

THE BREAK SUBTYPE OF AFFECT-H IN ENGLISH AND BUGINESE: REVISITING DIXON'S THEORETICAL FRAMEWORK

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ABSTRACT: The objective of this research is to analyze the differences and the similarity of the 'Break' Subtype of Affect-H in grammatical and semantical construction. This research uses the descriptive qualitative method. Primary data are the data in English and Buginese. To collect the data in English, the researchers use the 'C' Corpus of Contemporary American English (COCA) and to collect data in Buginese language, the researchers recorded some native speakers of Buginese while using the 'break' verbs in the Buginese language. The secondary data are the data that were taken from journals, e-books, and articles. The data collected were analyzed by using Dixon's theory of 'Break' Subtype of Affect-H. The result of this research shows that there are 14 words in Buginese that are identical with the 'Break' verb. They are mappakkasolang, ma'jemmu', mapperra', maruttung, massope/makkape', mappue', mappacippe, mappareppa', malleppoang, mappabettu, mappaleppo', mappaddempung, and ma'bettu. The construction 'I' of the 'break' verb shows the same meaning as construction 'II' of mappakkasolang verb. They both mean that someone breaks something by using another instrument. The Construction 'II' of the 'break' verb and mappakkasolang verb have different meanings. The sentence in Buginese means that someone breaks something on the table, but no conclusion can be taken about how someone breaks the thing. As for the sentence in English, it is obvious that someone accidentally put his/her nail inside a piece of wood and break it. The Construction III of 'break' verb is applicable but on the other hand, the construction 'III' of mappakkasolang verb is not a common way of saying that something is broken because another thing accidentally breaks it, as in Buginese sentence, the role of 'breaking something' is usually done by humans, animals, disasters, or weather.

Keywords -*Affect Verb, Break Subtype, Manip, Agent, Target*

I. INTRODUCTION

Language is a system that consists of the development, acquisition, maintenance, and use of complex systems of communication. Language is also a system for delivering ideas and feelings using sounds, gestures, and signs or marks. One of the important aspects of language is grammar (Hartari, et al, 2018; Said, et al:2021). Grammar is a major aspect of the English language in general which implements it facilitates the proper analysis of some of the most basic metalinguistic statements in common use. It is obvious that some people have ignored grammar since they think that there are no urgencies in learning grammar if they can understand each other while communicating. Without a good understanding of grammar, people will never have clear communication. Proper grammar will help people to avoid misunderstanding as they express their ideas, (Bambook, 2002; Weda, et al:2021).

The other important aspect of learning English is understanding the meaning. Through semantics, people could increase their knowledge about the different meanings of different words in any language. According to Palmer (2001: 1-2), sometimes the meaning is difficult to be found. This case can happen because the semantic term is related to phenomena in the world or context. Which is a semantic called "Science" of meaning. Meanwhile, according to Dixon (1991:18) semantic term is part of a linguistic approach that is dependent because it must be combined with syntactic to analyze the grammar of the language.

One of the word classes that is owned by every language is a verb. A verb is referring to an action or state (Blaszack, 1993:76). Furthermore, Dixon (2005: 96) stated that verbal concept naturally divides into two sorts; primary and secondary. Dixon's theoretical framework also classifies the "Break" verbs as the part of Affect-h (Primary A verb). Dixon's theory can be used to classify and analyze words in English but there is no deeper explanation or proof that this theory can be applied Buginese Language.

Affect verbs are constructed in five kinds of construction. One of the constructions, construction II, is formed with Agent, Manip, Preposition, and Target. In English the example will be, Dewi breaks that stick on the table, this sentence has the same construction as this sentence in Buginese, *La saripnasolangikacaeokkotange'e*. These two different sentences have different meanings. According to Dixon (1991:119), the first sentence in English means that Dewi hits that stick on the table and that stick is broken but in Buginese that sentence above means that Sarip is breaking glass while standing at the door. Due to this problem, the researchers are interested to conduct this research.

