



## COMPOUNDING IN CENTRAL MANGGARAI DIALECT, MANGGARAI LANGUAGE, FLORES, INDONESIA

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### ABSTRACT

This research is conducted to answer how compounds in the dialect are formed. At the end of this research, it shows some educational implications. The research method used was descriptive qualitative in which data collection methods used were observations, interviews, and documentary studies. The informants interviewed were native speakers from *Ngeri* village and the documents studied have been taken from some textbooks written in Central Manggarai dialect. It was found that there are seven kinds of compounds in Central Manggarai Dialect formed by combining two words with different meanings and different classes, namely: 1) noun and noun compounding; 2) noun and adjective compounding; 3) noun and verb compounding; 4) noun and adverb compounding; 5) verb and noun compounding; and, 6) verb and adjective compounding; and, 7) adjective and noun compounding. For Manggaraian children learning such languages as Indonesian and English, it is important that when teaching those languages, their teachers teach those forms of compounding and their meanings by comparing how they are formed in Manggarai language to how they are formed in such languages as Indonesian and English and by explicitly teaching what their meanings are. By relying on their understanding of such forms and meanings of compounding in Manggarai language, it is hoped that they can understand how such forms of compounding are also formed in other languages.

**Keywords:** Manggarai Language, Central Manggarai Dialect, Compounding Processes, Educational Implications

### INTRODUCTION

In communication which is essential in human life, people communicate with each other to share their ideas and thoughts and get what they want and need. A primary tool they use in communicating is language that, O'Grady & Gueman (1996:1) say, is about many things. It can be a communication system, a thinking medium, a vehicle for literary expression, a social institution, a matter for political controversy, and a catalyst for nation-building. Despite the fact that there are many languages in the

world, they have similar primary purpose, namely, to express human beings' ideas and thoughts so they can get what they want and need.

Generally, speakers keep using suitable vocabulary in their communication. If, therefore, a diction used is considered unsuitable, they will try to adapt themselves by creating new words in their language in conformity with the messages to be delivered. They may also borrow or take/use, to be more precise, word(s) from other language(s). This is supported by Kusuma and Mardijono (2013:212) who say that a new word can be borrowed

from other languages, coined or invented by a known or unknown person, or created from existing words.

This situation leads to new words in language speakers' use. These efforts make a language grow and develop as new vocabularies emerge, both deliberately and accidentally. These word forming processes are called word-formation processes including borrowing, coinage, compounding, clipping, blending, backformation, and acronyms. One of the processes which is often discussed is compounding (Plag, 2003; Mata, 2014; Christianto, 2020). A word as the result of such a process is called a compound word.

Such a process also happens in Manggarai language, a language that belongs to the Austronesian language family, specifically Malayo-Polynesia. It is a local language spoken on the western part of Flores Island, Province of East Nusa Tenggara (NTT). Its area of use covers an administrative area of three regencies and includes speech community and culture of Manggarai, namely, Manggarai Regency, West Manggarai Regency, and East Manggarai Regency (Jeladu, 2017). So, Manggarai language is a regional identity for Manggaraian people and it has a crucial function in various aspects of their lives (Verheijen, 2006; Ridwan, 2019; Wikipedia, 2022). It is used in art activities, religious ceremonies, traditional ceremonies, and even as a means of instruction in education, especially in the area where average ability to correctly and adequately communicate in Indonesian is still low.

In such a context, Manggarai language is used and compound processes take place to enrich its vocabulary so that, in turn, it can be more effective when used as a means of communication as stated before. It is, therefore, crucial to understand how compound processes occur in the language. In other words, our major concern in this research is compounding formation of Manggarai language, specifically of the central Manggarai dialect, which is more influential in those three regencies, that forms what is called "great Manggarai." In addition, it is also designed to find out how such aspects of language can be used to teach Manggarai students who learn such languages as Indonesian and English, so they can improve their understanding of the languages that they learn.

