

## Morphological Elements of the Betawi Teenagers

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### ABSTRACT

This study focuses on the impact of Betawi Language elements on the morphological characteristics of teenagers in Jakarta. Previous research has highlighted that Morphological Interference is the most common form of interference. Similarly, the investigation within Jakarta's coverage area yielded similar results. The study employs a qualitative methodology, utilizing descriptive analysis techniques while incorporating statistical data for reference purposes. The data analyzed in this research consists of sentences in which the Betawi language interferes, specifically regarding affixation, reduplication, composition, and micronization. The findings reveal the presence of morphological interference in the Betawi language concerning morphological variables related to affixation and reduplication. Specifically, the Betawi language demonstrates interference in morphological variables by attaching prefixes, suffixes, and confixes. Additionally, the study indicates the presence of Betawi language interference in speech morphology through reduplication, particularly *dwilingga*. However, no instances of Betawi language morphological interference were identified concerning composition and micronization in the speech of teenagers in Jakarta

## **INTRODUCTION**

Language serves as a means of communication between speakers and listeners, with the primary objective being the effective and efficient conveyance of messages. Alwasilah (1989: 9) explains that language comprises a system of symbols used to interact with fellow humans who possess emotions, ideas, and desires. Indonesian (BI) and regional languages (BD) are integral to Indonesian culture and deserve protection and preservation. This aligns with Chapter XV, Article 36 of the 1945 Constitution, which designates Indonesian as the state's official language.

The simultaneous use of two languages can result in language distortion, known as language interference. Chaer and Agustina (2004: 120) define interference as the utilization of elements from one language while using another, deviating from the rules and norms of the intended language.

Language is constantly developed and changed by social, economic, and cultural dynamics. Scientific and technological advancements, as well as interactions in political, economic, and scientific spheres, can influence one language on another. Language, an inseparable part of the culture, encounters these issues of interplay between languages, especially in terms of vocabulary due to its adaptable nature. Language contact occurs when an individual uses two languages interchangeably.

Language contact involves transferring elements from one language to another across all levels. Consequently, the borrowing and lending processes and the mutual influence on other linguistic elements are inevitable. When the same speaker uses multiple languages, it signifies a state of mutual contact between languages. In such cases, there is a mutual influence between languages, leading to oral and written communication interference.

In summary, language contact results in a reciprocal influence between different languages, leading to interference in both spoken and written forms. This interference arises as elements from one language are transferred to another, affecting various aspects of language.

## **LITERATURE REVIEW**

We all know that Weinreich (1953) introduced the term "interference" to describe a phenomenon that occurs when bilingual individuals come into contact with elements from another language within their language system. These individuals are capable of using multiple languages interchangeably. Weinreich sees interference as a deviation from language norms that arises when a speaker is exposed to more than one language, resulting from language contact.

Interference occurs when speakers incorporate elements from another language into their speech, which is considered incorrect as it goes against the rules and norms of the target language. A speaker's proficiency often influences this tendency in a particular language, where other languages have an impact. Typically, interference is observed when using the second language (B2), with the first or mother tongue influencing the second language.

Bilingual speakers with equal proficiency in their first language (B1) and second language (B2) are comfortable using both languages since they are distinct and operate independently. Ervin and Osgood (1965: 139) describe this ability of bilingual speakers to have parallel proficiency. However, the proficiency level in B2 is often lower or different compared to B1, leading to what is known as multiple language abilities. Speakers with multiple language abilities often encounter challenges when using B2 as it tends to be influenced by their dominant language, B1 (Chaer & Agustina, 2010, pp. 120-123).

