

Prefix In Mongondow Language

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ABSTRACT

The goal of this research is to explain the word formation, prefix, of the Mongondow language. The method used in this study is a taxonomic descriptive method, namely exposure by classifying language elements according to hierarchical relationships. The results of the research show word formation patterns are done by adding prefixes, infixes, suffixes, confixes, and clitics. In this pattern of word formation, a morphophonemic process occurs, resulting in new forms like phoneme modifications or deletions. Reduplication and compounding procedures can also result in word formation patterns. As a result of forming words with these patterns a new class of words is formed. The focus of this research is to reveal the prefix in Mongondow Language. The result show there are Prefix {moN-}, {mo-}, {no-}, {poN-}, {ko-}, {mopo-}, {nopo-}, {popo-}, {moko-}, {noko-}, {poko-}, {mogi-}, {nogi-}, {pogi-}, {mojiN-}, {pongiN-}, {moki-}, {poki-}, {moliN-}, {noliN-}, {moi-}, {noi-}, {monoN-}, {nonoN-}, {mopoko-}, {nopoko-}, {mopopo-}, {mopoko}, {poro-}, {pinoro-}, {pinoro-}, {pino-}, {pinopo-}, {poR-}, {toR}, {kinoR-} and those prefixes depict process with root morphemes functions and form specific categorical word class

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INTRODUCTION

One of the North Sulawesi regions with its own local language is Bolaang Mongondow Regency. There were reportedly 400,000 Bolaang Mongondow speakers in the area of Bolaang Mongondow, Kotamobagu City, East Bolaang Mongondow, and South Bolaang Mongondow in 2011. In places where

Mongondow speakers predominate, the language is actively utilized in interpersonal communication and serves as local content when local languages are taught in schools. This socio-cultural group's language serves as a defining quality that sets it apart from other social groupings in North Sulawesi.

The native speakers of a language have a significant impact on the local culture. Mother tongue, sometimes referred to as regional language, represents the identity of a community, family, and surroundings. As Todd stated (in Alwasilah. 1993:27), "the mother tongue is related with feelings, warmth, familiarity, and spontaneity." local language speakers can also foster a warm familiarity. Preservation of culture is very important, as stated in the 1945 Constitution concerning the maintenance and preservation of language. The 1945 Constitution mandates that "areas that have languages that are properly cared for by their people will also be respected and cared for by the state, these languages are also part of the living Indonesian culture."

In relation to the development and development of the Indonesian language, it is also necessary to pay attention to the linguistic aspects of the regional languages. In this situation, it is essential to do research, particularly morphological study, to conserve and codify regional languages. Actually, a number of parties have examined the morphological component and have written about their findings. These investigations, however, have not been able to properly address inquiries like: Why can the prefix /mo-/ be included, for example to the root /gogai/, while the prefix /mong/- cannot? Actually the word /mogogai/ is acceptable, while the word mongogai is not acceptable. Why can't the prefix {no-}, for example, be added to the root /tari/ while the prefix /mo-/ can?

In fact, the form of notary is not acceptable, while the form /momonyary/ is acceptable. Why can the join affix /mopo-an/ be added, for example to the root /tahang/, but not to the root /langgok?/ Actually, the word /mopotahangan/ is acceptable while the word /mopolanggokan/ is not. The limitations of the research results regarding the morphological process cannot answer the questions as stated above because the results of the analysis carried out only come down to describing the physically visible regularities (speech data), have not yet reached the description of internal characteristics, namely the components of each root or base on which a word is formed. The problem of this research is how are the patterns of word formation and the process of word formation.

THEORITICAL BACKGROUND

Morfology

Morphology is the study of morphemes and their rules for word formation. A morpheme is a minimal unit that contains meaning contained in a word or part of a word (Nida, 1970:1). Hockett (1965:123) says "morpheme is the smallest element in language that has meaning". Saussure (1961.1973) used the term morpheme as a minimal sign.

The notion of morphology is inseparable from the process of forming a word, both in free form and in bound form because of affixation or because of the context of the sentence.

