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Project Report

**Reflection of Tense and Aspect in Malay:
the Grammatically Non-Tensed Language**

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Abstract

This report aims at investigating how tense and aspect are expressed in Malay. On the basis of the fieldwork undertaken in Malaysia, this report provides a comprehensive analysis of the inventory of tense and aspect indicators of Malay while the grammatical semantics of the indicators in question will be examined. The report demonstrates that tense in Malay must be analysed in connection with aspects. At the syntactic level, there is the grammatical category of aspect. At the lexical level, verbs are classified into different aspectual meanings. In Malay, there are analytical markers such as *meN-* and *ter-* which contribute to the expression of aspectual and/ or temporal relations. However, the usage of these analytical markers is limited. In most cases, Malay relies on particles or independent words, usually adverbs to express the aspect denoted by a verb.

1. Introduction

In any languages, the expression of the concept of time is expected as one of the basic expressions (Goddard & Wierzbicka, 1994). This concept can be shown from the reflection of tense and aspect, which indicate the time when an event occurs, or when a state or process holds. They are prominent in languages in which marked words and expressions, as well as tense and aspect markers. While Malay is not a tense-prominent language, tense and aspect are not reflected in the same way. It does not rely heavily on the use of concrete tense markers or clear aspect markers. With a view to investigate the expression of tense and aspect in Malay, a research was carried out to examine the actual usage of tense and aspect by Malay speakers.

To investigate and explore the topic in depth, this report will first offer an overview of the theoretical background related to the topic, including an overview of Malay with respect to its word formation and its tense and aspect. Then, with reference to our own data, the report will provide an analysis of the different tense and aspect indicators in Malay. Moreover, it will examine how does each of these indicators used under

different circumstances with reference to different literature. Lastly, there will be a discussion on the way of which tense and aspect are expressed in Malay. In the section, comparisons will be drawn between Malay and other languages, such as English and Cantonese.

2. Theoretical Background

2.1. Malay Language Overview

Malay is an Austronesian language commonly spoken in Southeast Asia (Svalberg, 1998). With over 250 million speakers in the region, it is the most widely spoken language in Southeast Asia (Awal, 2007). A large number of Malay speakers has contributed to the prolific development of the Indonesian group among the four Austronesian languages (Awal, 2007). While many speakers congregate in Malaysia, Indonesia, Singapore and Brunei, Malay has been declared as the national language in these four countries. It is also the instructional language in education, even for tertiary education, which is the critical point of the development of the Malay language. There are different official names for the Standard Malay. For example, in Malaysia, Malay is more commonly known as Bahasa Melayu or Bahasa Malaysia, which mean the Malay language and Malaysian language in Malay respectively. Apart from the differences in names, the language is also spoken in diverse forms in different places. Colloquial varieties of the language are also found in phonology, morphology, syntax, lexicon, semantics and pragmatics (Awal, 2007). The Malay language remains fundamentally Indonesian in phonetics, phonological structure and syntax, but it is also influenced by many foreign elements such as Sanskrit, Persian, Arabic and Indian words (Blagden, 1917).

2.2. Word Formation

Malay is a highly agglutinative language in which word formation relies more heavily on agglutination and word stems are fairly constant (Svalberg, 1998). In other words, words especially those that are more complex are formed by arranging the morphemes

into novel words. Inflection is sometimes used but it is much less common. In fact, there are only two inflectional affixes, *di-* and *meN-* that can be separated from the stem words (Svalberg, 1998). Most words will not be modified to express grammatical categories such as tense, voice, number and mood. According to Comrie (2009), the formation of new words in Malay can be categorized into three ways. The first method is composition which implies the formation of a compound word by joining together two or more words. An example in Malay is *kamar kecil*, which means “a small room” when the words are put together as a phrase, while it means “toilet” when it is considered as a compound which is a single lexical unit as a whole (Comrie, 2009). Malay words can also be formed by reduplication. It is the process of repeating words or the constituents of words. There are two types of reduplication, which are lexical reduplication and morphological reduplication. Lexical reduplication is the repetition of the word form alone while morphological reduplication involves deriving the repeated word form from the existing word base by a regular process (Comrie, 2009). In Malay, an example of lexical reduplication is *kupu-kupu* which means “butterfly” and the base word *kupu* cannot exist on its own since it has no meaning (Comrie, 2009). An example of morphological reduplication is the formation of *kuat-kuat* which means “to speak/ read loudly” while the base word *kuat* only means “loud” (Nadarajan, 2006). Another common way to construct words is affixation, which is the attachment of affixes onto a root word (Fabb, 1984), and it involves the use of prefixes, suffixes and circumfixes in Standard Malay (Comrie, 2009). For example, *meng-ambil* which means “to take” is formed by adding the prefix *meng-* to the base word *ambil* “take” for presenting the active voice (Comrie, 2009).

For suffixes, *-i* often attaches to the main verb to perform the transitive function to the main verbs (Comrie, 2009). On the other hand, circumfixes, the morphemes attached simultaneously to the beginning and end of root word, includes *per-an*, which is added to nouns to represent the collective nouns as in *perikanan* “fishery” derived from *ikan* “fish” (Comrie, 2009).

2.3. Tense

Apart from word formation, affixation also expresses tense and aspect in Malay. Tense refers to the location of an event relative to a reference time (Lambalgen & Fritz, 2005). The expression of tense is obligatory in all languages and is normally morphologically bound. According to Svalberg (1998), all languages express the temporal location either mainly grammatically or lexically – if a language has grammatical categories for tenses, which means it is morphologically bound on verbs and there is minimally a distinction between the past and non-past references, it is a tense-prominent language, which usually has past, present and future tenses as their main tenses in verbs. The tense-prominent languages usually express tenses periphrastically and by inflection (Frawley, 2003). Respective examples in English to the two methods are “(to) take a bath” which can simply be replaced with “(to) bathe”, and the combination of “work” and “-ed” as in “worked”. On the contrary, languages that do not satisfy either of the above two conditions are non-tensed and they express the sense of time through lexical verbs.

Malay is a grammatically non-tensed language that has no reference time distinction in the verb category (Comrie, 2009). Verbs in Malay are not morphologically bound to reflect tenses, nor do they contain past or non-past references within their root word form. Since Malay is devoid of marked verbs for tense, sense of time of events is also inferred from different contexts, both linguistically and non-linguistically (Comrie, 2009).

Affixation, as a form of derivation, then serves to show time sense. There are also some optional temporal markers such as *telah*, *akan*, *sudah* and *sedang* to indicate the relative time of events, and *akan*, particularly points to the sense of future time (Comrie, 2009). In view of the reliance of affixation and optional markers for reference to the event time, it is valuable to investigate their respective usages in Malay.

2.4. Aspect

Not only do affixation and optional temporal markers serve to express tense, but they are also responsible for reflecting aspect in Malay. Aspect refers to the temporal content of an event (Betty, 2012). In most languages, aspect is reflected in verbs. Aspect of verbs is either a complete process that occurs within a definite time span or an ongoing process that prolongs through the time (Sew, 2016). Based on the distinction in temporal content, aspect is divided into perfective and imperfective. With reference to the Russian Academy of Grammar as cited in Bache (1985), perfective refers to the beginning or completion and result while imperfective is related to the duration and repetition of the event. An example of the perfective aspect reflected in verbs is “I have eaten” in English to denote the action without internal time. For imperfective, “I am eating” in English indicates the event is progressive.

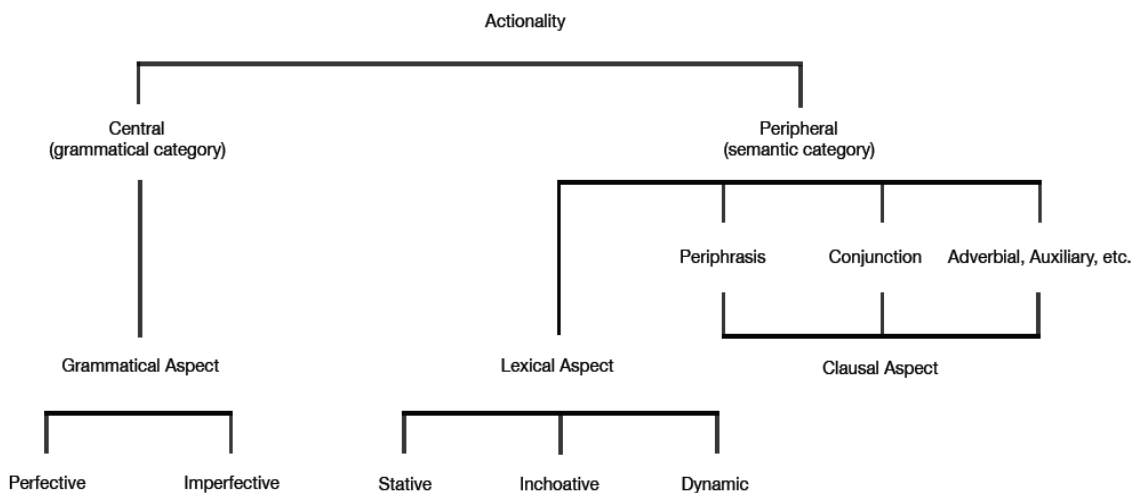


Fig. 1 - Overview of Aspects

Malay also has perfective and imperfective aspects. However, since it is a non-tensed language in terms of grammaticality, aspect is not emphasized as a semantic category in verbs (Sew, 2016). In a similar way of how tense is reflected, expression of aspect in Malay also relies on optional temporal markers and affixation. The most commonly

used aspectual markers are the adverbials *sudah*, *sedang* and *telah* (Prentice, 1990; Dahl, 1985).

Apart from the use of markers, aspect is also manifested by the semantic-syntactic operators guided by verbs to indicate the sense of time of events through the arrangement of verbs, including morphological alteration, syntagmatic specification or contextual situations (Sew, 2016). Affixes such as the progressive marker *meN-* under imperfective aspect are attached to the main verb to modify the morphology. An example of the attachment of *meN-* from Soh and Nomoto (2009) is as follows:

- a. *Kertas buku ini kuning.*
paper book this yellow
“This book has yellow papers.”

- b. *Kertas buku ini meng-(k)uning.*
paper book this meN-yellow
“The papers of this book are yellowing.”

From the example, *kuning* itself can either a noun or adjective and it does not carry any aspectual meanings. After the attachment of *meN-*, the grammatical category of *kuning* has changed. The word formed *meng-(k)uning* becomes a verb that has a progressive reading. From this example, we can see when affixes are attached to main verbs, perfective and imperfective aspects can be shown.

Verbs are also modified through reduplication to reflect imperfective. According to Sew (2016), verbal reduplication is also an aspectual marker in Malay, while the basic verb form alone denotes perfective. Following the stem of perfectivity and imperfectivity, verbs can branch into six aspects: neutral, inchoative, progressive, durative, perfective,

frequentative and momental (McCoy, 1985). Nevertheless, since both aspect and tense are optional for Malay, verbs are often unmarked for this grammaticality.

2.5. Significance of Previous Findings

The expression of tense and aspect in Malay has been widely discussed in terms of affixation, optional temporal markers and verbal reduplication. The overview of these methods is mostly based on Formal Standard Malay while their usage in colloquial Malay is seldom covered. We wonder if there is any difference between the reflections of tense and aspect in Formal Malay and Colloquial Malay. For example, regarding the pronunciation, the sound of /h/ is sometimes omitted in Colloquial Malay as in *pait* "bitter" simplified from *pahit* (Othman & Atmosumarto, 1996). It is therefore valuable to investigate the distinctions in Colloquial Malay in terms of tense and aspect.

There may be studies focusing on Colloquial Malay by performing reading tasks with native Malay. For example, in the study by Soh and Nomoto (2009), the usage of marker *meN-* to reflect the progressive aspect was investigated by using a corpus study and grammaticality judgement experiments. They were conducted with articles regarding the population in Malaysia, and the subjects were then asked to read sentences from the text and answer related questions for further analysis of how the prefix is normally attached to the verbs. Detailed explanations were drawn based on the results. Nevertheless, since the materials used were related to demographics which is a rather serious topic, the experiment is a non-naturalistic design and the subjects might have conducted the test in a serious manner that they tended to use Formal Malay. They would also be more aware of what Malay words they were using and the effects of this unnatural psychological state would generate artificial responses, which conflicted with the expected outcomes. To fully understand how a language works, it is more important to see how the Malay people use the existing markers and other expressions in their daily conversation. Therefore, we have conducted a study to collect data using more naturalistic materials. We aim to investigate how tense and

aspect are reflected in the Colloquial Malay that the local people would normally use to communicate with each other.

3. Methodology

3.1. Research Questions

In light of the previous literature and findings, this paper will focus on and explore the following research questions:

- 1) Are tense and aspect reflected in Colloquial Malay?
- 2) In what ways are tense and aspect in Colloquial Malay expressed respectively?
- 3) How are temporal meanings understood and interpreted in Malay?

3.2. Participants

15 people who speak Malay participated in the study. 12 of them are the Malay students from the University of Malaya while others are also local Malay who have different occupations such as teacher and creative director. We tried to include as many Malay people with different backgrounds as possible to collect manifold responses to build a more comprehensive database. However, since some of the subjects were not speaking proficient Malay, which may affect the observation of the patterns of tense and aspect in colloquial Malay, we excluded those data.

3.3. Rationale

We adopt the storytelling approach to the analysis of narratives through the description of the pictures provided by the subjects. Since narrative involves the report of a sequence of connected events, there will be tenses and aspects reflected in the speech. Storytelling, in particular, can link the locations of different events and actions shown in the pictures, and the subjects are likely to use respective markers or other temporal expressions to indicate the sense of time in the story.

The subjects were asked about their personal life goals and thoughts that were more informal when compared to some more serious topics such as demographics. We hoped to obtain the Colloquial Malay that the subjects normally use to communicate daily. We also included our personal sharing when conducting the experiment with a view to create a more friendly conversational environment for the subjects, then to trigger them to use the wordings they normally would use for communication when they answered the questions.

3.4. Materials

There are two types of stimuli (See Appendix 1). One is the story “Frog, Where Are You?” by Mayer (1969) and a set of questions related to the content of the story. The story consists of 29 black-and-white pictures that tell the story of a boy and his frog. There are also a total of five follow-up questions. Another type of stimuli includes a set of questions regarding the personal experience and prospect of the subjects.

