COMPARATIVE STUDY OF DEMONSTRATIVES IN SASAK AND CHINESE

STUDI PERBANDINGAN DEMONSTRATIF BAHASA SASAK DAN BAHASA CHINA

Sutarman; Zainudin Abdussamad; Abdul Muhid;
Diah Supatmiwati; Wiya Suktiningsih

Universitas Bumigora
Mataram, Lombok, Indonesia
sutarman@universitasbumigora.ac.id

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Abstract

Demonstratives in Chinese and Sasak languages have semantically and syntactically significant different concepts. Semantically, The Chinese language applies a two-way system consisting of proximal 'zhe/zh'e and distal 'na/nei'while Sasak language particularly the Menu-Meni dialect uses a three-way system including proximal'ne', medial'tie', and distal'nu'. Syntactically, demonstrative in Chinese is categorized into five subtypes: pronominal, adnominal, locational, temporal, manner, and degree. Sasak, on the other hand, includes pronominal, adnominal, identificational, adverbial, verbal, quantificational, and referential. This paper shows that the Chinese and Sasak languages has semantically similar in the concept of proximity and different in medial and distal one. Syntactically, these languages have nominal and adverbial demonstrative which share similar properties but differ in other demonstrative categorizations.

Keywords: Chinese language; Sasak language; deictic system; demonstratives

Abstrak

Demonstratif dalam bahasa Cina dan bahasa Sasak memiliki perbedaan konsep yang signifikan secara semantik dan sintaksis. Secara semantik, bahasa Cina menerapkan sistem dua arah yang terdiri dari proksimal 'zhe/zh'e dan distal 'na/nei' sedangkan bahasa Sasak khususnya dialek Menu-Meni menggunakan sistem tiga arah meliputi proksimal 'ne', medial 'tie', dan distal 'nu'. Secara sintaksis, demonstratif dalam bahasa Cina dikategorikan menjadi lima subtipe: pronominal, adnominal, locational, temporal, Manner, dan degree. Sasak, di sisi lain, memiliki pronominal, adnominal, identificational, adverbial, verbal, Quantifier, referential. Tulisan ini menunjukkan bahwa bahasa Cina dan bahasa Sasak secara semantik memiliki kesamaan dalam konsep proximity dan berbeda dalam konsep medial dan distal. Secara sintaksis, bahasa-bahasa ini memiliki demonstratif nominal dan adverbial dengan ciri yang sama tetapi berbeda dalam kategorisasi demonstratif lainnya.

Kata kunci: bahasa Cina; bahasa Sasak; sistem deiksis; demonstratif

1. Introduction

Each language has a different demonstrative. These differences are interesting to study because they have different concepts about demonstrative. One language, semantically, has at least two- deictic systems such as proximal for close objects and distal for further objects. English, for instance, has two proximal *this* and distal *that*. Other languages may have three demonstrative systems such as Spanish which has proximal '*este*', medial '*ese*', and distal '*aquel*'. Some others have four demonstrative systems; Tlingit in North West America and Samal in Philippine have four systems of demonstratives (Levinson, 1983). Levinson (1983) also notes that Malagasy (Austronesian language) has six systems of demonstrative.

The diversity of demonstrative system in each language evokes curiosity to conduct a comparative study between Sasak language and the Chinese language. Sasak language is a language spoken in Lombok Island, West Nusa Tenggara. Austin (2012) says that the Sasak language typologically belongs to a Malayo-polinesian language group. Generally, Sasak language has six dialects spoken all over Lombok island, namely, *Meno-Mene, Ngeno-Ngene, Nggeto-Nggete, Meriaq-Meriqu, Kuto-Kute*, and *Menu-Meni*(See Sutarman and Hanafi, 2020). However, Sasak is not the only language spoken on Lombok Island. Other languages spoken include Bojo, Bali, Bima, Bugis, Jawa, Madura, Makassar, Mandarin Ampenan, Melayu dan Sumbawa[1].

