



## Contrastive Analysis: A Case for Noun Affixes of Indonesian Language and Banten Javanese Language

**Hanafi**

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten  
[hanafi@uinbanten.ac.id](mailto:hanafi@uinbanten.ac.id)

*Submitted:* Nov 20<sup>th</sup>, 2020

*Accepted:* Dec 5<sup>th</sup>, 2020

*Published:* Dec 7<sup>th</sup>, 2020

### Abstract

This study is aiming to discuss the contrastive analysis of noun affixes of Banten Javanese Language and Indonesian Language. The research method used in this research was qualitative. The technique used in data collection is document study from Indonesian Language and Banten Javanese textbooks used in elementary schools. The data analysis technique used was contrastive analysis by comparing these two languages. This result shows that both Banten Javanese and Indonesian Language have their similarities and differences in terms of noun. The similarities are reflected on prefixes, suffixes, and simulfixes; the differences are reflected on infixes. The result also concludes that the differences may hinder the process of teaching and learning Indonesian Language as L2; the similarities, on the contrary, may serve the facilities to learn Indonesian Language as L2.

**Keywords:** contrastive analysis, noun affixes

### Introduction

Banten Javanese is a mother tongue or first language for most of the population of Serang and Cilegon district, Banten province. Since Banten developed into a province, Banten Javanese language became one of the local subjects taught in Elementary Schools. Therefore, Banten Javanese is widely being used for daily communication, both within the family and in the larger community. Even, as Juwita (2019) reported that Banten Javanese also used and reflected into personal and places names in Banten Province.

Furthermore, local government of Banten has initiated to make Banten Javanese as a symbol of identity for the people of Banten. This can be seen from the frequent

use of Banten Javanese for regional names, slogans, campaigns, and advertisements. In Serang Regency, for example, there are regional names such as *Lemah Abang* (red land), *Warung Selikur* (Twenty One Shop), and others; the slogan, for example, *Yu dulur-dulur kite ngejage kebersihan lingkungan*, (Let brothers and sisters keep the environment clean); the campaign, for example, *Napik salah, pilih nomor kaleh* (Make no mistake, choose number two); and ads, for example, *Aje ngaku wong Banten, lamun durung mace Harian Banten* (Don't claim to be Bantenese, if you haven't read *Harian Banten*).

On the other side, as a part of Indonesian country, Banten people also have to use Indonesian Language as part of



national Identity. These situations, of course, will cause the interference for the use of Indonesian Language. It is common for Banten people to insert Banten Javanese to Indonesian Language. This situation will enrich the vocabulary of Indonesian Language in one way, it also results the contrast for both languages retrospectively. As Sulistiyono, Suyata, and Rahayu (2017) indicated that there are some contrasts between Indonesian and the Javanese languages. Based on this issue, the author is interested in conducting a contrastive analysis of Banten Javanese and Indonesian Language.

To specify the data, the recent research focuses on noun affixes of both Indonesian and Banten Javanese Language. The noun-forming of affixes in Banten Javanese are classified into *pe-*, *peN-*, *pi-*, *-an*, *-ne*, *-e*, *pe-an*, *peN-an*, and *ke-an*. Meanwhile, the affixes that form nouns in Indonesian Language are *ke-*, *pe-*, *-an*, *peN-*, *per-*, *ke-an*, *meaning*, *peN-*, and *per-an*. These affixes will be compared to look for similarities and differences in forming nouns.

## **Theoretical Review**

### **Contrastive Analysis**

Contrastive analysis is an activity of comparing structure of L1 and L2 to identify the differences between the two languages. As Gast (2013) stated that contrastive analysis investigates the differences between pairs (or small sets) of languages against the

background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies. As a work procedure, contrastive analysis has steps that must be followed such as comparing the structure of L1 and L2, predicting learning difficulties and learning errors, compiling teaching materials, and preparing ways of delivering teaching materials.

Learning theory is based on behaviorist psychology that dominates contrastive analysis. According to this theory, the second language error is caused by negative transfer or interference of the students' L1 against L2 when he is studying. Two important points at the core of behaviorist psychology learning theory are habits and mistakes.

