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Personal Pronoun *Ngana* and its Use in Manado Malay Sentence

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Abstract: The implementation of *ngana* as one of the personal pronouns is found in Manado Malay language. The word *ngana* is often used in sentences by Manado Malay speakers. Usually, the use of the word *ngana* used by parents for younger people, close friends, and peers. The purpose of this study is to describe the word *ngana* in the sentence, the word *ngana* as subject in the sentence, and the word *ngana* as function in the sentence. This research used distributional method and the technique used is substitution or replacement, namely by replacing other units or certain elements of morphological constructs or logical phrases by other elements. The results showed that *ngana* in sentences can be seen from interlocutors, age, closeness, socioeconomic, education and position. *Ngana* can be placed in front of the subject and also behind the subject of the sentence. In terms of syntactic function, *ngana* occupies the function of the subject in active sentence.

Key words: pronouns, *ngana*, Manado Malay

Abstrak: Pronomina pesona bentuk kata *ngana* merupakan salah satu wujud pronomina persona yang terdapat dalam bahasa Melayu Manado. Kata *ngana* sangat produktif digunakan dalam konteks kalimat terutama dalam bahasa lisan. Biasanya penggunaan kata *ngana* dimanfaatkan oleh orang tua terhadap orang yang lebih muda darinya termasuk pada orang muda bahkan anak-anak, teman yang sebaya dan sangat akrab, orang muda dengan orang muda bahkan anak-anak dengan teman-temannya. Tujuan penelitian ini untuk mendeskripsikan: a. kata *ngana* dalam kalimat, b. kata *ngana* dilihat dari posisi subjek kalimat, c. kata *ngana* dilihat dari fungsi kalimat.

Untuk mendapatkan data penelitian ini digunakan metode distribusional dengan teknik substitusi berupa pergantian dan teknik ekspansi berupa perluasan baik ke kiri maupun ke kanan juga permutasi dimana kata ngana dipermutasikan dalam kalimat. Hasil penelitian menunjukkan penggunaan kata ngana dalam kalimat dapat dilihat dari mitra tutur, usia, kedekatan, sosial ekonomi, pendidikan dan jabatan. Dari posisi subjek kata ngana dapat berada di depan subjek dan juga dibelakang subjek kalimat. Dari segi fungsi sintaksis kata ngana menduduki fungsi subjek kalimat pada kalimat aktif. Kesimpulan bahwa kata ngana sangat produktif dalam bahasa Melayu Manado. Penggunaannya tergantung pada status lawan tutur yang dihadapi.

Kata kunci: pronominal, ngana, Bahasa Melayu Manado

INTRODUCTION

Manado Malay is colloquial language used in North Sulawesi. According to Manoppo in Mandang (2006), Manado Malay has pronouns consisting of 1) Singular person: *saya, aku, kita*, 2) Second person: *ngana, ngoni*, and 3) Third person: *dia* (he or she in English) and *mereka* (they). All these pronouns are used daily by Manado Malay speakers to communicate, both in speaking and writing, from children, teenager and adults. The use varies so there are often differences which are difficult being analyzed. This means that the process of using these pronouns is in accordance with the habits created the Manado Malay people. Pronoun in second person 'ngana' used in various contexts and adapted to the background of the speakers. However, this study aims to analyze the patterns of *ngana* use as found today.

Research on pronoun *ngana* has been conducted before by Rattu (2006), yet the word *ngana* is not discussed clearly because it is only integrated in the discussion of words. This paper focuses on the use of *ngana* in the context of a sentence, whereby *ngana* is seen from the position of the subject, and from the function of the sentence.

LITERATURE REVIEW

Kridalaksana (2007, p. 200) and Verhaar (2006, p.121) stated that pronominal persona is a pronoun used to refer to someone, while according to Alwi, et. al (2008, 2014), pronominal persona refers to ourselves,

interlocutors, and person whom being talk about. Thus, both the speaker, the interlocutor and the person who is being talk about becomes a personal pronoun study (Muslich, 2008, p. 122). Meanwhile Chaer (2006, p. 94) highlighted the pronouns *ngana* and *ngoni* (you) are included in the second pronoun. The pronoun *ngana*, whether in the form as you, or your, is used to denote the second person to whom you talk to and can be used by people who are already familiar, such as those who are younger or people of low status of social position, and for people who are in certain emotional situations (angry or irritated). For example:

Dad said to the person, "You have to come tomorrow!"

"You must be diligent in studying," said the uncle to the brother.

The word 'you' here is frequently abbreviated to express the second self or self of the person being spoken to. Another example is in the use of *ngana* as 'your':

"Who was the person who reprimanded you earlier?" Mother asked Dad.