3.5. Procedures

The experiment involves two parts. The first task is the storytelling. Subjects will be shown a series of pictures of a story on electronic devices. They will shift to another picture that follows the previous one as they finish reading. As they continue reading, they will be paused and asked some questions in between the pictures. They need to answer based on their comprehension of the story, as well as their own imagination. The example of the questions is “What do you think the boy will do?” After they finish reading all the pictures, they will be required to conclude the whole story and their personal feelings. The second task is answering a set of questions that are related to dreams. The subjects need to answer the questions by describing their dreams and goals at different times. The example question is “Will you do anything to reach your goals in the future?”

4. Results & Analysis

4.1. Tense

Malay is an aspect-prominent language that has minimal tense marking. Temporality is seldom reflected on verbs but at the sentence level. In Malay, tense realization is based mainly on contexts of speaking, and different tenses are realized by the common ground of the speaker and listener.

4.1.1 Present and Past

There are no words or markers that indicate the time of the present and past specifically. Both of the time sense is shown through different contexts. Present tense is often reflected from the context of speaking, as in the conversation of describing current status and mood. For past tense, it may be realized through the discussion about events in the past. The reflection of present tense from our data is illustrated as follow:

(1)

<i>Burung</i>	<i>hantu</i>	<i>men-[k]ejar</i>	<i>budak itu,</i>	<i>budak itu</i>	<i>masih</i>
Bird	spirit	meN-chase	child that,	child that	still
<i>men-jerit</i>	<i>untuk</i>	<i>men-cari</i>	<i>katak dia</i>	<i>dan</i>	
meN-scream	to	meN-search	frog 3.SG	and	
<i>tiba-tiba</i>	<i>se-ekor</i>	<i>rusa</i>	<i>muncul.</i>		
Arrive-arrive	one-CL	deer	appear.		

“(The) owl is chasing the child, the child is still yelling to look for his frog and suddenly a deer appears.”

In example (1), there is no explicit marker in the example that represents time in terms of tense. The above expression of the event, there is no distinction between past and non-past. Instead, there are markers that indicate different aspects of verbs, which will

be discussed in the next section. Thus, suggesting that Malay is an aspect-prominent language that has little tense marking.

4.1.2. Future: The auxiliary verb *akan*

In Malay, *akan* is an auxiliary verb which connotes future time (Gonda, 1954). This expression of future time is irrespective to the aspect. In other words, *akan* denotes only the event time but not how the event is perceived by the speaker. The general usage of *akan* is illustrated in the examples below:

(2)

Rusa atau penyengit itu akan men-cari mereka.

Deer or wasp that will meN-search 3.PL

“The deer or the wasp will find them.”

(3)

Saya rasa saya akan jumpa katak ter-sebut yang saya

1.SG feel 1.SG will find frog PASS-mention REL 1.SG

Nampak dalam bilik saya.

See in room 1.SG

“I think I will see the frog that I saw in my room.”

The word *akan* is used in both sentences. It carries no semantic meaning on its own and it is used in front of the verbs. When it is placed in a sentence, it indicates that the event has not yet happened or has a high probability to happen in the future.

(4)

Aku akan bel-ajar ber-sungguh-sungguh untuk men-dapat-kan
1.SG will BEL-learn BER-indeed-indeed for meN-get

Pelbagai peluang untuk meny-[s]ampai-kan cita-cita aku.
Various opportunities for meN-achieve dream-dream 1.SG
“I will study hard to get various opportunities to reach my dreams.”

(5)

Mungkin saya akan cuba kerja keras semua
Maybe 1.SG will try work hard all
“maybe I’ll try my best”

The above two examples are extracted from the data when the interviewees were asked about what will they do in the future to achieve their dreams or goals. As the interview question set and restricted their answers to a future time frame, their responses have to be relevant to their future actions. From example (4) and (5), it is shown that *akan* is used to express and describe future events. The application of *akan* is similar to that of *will* in English as they are both preverbal auxiliaries that express future time.

4.2 Aspect

4.2.1. Imperfective

4.2.1.1. The Progressive Aspect Markers: meN- and sedang

In some previous studies, the verbal prefix *meN-* has been claimed to be an active voice marker (Voskuil, 2000; Son & Cole, 2004). However, in colloquial Malay, the frequency of which *meN-* carries an active voice meaning is lesser than in formal Malay (Benjamin, 2009). Instead, it indicates a default aspect, which is progressive. Default aspect here refers to the semantic interaction of aspectual viewpoint and telicity.

Therefore, in the following, we will offer an analysis of *meN-* as an aspectual marker with reference to our own data.

The form *meN-* is actually derived from the prefix *me-*, with the associated nasal mutation, *(-)N-*, which is usually treated as a consequence of *me-* being affixed to the initial consonant of the verb stem, *me-* turns into *meN-* (Benjamin, 2009).

Correspondingly the prefix *meN-* can take one of the following five forms based on the different phonetic environment: *me-*, *mem-*, *men-*, *meng-* or *meny-*. The prefix *meN-* can be attached to a transitive or an intransitive verb. The following will examine how does *meN-* contribute to a progressive like meaning in different cases.

We will first examine how does *meN-* function when it attaches to intransitive verbs. The example below is extracted from the description of the frog story by one of the interviewees.

(6)

Sedang ber-fikir di-mana katak-nya meng-hilang.

PROG ber-think PASS-where frog-3.SG meN-lose.

“Thinking where his frog is disappeared.”

According to Soh and Nomoto (2009), it is difficult to determine the effect of *meN-* when it is attached to an unergative verb while its aspectual effect is apparent when it attaches to an unaccusative verb. In (6), the verb “lose” is prefixed by *meN-* which in this case expresses a gradual disappearance of the frog. Here, the disappearance of the frog is conceived to involve multiple substages and the aspectual effect of *meN-* is typical of the progressive.

Moving on to another case, an interviewee used *meN-* while he was trying to describe what is happening in the frog story.

(7)

<i>Kerana</i>	<i>dia</i>	<i>meng-hadap-i</i>	<i>pelbagai</i>	<i>halang-an,</i>				
because	3.SG	meN-face-APL	various	stop-an,				
<i>dan</i>	<i>dia</i>	<i>juga</i>	<i>meng-hadap-i kem-[h]alang-an</i>	<i>seperti</i>	<i>jatuh</i>	<i>ke</i>		
and	3.SG	also	meN-face kem-stop-an	such as	fall	to		
		<i>dalam kolam.</i>						
in	pond.							

“Because he faced various obstacles and accidents, like falling into the pond.”

Unlike the sentence in (6) where *meN-* is attached to an intransitive verb, *meN-* in (7) is attached to a transitive verb. In this example, *meN-* has a function similar to the progressive marker *be+* the *-ing* form of the verb in English (Soh & Nomoto, 2009). The interviewee chose to use *meN-*, in this case, is because he was interpreting the action of “face” in the story as an on-going action. Therefore, we can infer that in the case of transitive sentences, sentences with *meN-* are more likely to describe events that are more in progress than sentences without *meN-*.

In general, there is usually an incompatibility of states with the progressive aspect while *meN-* as a progressive aspect marker is not an exception of this. In our data, we cannot find many usages of *meN-* together with stative verbs which resemble what has been suggested in (Soh & Nomoto, 2009), where stative verbs, in general, do not occur with *meN-* except in two cases. The first case is when *meN-* verbs suffixed with the applicative marker *-i* and the second case is when *meN-* occurs with mental state verbs such as “consider” and “hope”. Here is an example of *meN-* verbs suffixed with *-i* extracted from our data:

(8)

Pada pagi hari-tu budak itu mence-tahu-i bahawa
In morning day-that Child that meN-know-APL REL
Katak-nya telah lari-kan diri.
frog-3.SG PRF run-kan self.

“In the morning, the child knew that his frog has ran away. “

In (8), the stative verb “know” is prefixed with *meN-* and suffixed with the applicative marker *-i*. According to Soh and Nomoto (2009), when stative verbs such as “know” are prefixed with *meN-* without suffixed with *-i* are judged unacceptable by native speakers and considered ungrammatical. However, they claim that *meN-* verbs suffixed with *-i* and mental state verbs prefixed with *meN-*, are descriptions of events rather than states, unlike their corresponding sentences with the bare verbs. Therefore, the child knew that his frog had run away in (8) should be considered as an event rather than the state of knowing. In this case, since *meN-* verbs suffixed with *-i* are descriptions of events rather than states, it does not contradict with the idea that *meN-* as a progressive aspect marker is incompatible with states.

Apart from expressing the progressive aspect through affixation, the progressivity of events can also be reflected through temporal markers that are positioned outside the verb (Musgrave, 2013). According to our data, *sedang* is always used to express progressive aspect along with a verb to indicate an on-going action or event. It is usually used to modify dynamic verbs. Below are examples where the interviewees used *sedang* to describe the frog story:

(9)

katak itu sedang ber-diri bersama pasangan-nya dan
frog that PROG ber-stand joint spouse-3.SG and
anak-anak-nya
son-son-3.SG

“The frog is standing with his wife and sons.”

(10)

budak lelaki itu sedang tidur atas katil bersama anjing-nya
child male that PROG sleep on bed together dog-3.SG

“The boy was sleeping on his bed with his dog.”

(11)

Dan penyengat itu sedang mem-buru budak lelaki itu.
And wasp the PROG meN-hunt child male the

“And the wasp was hunting the boy.”

In the above examples, *sedang* is used as a preverbal indicator to indicate progressivity on the dynamic verbs, thus providing an imperfective reading. Yet, there is no indication of tense. It is a matter of subjectivity in terms of how the readers/ interviewees would like to interpret the story i.e. either in the past or present. In our case, the interviewee produced (9) has chosen to describe the story with a present reference while the interviewees produced (10) and (11) have chosen to describe the story with a past reference. As a result, it can be inferred that *sedang* is mostly used to mark progressivity on dynamic verbs and is compatible with both present or past reference. However, in some cases, the implication of tense in *sedang*-constructions can be deduced from the context. In the following examples, it will be illustrated how context shows that *sedang* is compatible with a past reference (Grangé, 2013):

(12)

Budak lelaki itu budak lelaki itu tadinya sedang

child male that child male that just now PROG

men-cari katak

meN-search frog

“The boy who was searching for the frog in a hole in the tree “

(13)

budak lelaki itu tadinya sedang men-cari katak

child male that just now PROG meN-search frog

di dalam se-buah lubang di pokok telah ter-jatuh

at in one-CL hole at tree PRF PST-fall

dari dahan

from bough

“The boy who was searching for the frog in a hole in the tree and he fell from the tree.”

(14)

Budak itu sedang men-jerit dari tingkap dia dan

Child that PROG meN-scream from window 3.SG and

anjing dia ter-jatuh dari tingkap itu.

Dog 3.SG RES-fall from window that.

“The child was yelling from his window and his dog fell from the window.”

Similar to example (9), *sedang* modifies the dynamic verb *mencari* “search” and *menjerit* “scream” to signify the progressive aspect. Yet, when comprehending the sentence as a whole, it is understood that *mencari* and *menjerit* are not current. This is due to the verb *terjatuh* in the second half of the sentence, which is a completed action. This adds a past time reference to the context so that the action *mencari* and *menjerit* are not current. Here, it is important to clarify that the past time indication is not

contributed by *sedang* but the marker *ter-* in the sentence. Thus, suggesting that *sedang* is compatible with present or past references that is derived from the context but the word itself does not imply any tense but progressive aspect only.

4.2.1.2. The Progressive Adverb: *sekarang*

As a temporal adverb, *sekarang* sets a present time frame for the sentence. It can be used to replace “now” or “at this moment” (Young, 2001). When it modifies dynamic verbs, it indicates an unfinished action at the time of speaking, thus offering an imperfective reading. Below are examples extracted from our data when the interviewees were talking about their current actions.

(15)

Saya rasa apa yang saya buat sekarang tak ada jauh
 1.SG think what REL 1.SG do now NEG be far
daripada saya punya cita-cita sejak kecil.
 from 1.SG have dream-dream since little.

“I think what I am doing now are not far from what I have dreamed since small.”

(16)

Ya, saya gembira dengan apa yang saya lalui
 Yes, 1.SG happy with what REL 1.SG through
sekarang.
 now.

“Yes, I am happy with what I am going through now.”

(17)

Tapi sekarang saya tengah bel-ajar bahasa,
 But now 1.SG middle bel-learn language,

“But now I am in the middle of studying language.”

The three examples above illustrate the function of *sekarang* in modifying dynamic actions like *buat* “do”, *lalui* “go through”, and *belajar* “learn” respectively. *Sekarang* suggests the progressivity of the action by emphasizing that the event time is “now”, i.e. at the time of speaking, giving a reading of present tense and progressive aspect by default.

Not only does *sekarang* indicate present time in dynamic events, but it can also be used to the current state of the speaker by modifying stative verbs as illustrated in the examples below:

(18)

Sekarang *ni* *saya* *rasa* *sangat* *gembira*.

Now this 1.SG feel very happy.

“I am very happy now.”

(19)

Tapi *saya* *lebih* *bahagia* *dan* *lebih* *happy* ***sekarang***.

But 1.SG more blissful and more happy now.

“But I am happier now.”

Here, *sekarang* is used to modify *gembira* “happy” or *happy* (code-mixing). The expression of feeling is stative in nature so when this state is described with *sekarang* “now”, it refers to the current state of the speakers. In this case, it also offers an imperfective reading. Unlike (15) to (17), *sekarang* only provides a present time frame for the state but does not stress its progressivity.

It is interesting to note that the position of *sekarang* is flexible, it can be placed before the verb as in (17) and (19) or after the verb like (15), (16) and (18). Generally,

sekarang conveys the meaning “now” which sets a present time frame to the context regardless of the position of *sekarang*.

4.2.1.3. The Continuative Adverb: *masih*

As a preverbal adverb, *masih* indicates an imperfective aspect, along with additional information on the processes’ internal structure (Grangé, 2013). More specifically, it expresses a continuative aspect. It is used in a sentence when an event has turned out lasting longer than expected. Below are examples where the interviewees used *masih* to describe the frog story:

(20)

<i>budak</i>	<i>lelaki</i>	<i>itu</i>	<i>masih</i>	<i>cuba</i>	<i>men-cari</i>	<i>katak</i>	<i>yang</i>
Child	male	that	still	try	meN-search	frog	REL
<i>Mungkin</i>	<i>ber-ada</i>	<i>di</i>	<i>dalam</i>	<i>lubang</i>	<i>itu.</i>		
Maybe	BER-be	at	in	hole	that		

“The boy was still trying to search for the frog that might stay in the hole.”