Contrastive analysis has two hypotheses. The first hypothesis is called the strong form hypothesis and the second hypothesis is a weak form. The strong form hypothesis states that L2 error can be estimated from the results of identifying the differences between L1 and L2 that are being studied by the students. The weak form hypothesis states that contrastive analysis is only diagnostic; therefore, contrastive analysis must complement each other.

Three sources are used as a rational for contrastive analysis hypothesis, namely (1) the work-field experience of L2 teachers; (2) language contact in bilingual situations; and



(3) learning theory. These three sources ultimately refer to L2 language errors.

Regarding the results of L2 teaching and learning which not satisfactory, contrastive analysis is emerged as a voice to solve the problems that exist in L2 teaching. It should be borne in mind that the appearance of contrastive analysis is in a traditional situation, where English is considered as L1 and other European languages as L2.

Contrastive analysis pedagogical demands are none other than answers to the challenge of how to teach B2 in the most effective and efficient way. Contrastive analysis provides answers by proposing various ways. First, comparing the student's L1 with the L2 they will study. This comparison can illustrate the difference between L1 and L2. Based on the difference between the two languages, it is estimated that learning difficulties and language errors will be faced and made by students. Second, the relevant pedagogical grammar and teaching materials are compiled with the appropriate estimates and in line with the previous step. The next step is to find a way to deliver the subject matter in accordance with the teaching materials that have been compiled.

In attention to contrastive analysis work steps, it can be concluded that the first step is related to linguistic theory, the second step is related to psychology, the third step is related to linguistic theory and psychology,

while the fourth step is also related to psychology. In other words, contrastive analysis has two aspects, namely a linguistic aspect and a psychological aspect.

The linguistic aspect deals with the problem of comparison, what is being compared, and how to compare it. Psychological aspects include learning difficulties, language errors, how to arrange teaching materials, how to deliver teaching materials, and class arrangement.

There are two approaches related to linguistics that are commonly used. First, the poly-systematic approach which assumes that language is a system of system. Therefore, only the systems of the two languages are compared. The second approach is comparability that concerns (1) similarity of structure, (2) similarity of translation, and (3) similarity of structure and similarity of translations.

There are also two approaches related to psychological aspects that are commonly used. The first approach related to describing and predicting interference that must be based on actual facts experienced by students, not on abstract or theoretical facet. This approach is known as contact analysis in discontinuity. The second approach is related to the way of delivery that places great emphasis on forming habits or emphasizing action-reaction or stimulus-response. Meanwhile, those related to class structuring are known as related structuring and separate structuring approaches.



From the description shows that contrastive analysis includes two things. First, linguistic theory is used as a means of comparing the structure of two languages. Second, psychology related to transfer, material arrangement, presentation method, and classroom arrangement.

The two areas where contrastive analysis covered were the targets of criticism. The criticism of the linguistic aspect is due to the inadequate theory of structural linguistics, the field of work is mostly about phonological systems and syntax, and neglects the semantic field. Criticism of the psychological aspects relates to prediction of errors, preparation of materials, absence of pedagogical grammar, and classroom arrangement.

Contrastive analysis is still functioning in the L2 teaching. The implications of contrastive analysis in language teaching are seen (1) the preparation of teaching materials based on the results of comparison of L1 and L2; (2) the preparation of pedagogical grammar as the application of the adopted linguistic theory; (3) in an integrated or related classroom arrangement, the mother tongue is taken into account and is used as an assistant in L2 teaching; and (4) presentation of teaching material which covers similarities and differences between L1 and L2, shows items of L1 that might interfere with L2, recommends how to solve the interference, and intensively practice for different points.

Contrastive analysis still has weaknesses in theory and its foundation. Contrastive analysis can predict certain items of a language that have the potential to cause interference. Even not quite precisely, contrastive analysis can pinpoint errors due to the interference. In addition, as Tarigan (1995) claimed that contrastive analysis can explain the causes of this error.

