CHAPTER I

INTRODUCTION

1.1. Background of the Study

Every language has properties including syntactic properties, phonological properties, morphological properties, semantic properties, and others. These properties can give us the primary data of linguistic. These have been discussed, analyzed and studied by many linguists in different discipline of linguistic theory. One of the topics which discuss overseas is *dative alternation*. Dative alternation has been discussed in many kinds of linguistics property. The prominent study about dative alternation is about its meaning which is not only studied in English but also has been studied in a lot of languages. For example, Tobias Bernaisch, Stefan Th. Gries, and Joybroto Mukherjee (2014) has studied *The Dative Alternation in South Asian English(es);* Jorge Vega Vilanova (2012) has studied *Dative Experiencers in Catalan: Argument Structure, Thematic Roles, and their Relation with Clitic Doubling;* Beth Levin and Malka Rappaport Hovav (2008) have studied about English 'dative' verbs and their counterparts in other languages including Russian, Hebrew, Dutch, Warlpiri, Icelandic, Mandarin, Yaqui and Fongebe; the thesis of master's degree of Justin Rill (2011) by the title *Unified Analysis of Dative Shift in English and the Applicative Construction in Chichewa;* Joan Maling (2001) also has studied dative alternation in Germanic languages (English, German and Icelandic); Demonte (1995) also studied *Dative Alternation in Spanish;* then Givón (1984) citing evidence from several languages including Indonesian. Regarding of them, Indonesian also has dative alternation.

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Nevertheless, the study about dative alternation in Indonesian language is lack to observe. However, Indonesian language has been studied overseas including China, Japan, Philippine, Vietnam and so on. Regarding of that reasons, this study may help them to understand more about the characteristic of Indonesian, especially in dative alternation.

The reasons why I chose semantic as my theory to discuss dative alternation in Indonesian language are influenced by the early studies. Many studies of dative alternation have different point of views where double object (sometime called direct object) and prepositional object (sometime called indirect object: *to*-variant and *for*-variant) have different meaning. The point of view which argues the both variant has same meaning uses *monosemy approach* (sometime called *Dative Shift*). Monosemy approach linguists argue that the alternation which happens in all dative verbs does not influence the truth meaning. The important studies arguing for monosemy approach are Hall (1965), Emonds (1972), Baker (1988 & 1996), Larson (1988 & 1990) and den Dikken (1995), Kiparsky (1985), Dryer (1986) and Aoun & Li (1989). The contrast one uses *polysemy approach* (sometime called *Dative Alternation*). Polysemy approach linguists argue that all prepositional object has *caused motion meaning*. Meanwhile, all double object has caused possession meaning. The important studies arguing for polysemy are Green (1974), Oehrle (1976), Pinker (1990), Jackendoff (1990), Hale & Keyser (1996), Arad (1998), Speas (1990) and Krifka (1999 & 2003).

Richard Thomas Oehrle (1976) in his dissertation studied about *The Grammatical Status of the English Dative Alternation*. In his dissertation seems

that he uses polysemy where he is able to explain which one is acceptable and which one is not acceptable in both variants; double object and prepositional object. He proposes that a semantic criterion for dative verbs: the first object of double object verbs must be a possessor and second object in the prepositional must be goal (it also proposed by Green 1974, Goldsmith 1980 and Stowell 1981). Nevertheless, in his study, he cannot provide insight into the problem of why some verbs occur in the both double object and prepositional object and why some verbs occur in only one of those variants. Regarding of this niche, I am inspired to give the reason the restriction in Indonesian dative alternation to make clear understanding.

Jess Gropen, Steven Pinker, Michelle Hollander, Richard Gorldberg and Ronald Wilson (1989) have studied about the learnability and acquisition applied in 5 children. The children has different ages and the duration of recorded is range. They used polysemy approach to found that (i) conservative usage of prepositional and double object variant precedes the productive application of a dative rule to new verbs that could not have been learned from the input, (ii) children's use of the dative rule appears to follow board-range constraints pertaining to causation of possession at all stages, (iii) children can be productive depend on their background tendency, and (iv) the reason of over generalize dative verb is (1) the verb meaning of children are imperfect, (2) children do not differ from adult. The third point of their finding shows that dative alternation is one of conservatism. It means that most dative variants in children's speech reflect their parents used. Therefore, in this study simply means there are no differences

of children and adult utterance. Both adult and children rarely obey some version of possession-change constraint. Yet, there is a few children's utterance which over generalize that must be consideration to sum up this study although it is low frequency. This study does not answer: how can restriction to dative alternation be learned? It is very important to answer why it is acceptable and vice versa. Actually, it has answered by Manfred Krifka (2003) that lexical verb for dative alternation can restrict the objects. He divided lexical restrictions into 6 root meaning (possession, movement, continuous imparting of force, communication verbs, verbs of prevention of possession and morphological restrictions). With great regards, he missed the root meanings themselves. He argues that in the Double Object, the basic meaning is change of possession, yet in Prepositional case, it is movement to goal. Moreover, Malka Rappaport Hovav's and Beth Levin's (2008) answer it in *The English Dative Alternation: The Case for Verb Sensitivity.* They propose that every lexical have a root/base meaning (e.g. verb *give* only has possession meaning). So, the resections depend on verb lexical meaning. It explained in English, Russian, Dutch and German. How about in Indonesian language? Do Indonesian verb lexical meaning can restrict the Indonesian dative alternation? I will explain in *Chapter IV*.