/lepas/ (release)

/dilepas/ (released)

/dilepaskan/ (released)

/melepas/ (release)

/melepaskan/ (release)

/lepaskan/ (release)

/penglepasan/ (release)

/terlepas/ (apart)

/lepas pantai/ (off shore)

/Pulpenku pegang baik-baik, Jangan dilepas/ (Hold my pen carefully, don't let go).

In this case, morphological problems can be seen based on three things, i.e (1) forms, (2) word forms and changes in word forms, and (3) meanings that arise as a result of these changes. A word, when viewed from the structure of the object, the actual morpheme is at the lowest level and the word is at the highest level. Actually, after morphemes there are still smaller units, namely phonemes. But this unit is not a part of morphology, but a part of phonology. Likewise, after the word there is still a larger unit, namely the phrase. However, it is not also a part of morphology but a study of syntax.

Hockett (1958: 123) says: "morphemes are the smallest with meaning elements in the utterances of a language". With this limitation, it can be seen that the -er element in the worker form and the inside- element in the released form are morphemes. But does the form in- have meaning?

Starting from this definition, it can be said that the di- form is a morpheme because this form always repeats itself and creates contrast between each other. It can be said that di- and detached in the detached forms are morphemes respectively because after di- there is no smaller form anymore. Similarly, after the loose form there are no smaller forms. Thus it can be said that the loose form consists of the loose form.

Morphological analysis models/techniques

In morphological studies there are several models or techniques used in analyzing morphological units. Among them a. Immediate Constituent Analysis Techniques; b. Model words and paradigms (Word and Paradigm Model); c. Model nomenclature (Name and Arrangement Model); and D. Process model (Name and Process Model).

a). The technique of immediate component analysis basically shows that each linguistic unit (not the root) is composed of two direct components that form the linguistic unit. For example, the employment pattern consists of the direct elements of education and work, the meal pattern consists of the direct elements of eating and dressing, and the meeting pattern consists of the direct elements of meetings and role conflicts. When performing analysis using this technique, attention should be paid to the importance of form. For example, the direct elements of the dress form are the prefixes ber- and dress. why? Dress form means "to put on clothes". Next, the direct elements of clothing are wear and the suffix -an.

b). The Paradigm Model is the oldest morphological analysis model in the history of linguistics. In this model, the basic units are words and the elements of words are morphemes. For example, in this model the word reader appears with other words that contain similar shapes.

Pembaca (reader)

membaca (read)

bacaan (reading)

pembacaan (reading)

c). layout model. In the nomenclature model, grammatical factors, particularly morphemes, are presented, and the connection among those factors is shown. The phrase reader, for example, takes place from the affix morpheme pe- and the morpheme examine; and the phrase analyzing takes place from the examine morpheme and the suffix morpheme -an.

d). process model. In the process model each complex shape is perceived as the result of a process involving her two components: base and process. For example, word-yomi reads the base and prefixes with the prefix pe-, word-yomi reads the base and prefixes with the prefix pe-an. For word readability, the process is a two-step process. First the base for reading is given the prefix ter- , then the ke-an for confirmation.

What about the occurrence of student and teacher forms. In this case the student form is not formed from the teaching base and the prefix pe-; and the teaching form is also not derived from the base teach and the prefix pe-. If this happens, it doesn't look different between the two (students and teachers). The form of students and teachers is indeed formed from the same basis, namely the basis of teaching. However, the formation process is different. The form of the learner is formed through the form of learning; while the form of the teacher is formed through the form of teaching. Even from a semantic point of view, it is clear that students are people who learn, and teachers are people who teach. Check out the following chart:

Study student

study teacher

Prefix

Prefixes as affixes are positioned at the beginning of the basic form. Prefixes can also be called prefixes or affixes that are in front of words. According to Abdul Chaer, A prefix is a base form preceded by an affix. According to Verhaar, a prefix is an affix added to the left of the base form. Some attachment operations using prefixes do not change the language level, while others change the part of speech. (Ananda, 2019). It is also supported by Yase that said that In Indonesian, there are various types of affixes, one of which is a prefix, which is an affix that is placed in front of the basic form. (2019).