Chinese language which is associated with Mandarin Ampenan in Lombok is also spoken by Chinese descendents on the island of Lombok. The language is spoken in Kampung Cina at Central Ampenan in Mataram city. Nowadays, Chinese descendants have lived in almost all of Mataram city and many other cities in Lombok such as central Lombok and East Lombok. Most Chinese descendants in Lombok still use Mandarin (Mandarin Ampenan) to communicate. Most of them open businesses that employ local people. They, therefore, get more intense interaction with local people, so many of them can also speak the Sasak language. When they use the Sasak language, they still insert Mandarin terms in communication. A better understanding of the Mandarin language used by Chinese descendants in Lombok and vice versa will avoid conflicts and misunderstandings in communication that can be detrimental to work, friendship, and social relationships.

This paper presents the semantic-syntactic scope of demonstrative in the Sasak language and Chinese language. For example, one significant difference on demonstrative between the two languages lies in their deictic system. Sasak language, generally, has three decitic systems; Proximal to indicate object close to speaker, medial to express object close to both speaker and hearer, and distal to refer to object away from the speaker and hearer. In Chinese language, there are two deictic systems used in this language; proximal *zhe* to indicate an object close to the speaker and its counterpart *na* to indicate object away from the speaker and hearer(See Lin 2013; Giurgea Ion and Ivan 2022). Since the Sasak language has many dialects with various forms of demonstratives, this paper focuses on *Menu-Meni* dialect of the Sasak

[1] The data are adopted from https://petabahasa.kemdikbud.go.id/infobahasa2.php?idb=218&idp=Nusa%20Tenggara%20Barat

language which is spoken mostly in West Lombok and Mataram. Therefore, the speakers of *Menu-Meni* dialect often get interaction with the Chinese descendants in Mataram.

The paper consists of the following five sections. Section 2 gives a brief summary of the related theory. Section 3 displays the sematic-syntactic function of demonstrative in Sasak language especially in *Menu-Meni* dialect. Section 4 explains the semantic-syntactic function of demonstrative in Chinese. Section 5 give conclusions on the comparison of demonstrative in Sasak language and Chinese.

2. Related theory

2.1 The nature of demonstrative

Demonstrative according to Dixon (2003) is any item with ponting or deictic reference that draws the listener's attention. As a result, all words employed to draw listerners attention to an object can be classified as demonstrative. Diessel (1999, 2005) defines demonstrative using three criteria: syntactic function, pragmatic function, and semantic function. In a phrase or sentence, demonstrative syntactically provides specific tasks. He divides demonstrative into four syntactic groups: pronominal, adnominal, identificational, and adverbial. Furthermore, Dixon (2003) says that demonstrative can also have a linguistic purpose in a sentence,citing a language of Baumaa Fijian *éne* which is glossed 'do thus, do like this', *hè* which means 'be this/here' and *tò'à* which means 'be that/here'.

Pronominal demonstrative serves as noun or phrase substitution in a sentence. It is frequently used in the argument position of verb (See Amfo 2007). In English,'this' denotes closeness and 'that' denotes a distant item. The following example demonstrates that 'this' can be used to replace a noun in an object position.

1) *I use this to open the door*

Adnominal demonstrative functions as noun modifier in a phrase. It becomes a co-referential noun in subject ad object position. The following example indicates that 'this' changes the word 'book'.

2) *This book is mine*

Identificational demonstrative is used to identify an object in a conversation by showing new discourse topic or tracking the listener's attention to some existing discourse entity (Amfo 2007; Hamdani, 2020). Diessel (1999) says that identificational demonstrative occurs in copula and non-verbal clauses. In another terminology, he mentions the demonstrative as predicative demonstrative. However, He clarifies that identificational demonstrative and pronominal demonstrative have the same category since they have the same position in a sentence. However, the differences of these two demonstratives lie in their function which identificational demonstrative functions to identify an object while the pronominal one functions to point an object. The following examples may clarify both demonstratives.