(21)

<i>budak</i>	<i>lelaki</i>	<i>itu</i>	<i>dan</i>	<i>anjing-nya</i>	<i>masih</i>	<i>lagi</i>	<i>sedang</i>	<i>men-cari</i>
child	male	that	and	dog-his	still	again	PROG	meN-search
<i>katak</i>	<i>yang</i>	<i>hilang</i>	<i>itu.</i>					
frog	who	lost	that.					

“The boy and his dog are still looking for the lost frog.”

It can be observed that in (20) and (21), *masih* encodes the continuative aspect and may be translated as ‘still’ in English. Out of the indicators which mark the continuative aspect in Malay, *masih* is usually applied to states, or a series of processes described as a state of affairs (Grangé, 2013). Applying this to our data, we could say that *masih* is applied to a situation where the boy in (20) and the boy and his dog in (21) are still

searching for the frog, while the act of searching for the frog should be considered as a series of processes that the boy and his dog have to undergo before they can find the frog. In general, in all these three examples above, we can say that these interviewees asserted that there is a gap between the expected duration of the event and its actual span which is longer than expected and thus, *masih* was used by them for describing these situations. For example, they expected the process of searching for the frog would have lasted for only three pages of the story but then it turned out lasted for ten pages.

4.2.2. Perfective

4.2.2.1. The Polyfunctional Aspectual Marker: Ter-

In previous research, it is found that the prefix *ter-* is polyfunctional (Goddard, 2003; Chung, 2011). The functions of *ter-* can be categorized into three main parts, namely resultative, stative passive, and abilitative (Goddard, 2003; Soh, 1995; Chung, 2011). When it is attached to verbs, it expresses aspects or modality in Malay. In this section, the functions of *ter-* in relation to the expression of aspects will be discussed separately.

To start with, the resultative expression marked by *ter-* will first be discussed. A resultative expression put emphasis on the results but not the participation of the agent in an event (Chung, 2011). In this case, it undermines the agent's volition in the event. These events can also be described as accidental (Soh, 1995; Goddard, 2003). Yet, the term accidental may be limiting because *ter-* also marks actions that are involuntary, sudden or unintended in general (Sneddon, 1996).

(22)

Anjing itu tidak berhati, ter-jatuh dari tingkap.

Dog that NEG careful, RES-fall from window

"The dog was careless, fell down from window."

(23)

<i>Budak itu sedang men-jerit dari tingkap dia dan</i>
Child that PROG meN-scream from window 3.SG and
<i>Anjing dia ter-jatuh dari tingkap itu.</i>
Dog 3.SG RES-fall from window that.

“The child was yelling from his window and his dog fell from the window.”

In the above two examples, the prefix *ter-* is attached to the same verb (i.e. *jatuh* ‘fall’). *Jatuh* is a dynamic verb. Here, the prefix *ter-* suggests that the act of falling is accidental, thus resultative, i.e. an uncontrollable movement of the subject (Chung, 2011). The external argument of the verb, which is the agent, is delinked from its aspectual role (Soh, 1995). In other words, the agent is obligatory in this construction but it is not involved in the internal temporal and aspectual structure of the event as the agent has no volition in this case (Tenny, 2000). The act of falling without intention is seen as a completed action. Thus, expressing the perfective aspect. Instead of seeing the involuntary act as a dynamic event, it is a result of the lack of volition.

Moving on to the second function of *ter-*, it is also used to produce stative passives which function to modify nouns. The example below illustrates how stative passives are formed by adding the prefix *ter-* to describe nouns:

(24)

<i>anjing budak lelaki itu terus meny-alak ke sarang</i>
dog child male that continue meN-bark to nest
<i>Tebuan yang ter-gantung di dahan pokok itu akhir-nya,</i>
Wasp REL PASS-hang at bough tree that final-3.SG

““The boy’s dog continued to bark at the wasp’s nest that hanged on a tree.”

(25)

Budak lelaki itu ter-duduk atas kepala rusa itu
Child male that PASS-sit above head deer that

“The boy that was sat on the deer’s head.”

In example (24) and (25), the prefix *ter-* is attached to the dynamic verbs *gantung* and *duduk* which mean hang and sit respectively. The affixation here marks passivity on the verbs which converts them into passives that modify the states of the subjects. It converts completed actions into adjectives. In example (24), *ter-gantung* is used to modify the state of the wasp’s nest which is “hanged on a tree”. Whereas, in example (25), *ter-duduk* modifies the boy that is “sat on the deer’s head”. In these constructions, as there is no expression of a dynamic event, only the internal arguments of the verbs, i.e. the themes, is involved (Soh, 1995). Thus, the perfective aspectual meanings can only be derived from the themes of the verbs.

The third general function of *ter-* is to convert verbs to abilitative expressions, which indicates one’s ability to perform that act (Chung, 2011). Though the use of *ter-* here is to express possibility and modality, aspectual reading can still be derived from the construction, as illustrated below:

(26)

Semasa budak lelaki itu ter-jumpa katak itu,
When child male the ABL-find frog the

“When the boy found the frog.”

In this example, *ter-* can function to show that “the boy is able to find”. Here, it refers to an action with perfective aspect, which means that the boy tried and was able to find the dog (Chung, 2011). Yet, it is suggested that on most occasions, abilitative *ter-* constructions provide an imperfective reading instead (Soh, 1995; Chung, 2011). Such

construction is not present from our data, so the following example is adapted from Soh (1995) to illustrate how imperfective reading is possible:

(27)

Ahmad ter-bawa buku yang berat itu.

Ahmad ter-carry book REL heavy that

“Ahmad is able to carry the book which is heavy.”

This construction offers an imperfective reading because it highlights Ahmad’s ability to carry a heavy book. Here, both the internal and external argument of the verb are obligatory to form grammatical construction but both arguments are delinked from their aspectual roles as they are referring to the ability in general so the expression is not eventive (Soh, 1995).

After reviewing the three major functions of the prefix *ter-*, it is important to note that on some occasions, the reading of *ter-* construction is not clear-cut. Taking (26) as an example, there is an ambiguity between the resultative and the abilitative reading. *Ter-jumpa* can be understood as “is able to find” when the sentence is taken out of context. But when the sentence is placed back into context, the interpretation of the function of *ter-* is different. This can be illustrated in the following example:

(28)

Semasa budak lelaki itu ter-jumpa katak itu,

When child male the RES-find frog the

Budak lelaki itu ter-jumpa anjing-nya telah

Child male the PST-find dog-his PRF

Meng-[k]ejut-kan

meN-sudden

“When the boy found the frog, the boy found his dog was surprised”

This shows that the sentence can be understood as “When the boy accidentally found the frog” or “When the boy is able to find the frog”. This ambiguity can be clarified with reference to the whole story or situation which provides more information to decode the function of the prefix *ter-*.

4.2.2.2. The Perfective Adverbs: sudah and telah

In Malay, because of its morphologically impoverished and analytic nature, some aspectual indicators are periphrastic (Mustaffa, 2018). For example, to indicate the perfect aspect in Malay, one can either use the auxiliary verb *sudah* or *telah*. Both of them are served as an indicator of a completed action at the time of speaking. The following will examine the two auxiliary verbs in turn with reference to our own data.

Sudah is an auxiliary verb which indicates a perfect aspect. It usually indicates a process of change or an event, followed by a resulting state where the subject concerned can either be animate or inanimate (Grangé, 2013). The process of change indicated by *sudah* can either be explicit or implicit. However, in our own data, we could only find examples of which the process of change are implicit. Here are the two examples extracted from two different interviewees while they were being asked how were their dreams differ from their current state.

(29)

Tetapi, saya punya cita-cita sudah ubah.
But, 1.SG have dream PRF change.

“But my dream has changed.”

(30)

Cita-cita saya sudah tukar.

Dream-dream 1.SG PRF change

“My dream has changed.”

It can be observed in (29) and (30), *sudah* encodes the perfect aspect and may be translated as ‘already’ in English. In these two sentences, the state is explicit. The interviewees’ dreams have already changed while the process of change remains implicit. Since the two interviewees did not explain how did their dreams change or in what way have their dreams changed, the state in this case thus cannot be labelled as a resulting state. In the opposite case, the state can only be considered as implicit and thus, as a resulting state when the process of change is explicit.

(31)

katak yang dalam botol itu sudah keluar.

frog REL in bottle that PRF exit.

“The frog in the bottle has exited.”

When *sudah* marks a dynamic verb, a perfect aspect is conferred to the verb (Grangé, 2010). In (31), the dynamic verb “exit”, as an activity (as opposed to achievement and accomplishment), is marked by *sudah*. The resulting state, in this case, is that at the moment of reference, we consider that the bottle is empty without the frog. In this case, the aspect marked by *sudah* is “perfect of result”.

For another auxiliary verb, *telah*, it also indicates the perfect aspect. However, in contrast to *sudah*, *telah* emphasizes the event itself rather than the resulting state or the consequences of a process (Grangé, 2010). The two sentences below are extracted from the description of the frog story by two different interviewees.

(32)

apabila dia telah ber-jumpa dengan pasangan-nya,
when 3.SG PRF ber-meet with partner-3.SG,
dia mahu mem-bina se-buah keluarga yang bahagia.
3.SG want meN-build one-CL family REL happy.

“when it had met with his partner, it wants to build a happy family.””

(33)

Budak itu telah ter-nampak katak yang telah di-tangkap oleh
child that PRF RES-see frog REL PRF PASS-catch by
Nya di dalam botol itu telah me-lari-kan diri dan hilang.
3.SG on In bottle that PRF meN-run self and lost

“The child saw the frog, which had been caught by him in the bottle, had escaped and was lost.

A perfect aspect is indicated when *telah* marks a dynamic verb. *Telah* indicates a perfect aspect rather than a perfective aspect because it constructed an uninterrupted interval between the event and the moment of reference, which cannot be embedded with other events in the meantime (Grangé, 2010). In (32) and (33), the moment of reference should be considered as “now/ current” which is the time when the interviewees were narrating the story. Therefore, in (32) and (33), when the two interviewees were narrating the story, no overlap should be considered between the events which happened in the story and the moment of which the interviewees were narrating the events.

Although both *sudah* and *telah* also indicate a perfect aspect. However, it can be inferred that *telah* is used to express the explicit neutrality of the speaker, who presents himself as objective and unconcerned by the event (Grangé, 2013). In (32) and (33),

the interviewees were treating themselves as a narrator of the frog story rather than considering themselves as part of the story i.e. treating themselves as one of the characters of the story and thus, used the auxiliary verb *telah* for describing what they could observe in the frog story instead of using *sudah*. However, in minority cases, such as in (31), *sudah* was also used in the description of the frog story. In our own data, *sudah* was mostly used by the interviewees when they were trying to explain their dream has changed or how does their current state or goal differ from their dream which involves the speaker's present. For example, in (29) and (30). Therefore, it may be possible to infer that *telah* is in most cases, confined to written/formal speech while *sudah* frequently appears when speaking of everyday life and involving the persons' present, therefore, often within an informal speech level (Grangé, 2010).

Moreover, *sudah* is tended to use in a sentence when it is referring to an event with a shorter time frame (Grangé, 2010). In some cases, a matter of years such as the two examples mentioned above when the interviewers were talking about their dream. In *telah* marked sentences, the time frame is almost eternal (Grangé, 2010). In some cases, this could be subjective, for example, although the story time advances only five minutes, these five minutes could seem like an eternity. However, it is still possible to draw a pattern that *sudah* is used with a relatively shorter period of time while *telah* is used in cases of a longer period of time.

4.2.2.3. The Sequential Conjunction: selepas

Apart from signifying the aspect of individual events, conjunctions can also be used to show temporal relations from which an aspectual reading of the event can be derived. *Selepas* is a conjunction in Malay which has a literal meaning of "after". The examples below illustrate how *selepas* is used to link two events by indicating their sequence of occurrence:

(34)

Selepas	<i>bilik</i>	<i>telah</i>		<i>di-cari,</i>			
After	room	PRF		PASS-search			
<i>Budak</i>	<i>itu</i>	<i>dan</i>	<i>anjing itu</i>	<i>cuba</i>	<i>cari</i>	<i>katak</i>	
child	that	and	dog that	try	search	frog	
<i>yang telah</i>		<i>hilang</i>	<i>itu</i>	<i>di</i>	<i>luar.</i>		
REL	PRF	lose	the	at	outside.		

“After the room had been searched, the boy and the dog tried to search for the frog that was already lost outside.”

(35)

Selepas	<i>itu</i>	<i>budak</i>	<i>lelaki</i>	<i>itu</i>			
After	that	child	male	that			
<i>Ke-luar</i>		<i>dari</i>	<i>tingkap</i>	<i>dan</i>	<i>mem-[p]eluk</i>	<i>anjing</i>	<i>itu.</i>
ke-outside		from	window	and	meN-hug	dog	that.

“After the boy came out from the window and hugged the dog.”

(36)

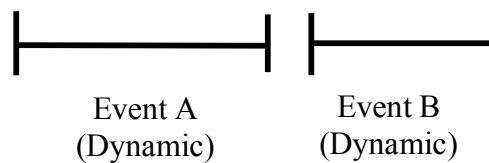
<i>Ada</i>	<i>sedikit,</i>	selepas	<i>ter-jatuh</i>	<i>ke</i>	<i>dalam</i>	<i>kolam tu,</i>	
Be	slightly	after	RES-fall	to	in	pool	that
<i>Budak</i>	<i>lelaki itu</i>	<i>ter-jumpa</i>	<i>satu</i>	<i>pohon</i>			
Child	male that	RES-find	one	tree			
<i>Pokok</i>	<i>yang</i>	<i>ter-jatuh</i>	<i>sebelah-nya,</i>	<i>dan...</i>			
Tree	REL	RES-fall	next-3.SG	and...			

“Later, after (he) fell into the pool, the boy found a tree that fell next to him, and...”

The above examples show that *selepas* is usually used in narrating dynamic events.