II. METHODS

In obtaining the data, the researchers used the descriptive qualitative method. The researchers collected and analyzed some data to compare the English verb "Break" and its related verbs in the Buginese language. Both languages were analyzed by using Dixon's theoretical framework. The characteristic of this method is the researchers did not use variables. The researchers reported the events that occurred (Kothari, 2004:3) and according to Mack, et al (2005:1), the power of qualitative research is potentially to give complex textual descriptions about how the human experience is outlined in the research.

In this research, the researchers use several steps to take information from primary and secondary data; Primary data are the data in Buginese. To collect the primary data in the Buginese language, the researchers recorded some native speakers of Buginese while using the break verbs in the Buginese language. The secondary data are the data that were taken from journals, e-books, and articles.

The Technique of data collection is a technique or method used by the researchers to collect primary and secondary data. Data collection was carried out by obtaining the information related to the research in achieving the objectives of the research. The researchers observed the background of the Buginese speakers that will provide examples of the use of Buginese Language, the researchers did some interviews with the native speakers about their background and their competence in using Buginese Language on a daily basis, the researchers recorded the native speakers while using the "Break" verbs in Buginese Language, also during the interview, the researchers did the note-taking to underlined any important information that occurs in the process of the data collecting.

After the process of data collection, the researchers analyzed it. The process of data analysis was; transcribing the data that has been collected by recording the users of the Buginese Language. The number of transcribed data was reduced by selecting the data that is identical with each other, the data were analyzed according to Dixon's theory in terms of semantical and grammatical construction, after the analysis, the conclusion was taken according to the result of the analysis.

III. RESULT AND DISCUSSION

The main finding in this study is the "Break" subtype of affect H in English and Buginese. Affect-h the 'Break' subtype involves an Agent causing some object (the Breaking role) to lose its physical unity. For example, *break, crush, squash, destroy, damage, wreck, collapse, tear, split, chip, crack, crash; burst, explode, blow NP up, let NP off, and erupt*. According to Dixon (1991:118), Break verbs occur in construction I, II, and III but not IV or V. The role of 'Breaking' is focused on the object and must be in O slot; it can be identified with either Target or *Manip*.

- I. John (Agent) broke the vase (Target = Breaking) (with that stick (Manip))
- II. John (Agent) broke that stick (Manip = Breaking) (on the table (Target))
- III. John's stick (Manip) broke the vase (Target = Breaking)

According to Dixon (2005:118), the 'break' verb occurs in construction I, II, and III; crush, squash, and destroy used only in transitive constructions I and III; damage and wreck occur in transitive I, II, and III; tear, split, chip, crack, and smash occur in construction I, II, III and in intransitive constructions; burst shows similar possibilities with a tear, split, chip, crack, and smash; explode and blow up occurs in I and also intransitively; let off has a meaning similar to the transitive sense of explode and confined to I; erupt only occurs intransitively simply because people have not yet found a way of causing volcanoes to erupt.

There are 14 words in the Buginese language that are related to the "Break" verb. They are *mappakkasolang, ma'jemmu', mapperra', maruttung, massope/makkape', mappue', mappacippe, mappareppa', malleppoang, mappa'bettu, mappaleppo', mappaddempung, and ma'bettu*. The researchers found 26 data related to these Buginese words. The following is the comparison of the "Break" subtype of Affect-H in terms of semantic and grammatical construction between the English and Buginese language. The data presented as follows:

Table 1. Construction type of *break* verb and *mappakkasolang* verb

Language	Construction	Sentence		
English	I	I (Agent)	Just broke his heart (Target)	With a letter opener (Manip)
	II	I (Agent)	Just broke a nail (Manip)	In a piece of wood (Target)
	III	The ball (Manip)	Breaks his nose (Target)	
Buginese	I	Mappakkasolangoto-oto (Target)	Ka (Agent)	Pakeaju (Manip)
	II	Mappakkasolangpolopeng (Manip)	Ka (Agent)	Yase' namejan gngE (Target)
	III	Mappakkasolangpenne i (Target)	Palungengku (Manip)	