Various expert perspectives on interference are considered relevant to this matter, and they are as follows:

- 1) According to Osgood and Sebeok (1965: 139), bilingual speakers can exhibit similar language proficiency when they possess an equal ability to speak both Language 1 and Language 2. This situation implies that bilingual speakers face no difficulties using either language as needed because the two languages operate independently and separately. On the other hand, speakers with multiple language abilities, characterized by lower or different language skills in language 2 compared to language 1, encounter challenges when using language two due to the influence of language 1.
- 2) According to Poerwadarminto in Pramudya (2006: 27), Interference is derived from English Interference, which refers to mixing, violation, and obstacles. Generally, Interference can be understood as mixing within the realm of language. This mixing involves a combination of two languages or a mutual influence between them.
- 3) Hartman and Stork (1972: p. 15) describe Interference not as chaos or disorder but as errors that occur when habits of speech from one's native language or dialect are carried over into a second language.
- 4) William Mackey, an educational linguist, contends that Interference manifests as a symptom of using elements from one language in another when a speaker employs multiple languages.

The primary factor contributing to Interference is the disparity between the source and target languages. This discrepancy encompasses not only differences in language structure but also variations in vocabulary. The phenomenon arises when speakers introduce or incorporate certain aspects of the source language into the target language. Moreover, languages are never static; they constantly evolve in response to changing times.

Interference is regarded as a common symptom of language use. It occurs when a speaker employs their first language while conversing in the second language, resulting in deviations in the language structure. These structural deviations give rise to Interference. The factors that contribute to the occurrence of Interference are as follows:

1. Speakers habitually use regional languages as their first language. Hortman and Stork in Alwasilah (1985: 131) suggest that Interference considered a mistake, results from the habitual use of the language or dialect of the mother tongue when speaking in the second language or dialect. Speakers unconsciously incorporate regional languages when speaking in an Indonesian context. Speakers can avoid this by utilizing equivalent words in Indonesian for bilingual use. Language interference resulting from the speakers' habit of using the local language can be observed in word formation and sentence structure.
2. Speakers wish to convey regional nuances in their conversations. There is a sense of comfort when conversing in local languages with individuals from the same area (e.g., both speakers from Bali conversing in Balinese). By employing regional languages, the conversation feels familiar to the speaker. At times, Indonesian words may unintentionally mix with words from the Balinese language. For instance, in the sentence "Ampura sir, pole dadi tandur nyingakin Merika," the speaker intends to convey regional nuances while facilitating understanding.

In addition to the factors mentioned above, according to Weinrich (1970: 64-65), several other factors contribute to Interference, including:

1. Bilingualism of speech participants The bilingualism of individuals involved in the conversation becomes a source of Interference and other influences from the source language, which can include regional and foreign languages. This situation occurs due to language contact among bilingual speakers, leading to Interference.
2. The loyalty of language users to the recipient language When individuals have limited loyalty to the recipient language, it often results in less positive attitudes. This condition leads to a lack of familiarity with the rules of the recipient language and uncontrolled incorporation of elements from the source language. Consequently, Interference manifests in the language the speaker uses, both in spoken and written form.
3. Short vocabulary in the recipient language The vocabulary of a language is typically limited to expressing various aspects of life within a particular society and other known aspects of life. When a community encounters new aspects of life from external sources, they encounter unfamiliar concepts. Without vocabulary to express these new concepts, they may intentionally adopt or borrow vocabulary from the source language. The need for sufficient vocabulary in the recipient language to convey new concepts from the source language tends to give rise to Interference.

The deliberate act of Interference in language arises from the need for new vocabulary. This Interference allows for integrating new vocabulary elements more quickly, enriching the vocabulary of the recipient's language. When vocabulary in a language is rarely used, it tends to fade away, decreasing the language's richness. In the face of encountering new concepts from external sources, the language may reutilize vanished vocabulary and, at the same time,

experience Interference, which involves absorbing or borrowing new vocabulary from the source language. Interference caused by the disappearance of rarely used vocabulary has a similar effect to Interference caused by the inadequate vocabulary of the recipient's language. In both cases, the absorbed or borrowed elements are swiftly integrated due to their necessity in the recipient's language. Synonyms play a significant role in language usage as they offer variations in word choice, avoiding repetitive use of the exact words that may lead to monotony. Language users can diversify their vocabulary by having synonymous words, preventing repetitive word usage.

