



A CONTRASTIVE ANALYSIS OF THE REDUPLICATION PROCESS IN TURKISH AND BAHASA MELAYU

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Abstract

This study examines the full reduplication processes in Turkish and Bahasa Melayu languages and the aim is to reveal the similarities and differences between these languages in regard to the types of word class involved in the full reduplication process in these languages and the parts of speech of the words reduplicated as a result of the reduplication process. Therefore, the contrastive analysis is applied which is composed of three steps as (1) description; (2) juxtaposition; (3) comparison (Krzyszowski 1990: 35). In pursuit of the description of the reduplication processes in both languages, they are juxtaposed and compared in regard to only the full reduplication process that both languages have. In regard to the types of word class involved in the full reduplication process, this contrastive study showed that both Bahasa Melayu and Turkish has the full reduplication of nouns and adjectives while neither of them has full reduplication of adverbs. On the other hand, while full reduplication of verbs exist in Bahasa Melayu, any full reduplication of verbs is not observed in Turkish. As for the the function of new words at the end the full reduplication process, reduplication of nouns in Bahasa Melayu makes plural while in Turkish it occurs with an adverbial function. In Bahasa Melayu, with reduplication of nouns, function may change or maintains the word class. However in Turkish, no new word maintains the word class with reduplication of nouns. In addition, both Bahasa Melayu and Turkish may maintain and change the word class with full reduplication of adjectives. This contrastive study shows that these languages share many differences as well as similarities in regard to both the types of word class involved in the process and the ones at the end of the process. As contrastive analysis provides better understanding of linguistic difference between two languages, this study might be applied to the field of translation and help the learners of Turkish and Bahasa Melayu languages.

Keywords: Contrastive study, full reduplication process, Turkish language, Bahasa Melayu language.

Türkçe ve Bahasa Melayan Dillerindeki İkileme Sürecinin Karşılaştırmalı Analizi

Özet

Bu çalışma Türkçe ve Bahasa Melayu dillerindeki tam ikileme sürecini incelemektedir ve bu diller arasındaki benzerlik ve farklılıkları tam ikileme sürecinde yer alan sözcük sınıfının türleri ve sürecin sonunda ikilemesi olan sözcük türü açısından ortaya çıkarmayı amaçlamaktadır. Bu nedenle, şu üç adımdan oluşan karşılaştırmalı analize başvurulmuştur: (1) tanımlama; (2) yan yana getirme; (3) karşılaştırma (Krzyszowski, 1990: 35). Her iki dildeki ikileme türlerinin tanımlanmasının ardından, yalnızca her iki dilde de var olan tam ikileme süreci açısından bir araya getirilir ve karşılaştırılır. Tam ikileme sürecine dahil olan sözcük türüne göre, bu çalışma Bahasa Melayu ve Türkçe dillerinde ad ve sıfatların tam ikilemesi olduğunu, ancak her iki dilde de belirteçlerin tam ikileme sürecinin olmadığını göstermektedir. Öte yandan, eylemlerin tam ikilemesi Bahasa Melayu dilinde mevcut iken, Türkçe’de eylemlerin tam ikilemesi gözlemlenmemiştir. Tam ikileme süreci sonunda oluşan yeni sözcüklere gelince, Bahasa Melayu’da adların ikilemesi sözcüğü çoğul yaparken, Türkçe’de bu durum eylemsi işlev ile gerçekleşmektedir. Bahasa Melayu’da adların ikilemesiyle işlev sözcük türünü koruyabilir veya değiştirebilir. Ancak Türkçe’de adların ikilemesi sonucu oluşan yeni sözcük kendi türünü koruyamamaktadır. Buna ek olarak; her iki dil de sıfatların tam ikilemesi ile sözcük türünü koruyabilir ve değiştirebilir. Bu karşılaştırmalı çalışma, tam ikileme sürecinde yer alan ve sürecin sonunda oluşan sözcük türleri açısından Bahasa Melayu ve Türkçe dilleri arasında benzerlikler olduğu kadar pek çok farklılık olduğunu göstermektedir. Karşılaştırmalı analiz iki dil arasındaki dilbilimsel farkı iyi bir şekilde ortaya koyduğu için, bu çalışma çeviri alanına uygulanabilir ve de Türkçe ve Bahasa Melayu dilini öğrenenlere yardımcı olabilir.

Anahtar sözcükler: Karşılaştırmalı çalışma, tam ikileme süreci, Türkçe dili, Bahasa Melayu dili.