The three constructions above show that the position of *selepas* can be clause-initial or in-between two clauses. Nevertheless, it always indicates the temporal sequence of the

events regardless of their positions. By narrating the events of a story, the speaker is narrating a series of past events that had happened, thus, setting a past time frame. Therefore, in indicating the sequences of events, *selepas* always functions to give details of the context or background of the narrative. For example, (34) the boy and the dog searched outside the room, only because they had searched inside the room but failed to find the frog. Similarly, (36) indicates that the boy only saw the tree after he fell into the pool by accident. As the events narrated are consecutive, i.e. one event followed by another as shown in Fig. 2, it always delivers a perfective understanding of the events. In other words, through indicating the sequences of the actions, it expresses a perfective aspect of the verbs in which the actions are complete and bounded, and past tense is implied by default in narratives.



(37)

Dan mereka ber-main-main dengan katak yang

And 3.PL ber-play-play with frog REL

ter-jumpa tadi.

RES-find just.

“And they play with the frog that was just found.”

(38)

budak lelaki itu tadinya sedang men-cari katak

child male that just now PROG meN-search frog

di dalam se-buah lubang di pokok telah ter-jatuh

at in one-CL hole at tree PRF PST-fall

dari dahan

from bough

“The boy who was searching for the frog in a hole in the tree and he fell from the tree.”

Tadi is found in the relative clause of the sentences, functioning to modify the noun of the clause. *Tadi* carries the meaning “just now” whereas *tadinya* is an adverb derived from *tadi* which means “formerly”. They show respectively that the actions *terjumpa* “find” and *mencari* “search” occurred in the past and were terminated. Therefore, the temporal boundary of the event is highlighted, expressing an egressive aspect.

Example (37) and (38) illustrate that *tadi* and *tadinya* can co-exist with other aspectual markers in the same construction, namely *ter-* and *sedang* respectively to modify a verb. This adds an extra layer of aspectual interpretation on the action. In example (37), *ter-jumpa tadi* suggests that the action of finding the frog was unexpected and terminated, i.e. the action is accidental and egressive. Whereas in example (38), *tadinya sedang men-cari* suggests that the act of searching was progressive and had reached a termination, i.e. progressive and egressive.

Tadi, which highlights the terminal boundary of events like *selepas*, also signifies temporal relations between two events by indicating the sequences of actions. Here, it is important to note that the egressive aspect is different from the completive or perfect aspect, neither does it indicate completion of event nor the existence of a reference time (Yakpo, 2019). The example is shown below:

(39)

<i>bekas</i>	<i>kaca yang tadi</i>	<i>anjing itu</i>	<i>me-masuk-kan</i>
container	glass REL just now	dog that	meN-enter
<i>muka-nya</i>	<i>pecah semasa</i>	<i>ia jatuh ke</i>	<i>luar</i>
face-3.SG	break when	3.SG fall to	outside
<i>tingkap</i>			
window			

"The glass container which the dog put its face in just now broke when the dog fell out the window."

In example (39), *tadi* is used in the relative clause that describes the dog's action of putting its head into the glass container. The verb "put" is read as past tense by default as the action happened in the past. Yet, instead of indicating completion of the event or giving it a reference time, it extends beyond the terminal boundary to describe the occurrence of "breaking the container". To put it simply, it indicates that the act of *pecah* "break" occurs after the act of *memasukan* "enter" had reached its terminal boundary but it does not express the sense of completion.

4.2.3. Temporal Relations

There are some words we observed that may have a connection with representing time but are unable to be categorized under tense or aspect. Instead, they signify temporal relations between events, which indirectly reflects the aspect of the events.

4.2.3.1 Simultaneous Events: The Conjunction *semasa*

In this section, the expression of temporal relations in Malay will be discussed in terms of how it indirectly reflects the aspects of events. *Semasa* is found to be another way to signify the relationship of events in terms of time in Malay.

(40)

Semasa *saya* *kecil*,

When 1.SG small,

impian saya *adalah* *untuk* *menjadi* *se-orang* *penulis novel*

dream 1.SG be to meN-become one-CL writer novel

“When I was young, my dream was to become a novel writer.”

(41)

So, ***masa*** *saya* *kecil* *saya* *nak* *jadi* *doktor*.

So, when 1.SG small 1.SG want become doctor.

“So, when I was small, I wanted to become a doctor.”

The above examples are the responses when the speakers were asked about their childhood dreams. Looking at the temporal phrase, *semasa saya kecil* (“When I was small”), it has the structure of CONJ N ADJ. In example (40), *semasa* occupies the initial position of the adverbial clause, functioning as a conjunction which means “at the time when” and setting a past time-frame for the sentence, i.e when the speaker was small. In this case, it gives a past tense reading of the event of “want” by default. By comparing the structure of the temporal phrases in (40) and (41), we can see both phrases share the same structure, which suggests that *masa* is a contracted form of *semasa*, that is used in the colloquial speech.

In addition, the construction of example (41) indicates the simultaneity of the states. The two clauses indicate imperfective readings. The temporal clause indicates a state

in which the speaker is small, while the stative verb "want" in the main clause expresses the speaker's dream. When *semasa* is used as a conjunction in the sentence, it expresses the relationship between the two states by showing that they are simultaneous, i.e. co-occurring. *Semasa* is not only limited to the clause-initial position, but it can also be a conjunction that is positioned between two clauses as illustrated below:

(42)

<i>Sangat</i>	<i>kecewa</i>	<i>kerana</i>	<i>meng-hadap-i</i>	<i>banyak</i>
Very	disappointed	because	meN-face-APL	many
<i>dugaan</i>	<i>semasa</i>	<i>men-cari</i>	<i>katak yang hilang</i>	
Challenges	when	search	frog REL lost	

“(He is) very disappointed because he faced many difficulties when searching for his lost frog.”

In this example, *semasa* has the same function as it is in (40) and (41). The verb of the first clause is *hadap* “face” and that of the second clause is *cari* “search”. The two verbs are marked with *meN-*, which adds a progressive meaning to the verbs. Though the verbs of the two clauses are not stative but dynamic, like the verbs in (40) and (41), they all express the imperfective aspect. In this case, it indicates that the boy's journey to search for his frog and the process of him facing difficulties are simultaneous. In other words, *semasa*, again, functions to express simultaneity by connecting two imperfective events.

Other than illustrating simultaneity of imperfective events, *semasa* can also express incidence. In the following, the function of *semasa* will be discussed with reference to the temporal indication of the events.

(43)

Anjing itu sedang ber-main dengan

Dog that PROG BER-play by

tempat penyengat itu

Place wasp that

Semasa budak lelaki itu ter-jumpa katak itu,

When child male the PST-find frog the

“The dog was playing by the place with wasp when the boy found the frog.”

(44)

semasa mereka tidur, katak tu ter-lepas.

when 3.PL sleep, frog that PASS-escape.

“When they were sleeping, that frog escaped.”

In example (43), *semasa* expresses the temporal relation between a perfective action (i.e. *terjumpa* “found”) and an imperfective action (i.e. *sedang bermain* “playing”). Both “find” and “play” are dynamic verbs and their aspectual readings are conveyed through the use of other temporal markers or adverbs. *Jumpa* is marked with the prefix *ter-*, which suggests that the action is accidental, thus conveying a perfective aspect. On the other hand, the adverb *sedang* suggests that *bermain* is progressive, thus imperfective. This construction expresses that the duration of “playing” includes the time of “found”, i.e. it illustrates “time-inclusion” (Flora & Hasan, 2012). This temporal relation is illustrated by fig.3.

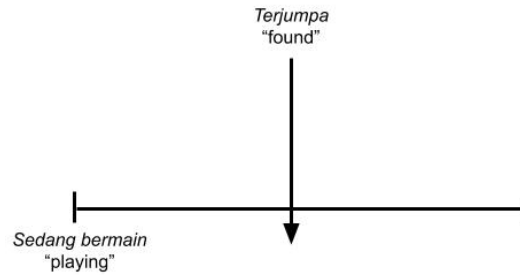


Fig. 3 - Temporal relation indicated by *semasa* in example 7a

Similarly, in example (44), *semasa* shows that the escape happened within the process of them sleeping. In this case, the prefix *ter-* attaches to *lepas* and then marks a perfective meaning. Though *tidur* is unmarked, it can be deduced from the context and the function of *semasa* that *tidur* is imperfective. These two examples show that *semasa* can also be used to illustrate incidence with reference to another imperfective event to indicate temporal relations.

5. Discussion

5.1. The Lack of Morphological Temporal Marking on Verbs

From the above, several tense and aspectual prefixes are identified to convey temporal meanings on verbs. Yet, the usage of these affixes is limited, most of the verbs exist in bare forms and do not convey any temporal meanings, i.e. unmarked with tense and aspect. This echoes with the previous literature in which it is proposed that the verbs in Malay do not obligatorily convey tenses and/or aspects, especially to indicate past time (Musgrave, 2013; Tadmor, 2005). Most of the verbs, without indication of temporal meanings, are assumed to denote time in a general sense, and therefore, present tense is often assumed and used in translation (Li & Thompson, 1981). For example,

Semasa *saya kecil,*
 Current 1.SG small,
impian saya adalah untuk menjadi se-orang penulis novel.
 dream 1.SG be for meN-become one-CL writer novel.
 “When I was young, my dream was to become a novel writer.”

Adalah is translated as the verb “to be” and the second part of the sentence independently is translated as “my dream is to become a novel writer”. Yet, the adverbial clause *semasa saya kecil* indicated that the dream is not current, so *adalah* should be translated as “was” in this case. In addition, in example (10), *jumpa* is translated as “find” and *akan* is an auxiliary verb that indicates future tense, i.e. equivalent to “will” in English. Thus, the verb phrase is translated as “will find”. This shows that the indication of temporal meaning is usually expressed outside the verbs. Verbs, when taken out of contexts, are assumed to refer to general time unless temporality is inferred contextually or semantically.

In order to set temporal frames for the events or actions, Malay relies on lexical markings to indicate time and status. To compensate for the lack of morphological features on the verb, events’ positions in time are marked outside the verbs, usually by adverbs or verbs (Omar, 1968; Dietrich, Klein, and Noyau, 1995). In addition, calendrical references can also function to set time frame in Malay but it is not shown in our data (Omar, 1968). In example (15), *sekarang* is a temporal adverb that indicates the present, i.e. the time of speaking, so *buat* is translated as “do” with reference to the speech time. These inferences can be complicated in indicating past events. For example in (24), the literal translation of *jatuh* is “fall”. In the same sentence, *semasa* conveys the meaning of “at the time when something occurred”, which is similar to “when” in English. In the previous clause, *tadi* meaning “just now”. It highlights the termination of an event which is similar to the particle *joh2* 㗎 in Cantonese which

indicates an egressive aspect. It does not show if the event time is in the past or present, but expresses perfective implication of the event or action.

Furthermore, as verbs in Malay are not inherent with tense, aspects are categorized in prototypical oppositions, namely perfective and imperfective, where past perfect, present imperfective, for instances, do not exist (Sew, 2016). In other words, tense and aspect in Malay have to be considered separately in Malay. In example (15), *sedang* indicates the progressive aspect so that *berdiri* (stand) is translated as “(be) standing”. In this sentence, as there is no indication of past or future time. When it is translated into English, present tense is used because the speaker sees the picture as a current event. However, the aspectual emphasis here is the continuous state of the action “stand”. In this case, tense can only be implied by the context. This illustrates that, unlike English, tense and aspect in Malay are expressed separately through the use of affixes, lexical markings, calendrical references, semantic and/or contextual inferences.

5.2. Ambiguous Interpretation of Time Conveyed at Surface Level

Unlike English, temporal meanings in Malay are not expressed through inflectional markers but are inferred through the use of auxiliary verbs, particles and/or the context (Loftie, Salleh & Kardir, 2015; Omar, 2000; Tadmor, 2005; Rost, 1885). This makes it difficult to give an absolute interpretation of the sense of time expressed in a sentence due to the ambiguity and subjectivity incurred in both production and comprehension of speech. In other words, the indication of temporal and aspectual information in Malay is context-dependent, thus allowing the same expression to have multiple interpretations.

Looking into example (19b), *sudah* is an adverb that conveys a sense of completion and termination in time (Minde & Tjia, 2002). However, it can also be used to indicate a state that an activity has just begun, similar to “already” in English (Gonda, 1954; Musgrave, 2013). Thus, *sudah* only expresses the perfective aspect but does not give any hint on tense. As there is no hint of the reference time, the meaning of *sudah* can only be understood with reference to the context. In this sentence, it is indicated that the change has occurred and the speaker is referencing to her present condition so present perfect tense is the closest equivalent in the English translation. This is one of the examples that illustrate the importance of context in signifying temporal meanings.

Furthermore, some adverbs in Malay can be put in different syntactic positions and give similar meanings which allow variation in translation. For example, when the adverb *sedang* is placed between the subject and the verb, it signifies the progressive aspect. This is illustrated in example (17) and (18). However, Musgrave (2013) suggested that when *sedang* is placed at the beginning of a clause, it can function like the English conjunction *while* which functions to link two events that occur at the same time. It is suggested that Malay allows dual lexical entries and in this case, *sedang* can be a function word to indicate temporal relation or an aspectual adverb. The distinction between temporal and aspectual indicators is ambiguous. Thus, like Chinese, Indonesian, Japanese, and Korean, the interpretation of Malay is dependent on the

context and the syntactic construction so that the ambiguity can be allowed and tolerated (Hinkel, 1997).

6. Limitations

In order to prompt colloquial responses with as many temporal indications as possible, interview questions are set with reference to various time frames. Nevertheless, the questions are set based on the tense and aspect in English, which may undermine temporal expressions in Malay. On top of that, though the questions are made as conversational as possible, it is still inevitable for the participants to be aware of their language usage, thus responses elicited tend to be more formal and less colloquial.

Also, narrative responses are subjective and open-ended so huge variation exists even though the same set of interview materials were used. From our data, some interviewees gave code-mixed responses. It is uncertain that if the other language alters the way they express time and aspect in Malay. Due to the variation within the pool of data collected, it is difficult to identify patterns of tense and aspect marking. In addition, the sample size (n=10) is too small to generalize the results.

