

# Marking System of Information Structure in Indonesian Language

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## Abstract

This study aims at describing the ways in marking information structure in Indonesian language. Based on the collected data it was found that the ways include the use of (1) definite markers, (2) demonstrative pronouns, (3) emphasis markers, (4) focusing adjuncts, and (5) the modification of syntactic structure. Definite marker in Indonesian language can be classified into clitic *nya* and particle *si* and *sang*. Indonesian language has two kinds of demonstrative pronouns, *itu* and *ini*. Those demonstrative pronouns have two functions: (1) used to give emphasis to nouns they follow, and (2) used to be subject or object of a sentence. Indonesian language also has emphasis markers; they are particle *lah*, *kah*, and *pun*. Particle *lah* is commonly used to give stress to focused words it attaches but particle *kah* which is normally attached to question words is used to give stress to the question words it attaches. However, when particle *kah* is added to subject or object of declarative sentence it may change the declarative into interrogative. Focusing adjuncts found in Indonesian language due to marking system of information structure are categorized into limiter and additive. The limiter includes *hanya*, *cuma*, and *saja* which have different position in a clause. The form *hanya* and *cuma* usually precedes verbs but *saja* always follows intransitive verbs and object of transitive verbs. Additive words used in regarding information structure are *juga* and *pula*. Meanwhile, the syntactic construction related to the information structure in Indonesian language is the construction of inversion.

**Keywords:** Information structure, Marker, Definite, Demonstrative, Possessive, Clitic

## 1. Preliminary

Indonesia is an archipelago country that has a lot of big and small islands with many ethnic, customs, tradition, religion, and languages. Local languages in Indonesia are commonly used among the local speakers especially for tradition and custom affairs. However, when they interact one to another from different ethnics and from different islands with different local languages, they usually use Indonesian language for their communication. Indonesian language is also normally used in text books for every grade of schools, from elementary to high school. Thus, Indonesian language has a very important role and become important strategic means in developing education and other kinds of business in Indonesia. The plenty use of Indonesian language can be nowadays seen when the students interact each other in school, when people do communication in city, and when people make formal documents, letter and scientific report. As other languages, Indonesian language also has many interesting sides to analyze. The analysis is related to the terms of micro linguistic domains and macro linguistic perspectives like sociolinguistics and pragmatics. For pragmatic study, when it is used for communication, speakers try to give clear information to hearers. Speakers try to describe situation and the situation is designed differently by several markers and other ways to fit different state of participants' knowledge at the specific point in the conversation. In English, Saeed (1997: 187-190) states there are four ways for speakers to convey their assumption that something is already known by hearers which is in this study called as information structure. The four ways include the use of definite article, intonation, focus words, and syntactic construction. In other language like Balinese, Kardana (2011:48) mentions there is definite particle *e* with its variant *ne* which is so often used to indicate information pointed by the speakers. In Japanese there are particular subject marker *ga* and topic marker *wa* and the topic is often the same as subject, but not necessary (Namiko Abe, 2013). For this reason, this paper is going to discuss about the ways of performing information structure in Indonesian language.

## 2. Methodology

Data of this study was obtained from speakers of Indonesian language living in Bali. The data was completed with those taken from written materials. Method applied to obtain the data of this study is observation method completed with its particular techniques (Sudaryanto, 1993:133; Djajasudarma,1993:12). The method was applied to collect data from both sources. The collected data was then analyzed in accordance with the problem discussed by applying synchronic description method (Kardana,2009:262), and the result of the analysis is descriptively presented.

## 3. Discussion

Information structure is related to how different types of knowledge provide a contextual background for understanding utterances, and how speakers routinely make guesses about the knowledge accessible to their listeners (Saeed,1997:187). Furthermore, he mentioned that the most grammaticalized distinction is the basic one between the information which the speakers assume their hearers already know and the information that the speakers are presenting as additional or new information. Thus, there are two assumption when a conversation is taking

place, in one side, the hearer already knows about the information spoken by the speaker and in another side, the hearer does not understand the referent pointed by the speaker that is called as new or additional information. All languages have some grammatical system for marking which type of information is which within the utterance; it may involve intonation, morphological marking, word order or some combination thereof (Van Valin Jr and J.LaPolla, 1997:201). In Indonesian language, there are several ways for a speaker to convey her assumption that something is already understood by hearer or when she wants to point out the focused words in an utterance. The ways includes (1) the use of definite marker, (2) the use of demonstrative pronouns, (3) the use of emphasis marker, (4) the use of focusing adjuncts, and (5) syntactic construction. Something is categorized as new or additional information when it does not use and apply one of them. The ways of marking the information mentioned will be analyzed one by one in the following discussion.