1. Introduction

The interest of linguists in comparing and contrasting different language systems dates back the end of the nineteenth century (James, 1981). With the increasing interest in teaching foreign languages in the USA after the Second World War, the structural linguistics were concerned with pedagogically oriented contrastive studies and believed that pointing to the similarities of the two languages compared will make the process of foreign language learning easier for the learner. Among these linguists Fries (1945), Weinreich (1953) and Lado (1957) are precursors in the literature on Contrastive Analysis (CA). The term ‘Contrastive Study’ was coined by Whorf in 1941; before that

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this discipline had been called ‘Comparative Linguistics’ or ‘Comparative Studies’ (Fisiak, 1981). Robert Lado’s ‘Contrastive Analysis Hypothesis’ in his *Linguistics across Cultures* (1957) is considered as the greatest contribution in the field (in Fisiak 1981, James 1981 and Krzeszowski, 1990). His findings were based on his own experience being as an immigrant to the USA and on the observations which difficulties his Spanish speaking parents had with learning English which all inspired the eruption of activity in contrastive analysis. The 1960s saw numerous research projects and publications which extended the contrastive studies beyond the word and sentence (Stern, 1983). Kaplan (1966) asserted that contrastive studies were beyond the sentence level and encouraged the contrastive rhetoric studies (Odlin, 1989; Nunan, 2001). From the beginning of the 1970s, CA extended to the discourse and focused on the areas such as politeness and apologies and to generative linguistics with Di Pietro’s *Language Structures in Contrast* (1971) (Sanders, 1981). Krzeszowski’s contrastive generative grammar (1974) is another important landmark in the history of contrastive theory (Keshavarz, 1994; Sajavaara, 1981). The extension of CA continued in the 1980s with the interests in Chomskyan linguistics in which contrastive pragmatics is based on the statements of universal principles (Thomas, 1983) and contrastive rhetoric hypothesis which proposes that ‘different speech communities have different ways of organizing ideas in writing’ (Chen, 1997).

Overall, even if its original purpose is purely pedagogical, contrastive studies has expanded to the other disciplines including theoretical, descriptive and comparative linguistics and psychology of learning and teaching (Krzeszowski, 1990) and its expansion has led to the developments of error analysis and contrastive linguistics (Ringbom, 1994). Contrastive linguistics, a very broad field of linguistics; it embraces all its major levels such as phonology, semantics, syntax and pragmatics in text studies and with some sociolinguistic and psycholinguistic perspective.

This paper basically compares French and Nubian in regard to the reduplication process which is a word-formation process in which meaning is expressed with the repetition of a word or part of a word. Hunch (2005) defines reduplication as “a morphological procedure by which the inflectional and/or derivational formatives used to signal a specific category are directly derivable from the phonological/prosodic structure of the uninflected or underived simplex form.” Whereas some world languages are believed to be reduplication-free, in nearly 85% of languages reduplication has been observed (Mirmoki and Saifori, 2016). According to Kauffman (n.d.), types of reduplication are full reduplication, partial reduplication, reduplication in baby-talk, rhyming reduplication, ablaut reduplication, reduplication in onomatopoeia, name doubling (reduplication), shm-reduplication. As Nadarajan (2006) suggests, while reduplication exists in a wide range of languages and language groups, its level of linguistic productivity varies.

2. Aim and Methodology

This study aims to explore the full reduplication process in Turkish and Bahasa Melayu and reveal the similarities and differences present in both languages. In parallel to this aim, the study attempts to answer the following research questions:

1. What are the types of word class involved in the full reduplication process in Bahasa Melayu and Turkish?
2. What are the parts of speech of the words reduplicated in Bahasa Melayu and Turkish as a result of the reduplication process?

This study uses the contrastive analysis method to answer the above research questions. Contrastive Analysis (CA) is a systematic branch of applied linguistics and the technique for determining the similarities and differences between two or more languages (Kazemian and Hashemi, 2014). Contrastive analysis is composed of three steps: (1) description; (2) juxtaposition; (3) comparison (Halliday et al 1964 in Krzeszowski 1990: 35). In this study, description of the full reduplication processes in two languages are given firstly as Krzeszowski (1990: 35) asserts that no comparison is possible without a prior description of the elements to be compared and all contrastive studies must be founded on independent descriptions of the relevant items of the languages to be compared. Second step is the juxtaposition of the full reduplication process in these languages which enables to decide what is to be compared with what and to whether or not element X in one language is

equivalent with element Y in another language (Krzyszowski 1990:35). In the last step of the contrastive analysis, the similarities and differences existing between two languages are identified and presented.