Lastly, when the experiment was conducted, the environment might not be comfortable and natural enough for the subjects to give the most naturalistic data we were looking for. The Colloquial Malay might not be acquired as a consequence. The above limitations point to a need for a larger group of interviewees covering various language backgrounds and age groups and Malay-medium interviews under a more natural environment to come up with a more comprehensive study.

7. Conclusion

Malay is an aspect-prominent language which has minimal tense marking on verbs. Yet, as the concept of time is one of the basic expression of meanings, Malay has its own way to represent temporality. Various indicators that perform the function of tense

and aspects are found and discussed in the previous sections. There are two main characteristics highlighted in the discussion. The first characteristic is that there is a lack of morphological temporal marking on verbs since Malay relies more on lexical and sentential inferences to indicate time and aspect. Affixes, auxiliaries and adverbs are more often to be used to give contextual information that reflects the temporality of events. Another characteristic is the ambiguity in the interpretation of time reflect at literal level. There may be multiple interpretations for the same expression as dual lexical entry is allowed. In order to interpret and understand the representation of time in Malay, it is important to rely on the context which eliminates ambiguity.

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Appendix 1: Interview Questions

Hi! We are Linguistics students from The University of Hong Kong. We are doing a project on Malay and we need to interview the people in Malaysia. In the following time, we are going to show you a series of pictures that tell the story of a frog. Within the story, we may ask you some questions that are related to the story. We will ask questions in English and please answer in Malay.

Task 1: Question

- 1) (P.4 of the story) Please tell me what you see in this picture.
- 2) (P.4 of the story) What do you think the boy will do?
- 3) (P.24 of the story) If you were the boy, how would you feel?
- 4) (P.24 of the story) What do you think will happen next?
- 5) (P.30 of the story) How would you describe the boy's journey to find his frog?
Why?

Task 2: Question

- 1) I believe everyone has a dream. Like mine was (being a singer). So, what was your dream when you were young?
- 2) How does your current goal differ from your childhood dream? Are you happy with your current state? Why?
- 3) Will you do anything to reach your goal in the future?
or
Will you set up another goal in the future?

Appendix 2 Transcript: Subject 1 (Ahmad)

Task 1

Q1

Se-ekor anjing di-atas katil ber-sama saya.
one-CL dog PASS-on bed ber-common 1.SG.

“A dog is on top of the bed (with) me together.”

Q2

Sedang ber-fikir di-mana katak-nya meng-hilang.
PROG ber-think PASS-where frog-3.SG meN-lost.

“Thinking where his frog is disappeared.”

Q3

Okay. Saya rasa kelakar.

Okay. 1.SG feel funny.

“Okay. I think funny”.

Q4

Mungkin saya akan jumpa dengan katak yang saya cari.
Maybe 1.SG will find with frog REL 1.SG

search.

“Maybe I will find with (the) frog that I am searching.

Q5

Saya rasa katak itu sedang men-cari
1.SG feel frog that PROG meN-search
pasangan dan apabila dia telah ber-jumpa dengan
partner and when 3.SG PRF ber-meet with
Pasangan-nya, dia mahu mem-bina se-buah keluarga
partner-3.SG, 3.SG want meN-build one-CL family
yang bahagia.
REL happy.

“I think the frog was searching for a partner and when it had met with his partner, it wants to build a happy family.”

Task 2

Q1

Saya mahu men-jadi se-orang doktor.
1.SG want meN-become one-CL doctor.

“ I want to be a doctor.”

Q2

Ya, saya gembira kerana saya dapat
Yes, 1.SG happy because 1.SG can
meng-ajar apa yang telah saya pel-ajar-i semasa
meN-teach what REL PRF 1.SG pel-learn-i during
sarjana muda.
bachelor degree.

“Yes, I am happy because I can teach what that I have learned during (my) bachelor’s degree.”

Q3

Saya ingin me-lanjut-kan pel-ajar-an sehingga ke peringkat

1.SG want meN-pursue-kan pel-learn-an up to level

doktor falsafah.

doctor philosophy.

“ I want to pursue study up to the doctoral level/ PhD.”

Appendix 3 Transcript: Subject 2 (Arina)

Task 1

budak lelaki itu sedang tidur atas katil bersama anjing-nya dan
child male that PROG sleep on bed together dog-3.SG and
katak yang ber-ada di dalam bekas kaca di tepi katil
frog REL ber-be on in container glass at side bed
Budak lelaki itu sedang cuba me-lari-kan diri
Child male that PROG try meN-run self

“The boy was sleeping on his bed with his dog. The frog in the glass container beside the bed was trying to escape.”

Q1

ke-esok-an pagi-nya budak lelaki itu bangun dan
ke-tomorrow-an morning-3.SG child male that wake up and
sedar yang katak-nya sudah ti-ada
realize REL frog-3.SG PRF NEG-exist
budak lelaki ter-sebut cuba men-cari katak yang telah
child male PASS-mention try meN-search frog REL PRF
hilang itu.

lost that

“The next morning, the boy woke up and realized that his frog was gone. The aforementioned boy tried to search for the lost frog.”

Q2

Budak lelaki itu men-cari katak itu dalam salah
child male that meN-search frog that in of the
satu dari kasut-nya manakala anjing-nya ter-masuk-kan
one from shoe-3.SG while dog-3.SG RES-put-kan

kepala ke-dalam bekas kaca yang semalam-nya mem-punya-i
 head to-in container glass REL yesterday-3.SG mem-possess-APL
katak itu budak lelaki itu men-jerit, men-cari
 frog that child male that meN-scream meN-search
katak-nya melalui tingkap bilik-nya
 frog-3.SG through window room-3.SG
anjing-nya ke-hilang-an balance dan ter-jatuh ke
 dog-3.SG ke-lost-an balance and RES-fall to
luar tingkap
 outside window

“The boy searched for the frog in one of his shoes while his dog put its head into the glass container that contained the frog last night. The boy shouted in search of his frog through the window. His dog lost its balance and fell outside the window.”

budak lelaki itu ber-lari ke-luar dari rumah untuk
 child male that ber-run to-outside from house to
Men-dapat-kan anjing-nya
 meN-get dog-3.SG

“The boy ran out of his house to get his dog.”

bekas kaca yang tadi anjing itu me-masuk-kan
 container glass REL just now dog that meN-enter
muka-nya pecah semasa ia jatuh ke luar
 face-3.SG break when 3.SG fall to outside
tingkap
 window

"The glass container which the dog put its face in just now broke when the dog fell out the window."

budak lelaki itu dan anjing-nya masih lagi sedang men-cari
 child male that and dog-3.SG still again PROG meN-search
katak yang hilang itu mereka ber-jalan ke arah
 frog REL lost that 3.PL ber-path to direction
hutan yang berdekatan dengan rumah budak lelaki itu
 forest REL nearby with house child male that

"The boy and his dog are still looking for the lost frog. They walk to the forest nearby the boy's house."

anjing budak lelaki itu meny-alak ke se-buah sarang lebah
 dog child male that meN-bark to one-CL nest bee
yang ter-gantung di dahan pokok manakala budak lelaki itu
 REL PASS-hang at bough tree while child male that
men-cari katak-nya di dalam lubang tikus
 meN-search frog-3.SG at in hole rat

"The boy's dog barks at a beehive that is hung on the branches of a tree while the boy is searching for his frog in a rat's hole."

anjing budak lelaki itu terus meny-alak ke sarang
 dog child male that continue meN-bark to nest
Tebuan yang ter-gantung di dahan pokok itu akhir-nya,
 Wasp REL PASS-hang at bough tree that final-3.SG
sarang tebuan ter-sebut ter-jatuh dari dahan
 nest wasp PASS-mention RES-fall from bough
itu dan lebah-lebah ter-sebut mengejar anjing budak lelaki
 that and bee-bee PASS-mention chase dog child male
itu budak lelaki itu tadinya sedang men-cari katak
 that child male that just now PROG meN-search frog
di dalam se-buah lubang di pokok telah ter-jatuh
 at in one-CL hole at tree PRF PST-fall
dari dahan se-ekor burung hantu ke-luar
 from bough one-CL bird spirit to-outside
Meng-[k]ejar budak lelaki itu
 meN-chase child male that

“The boy’s dog continued to bark at the wasp’s nest that hanged on a tree. At last, the wasp’s nest fell from the branches and the bees chased the boy’s dog. The boy who was searching for the frog in a hole in the tree and he fell from the tree. An owl came out and chased the boy.”

Seterusnya, budak lelaki itu memanjat sebuah tunggul
 Next, child male that climb CL stump
dan masih lagi men-jerit men-cari katak-nya yang hilang
 and still again meN-yell meN-search frog-his REL lose
kemudian, seekor rusa datang dan budak lelaki itu
 afterwards, one-CL deer come and child male that
memanjat ke atas kepala rusa itu
 climb to above head deer that

“The boy climbed a stump and was still shouting in search of his lost frog. Afterwards, a deer came and he climbed onto its head.”

rusa itu ber-lari ke arah gaung di hujung hutan
 deer that ber-run to direction chasm on end forest
dan men-jatuh-kan budak lelaki yang ber-ada di atas
 and meN-fall child male REL ber-be at above
Kepala-nya itu budak lelaki itu dan anjing-nya,
 head-3.SG that child male that and dog-3.SG,
dua-dua jatuh ke dalam gaung di dalam gaung itu ada
 two-two fall to in chasm at in chasm that be

sebuah kolam mereka ber-dua jatuh ke dalam
 CL pool 3.PL ber-two fall to in
kolam akibat Rusa ter-sebut
 pool result deer PASS-mention

“The deer ran towards the chasm at the end of the forest and dropped the boy who was on its head. Both the boy and his dog fell into the chasm. In the chasm there was a pool. They both fell into the pool because of that deer.”

Q3

sangat kecewa kerana meng-hadap-i banyak

very disappointed because meN-face-APL many

dugaan semasa men-cari katak yang hilang

challenges when search frog REL lost

“(He is) very disappointed because he faced many difficulties when searching for his lost frog.”

Q4

budak lelaki itu akan men-jumpa lebih banyak halang-an

child male that will meN-find extra many stop-an

“The boy will face more obstacles.”

budak lelaki itu memanjat se-batang balak yang tua dan telah

child male that meN-climb one-CL log REL old and PRF

men-jumpa-i-nya kataknya

meN-find-APL-3.SG frog-3.SG

“The boy climbed an old log and found his frog.”

Note: “menjumpainya kataknya” is ungrammatical

katak itu sedang ber-diri bersama pasangan-nya dan

frog that PROG ber-stand joint spouse-3.SG and

anak-anak-nya

son-son-3.SG

“The frog is standing with his wife and sons.”

budak lelaki itu kemudian meng-ambil salah satu
 child male that afterwards meN-take of the one
daripada anak katak itu dan me-lambai
 from child frog that and meN-wave
Sebelum pergi semula ke rumah-nya
 before go again to house-3.SG

“Afterwards, the boy took one of the baby frogs and waved before returning to his house.”

Q5

per-jalan-an budak lelaki itu untuk men-cari semula
 per-path-an child male that to meN-search again
katak-nya mem-punya-i banyak halang-an
 frog-3.SG meN-possess-i many stop-an

“The boy’s journey to search for his frog had many obstacles.”

Task 2

Q1

Semasa saya kecil,
 When 1.SG small,
impian saya adalah untuk menjadi se-orang penulis novel
 dream 1.SG be to meN-become one-CL writer novel

“When I was young, my dream was to become a novel writer.”

Q2

impian saya semasa kecil sangat berbeza
dream 1.SG when small very different
dengan impian yang saya mem-punya-i sekarang
with dream REL 1.SG meN-possess-APL now
impian saya sekarang ia-lah untuk berjaya dalam apa
Dream 1.SG now is-EXCLAM for ber-successful in what
Saja.... Apa sahaja... apa saja yang saya cuba untuk
Only what only ... what only REL 1.SG try to
laku-kan
do-kan

“My childhood dream is very different from the dreams I have now. My dream now is to be successful in whatever I try to do.”

saya tidak ber-puas hati dengan keadaan saya
1.SG NEG ber-satisfied liver with situation 1.SG
Sekarang kerana saya rasa impian saya tidak
now because 1.SG feel dream 1.SG NEG
mem-[p]uas-kan apa yang saya mahu dalam hidup saya
meN-satisfied-kan what REL 1.SG want in life 1.SG

“I am not satisfied with my situation now because I think my dream does not satisfy what I want in my life.”

Q3

ya saya akan coba sedaya upaya untuk

yes 1.SG will try all effort for

memastikan pilihan dalam hidup saya ada-lah

ensure choice in life 1.SG is

pilihan yang akan mem-[p]uas-kan saya pada akhir-nya

choice that will meN-satisfied-kan 1.SG at end-ADV

“Yes, I will try my best to make sure that choices in my life are choices which will satisfy me in the end.”

Appendix 4 Transcript: Subject 3 (Chee Wah)

Task 1

Q1

*Dalam gambar ni, katak yang dalam botol itu sudah
In picture this, frog REL in bottle that PRF
Keluar, dan lelaki dan anjing itu sedang men-cari katak
Exit, and male and dog that PROG meN-search frog
Ter-sebut*

PASS-mention

"In this picture, the frog that was in the bottle has escaped. The man and the dog are searching for that frog."

Q2

*Saya rasa, budak lelaki itu akan men-cari katak itu-lah
1.SG feel, child male that will meN-search frog that-EXCLAM*

"I think the boy will search for that frog."

Q3

*Kalau saya ada-lah budak lelaki ni, saya akan rasa letih,
If 1.SG have-EXCLAM child male this, 1.SG will feel tired,
Penat, dan juga takut.*

Exhausted, and also afraid.

"If I were the boy, I would be tired, exhausted, and scared."

Q4

Saya rasa saya akan jumpa katak ter-sebut yang saya

1.SG feel 1.SG will find frog PASS-mention REL 1.SG

Nampak dalam bilik saya.

See in room 1.SG

“I think I will see the frog that I saw in my room.”

Q5

Dalam pelancongan budak lelaki itu, saya rasa dia meng-hendaki

In tourist-an child boy that, 1.SG feel 3.SG meN-want-APL

Katak itu sebagai kawan dia, dan akhir-nya, dia

Frog that as friend 3.SG, and end-ADV, 3.SG

Meng-[k]etahui bahawa katak ter-sebut sebenar-nya

meN-ke-know-APL REL frog PASS-mention real-ADV

mem-punyai keluarga Dia sendiri.

meN-have-APL family 3.SG own.

