Hamzah <b>menulis</b> alamatnya supaya saya tidak lupa di mana dia tinggal.</p> <p>Hamzah <b>wrote</b> his address so that I wouldn't forget where he lived.</p> |
| <p>4. Puan Halimah <b>mengajar</b> bahasa Inggeris di darjah lima.</p> <p>Mrs. Halimah <b>teaches</b> English in grade five.</p>                                       | <p>4. Ibu Halimah <b>mengajar</b> bahasa Inggris di kelas lima.</p> <p>Mrs. Halimah <b>teaches</b> English in grade five.</p>  |

Despite being already transitive, these verbs may all take *-kan* as a suffix. When suffixed with *-kan* the meaning is still transitive. The difference is that the action does not just end with a change brought about on the direct object, but is directed further to the indirect object or the location in the utterance. This meaning of *-kan*, together with the other meanings which are also exemplified, relates to the historical origin of the suffix. It comes from the preposition *akan* which had a variety of meanings, including "to", "toward", "for", "with" and "about". Compare utterances 1-4 with 5-8 which follow.

## CHAPTER 5

5. *Kerajaan **menambahkan** beban cukai **ke atas** masyarakatnya.*      5. *Pemerintah **menambahkan** beban pajak **ke atas** masyarakatnya.*

The government **has added to (increased)** the taxation burden of its people.

The government **has added to (increased)** the taxation burden of its people.

6. *Hisyam **memberikan** sumbangan yang lebih besar daripada orang lain **kepada** orang-orang miskin.*      6. *Hisyam **memberikan** sumbangan yang lebih besar daripada orang lain **kepada** orang-orang miskin.*

Hisyam **gave** a larger contribution than the other people **to** the poor.

Hisyam **gave** a larger contribution than the other people **to** the poor.

7. *Hamzah **menuliskan** alamatnya **di** sekeping kertas supaya saya tidak lupa di mana dia tinggal.*      7. *Hamzah **menuliskan** alamatnya **di** sehelai kertas supaya saya tidak lupa di mana dia tinggal.*

Hamzah **wrote** his address **on** a piece of paper so that I wouldn't forget where he lived.

Hamzah **wrote** his address **on** a piece of paper so that I wouldn't forget where he lived.

8. *Puan Halimah **mengajarkan** cara-cara mempelajari bahasa **kepada** pelajar di Maktab Perguruan.*      8. *Ibu Halimah **mengajarkan** cara-cara mempelajari bahasa **kepada** mahasiswa di Institut Keguruan.*

Mrs. Halimah **taught** the techniques of language acquisition **to** the students in the Teachers' College.

Mrs. Halimah **taught** the techniques of language acquisition **to** the students in the Teachers' College.

The distinction between *tambah/tambahkan* and *beri/berikan* is generally maintained at most levels of usage. *Tambah* commonly means "to increase" while *tambahkan* means "to add to". *Beri* means "to give" while *berikan* means "to give to". The distinction between *tulis/tuliskan* and *ajar/ajarkan*, however, is not usually maintained. *Tulis* and *ajar* would be used respectively for both meanings indicated in the preceding utterances 7 and 8.

9. *Hamzah **menulis** alamatnya **di** sekeping kertas supaya saya tidak lupa di mana dia tinggal.*      9. *Hamzah **menulis** alamatnya **di** sehelai kertas supaya saya tidak lupa di mana dia tinggal.*

Hamzah **wrote** his address **on** a piece of paper so that I wouldn't forget where he lived.

Hamzah **wrote** his address **on** a piece of paper so that I wouldn't forget where he lived.

10. Puan Halimah **mengajar** cara-cara mempelajari bahasa **kepada** pelajar di Maktab Perguruan.
- Mrs. Halimah **taught** the techniques of language acquisition **to** the students in the Teachers' College.
- Each of the verbs discussed in this section takes the suffix *-i*, and in each case *-i* serves its most common function of directing the action to an indirect object or a location.
10. Ibu Halimah **mengajar** cara-cara mempelajari bahasa **kepada** mahasiswa di Institut Keguruan.
- Mrs. Halimah **taught** the techniques of language acquisition **to** the students in the Teachers' College.
11. Kerajaan **menambahi** beban perusahaan rokok dan minuman keras dengan menaikkan cukai.
- The government has **added to** the burdens of the cigarette and alcohol industries by raising taxes.
- The *beban* [burden] here is an indirect object, added to by the imposition of cigarette and alcohol taxes. Compare this to example 1 where *beban* is an object which is imposed on the industries.
11. Pemerintah **menambahi** beban perusahaan rokok dan minuman keras dengan menaikkan pajak.
- The government has **added to** the burdens of the cigarette and alcohol industries by raising taxes.
12. Hamzah **menulisi** borang dan menyerahkannya kepada ketua pejabat.
- Hamzah **filled in** the form and submitted it to the head of the office.
12. Hamzah **menulisi** formulir dan menyerahkannya kepada kepala kantor.
- Hamzah **filled in** the form and submitted it to the head of the office.
13. Puan Halimah **mengajari** pelajar Darjah Lima bahasa Inggeris supaya boleh bercakap dengan orang asing.
- Mrs. Halimah **teaches** the Grade Five students English so that they will be able to talk to foreigners.
13. Ibu Halimah **mengajari** pelajar Kelas Lima bahasa Inggris supaya bisa berbicara dengan orang asing.
- Mrs. Halimah **teaches** the Grade Five students English so that they will be able to talk to foreigners.

### 5.3.9 The suffix *-kan* makes verbs instrumental

Before moving on to the next set of verbs which will only complicate matters further, it might be best to consider one further function of *-kan*, that is, instrumental. The suffix *-kan* may direct the action to the instrument in the sentence, that is, the thing used to carry out the action. The following utterances exemplify this using the verb root *tulis*. The suffix *-kan* only rarely indicates the instrument of the action.

## CHAPTER 5

1. Amir **menuliskan** kuat-kuat **penselnya** yang tumpul di kertas ujian supaya hasilnya dapat dibaca.

Amir **wrote** hard with his dull **pencil** on the test paper so that the results could be read. (OR) Amir used a dull pencil on the test paper and pressed hard so that the results could be read.

Utterance 1 would much more commonly be expressed in the following way.

2. Amir kuat-kuat **gunakan penselnya** yang tumpul **untuk menulis** di kertas ujian supaya hasilnya dapat dibaca.

Amir **used a dull pencil to write** on the test paper and pressed hard so that the results could be read.

The instrumental meaning of *-kan* is shown in one further example for Malay and one for Indonesian. As mentioned previously, *-kan* is rarely used in this way and examples are hard to come by.

3. Penjahat **mengumpankan wang sebanyak 100 ringgit** supaya penjaga kedai emas membuka pintu.

The criminal **used 100 dollars as a lure** to get the watchman of the jewellery shop to open the door.

1. Amir **menuliskan** keras-keras **pensilnya** yang tumpul di kertas ujian supaya hasilnya bisa dibaca.

Amir **wrote** hard with his dull **pencil** on the test paper so that the results could be read. (OR) Amir used a dull pencil on the test paper and pressed hard so that the results could be read.

2. Amir keras-keras **gunakan pensilnya** yang tumpul **untuk menulis** di kertas ujian supaya hasilnya bisa dibaca.

Amir **used a dull pencil to write** on the test paper and pressed hard so that the results could be read.

3. Polisi **mengepalkan tangannya** ke arah orang yang dicurigai pencuri.

The policeman **used his closed fist** to point out the man suspected of being a thief.

### 5.3.10 The suffix *-kan* makes verbs benefactive; the suffix *-i* shows frequency or variety

The following verbs have been chosen to exemplify some additional functions of *-kan* and *-i*. As with the preceding examples, each of these verbs is transitive and does not require *-kan* to fulfil this function.

1. Saya **membaca** "Utusan Malaysia" **untuk** Douglas sebab dia tidak tahu membaca bahasa Malaysia.

I **read** the "Utusan Malaysia" **for** Douglas since he doesn't know how to read Malay.

1. Saya **membaca** "Jawa Pos" **untuk** Douglas karena dia tidak bisa membaca bahasa Indonesia.

I **read** the "Jawa Pos" **for** Douglas since he doesn't know how to read Indonesian.