RESEARCH METHOD

The method used in this study is a taxonomic descriptive method, namely exposure by classifying language elements according to hierarchical relationships. With the process model, as described above, we can understand the difference between the formation process and the meaning of the learner's and teacher's forms. If the student form is formed through the verb learn and its grammatical meaning is

'one who learns'; while the teaching form is formed through the verb teach and its grammatical meaning is 'one who teaches'.

Here we see that the grammatical meaning of a form "reflects" its base form (or from which it is derived). If, student means 'one who learns', teacher means 'one who teaches', then reader means 'one who reads' and writer means 'one who writes'. Likewise, the form of petrification means to become (hard) like a stone, yellow means 'to turn yellow', and the form of sambal means 'to make chili sauce'; Another example is cycling meaning 'riding a bicycle', tie meaning 'wearing a tie', and debating meaning 'to debate'.

The next problem is how do we know that the form of cycling means 'riding a bicycle', the form of tie means 'wearing a tie', and the form of arguing means 'debating'. In this case it seems that what causes the form cycling to mean 'riding a bicycle', and tie meaning 'wearing a tie', and debating meaning 'to debate' are the components of meaning that the basic form has. The form of cycling means 'riding a bicycle' because the root of bicycle has a meaning component. /+ vehicle/; the form of tie means 'wearing a tie' because the root of tie has a meaning component /+ clothing/, and the form of debating means 'to debate' because the root of debate has a component meaning /+ activity/.

The grammatical meaning contained in the affixation process (as well as the process of reduplication and composition, is highly dependent on the meaning component of the basic form. This opinion differs from that of Kridalaksana (1989), who relies on Ferdinand de Saussure's concept that all linguistic signs (*signe linguistique*), including affixes, also have a meaning. So, according to Kridalaksana, there are 19 prefixes. /me-/ with their respective meanings, there are 21 prefixes /ber-/ with their respective meanings. Or in other words, there are 19 forms of prefix /me-/ which are homonymous and there are 21 prefixes ber- which are homonymous.

In the future, this process model or approach will be used in analyzing the processes of word formation through attachment, duplication, and composition, and the determination of its grammatical meaning is associated with the components of meaning which are its basic form.

Morpheme identification

Language unit is a composite of form and meaning. Therefore, to determine whether a form is a morpheme or not is based on the criteria of that form and

meaning. The following things can be guided to determine the morpheme and not the morpheme.

1) Two or more forms that have the same meaning are a morpheme. For example, the word month in the following three sentences is the same morpheme.

Example : Bulan depan dia akan menikah. (Next month he will get married).

2) Two forms that are the same or more if they have different meanings are two different morphemes. For example the word flower in the following two sentences are two different morphemes.

Example: Bank Indonesia memberi bunga 5 persen per tahun. (Bank Indonesia pays 5 percent interest per year.)

3) Two different forms, but have the same meaning, are two different morphemes. For example, the word father and the word father in the following two sentences are two different morphemes.

Example: Ayah pergi ke Medan. (Father went to Medan)

4) Forms that are similar (slightly different) but have the same meaning are the same morpheme, as long as the difference in form can be explained phonologically. For examples: me-, mem-, men-, meny-, meng-, and mence- in the following words is a similar morpheme.

- melihat (see)

- mengecat (dye)

5) The form that occurs only with a lone pair is also a morpheme. For example, the form rent in the old construction, and the form soaked in the construction wet are also morphemes. Another example, form : bugar pada segar bugar (fit on fresh fit).

6) Forms that appear repeatedly in larger units if they have the same meaning are also the same morpheme. For example, the reading form of the following words is the same morpheme.

Membaca (read)

Pembaca (reader)

7) Forms that appear repeatedly in larger units of language (clauses, sentences) when the meanings are polysemically different are also the same morpheme. For example the head words in the following sentences have different meanings polysemy, but are still the same morpheme.

Example Ibunya menjadi kepala sekolah di sana. (His mother was the principal of the school there).