"What is your name?" Asked the officer to the younger brother.

"You shouldn't mess with me!" snapped the officer to the brother.

Pak Amin said to the driver, "You'd better go right now".

Pronoun *ngana* can be replaced by another unit in the form of a pronoun such as *angko* 'you', for example in "where did *so* come? 'You have come?'; *angko so* come? 'You have come?'.

Ngana can also have expansion techniques or expansion to the left or right, such as: *ngana so makang*. 'Have you eaten'. Or he was *ngana basudara*. 'He is with you brothers'. It can also have permutation technique, which tries to reverse the order of the elements of a construction. For example: *Ngana Ronny* if you want to go to college? 'You're Ronny already finished college?'. *So* where do you go to college, Ronny? 'Have you finished college, Ronny?'. Through these techniques, the essence of the word *ngana* is, therefore, a unit which can be replaced by other elements, which can be brushed left or right and can be moved around in sentence construction.

METHOD

The research used distributional method. This method is used for certain lingual units based on the linguistic behavior of the unit and the relation to other units (Subroto, 2007, p. 90). The technique used is substitution or replacement, namely by replacing other units or certain elements of morphological constructs or logical phrases by other elements.

RESULTS AND DISCUSSIONS

A. The Use of the Word *Ngana*

1. *Ngana* Viewed from Interlocutors

One of the determining aspects of communication in language is interlocutors. Since these interlocutors are very complex, the next description will be seen from the factors of age, closeness, socio-economy, education, and position.

The age factor is classified as: children aged between 5-12 years old, adolescents aged between 13-18 years old, youth aged between 19-30 years and elder people aged between 30 years old or more, or married people.

a. Factor of age

The factor of age here is to determine the age of interlocutors involved in the context of the sentence. The following are the examples:

1) *Ngana so kelas berapa?*

What grade are you?

2) *So beking PR matematika Ngana?*

'ave you done your math homework?

3) *Dimana ngana ja kerja akang?*

Where do you work?

4) *Kita deng ngana mo bermain falinggir.*

You and I play flying kites.

5) *Ngana pe anak so brapa?*

How many children do you have?

How many children are you?

Sentences 1), 2) and 4) are speeches that occur among children, teenagers and adult. Here, it is indicating the partner as a student or is in school. In sentence 3) the interlocutors can be youths or adults, while the speakers are teenagers who has the same age or older person. However, in certain areas in North Sulawesi, this speech is also spoken by children. Sentence 5) is spoken by young people as well as adults to interlocutors who are married in the sense that the age of marriage is long so that it is thought that they already have children.

b. The closeness factor

The closeness factor can also affect the use of word *ngana* in utterances like for example:

6) *Somo pulang ngana eso?*

Are you coming home tomorrow?

7) *Kita pinjam ngana pe buku.*

I want to borrow your book

8) *Eso, kita mo pigi pa ngana.*

We are going to see you tomorrow

9) *Kapan ngana mo belajar dengan kita?*

When do you want to study with me?

10) *Ngana so bole kaweng.*

You can marry

You can already marry.

Sentence 6) can be spoken by the speaker to interlocutors who is very close because of work or assignment, whereas in sentence 7), this intimacy can be created because of school friends or college friends, but it can also be due to work relationships. For sentence 8) the relationship between speakers and interlocutors are biased between young men and women who are dating, but can also apply to brothers and sisters, even ordinary friends. Sentence 10) is spoken by speakers who are close friends with biased interlocutors because

they are siblings or vice versa, as well as parents and young parents (their children).

However, the closeness of superiors and subordinates due to tasks is sometimes implied or replaced with people's name, the examples are as follows:

11) *Selfie, bawa tu berkas ini ka bawa!*

'Selfie, bring that file down!'

12) *Coba ambe akang tu map sana!*

'Try to get that folder over there!'

Please get the folder!

Sentence 12) is spoken by the superior to the subordinates who are close to him or because they were alone in the room.

c. Social and economic factor

Social and economic factors can also influence the use of ngana in sentences such as:

13) *Eso, ngana beking barsi tu kintal!*

You can clean the yard tomorrow

14) *Kalu ngana bermain nimbole di jalang!*

"If you want to play, you can't go on the street!"

You want to play - not on the street!'

15) *Ngana so bole cari kerja!*

You are already able to find work!

16) *Dimana ngana beli akang tu oto?*

'Where did you buy that car?'

17) *Ba bisnis apa ngana sekarang?*

'What is the business you are doing right now?'

Sentence 13) is usually spoken by parents to their children, but sometimes also spoken by fellow siblings or by employers to their assistants. In sentence 14)

this utterance was conveyed by parents (father or mother) to their young children. However, it can also be said by older siblings. Sentence 15) is the speech of parents to their children who have graduated from high school or tertiary education, can also be spoken by the village head to a young man, even among friends. This certainly becomes a motivation for the partners who are looking for job.