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| <p>2. Diana <b>membeli</b> basikal <b>untuk</b> anaknya.</p> <p>Diana <b>bought</b> a bicycle <b>for</b> her child.</p>  | <p>2. Diana <b>membeli</b> sepeda <b>untuk</b> anaknya.</p> <p>Diana <b>bought</b> a bicycle <b>for</b> her child.</p>   |
| <p>3. Budak itu <b>menjual</b> kuih <b>untuk</b> emaknya yang sibuk menjaga anak-anak lainnya di rumah.</p> <p>That child <b>sells</b> cakes <b>for</b> his mother who is busy taking care of her other children in the house.</p> | <p>3. Anak itu <b>menjual</b> kue <b>untuk</b> ibunya yang sibuk mengasuh anak-anak lainnya di rumah.</p> <p>That child <b>sells</b> cakes <b>for</b> his mother who is busy taking care of her other children in the house.</p> |
| <p>4. Tolong <b>panggil</b> ambulans <b>untuk</b> saya sebab isteri saya hendak bersalin sebentar lagi.</p> <p>Please <b>call</b> an ambulance <b>for</b> me because my wife is going to give birth shortly.</p>                   | <p>4. Tolong <b>panggil</b> ambulans <b>untuk</b> saya karena istri saya mau melahirkan sebentar lagi.</p> <p>Please <b>call</b> an ambulance <b>for</b> me because my wife is going to give birth shortly.</p>                  |

The suffix *-kan*, in addition to the meanings discussed in the previous sections, may also be benefactive, that is, it can also direct the action to the beneficiary in the sentence, the person for whom the action is done. The verbs *beli* and *panggil* commonly take *-kan* to indicate such a function.

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| <p>5. Diana <b>membelikan</b> anaknya basikal.</p> <p>Diana <b>bought</b> a bicycle <b>for</b> her child.</p>  | <p>5. Diana <b>membelikan</b> anaknya sepeda.</p> <p>Diana <b>bought</b> a bicycle <b>for</b> her child.</p>  |
| <p>6. Tolong <b>panggilkan</b> saya ambulans sebab isteri saya hendak bersalin sebentar lagi.</p> <p>Please <b>call</b> an ambulance <b>for</b> me because my wife is going to give birth shortly.</p> | <p>6. Tolong <b>panggilkan</b> saya ambulans karena istri saya mau melahirkan sebentar lagi.</p> <p>Please <b>call</b> an ambulance <b>for</b> me because my wife is going to give birth shortly.</p> |
- The verb *baca* also takes *-kan* for such a function, implying that something is read out-loud for someone.
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| <p>7. Saya <b>membacakan</b> Douglas "Utusan Malaysia" sebab dia tidak tahu membaca bahasa Malaysia.</p> <p>I <b>read</b> the "Utusan Malaysia" <b>for</b> Douglas since he doesn't know how to read Malay.</p> | <p>7. Saya <b>membacakan</b> Douglas "Jawa Pos" karena dia tidak bisa membaca bahasa Indonesia.</p> <p>I <b>read</b> the "Jawa Pos" <b>for</b> Douglas since he doesn't know how to read Indonesian.</p> |
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The verbs *baca* and *jual* may take the *-i* suffix to indicate that an action is done frequently or repeatedly, or that an action affects a number of objects or things. This is not a common use of *-i* in Malaysia. Its most common occurrence is in Indonesian literature. The following exemplifies *jual*.

8. *Anak itu menjuali barang-barang untuk menolong ibunya*<sup>1</sup>.  
That child **sells** a variety of things in order to help her mother.

### 5.3.11 The suffix *-kan* means "about"

There are some contexts in which *-kan* gives the meaning "about" when suffixed to particular verbs, replacing prepositions such as *tentang* (see Section 5.3.1(ii)). The following utterances exemplify this with the verbs *tanya* [to ask], *tulis* [to write], *fikir*<sup>M</sup>/*pikir*<sup>1</sup> [to think] and *bincang*<sup>M</sup>/*bicara*<sup>1</sup> [to discuss].

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| <p>1. <i>Kita tentu tanyakan hal-hal yang penting kalau kita kurang faham.</i></p> <p>We'll certainly <b>ask about</b> things that are important if we don't understand them.</p>  | <p>1. <i>Kita tentu tanyakan hal-hal yang penting kalau kita kurang mengerti.</i></p> <p>We'll certainly <b>ask about</b> things that are important if we don't understand them.</p>   |
| <p>2. <i>Pilih tajuk yang sesuai dan tuliskan pendapat sendiri.</i></p> <p>Choose a suitable topic and <b>write (about it in)</b> your own opinion.</p>  | <p>2. <i>Pilih topik yang sesuai dan tuliskan pendapat Anda sendiri.</i></p> <p>Choose a suitable topic and <b>write (about it in)</b> your own opinion.</p>   |
| <p>3. <i>Keluarga petani sedang bincangkan perkara-perkara yang timbul akibat desakan penduduk yang bertambah.</i></p> <p>The farming families are currently <b>talking about</b> matters that have arisen due to increasing population pressures.</p> | <p>3. <i>Keluarga petani sedang bicarakan hal-hal yang timbul akibat tekanan pertambahan penduduk.</i></p> <p>The farming families are currently <b>talking about</b> matters that have arisen due to increasing population pressures.</p> |
| <p>4. <i>Perlu kita fikirkan hari depan, bukan saja hari ini.</i></p> <p>It is necessary for us to <b>think about</b> the future and not just today.</p>   | <p>4. <i>Perlu kita pikirkan hari depan, tidak hanya hari ini.</i></p> <p>It is necessary for us to <b>think about</b> the future and not just today.</p>  |

### 5.3.12 The suffix *-i*: the interpretation of indirect object for particular verbs

There are a number of other verbs which commonly take the suffix *-i* which appear to take direct objects. Utterances using verbs with such suffixes, however, are intransitive, and the action is directed toward an indirect object. It is important to remember that in

each utterance the action is not directly affecting an object, but simply using that object as the point toward which the action is directed. An English translation which is consistent with this general meaning of the suffix *-i* is given in parenthesis after the more general translation.

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| <p>1. <i>Ahli sains <b>menyelidiki</b> kemungkinan menggunakan tenaga suria untuk semua keperluan manusia.</i></p> <p>Scientists are <b>investigating</b> the possibility of using solar energy for all of man's needs. (Scientists are <b>directing</b> their <b>investigations toward</b> the possibility of using solar energy for all of man's needs.)</p> | <p>1. <i>Ilmuwan <b>menyelidiki</b> kemungkinan penggunaan tenaga surya untuk semua keperluan manusia.</i></p> <p>Scientists are <b>investigating</b> the possibility of using solar energy for all of man's needs. (Scientists are <b>directing</b> their <b>investigations toward</b> the possibility of using solar energy for all of man's needs.)</p>                           |
| <p>2. <i>Tamadun Indialah yang <b>mempengaruhi</b> Malaysia pada zaman awal.</i></p> <p>It was Indian civilisation that <b>influenced</b> Malaysia in earlier times. (It was Indian civilisation that <b>had an influence over</b> Malaysia in earlier times.)</p>   | <p>2. <i>Kebudayaan India yang <b>mempengaruhi</b> Indonesia pada zaman dulu.</i></p> <p>It was Indian civilisation that <b>influenced</b> Indonesia in earlier times. (It was Indian civilisation that <b>had an influence over</b> Indonesia in earlier times.)</p>  |
| <p>3. <i>Negeri Thai <b>menguasai</b> negeri-negeri utara Malaysia sebelum kedatangan orang Inggeris.</i></p> <p>Thailand <b>controlled</b> the northern Malaysian states before the arrival of the British. (Thailand <b>had control over</b> the northern Malaysian states before the arrival of the British.)</p>   | <p>3. <i>Beberapa kerajaan Aceh <b>menguasai</b> kota-kota di pantai barat Sumatera sebelum kedatangan orang Belanda.</i></p> <p>Several Kingdoms of Aceh <b>controlled</b> the cities on the west coast of Sumatra before the arrival of the Dutch. (Several Kingdoms of Aceh <b>had control over</b> the cities on the west coast of Sumatra before the arrival of the Dutch.)</p> |

## 5.4 The prefix *di-*: the passive

The prefix *di-* is a verbal affix which inflects a verb for what is traditionally called the passive voice. This section looks at the subject and predicate in active, passive and pseudo-passive sentences.

### 5.4.1 Subject and predicate in active sentences

A basic sentence comprises a subject and a predicate (see Section 2.1.2 for verbal sentences). Both the subject and predicate comprise various noun phrases (see Section 2.2.1) which play differing roles in relation to the action indicated by the verb. In an active sentence the role of the subject is generally an actor or agent. To show this role the verb is optionally prefixed by *meng-*. The predicate comprises the verb, and various

## CHAPTER 5

noun phrases which commonly play the roles of direct object (DIRECT OBJ) and indirect object (INDIRECT OBJ).

<u>Subject</u>	<u>Predicate</u>	
	<i>Active</i>	
<u>NOUN PHRASE</u> <i>Kaum India</i>	<u>VP</u> <i>membina</i>	<u>NOUN PHRASE</u> <i>jalan-jalan raya<sup>M</sup>.</i>
<b>Group India</b>	<b>build</b>	<b>highways</b>
<i>Orang India</i>	<i>membangun</i>	<i>jalan-jalan raya<sup>I</sup>.</i>
<b>People India</b>	<b>build</b>	<b>highways</b>
AGENT	VERB	DIRECT OBJ
Indians	built	the highways.

### 5.4.2 Subject and predicate in passive sentences

In a passive sentence the roles of the noun phrases in the subject and predicate are reversed. The role of the subject is most commonly a direct object or indirect object and the role of noun phrase in the predicate is an agent. To show this, the verb is prefixed with *di-*.