## LITERATURE REVIEW

Studying compound processes in Manggarai language is indeed a vocabulary study. In linguistics, it is a part of morphology, that is, the study of words – how they are formed and what their relationship is with other

words in the same language (see, for example, Borisov, 1972; Ramlan, 1985; Allan, 1986; Katamba, 1993; Alwi, 1998; Bauer, 1998; Aarts & McMahon, 2006; Hacken & Thomas, 2013; Kridalaksana, 2010; O'Grady & Archibald, 2016; Aritonang, 2018). This is supported by Lieber (2009:2) as he says that morphology is a "study of word formation, including the ways new words are coined in the world's language, and the ways new forms of words are varied depending on how they are used in sentences". This means that morphology studies words that have innovation when used in sentences. In such a context, Aronoff and Fudeman (2011:2) say that in linguistic term, "morphology refers to the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed." In relation to the idea of Aronoff and Fudeman (2011), Yule (1985:67) identifies morphology as the study of essential elements of a language, namely, its morphemes. So, morphology deals with structures of words, word formation, and how words are made/created in a language (Samsuri, 1988).

Words and morphemes are fundamental units in studying morphology in which a word is seen as the smallest meaningful unit and a morpheme a minimal linguistic unit with a meaning or a grammatical function (Zain, 2017). This is supported by Ramelan (1992:131) as he says that the smallest unit arranged into a word is a morpheme. A word, therefore, may consist of one or more morphemes as meaningful linguistic units. In other words, there is no linguistic meaningful unit which is smaller than a morpheme.

The definitions stated above assume that a morpheme is the smallest grammatical unit with a meaning where one or more morphemes can form a lexeme. These processes of forming words are called word-formation processes including borrowing, coinage, compounding, clipping, blending, backformation, and acronyms. In this article, our focus is on one of word-formation-processes which is often discussed, that is, the process of compounding.

Compounding means joining two or more words into a single compound word. Quirk *et al.* define a compound as a "lexical unit consisting of more than one base and functioning grammatically and semantically as a single word" (1985: 1567). Compounds, according to Bauer (1983/1998) and Bauer & Renouf (2001), are lexemes that have the ability and requirement to inflect like ones whose internal structure is not complex. Therefore, compounds, Aarts and McMahon say, can be defined as "lexemes, which are distinguished from other lexemes in that their internal structure shows two or more lexemic bases

(called the elements of the compound)-forms, which in other places in the language inflect independently and can on their own act as the heads of relevant phrases” (2006:485).

Furthermore, Jackson and Amvela (2000:44) state that “compounding is a combination of two or more words (free morphemes) and a simple juxtaposition of two words.” It can be constructed, they add, using a noun and a noun, a verb and a noun, an adjective and a noun, a preposition and a noun, and all combinations of word categories. For example, a “white house” is a house whose color is “white. So, the compound is constructed upon the word “white,” which is an adjective, and the word “house,” a noun. In addition, English compounds can also be formed using two adjectives as “newborn.”

## RESEARCH METHOD

This study is descriptive-qualitative. As descriptive research, it was conducted based on existing facts or phenomena that are indeed empirically related to speakers so that what is produced or recorded is in the form of depicting a reality, that is, what it is and what it is not made up of. According to Djajasudarma (1993:8), descriptive research aims at making a description whose intention is to systematically take a picture, factually and accurately, of the data, the characteristics, and the relationship of the phenomenon being investigated.

It can, therefore, be assumed that descriptive research design is a scientific method of observing and describing the behavior of a subject without influencing it in any way. Thus, descriptive research aims at accurately describing what exists (see, for example, Gay, 1992; Grix, 2004; Babbie, 2010). In this research, a descriptive method was implemented and the obtained data were analyzed descriptively. In addition, qualitative approach was used because this study focuses on the analysis or interpretation of both written and spoken materials in their context. Those materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, and audiotapes that contains Manggarai language.

In that sense, Arikunto (2006:26) defines research subjects as objects, things, or people where research data variables are inherent and in constant question. It can be concluded that research subjects are places where the research variables are inherent.