3. Classification of Reduplication in Turkish and Bahasa Melayu

Göksel and Kerslake (2004:90) divide Turkish reduplication types into three categories as follows:

- i. emphatic reduplication: *kıpkırmızı* ‘stark red’
- ii. *m*-reduplication: *çirkin mirkin* ‘ugly, or anything like that’
- iii. doubling: *yavaş yavaş* ‘slowly’

Considering Kauffman’s categorizations, Göksel and Kerslake’s emphatic reduplication can be evaluated as partial reduplication; *m*-reduplication can be evaluated as rhyming reduplication; doubling can be evaluated as full reduplication. Emphatic reduplication is used for accentuating the quality of an adjective. The function of *m*-reduplication is to generalize the concept denoted by a particular word or phrase to include other similar objects, events or states of affairs. Doubling is the simple repetition of a word. There are a number of idiomatic expressions that are created by doubling. Some of these contain similar sounding words which may or may not exist independently: *ufak tefek* ‘tiny’, *paldır küldür* ‘with an enormous noise’. Therefore, rhyming reduplication in Turkish can be evaluated as a subcategorization of full reduplication according to Göksel and Kerslake (2004).

Hassan and Liaw (1994 cited in Nian et al., 2012) have categorised the morphological structure of the reduplication of Bahasa Melayu into six categories such as follows:

- i. Full reduplication, for example: *buku-buku* ‘books’, *orang-orang* ‘people’;
- ii. Rhythmic reduplication, for example: *kuih-muih* ‘cakes’, *gunung-ganang* ‘mountains’;
- iii. Partial reduplication, for example: *kekuda* ‘trusses’, *tetamu* ‘visitor’;
- iv. Insertion reduplication, for example: *-em-* in the words *turun-temurun* ‘descendants’, *gilang-gemilang* ‘brilliant’;
- v. Reduplication shown by root words that cannot be independent, except when they are reduplicated, for example *kura-kura* ‘turtle’, *sia-sia* ‘vain’; and
- vi. Reduplication shown by the affixation process (prefix, affix and suffix); for example *berbual-bual* ‘talking idly’, *kehijau-hijauan* ‘greenish’ and *buah-buahan* ‘fruits’.

In Turkish there are three types of reduplication while in Bahasa Melayu there are six types of reduplication. In Bahasa Melayu there is no *m*-reduplication and emphatic reduplication. Therefore, this study focuses on only doubling/full reduplication type in which “the produced words illustrate the form of root word and their reduplications whose morpheme representations are one hundred percent the same” (Nian et al., 2012).

3.1. Full Reduplication in Bahasa Melayu

In the full reduplication process of Bahasa Melayu, nouns, verbs and adjectives are fully reduplicated as shown in Table 1.

Table 1. Full reduplication in Bahasa Melayu

Word Class	Maintenance of Word Class	Change of Word Class
Nouns	<p>budak-budak 'children' <i>budak</i>: 'child' (N>N)</p> <p>rumah-rumah 'houses' <i>rumah</i>: 'house' (N>N)</p>	<p>hati-hati 'to take care' <i>hati</i>: 'liver' (N>V)</p> <p>ribut-ribut 'to raise the roof' <i>ribut</i>: 'storm' (N>V)</p>
Verbs	<p>makan-makan 'to eat lightly' <i>makan</i>: 'to eat' (V>V)</p> <p>baca-baca 'to read repeatedly' <i>baca</i>: 'to read' (V>V)</p>	<p>kira-kira 'an estimate' <i>kira</i>: 'to count' (V>N)</p> <p>tiba-tiba 'suddenly' <i>tiba</i>: 'to arrive' (V>Adv)</p>
Adjectives	<p>kuning-kuning 'very yellow' <i>kuning</i>: 'yellow' (Adj>Adj)</p> <p>sakit-sakit 'quite painful' <i>sakit</i>: 'painful' (Adj>Adj)</p>	<p>jelas-jelas 'clearly' <i>jelas</i>: clear (Adj>Adv)</p> <p>baik-baik 'nicely' <i>baik</i>: nice (Adj>Adv)</p>

As can be seen in Table 1., the phenomenon of full reduplication in Bahasa Melayu may maintain or change the word class. Bahasa Melayu carries the the pluralisation concept with the noun reduplication like *budak-budak* 'children' and maintains the word class. On the other hand, there is also the occurrence of noun reduplication which changes the word class, as found in the example like *hati-hati* 'to take care' which is a verb formed from the nominal root *hati* 'liver'. The verb *makan* 'to eat' forms the verb *makan-makan* 'to eat lightly'. It may also change the word class as in the verb *kira* 'to count' to form the noun *kira-kira* 'an estimate'. The same would apply to adjectives which retain the word class as they experience the reduplication process, like *kuning* 'to be yellow' to form the adjective *kuning-kuning* 'to be very yellow'. The reduplication of adjectives may change the word class as in the adjective *jelas* 'to be clear' to form the adverb *jelas-jelas* 'clearly'.