<u>Subject</u>	<u>Predicate</u>	
	<i>Passive</i>	
<u>NOUN PHRASE</u> <i>Jalan-jalan raya</i>	<u>VP</u> <i>dibina</i>	<u>NOUN PHRASE</u> <i>kaum India<sup>M</sup>.</i>
<b>Highways</b>	<b>were built</b>	<b>group India</b>
<i>Jalan-jalan raya</i>	<i>dibangun</i>	<i>orang India<sup>I</sup>.</i>
<b>Highways</b>	<b>were built</b>	<b>people India</b>
DIRECT OBJ	VERB	AGENT
The highways	were built	(by) Indians.

The verbal suffixes *-kan* and *-i* do not change when a verb is made passive. It is only the *meng-* prefix which, if present, is replaced by *di-*. In other words, *mengenalkan* [to introduce] becomes *dikenalkan* [to be introduced], an example where the direct object is the sentence subject. *Mengenal* [to recognise] or [to know or accept (as)] becomes *dikenali*, [to be recognised], or [to be known or accepted (as)], an example where the indirect object is the sentence subject.

<u>Subject</u>	<u>Predicate</u>	
	<i>Passive</i>	
<u>NOUN PHRASE</u> <i>Saya</i>	<u>VP</u> <i>sudah dikenalkan</i>	<u>PREP PHRASE</u> <i>kepada mereka.</i>
<b>I</b>	<b>already been introduced</b>	<b>to them</b>
DIRECT OBJ	AUX + VERB	INDIRECT OBJ
I	have been introduced	to them.

<u><b>NOUN PHRASE</b></u>	<u><b>VP</b></u>	<u><b>PREP PHRASE</b></u>
<i>Orang Melayu</i>	<i>dikenali</i>	<i>sebagai kaum Bumiputera.</i>
<b>People Malay</b>	<b>are known</b>	<b>as group Bumiputera</b>
INDIRECT OBJ	VERB	COMPLEMENT
The Malays	are known	as Bumiputeras.

### 5.4.3 *Oleh* in passive sentences

In the passive sentences the preposition "by" in English may be expressed in Malay or Indonesian as *oleh*. The *oleh* is always optional.

<u><b>Subject</b></u>	<u><b>Predicate</b></u>	
	<i>Passive</i>	
<u><b>NOUN PHRASE</b></u>	<u><b>VP</b></u>	<u><b>PREP PHRASE</b></u>
<i>Jalan-jalan raya</i>	<i>dibina</i>	<i>oleh kaum India<sup>M</sup>.</i>
<b>Highways</b>	<b>were built</b>	<b>by group India</b>
<i>Jalan-jalan raya</i>	<i>dibangun</i>	<i>oleh orang India<sup>I</sup>.</i>
<b>Highways</b>	<b>were built</b>	<b>by people India</b>
DIRECT OBJ	VERB	AGENT
The highways	were built	by Indians.

*Oleh* means "by" only in the sense of "by someone", and is only used to introduce nonsubject agents in passive sentences. If you want to say "I went by plane" you use *dengan* or *naik*, not *oleh*: *Saya pergi dengan kapal terbang<sup>M</sup>* or *Saya pergi naik pesawat terbang<sup>I</sup>*. If you want to say "I succeeded by working hard" you use *dengan*: *Saya berjaya dengan bekerja bersungguh-sungguh<sup>M</sup>/Saya berhasil dengan bekerja sungguh-sungguh<sup>I</sup>*. If you want to say "I arrived by 10:00", you use *pada*: *Saya sampai pada jam 10:00*; and if you want to say "I sent the letter by post", you use *melalui*: *Saya kirim surat itu melalui pos*. The point here is that *oleh* can only be used before a nonsubject agent, and not for any other function.

*Oleh*, however, also has another function which is distinct from that in the preceding discussion. It may mean "because" or "due to". It may be used alone for this function, but more commonly it occurs with *kerana<sup>M</sup>/karena<sup>I</sup>* or *sebab*: *oleh kerana<sup>M</sup>/oleh karena<sup>I</sup>* or *oleh sebab* (see Section 2.4(iv)). This usage is far more common in literature than in conversation.

*Dan sebelum ayah meninggalkan meja makan aku sudah mengantuk oleh kekenyangan.*

And before father left the dining table, I was already sleepy **because** I was full. (And before father left the dining table, I was already sleepy **due to** fullness.)

#### 5.4.4 Replacing the agent noun in passive sentences by a third person pronoun

The agent noun phrase may be replaced by the third person pronoun, *-nya*. As discussed in the section on pronouns, *-nya* may have both a singular referent (that is, refer to only one person or thing) and a plural referent, referring to more than one person or thing, as long as the plural referent is considered as a group (see Section 4.1.8). It is also possible for *mereka* [they] to be used here, although *mereka* quite commonly follows the pattern of the first and second person pronouns discussed in Section 5.4.6(i).

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| 1. <i>Jalan-jalan raya dibina kaum India.</i><br>The highways were built <b>by the Indians</b> .<br><br><i>Jalan-jalan raya dibinanya.</i><br>The roads were built <b>by them</b> . | 1. <i>Jalan-jalan raya dibangun orang India.</i><br>The highways were built <b>by the Indians</b> .<br><br><i>Jalan-jalan raya dibangunnya.</i><br>The roads were built <b>by them</b> . |
|---|--|

In a more literary style, it is possible to place the verb phrase first, followed by the agent and the direct object.

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|---|---|
| 2. <i>Dibinanya jalan-jalan raya.</i><br>The highways were built <b>by them</b> . | 2. <i>Dibangunnya jalan-jalan raya.</i><br>The highways were built <b>by them</b> . |
|---|---|

#### 5.4.5 The agent may be relatively unimportant in passive sentences

The passive, in addition to its function of emphasising the direct or indirect object, is commonly used when the speaker considers the agent relatively unimportant to the context of the utterance. The utterances in Section 5.4.2 with the verbs *dikenalkan* and *dikenali* are examples of this. Utterances 1 and 2 which follow are further examples.

In utterance 1 what is important is that the robber has been caught, and not who did the catching, and in utterance 2 what is important is that an apple does not need to have its skin peeled, and not the agent who is freed of this task.

- |  |  |
|--|--|
| 1. <i>Pencuri sudah ditangkap.</i><br>The robber <b>has been caught</b> .  | 1. <i>Pencuri sudah ditangkap.</i><br>The robber <b>has been caught</b> .  |
| 2. <i>Kulit epal nipis dan tidak perlu dikupas.</i><br><br>The skin of an apple is thin and doesn't need <b>to be peeled</b> . | 2. <i>Kulit apel tipis dan tidak perlu dikupas.</i><br><br>The skin of an apple is thin and doesn't need <b>to be peeled</b> . |

#### 5.4.6 The pseudo-passive (i) Compared to the Passive

One of the limitations of the type of passive so far discussed, in which the verb is prefixed with *di-*, is that it tends to be used most commonly with a third person agent,

an agent replaceable by the third person singular pronoun *-nya*. The following utterances with first and second person agents may be formally acceptable, but they are not common and would be used rarely, if at all.

- |  |   |
|--|---|
| 1. <i>Meja ini dibuat (oleh) saya/ aku.</i><br>This table was made <b>by me</b> .      | 1. <i>Meja ini dibuat (oleh) saya/ aku.</i><br>This table was made <b>by me</b> . |
| 2. <i>Kerusi itu dibuat (oleh) kamu/engkau.</i><br>That chair was made <b>by you</b> . | 2. <i>Kursi itu dibuat (oleh) kamu.</i><br>That chair was made <b>by you</b> .    |

This brings us to what some grammarians call the 'pseudo-passive', in reality an utterance in which the agent precedes the verb in the predicate. The verb, however, may not be prefixed with *di-*. This type of utterance is also referred to as a 'goal focused' or 'object focused' construction. While the introductory examples below have utterances with 3<sup>rd</sup> person agents for the sake of comparison, the passive with *di-* is preferred with third person agents.

The following is a comparison of the passive structure presented at the start of this section with an equivalent pseudo-passive and active structure. Notice the word order of the phrases in the three different types of utterances. In a passive utterance the order is **direct object + verb + agent**. In the pseudo-passive the order is **direct object + agent + verb**, and in the active the order is **agent + verb + direct object**.

<u>Subject</u>	<u>Predicate</u>	
	<i>Passive</i>	
<u>NOUN PHRASE</u> <i>Jalan-jalan raya</i> <b>Highways</b>	<u>VP</u> <i>dibina</i> <b>were built</b>	<u>NOUN PHRASE</u> <i>kaum India<sup>M</sup>.</i> <b>group India</b>
<i>Jalan-jalan raya</i> <b>Highways</b> DIRECT OBJ The highways	<i>dibangun</i> <b>were built</b> VERB were built	<i>orang India<sup>L</sup>.</i> <b>people India</b> AGENT (by) Indians.