3) *This is my book*
4) *I have this*

Example (3) refers to identificational demonstrative because it is used to identify the object 'book'; it emphasizes that the book belongs to the speaker. Meanwhile, in example (4) 'this' functions as the substitution of an object; it is not to identify the object.

Diessel (1999) says that demonstrative adverb is commonly used to denote to loca-

tional deictic such as *here* and *there* in English. Amfo (2007) in his research in Akan[2] language finds that demonstrative adverb in Akan language refers to location and manner . the followings shows demonstrative adverb of location and demonstrative adverb of manner.

5) *Mè bà-à há (ʼnnórá*
I come-COMPL here (yesterday)
'I came here yesterday'
[location]

6) *Sàá nà ò-té*
Like.that FM he-live
'That is how he is'
[manner]

Verbal demonstrative serves as a verb in a sentence which has deictic meaning. Dixon (2003)says that only few languages have verbal demonstrative as he gives example in a Boumaa Fijian language. Lionnet (2012) proposes two opinions about verbal demonstrative;

a. *verbal demonstrative exists and may be the only (exophoric) deictics in a language.*
b. *because of their verbal nature, it may be grammaticalize into verbal elements, a grammaticalization pathway that has not been taken into account in any study of the grammaticalizaion of demonstratives:*
   a. *verbal identificational and presentative markers*
   b. *verbal non-locative copulas*

Lionnet then categorizes verbal demonstratives into two categorizations; 1) an action verb expressing manner deixis, and 2) the exophoric deictic verbs. The following examples come from the language of Baumma Fijian and Juu language.

7) *[O áe]s [ʻeneii tuu gaa ʻeneii]*
ART. 3sg do.like.this just do.like this
'He did just like this' (narrator mimes a spearing action)
8) *Jù **hè***
person be.this
'this is a person'

3. Demonstrative in Sasak language

Sasak language generally has various forms of demonstratives due to its dialect diversities. However, these dialects semantically apply three -way system of demonstrative although the dialect of *Kuto-Kute* in Karang Bayan still needs confirmation for its three -way system(See Sutarman and Hanafi 2020). Apart from the existing dialect in this language, this paper will specifically present demonstratives in *Menu-Meni* dialect of Sasak due to the speakers of Chinese in Lombok may have more interaction with the speakers of the dialect.

3.1 Semantic categorization

Semantically, demonstrative in *Menu-Meni* dialect serves three-way system; proximal *ni* 'this' which represents that the object is close to speaker, medial *tie* 'that' which exhibits that the object is close to both speaker and hearer, and distal *nu*'that' which shows that the object is away from both speaker and hearer.

3.1.1 Proximal

The concept of proximity in Sasak language refers to pointing an object closed to the speaker (Sutarman et al, 2022). Proximity in

[2] Akan is a member of a people who live in southern Ghana, Southeastern Ivory Coast, and Parts of Togo

this language has two perspectives; 1) the object is very close to the speaker and even within the hand's reach, 2) the object is out of the hand's reach but is indicated by low hand pointing. Thus, the main point here is a pointing act that determine the choice of proximal demonstratives. This is in line with the study conducted by Piwek, Beun, and Cremers (2008) in which theyproposed a cognitive model on the choice proximal or distal demonstrative in Dutch. They summarized that important object is pointed to significantly more often than a less important ones. Similar to Sasak language, the use of low - hand pointing exhibits the use of proximal demonstrative in conversation. The following illustrations can give a clear concept of proximity in this language.



Picture 1 Hand's Reach of Proximal Pemonstrative

Both pictures above illustrate the concept of proximity in this language, yet high visibility becomes an additional point in this concept. high visibility in Gundel, Jeanette, K., Hedberg (1993) about cognitive statuses on referent is categorized in the status of 'activated' or 'in focus'. The status 'in focus' requires object to be the current center of attention which may become the topic of conversation (See Amfo, 2007).