Due to the importance of synonyms, language users often engage in Interference by absorbing or borrowing new vocabulary from the source language to provide synonyms in the recipient's language. Thus, the need for synonymous vocabulary can stimulate Interference. The Prestige of the source language can also drive Interference as language users strive to demonstrate their mastery of a prestigious language. The Prestige of the source language can also be associated with the desire to showcase linguistic style. Interference arising from these factors typically manifests as incorporating source language elements into the recipient language.

The carryover of habits from the mother tongue to the recipient language often occurs due to a need for more language control and proficiency in the recipient's language. This situation can happen to bilingual individuals learning a second language, whether national or foreign. In using second languages, language users sometimes require more control. Due to their bilingualism, when speaking or writing in a second language, they already possess knowledge and proficiency in the vocabulary of their mother tongue. Linguists commonly identify morphological Interference as the most prevalent form of Interference. This type of Interference occurs in word formation through the absorption of affixes from other languages.

Based on the data mentioned earlier, the process of word formation known as morphological Interference involves the combination of basic Indonesian vocabulary with affixes from local or foreign languages. Yusuf and Sugandhi (2011) describe adolescence as a transitional period from childhood to adulthood, characterized by the rapid development of various physical and psychological aspects.

The Betawi language is one of Indonesia's regional languages, still used as a daily language by some people residing in DKI Jakarta Province and areas outside the administrative boundaries of DKI Jakarta, such as West Java and Banten. The usage of the Betawi language outside DKI Jakarta is observed in transitional or border areas like Citayam, Bogor, and Tangerang. The Betawi language can be divided into two sub-dialects known as inner-city sub-dialects and peripheral sub-dialects. The suburban sub-dialect, used in the outskirts of Jakarta, is often referred to as "Betawi Ora" or "Malay Ora." This term originates from the word "ora," which comes from Javanese and is frequently used alongside the word "kaga" (meaning "no"). This term signifies that the sub-dialect incorporates numerous Javanese words used in urban areas but not in the

sub-dialect within the city. Apart from vocabulary differences, there are also phonological distinctions that set the two sub-dialects apart.

## **METHOD**

This study employs a qualitative research approach with a focus on descriptive analysis. While statistical data are used as a reference, the primary method is qualitative. Descriptive qualitative research aims to understand qualitative information and historical context comprehensively. It is commonly used to analyze social phenomena and activities within a community. This research method aims to translate data concerning social conditions, interconnections between variables, the emergence of facts, and their impact on the environment. The expected outcomes of this type of research are factual and practical information.

According to Nazir (2009: 54), the descriptive method involves examining the current status of a group of people, an object, a set of conditions, a thought system, or a category of events. In this study, the objective is to describe the nature of morphological Interference in the Betawi language concerning the morphological variables of adolescent speech in Jakarta, explicitly focusing on affixation, reduplication, composition, and acronymization.

The research data analyzed in this study consists of words within sentences that demonstrate Interference from the Betawi language, specifically incorporating aspects of affixation, reduplication, composition, and acronymization. The data sources for this research are teenagers in Jakarta who are not of Betawi ethnic background and do not possess moderate or fluent proficiency in the Betawi language. These teenagers, aged between 13 and 23, come from diverse educational backgrounds and genders.

Tapping and listening techniques are employed to collect data, while the data collection methods used are accessible, engaging, and involve record-keeping and note-taking. Once the data is collected, the analysis involves transcribing the recorded data into written language and identifying and categorizing the data based on affixation, reduplication, composition, and acronymization. The following steps involve interpreting the data and drawing conclusions based on the findings.

## **RESULT AND DISCUSSION**

Respondents who were decided and tested in this study amounted to 50 people. 27 people were men, and the number of female respondents was 23 people. This selection is based on considerations of the effectiveness and efficiency of the research conducted. As a note, several previous respondents ultimately had to be eliminated because they were identified as counterproductive to this research mission.