- (1) a. Saya sudah membersihkan motornya  
I already clean motor-CL  
'I have cleaned the motor'  
b. Saya sudah membersihkan motor.  
I already clean motor  
'I have cleaned a motor'

Clitic *nya* in (1a) indicates that the speaker assumes the hearer can identify the referent, the motor because *nya* indicates the definite noun. Meanwhile, in (1b), the hearer is difficult to identify the motor meant by the speaker since it has no marker indicating the referent. Detailed analysis about *nya* and other markers to show something pointed by speaker will be discussed in the following discussion.

### 3.1 Definite Marker

As explained above that one of definite markers in Indonesian language is *nya*. The form *nya* is also used as third personal pronoun and it is always attached to the base as a clitic (Pastika in Latifi, 2012:122). When *nya* is used as personal pronoun it can also behave as possessive marker for singular and plural third person. Himmelmann (2005:132) states that (1) a clitic does not change the category of the base, (2) a clitic is free to be attached to every category, (3) the position of a clitic in a sentence varies. In Indonesian language clitic *nya* (others like *ku* and *kau*) belongs to non tonic pronoun. Meanwhile, tonic pronouns are free pronouns (*saya/aku*, *dia/ia*, and *kamu/engkau*). Please look at the following examples:

- (2) a. Saya baru membeli buku cerita dan sekarang bukunya ada di atas meja  
I just buy book story and now book-CL exist in on table  
'I have just bought a story book and the book is now on the table'  
b. Dinda sedang belajar di kamarnya  
PN CONT study in room-CL  
'Dinda is studying in her room'  
c. Saya sudah memanggilnya berkali-kali tapi belum datang ke sini juga  
I already call-CL many times but not yet come to here also  
'I have called him many times but he has not come here yet'

Clitic *nya* in (2a) is a definite clitic that refers to preceding noun *buku cerita* ‘story book’. In this case *buku cerita* is termed the antecedent and *nya* is termed an anaphoric clitic (see Dixon, 2010b:247). Different problem happens in (2b) and (2c). Clitic *nya* also function as pronoun which usually refers to previous antecedent (Pastika in Latifi, 2012). Definite *nya* in (2b) is personal pronoun clitic that function as possessive marker which is co-reference with antecedent *Dinda*. In Indonesian language possessive marker (possessor) can be in the form of free personal pronoun or personal pronoun clitic. In the sentence like (2b), *nya* can be substituted with other personal pronoun clitics *ku* or *mu* as in (2d) and (2e) or free personal pronoun *saya* or *aku* as in (2f) and (2g) (see also Sneddon,1996:165).

- d. Dinda sedang belajar di kamark**ku**  
 PN CNT study in room-CL  
 ‘Dinda is studying in my room’
- e. Dinda sedang belajar di kamarm**mu**  
 PN CNT study in room-CL  
 ‘Dinda is studying in your room’
- f. Dinda sedang belajar di kamar **saya**  
 PN CNT study in room PP  
 ‘Dinda is studying in my room’
- g. Dinda sedang belajar di kamar **kamu**  
 PN CNT study in room PP  
 ‘Dinda is studying in your room’

Furthermore, *nya* in (2c) functions as third personal pronoun clitic and it can be substituted with third free personal pronouns *dia* as in (2h).

- h. Saya sudah memanggil **dia** berkali-kali tapi belum datang ke sini juga  
 I already call PP many times but not yet come to here also  
 ‘I have called him many times but he has not come here yet’

Other definite markers in Indonesian language are particle *si* and *sang*. They are called particle because they are parts of function word that have no lexical meaning. Particle *si* is one of the uniqueness belongs to Indonesia language. Particle *si* that is categorized as a function word has more than one function. Particle it will be a definite when it precedes common noun and agentive nouns but when it comes before proper nouns it will function to give stressing to those particular proper nouns, as examples below.