““In the boy’s tour, I think he wants the frog to be his friend, and he finally knows that the frog actually has his own family. “

Sebab dalam gambar atau komik ini,

Because in picture or comic this,

Kita nampak katak itu ada isteri atau suami, dan juga

3.PL see frog that have wife or husband, and also

ada beberapa anak yang dalam satu keluarga

Have some child REL in one family

“Because in this picture or comic, we see the frog got a wife or husband and also some children which is one family.”

Task 2

Q1

Bila saya kecil lagi, saya ingin men-jadi se-orang polis

When 1.SG small again, 1.SG want meN-become one-CL police

“When I was small, I wanted to be a police.”

Q2

Cita-cita saya sudah tukar, dan pel-ajar-an saya

Dream-dream 1.SG PRF change, and pel-learn-an 1.SG

Telah ber-ubah, dan saya telah ambil kursus bahasa

PRF ber-change, and 1.SG PRF take course language

Dan Linguistik. So, itu-lah perbezaan antara

And Linguistics. So, that-EXCLAM per-difference-an between

Cita-cita saya dengan kursus saya dan juga cita-cita

Dream-dream 1.SG with course 1.SG and also dream-dream

Saya apabila saya kecil lagi. So, per-beza-an-nya agak

1.SG when 1.SG small again. So, per-difference-an-DET quite

Besar-lah begitu.

big-EXCLAM very.

“My dreams have changed and my education has changed. I took Language and Linguistics courses. So, that is different between my dreams and my courses and my dreams when i was small. There is a huge difference.”

Q3

<i>Mesti-lah</i>	<i>saya</i>	<i>akan</i>	<i>buat</i>	<i>sesuatu</i>	<i>untuk</i>
must-EXCLAM	1.SG	will	do	something	to
<i>Men-capai</i>		<i>matlamat</i>	<i>atau</i>	<i>tujuan</i>	<i>saya,</i>
meN-accomplish-APL		goal	or	aim	1.SG,
<i>tetapi sampai</i>	<i>tahap</i>	<i>sekarang</i>	<i>masih</i>	<i>dalam</i>	
but	till	stage	Now	still	in
<i>buat pelan. Maksud-nya,</i>	<i>tak</i>	<i>nampak-lah</i>	<i>sampai</i>	<i>gol</i>	
do	slow.	intention-DET, NEG	see-EXCLAM	reach	goal
<i>ter-sebut</i>					
PASS-mention					

“I must do something to accomplish my goal in the future but until the current stage, the progress is still slow. I mean, reaching the goal is not foreseeable yet.”

Appendix 5 Transcript: Subject 4 (Ian)

Task 1

Q1

Budak itu sedang tidur, atas katil dia ada anjing
Child that PROG sleep, on bed 3.SG have dog
dan katak dia cuba lar-kan diri. Pada pagi hari-tu
And frog 3.SG try run-kan self. In morning day-that
budak itu menge-tahu-i bahawa katak-nya
Child that meN-know-APL REL frog-3.SG
telah lari-kan diri.
PRF run-kan self.

“The child was sleeping on his bed. He has a dog and a frog tried to escape. In the morning, the child knew that his frog has ran away.”

Q2

Saya rasa budak itu akan cari balik katak dia-lah
1.Sg feel child that will search return frog 3.SG-EXCLAM

“I think the child will look for his frog.”

Budak itu sedang mem-[p]akai pakai-an dan anjing dia
child that PROG meN-wear wear-an and dog 3.SG
sedang ber-main kut.
PROG ber-play maybe.

“The child is putting on clothes and his dog seems to be playing.”

Budak itu sedang men-jerit dari tingkap dia dan
 Child that PROG meN-scream from window 3.SG and
Anjing Dia ter-jatuh dari tingkap itu.
 Dog 3.SG RES-fall from window that.

“The child was yelling from his window and his dog fell from the window.”

Budak itu meny-[s]elamat-kan dan men-dukung anjing itu.
 Child that meN-save-kan and meN-carry dog that.

“The child saved and carried the dog.”

Budak itu sedang men-jerit untuk men-cari balik
 child that PROG meN-scream to meN-search return
katak dia saya rasa.
 Frog 3.SG 1.SG feel.

“The child is yelling to find his frog, I think.”

Pokok lebah sarang semut sarang labah. Depan dari
 Tree bee nest ant nest spider. Front from
sarang-nya budak itu di-gigit oleh sesuatu haiwan.
 nest-DET child that PASS-bite by something animal.

“Tree. Bee nest. Ant nest. Spider. The child was bitten by an animal in front of the nest.”

Sarang lebah telah ter-jatuh dari pokok itu
 Nest bee PRF RES-fall from tree that
budak itu telah men-[p]anjat pokok dan masih
Child that PRF meN-climb tree and still
lagi men-cari katak-nya.
 Again meN-search frog-3.SG.

“The bee nest had fallen from the tree. The child had climbed up the tree and is still searching for his frog.”

Tiba-tiba se-ekor burung hantu ter-keluar
 Arrive-arrive one-CL bird spirit RES-outward
dan lelebah sedang terbang ke arah
 And bee PROG fly to direction
tuju anjing itu.
 Point dog that

“Suddenly, an owl came out and bee was flying towards the dog.”

Burung hantu men-[k]ejar budak itu, budak itu masih
 Bird spirit meN-chase child that, child that still
men-jerit untuk men-cari katak dia dan
 meN-scream to meN-search frog 3.SG and
tiba-tiba se-ekor rusa muncul.
 Arrive-arrive one-CL deer appear.

“(The) owl is chasing the child, the child is still yelling to look for his frog and suddenly a deer appears.”

Budak itu tidak sengaja ber-ada di-atas badan

child that NEG intentional ber-have PASS-on body

rusa itu semasa rusa itu cuba me-lari-kan diri.

Deer that when deer that try meN-run-kan self

“The child was on the deer (unintentionally) when the deer tries to escape.”

Tiba-tiba rusa itu ber-henti dan anjing itu

arrive-arrive deer that ber-stop and dog that

ter-jatuh ke dalam tasik.

RES-fall to in lake

“Suddenly, the deer stopped and the dog fell into the lake.”

Q3

Saya akan berasa sedih tetapi saya tidak akan

1.SG will feel sad but 1.SG NEG will

men-cari katak itu sebab mungkin saya akan

meN-search frog that because maybe 1.SG will

membeli katak yang baru

Buy frog REL new

“ I will be sad but I will not search for the frog because I will probably buy a new one.”

Q4

Saya rasa dia akan men-cari balik katak dia-lah.

1.SG feel 3.SG will meN-search return frog 3.SG-EXCLAM

Rupa-rupa-nya dia men-[t]emui katak dia tetapi

face-face-ADV 3.SG meN-discover frog 3.SG but

katak dia telah juga men-[t]emui ke-kasih-nya. Rupa-nya katak

Frog 3.SG PRF also meN-discover ke-love-3.SG. face-ADV frog

ini ada keluarga-lah

That have family-EXCLAM

“I think he will be searching for his frog. Turns out, he finds the frog but the frog has also found his love ones. Apparently, the frog has (its) family.”

Q5

Situasi budak itu agak men-[t]arik sebab walaupun

situation child that quite meN-force because though

Situasi budak itu sedang me-lalui dia masih

Situation child that PROG meN-through 3.SG still

menetap men-uju arah untuk men-cari katak-nya,

meN-stay meN-direct direction for meN-search frog-3.SG,

saya rasa dia tidak mudah putus asa untuk

1.SG feel 3.SG NEG easy break hope to

men-cari katak-nya

meN-search frog-3.SG

“The boy’s situation is quite arbitrary because despite the situation that he is going through, he is still going to search for his frog. I think he will not easily give up in finding his frog.”

Task 2

Q1

Semasa saya kecil, impian saya ada-lah
When 1.SG small, dream 1.SG have-EXCLAM
men-jadi se-orang doktor tetapi saya
meN-become one-CL doctor but 1.SG
me-rasa-i impian untuk men-jadi doctor itu
meN-feel-APL dream to meN-become doctor that
bukan cita-cita saya, saya sedang bel-ajar Bahasa
NEG dream-dream 1.SG, 1.SG PROG bel-learn language
Jepun dan linguistik so saya rasa saya
Japan and Linguistics so 1.SG feel 1.SG
lebih suka bidang ini.
More like field this.

“When I was small, my dream was to become a doctor but I felt becoming a doctor is not my ambition. I am learning Japanese and Linguistics and I think I prefer this field more.”

Q2

Saya amat puas hati pada situasi saya sekarang.
1.SG very satisfied heart with situation 1.SG now

“I am very satisfied with my situation now.”

Q3

Saya akan mem-buat apa-apa untuk men-capai impian saya.
1.SG will meN-do what-what to meN-reach dream 1.SG.

“I will do anything to achieve my dream.”

Appendix 6 Transcript: Subject 5 (Jenny)

Task 1

Q1

Katak itu sudah me-lari-kan diri daripada cawan itu.

Frog that PRF meN-run-kan self from cup that.

“The frog had escaped from the cup”

Q2

Saya rasa dia akan pergi cari katak itu yang me-lari-kan diri

1.SG feel 3.SG will go search frog that REL meN-run self

“I think he will look for the frog that escaped.”

Q3

Saya akan rasa meng-[k]ecewa-kan sebab tidak dapat men-cari

1.SG will feel meN-disappoint because NEG able meN-search

katak itu dan kena banyak perkara yang tidak baik.

Frog that and catch many thing REL NEG good.

“I will be disappointed because I am not able to find the frog and get caught up in many bad things.”

Q4

Saya rasa dia akan terus men-cari katak itu lagi.

1.SG feel 3.SG will continue meN-search frog that again.

“I think he will continue looking for the frog again. “

Q5

Saya rasa dia sangat ber-usaha untuk men-cari-kan katak
1.SG feel 3.SG very ber-effort to meN-search frog
itu walaupun dia meng-hadap-i banyak masa-lah
that though 3.SG meN-face-APL many time-EXCLAM
dan tidak dapat cari tapi dia terus ber-usaha.
and NEG can search but 3.SG continue ber-effort

“I think he tried his best to search for the frog. Though he faced many troubles and still cannot find (it), he keeps trying.”

Task 2

Q1

Semasa saya kecil, saya rasa saya nak men-jadi-kan
When 1.SG small, 1.SG feel 1.SG want meN-become
cikgu untuk meng-ajar murid-murid.
teacher to meN-educate student-student.

“When I was small, I wanted to become a teach to teach students.”

Q2

Sekarang walaupun saya bel-ajar Bahasa cina
Now though 1.SG bel-learn *Language Chinese*
tapi saya rasa saya sudah yang saya nak
but 1.SG feel 1.SG PRF REL 1.SG want
jadi saya tak nak jadi cikgu lagi
So 1.SG NEG want become teacher again

“Though I am learning Chinese now and I felt that I want (it) so I no longer want to become a teacher.”

Ya, betul saya sekarang gembira sebab bel-ajar
 Yes, true 1.SG now happy because bel-learn
banyak benda yang saya tidak tahu sebelum
 Many thing REL 1.SG NEG know before
ini dan cikgu-cikgu semua baik dan ajar
 That and teacher-teacher all good and teach
kita banyak benda
 1.PL many thing

“Yes. I am happy now because I have learnt learn many things that I did not know in the past. Teachers are good and (they) teach us many things.”

Q3

Ya, saya rasa saya akan ber-usaha lagi dan
 Yes, 1.SG feel 1.SG will ber-effort again and
untuk men-dapat-kan hadapan saya yang lebih ceria
 For meN-able forward 1.SG REL more happy

“Yes, I think I will try again so that I will be happier in the future.”

Appendix 7 Transcript: Subject 6 (Jia Cheng)

Task 1

Pada satu malam,

At one night,

“At one night,”

Ada se-ekor katak telah di-tangkap oleh se-orang

Be one-CL frog PRF PASS-catch by one-CL

Budak dan se-ekor anjing sedang men-[t]engok pada-nya.

Child and one-CL dog PROG meN-see at-3.SG

“a frog was caught and a dog was looking at it.”

Semasa budak itu katak itu cuba untuk me-lari-kan

When child that frog the try to meN-run-KAN

Diri dar botol yang men-[t]angkap-nya.

Self from bottle REL meN-catch-3.SG

“When the child frog tried to escape from the bottle that caught it.”

Pada hari kedua,

On day second

“On the second day,”

Q1

Budak itu telah ter-nampak katak yang telah di-tangkap oleh

child that PRF RES-see frog that PRF PASS-catch by

Nya di dalam botol itu telah me-lari-kan diri dan hilang.

3.SG on In bottle that PRF meN-run self and lost

“The child saw the frog, which had been caught by him in the bottle, had escaped and was lost.

Q2

Budak itu akan men-cari katak itu semula.

Child that will meN-search frog that again

“The child will search for the frog again”

Pada mulanya budak itu men-cari katak itu dari baju-nya

At first child the meN-search frog that from shirt-3.SG

Dan anjing itu cuba men-[t]engok botol itu ada tak katak itu,

And dog that try meN-see bottle that be NEG frog that

“At first, the child is searching for the frog from his shirt and the dog tried looking into the bottle, the frog was not there.”

Masih ada dalam botol itu.

Still there in bottle that

“Still in the bottle.”

Selepas bilik telah di-cari,

After room PRF PASS-search

Budak itu dan anjing itu cuba cari katak

child that and dog that try search frog

yang telah hilang itu di luar.

REL PRF lose the at outside

“After the room had been searched, the boy and the dog tried to search for the frog that was already lost outside.”

Semasa anjing itu men-cari katak itu,

When dog that meN-search frog the

“While the dog was searching for the frog”

Anjing itu tidak berhati, ter-jatuh dari tingkap.
 Dog that NEG careful, RES-fall from window
 “The dog was careless, fell down from window.”

Selepas itu budak lelaki itu
 After that child male that
Ke-luar dari tingkap dan mem-[p]eluk anjing itu.
 ke-outside from window and meN-hug dog the
 “After the boy came out from the window and hugged the dog.”

Tidak lama lagi,
 NEG long more
 “Not much longer,”

Mereka ber-jalan sampai satu tempat yang
 3.PL ber-path arrive one place REL
Pandang-an amat cantik.
 conceive-an very beautiful
 “They walked up to a very beautiful place.”