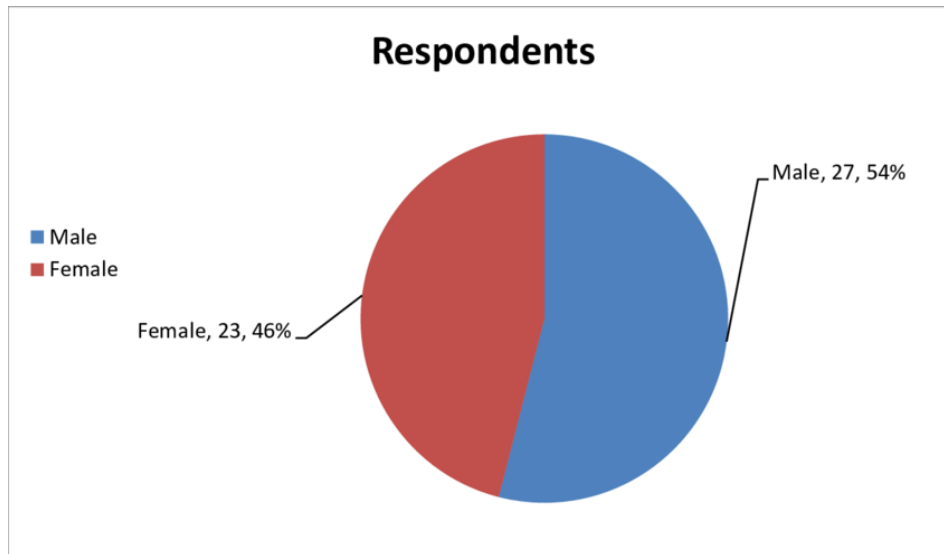


Figure 1. Respondents

Next, we will begin to describe the process and results of this research. This round begins with an explanation of interference. The interference process involves three key elements, which are as follows:

a) The source language, also known as the donor language, refers to the dominant language within a language community. In this context, elements from the source language are frequently borrowed for communication among community members.

b) The target language, also referred to as the absorbent language or recipient language, is the language that incorporates foreign elements and integrates them into its own rules of pronunciation and writing.

c) The absorption element or importation refers to converting elements from a foreign language into the recipient language.

The research shows that the following presents an analysis of the research data concerning morphological systems. Interference can occur in various linguistic aspects such as phonology, morphology, syntax, and semantics. Morphology, a branch of linguistics, deals with the grammatical structure of words. In Indonesian and Javanese, affixes or prefixes and suffixes play a significant role in word formation, enabling the creation of various meanings.

The research indicates that interference is common among adolescents who frequently switch between two or more languages for different purposes. The greater the number of individuals engaging in this bilingual contact, the more intensive the interaction becomes. This contact leads to mutual influence, resulting in using the first language (B1) elements in the second language (B2) and vice versa. Additionally, nonlinguistic factors, particularly social and situational factors, influence language use and contribute to the symptoms of interference. In the context of this research, adolescents often employ two languages simultaneously, influenced by their unstable emotions and tendency to imitate. The study's findings highlight the presence of morphological interference in the Betawi language, specifically in terms of affixation and reduplication.

Affixes are a set of letters that, when added to a base word, modify its meaning and create a new word. They cannot function independently and must be attached to other linguistic units.

According to the findings of this study, there is morphological interference in the Betawi language concerning the morphological variables of adolescent speech in Jakarta, specifically in terms of affixation. The researcher observed prefixes, suffixes, and confixes in affixation. However, no instances of infixation were found in speech construction.

The study reveals that there is a morphological influence on the morphological variables of adolescent speech in Jakarta, specifically through the use of prefixed words. The researcher identified limited prefixed words, including /ng-, ny-, and N-/. This imbalance in speech among Jakarta teenagers stems from their age and emotional instability, leading them to mix languages. This condition triggers interference.

The research findings suggest that prefixes are affixes attached to the left side of the base word. This condition aligns with Verhaar's theory (2004: 107), which defines prefixes as affixes added to the left side in a process called "prefixation." Chaer (2008: 23) also states that prefixes are affixes added to the left side, such as per-, in-, ter-, and -.

Suffixes, on the other hand, are affixes added to the end of a word. The research findings indicate that in the Betawi language, morphological interference in the morphological variables of adolescent speech in Jakarta occurs through suffixes. Specifically, the researchers found that Jakarta adolescents use the Betawi language with suffixes.