- (3) a. **Si** Pembuat onar sudah datang  
 PL maker trouble already come  
 ‘The trouble maker has come’
- b. **Si** Pembohong tidak punya teman sekarang  
 PL liar not have friend now  
 ‘The liar does not have any friends now’
- c. Ingat berikan **si** Gendut nasi kotaknya  
 remember give PL fat rice box-DA  
 ‘Remember to give the fat person the box rice’

- d. **Si** Malas belum bangun jam segini  
 PL lazy not yet wake up hour this  
 ‘The lazy person has not woken up at this time’

Nominal phrase *pembuat onar* ‘trouble maker’ and noun *pembohong* ‘liar’ in examples above become definite because of the presence of *si*. However, when *si* is omitted in those sentences the nouns will become indefinite. In another cases as in (3c) and (3d), *si* has two functions. Firstly, it may change adjective *gendut* ‘fat’ and *malas* ‘lazy’ into noun so that the adjectives can be used as object and subject of the verb. It means that example (3c) and (3d) will be unacceptable if particle *si* is omitted. Secondly, *si* may make the derived nouns become definite. It means the hearer already understand about the referent, the person meant by the speaker. Some other examples of the same case are:

- kurus ‘thin’ (ADJ) → si Kurus ‘the fat person’ (N)  
 tinggi ‘tall’ (ADJ) → si Tinggi ‘the tall person’ (N)  
 pendek ‘short’ (ADJ) → si Pendek ‘the short person’ (N)  
 rajin ‘diligent’ (ADJ) → si Rajin ‘the diligent person’ (N)

Particle *si* in the following examples do not function as definite marker but it functions more to give stressing to proper nouns it precedes.

- (4) a. **Si** Dea belum datang dari sekolah  
 PL PN not yet come from school  
 ‘Dea has not come from school’  
 b. Tolong beritahu **si** Kadek untuk mengembalikan buku saya  
 help tell PL kadek to return book PP  
 ‘Please tell Kadek to return my book’

Particle *si* in examples above does not function as definite since the proper noun it precedes is already definite. But in this point the speaker wants to give stressing to the proper noun in text he makes. In fact, without the presence of *si* the sentences are already acceptable. However, there will be a little different distinction of sense between sentences with *si* and without *si*.

As mentioned above that beside *si*, Indonesian language also has function word *sang* which indicates definite and emphasis. Particle *sang* commonly used for archaic to modify higher title nouns.

- (5) a. **Sang** Raja memerintahkan patihnya pergi ke hutan  
 PL king order assistant go to jungle  
 ‘The king ordered his assistant to go to jungle’  
 b. **Sang** Pangeran sudah datang untuk menjemput sang Putri  
 PL prince already come to fetch FW princess  
 ‘The Prince has come to fetch the Princess’  
 c. Dia menemui **sang** Putri di taman  
 he meet PL princess in park  
 ‘He met the Princess in the park’

Noun *raja* ‘king’, *pangeran* ‘prince’, and *putrid* ‘princess’ are person of higher title. The use of *sang* in those examples are to make the noun become definite and to emphasize the noun into the focus of the utterance. Different from *si*, marker *sang* is now not so often used by speakers but we can still find its usage in fairy tales.

### 3.2 Demonstrative Pronouns.

A demonstrative pronoun is a grammatical element which can be used-generally, accompanied by a gesture- to point to an object in the situation of discourse (Dixon, 2010a, 117). It is also stated that many languages have two nominal demonstrative, “this” and “that” which may modify a head noun in an NP or may make up a full NP. Indonesian language also has the two demonstrative pronouns, *ini* ‘this’ and *itu* ‘that’. These pronouns are also possible to be used as information structure marker. These pronouns usually follow nouns they modify but they can occur alone as a noun as well.

- (6) a. Jangan pernah datang ke tempat **itu** lagi  
Do not ever come to place DP again  
‘Do not ever come to that place again’
- b. S: Ibu membeli nasi goreng  
mother buy rice fry  
‘Mother bought fried rice’  
H: **Itu** untuk saya, bukan untuk kamu  
DP for me, not for you  
‘It is for me, not for you’
- c. Kue **ini** bisa dimakan  
cake DP can eat  
‘This cakes can be eaten’
- d. **Ini** bisa dimakan?  
DP can eat  
‘Can this be eaten?’