## Nouns

Nouns can be seen from two aspects, the semantic and syntactic aspects. From a semantic point of view, it can be said that nouns are words that refer to humans, animals, things, and concepts or meanings. Thus, words such as *teacher*, *cat*, *table*, and *nationality* are nouns. From a syntactic point of view, nouns have certain characteristics. First, the sentences where the predicate is a verb, nouns tend to occupy the function of the subject, object, or complement. The Indonesian words *pemerintah* dan *perkembangan* in *Pemerintah akan memantapkan perkembangan* are noun. The word *pekerjaan* in the sentence *Ayah mencari saya pekerjaan* is a noun.

Second, nouns cannot be used as a form of denial. The word *bukan* is not contrast to *tidak*. The sentence *Dia itu guru* must use *Dia itu bukan guru*.

The last, nouns can usually be followed by adjectives either directly or by means of the word *yang*. Thus, *buku* and *rumah* are nouns because they can combine



into *buku baru*, *rumah mewah*, or *buku yang baru* and *rumah yang mewah*.

The process of forming words by putting affixes is called the affixation process, and words formed by this process are called affixed words. For example, farthest - + farthest = farthest, saw - + saw = saw, saw - + met = met, unfair + unfair = injustice, and so on.

### Affixation

Affix is a bound grammatical that needs to attach to the main word. Affixes can be divided into original affixes, affixes from foreign languages, productive affixes, and unproductive affixes. The original affixes are as follows.

Prefix	Infix	Suffix	Simulfix
<i>meN-</i>	<i>-el-</i>	<i>-kan</i>	<i>peN-an</i>
<i>ber-</i>	<i>-er-</i>	<i>-an</i>	<i>pe-an</i>
<i>di-</i>	<i>-em-</i>	<i>-i</i>	<i>per-an</i>
<i>ter-</i>		<i>-nya</i>	<i>ber-an</i>
<i>peN-</i>			<i>ke-an</i>
<i>pe-</i>			<i>se-nya</i>
<i>se-</i>			
<i>per-</i>			
<i>ke-</i>			
<i>maha-</i>			
<i>para-</i>			

The affixes from foreign languages such *pra-*, *a-*, *-wan*, *-wati*, *-is*, *-man*, and *-wi*. Next, a productive affix is a living affix, which has a great ability to attach to words or morphemes. The productive affix is as

follows. The last, an unproductive affix is an old affix, whose distribution is limited to a few words, which no longer form new words. What is classified as an unproductive affix as *pra-*, *a-*, *-wan*, *-wati*, *-is*, *-man*, and *-wi*.

### Method

The research method used in this research was qualitative. The technique used in data collection is document study from Indonesian and Banten Javanese textbooks used in elementary schools. The data analysis technique used is contrastive study, which is comparing two languages; so the similarities and differences between the two languages can be revealed.

### Result

#### Noun Affixation in Banten Javanese

Based on the morphological form, nouns can be divided into two types, namely basic nouns and derivative nouns (affixed nouns, reduplication nouns, and compound nouns). Basic nouns can be observed as the following example.

<i>arit</i>	(sickle)
<i>pacul</i>	(hoe)
<i>untu</i>	(tooth)
<i>weteng</i>	(stomach)
<i>endas</i>	(head)

Affixed nouns are formed by attaching a prefix, suffix, and confix to the basic form. In the Banten Javanese, there are nouns derived from the basic form with the addition



of the prefixes *pe-*, *peN-*, and *pi-*; for example as follows.

- pe-* + *gawe* = *pegawe* (worker)
- peN-* + *barep* = *pembarep* (first)
- pi-* + *tuduh* = *pituduh* (guide/clue)

Nouns with suffixes in the Banten Javanese can be nouns with suffixes *-an*, *-ne*, and *-e*, for example as follows.

- tandur* + *-an* = *tanduran* (plant)
- jabe* + *-ne* = *jabane* (outside)
- mesem* + *-e* = *meseme* (smile)

The basic form with the simulfix *pe-an*, *to-an*, and *to-an* is seen example below.

- pe-an* + *туру* = *peturonan* (bed)
- peN-an* + *indel* = *pengindelan* (teapot)
- ke-an* + *lurah* = *kelurahan* (village)

### Noun Affixation in Indonesian Language

Viewing from the morphological form, nouns consist of two kinds, namely (1) nouns in the form of a root word, and (2) nouns derived from other words or forms. In addition, nouns can also undergo other processes such as a reduplication process or a compounding process.