Picture 2 Low- Hand Pointing of Proximal Demonstrative

Example (9) exhibits that the speaker uses proximal *né* 'this' to give money to addressee and of course the money is in the speaker's hand.

9) *Né képéŋ kadu beli sepatu*
This money use buy shoes
'use this money to buy shoes'

3.1.2 Medial

The concept of medial demonstrative in Sasak language indicates that the object is close to the addressee but away from the speaker. This concept may be the opposite of the proximity in which object is close to speaker. Visibility and pointing act in this concept are not essential but familiarity to an object may be considered. For instance, in a distant communication like a phone call, the speaker may not see the object but it is familiar to the object. In comparison, the language of Katamba has a bit different concept from the Sasak language; medial demonstrative in Katamba refers to medial distance from the speaker(Velasco, 2016; Treis, 2019; Maemunah, Susilawati, and Utami 2022; Rahardian, 2021; Firman A.D, 2021). The following illustration exhibits that the addressee is close to the three as the object and the speaker is away from the tree.


Picture 3 Medial Concept of Demonstrative

In example (10), describes that the speaker asks the addressee to bring a book; the book of course in the addressee's hand and away from the speaker.

10) *Jauq buku tie bareh aok*
Bring book that later yes
'bring that book later,ok'

3.1.3 Distal

Distal demonstrative in Sasak language refers to the object that is located away from both speaker and hearer. This concept seems a bit different from what Bühler (2011) says that the notion of distance to a deictic center or origo which means that the object is away from the speaker; the origo refers to the speaker. This concept is also used in the language of Spanish which has three way systems; locational adverbs of Spanish demonstrative: *nan* 'here' for proximal, *ahi* 'just there' for medial, and *alli* 'over there' for distal (See Amfo and Norgbe 2009). The following illustration may describe clearly the concept of distal in Sasak language. In this picture, both speaker and hearer are in the same position where the object is away from both. Additionally, high- hand pointing can also indicate the use of distal in distal concept of Sasak language.


Picture 4 Distal Concept of Sasak Demonstrative

3.2 Sasak demonstrative categorization

3.2.1 Nominal

Nominal demonstratives in Sasak language is divided into adnominal and pronominal. Adnominal demonstrative refers a noun modifier in traditional grammar which appears with a noun in a noun phrase(See Diessel, 1999, 2005). Demonstratives that are conceptually identical to adnominal ones in Sasak are *ni* for proximal, *tie* for medial, and *nu* for distal. the *ni* in sentence (11) semantically shows proximal-adnominal demonstrative.

11) *Aqu épé buku ni*
I owe book this
'this book is mine'

Pronominal demonstrative, on the other hand, occurs independently in an argument position of a verb(See Giurgea Ion and Ivan, 2022). The following illustrates this in Sasak.

12) *Ni kepeng jari bekelm anakq*
This money for supplies.2sg.Poss son.1sg.Poss
"take this money for your supplies my son"

3.2.2 Identificational

Identificational demonstrative behaves in the same way as pronominal demonstrative. This demonstrative, according to Diessel (1999, 2005, 2013, 2014), is used to direct the listener's attention to entities in the surrounding environment. He continues by stating that it occurs frequently in copular and nonverbal sentences, but that if the pronominal demonstrative and identificational ones are indistinguishable, they may belong to the same group. The following example indicates *ni* as semantically proximal- identificational demonstrative.

13) *Ni bukum sak singgakq uik*
This book.2sg.poss which borrow.1sg yesterday
"this is your book I borrowed yesterday"

3.2.3 Adverbial

In Sasak, adverbial demonstrative is classified into three subtypes: a) locational demonstrative adverb semantically indicates *té* for proximal, *te* for medial, and *tó* for distal, b) directional demonstrative adverb semantically shows *lité* for proximal, *lite* for medial, and *litó* for distal , and c) manner demonstrative adverb semantically projects *meni* for proximal, *mentie* for medial, and *menu* for distal. the followings illustrates each subtype of adverbial demonstrative in Sasak.

