

Malay Locative Constructions for Static and Dynamic Spatial Relations

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1. Abstract

Malay is an Austronesian language spoken widely in Malaysia. An experiment employing 'Frog Story' pictures, photos showing objects' positions and clips displaying movement of mankinds was conducted to elicit locative constructions in Malay. This report is showing that Malay adopts general locative, goal-oriented, source-oriented and path-oriented prepositions. Static positions are also configured in Malay through 4 strategies: verbless, copula, postural and resultative complement constructions. As for movement-related motion verbs, Malay displays all features fitting into satellite-framed, verb-framed and equipollent languages.

2. Introduction

Spatial relations denote the relationships between objects and space. Such relationships can be expressed in language in different levels of detail. The use of particular words and configurations of words may exclude illogical possibilities of location, at the same time, imply specific regions or points; while at other times, little detail except a mere element of existence is described of an object. Such varied amounts of information conveyed in language is further complicated by the contrast of static and motion events. Languages can have widely dissimilar systems for expressing components of motion, namely the element of motion, manner, path and direction of the motion. In Malay, these components are expressed by the combinations of locative prepositions and motion verb. This essay looks mainly at these two primary constituents of locative constructions in Malay. A research on Malay speakers' use of vocabulary and grammar to communicate spatial relations was conducted in the form of interview. Patterns and structures are identified in the data and presented with relevant theories for extensive discussion.

3. Theoretical Background

In the earliest work from Talmy (1978), Figure and Ground has been discussed as the key in describing spatial relations. Others such as Langacker (1986) proposed trajector and landmark to analyze spatial relations. These views constituted basic theories for locatives in the field of cognitive semantics. In subsequent discussions, Source-Path-Goal schema has

been suggested by Lakoff, & Johnson (1999), and Linguists took the schema as an indicator to measure locatives in different languages, particularly for adposition constructions. For instance, Jackendoff (1983) showed the two kinds of bound paths by using preposition. He presented the Source paths as preposition 'from' and Goal path as the preposition 'to'. Others such as Nam (1995) did semantic typology of English locatives. Apart from that, 'Image Schema' is also introduced to account the preposition in order to understand the representation of locative construction in human languages. As discussed in "*The Body in the Mind*", schema falls between 'abstract propositional structures', and 'particular concrete images' (Johnson, 1987). As such, linguists form connections between abstract linguistics locative elements and how they are presented in the human mind. They established a much clear ground for static and motional events for linguistics discussion. This type of schema representation can also be found in subsequent discussion in literature about Malay (Chung, 2013; Chung, 2004).

In terms of animated events, Tamly (2000) separated languages into two distinct categories, namely verb-framed languages and satellite-framed languages. Specifically, he concerned the lexicalization of different languages and how they represent the motion, whether it is path-incorporating or path being expressed in another elements. Other researches extended the categorization further by adding equipollent-framed languages (Slobin, 2004), in which each elements are expressed by respective verbs, such as in Cantonese.

For static verbs, Ameka and Levinson (2007) have provided a taxonomy for the framework for basic locative construction (BLC), i.e.

Type 0	No verb in basic locative construction
Type 1	Single locative verb <ul style="list-style-type: none"> • copula • locative verb
Type 2	A small contrastive set of locative verbs (3-7) <ul style="list-style-type: none"> • postural verb • ground space indicating verb
Type 3	Multi-verb positional verbs (9-100)

However, this existing research has put a large focus on the number of verbs of some kind in the inventory of a language yet has minimally focused on the nature of verbs.

On the other hand, the research done by Durst-Anderson (2011) has conjured a taxonomical semantic distinction between existence-focused verbs and position-focused verbs. Their difference lies largely in that existence focus languages prefer to use a copula to denote the unspecified or general existence of an object while position focus languages prefer to employ positional verbs. In spite of being similar typological classification to that of Ameka and Levinson (2007), this framework focuses more on the semantic nature of verbs employed for locative constructions.

Further on these two classifications, Ng (2014) suggested that they both assume that there are a dominant structure exhibited in one language yet it is perfectly logical that a language can illustrate dominance towards two or even three types. As a matter of fact, we can consider type 0 as a very extreme example of existence focus language while type 3 can be viewed as the type to its opposite tip on the existence-focus continuum. Here we therefore focus more on the strategies of positional construction, such as verbless, copula, postural and resultative complement, exhibited in the data to avoid a rigid taxonomy of locative construction.

The current research took the typological review of locative construction from the work of Kofi (2017), as the framework of analysis, since the review provided a clear distinction on syntactic category of locatives, which is comprehensive and sufficient for examining the locative construction of Malay. Specifically, relator nouns, locative preposition, and serial verb construction will be analyzed and discussed.

4. Methodology

Our study employs picture and clip elicitation to extract relevant information about the target language. To match the research purpose, participants were asked to indicate both static and dynamic spatial relations. Their answers were recorded by phone in an attempt to do the translation and analysis.