Tiba-tiba-nya,
 arrive-arrive-ADV
 “Suddenly,”

Mereka ber-jalan sampai satu hutan dan
 3.PL ber-path arrive one forest and
Mereka ter-jumpa tempat sengit.
 3.PL RES-find place fierce
 “They walked up to a forest and they found a fierce place.”

Di bawah pokok itu,
At down tree that

“Down under the tree,”

Budak lelaki itu masih cuba men-cari katak yang
Child male that still try meN-search frog REL

Mungkin ber-ada di dalam lubang itu.
Maybe BER-be at in hole that

“The boy was still trying to search for the frog that might stay in the hole.”

Pada masa yang sama,
At time the same

“At the same time,”

Anjing itu sedang ber-main dengan
Dog that PROG BER-play by

Tempat penyengat itu.
Place wasp that

“The dog was playing by the place with wasp.”

Semasa budak lelaki itu ter-jumpa katak itu,
When child male the RES-find frog the

“When the boy found the frog.”

Budak lelaki itu ter-jumpa anjing-nya telah
Child male the PST-find dog-his PRF

Meng-[k]ejut-kan penyengat yang
meN-sudden wasp REL

Ber-ada di atas pokok itu.

BER-be on above tree that

“The boy found his dog was surprised by the wasp that was on the tree.”

Selepas tempat tinggal penyengat itu ter-jatuh,

After place stay wasp the RES-fall

“After wasp’s net fell,”

Budak lelaki itu me-lari-kan diri dan anjing-nya

Child male the meN-run self and dog-3.SG

Masih ber-ada dekat sana.

Still BER-be near there

“The boy escaped and his dog was still nearby.”

Budak lelaki itu men-[t]anjak[an] ke satu lubang pokok itu

Child male that meN-climb to one hole tree that

Untuk meny-[s]elamat-kan diri dari gigit penyengat.

For meN-save self from bite wasp

“The boy climbed up to the tree hole to save himself from the bite of the wasp.”

Tetapi ada se-ekor burung meng-hala-kan budak lelaki itu.

But have one-CL bird meN-direct child male that

“But there was a bird directing the boy.”

Dan penyengat itu sedang mem-buru budak lelaki itu.

And wasp the PROG meN-hunt child male the

“And the wasp was hunting the boy.”

Pada yang sama,

At REL time

“At that time,”

Anjing itu masih di-buru oleh penyengat itu.

Dog that still PASS-hunt by wasp that

“The dog was still being hunted by the wasp.”

Budak itu cuba men-jerit untuk men-dapat-kan tolong...

Child that try meN-scream for meN-get help

Dan se-ekor rusa ke-luar dari hutan.

And one-CL deer ke-outside from forest

“The child tried yelling for help and a deer came out from the forest.”

Budak lelaki itu ter-duduk atas kepala rusa

Child male that PASS-sit above head deer

itu untuk meny-[s]elamat-kan budak lelaki itu.

That for meN-save child male that

“The boy that was sat on the deer’s head. (The deer) save the boy.”

Dan tiba-tiba,

And arrive-arrive

“And suddenly”

Rusa itu ber-henti dan lelaki itu ter-jatuh

Deer that BER-stop and male that RES-fall

Dari kepala-nya ke bawah bukit.

From head-3.SG to down hill

“The deer stopped and the man fell from his head down the hill.”

Q3

Akhir-nya, budak lelaki itu ter-jatuh ke hutan dan dalam hutan
End-ADV child male that RES-fall to forest and in forest
itu ada kolam dan budak itu juga ter-jatuh ke dalam
that have pool and child that also RES-fall to in
kolam itu.

pool that

“Finally, the boy fell into the forest and there was a pool in the forest and the child also fell into the pool.”

Ada sedikit, selepas ter-jatuh ke dalam kolam tu,
Be slightly after RES-fall to in pool that
“Later, after (he) fell into the pool,”

Budak lelaki itu ter-jumpa satu pohon
Child male that RES-find one tree
Pokok yang ter-jatuh sebelah-nya, dan...
Tree REL RES-fall next-3.SG and

“The boy found a tree that fell next to him, and...”

Q4

Rusa atau penyengit itu akan men-cari mereka.
Deer or wasp that will meN-search 3.PL

“The deer or the wasp will find them.”

Semasa mereka me-lari-kan diri,
When 3.PL meN-run self

“While they were escaping,”

Mereka ter-jumpa dua ekor katak,

3.PL RES-find two CL frog,

“They found two frogs,”

Dan mereka ber-main-main dengan katak yang

And 3.PL ber-play-play with frog REL

ter-jumpa tadi.

RES-find just

“And they play with the frog that was just found.”

Q5

Ada-lah satu per-jalan-an yang sangat banyak

Be-EXCLAM one PER-path-an REL very many

ke-malang-an dan sangat men-[t]arik,

Ke-unfortunate-an and very meN-interest

“It was a journey that was of many accidents and very intriguing.”

Dan tidak akan di-lupa.

And NEG will PASS-forget

“And will not be forgotten.”

Kenang-an yang sangat susah di-lupa.

recollect-an REL very hard PASS-forget

“It is unforgettable.”

Task 2

Q1

Cita-cita *aku* *me-rupa-kan* *men-jadi* *se-orang* *cikgu.*
dream-dream 1.SG meN-show meN-become one-CL teacher

“My dream is to become a teacher.”

Apabila *aku* *rasa* *sedih,* *aku* *akan* *ya.*
When 1.SG feel sad 1.SG will EXCLAM

“When I feel sad, I will...”

Q2

Aku *ber-puas* *hati* *dengan* *kehidupan* *sekarang* *kerana*
1.SG BER-satisfied heart with life now because

Aku *dapat* *bel-ajar* *yang* *apa* *aku* *suka.*

1.SG can bel-learn REL what 1.SG love

“I’m satisfied with life now because I can study what I love.”

Q3

Aku *akan* *bel-ajar* *ber-sungguh-sungguh* *untuk* *men-dapat-kan*
1.SG will BEL-learn BER-indeed-indeed for meN-get

Pelbagai *peluang* *untuk* *meny-[s]ampai-kan* *cita-cita* *aku.*

Various opportunities for meN-achieve dream-dream 1.SG

“I will study hard to get various opportunities to reach my dreams.”

Appendix 8 Transcript: Subject 7 (Kar Eng)

Task 1

Q1

Apa yang saya dapat lihat daripada gambar ni ada-lah,
What REL 1.SG can see from picture this be-EXCLAM,
pada zaman dahulu, ada se-orang budak
at times ancient, have one-CL child
Lelaki, dia mem-punya-i se-ekor anjing
male, 3.SG meN-have-APL one-CL dog
dan juga se-ekor katak.
and also one-CL frog.

“What that I can see from this picture is, a long time ago, there was a boy who had a dog and also a frog.”

Q2

Apabila dia me-rasa-i katak itu sudah hilang, saya
When 3.SG meN-feel frog that PRF lose, 1.SG
Rasa budak lelaki itu akan pergi cari.
think child male that will go search.

“When he knows the frog has disappeared, I think the boy will go and search for it.”

Q3

Jika saya me-rupa-kan budak lelaki itu, saya akan rasa sedih
If 1.SG meN-face child male that, 1.SG will feel sad
dan kecewa, dan juga takut, kerana dia
and disappointed, and also scared, because 3.SG
meng-hadap-i pelbagai halang-an,
meN-face-APL various stop-an,

dan dia juga meng-hadap-i kem-[h]alang-an

and 3.SG also meN-face kem-stop-an

Seperti jatuh ke dalam kolam.

such as fall to in pond.

Akhir-nya, dia pun tak dapat cari katak-nya.

Eng-ADV, 3.SG also NEG can search frog-3.SG.

“If I were the boy, I would be sad, disappointed, and scared because he faced various obstacles and accidents, like falling into the pond. But he still could not find his frog at last.”

Q4

Saya rasa, budak itu akan balik ke rumah dengan anjing-nya.

1.SG feel, kid that will return to home with dog-3.SG.

“I think the kid will return home with his dog.”

Q5

Saya rasa, per-jalan-an budak lelaki untuk men-cari katak-nya

1.SG feel, per-path-an child male for meN-search frog-3.SG

ada-lah amat tidak ber-tuah tetapi dia juga bel-ajar

be-EXCLAM very NEG ber-luck but 3.SG also bel-learn

sesuatu.

something.

“I think the boy’s journey to search his frog is very unlucky but he also learns from it.”

Kerana dia meng-hadap-i pelbagai ke-sukar-an,

Because 3.SG meN-face-APL various ke-difficult-an,

tetapi dia tak ada putus asa, dia terus cari,

but 3.SG NEG be give up, 3.SG keep search,

dan akhir-nya dia dapat cari dia punya katak.
 and end-ADV 3.SG can search 3.SG own frog.

“Because he faces various difficulties, but he does not give up, he keeps searching, and finally he is able to find his frog.”

Task 2

Q1

Saya ber-cita-cita untuk men-jadi se-orang
 1.SG ber-dream-dream to meN- become one-CL

Guru sejak kecil.
 teacher since small.

“I have had the ambition to become a teacher since young.”

Q2

Saya rasa apa yang saya buat sekarang tak ada jauh
 1.SG think what REL 1.SG do now NEG be far
daripada saya punya cita-cita sejak kecil. Tetapi, saya punya
 from 1.SG have dream-dream since little. But, 1.SG have
cita-cita sudah ubah. Saya nak jadi cikgu, dan
 dream PRF change. 1.SG want become teacher, and
Sekarang saya bel-ajar Bahasa Cina,
 now 1.SG bel-learn Language Chinese,
Tetapi saya sudah tidak nak ber-cita-cita untuk jadi
 But 1.SG PRF NEG want ber-dream-dream to become
guru
 teacher.

“I think what I am doing now are not far from what I have dreamed since small. But, my dream has changed. I want to become a teacher and now I am learning Chinese, but I already have no ambition to become a teacher.”

Cita-cita saya sudah ubah.

Dream-dream 1.SG PRF change.

Tetapi apa yang saya sekarang buat memang sesuai

But what that 1.SG now do really suitable

dengan cita-cita saya.

with dream-dream 1.SG.

“My dreams have changed. But what I am doing now is really suitable with my ambition.”

Q3

Saya rasa saya akan meng-ubah-kan sasaran saya.

1.SG think 1.SG will meN-change-kan target 1.SG.

Dahulu saya nak men-jadi guru, tetapi sekarang saya

Before 1.SG want meN-become teacher, but now 1.SG

Lebih Ingin men-jadi se-orang wartawan.

More want meN-become one-CL journalist.

“I think I will change my target. Before, I wanted to become a teacher, but now I want to become a journalist more.”

Appendix 9 Transcript: Subject 8 (Nabilla)

Task 1

Q1

Katak tu hilang

Frog that lost

“The frog (is) lost.”

Q2

Budak lelaki tu erkejut pastu dia akan

Child male that shocked after that 3.SG will

Cari-lah katak tu

search-EXCLAM frog that

“The boy is shocked. After that, he will find the frog.”

Q3

Saya rasa men-jengkel-kan, penat, kalua saya tak cari kut

1.SG feel meN-annoying, tired if 1.SG NEG search maybe

katak tu, saya beli yang baru.

frog that, 1.SG buy REL new.

“I feel annoyed and tired. If I cannot find the frog, I may buy a new one.”

Q4

Saya rasa budak lelaki tu akan give up nak cari katak tu.

1.SG feel child male that will give up want search frog that

“I think the boy will give up searching for the frog.”

Q5

Per-jalan-an budak tu nak cari katak susah sebab
per-path-an child that want search frog difficult because
banyak halang-an, dia jumpa macam-macam haiwan,
Many stop-an, 3.SG find like-like animal
tapi kenapa dia nak katak tu juga,
but why 3.SG want frog that also
bukan katak tu pergi jumpa family dia ke,
NEG frog that go find family 3.SG to
saya rasa per-jalan-an dia agak
1.SG feel per-path-an 3.SG quite
Meny-[s]ukar-kan dia nak cari katak tu, tapi saya
meN-difficult 3.SG want search frog that but 1.SG
Tak tahu kenapa dia nak juga cari katak tu
NEG know why 3.SG want also search frog that
Padahal Dia boleh beli katak baru
Although 3.SG can buy frog new

“The boy’s journey to find the frog is difficult because (there are) many barriers. He finds various animals though he wants to find the frog but does not (know) the frog goes to find his family. His journey to find the frog was difficult, I do not know why he still looked for the frog given that he could buy a new one.”

Task 2

Q1

Saya punya dream anggan-anggan masa saya kecil, saya nak
1.SG possess dream idea-idea when 1.SG small, 1.SG want
Jadi supermodel maybe, ah sebab saya
Become supermodel maybe, EXCLAM because 1.SG

Suka fashion and saya rasa saya cantik

Happy fashion and 1.SG feel 1.SG pretty

“I had a dream when I was small, I wanted to be a supermodel because I like fashion and I think I am pretty.”

Q2

Saya rasa berbeza-lah, yang sekarang ni goal dengan

1.SG feel different-EXCLAM, REL now this goal with

masa dulu,

time former,

“I think my goal now is different with that in the past”

sekarang ni saya dah apa yang saya belajar tu jauh

now this 1.SG PRF what REL 1.SG bel-learn that far

daripada apa yang saya cita-cita-kan dulu,

from what REL 1.SG dream-dream-kan Former,

“What I have been learning is far from what I dreamt in the past”

sebab dulu nak jadi supermodel, sekarang

because former want become supermodel now

saya punya pengajian, saya saya ambil ekonomi,

1.SG possess studies, 1.SG 1.SG take economy

“Because I wanted to be a supermodel in the past but now I am studying, I take economy.”

Maybe ah masa kecil saya tu just anggan-anggan,

Maybe EXCLAM when small 1.SG that just idea-idea

Saya belum ber-fikir dengan matang lagi untuk

1.SG not yet ber-think with mature again to

mem-[f]ikir-kan masa depan saya.

meN-think time front 1.SG.

“Maybe when I was small, I am just daydreaming, I did not think maturely so I did not think for my future.”