14) *Té taok-te berajah* [location]
Here place.2pl learn
"we learn here"

15) *Lité laun jok bale*[direction]
Come here tonight to home
"come to my home tonight"

16) *Meni ntan atur bale*[manner]
Do like this way manage house
"manage house like this way"

3.2.4 Verbal

Verb markers are used to distinguish verbal demonstratives in Menu-Meni dialect of Sasak language. They are the suffixes *-ang* and *-q*, as well as the prefix *pe-*. These demonstratives are semantically distinguished in three ways as the following table.

Table 1 Verbal Demonstrative in Sasak

proximal	medial	Distal	Meaning
Pemeniq	*Pementiaq*	*Pemenuq*	Do like this/that
Meniq	*Mentiaq*	*Menuq*	Do like this/that
Meniq-ang pelitéq	*Mentiaq-ang peliteq*	*Menuq-ang pelitoq*	Do like this/that Bring here/there

Consider the proximal *pelitéq*in (17) and the distal *pemenuq* in (18).

17) *Pelitéq kanak tie aok bareh*
Bring here child that yes later
"bring here that child later"

18) *Pemenuq tangkong nuq bareh aok*
Make like that shirt that later yes
"make that shirt like that later"

3.2.5 Quantificational

A demonstrative quantifier is a form of demonstrative that specifies the quantity of something. It is distinguished in three ways: proximal *semeni* (this quantity), medial *sementie* (that quantity), and distal *semenu* (that quantity). To understand the quantification, the hearer must speak face to face with the speaker or be visible surrounding the speaking setting. Example (19) exhibits the medial quantification.

19) *Bait-ang-q sementie gule aok lek lemari*
Take.APLL.1sg.Poss that quantity suger yes at cupboard
"take me sugar like that amount"

3.2.6 Referential

A referential demonstrative is one that has some qualities with the thing in the speaker's thoughts. *Menu-Meni* dialect in Sasak dialect has two forms of this type as shown in the following table.

Table 2 Referential Demonstrative in Menu-Meni

Proximal	medial	distal	meaning
Semeniq	*Sementiaq*	*Semenuq*	Something like this/that
Semeniq-an	*Sementiaq-an*	*Semenuq-an*	

The following sentence exhibits the medial *sementiaq* in which the speaker wants to have the same thing as the referent.

20) *Beli-ang-q sementiaq lek toko nuk*
Buy-appl.1sg something like that at store that
"buy me something the same like that at that store"

4. Chinese demonstrative

According to Tao (1999) Chinese language has two -way system of demonstrative like English does; proximal *zhe/zhei*'this' is used when the speaker is close to the referent, and its counterpart distal *na/nei*'that' is used when the referent is away from the speaker. Chinese demonstrative in contrast to Sasak language has plural allomorph *zhexie* 'these' and *naxie* 'those'. Below are the illustrations of Chinese deictic system.



Picture 5 Proximity in Chinese Demonstrative



Picture 6 Distal in Chinese demonstrative

The distinction between the Sasak deictic system and the Chinese demonstrative lies in the demonstrative system since the Sasak language has three demonstrative systems whereas the Chinese has two. Furthermore,

the idea of the demonstrative system in the Sasak language definitely belongs into the person-oriented demonstrative category, whereas demonstrative in Chinese language comes into the object-oriented demonstrative category (Po-Ching and Rimmington 2004). According to Lin (2013), There is no barrier to determining whether an entity is objectively near or far because the speaker decides and communicates the entity's distance. That is, any absolute distance between the speaker and the entity is not the only norm to consider, and the speaker's perception should be considered.