In this study, its research object is Manggarai language, especially Central Manggarai Dialect (CMD). This research took place in Ngeri Village whose residents use CMD. Therefore, the subjects of this research were

native speakers of Ngeri village. Its informants were categorized as those: 1. who can fluently speak both CMD and Indonesian; 2. who is fifty to sixty (50-60) years old assuming that within that age range they have a good comprehension of Manggarai language, in this case CMD; 3. someone who is mentally and physically healthy; and, 4. who can produce words correctly and their speech organs are normal.

An instrument is a tool used in collecting research data (Airasian & Gay, 2000:145). Since this research design is descriptive-qualitative, the main instruments used in this study were the writers themselves (human instruments). This is in line with Lincoln and Guba (1985:193) who argue that “the instrument of choice in naturalistic inquiry is the human.” They explain that the writers act as vital instruments in a qualitative approach, which builds up some theories related to research subjects because qualitative research does not examine a particular hypothesis. So, the result is related to a writer's interpretation.

Some procedures have been applied in conducting this study. Firstly, the writers collected a list of compounding words in Manggarai language, in both written and spoken forms. The written forms were taken from books, newspapers, archives, documents, writing numbers, and images that contain Manggarai language. While to get the spoken form, the writers interviewed their informants using the technique of unstructured interview. This technique enables both sides to have their interviews in a more flexible and accessible manner and ask some native speakers of CMD to tell stories or legends in Manggarai, especially in Ngeri village, where the research took place. While the informants told stories or legends, the writer also used recording media to record the information during the interviews. Finally, the writer analyzed the list of compounding words in Manggarai language and explained how they were created.

## FINDINGS AND DISCUSSIONS

Based on the collected data analysis, it is found out that compounding in CMD, Manggarai language, can be divided into several types, namely, noun and noun compounding, noun and adjective compounding, noun and verb compounding, noun and adverb compounding, verb and noun compounding, verb and adjective compounding, adjective and noun compounding, and some educational implications. These are all described below.

### Noun and Noun Compounding

Noun and noun compounding in CMD, Manggarai Language, can be seen in the following Table 1.

Table 1: Noun and Noun Compounding

No	Formed Word	Meaning
1	<i>weki sua</i> <i>body two</i>	pregnant
2	<i>wua tuka</i> <i>fruit stomach</i>	biological child

The word “weki sua” (body two) is a compound word formed by two elements of words. Those two words elements are from the same categories, that is, *weki*/body (N) + *sua*/two (N). Those two words are of the same elements and/or categories, that is, nouns. In the second example, the word *wua* (N) means “fruit” and the word *tuka* (N) means “stomach”. Those two words elements are of the same categories, that is, nouns.

### Noun and Adjective Compounding

Noun and adjective compounding can be seen in the following Table 2.

Table 2. Noun and Adjective Compounding

No.	Formed word	Meaning
1	<i>wuk léwé</i> <i>hair long</i>	long hair
2	<i>ata tu'a</i> <i>person old</i>	parent

The term *wuk léwé* is a compound that is formed by an element that consists of two words. Those words are not in the same category, *wuk* (N) + *léwé* (ADJ). The word *wuk* is a noun while *léwé* is an adjective. The word *wuk* means *hair* and the word *léwé* means *long*. Another example of compounding words is *ata tu'a* (N + ADJ). It consists of a noun and an adjective. The word *ata* (N) means a *person, a human being or an individual*. The word *tu'a* means *old* (ADJ) referring to one's age which is no longer young. So, those two words are not in the same category; *ata* is a noun, whereas *tu'a* an adjective.

### Noun and Verb Compounding

In CMD, a compound can also consist of a noun and a verb as in the following Table 3.

Table 3: Noun and Verb Compounding

No	Formed Word	Meaning
1	<i>latung kokor</i> <i>corn boil</i>	boiled corn
2	<i>muku tapa</i> <i>banana grill</i>	grilled banana

The term *latung kokor* is a compound that is formed by an element that consists of two words which are not in the same categories, *latung* (N) + *kokor* (V). The word *latung* is a noun and the word *kokor* is a verb. The word *latung* means *corn* while the word *kokor* means *boiled* in that sense. In the second example, the word *muku* (N) means *banana* while the word *tapa* (V) means *grill* in that context.