The pronoun *itu* and *ini* in (6a) and (6b) is obligatory because (1) the pronoun identifies the referent so that the hearer is easy to know the referent meant by the speaker, (2) the sentence will be meaningless without the pronoun *itu* as in (7a), the sentence will have common meaning without *ini* as in (7b). The sentence (7a) can be meaningful if it is added definite article *nya* which is in this case functioning as third person possessor rather than definite article as in (7c). compare the sentences with those in (7d-7e).

- (7) \*a. Jangan pernah datang ke tempat lagi  
Do not ever come to place again  
‘Do not ever come to place again’
- b. Kue bisa dimakan  
cake can eat  
‘Cakes can be eaten’
- c. Jangan pernah datang ke tempat**nya** lagi  
Do not ever come to place-CL again

‘Do not ever come to his place again’

- d. Saya akan membaca buku **itu** lagi  
I will read book DP again  
‘I will read that book again’

Sentence (7d) shows that the listener already knows the book meant by the speaker. But, when the pronoun is omitted as in (7e) the sentence is still accepted but the listener cannot identify the book meant by the speaker. Clitic *nya* is also possible added to the base *buku* ‘book’ but it may function as both definite article and possessor as in (7f).

- e. Saya akan membaca buku lagi  
I will read book again  
‘I will read book again’  
f. Saya akan membaca bukunya lagi  
I will read book-CL again  
‘I will read the/his book again’

Clitic *nya* also functions as object noun as shown in the following example.

- (8) a. Buku itu bagus. Saya akan membacanya lagi  
book DP good PP will read-CL  
‘The book is good. I will read it again’  
b. Teman saya sedang sakit. Saya menjenguknya di rumah sakit  
friend PP CNT sick. PP visit-CL at home sick  
‘My friend is sick. I visited him at hospital’

Clitic *nya* in examples above is a noun that refers to antecedent *buku itu* ‘the book’ and *teman saya* ‘my friend’. Function of *nya* in those examples is not as definite or possessor marker but it is as the object of the verb of the sentences. Thus, when it is used as object referring to previous antecedent it is normally adhered to the verb as a clitic object.

Demonstrative pronoun *itu* in (6b) behaves different from (6a). The pronoun *itu* in (6b) functions as a noun and the speaker assumes that the listener already knows the referent because the pronoun refers to the antecedent *nasi goreng* ‘fried rice’ mentioned by S. The same thing happens to demonstrative pronoun *ini* in (6d). The pronoun *ini* refers to noun of which position is close to the speaker. Thus, demonstrative pronouns in Indonesian language are not only used to modify nouns they follow, but they can be also used as subject or object of clause.

### 3.3 Emphasis Markers.

Indonesian language has markers to emphasize linguistic elements of a sentence. Those markers are well known as particle *lah*, *pun*, *kah*. They are also used as a way of marking information structure in Indonesian language. The examples are as follows.

- (9) a. Ibu membeli apel kemarin  
mother buy apple yesterday  
‘Mother bought apple yesterday’

- b. **Ibulah** yang membeli apel kemarin  
mother RP buy apple yesterday  
'It was mother who bought apple yesterday'
- c. **Apelah** yang Ibu beli kemarin  
apple RP mother buy yesterday  
'It was apple that mother bought yesterday'
- d. **Kemarinlah** Ibu membeli apel  
yesterday mother buy apple  
'It was yesterday mother bought apple'

Particle **lah** is always attached to the preceding words and **lah** in sentence (9b), (9c), (9d) above is intended to emphasize the word it attaches. It may give additional information to the hearer that *ibu* 'mother', *apel* 'apple', and *kemarin* 'yesterday' become the focus of the sentence or utterance spoken by the speaker. When **lah** is used to emphasize subject a relative pronoun *yang* 'that' must be present after the subject. However, when it is going to emphasize object, the object it attaches should be in cleft or be promoted and relative pronoun *yang* 'that' must be also present after it and the verb must be in the base form and not derived verb as for subject. Adverb of time as in (9d) may be also emphasized with **lah** but its position must be permuted into the beginning of the sentence. Another kind of emphasis marker is **pun** and in a sentence it is separated from the word it follows (Alwi, et.al, 1998: 309). The use and function of **pun** can be seen in the following examples.