In sentence 16), this type of speech usually occurs between adults of any status. What clear is that kind of this speech only occurs among wealthy people, especially interlocutors, for sentence 17), the speakers here are not limited by their social status, but for interlocutors, people who are accustomed in doing business. This kind of speech usually occurs among adults, as well as young people, but it can also be spoken by young people to parents who have close relationship.

d. Education factor

Education factor has the influences on the use of *ngana*. The example are as follows:

18) *Sekolah di SD mana ngana?*

Where is your elementary school?

19) *Semester ini ngana kontrak berapa SKS?*

How many credits do you contract this semester?

20) *Ngana dosen atau tata usaha?*

'Are you a lecturer or administrator?'

21) *Kiapa ngana nyanda' pigi karja?*

'Why don't you go to work?'

Why don't you work? '

22) *Ngana so dapa profesor?*

'Have you got a professor?'

Have you got a professor? '

Sentence 18) is spoken by someone to an interlocutor who is still in elementary school. It could be that the speaker certainly knows the age of the interlocutors, but they did not know where the interlocutor's school is. Speakers in this case can be a parent, youth, adolescents and even children with the same age as the speaker.

In sentence 19) it is believed that the interlocutors here are students. This is corroborated by the term SKS (Semester Credit System) which only applies in tertiary institutions, while the speakers are also student educated, because these speeches are only made by the level of education of students. For sentence 20) the interlocutors here have an undergraduate education, both in the status of a lecturer and an administrative officer. Thus, partners here are in the location on campus.

In sentence 21), the interlocutors here can have different levels of education, because the workplaces referred here can be offices, companies, markets, shops or gardens with different educational backgrounds. As for sentence 22), of course, the partner has a doctoral title who works as a lecturer. Requirements to get a professor must be a doctor's degree or have a doctoral education.

e. Position

The effect of position on the use of the word *ngana* can be seen in the following example:

23) *Besok ngana mangada pa bos di kantor!*

You are going to meet your boss tomorrow

24) *Ngana musti kase klar itu berkas ini hari!*

'You must finish this file today!'

You must finish today's file!

25) *Ngana antar akang tu surat-surat ini!*

'You deliver these letters, please!'

Please send these letters!

26) *Kiapa tu laporan ngana belum kase maso?*

'Why is that a report you haven't given in?'

Why haven't you submitted the report?

27) *So iko pelatihan di Jakarta ngana?*

'Have you followed in training in Jakarta, you?'

Have you followed training in Jakarta?

Sentence 23) is conveyed by someone to an employee who must face his boss tomorrow at the office. Speakers are usually colleagues who work in the same office. In sentence 24) is the superior's order to his subordinates to complete the papers today, whereas sentence 25) shows the order to send the letters from the senior to the junior. Likewise with sentence 26) in the form of the senior to his subordinates so that they send the report immediately assigned to him. In sentence 27), the interlocutors have the same position as the leader.

2. *Ngana* Viewed as Subject

The position of the subject here is intended to see the position of the word *ngana* in the sentence, whether it is in front of the subject or behind the subject, for example:

28) *Ngana Ronny so tamat SMA?*

Ronny, have you finished high school?

29) *Ngana Herlan so kaluar sekolah?*

Herlan, did you out from school?'

30) *Ngana Mega so momasa nasi?*

'Mega, have the rice already been cooked?

Sentences 28), 29) and 30) show, the use of *ngana* precedes the subject. This aim is to emphasize the position of the subject referred to the sentence, however, it can also be done, because there are several people involved in the speech, so combining the word *ngana* with the person's name as the subject of the sentence will make it clear who is meant in the speech. Furthermore, considered to the sentences 31), 32) and 33) below:

31) *Rinny, Ngan ape anak so brapa?*

'Rinny, how many children do you have?'

32) *Leo, ngana pe badan so gode'*

'Leo, you are getting fat'

33) *Sonny ngana pe anak datang tadi.*

Sonny your child has come.

Sentences 31, 32) and 33) show that the position of the word *ngana* is behind the person's name. the word *ngana* here has crucial role, if the word *ngana* in the three sentences above omitted, then the sentences will have a different meaning in this case being the object of conversation (in third person), not as interlocutor (second person). The presence of *ngana* in the sentences above will make it clear who is being addressed in the sentence.

3. Ngana Viewed as Syntax Functions

As a lingual unit of word, *ngana* can occupy the subject's function in sentence construction. The examples are in sentences 34), 35) and 36):

34) *Ngana batulis surat di kamar!*

'You wrote letters in the room!'