### Noun and Adverb Compounding

In CMD, a compound can also be formed by a noun and an adverb as in the following Table 4.

Table 4: Noun and an Adverb Compounding

No	Formed Word	Meaning
1	<i>wulang olo</i> <i>month previous</i>	last month
2	<i>ata one</i> <i>person inside</i>	insider

The term *wulang olo* is a compound formed by an element that consists of two words, a two-word element. Those two words are not in the same categories, *wulang* (N) + *olo* (ADV): *wulang* meaning “month” is a noun and *olo* meaning “previous” an adverb. In the second example, the word *ata* (N) means a “person,” while the word *oné* (ADV) means “inside.”

### Verb and Noun Compounding

In CMD, a compound can also be formed by a verb and a noun as in the following Table 5.

Table 5: Verb and Noun Compounding

No	Formed Word	Meaning
1	<i>cau lime</i>	handshake

	<i>hold</i> <i>hand</i>	
2	<u>ako</u> <u>woja</u> harvest paddy	paddy harvest

The term *cau lime* is a compound formed by a two-word element. Those two words are not in the same category, *cau* (V) + *lime* (N). The word *cau* meaning “hold” is a verb while *lime* meaning “hand” is a noun. In the second example, the word *ako* (V) means *harvest* while the word *woja* (N) means *paddy*.

### Verb and Adjective Compounding

In CMD, a compound can also be formed by a verb and an adjective as in the following Table 6.

Table 6: Verb and Adjective Compounding

	Formed Word	Meaning
1	<u>tombo mésé</u> talk big	bragging
2	<u>toko tela</u> sleep supine	supine

The term *tombo mésé* is a compound that is formed by an element of two words. Those two words are not in the same categories, namely, *tombo* (V) + *mésé* (ADJ). The word *tombo* which means “talk” is a verb and the word *mésé* meaning “big” is an adjective. In the second example, the word *toko* means *sleep* while the word *tela* *supine*.

### Adjective and Noun Compounding

In CMD, a compound can also be formed using an adjective and a noun as in the following Table 7.

Table 7: Adjective and Noun Compounding

No	Formed Word	Meaning
1	<u>tela toni</u> crack back	work hard
2	<u>mésé békék</u> big shoulder	responsibility

The term *tela toni* is a compound that is formed by two words which are not in the same categories, *tela* (ADJ) + *toni* (N). The word *tela* which means “crack” is an adjective and the word *toni* which means “back” is a

noun. In the second example, the word *mésé* means *big* while the word *békék* means *shoulder*.

### Some Educational Implications

Based on our reflection on our linguistic findings as stated above, that is, our position as human instruments in collecting our research data, we find that it is necessary for language teachers who teach such languages as Indonesian and English to Manggarai children to compare how compounds are formed in Manggarai language and how compounds in languages other than Manggarai language are formed. Such a comparison is supposed to help the students not only understand compounds in Manggarai language and know how to use them, but also use compounds in languages other than Manggarai language. In that sense, teaching how to build up effective sentences in which compound words are used correctly is also a good idea.

In addition to teaching compounding formation to students learning those languages by comparing them, it is also important that the teachers also teach their meanings as well. This will help the students understand how such compounds are used in Manggarai language and in languages other than Manggarai language.

### CONCLUSION

In this study, it is found that in CMD, Manggarai Language, used predominantly in the Regency of Manggarai, Flores, East Nusa Tenggara Province, Indonesia, there have been seven kinds of compounds formed by combining two words with different meanings and classes: 1) noun and noun compounding; 2) noun and adjective compounding; 3) noun and verb compounding; 4) noun and adverb compounding; 5) verb and noun compounding; 6) verb and adjective compounding; and, 7) adjective and noun compounding.

Increasing students’ understanding of compounding in languages other than Manggarai language can be done by comparing how compounding is used in Manggarai language to how it is used in languages other than Manggarai language. In other words, such a comparison can improve students’ understanding of compounding across languages.

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