<u>Subject</u>	<u>Predicate</u>		
	<i>Pseudo-passive</i>		
<u>NOUN PHRASE</u> <i>Jalan-jalan raya(lah)</i> <b>Highways</b>	<u>NOUN PHRASE</u> <i>kaum India</i> <b>group India</b>	<u>VP</u> <i>bina<sup>M</sup>.</i> <b>built</b>	
<i>Jalan-jalan raya(lah)</i> <b>Highways</b> DIRECT OBJ It was the highways	<i>orang India</i> <b>people India</b> AGENT Indians	<i>bangun<sup>L</sup>.</i> <b>built</b> VERB built.	

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<u>Subject</u>	<u>Predicate</u>	
	<i>Active</i>	
<b><u>NOUN PHRASE</u></b>	<b><u>VP</u></b>	<b><u>NOUN PHRASE</u></b>
<i>Kaum India</i>	<i>membina</i>	<i>jalan-jalan raya<sup>M</sup>.</i>
<b>Group India</b>	<b>build</b>	<b>highways</b>
<i>Orang India</i>	<i>membangun</i>	<i>jalan-jalan raya<sup>I</sup>.</i>
<b>People India</b>	<b>build</b>	<b>highways</b>
AGENT	VERB	DIRECT OBJ
Indians	built	the highways.

First and second person agents are most commonly expressed in pseudo-passive utterances. *Mereka*, too, is quite commonly used in the pseudo-passive rather than the passive. The utterances below are examples using first and second person singular formal and informal agents, and the third person plural. The same analysis applies to the inclusive and exclusive first person plural agents, *kita* and *kami*, which are equivalent to "we" in English.

- |   |   |
|---|---|
| 3. <i>Meja ini saya / aku buat.</i><br>This table was made <b>by me</b> .             | 3. <i>Meja ini saya / aku buat.</i><br>This table was made <b>by me</b> .               |
| 4. <i>Kerusi itu kamu / engkau buat.</i><br>That chair was made <b>by you</b> .       | 4. <i>Kursi itu kamu buat.</i><br>That chair was made <b>by you</b> .                   |
| 5. <i>Jalan-jalan raya(lah) mereka bina.</i><br>The roads were built <b>by them</b> . | 5. <i>Jalan-jalan raya(lah) mereka bangun.</i><br>The roads were built <b>by them</b> . |

There are alternative forms for the first and second person informal agents. *Aku* is shortened to *ku-* and *engkau* to *kau-*. Each of these is, by tradition, prefixed to the verb.

- |   |  |
|---|--|
| 6. <i>Meja ini kubuat.</i><br>This table was made <b>by me</b> .    | 6. <i>Meja ini kubuat.</i><br>This table was made <b>by me</b> .   |
| 7. <i>Kerusi itu kaubuat.</i><br>The chair was made <b>by you</b> . | 7. <i>Kursi itu kaubuat.</i><br>The chair was made <b>by you</b> . |

The first person pronoun *-ku* may be also suffixed to the verb. Although this is not common, it may be found used in short expressions such as the following (see also Section 5.5.2(iv)).

- |  |  |
|--|--|
| 8. <i>"Mengapa ibu mengaji terus?"<br/>tanyaku.</i><br>"Why do (you) mother continue to pray?", <b>I asked</b> . | 8. <i>"Mengapa ibu mengaji terus?"<br/>tanyaku.</i><br>"Why do (you) mother continue to pray?", <b>I asked</b> . |
|--|--|

### 5.4.6 The pseudo-passive

#### (ii) *Meng-* is not used as a verb prefix

The preceding pseudo-passive utterances, even though they have no formal marking as passive, indeed function as passive utterances. The subject of each is a direct or indirect object, and any attempt to mark the subject as an agent by affixing *meng-* to the verb produces an ungrammatical utterance. The prefix *meng-* functions to mark the role of the subject as agent. Such a prefix cannot be used in utterance 1, Section 5.4.4 or utterances 1-2, Section 5.4.6(i). The following utterances are incorrect.

- |  |   |
|--|---|
| 9. * <i>Jalan-jalan raya kaum India mem-</i><br><i>bina.</i> | 9. * <i>Jalan-jalan raya orang India mem-</i><br><i>bangun.</i> |
| 10. * <i>Meja ini saya/aku membuat.</i>                      | 10. * <i>Meja ini saya/aku membuat.</i>                         |
| 11. * <i>Kerusi itu kamu membuat.</i>                        | 11. * <i>Kursi itu kamu membuat.</i>                            |

In general, when the pseudo-passive is used with a third person agent, it is chosen for contrastive emphasis. This emphasis may be shown by optionally suffixing *-lah* to the subject and, more importantly, converting the predicate into a relative clause by means of the relative pronoun *yang* (see Section 2.3). The head (or what we might call 'subject') of this relative clause, is the same as the subject of a comparable pseudo-passive sentence. Compare the following.

- |  |  |
|--|--|
| 12. <i>Jalan-jalan raya kaum India bina.</i>   | 12. <i>Jalan-jalan raya orang India bangun.</i>  |
| The highways <b>were built</b> by the<br>Indians   | The highways <b>were built</b> by the<br>Indians   |
| <i>Jalan-jalan raya(lah) yang kaum India</i><br><i><b>bina</b>, bukan landasan kereta api.</i> | <i>Jalan-jalan raya(lah) yang orang India</i><br><i><b>bangun</b>, bukan rel kereta api.</i> |
| It was the highways that Indians<br><b>built</b> , not the railway lines.                      | It was the highways that Indians <b>built</b> ,<br>not the railway lines.                    |

*Meng-* cannot be affixed to the verb in such utterances since the role of the subject is a direct object and not an agent. Utterance 13 below is just as ungrammatical as utterance 9.

- |   |   |
|---|---|
| 13. * <i>Jalan-jalan raya(lah) yang kaum</i><br><i>India <b>membina</b>, bukan landasan</i><br><i>keretapi.</i> | 13. * <i>Jalan-jalan raya(lah) yang orang</i><br><i>India <b>membangun</b>, bukan rel kereta</i><br><i>api.</i> |
|---|---|

This is a very common error among students of Malay and Indonesian. Since the role of the subject of a pseudo-passive sentence, or the head of the equivalent relative clause, is a direct or indirect object, the verb may not be prefixed with *meng-*. *Meng-* indicates that such a subject must be the agent in the utterance. Examine the following utterances. The prefixed verb in parenthesis marked with an asterisk (\*) is incorrect.

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- |   |  |
|---|--|
| <p>14. <i>Majalah yang Khadijah <b>beli</b> (*membeli) sangat mahal.</i></p> <p>The magazine that Khadijah <b>bought</b> was very expensive.</p>                            | <p>14. <i>Majalah yang Khadijah <b>beli</b> (*membeli) sangat mahal.</i></p> <p>The magazine that Khadijah <b>bought</b> was very expensive.</p>                           |
| <p>15. <i>Ah Lan tak mahu jual kereta yang bapanya <b>beri</b> (*memberi).</i></p> <p>Ah Lan doesn't want to sell the car that her father <b>gave</b> (her).</p>            | <p>15. <i>Yani tidak mau jual mobil yang bapaknya <b>beri</b> (*memberi).</i></p> <p>Yani doesn't want to sell the car that her father <b>gave</b> (her).</p>              |
| <p>16. <i>Apa yang perlu kita tahu ialah apa yang kita <b>baca</b> (*membaca) di surat khabar.</i></p> <p>What we need to know is what we <b>read</b> in the newspaper.</p> | <p>16. <i>Apa yang perlu kita tahu ialah apa yang kita <b>baca</b> (*membaca) di surat kabar.</i></p> <p>What we need to know is what we <b>read</b> in the newspaper.</p> |

If, however, each of the utterances 14-16 were expressed so that the subject of the utterance were an agent, then the verbs prefixed with *meng-* would be correct. The following are examples of this, although not all the utterances in 17-19 are direct equivalents of utterances 14-16.

- |   |  |
|---|--|
| <p>17. <i>Khadijah <b>membeli</b> majalah yang sangat mahal.</i></p> <p>Khadijah <b>bought</b> a magazine that was very expensive.</p>                                    | <p>17. <i>Khadijah <b>membeli</b> majalah yang sangat mahal.</i></p> <p>Khadijah <b>bought</b> a magazine that was very expensive.</p>                                 |
| <p>18. <i>Bapa Ah Lan <b>memberi</b> kereta yang Ah Lan sekarang tak mahu jual.</i></p> <p>Ah Lan father <b>gave</b> (her) the car that she now doesn't want to sell.</p> | <p>18. <i>Bapak Yani <b>memberi</b> mobil yang Yani sekarang tidak mau jual.</i></p> <p>Yani's father <b>gave</b> (her) the car that she now doesn't want to sell.</p> |
| <p>19. <i>Kita <b>membaca</b> di surat khabar semua yang perlu kita tahu.</i></p> <p>We <b>read</b> in the newspaper everything that we need to know.</p>                 | <p>19. <i>Kita <b>membaca</b> di surat kabar semua yang perlu kita tahu.</i></p> <p>We <b>read</b> in the newspaper everything that we need to know.</p>               |

The pseudo-passive, however, is not the preferred form to use with third person agents. It is the passive with *di-* which is preferred, particularly in writing and formal speaking. The following utterances re-express utterances 14 and 15 above as the regular passive with *di-*.