The essential suffix identified in the study is -in, which is attached to the base word to create familiar words. Another example is the suffix -an, which transforms the base word dispersing into the word dispersal.

Based on the data collected, the researcher concludes that suffixes are affixes added to the right side of the base word. This situation corresponds to Verhaar's theory (2004: 107) that suffixes are affixes attached to the right side in a process known as "suffixation." Chaer (2008: 23) further explains that suffixes are affixes added to the right side of the base form, such as -kan, -i, -an, and others.

The morphological interference observed in the Betawi language regarding the morphological variables of adolescent speech in Jakarta is attributed to the teenagers' need to understand standard Indonesian. Although they can speak Indonesian, the national language, their native language is Betawi Malay. One aspect of interference is the inaccurate selection of Indonesian vocabulary influenced by the Minangkabau language.

Reduplication is the repetition of grammatical units, either in whole or in part, with variations in phonemes. This repetition results in a reduplicated word, with the basic form being the repeated unit. Betawi people demonstrate their uniqueness by modifying phonemes, such as changing e to o and u to o.

The study findings indicate morphological interference in the Betawi language concerning the morphological variables of adolescent speech in Jakarta, specifically in terms of reduplication. The researchers identified the *dwilingga*

reduplication pattern, as observed in the research data. It is evident from the collected data that there is a lack of vocabulary, leading to the adoption of words like "nungging" from Betawi Malay. This interference occurs when adolescents use language and tend to mix different languages.

Based on the obtained data, the researcher categorizes the findings into the *dwilingga* group, which refers to the repetition of the original morpheme, as exemplified by words like "meja" (table), "lupa" (forget), "anak-anak" (children), "mudah-mudahan" (hopefully), and so on. During conducting this research, the researcher also got a strong impression related to the psychological nuance of the speakers towards this phenomenon. Among others are:

1. Individuals who lack confidence in their language skills tend to compensate for it by incorporating elements of the Betawi language into their speech. The Betawi language, which is not standardized, allows for more leniency in determining correctness or incorrectness.
2. Speakers perceive the use of Betawi language in code-switching and code-mixing as an ordinary and socially acceptable practice.
3. Speakers perceive and conclude that the languages involved in their speech act have equal status and significance. They view both the spoken Indonesian and Betawi languages as needing more formal grammatical control.

The data collected indicates distinct phonological features in the language used by adolescents. Generally, adolescents' language prominently features the vowel /e/ as a front, middle, tense, and unrounded vowel and the vowel /o/ as a back, middle, rounded, and tense vowel. Additionally, there is variation in vowel sounds characterized by the presence of the vowel sound /ə/ (known as "pepet") in most teenagers' vocabulary. Examples of words containing /ə/ include /guwe/, /ngeles/, /tired/, /tetep/, /banget/, /temen/, /bete/, /sampe/, /bosen/, /seeh/, /ember/, /rame/, /girl/, /deh/, /me/, /nek/, and /sampe/. For the vowel /o/, examples include /bo?/, /lo/, /boy/, /bokap/, /nyokap/, /gokil/, /bo,ong/, /single/, and so on.

In the social language of adolescents, there is a tendency to omit certain sounds. Specifically, the sound /s/ is omitted when it follows a vowel sound in words like "already" and "only." This omission follows a small rule denoted as [+escape rule /s/], which applies only to a small group of words. The rule states that the /s/ ([-sil., +mal., -son]) as a prefix to the words "already" and "only" disappears before a vowel sound. Adolescents also tend to omit the sound /h/ at the beginning of words, with only a few words experiencing omission in the middle, such as "lie." The omission of /h/ occurs when a vowel precedes it. The words that undergo this omission of /h/ include words at the beginning and in the middle, exemplified by the following examples.

The omission of the sound [s] at the beginning of words aims to facilitate articulation and is a characteristic feature of everyday language use. Similarly, the omission of the sound [h] at the beginning and middle of words indicates the ease of movement for speech organs. Pronouncing the sound [h] requires more effort from the articulation tools, so the sound is omitted for convenience and relaxation.