- (10) a. Ia masih menjawab soal di sini kemarin  
PP still answer test in here yesterday  
'He still answered the test here yesterday'
- b. Ia **pun** masih menjawab soal di sini kemarin  
PP PL still answer test in here yesterday  
'He still answered the test here yesterday'
- \*c. Ia masih menjawab soal **pun** di sini kemarin  
PP still answer test PL in here yesterday  
'He still answered the test here yesterday'
- d. Soal **pun** ia masih jawab di sini kemarin  
test PL PP still answer in here yesterday  
'He still answered the test here yesterday as well'
- \*e. Ia masih menjawab soal di sini **pun** kemarin  
PP still answer test in here PL yesterday  
'He still answered the test here yesterday'
- f. Di sini **pun** ia masih menjawab soal kemarin  
in here PL PP still answer test yesterday  
'He still answered the test here yesterday'
- \*g. Ia masih menjawab soal di sini kemarin **pun**  
PP still answer test in here yesterday PL  
'He still answered the test here yesterday'
- h. Kemarin **pun** ia masih menjawab soal di sini.

Yesterday PL PP still answer test in here  
 ‘He still answered the test here yesterday’

Beside *lah*, *pun* is also commonly used in marking information structure in Indonesian language. The meaning of *pun* is different from *lah*. The particle *pun* gives stressing to focus words as well but the focus of *pun* is different from the focus of *lah*. The use of *pun* does not need any change in utterance as the presence of relative pronoun in the use of *lah*. Particle *pun* can be used to emphasize subject, object, adverb of time, and adverb of place. When it is used to give a stressing to object and adverb (adverb of place and adverb of time) the object or the adverb must be permuted into the beginning position to result in a good sentence. As in (10b), *pun* gives stressing that like other persons the subject also still answered the test here yesterday. (10d) shows that the subject did many things here yesterday and at the time of speaking the subject was also still answering the test. Sentence (10f) gives stressing that the subject answered test anywhere and here he was also still answering the test yesterday. Meanwhile, (10h) gives stressing that not only few days before but a day before the utterance was stated the subject was also still answering the test. Sneddon (1996:229) says that particle *pun* is also used to link two clauses which have the same subject or different subject as in the following examples.

- i. Setelah Ahmad mengetahui permasalahannya, dia **pun** memberikan  
 tanggapannya  
 After PN know problem-CL PP PC give  
 comment-CL  
 ‘After Ahmad knew the problem, he gave his comment’
- j. Karena Rani sakit, Diva **pun** tidak datang ke pesta itu kemarin  
 Because PN sick, PN PC not come to party DP yesterday  
 ‘Because Rani was sick, Diva did not come to the party’

Particle *pun* in (10i) functions to link two clauses which have the same subject and it is placed after the second subject and emphasizes it. However, in (10j) *pun* is used to link two clauses with different subject and *pun* in this case is also to emphasize the subject.

The last emphasis marker is particle *kah*. This marker is especially used for interrogative sentence or to change declarative into interrogative (Granoka, et.al, 1996:303) by attaching the marker into the question words. In Indonesian language the question words are like *apa* ‘what’, *siapa* ‘who/whom’, *dimana/kemana* ‘where’, *kapan/bilama* ‘when’, *bagaimana* ‘how’. The examples are shown below.

- (11) a. **Siapakah** yang membeli kue ini?  
 Who-PL RP buy bread this  
 ‘Who bought these breads?’
- b. **Apakah** isi tas itu?  
 What-PL content bag this  
 ‘What is the content of this bag?’
- c. **Apakah** yang kamu bawa?  
 What-PL RP PP bring

- ‘What do you bring?’
- d. **Kapankah** motornya akan datang?  
When-PL motor-CL will come  
‘When will the motor come?’
- e. **Bagaimanakah** keadaanmu sekarang?  
How-PL condition-PP now  
‘How is your condition now?’
- f. **Kemanakah** kamu akan melanjutkan kuliah?  
Where-PL PP will continue study  
‘Where will you continue your study to?’