- |   |   |
|---|---|
| 20. <i>Majalah yang <b>dibeli</b> Khadijah sangat mahal.</i>          | 20. <i>Majalah yang <b>dibeli</b> Khadijah sangat mahal.</i>      |
| 21. <i>Ah Lan tidak mahu jual kereta yang <b>diberi</b> bapaknya.</i> | 21. <i>Yani tidak mau jual mobil yang <b>diberi</b> bapaknya.</i> |

#### 5.4.7 A preference for active or passive

In the conversational Malay of Malaysia, active utterances are much preferred over passive ones. Passive utterances such as 1 and 2 would be far more commonly expressed as the active utterances 3 and 4 with the impersonal subject *orang* meaning "a person" or "someone".

- |   |  |
|---|--|
| 1. <i>Bil sudah <b>dibayar</b>.</i><br>The bill has already <b>been paid</b> .              | 1. <i>Rekening sudah <b>dibayar</b>.</i><br>The bill has already <b>been paid</b> .              |
| 2. <i>Rokok tidak <b>dijual</b> di sini.</i><br>Cigarettes aren't <b>sold</b> here.         | 2. <i>Rokok tidak <b>dijual</b> di sini.</i><br>Cigarettes aren't <b>sold</b> here.              |
| 3. <i>Orang sudah <b>bayar</b> bil.</i><br>Someone <b>has</b> already <b>paid</b> the bill. | 3. <i>Orang sudah <b>bayar</b> rekening.</i><br>Someone <b>has</b> already <b>paid</b> the bill. |
| 4. <i>Orang tidak <b>jual</b> rokok di sini.</i><br>No one <b>sells</b> cigarettes here.    | 4. <i>Orang tidak <b>jual</b> rokok di sini.</i><br>No one <b>sells</b> cigarettes here.         |

This use of the active over the passive, however, is not the preferred form in Indonesia. In Indonesia, use of the passive is seen as a way of overcoming the need to select a second person pronoun. It is also less direct, and for this reason, may also be seen as more polite (also see Section 12.2.6).

5. ***Dibelinya** kapan, Pak<sup>1</sup> ?*  
When **did** you **buy** it?
6. *Apa yang **dikerjakan** sekarang<sup>1</sup> ?*  
What **are (you) working** on now?

It is for the sake of politeness that the passive may also be used in giving commands. This is a function of *di-* which is more common in Indonesia than in Malaysia (see also Section 12.2.6).

7. ***Dibersihkannya** hati-hati, ya<sup>1</sup> ?*  
You'll **clean** it carefully, won't you?
8. *Tolong **dibungkus** baik-baik, ya<sup>1</sup> ?*  
Please **wrap** it up well, ok?

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9. Coba **dipikirkan** baik-baik<sup>1</sup>.  
Please **think** about it carefully.

### 5.5 **Ter-**

*Ter-* is a verbal and adjectival affix used to indicate a final or completed state. How this state is reached, whether intentionally or unintentionally, or actively or passively, is not considered significant when this affix is used (see Section 5.5.2).

#### 5.5.1 **Ter-** affixed to adjectives

With adjective roots, *ter-* indicates either a superlative or an intensive state. The superlative is expressed in English by the suffix "-est", as in "biggest", and the intensive by the word "very", as in "very big". The superlative may be emphasised further by the addition of *sekali*, also meaning "very". This would be more common in Malaysia. The following are examples (also see Section 8.4(ii)).

- |   |   |
|---|---|
| 1. <i>Gasing <b>terbaik</b> yang pernah dijumpai, lilitannya berukuran 750 milimeter.</i>   | 1. <i>Gasing <b>terbaik</b> yang pernah dijumpai, lilitnya berukuran 750 milimeter.</i> |
| The <b>best</b> top that was ever found had a circumference measuring 750 millimetres.  | The <b>best</b> top that was ever found had a circumference measuring 750 millimetres.  |
| 2. <i>Orang Senoi ialah kumpulan orang asli yang <b>terbesar sekali</b><sup>M</sup>.</i><br>The Senoi are <b>the very largest</b> aboriginal group. |   |

To fit with the interpretation of *ter-* indicating a final or completed state, it is possible to interpret these affixed adjective roots as the end point of their respective series, that is: "good, better, best" and "big, bigger, biggest".

The same meaning expressed by *ter-* may be achieved by the intensifier *paling* followed by the root form of the adjective. The English translation for utterances 3-4 is the same as for utterances 1-2.

- |   |   |
|---|---|
| 3. <i>Gasing <b>paling baik</b> yang pernah dijumpai, lilitannya berukuran 750 milimeter.</i> | 3. <i>Gasing <b>paling baik</b> yang pernah dijumpai, lilitnya berukuran 750 milimeter.</i> |
| 4. <i>Orang Senoi ialah kumpulan orang asli yang <b>paling besar sekali</b><sup>M</sup>.</i>  |   |

#### 5.5.2 **Ter-** affixed to verbs

##### (i) **General Use**

A number of functions of the *ter-* prefix are discussed in the following sections. These include showing completed states or actions, indicating unintentional completion of an action and showing negative ability. A final section looks at *ter-* in combination with other affixes.

### 5.5.2 *Ter-* affixed to verbs (ii) Showing a completed state

When *ter-* is prefixed to verbs, the resultant meaning is most commonly a final or completed state with no particular consideration as to how that state was reached.

- |   |   |
|---|---|
| <p>1. <i>Kaum Cina <b>terdapat</b> juga dengan banyaknya di Sarawak.</i></p> <p>The Chinese <b>are</b> also <b>found</b> in large numbers in Sarawak.</p>   | <p>1. <i>Orang Cina juga banyak <b>terdapat</b> di Kalimantan Barat.</i></p> <p>The Chinese <b>are</b> also <b>found</b> in large numbers in West Kalimantan.</p>   |
| <p>2. <i>Kuala Lumpur <b>terletak</b> di pertemuan Sungai Gombak dan Sungai Kelang.</i></p> <p>Kuala Lumpur <b>is located</b> at the confluence of the Gombak and Kelang Rivers.</p>  | <p>2. <i>Surabaya <b>terletak</b> di kuala Kali Mas.</i></p> <p>Surabaya <b>is located</b> at the mouth of the Mas River.</p>   |
| <p>3. <i>Perjanjian <b>tersebut</b> ditandatangani dalam mesyuarat bersama.</i></p> <p>The <b>mentioned</b> agreement was signed at a joint meeting.</p>  | <p>3. <i>Perjanjian <b>tersebut</b> ditandatangani dalam pertemuan bersama.</i></p> <p>The <b>mentioned</b> agreement was signed at a joint meeting.</p>  |
| <p>4. <i>Pertikaian yang <b>terjadi</b> antara negara-negara di Laut Cina Selatan menyebabkan hubungan yang renggang.</i></p> <p>The conflict which has <b>occurred</b> among the nations of the South China Sea has led to strained relations.</p> | <p>4. <i>Pertikaian yang <b>terjadi</b> antara negara-negara di Laut Cina Selatan menyebabkan hubungan yang renggang.</i></p> <p>The conflict which has <b>occurred</b> among the nations of the South China Sea has led to strained relations.</p> |
| <p>5. <i>Orang asli Malaysia <b>terbahagi</b> kepada tiga kumpulan yang utama.</i></p> <p>Malaysian aboriginals <b>are divided</b> into three main groups.</p>  | <p>5. <i>Penduduk asli sebelah barat Pulau Sumatera <b>terbagi</b> menjadi tiga kelompok yang utama.</i></p> <p>Aboriginals of the western part of Sumatra <b>are divided</b> in three main groups.</p>   |

The preceding utterances are different from passive utterances in which the verb is prefixed with *di-*. In the utterances here neither an agent nor the actual carrying out of an action is expressed or implied. There is no intention to indicate: who found the Chinese in Sarawak or West Kalimantan nor the action that might have accompanied such discovery in utterance 1; who situated Kuala Lumpur or Surabaya at its current location nor the carrying out of such an establishment in utterance 2; who mentioned the agreement or its particular circumstances in utterance 3; what caused the conflict

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or who brought it about in utterance 4; and who it was that divided the aborigines into groups or how that division was arrived at in utterance 5. If it were important for a speaker to express such agents or actions, or both, then passive utterances with *di-*would be used.

Utterances 1-5 may be expressed as the similar passive utterances 6-10 which follow. The subjects in utterances 7 and 9, however, have been changed to make the utterances more suitable to such expression.

6. *Kaum Cina **didapati** juga dengan banyaknya di Sarawak oleh peneroka-peneroka barat.*      6. *Orang Cina juga banyak **didapati** di Kalimantan Barat oleh perintis-perintis barat.*

The Chinese **were** also **found** in large numbers in Sarawak by western pioneers.