So dia agak berbeza dengan apa yang saya

So 3.SG quite different with what REL 1.SG

Impi-kan sekarang

Dream-kan now

“So it is quite different with what my dream now.”

Q3

Ya, saya gembira dengan apa yang saya lalui ,

Yes, 1.SG happy with what REL 1.SG through

Sekarang sebab saya lebih matang dan course yang

Now because 1.SG more mature and course REL

saya ambil tu luas dan saya boleh masuk apa-apa

1.SG take that broad and 1.SG can enter what-what

bidang pekerjaan untuk mem-beri peluang

domain work to meN-give chance

yang cerah dalam hidup saya

REL fair in alive 1.SG

“Yes, I am happy with what I am going through now because I am more mature now and a course that I took which is broad. And I can work in any domain to have the chance to live out my dreams.”

Q4

Ya saya akan laku-kan apa sahaja untuk saya capai goal

Yes 1.SG will manner-kan what only to 1.SG achieve goal

Saya tu tapi saya ada rancangan yang lain andai kata

1.SG that but 1.SG have plan-an REL different if say

Saya tak boleh capai goal saya yang ni,

1.SG NEG can achieve goal 1.SG REL this

Ada jalan lain untuk capai goal saya,

Have path different to achieve goal 1.SG

I mean saya set goal yang banyak-lah tak ter-tunggu

1.SG mean 1.SG set goal REL many-EXCLAM NEG PASS-wait

Kepada satu sahaja

To one only

“Yes. I will do anything to achieve my goal. Though I have other plans if I cannot

achieve my goal. I mean I set a goal that is not delayed.”

Appendix 10 Transcript: Subject 9 (Nigel)

Task 1

Q1

Dalam gambar ini,

In picture this

“In this picture,”

Kat atas katil nampak seseorang budak dengan

Near on bed see one boy with

Anjing dia pastu muka dia nampak macam sedih

Dog 3.SG after that face 3.SG look like sad

Sebab katak dia dah hilang.

Because frog 3.SG PRF lose

“A boy was on the bed with his dog. He looked sad because he had lost his frog.”

Tidur dah hilang dah katak dia.

Sleep PRF lost PRF frog 3.SG

“(He) slept and had lost his frog.”

Dia tak-tahu katak dia gi mana,

3.SG NEG-know frog 3.SG where

“He did not know where his frog is.”

Pastu dia macam dia risau.

After that 3.SG like 3.SG worried

“So, he was worried.”

Aku rasa budak tu gi cari katak tu
 1.SG feel boy that PROG search frog that
sebab dia suka katak tu.
 Because 3.SG like frog that

“I think the boy is looking for the frog because he likes the frog.”

Kalau aku budak tu, mungkin aku rasa macam sedih
 If 1.SG boy that, maybe 1.SG feel like sad
ah,

EXCLAM

“If I am the boy, I may feel so sad.”

Sebab dah macam ter-jatuh dan pastu
 Because PRF like RES-fall and after that
Masuk Air pulak tu,
 Enter water EXCLAM the

“because it had already fallen into the river”

So macam baju semua mesti basah macam
 So like blouse all must wet like
Basah rasa tak selesa,
 wet feel NEG comfortable

“so all the shirts are wet and uncomfortable,”

Macam tak nice lah.
 Feel NEG nice EXCLAM

“does not feel good”

Kalau basah-basah macam tu.
 If wet-wet like that

“if it is wet like that.”

Lepas, dah turun air tu,
 Lastly, PRF down water that,

“Lastly, it had fallen into the water”

Mungkin budak tu akan rasa macam,
 Maybe boy the will feel like

Tempat ni dia akan jumpa katak dia kut.
 Place this 3.SG will meet frog 3.SG maybe

“maybe the boy will feel like, he may meet his frog here.”

Katak biasa tinggal tempat-tempat yang air ade sikit
 Frog usually live place-place REL water have little

Macam yang cetek.
 Like REL shallow

“Frog usually lives in places with little and shallow water.”

Aku rasa budak kecil tu semangat dia nak cari
 1.SG feel boy little that spirit 3.SG want search

Katak yang dia simpan tu memang tinggi,
 Frog REL 3.SG save that so extremely

“I think the little boy wanted to look for his frog that he wanted to save so hard.”

Sebab dia macam dia dah-lah kecil pastu
 Because 3.SG like 3.SG PRF-EXCLAM small after that
Takde Siapa ikut dia bawak anjing dia je.
 NEG who follow 3.SG bring dog 3.SG EXCLAM

“Because he likes it since he is little and not his dog who follows him.”

So, saya rasa budak tu memang berani.
 So, 1.SG think boy that so brave

“So I think the boy is very brave.”

Lepastu, lagi satu budak tu semangat tinggi nak cari katak tu.
 And, again one boy that spirit extremely want search frog that.

“and once again, the boy really wants to look for the frog.”

Then, tapi mungkin dia punya jalan nak cari katak tu
 Then, but maybe 3.SG has path want search frog that
Mungkin bahaya sikit sebab dia jumpa macam-macam binatang.
 Maybe danger little because 3.SG find like-like animals

“Then, maybe his way to look for the frog is a bit dangerous because he found various animals.”

Dia jumpa lebah, dia jumpa rusa pastu dia jatuh
 3.SG find bee 3.SG find deer after that 3.SG fell
dalam air mungkin ade ular dalam air tu tapi
 in water maybe have snake in water that but
takde.

NEG

“He found a bee, he found a deer that he fell into water, but maybe not a snake in the water.”

So, akhir-nya dia jumpa katak dia itu.
 So, end-ADV 3.SG find frog 3.SG that

“So, he finally found his frog.”

Task 2

Q1

Cita-cita saya bila saya kecil ni ,
 dream-dream 1.SG when 1.SG small this

“My dreams when I was small,”

Nak jadi se-orang scientist.
 Want to be one-CL scientist

“I want to be a scientist”

So bila kecil ni suka ah tengok orang buat
 So when small this love EXCLAM look people do
Benda-benda science,
 thing-thing science

“So when I was small, I love watching people doing science.”

Macam duduk kat makmal,

Like sit near lab

“like sitting in lab”

Buat potion semua, nampak macam nice ah.

do potion all look like nice EXCLAM

“making all the potions, looked nice.”

Q2

Lepas habis tingkatan three, masuk aliran akaun, so

After finish form three, enter school accounting so

macam dari tu cita-cita nak jadi scientist

Like from that dream-dream want to be scientist

Tu tapi apply class science tapi takthat .

That but apply class science but NEG

dapat

can

“After finishing form 3, (I) entered accounting school, so since then, my dream of becoming a scientist cannot be achieved”

So, ter-paksa stay kat akaun tu so start dari sana

So RES-force stay near accounting that so start from there

Dah habis.

PRF complete

“so, I was forced to stay in accounting so I had started from there.”

Tingkatan four dan five dah tukar-lah
 Form four and five PRF change-EXCLAM

cita-cita,
 dream-dream

“Dreams have changed in form 4 and 5,”

Tak-nak jadi scientist nak jadi benda lain.
 NEG-want to be scientist want to be thing different

“do not want to be a scientist, to be something else”

Q3

Sekarang ni saya rasa sangat gembira sebab dah
 Now this 1.SG feel very happy because PRF

Dapat masuk university sebab tak sangka
 Can enter university because NEG thought

Boleh masuk university,
 Can enter university

“I am very happy now because I was able to enter university because I did not expect to enter university,”

Pastu masuk University Malaya yang tak pernah
 After that enter university malaya REL NEG ever

Sangka boleh masuk university ter-baik kat Malaysia
 Thought can enter university ter-good near Malaysia

ni.
 this.

“Going to University of Malaya is something I’ve never thought of.”

So, *saya memang happy ah.*
 So, 1.SG surely happy EXCLAM
 “So, I am very happy.”

Q4

Untuk capai cita-cita saya,
 To achieve goal-goal 1.SG
 “To achieve my goals,”

Mungkin saya akan coba kerja keras semua,
 Maybe 1.SG will try work hard all
 “maybe I’ll try my best”

Ber-buat buat baik dengan orang,
 ber-do do good with people
 “To be good with people”

Sentiasa ingat Tuhan ber-doa semua dan harap-lah
 Always remember God BER-pray all and hope-EXCLAM
Apa yang saya buat ni cukup untuk sampai atau
 What REL 1.SG do this enough to arrive or
Dapati Cita-cita saya.
 find dream-dream 1.SG
 “always remember god, pray for all, and hope what I do can lead me to my dreams”

Appendix 11 Transcript: Subject 10

Task 1

Q1

Katak tu anjing, budak lelaki tu...
Frog that dog child male that
ada satu... binatang bela-an.
have one animal look after-an
dan binatang bela-an tu ialah se-ekor katak.
and animal look after-an that be one-CL frog
and bila dia orang tidur,
and when 3.SG people sleep,
semasa mereka tidur, katak tu ter-lepas.
when 3.PL sleep, frog that PASS-escape.
“That boy has a frog and dog as pets. When they were sleeping, that frog escaped.”

Q2

Macam dalam first grade,
Like in first grade,
Dalam masa first page,
in when first page,
Nampak macam budak tu suka kat katak tu.
See like child that like near frog that
So mungkin budak tu akan cari katak tu.
So maybe child that will search frog that
“As in the first page, the child seemed to like the frog. So, maybe the child will search for that frog.”

Q3

Saya bimbang sebab tak tahu mana katak tu pergi,
1.SG worry because not know where frog that go

Tapi at the same time,

but at the same time,

Rasa macam leceh juga sebab nak kena
feel like troublesome also because want incur

go through, nak kena cari melalui semua benda ni,

go through, want incur search through all thing this

just untuk cari satu katak.

just to search one frog.

“I would be worried because I do not know where the frog went. At the same time though, I’d feel like it’s troublesome too, because I’d have to go through all of that just to look for one frog.”

Q4

Saya rasa budak tu akan terus cari katak tu.
1.SG feel child that will continue search frog that

“I think the child will continue to look for that frog.”

Q5

<i>Macam</i>	<i>journey</i>	<i>this</i>	<i>boy,</i>	<i>quite,</i>	<i>macam</i>	<i>panjang,</i>
Like	journey	this	boy,	quite,	like	long
<i>Macam</i>	<i>banyak</i>	<i>benda</i>	<i>yang</i>	<i>dia</i>		
like	many	thing	REL	3.SG		
<i>kena</i>	<i>lalui</i>	<i>hanya</i>	<i>untuk</i>	<i>cari</i>	<i>katak</i>	<i>tu. I think,</i>
incur	through	only	to	search	frog	that. I think,
<i>saya</i>	<i>rasa,</i>	<i>journey</i>	<i>tu,</i>	<i>satu,</i>	<i>dia</i>	<i>panjang,</i>
1.SG	feel,	journey	that,	one	3.SG	long
<i>Tapi</i>	<i>at the same time,</i>	<i>rasa-nya</i>	<i>budak</i>	<i>tu,</i>		
but	at the same time,	feel-3.SG	child	that		
<i>macam</i>	<i>nampak</i>	<i>boleh</i>	<i>nampak</i>	<i>mana,</i>		
like	see	can	see	where		
<i>that</i>	<i>katak</i>	<i>tu,</i>	<i>belongs</i>	<i>in</i>	<i>the</i>	<i>nature,</i>
that	frog	that,	belongs	in	the	nature,
<i>tempat</i>	<i>dia</i>	<i>memang</i>	<i>di</i>	<i>nature,</i>		
place	3.SG	actually	on	nature		
<i>tapi...</i>	<i>tu</i>	<i>lah,</i>	<i>saya</i>	<i>tak</i>	<i>faham</i>	<i>kenapa</i>
but ...	that	EXCLAM	1.SG	NEG	understand	why
<i>Dia</i>	<i>ambil</i>	<i>juga</i>	<i>katak</i>	<i>tu.</i>		
3.SG	take	also	frog	that		

“The boy’s journey is quite long and he has to go through a lot of things only to find that frog. I think the journey, firstly, it’s long. At the same time, the child can probably see that the frog belongs to nature. That’s the thing, I do not know why he took the frog too.”

Task 2

Q1

Masa saya kecil, saya ter-ingin nak jadi doktor,

When 1.SG small, 1.SG PRF-want want become doctor,

Tapi tak jadi. Tapi, it doesn't happen.

But NEG become. But, it doesn't happen.

So, masa saya kecil saya nak jadi doktor,

So, when 1.SG small 1.SG want become doctor,

Saya nak jadi pakar bedah, dan saya nak

1.SG want become expert dissect, and 1.SG want

Ada banyak duit untuk sara keluarga saya.

Have many money for livelihood family 1.SG

“When I was a kid, I wanted to become a surgeon, but it didn’t happen. So when I was young, I wanted to be a surgeon and wanted to have a lot of money to provide for my family.”

Q2

Yes. *Dia lain sebab sekarang saya*
Yes. 3.SG different because now 1.SG
dalam bidang bahasa dan bukan-nya
in domain language and NEG-ADV
dalam bidang perubatan, tapi saya
in domain medical, but 1.SG
lebih bahagia dan lebih happy sekarang,
more blissful and more happy now
sebab saya lebih suka bahasa
because 1.SG extra happy language
daripada saya suka bidang sains.
than 1.SG happy domain science

“Yes, it is different because now I am in the field of language and not medicine, but I am happier now because I like language more than science.”

Q3

Tak, saya tak boleh buat apa-apa kut.

NEG, 1.SG NEG can to make anything maybe

Sebab, saya nak jadi doktor,

Because, 1.SG want become doctor

Tapi sekarang saya tengah bel-ajar bahasa,

but now 1.SG middle bel-learn language,

dan tak ada kena-mengena pun,

and NEG have incur-concern also,

bidang tak ada kena-mengena,

domain NEG have incur-concern

so saya tak boleh buat apa-apa kut.

So 1.SG NEG can to make anything maybe

“No, I probably cannot do anything about it. Because I wanted to become a doctor, but now I am in the middle of studying language. It has nothing to do with medicine. So I probably can’t do anything.

Appendix 12 List of Abbreviations

1	First person
3	Third person
ABL	Abilitative mood marker
APL	Applicative marker
ADV	Adverbial suffix
CL	Classifier
DET	Determiner
EXCLAM	Exclamation
NEG	Negation
REL	Relativizer
SG	Singular
PASS	Passive
PL	Plural
PRF	Perfective
PROG	Progressive