When *kah* is used in interrogative sentence it functions to make sentences become more formal and politer (Alwi, et.al, 1998:308) and to emphasize the interrogative word it attaches. The use of *kah* in all interrogative sentences above is also to emphasize the question words and automatically to give emphasis to noun, adverb, or adjective asked. When *kah* is used to emphasize the subject agent as in (11a) and the object as in (11c), the presence of relative pronoun *yang* ‘that’ becomes obligatory. But, when it is used to give emphasis to non-agent subject as in (11b) relative pronoun *yang* ‘that’ is optional. Particle *kah* is also possible to be used in declarative sentence. When it used in declarative, function of *kah* is to change declarative into interrogative (Alwi, 1998:307) as in examples below.

- (12) a. Ayah sedang membaca koran  
father CNT read newspaper  
‘Father is reading a newspaper’
- b. **Ayahkah** yang sedang membaca koran?  
Father-PL CNT read newspaper  
‘Is father reading a newspaper?’
- c. Ayah sedang membaca koran**kah**?  
father CNT read newspaper-PL  
‘Is father reading a newspaper?’
- d. Ayah yang sedang membaca koran**kah**  
father RP CNT read newspaper-PL  
‘Is father reading a newspaper?’

Example (12a) is a declarative sentence. When particle *kah* is adhered to subject *ayah* ‘father’ and object *koran* ‘newspaper’, the declarative sentences become interrogative sentence as in (12b) and (12c). The important thing we need to analyze in this point is the presence of relative pronoun *yang* ‘that’ (12b) is obligatory. However, relative pronoun *yang* ‘that’ in (12d) is not allowed because *yang* ‘that’ will make the sentence become unacceptable. Relative pronoun *yang* ‘that’ is necessary when *kah* is adhered to subject.

Beside *lah*, *pun*, and *kah*, demonstrative pronouns *ini* and *itu* are also often used to be emphasis markers. The demonstrative pronoun *ini* as in (13a) is to give emphasis to first inclusive person pronoun. But, the demonstrative *itu* in (13b) functions to give emphasis to second person pronoun it follows (see Sneddon, 1996:169).

- (13) a. Dia mengira kami **ini** tidak mengerti permasalahannya  
PP guess we DP not understand problem-CL  
'He guessed we do not understand the problem'
- b. Kamu **itu** memang tidak bisa dipercaya  
PP DP really not can believed  
'You cannot be really believed'

If the demonstrative pronouns in those examples are omitted the sentences are still acceptable. This behavior of the demonstrative pronouns looks different from the previous discussion of demonstrative pronouns.

### 3.4 Focusing Adjuncts

Focusing adjuncts identify the most important thing involved in what is being said (Sneddon, 1996:227). The use of focusing adjuncts is also related to the marking system of information structure in Indonesian language. There are several types of focusing adjuncts and they are going to be discussed below.

#### 3.4.1 Limiters

Limiters restrict what is said to the part of the clause on which attention is focused (Sneddon, 1996:227). There are three limiters, they are *hanya*, *cuma*, *saja* which means 'only'. They have distinction about their position in a clause. Limiters *hanya* and *cuma* usually precede the verb but limiter *saja* always comes after the intransitive verb and after object of transitive verb. Look at the following examples.

- (14) a. Ibu **hanya** membeli sayur  
mother only buy vegetable  
'Mother only bought vegetable'
- b. Ibu **cuma** membeli sayur  
mother only buy vegetable  
'Mother only bought vegetable'
- c. Ibu membeli sayur **saja**  
mother buy vegetable only  
'Mother only bought vegetable'

Examples above show that nothing was bought except *sayur* 'vegetable', but sometimes for (14a) and (14b) if the verb becomes the focus of the clause they can indicate that the only thing done by the agent (mother) was *membeli sayur* 'bought vegetable'.

#### 3.4.2 Additive

In Indonesian language there are *juga* and *pula* which are used as additive (Sneddon, 1996:228). The use of *pula* is rarer than *juga*. The form *juga* is commonly used in both spoken and written, but *pula* is only found in written sources. The form *juga* can be present in any positions but *pula* is only possible to occur after intransitive verb or after object of transitive verb.