The Chinese **were** also **found** in large numbers in West Kalimantan by western pioneers.

7. *Perahu yang **diletakkan** di pertemuan Sungai Gombak dan Sungai Kelang oleh Raja Abdullah dan pengikutnya.*      7. *Tombaklah yang **diletakkan** di pertemuan Kali Mas dan Kali Brantas oleh Adipati Surabaya.*

It was a perahu that **was placed** at the confluence of the Gombak and Kelang Rivers by Raja Abdullah and his followers.

It was a lance that **was placed** at the confluence of the Mas and Brantas Rivers by Adipati Surabaya.

8. *Perjanjian yang **disebutkan** dalam surat khabar minggu lalu ditandatangani oleh perwakilan dua pihak dalam mesyuarat bersama.*      8. *Perjanjian yang **disebutkan** dalam surat khabar minggu lalu ditandatangani wakil kedua pihak dalam pertemuan bersama.*

The agreement which **was mentioned** in the newspaper last week was signed by delegations from both parties at a joint meeting.

The agreement which **was mentioned** in the newspaper last week was signed by delegations from both parties at a joint meeting.

9. *Pertikaian tentang kepunyaan Pulau Spratly **dijadikan** sebagai pokok pembicaraan mesyuarat negara-negara di Laut Cina Selatan.*      9. *Pertikaian tentang pemilikan Pulau Spratly **dijadikan** sebagai pokok pembicaraan pertemuan negara-negara di Laut Cina Selatan.*

The conflict over possession of the Spratly Islands **was made** a topic of discussion at a meeting of the countries of the South China Sea.

The conflict over possession of the Spratly Islands **was made** a topic of discussion at a meeting of the countries of the South China Sea.

10. *Orang asli Malaysia boleh **di-bahagikan** kepada tiga kumpulan besar menurut tempat tinggal.*

Malaysian aboriginals can **be divided** into three groups according to (their) place of residence.

10. *Penduduk asli sebelah barat Pulau Sumatera dapat **di-bagi** menjadi tiga kelompok besar menurut tempat tinggal.*

The aboriginals of the western part of Sumatra can **be divided** into three groups according to (their) place of residence.

### 5.5.2 *Ter-* affixed to verbs

#### (iii) Showing unintentional completion of an action

*Ter-* also indicates unintentional or nonvolitional completion of an action. The following are example utterances.

11. *Pelajar-pelajar **tertidur** semasa syarahan sains.*

The students **fell asleep** during the science lecture.

11. *Pelajar-pelajar **tertidur** sewaktu kuliah sains.*

The students **fell asleep** during the science lecture.

12. *Kata-kata itu **terkeluar**. Saya memang tidak mahu kata apa-apa.*

The words **just came out**. I really didn't intend to say anything.

12. *Kata-kata itu **terucap**. Saya memang tidak mau mengucapkan apa-apa.*

The words **just came out**. I really didn't intend to say anything.

13. *Bas Bandaraya **terhenti** di tengah-tengah jalan dan terpaksa diheret ke tepi.*

The City Council bus **came to a stop** in the middle of the road and had to be towed to the side.

13. *Bis Kota **terhenti** persis di tengah jalan dan terpaksa ditarik ke tepi.*

The City Council bus **came to a stop** in the middle of the road and had to be towed to the side.

14. *Ada masa orang asli Malaysia **terpaksa** berpindah dari tempat tinggal mereka.*

There are times when the Malaysian aboriginals find themselves **forced to** move from their places of residence.

14. *Ada waktu penduduk asli sebelah barat Pulau Sumatera **terpaksa** berpindah dari tempat tinggal mereka.*

There are times when the aboriginals of the western part of Sumatra are **forced to** move from their places of residence.

The absence of *ter-* as a prefix, or the use of another prefix in its place, indicates more deliberate action. Compare utterances 15-18 to utterances 11-14.

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15. *Pelajar-pelajar **tidur** semasa syarahan sains.*  
The students **were sleeping** during the science lecture.
16. *Tidak boleh beritahu Chandran apa-apa. Kata-kata masuk melalui telinga, dan segera **keluar** dari mulut.*  
You can't tell Chandran anything. The words enter through his ears and immediately **come out** of his mouth.
17. *Bas Bandaraya **berhenti** di tengah-tengah jalan untuk menurunkan penumpang yang mengganggu penumpang lain.*  
The City Council bus **stopped** in the middle of the road to drop off passengers who were bothering other passengers.
18. *Ada orang asli Malaysia yang **dipaksa** mencari tempat tinggal yang baru oleh orang-orang yang datang kemudian.*  
Some Malaysian aboriginals **were forced** to find a new place to live by the people who came later.
19. *Sofiah **terpijak** kaki saya semasa kami naik bas.*  
Sofiah **stepped on** my foot while we were getting on the bus.
20. *Anak Hamid **tertelan** benda-benda yang kotor.*  
Hamid's child **swallowed** some things that were dirty.
15. *Pelajar-pelajar **tidur** sewaktu kuliah sains.*  
The students **were sleeping** during the science lecture.
16. *Jangan beritahu apa-apa kepada Chandra. Nanti dia **ucapkan** kata-kata itu kepada orang lain.*  
Don't tell anything to Chandra. He will later **mention** those words to others.
17. *Bis Kota **berhenti** persis di tengah jalan untuk menurunkan penumpang yang mengganggu penumpang lain.*  
The City Council bus **stopped** in the middle of the road to drop off passengers who were bothering other passengers.
18. *Ada penduduk asli sebelah barat Pulau Sumatera yang **dipaksa** mencari tempat tinggal yang baru oleh orang-orang yang datang kemudian.*  
Some West Sumatran aboriginals **were forced** to find a new place to live by the people who came later.
19. *Sofiah **terpijak** kaki saya ketika kami naik bis.*  
Sofiah **stepped on** my foot while we were getting on the bus.
20. *Anak Hamid **tertelan** benda-benda yang kotor.*  
Hamid's child **swallowed** some things that were dirty.

The next two utterances also show unintentional action. The subjects of these utterances, however, are most clearly seen as agents, whereas in the previous utterances 11-14, the subjects are patients or direct objects.

For an indication of intentional action, the *ter-* prefix would not be used. No prefix may be required, or another relevant prefix may be used in its place.

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| <p>21. <i>Sofiah berkali-kali <b>memijak</b> lipas, tapi lipas itu tidak mati.</i></p> <p>Sofiah <b>stepped on</b> the cockroach over and over again, but it didn't die.</p>                        | <p>21. <i>Sofiah berkali-kali <b>memijak</b> kecoa, tapi kecoa itu tidak mati.</i></p> <p>Sofiah <b>stepped on</b> the cockroach over and over again, but it didn't die.</p>                 |
| <p>22. <i>Anak Hamid <b>menelan</b> obat yang diberikan ayahnya supaya boleh sihat nanti.</i></p> <p>Hamid's child <b>swallowed</b> the medicine his father gave him so that he would get well.</p> | <p>22. <i>Anak Hamid <b>menelan</b> obat yang diberikan ayahnya supaya bisa sehat.</i></p> <p>Hamid's child <b>swallowed</b> the medicine his father gave him so that he would get well.</p> |

### 5.5.2 *Ter-* affixed to verbs (iv) Showing inability

There is one further use of *ter-* which is most commonly restricted to negative sentences. The combination of the negative *tidak* plus a verb root prefixed with *ter-* gives the meaning of inability. These utterances indicate actions which are unable to be performed. This is not a widespread usage of *ter-*.

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| <p>23. <i>Meja dapur yang sangat berat itu tidak <b>terangkat</b> oleh tuan rumah.</i></p> <p>The kitchen table which was very heavy <b>couldn't be lifted</b> by the owner of the house.</p> | <p>23. <i>Meja dapur yang sangat berat itu tidak <b>terangkat</b> oleh tuan rumah.</i></p> <p>The kitchen table which was very heavy <b>couldn't be lifted</b> by the owner of the house.</p> |
| <p>24. <i>Apa gurunya kata tidak <b>terdengar</b> oleh Husaini.</i></p> <p>Husaini <b>wasn't able to hear</b> what his teacher said.</p>  | <p>24. <i>Apa yang dikatakan gurunya tidak <b>terdengar</b> oleh Husaini.</i></p> <p>Husaini <b>wasn't able to hear</b> what his teacher said.</p>  |

The preceding utterances are more commonly expressed with *boleh*<sup>M</sup>/*bisa*<sup>I</sup> or *dapat*, as in utterances 25-26 which follow. The English translation remains the same.

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| <p>25. <i>Meja dapur yang sangat berat itu <b>tidak boleh diangkat</b> oleh tuan rumah.</i></p> | <p>25. <i>Meja dapur yang sangat berat itu <b>tidak bisa diangkat</b> oleh tuan rumah.</i></p> |
| <p>26. <i>Apa gurunya kata <b>tidak dapat didengar</b> oleh Husaini.</i></p>                    | <p>26. <i>Apa yang dikatakan gurunya <b>tidak dapat didengar</b> oleh Husaini.</i></p>         |

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*Ter-* may also indicate positive ability, but this is rare and found mostly in literature. In most cases where *ter-* is used in this way an interpretation as the end-point of an action may also be possible.