4.1 Chinese demonstrative categorization

Besides nominal demonstratives, According toWang (2023), Chinese demonstratives have four other subtypes of demonstrative; 1) locational demonstrative which consists of *zheli/zher* 'here' and *nali/nar* 'there'. 2) time/temporal demonstrative which involves *zhehuir* 'at this moment' and *nauir* 'back then'. 3) manner demonstrative which consist of *zheyang/zheme* 'such, so' and *nayang/name* 'like that'. 4) degree demonstrative which includes *zhedeng* 'at this degree' and *nadeng* 'at that degree'.

Nominal demonstrative in chinese is divided into pronominal and determiner. Pronominal demonstrative serves to replace a noun or noun phrase and frequently occurs independently in verb argument situation. Adnominal demonstrative, on the other hands, is employed to support co-refererial word(Meng and OShima, 2020; Partee, 2006; Cairns, 1991). It occurs alongside a noun in a noun phrase (See Amfo, 2007). The followings show the pronominal and determiner demonstrative in Chinese.

21) *Wǒihuān nàgè* [pronominal]
I love that
' I love that'

22) *Zhè zhāng zhuōzi shì wǒ de*[determiner]
This table mine
'this table is mine'

According to Lin (2013), Chinese demonstrative can also be used as the temporal gap between a former time point or event and the narrative time. The following example gives an opinion that Emancipation makes life better than before it. Emancipation here is used as reference point in which life after it is indicated by demonstrative *zhe*, while life before it by *na*.

23) *Zhèxiē nián shēnghuó gǎishànle hěnduō.*
These has improved a lot these years.
Huíxiǎng qǐ jiè fàng qián dì nàxiē jiānnán shíqí, wǒmen chūrényìliào dì huóle xiàlái.
Upon reflection of those hard times before the emancipation, we surprisingly surprised.

Chinese demonstrative also has locational demonstrative which consists of *zheli/zher* glossed 'here' and *nali/nar* glossed 'there'. These examples show how locational demonstrative in chinese is used.

24) *Wǒmen zài zhèlǐ xuéxí*
We study here
"we study here"

25) *Zài nàlǐ rēng lèsè*
Available there throw rubbish
"Throw the rubbish there"

Referring to manner demonstrative, Chinese language has *zheyang/zheme* which glossed ' such, so' and *nayang/name* 'like that'. The following examples show how manner demonstrative is used in Chinese language.

26) *Xiàng zhèyàng zhěnglǐ nǐ de fángjiān*
Like this Tidy your room

"tidy your room like this"

Another category of Chinese demonstrative proposed by Wang (2023) refers to degree demonstrative. It consists of *zhedeng* 'at this degree' and its counterpart *nadeng* 'at that degree'. However, some informants say that these words are used in traditional language so they are not quite familiar to them; this type is usually used when the speakers want to emphasize the quality of something(See also Dayal and Jiang ,2022).The following example shows the use of *zhedeng* in a sentence.

27) *Hái yǒu zhè děng hǎoshì*
Return have wait good thing
" and such a good thing"

5. Conclusion

The concepts of demonstrative in Sasak and Chinese are semantically and syntactically distinct. However, the foregoing explanation of the considerable differences between Chinese and Sasak language does not imply that both languages have no commonalities. In terms of semantics, these languages share the same concept of proximity, which refers to objects that are close to the speaker, although they differ in terms of medial and distal concepts; Chinese uses only the distal concept, while Sasak uses both medial and distal concepts.

Both languages include nominal and adverbial demonstrative, which share the same properties with the exception of directional and manner demonstrative as subtypes of adverbial demonstrative in Sasak. Sasak, on the other hand, has more categorization than Chinese; it includes seven demonstrative categories, namely pronominal, adnominal, identificational, adverbial, verbal, quantificational, and referential. In short, both languages contribute to linguistic theories by enriching demonstrative theories and describing a meeting point where both languages have similar demonstrative concepts.

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