#### Basic Nouns

In Indonesian language, there is a noun which consists of a root word. Such nouns are monomorphic, that is, they consist of only one morpheme. Here are some examples of basic group nouns.

#### Common Noun

- |                 |               |                 |
|-----------------|---------------|-----------------|
| <i>gambar</i>   | <i>meja</i>   | <i>rumah</i>    |
| <i>kesatria</i> | <i>minggu</i> | <i>semangat</i> |
| <i>malam</i>    | <i>pisau</i>  | <i>tahun</i>    |

#### Specific Noun

- |               |               |                   |
|---------------|---------------|-------------------|
| <i>adik</i>   | <i>Budi</i>   | <i>paman</i>      |
| <i>atas</i>   | <i>Farida</i> | <i>Pekalongan</i> |
| <i>batang</i> | <i>Selasa</i> | <i>Pontianak</i>  |
| <i>bawah</i>  | <i>butir</i>  | <i>itu</i>        |
| <i>dalam</i>  | <i>muka</i>   | <i>ini</i>        |

#### Prefixed Noun

In Indonesian Language, there are nouns derived from the basic form with the addition of the prefix *ke-*, *pe-*, *peN-*, and *per-*.  
*ketua*, *kehendak*, *kekasih*, *kerangka*;  
*pelamar*, *pelari*, *pemakan*, *pekerja*;  
*pembeli*, *pemilih*, *pembicara*, *penjahat*;  
*pertapa*, *persegi*.

#### Infixed Noun

In Indonesian Language, there are nouns derived from the basic form with the addition of the infixes *-el-*, *-er-*, *-em-*, and *-in-*.

- |                |                  |
|----------------|------------------|
| <i>tunjuk</i>  | <i>telunjuk</i>  |
| <i>patuk</i>   | <i>pelatuk</i>   |
| <i>gembung</i> | <i>gelembung</i> |
| <i>tapak</i>   | <i>telapak</i>   |
| <i>gigi</i>    | <i>geligi</i>    |
| <i>sabut</i>   | <i>serabut</i>   |
| <i>suling</i>  | <i>seruling</i>  |
| <i>gigi</i>    | <i>gerigi</i>    |
| <i>kuning</i>  | <i>kemuning</i>  |





*sambung sinambung*

*pembarep (first)*

### Suffixed Noun

In Indonesian, there are nouns derived from the basic form with the addition of the suffixes *-an*, *-wan*, *-wati*, *-at*, *-in*, *-ism*, *-isasi*, *-logi*, and *-tas*.

*anjuran, kiriman, asinan, kiloan  
ilmuwan, budayawan, sejarawan, rohaniwan  
muslimat, mukminat, hadirat  
muslimin, mukminin, hadirin  
komunisme, liberalisme, kapitalisme  
kolonisasi, modernisasi, elektrifikasi  
biologi, ekologi, hidrologi  
kualitas, realitas, aktifitas*

There are nouns that are derived from the basic form with the addition of the simulfixes of *ke-an*, *pe-an*, *peN-an*, and *per-an*.

*kemenangan, kemanusiaan, kepahlawanan,  
kebimbangan, kemalasan  
pekerjaan, pemandian, pelarian, pemakaman  
pemberontakan, pendaftaran, penggarisan,  
penyaingan  
perjanjian, pergerakan, pertemuan,  
perlawanan, pergelaran*

### The Similarities

The similarities for the formation of nouns in Banten Javanese and Indonesian are as follows.

The use of prefixes *pe-* and *peN-* both form nouns.

Banten Javanese

*pegawe (workers)*

Indonesian Language

*pelari (runner)*

*pembeli (buyer)*

The suffix *-an* in Banten Javanese and Indonesian language forms a noun.

Banten Javanese

*tanduran (plants)*

*celengan (piggybank)*

Indonesian Language

*anjuran (advice)*

*kiriman (delivery)*

*asinan (salted food)*

The simulfixes of *pe-an*, *peN-an*, and *ke-an* in Banten Javanese and Indonesian Language form a noun.