Alomorf dan morf

Morphemes are actually abstract objects because they exist in concepts. Meanwhile, what is concrete in Language is heteromorphic, it is nothing but the realization of its morphemes. Therefore, as a realization of this morpheme, this variant exists/exists. For example, the morpheme {kuda} is realized with the lexical element equine, and the morpheme {-kan} is realized with the suffix -kan as found in straightening or reading out.

In general, a morpheme has only one allomorph. However, there are also morphemes which Realized in several variant forms. For example, the morpheme {ber-} has three variants of her: ber-, be-, and be. The morpheme {me-} has 6 isomorphic variants. Besides the terms morpheme and allomorph, there is also the term morph. What is that morph? In the study of morphology, morph means a form whose status is unknown, whether as a morpheme or as an allomorph. So, actually the physical form of a morph is the same as the physical form of an allomorph. Meanwhile, morphemes are "abstractions" of existing allomorphs or allomorphs. The method used in this study is a taxonomic descriptive method, namely exposure by classifying language elements according to hierarchical relationships. The technique of providing data used in this research is by tapping technique, listening technique involving proficient, recording technique and note-taking technique. Sudaryanto (1993) and the authors also complete the data using three informants. The population in this study is the Mongondow speaking community in the Bolaang Mongondow district, South Bolaang Mongondow Regency, East Bolaang Mongondow Regency and Kotamobagu Municipality. The research sample is in the Bolaang Mongondow district.

The data analysis techniques used by researchers in this study are names and process models. In this model, each complex shape is perceived as the result of a process involving her two components: base and process. The meaning of a shape reflects (or derives from) its base shape. Analyze the process of word formation by attachment, doubling, and composition. Following this process approach, the determination of its grammatical meaning is associated with the components of meaning which are its basic form, (Chaer, 2008, Kridalaksana 2008).

DISCUSSION

Mongondow word formation patterns can be distinguished into prefixes, infixes, surfixes, and confixes. Mongondow prefix patterns are described below:

- 1) Prefix {moN-} Word formation patterns have a function. This prefix {noN-} in word formation has the function of (a) forming verbs from precatégorial verb base morphemes and (b) forming verbs from noun base forms.
- 2) Prefix {mo-} in word formation functions to mark the form (word) of the adjective. This {mo-} prefix does not change the meaning of the underlying concept. Therefore, the prefix {mo-} is referred to as an adjective marker: {mo-} is an adjective marker without causing nasalization. The prefix {mo-} in the process of word formation also functions to express an adjective in the present state, {mo-} as a marker for the present word.
- 3) The prefix {no-} in the word formation process has the same function as the prefix {mo-} as an adjective marker. The prefix /no-/ is an adjective marker in the past tense.
- 4) The prefix {poN-} in word formation functions to form imperative verbs from precatégorial verb base morphemes.
- 5) The prefix {ko-} in the word formation process has the function of forming number words (amount) from basic numeral morphemes. This prefix in the process of word formation functions to form numerals from the basic morphemes of nouns and verbs.
- 6) The prefix {mopo-} in The process of word formation has functions : (a) forming a transitive verb from pre-categorial base morphemes of verbs and adjectives and (b) in terms of tense, the prefix {mopo-} marks the present tense. That is, the change or action referred to in the new word is currently or is in progress.
- 7) The prefix {nopo-} in the word formation process has the same function as the prefix {mopo-}. This prefix forms transitive verbs from pre-categorial basic morphemes of verbs and adjectives.
- 8) In the process of forming words with basic morphemes, the prefix {popo-} functions to form transitive verbs from precatégorial base morphemes of verbs and adjectives.
- 9) In the process of forming words with root morphemes, the prefix {moko-} functions to form verbs from verb and adjective precatégorial basic morphemes.
- 10) In this process of forming words with root morphemes, the prefix {noko-} has the function of forming verbs from precatégorial basic morphemes of verbs and adjectives.
- 11) The prefix {poko-} in the formation of new words with root morphemes functions to form imperative verbs from precatégorial basic morphemes of verbs and adjectives.