27. ***Terdengar*** oleh Hamid orang yang mengetuk besi.      27. ***Terdengar*** oleh Hamid orang yang mengetuk besi.

Hamid **could hear** someone pounding metal.

Hamid **could hear** someone pounding metal.

When *ter-* is prefixed to verbs to show ability or inability, it takes the position that might have been occupied by the alternative first and second person pronouns, respectively *ku-* and *kau-* (see Section 5.4.6(i)). Examples 28-29 are passive utterances with *ku-* and *kau-*.

28. Meja dapur yang sangat berat itu ***tidak diangkat***.      28. Meja dapur yang sangat berat itu ***tidak diangkat***.

The heavy kitchen table **wasn't lifted by me**.

The heavy kitchen table **wasn't lifted by me**.

29. Apa guru itu kata ***tidak kaudengar***.      29. Apa yang dikatakan guru itu ***tidak kaudengar***.

You didn't hear what the teacher said. (What the teacher said **wasn't heard by you**.)

You didn't hear what the teacher said. (What the teacher said **wasn't heard by you**.)

When *ter-* takes the position of these pronouns, a number of things happen. First *oleh* [by] is introduced following the verb and preceding the agent. Secondly, the alternative pronoun is suffixed to the *oleh*. Thirdly, *kau*, which cannot be used in this position is replaced by *-mu*. What follows are three examples, the first exemplifying the first person pronoun *-ku*, the second the second person pronoun *-mu*, and the third, the third person pronoun *-nya*.

30. Meja dapur yang sangat berat itu tidak terangkat ***olehku***.      30. Meja dapur yang sangat berat itu tidak terangkat ***olehku***.

The heavy kitchen table couldn't be lifted **by me**.

The heavy kitchen table couldn't be lifted **by me**.

31. Apa guru itu kata tidak ***terdengar olehmu***.      31. Apa yang dikatakan guru itu ***tidak terdengar olehmu***.

What the teacher said **wasn't heard by you**.

What the teacher said **wasn't heard by you**.

32. *Alamat sepenuhnya **tidak teringat** olehnya.*      32. *Alamat selengkapnya **tidak teringat** olehnya.*

The full address **couldn't be recalled** by her.

The full address **couldn't be recalled** by her.

### 5.5.2 **Ter-** affixed to verbs

#### (v) **In combination with the suffixes *-kan* and *-i***

*Ter-* may also occur in combination with the suffixes *-kan* and *-i* (see Section 5.3), although this is uncommon and very few verb roots are suffixed in this way. The resultant meaning is the same as for verb roots affixed only with *ter-*, primarily the indication of a final or completed state, or the expression of inability. What is different is the process or movement toward that final state which appears to be added by the *-kan* and *-i* suffixes, as well as the expression or implication of agency, that is, the action being performed by someone. The following are examples.

Utterance 33 exemplifies the commonly used short form for *menterbalikkan*. This is used only in Malaysia. In Indonesia *membalikkan* is used.

33. *Usha **terbalikkan** gelasnya untuk menunjukkan memang tidak ada apa-apa di dalamnya<sup>M</sup>.*

Usha **turned over** her glass to show that there indeed was nothing in it.

34. *Makanan begitu banyak **tidak juga terhabiskan**.*      34. *Makanan begitu banyak **tidak juga terhabiskan**.*

So much food **could not be finished**.

So much food **could not be finished**.

35. *Syarat-syarat yang **tidak terpenuhi** langsung akan ditimbangkan semula dengan maksud memindahkannya.*      35. *Syarat-syarat yang **tidak terpenuhi** sama sekali akan dipertimbangkan kembali dengan maksud mengubahnya.*

Regulations which are completely **disregarded** will be reconsidered with a view toward amending them.

Regulations which are completely **disregarded** will be reconsidered with a view toward amending them.

## 5.6 **Per-**

*Per-* is a causative prefix which is used rarely in the modern Malay of Malaysia. It does, however, have more frequent occurrence in Indonesia. Its meaning in Malaysia has been for the most part subsumed by the suffix *-kan* (see Section 5.3). Although it is possible for *per-* alone to be affixed to a root, it almost always has the option of occurring, and frequently does occur, with the suffixes *-kan* or *-i*. The prefix *meng-* may be optionally used in active utterances, and in passive utterances the use of *di-* is required.

*Per-* in modern Malay and Indonesian is causative and not transitive, and so it is possible to distinguish causative and transitive meanings when this prefix is used where it is not possible to do so with the suffix *-kan* which serves both of these functions. *Per-* tends to be found on verb, adjective and noun roots with which it is traditionally associated. It is not freely used on other roots. *Per-* prefixed to noun roots is discussed first, followed by its affixation to adjective roots and verb roots. Students who are interested in reading more about the use of the *per-* prefix in Classical Malay are referred to an article by Roolvink, 1965 (see References).

### 5.6.1 *Per-* affixed to noun roots

Instances where *per-* is prefixed to noun roots to derive them as verbs are rare. Two nouns which were commonly affixed in this way in Classical Malay, and may still be found in modern literature, are *isteri*<sup>M</sup>/*istri*<sup>I</sup> [wife] and *suami* [husband]. An analysis of these two nouns is also interesting because it is possible to compare the causative meaning of *per-* with the transitive meaning of *-kan*.

<i>isteri</i> <sup>M</sup> / <i>istri</i> <sup>I</sup>	wife
<i>memperisteri</i> <sup>M</sup> / <i>memperistri</i> <sup>I</sup>	to take someone as a wife
<i>memperisterikan</i> <sup>M</sup> / <i>memperistrikan</i> <sup>I</sup>	to marry off one's son

<i>suami</i>	husband
<i>mempersuami</i>	to take someone as a husband
<i>mempersuamikan</i>	to marry off one's daughter

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|--|---|
| 1. <i>Gadis itu tidak mahu <b>mempersuami</b> lelaki yang dipilih ibu bapanya.</i> | 1. <i>Gadis itu tidak mau <b>mempersuami</b> laki-laki yang dipilih orang tuanya.</i> |
|--|---|

That girl doesn't want **to marry** the boy chosen by her parents.

That girl doesn't want **to marry** the boy chosen by her parents.

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| 2. <i>Ibu bapa gadis itu hendak <b>mempersuamikannya</b> hanya kepada orang yang kedudukannya tinggi dalam masyarakat.</i> | 2. <i>Orang tua gadis itu ingin <b>mempersuamikannya</b> hanya kepada orang yang kedudukannya tinggi dalam masyarakat.</i> |
|--|--|

The girl's parents only want **to marry her off** to someone with high standing in the community.

The girl's parents only want **to marry her off** to someone with high standing in the community.

The causative meaning of *mempersuami* is "to make someone your husband". The transitive meaning of *mempersuamikan* is "to marry off one's daughter".

### 5.6.2 *Per-* affixed to adjective roots

Instances where *per-* is prefixed to adjectives are more common than where it is prefixed to nouns.

The first utterance compares the root *dekat* [near] both with the prefix *per-* and without it. The suffix *-kan* may be used optionally with *per-* and does not affect its meaning. The transitive meaning of the first utterance in the set is that the navy is physically moving its ships closer, while the causative meaning of the second utterance is that the United Nations delegation is trying to bring about a situation whereby one country will be caused to draw closer to the other.

Students may also find that *-kan* can be interpreted as unidirectional and *per--kan* as multidirectional. In other words, *mendekatkan* is used when one thing is moved closer to another, and *memperdekatkan* when two things are moved closer to each other.

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| 3. Angkatan laut <b>mendekatkan</b> kapal perangnya ke Laut Arab sekiranya perang di Afghanistan merebak. | 3. Angkatan laut <b>mendekatkan</b> kapal perangnya ke Laut Arab sekiranya perang di Afghanistan merebak. |
|---|---|

The navy **brought** its ships **closer** to the Arabian Sea in case the war in Afghanistan spreads.

The navy **brought** its ships **closer** to the Arabian Sea in case the war in Afghanistan spreads.

- |  |  |
|--|--|
| 4. Perwakilan Pertubuhan Bangsa-bangsa sedang berusaha <b>memperdekat</b> / <b>memperdekatkan</b> Pakistan dengan India supaya kedua-duanya setuju mengurangkan kemungkinan berperang. | 4. Perwakilan Perserikatan Bangsa-Bangsa sedang berusaha <b>memperdekat</b> / <b>memperdekatkan</b> Pakistan dengan Afghanistan supaya keduanya setuju mengurangi kemungkinan pecahnya perang. |
|--|--|

A United Nations delegation is currently working to **bring** Pakistan and India **closer** so that they will agree to reduce the possibility of going to war.

A United Nations delegation is currently working to **bring** Pakistan and India **closer** so that they will agree to reduce the possibility of going to war.