The 'Break' verb has reference to separate or cause to separate into pieces as a result of a *blow*, *shock*, or *strain*. The word *mappakkasolang* in Buginese is similar to the word 'break'. Interestingly, the structure of the sentence in table 60 showed that the composition of *mappakkasolang* is not in the same order as in the 'break' verb. In construction I of the 'break' verb, the agent appears before the target, while in construction I, the *mappakkasolang* the target appears first, before the agent. As in construction II of 'break' verb, the agent also appears before the target while in construction II of *mappakkasolang*, the manip appears before the agent. This also happens in construction III, wherein the 'break' verb, the manip appears before the target while in *mappakkasolang* verb, the target appears before the manip.

Construction I of 'break' verb has the same meaning with construction II of *mappakkasolang* verb. They both mean that someone breaks something by using another instrument. Construction II of the 'break' verb and *mappakkasolang* verb have different meanings. The sentence in Buginese means that someone breaks something on the table, but no conclusion can be taken about how someone breaks the thing. As for the sentence in English, it is obvious that someone accidentally puts his/her nail inside a piece of wood and breaks it. Construction III of the 'break' verb is applicable but on the other hand, construction III of *mappakkasolang* verb is not a common way of saying that something is broken because another thing accidentally breaks it, as in Buginese sentence the role of breaking something is usually done by humans, animals, disaster, or weather.

Dixon (1991) stated that the word break appears in construction I, II, and III, *crush*, *squash* and *destroy* appear construction I and III, *damage* and *wreck* appear in construction I, II and III, *tear*, *split*, *chip*, *crack*, and *smash* appear in construction I, II, III and in intransitive construction, *burst* appears in construction III and in intransitive construction, *explode* and *blow up* appear in construction I and in intransitive construction, *explode* and *blow up* appear in construction I and intransitive construction, *let off* appears in construction I, *erupt* appears in intransitive construction, also *explode* and *blow up* appear in construction IV with *at* before the target. While the identical words in Buginese, *mappakkasolang* appears in construction I, *ma'jemmu'* and *mapperra'* appear in construction I and II, *maruttung* appears in construction III and intransitive construction, *mappacippe'* appears in construction I, *massope' / makkape'* appears in construction I, *mappareppa'* appears in construction I, *mappue'* appears in construction I, *mappa'bettu*, *mappaleppo'*, and *mappa'dempung* appear in construction I and intransitive construction, *ma'bettuas erupt* appears in intransitive construction in case it is related to volcanoes or *bulu'* in Buginese. According to Dixon (1991) this is simply because people have not yet found a way of causing volcanoes to erupt.

IV. CONCLUSION

After discussing the phenomenon of the data, the researchers draw a conclusion. Firstly, there are seventeen "Break" subtype verbs of Affect-H in English whereas Buginese has fewer variants related verbs. It can be inferred that semantically, two or more verbs in English have related or equivalent or identical meaning with one verb in Buginese. This happened due to the influence of cultural background where the language is spoken. There are 14 words in Buginese that are identical to the "Break" verb. They are *mappakkasolang*, *ma'jemmu'*, *mapperra'*, *maruttung*, *massope' / makkape'*, *mappue'*, *mappacippe*, *mappareppa'*, *malleppoang*, *mappa'bettu*, *mappaleppo'*, *mappaddempung*, and *ma'bettu*. Some of these words can be used in the same construction that is used in English sentences in Dixon's theoretical backgrounds and some of them cannot be

used. The word 'break' and *mappakkasolang* have the same meaning but if sentences in construction II, and III are made from these words, the sentence can have a significantly different meaning.

Secondly, the English and Buginese "Break" subtypes of affect-H have similarities and differences. Grammatically, there are three main constructions that are similar to both languages in line with Dixon's theory. On the other hand, the construction order that is used in English and Buginese are not completely the same. The English "Break" subtype of affect-H has more variants of construction than the Buginese "Break" subtype of Affect-H.

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