35) *Batimba aer ngana di Kuala!*

Take your water in the river!

36) *Sabantar bacuci piring ngana!*

'You Wash the dishes later'

Sentence 34) *ngana* = subject, *batulis* = predicate, letter = object, and in room = description; in *kuala* = description; sentence 35) *batimba* = predicate, *aer* = object, *ngana* = subject, *di kuala* = description; sentence 36) *sabantar* = description, *bacuci* = predicate, *plate* = object, and *ngana* = subject. Based on the description above, it turns out that *ngana* can occupy the function of the subject in the active sentence. Meanwhile, *ngana* in sentence structure can occupy the initial position as in sentence 34), the middle position as in sentence 35) and even the final position, as in sentence 36).

Some of the sentence examples above in the form of active sentences, and the word *ngana* occupy different positions, at the beginning, middle and the end of the sentence. However, if the sentences are made passive, *ngana* will be in the middle position or precisely behind the subject of the sentence, as in examples of 37), 38) and 39).

37) *Surat ngana tulis di kamar!*

The letter you write in the bedroom!

38) *Aer ngana timba di Kuala!*

You take the water in the river!

39) *The Plates you wash later!*

You wash the dishes later!

Through the example above, it turns out that the *ngana* position is always in front of or before the predicate in the passive sentence. It can also be explained that subject of a sentence always followed by the word *ngana* as the object and it is never found that *ngana* is in behind the predicate of the passive sentence. The following are the explanations:

The word *ngana* is also used in spoken language. Here it implies that the speaker is directly dealing with the interlocutors. The examples are below:

40) *Buku itu ngana ada bili di mana?*

"Where did you buy that book?"

41) *Ngana tunggu kita sabantar.*

'Wait for me for a moment'

Wait a moment you wait for me.

42) *Tu ada sadia di meja for ngana.*

'what is on the table it's for you.

What's on the table it's for you.

From the example above, it showed that this verbal communication occurs directly between the speaker and the interlocutors. In other words, *ngana* here is used in a sentence that is in the form of a verbal, not written form. Related to *ngana* position which functions as the subject in sentence construction, in principle it can occupy a variety of positions, both the initial position as in example 34) the middle position as in sentence 35) and the final position, the example is in sentence 36).

The social distance between speaker and interlocutors are quite close and intimate. However, it is different if the communication created using the family name or position of the partner. For example:

43) *Ngana so pigi di kampong kalamaring?*

'Did you go to the village yesterday?'

44) *Ibu Palar mo pulang di Tomohon*

Mrs. Palar wants to go home in Tomohon? '

45) *Pesik, so pigi ambe tu oto?*

'Pesik, have you taken the car?'

46) *Pak Camat baku dapa deng kita tadi.*

Pak Camat met me.

47) *Lurah, ada tamu datang tadi.*

Head of the Village, there is a guest has come.

Sentence 42) shows that the speaker and interlocutors are close, whereas in sentence 43), the word *ngana* is not used because the speaker greets by using interlocutors' family name. The reason is that speakers are reluctant or respectful to the interlocutors they address. Avoidance of using the word *ngana* also occurs when speakers address interlocutors by mentioning their positions as in sentences 45) and 46).

The close social distancing shows the speaker's tendency to create egalitarian relationships with interlocutors, as in the examples: 1), 6), 13), 18) and 23). Whereas egalitarian relations are created because of the same factors: age, closeness, socio-economy, education and position. As examples are in sentence 2), until 27). The word *ngana* can also be used by speakers who are subordinate to interlocutors who have superior status. This happens because the relationship between the two is very close, both because of family relationships, friendship and because the subordinates are older than their superiors, for example:

48) *Kiapa ngana ada mara kita tadi di kantor.*

'Why are you angry with me at the office?'

49) *Apa kiat apa barkas nae pangkat ngana so tanda tangan?*

Do you sign my files for promoted?

50) *Ngana bapimpin rapat tadi talalu lama.*

You lead the meeting for too long.

51) *Kita nemau' ngana mo kase mutase pakita.*

I don't want you to mutate me

CONCLUSION

Based on the description has been explained, it indicates that the use of *ngana* is always influenced by interlocutors and factors causing it, such as age, closeness, socio-economy, education and position. In relation to the position of the subject, *ngana* can precede the subject, in this case the name of the person, it can also follow the subject. These different positions can have different functions. Meanwhile, the function of the word *ngana* in a sentence can occupy the function of the subject in active sentence, while the *ngana* has the function as object in passive sentence. *Ngana* in active sentence as subject, has a position in front of the sentence, in the middle or behind the sentence. In passive sentence, the word *ngana* always placed before predicate and never been placed in behind predicate.

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