Related to learnability and acquisition of dative alternation in English, in 1994, William D. Davies studied *English Dative Alternation and Evidance for Thematic Strategy in Adult SLA.* This study involved learnability and acquisition also, where they acquire and learn English as second language. The subject of this research included intermediate and advance learners (37) who come from

Indonesia, Italian, Korean, Japanese, Chinese, Spanish, Thai, Farsi, Frensh, and Greek. William used polysemy approach of Pinker (1984) is that bootstrapping hypothesis to know SLA's ability in the restriction of dative alternation. But, only 5 learners (Chinese and Farsi) who can determine or give respond about dative alternation same or as the native English judgment. Two of them are advanced level and three of them are intermediate level. It shows that the level of learners do not influence the ability of SLA in English dative alternation. Indonesian learners include in the 'prepositional and double object construction acceptable for all verbs' category and 'double object construction acceptable for governed subset of verbs' category. This shows that Indonesian learners do not know well about dative alternation, especially in English. Therefore, by this study, I hope I can give knowledge about dative alternation, especially Indonesian dative alternation.

The recently study about dative alternation in children speech came from Erin Conwell, Timothy J. O'Donnell, and Jesse Snedeker (2011). They found that early emergence of double object form in the children's early speech may be largely based on highly frequent. It is same as adult behavior where double object is preferred. It also happened in the usage of dative alternation in South Asian English (see Bernaisch and friends, 2014, 18). I think that Indonesian language does not so. Nonetheless, my hypothesis is that Indonesian language prefers to use propositional object where the Goal or Recipient as the second object.

Indeed, there are many studies about dative alternation in overseas. Nevertheless, the study about Indonesian dative alternation is limited. A bit of

Indonesian students know that Indonesian has dative alternation. Concerning of these reasons, Indonesian students and foreign learners do not know whether Indonesian dative alternation has one meaning or two meaning. To give them reference, I wanted to study about Indonesian dative alternation.

To get a focus discussion, I take *Jawa Pos* newspaper as my object of study because this newspaper is popular in all groups of people. Therefore, I took 'The Semantic of Indonesian Dative Alternation: A Case Study in Jawa Pos Newspaper' as my title of study to know the meaning of both variants of dative alternation in Indonesian language.

1.2. Statement of the Problems

Based on the background of the study above, this research is conducted to answer the following questions:

1. How do semantic aspects of dative alternation apply in Indonesian language?

2. What are the characteristics of Indonesian double object and Indonesian prepositional object?

1.3. Objectives of the Study

Regarding the statement of the problems, this research has two aims. Those are:

1. To describe and explain semantic aspects of Indonesian dative alternation.

2. To describe the characteristics of Indonesian double object and Indonesian prepositional object.

1.4. Significance of the Study

The significant of this study is classified into two significant. Those are theoretical and practical significant:

1.4.1. Theoretically

a. Academically, the result of this study, hopefully can give contribution in cross-linguistic discipline, especially in semantic field.

b. This study will be expected to increase the knowledge of language for the reader including Indonesian native students, foreign students who learn Indonesian language, and linguistic linguists.

1.4.2. Practically

a. In the globalization era, each people learn other language. In order to help them, this study is going to be conducted to give understanding of Indonesian dative alternation.

b. By this study, hopefully, can minimize misunderstanding in reading comprehension Indonesian text and listening comprehension Indonesian speech.

c. This study is expected to be reference to the next researchers.

d. This study is expected can develop previous studies.

1.5. Scope and Limitations

To get a focused discussion, this study concern to dative alternation in Indonesian language. The scope of this study is dative alternation concerning to two kinds predominant views in *Jawa Pos* newspaper by the date 23 and 24 September 2015. First is a caused possession meaning realized by the double object variant. The second is a caused motion meaning realized by prepositional object or *to*-variant. This limitation of this study in two verb cases in active and passive sentence. Those are give (*beri)*-type verbs and send (*kirim)*-type verbs.

1.6. Definition of Key Terms

In this study, I give some definition related to the language terms and Indonesian language to support the title and also to avoid misunderstanding.

1.Dative Alternation.

The term 'dative' refers to object. Meanwhile, alternation refers to movement. So, dative alternation is used to refer to the alternation of the double

object. It can be happened in ditransitive sentence only. The different position of objects evokes two variants which called as a prepositional object and a double object. The prepositional object structure is also referred to as NP PP structure as it consists of a Noun Phrase (NP) and a prepositional phrase (PP). The double object structure is referred to as NP NP structure as it consists of two noun phrases.

2. Semantic

Semantic is a part of linguistics that refers to the study of meaning changes in meaning and the relationship between sentences or words and their meaning. In another words, semantics is a study of the linguistic meaning of morphemes, words, phrases, and sentences.

3. Indonesian Language

Indonesian language is a language which used by Indonesian people. Indonesia is settled in South-East of Asia. Approximately 242 billion people use Indonesian language.