The following examples show a selection of adjective roots prefixed with *per-*. Dictionaries in Malaysia and Indonesia tend to equate the three affixation possibilities indicated for *cepat* [fast] and *luas* [wide], although individual speakers and writers may have particular ways of distinguishing among them. There is a clearer distinction drawn in Indonesia for the root *panjang*. Any form with *per-* would be rarely used in Malaysia.

<i>cepat</i>	fast
<i>mempercepat</i>	to speed something up
<i>mempercepatkan</i>	to speed something up
<i>mencepatkan</i>	to speed something up
<i>luas</i>	wide
<i>memperluas</i>	to widen
<i>memperluaskan</i>	to widen
<i>meluaskan</i>	to widen

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<i>panjang</i>	long
<i>memperpanjang</i>	to lengthen <sup>M</sup>
<i>memperpanjangkan</i>	to lengthen <sup>M</sup>
<i>memanjangkan</i>	to lengthen <sup>M</sup>
<i>memperpanjang</i>	to extend (as an expiry date) <sup>1</sup>
<i>memperpanjangkan</i>	to lengthen <sup>1</sup>
<i>memanjangkan</i>	to lengthen <sup>1</sup>

5. *Visa dapat diperpanjang di kantor imigrasi<sup>1</sup>.*  
A visa can **be extended** at the immigration office.
6. *Lengan baju sudah cukup panjang. Tidak usah memanjangkannya lagi.*  
The sleeves are long enough. It's not necessary **to lengthen** them further.

There are two adjective roots which commonly take *per-*. The forms with and without *per-* alternate quite freely to indicate the same meaning in Malaysia, although in Indonesia the meanings are quite frequently, though not always, distinguished. In Malaysia the form with *per-* is the more common. There are some dialects in Malaysia, as well, where *baru* [new] and *baik* [good] are spoken conversationally simply as *perbaru* [to renew] and *perbaik* [to repair] respectively.

<i>baru</i>	new
<i>memperbarui</i>	to renew, restore <sup>M</sup>
<i>membarui</i>	to renew, restore <sup>M</sup>
<i>memperbarui</i>	to renew <sup>1</sup>
<i>membarui</i>	to restore <sup>1</sup>
<i>baik</i>	good
<i>memperbaiki</i>	to repair, improve <sup>M</sup>
<i>membbaiki</i>	to repair, improve <sup>M</sup>
<i>memperbaiki</i>	to repair, to improve <sup>1</sup>
<i>membbaiki</i>	to improve <sup>1</sup>

7. *Surat Izin Mengemudi boleh diperbarui di kantor administrasi<sup>1</sup>.*  
A driver's licence may **be renewed** at the administration office.
8. *Perabot ruang kelas sudah dibarui dan sekarang kelihatannya seperti baru<sup>1</sup>.*  
The classroom furniture has **been restored** and now looks new.
9. *Televisi sedang diperbaiki dan tidak akan selesai sampai besok<sup>1</sup>.*  
The television is **being repaired** and won't be finished until tomorrow.
10. *Kalau hubungan tidak dapat diperbaiki, besar kemungkinan pecahnya perang tahun depan<sup>1</sup>.*  
If relations cannot **be improved**, there is a good possibility that war will break out next year.

### 5.6.3 *Per-* affixed to verb roots

Causative and transitive meanings may also be distinguished when *per-* is prefixed to verb roots. Again, the form with *per-* is not commonly used, the suffix *-kan* serving both causative and transitive functions.

Compare the following. In the first utterance the director is actually showing the painting to official visitors. This is the transitive meaning. In the second, he is simply making arrangements so that the general public will be able to see the painting. This is the causative meaning.

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| <p>11. <i>Pengarah muzium <b>menunjukkan</b> lukisan yang baru diperolehnya kepada pelawat-pelawat resmi hujung minggu lalu.</i></p> | <p>11. <i>Direktur museum <b>menunjukkan</b> lukisan yang baru diperolehnya kepada tamu-tamu resmi akhir minggu lalu.</i></p> |
|--|---|

The museum director **showed** the painting that he just acquired to official visitors at the end of last week.

The museum director **showed** the painting that he just acquired to official visitors at the end of last week.

- |   |  |
|---|--|
| <p>12. <i>Pengarah pula akan <b>mempertunjukkan</b> lukisan yang baru diperolehnya kepada orang ramai minggu depan.</i></p> | <p>12. <i>Direktur juga akan <b>mempertunjukkan</b> lukisan yang baru diperolehnya kepada masyarakat minggu depan.</i></p> |
|---|--|

The director will also **have** the painting he just acquired exhibited (**shown**) to the general public next week.

The director will also **have** the painting he just acquired exhibited (**shown**) to the general public next week.

A similar distinction may be seen with the verb root *tahan* where *menahankan* means "to hold back, withstand" or "endure" and *mempertahankan* means "to defend" or "to cause to endure" or "withstand".

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| <p>13. <i>Saksi menggigit bibir <b>menahankan</b> tangisnya apabila menceritakan semula kejadian minggu lalu.</i></p> | <p>13. <i>Saksi menggigit bibir <b>menahankan</b> tangisnya saat menceritakan kembali kejadian minggu yang lalu.</i></p> |
|---|--|

The witness bit her lip, **holding back** her tears, when she retold the story of what happened last week.

The witness bit her lip, **holding back** her tears, when she retold the story of what happened last week.

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|--|---|
| <p>14. <i>Saksi terpaksa <b>mempertahankan</b> diri apabila diketahui dia pun terlibat dalam kejadian minggu lalu.</i></p> | <p>14. <i>Saksi terpaksa <b>mempertahankan</b> diri ketika diketahui dia juga terlibat dalam kejadian minggu yang lalu.</i></p> |
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The witness had to **defend** herself when it was discovered that she too was involved in last week's events.

The witness had to **defend** herself when it was discovered that she too was involved in last week's events.

There are a number of other verb roots which commonly take *per-*. The forms with and without *per-* may alternate quite freely to indicate the same meaning, even though the causative-transitive distinction shown in the examples above may always potentially be made. The forms with *per-* in the following examples are more commonly used by some speakers than the forms without *per-*.

<i>kenal</i>	to introduce
<i>memperkenalkan</i>	to introduce someone or something to
<i>mengenalkan</i>	to introduce someone or something to

<i>untuk</i>	to allot
<i>memperuntukkan</i>	to set something aside for
<i>menguntukkan</i>	to set something aside for

At least two roots when derived as verbs only have forms with *per-* when the utterance subject is an agent: *oleh*, giving *memperoleh* [to acquire] or [to obtain], and *hati*, giving *memperhatikan* [to pay close attention to]. The verb root *buat* has the common form *membuat* and the less common form with *per-*, *memperbuat*, showing no distinction in meaning.

The final example shows what may be an interesting relationship between *per-* and the verbal affix *ber-* (see Roolvink for a discussion of this for Classical Malay; also see Section 5.2.3). The root *ajar* when prefixed with *meng-*, *mengajar* [to teach], marks the subject of the sentence as agent, and when prefixed with *ber-*, *belajar* [to study/learn], marks the subject as patient. There is a verb form *mempelajari* which means "to study" or "learn something in depth". There is another form *mengajari* which means either "to teach someone" or "to teach something in depth". There is an interesting relationship here, probably historical, between the prefixes *ber-* and *per-* which may also be applied to verbs discussed in the preceding paragraph. These pairs are: *beroleh/peroleh* and *berbuat/perbuat*. We also have *berhati* and *perhatikan*, although *perhatikan* is usually listed as a root word in its own right, having long been taken as a single unit.

### 5.7 The suffixes *-in* and *-an*

Both *-in* and *-an* are verbal suffixes used only in Indonesia, not Malaysia. The suffix *-in* is used in Jakarta, and *-an*, a Javanese suffix, is used in Javanese influenced Indonesian.

The following utterances exemplify the use of *-in*. Presented as well, in square brackets, are parallel utterances expressed in standard Indonesian.

1. *Sialan, gue **dikerjain** bos<sup>1</sup>.*  
*[Aduh, saya **dipermainkan** atasan<sup>1</sup>.]*  
Damn, I **was played out** by my boss.
2. *Yuk, kita **kerjain** si Edi rame-rame<sup>1</sup>.*  
*[Ayo, kita **permainkan** Edi beramai-ramai<sup>1</sup>.]*  
Let's all **play a trick** on Edi.
3. *Ngapain sih lu **ngikutin** gue terus<sup>1</sup>?*  
*[Mengapa kamu selalu **ikut** saya terus<sup>1</sup>?]*  
Why do you always **tag along**?
4. ***Dengar**in tuh. Babe lu ngomel lagi<sup>1</sup>.*  
*[**Dengarkan** itu. Ayah kamu mengomel lagi<sup>1</sup>.]*  
**Listen** to that. Your father is still grumbling.  
Two final utterances exemplify the use of *-an*.
5. *Jangan ganggu. Mereka sedang **pacaran**<sup>1</sup>.*  
Don't disturb (them). They **are behaving intimately**.
6. *Dua orang itu lagi **marahan**<sup>1</sup>.*  
Those two people are **having an argument**.