- 12) The prefix {mogi-} in the process of forming a new word with a root morpheme has the function of forming a verb from the basic form of a noun.
- 13) The prefix {nogi-} in the word formation process with root morphemes functions to form verbs from noun base morphemes
- 14) The prefix {pogi-} in the process of word formation with root morphemes functions to form imperative verbs from noun base morpheme/m.
- 15) The prefix {mojiN-} in the process of forming new words with root morphemes functions to form verbs from noun base morphemes. This prefix in forming words with root morphemes has the function of forming verbs from noun base morphemes.
- 6) The prefix {pongiN-} in forming new words has the function of forming imperative verbs from noun base morphemes.
- 17) In forming words with basic morphemes, the prefix /moki-/ has the function of forming verbs from noun base morphemes and precatatorial verbs.
- 18) The prefix /noki-/ in forming words with basic morphemes, this /noki-/ prefix has the function of forming verbs from noun base morphemes and precatatorial verbs.
- 19) The prefix /poki-/ in forming words with basic morphemes functions to form imperative passive verbs from noun base morphemes and precatatorial verbs.
- 20) The prefix {moliN-} in the word formation process with basic morphemes functions to form adjectives from precatatorial adjective base morphemes.
- 21) The prefix /noliN-/ in the word formation process with basic morphemes functions to form adjectives from precatatorial adjective base morphemes.
- 22) The prefix {moi-} in the process of forming words with root morphemes functions to form verbs from precatatorial base morphemes of verbs.
- 23) The prefix {noi-} in the process of word formation with morphemes will function to form verbs from precatatorial verb base morphemes.
- 24) The prefix {monoN-} in the process of forming new words with root morphemes functions to form verbs from the basic forms of nouns, precatatorial verbs, and adjectives.
- 25) The prefix {nonoN-} in the formation of new words with root morphemes functions to form verbs from the basic forms of nouns, precatatorial verbs, and adjectives.
- 26) The prefix {mopoko-} in the word formation process with root morphemes functions to form verbs from precatatorial adjective base morphemes.

- 27) The prefix {nopoko-} in the word formation process with root morphemes functions to form verbs from precatégorial adjective base morphemes.
- 28) The prefix {mopopo-} in forming words with root morphemes functions to form verbs from precatégorial base morphemes of verbs.
- 29) The prefix {mopoko-} in the word formation process with root morphemes functions to form verbs from precatégorial adjective base morphemes.
- 30) The prefix {poro-} in the word formation process with root morphemes functions to form imperative verbs from precatégorial base morphemes of verbs and numbers.
- 31) Prefix {pinoro-} in the process of forming words with morphemes. Roots function to form passive verbs from precatégorial basic morphemes of verbs.
- 32) The prefix {pinoro-} marks the past tense in this case /-in-/ has a dual function
- 33) The prefix {pino-} in forming words with root morphemes functions to form verbs from precatégorial base morphemes of verbs.
- 34) The prefix {pinopo-} in the word formation process with root morphemes has the function of forming imperative passive verbs from precatégorial basic morphemes of verbs and adjectives.
- 35) The prefix {poR-} in the word formation process with root morphemes functions to form nouns from the precatégorial basic forms of verbs and adjectives.
- 36) The prefix {toR-} in the word formation process with root morphemes functions to form numbers (groups) of number root morphemes.
- 37) The prefix {kinoR-} in the word formation process with root morphemes functions to form adjectives from precatégorial adjective root morphemes.

Conclusion

Based on the results and discussion it can be concluded as follows.

1. The pattern of word formation is the addition of word formation, namely prefixes. In this pattern of word formation, a morphophonemic process occurs, giving rise to new forms such as omissions or phoneme changes. In addition, word formation patterns can also occur through reduplication and compounding processes. As a result of forming words with these patterns a new class of words is formed.
2. The formation of the word occurs in various ways with various patterns, so that apart from giving rise to new forms, by means of affixation, reduplication and compounding It also exhibits very strong active properties. For attachment and replication, the process of formation is very clear. This is indicated by prefixes which have word class components, after going through a morphophonemic process a

new form forms a grammatical meaning. New grammatical paperwork and meanings may be traced the usage of a method approach, so they may be clean to understand.

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