3.2. Full Reduplication in Turkish

In the full reduplication process of the Turkish, nouns, adjectives and adverbs are fully reduplicated as shown in Table 2.

Table 2. Full reduplication in Turkish

Word Class	Maintanance of Word Class	Change of Word Class
Noun		damla damla ‘in drops’ <i>damla: drop (N>Adv)</i> kutu kutu (kitap) ‘many boxes (of books)’ <i>kutu: box (N>Adj)</i>
Adjective	sarı sarı (evler) ‘many yellow (houses)’ <i>sarı: yellow (Adj>Adj)</i> koca koca (ağaçlar) ‘many huge (trees)’ <i>koca: huge (Adj>Adj)</i>	derin derin ‘deeply’ <i>derin: deep (Adj> Adv)</i> usul usul ‘slowly and softly’ <i>usul: slow and soft (Adj>Adv)</i> beşer beşer (satmak) ‘(sell) five by five’ <i>beşer: five by five (Adj>Adv)</i>

As shown in Table 2, Turkish doubled nouns are used with adjectival or adverbial function as found in examples above like *damla damla* ‘in drops and *kutu kutu (kitap)* ‘many boxes of books’ which are formed from nominal words *damla* ‘drop’ and *kutu* ‘box’, respectively. In Turkish, any full reduplication of verbs is not observed in the related studies. There is the occurrence of adjective reduplication which maintains the word class as in *sarı* ‘yellow’ to form *sarı sarı (evler)* ‘many yellow (houses) and which changes the word class as in *derin derin* ‘deeply’ which is formed from the adjective *derin* ‘deep’. On the other hand, the reduplication of numerical adjectives changes the word class as in the adjective *beşer* ‘five by five’ to form the adverb *beşer beşer* ‘five by five’.

4. Contrastive Analysis of Full Reduplication in Turkish and Bahasa Melayu

The word class involved in the full reduplication and the function of the full reduplication (in terms of either maintaining or changing the word class) in Bahasa Melayu and Turkish are discussed above separately. All examples provided in this discussion are sourced from those published in Göksel and Kerslake (2004), Hengirmen (1997), Nian, et al. (2012), See (1980), Underhill (1976) and Uzawa (2012).

Contrastive analysis of Bahasa Melayu and Turkish in regard to the types of word class involved in the full reduplication process is as follows:

- In Bahasa Melayu there are three word class types which exist in full reduplication process while in Turkish two types of word class exist in full reduplication process.
- Full reduplication of nouns: In Bahasa Melayu and Turkish there is full reduplication of nouns.
- Full reduplication of verbs: While full reduplication of verbs exist in Bahasa Melayu, any full reduplication of verbs is not observed in Turkish.
- Full reduplication of adjectives: Both languages can produce new words with the full reduplication of adjectives.
- Full reduplication of adverbs: In neither Bahasa Melayu and Turkish, it has not been observed that new words are produced with the full reduplication of adverbs.

Contrastive analysis of Bahasa Melayu and Turkish in regard to the function of new words (in terms of either maintaining or changing the word class) which are produced as a result of the full reduplication process is given below:

- In Bahasa Melayu, four word class types can maintain and change their function as a result of full reduplication while in Turkish the function can be maintained or changed with the full reduplication of only one type of word class.
- Full reduplication of nouns: In Bahasa Melayu, reduplication of nouns makes plural in while in Turkish it occurs with an adverbial function. In Bahasa Melayu, with reduplication of nouns, function may change or maintains the word class. However in Turkish, no new word maintains the word class with reduplication of nouns.
- Full reduplication of verbs: Any full reduplication of verbs is not observed in Turkish while in Bahasa Melayu full reduplication takes place in the verb may maintain or change the word class.
- Full reduplication of adjectives: Both Bahasa Melayu and Turkish may maintain and change the word class with full reduplication of adjectives.
- Full reduplication of adverbs: In both languages, any full reduplication of adverb is not observed.

5. Conclusion

From the above comparison of Turkish and Bahasa Melayu, it can be concluded that in regard to the full reduplication process, both languages share lesser degree of similarities and more of differences. It can be seen that not all word class types in Bahasa Melayu and Turkish experience the full reduplication process. In Bahasa Melayu, full reduplication process exists in all word class types except adverbs. In Turkish, full reduplication process occurs with either noun occurrence or adjective occurrence. In regard to the functions of new words produced as a result of full reduplication process, in both languages new words may maintain or change their word class types. In Bahasa Melayu this is valid for all word class types while in Turkish it is only adjective in which new words may maintain or change its word class.

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