Banten Javanese

*peturonan (bed)*

*pengindelan (teapot)*

*kelurahan (village)*

Indonesian Language

*pekerjaan (work)*

*pemberontakan (rebellion)*

*kemenangan (victory)*

### The Differences

The differences in the formation of nouns in Banten Javanese and Indonesian are as follows.



The Banten Javanese has prefix *pi-*, for example *pituduh* (*instructions*). There are suffixes *-ne* and *-e*, for example *jabane* (*outside*) and *meseme* (*smile*). In Indonesian Language, there is a prefix *ke-*, for example *ketua* (*chairman*), *kehendak* (*will*), *kekasih* (*lover*), and *kerangka* (*framework*). Indonesian Language also has prefix *per-*, for example *pertapa* (*ascetic*) and *persegi* (*square*). Furthermore, there are infixes *-el-*, *-er-*, *-em-*, and *-in-*. The last is simulfix; for example *perjanjian* (*agreement*), *pergerakan* (*movement*), and *pertemuan* (*meetings*).

This result proves that both Banten Javanese and Indonesian Language have their similarities and differences in terms of noun. This result conform to Sukarto's work (2015) that the similarity between Javanese and Indonesian appears to both languages are agglutinative; the grouping system of vocals which in Indonesian there is no such thing, on the contrary. Moreover, Suyata, Rahayu, and Sulistiyono (2017) also verify the results indicate the differences between Indonesian Language and Javanese language; they also state that teachers may use local language (LL) in teaching the national language (NL).

## Conclusion

This study proves that each language has unique characteristics, which are not owned by other languages. Conducting a contrastive analysis of the Banten Javanese and Indonesian languages produces

similarities and differences between the two languages.

Next, the affixation process in the Banten Javanese language rules prefix + root, suffix + root, and simulfix + root; in Indonesian Language rules rules prefix + root, suffix + root, suffix + root, and simulfix + root. Both Banten Javanese and in Indonesian word class consists of noun, verbs, adjective, and function words. Noun-forming affixes in Banten Javanese language consist of prefixes: *pe-*, *peN-*, and *pi-*, suffixes: *-an*, *-ne*, and *-e*, and simulfix: *pe-an*, *peN-an*, and *ke-an*. Noun-forming affixes in Indonesian consist of prefixes: *ke-*, *pe-*, *peN-*, and *per-*, infixes: *-er-*, *-el-*, and *-em-*, suffix: *-an*, and simulfix: *ke-an*, *pe-an*, *peN-an*, and *per-an*.

Finally, the study concludes that both Banten Javanese and Indonesian Language have their similarities and differences. The differences may hinder the process of teaching and learning Indonesian Language as a L2; the similarities, on the contrary, may serve the facilities to learn L2.

## References

- Gast, V. (2013). Contrastive analysis. *línea*. <http://www.personal.uni-jena.de/~mu65qev/papdf/CA.pdf>.
- Herawati, et. al. (1995). *Nomina, Pronomina, dan Numeralia bahasa Jawa*. Jakarta: Balai Pustaka.
- Juwita, E. R. (2019). Gender Address Patterns in Banten Society. *Journal of English Language Teaching and Cultural Studies*, 2(2), 105-116.





Keraf, G. (1984). *Tatabahasa Indonesia*. Ende Flores: Nusa Indah.

Pusat Pembinaan dan Pengembangan Bahasa. (1998). *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.

Sulistiyono, R., Suyata, P., & Rahayu, T. (2017, May). Contrastive Analysis of Indonesian and Javanese Languages and Its Prospective Implication for Language Learning. In *1st Yogyakarta International Conference on Educational Management/ Administration and Pedagogy (YICEMAP 2017)*. Atlantis Press.

Suyata, P., Rahayu, T., & Sulistiyono, R. (2017, October). Teaching National Language Based on Local Language: Contrastive Linguistics Approach. In *International Conference on Teacher Training and Education 2017 (ICTTE 2017)*. Atlantis Press.

Sukarto, K. A. (2015). Analisis kontrastif sistem morfemis nomina bahasa Jawa-Indonesia.

Tarigan, H. G. (1995). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.

Verhaar, J.W.M. (1993). *Pengantar Linguistik*. Yogyakarta: Gajah Mada University Press.