- (15) a. Akhirnya dia minum obat **juga**  
finally PP drink medicine also  
'Finally, he took medicine as well'
- b. Akhirnya dia **juga** minum obat  
finally PP also drink medicine  
'Finally, he took medicine as well'
- \*c. Akhirnya dia minum **juga** obat  
finally PP drink also medicine  
'Finally, he took medicine as well'
- d. Mereka datang **juga** ke pesta itu  
PP come also to party DP  
'They came to the party as well'
- e. Mereka **juga** datang ke pesta itu  
PP also come to party DP  
'They came to the party as well'

The focused items in the examples above depend on what are given stress. It means the focused items which become the additional information may be the subject *dia* 'he' and *mereka* 'they', verb *minum* 'drink' and *datang* 'come', object *obat* 'medicine', and adverb prepositional phrase *ke pesta itu* 'to the party'. In intransitive construction, **juga** may come before or after verb, but in transitive construction **juga** may come before verb or after object and it is not possible to occur between verb and object as in (15c).

### 3.5 Syntactic Construction

In Indonesian language certain constructions also serve to place parts of the sentence in focus. Inversion sentence is one of the ways used to stress item in a sentence. The core construction of Indonesian sentence is S-V and S-V-O and the modification becomes V-S, V-O-S in order to give stress to the verb of the sentence as in (16) below.

- (16) a. Bibi **belum mandi**  
aunt not yet take a shower  
'Aunt has not taken a shower yet'
- b. **Belum mandi** bibi  
Not yet take shower aunt  
'Aunt has not taken a shower yet'
- c. Ayah **sedang minum kopi**  
father CNT drink coffee  
'Father is drinking coffee'
- d. **Sedang minum kopi** ayah  
CNT drink coffee  
'Father is drinking coffee'

The basic description described by intransitive sentences (16a) and (16b) are the same. The transitive sentences in (16c) and (16d) also show the same situation. However, in (16b) and (16d) the speaker wants to give emphasis about the action stated by the verbs. Thus,

inversion is an effort of describing information structure in Indonesian language.

#### 4. Conclusion

When a language is used as a means of communication there are many things a speaker should consider to make the communication takes place well. Aspects influencing a communication can be distinguished between linguistic and non linguistic aspects. Non linguistic aspects involve when and where the communication takes place, participants involved, relationship between the participants, and many others. The linguistic aspects are related to sentence structure and how the speaker conveys his utterance to make the hearer know what he means. This is what we call information structure. In Indonesian language there are several ways of marking information structure, such as by definite markers, demonstrative pronouns, emphasis markers, focusing adjuncts, and syntactic construction. Definite marker includes clitic *nya* and particle *si* and *sang*. Those three markers are used in different ways. Clitic *nya* is usually attached to common nouns, *si* is adhered to proper nouns and agentive nouns, and *sang* is commonly used for archaic found in fairytale. Two kinds of demonstrative pronouns in Indonesian language are *itu* and *ini*. Those pronouns can be used to give emphasis to nouns they precede and they can be also as subject or object of clause. Emphasis markers found in Indonesian language are particle *lah*, *kah*, and *pun* but they have different usage. Particle *lah* is commonly used to give stressing to the focus words it attaches, particle *kah* is normally attached to question words and it can change declarative into interrogative when it is attached to the subject or object of declarative sentence.

Focusing adjuncts found in Indonesian language due to the marking system of information structure are categorized into limiters and additive. The limiters used to emphasize items in a clause are *hanya*, *cuma*, and *saja*. They have the same meaning but they have different position in a clause. The form *hanya* and *cuma* usually precedes verb but *saja* always follows intransitive verbs and follow object of transitive verbs. Additive words used due to information structure are *juga* and *pula*. The form of *juga* is often used in any kinds of writing and conversation and it can be present before or after verbs. However, the position of *pula* is only after intransitive verbs or object of transitive verbs and it is seldom used in spoken and it is sometimes found in writing text. Syntactic construction related to the information structure in Indonesian language is the construction of inversion.

Abbreviation

CL→ clitic

CNT→ continuous tense

DP→ demonstrative pronoun

H→ Hearer

PL→ particle

PN→ proper noun

PP→ personal pronoun

RP → relative pronoun

S → Speaker

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