The phonological characteristics of the words used in adolescents' social language demonstrate changes in vowel sounds, which align with generative phonological theory that includes relaxing or weakening vowel sounds. The research data reveals a change in the vowel sound /a/ [+sil., -bul., +ren.] in the second syllable to a vowel /ə/ (pepet) [+sil., +bel., -bul., -ren] when followed by the consonants /t, p, n/. This process is considered vowel relaxation, as it reduces pronunciation tension when pronouncing vowels in new words. Additionally, the change from /very/ to [very/] can be seen as a process of consonant relaxation, as the segment [s] ([-sil., +mal., -son]) that forms the guard of /remarkably/ is changed to [b] ([-sil., -mal.]). The relaxation of the consonant occurs due to reduced muscle tension when pronouncing [b]. Furthermore, there is also vowel relaxation from /a/ to [ə] in this word.

Another phenomenon observed in the social language of teenagers involves modifying word forms by adding /-ong/ at the end of the word and strengthening vowels at the end of words, where all vowels are changed to /o/ [+sil., +bul., +bel., +teg.]. However, there is a reduction in vowels in the first syllable, as all vowel sounds are relaxed.

Teenagers tend to abbreviate their language forms for convenience and relaxation. This includes words like "bete," "slow," "bucket," "samsi," "maxi," "bottle," "Sensi," and others. There are two types of abbreviations: contraction type and acronym type. The contraction process involves words like "sensitive" [sensi], "no" [no, no, ga?], "a little" [a little], and "effect" [ɲarUɦ]. The acronym process involves words like "lunch" [max], "with whom" [samsi], "indeed" [bucket], "weak brain" [slow], "so arrogant" [somse], and "confident" [confident].

Most of the word forms adolescents use have been modified to be unique within their community. However, a pattern can be observed in these forms. The most common and popular example is the modification of the words "father" and "mother" to "bapak" and "ibu", respectively. These two words are considered youth slang, but their usage has become widespread. Initially, these two words were only used in the Betawi community, as they originated from "babe" and its equivalent for "father and mother." Upon closer examination of their formation, it is evident that the words "bapak" and "ibu" experienced the insertion of /ok/ after the first consonant sound. This phonological process is referred to as epenthesis.

From the exposure that has been done, finally it can be concluded the following things. First, the forms of words in the social language of adolescents are (i) words that end in /-ong/, (ii) the form is diphthongized, (iii) changes in vowels, (iv) abbreviations / contractions, (v) has noun references, (vi) insertion of /ok/, (vii) using -in verbs, (viii) experiencing omission of certain sounds. Second, the phonological characteristics found in the social language of adolescents are (i) they tend to use the vowels /e/, /o/, and /ə/; (ii) sound deletion, (iii) relaxation, strengthening and blending of vowels. Third, the tendency in the social language of adolescents is to shorten or shorten word forms. This shortening occurs in two processes, namely contraction and acronym. Another tendency is form modification, using verbs ending in -in.

## CONCLUSION

Based on the research findings and discussions conducted in this study, it is evident that adolescents in Jakarta frequently incorporate elements of the Betawi language into their communication. This phenomenon occurs because adolescents often mix up the Betawi language during speech events, leading to an imbalance in Indonesian language patterns in Jakarta conversations.

The study's findings reveal the presence of morphological interference in the Betawi language concerning speech morphological variables, particularly in affixation and reduplication. The research indicates that affixation, including prefixes, suffixes, and infixes, contributes to morphological interference in the Betawi language. Moreover, the study also identifies *dwilingga* as a form of morphological interference in the Betawi language related to speech morphology through reduplication. However, the researcher did not observe any Betawi morphological interference in speech morphology concerning composition and acronymization among teenagers in Jakarta.

Furthermore, the study highlights speakers' assumptions and psychological perspectives, considering the Betawi language as an integral part of speech construction in the Jakarta region. As a result, the application of code-switching and code-mixing using the Betawi language by teenagers in Jakarta is characterized by a pluralistic approach with a high level of acceptance.

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