Picture elicitation is separated in two parts, frog story and spatial indication. 5 pictures are used from the story book "Frog, Where Are You?" written by (Mercer. 1969). It shows both static (e.g. be located at) and motion events (e.g. fall down from the rock) and participants will be asked to describe the picture as a whole. The test serves as a hybrid of both relations, since participants need to make own judgement when answering the questions. After that,

spatial indication task will be presented to test the static and exact location of an object (phone is on the table). Six photos are custom-designed, which targets at simple locative construction of the language. Particularly, we made a few slightly different photos to represent a more complex spatial relation. For instance, two photos identify the same spatial relation, but differ in terms of the depth of the container, which may lead to certain variations in some languages. Following the picture elicitation, clips have been used for testing dynamic spatial relations. These clips were selected in two criterions. First, they must encompass different directions to depict a dynamic situation. Second, they are typologically different from one another, such that Goal-oriented, Source-oriented and Path-oriented locatives can be tested. In the light of naturalness of the data, participants were encouraged to speak, without much consideration on the politeness of their speech. Apart from that, a gloss has to be made in order to translate the language into meaningful data accurately. Two dictionaries are therefore used including GLOSBE and Oxford Malay.

In the present study, 8 participants are involved. They were chosen in a random basis. However, it should be noted that not all participants are native Malay speakers. Some of them are bilinguals and they do speak fluent Malay. Individual variation may occur as the difference between economic and cultural background. In the briefing section, participants were asked about their respective language background.

5. Data & Analysis

In the following section, a list of locatives in Malay will be reviewed. All of them are extracted from our data and they demonstrate a significant effect in expressing spatial relations. In describing and analyzing spatial relations in this essay, a few key terms are adopted from and used in line with *Unity in diversity* Yakpo (2017).

'Figure' refers to the entity in place or in motion.

'Ground' refers to a spatial reference point for the location or motion of the Figure.

'Place' refers to a Ground when the Figure is static.

'Source' refers to a Ground that is the starting point ('from the house') of a motion.

'Goal' refers to a Ground that is the finishing point ('to the house') of a motion.

'Path' refers to a trajectory along which the Figure moves without mention of a Goal or Source ('through/via the house'). A Ground may or may not be present ('comes forward/moves downward').

5.1. Stative locative preposition *Di & Dalam*

The following section will explore the general locative preposition *di* in Malay, alongside another locative preposition *dalam*. *Di* introduces the ground and Figure and it is prominent in expressing general location. *Dalam*, on the other hand, serves as a locative preposition when it stands alone in an utterance as locative preposition. According to (Chung,2017), *Di* suggests the most general form for indicating location. On the other hand, *dalam* demonstrates a sense of 'any given spot' of a location. As a result, *di* in the following example shows general location of the child, which is the beach. On the other hand, *dalam* demonstrates the child is playing at any given spot of the water.

Seorang kanak-kanak itu main **dalam** air **di** pantai

A child the play **in** water **at** coast

'The child plays **in** the water **at** coast'

5.1.1. *Di* (with relator noun)

In the following section, the combination of locative preposition '*di*' plus relator noun will be discussed. In our data, *di* cannot be used as relator noun while other elements, including *dalam* and *atas* can be used as relator noun. In most circumstances, *di* is predominately used with a relator noun to specify the location. The most common form is *di dalam* in Malay, which is mostly found in spatial indication task. In the following example, *di dalam* showing something is inside a container, which marks the Ground and Figure relation.

5.1.1.1. *Di dalam* 'inside'

Di dalam is a common stative locatives for describing a static location of an object, with the meaning inside.

Seorang telefon **di dalam** kotak.

A telephone **at inside** box.

A telephone inside (a) box.

5.1.1.2. *Di atas* 'on'

Di atas usually concerns the surface of the reference point.

Botol **di atas** kerusi.

Bottle **at above** chair.

(A) bottle on (a) chair.

In the current research, so far we have seen *dalam, mana, tempat, atas* as relator noun in Malay locative construction. While *di* is a general locative preposition which can stand alone, it should be noted that most Malay speakers tend to add specific information in their utterance by using a relator noun.

5.2. Source-oriented prepositions

5.2.1. *Dari/daripada* 'from'

Dari and *daripada* are common locative prepositions in Malay with the meaning similar to 'from' in English. They are typically used to indicate the Source and to describe dynamic spatial relations.

(5b)

<i>tebuan</i>	<i>daripada</i>	<i>sarang-nya</i>
wasp	from	nest-3sg

'Wasps come from their nest.'

Even though *dari* and *daripada* can stand alone as prepositions, they are more common to appear alongside other relator nouns in our data, such as *atas* (*dari atas*) to specify locations. Such construction provides more specific spatial information to the starting point. In the example, it combines with *atas* to indicate the location of the deer, which is the Source of the Figure.

Dari atas	seekor	rusa	sedang	melihat	perlakuan	mereka
From above	a	deer	PROG	look	situation	their

'A deer above is looking at their situation.'

5.2.2. *Dari luar* 'from outside'

Another example is *dari luar*. In example 2e, *dari luar* forms connection between the Source as well as the Figure.

(2a)

<i>Kemudian</i>	<i>pada</i>	<i>satu</i>	<i>hari</i>	<i>budak itu</i>	<i>lihat</i>	<i>dari</i>	<i>luar</i>	<i>tingkap</i>
Then	on	one	day	child the	see	from	outside	window

'One day, the boy looks **outside from** windows.'

In the following example, the first *dari* is combined with *keluar*, meaning out. Another *dari* formed a phrase *dari kiri ke kanan*, meaning from left to right. The first *dari* illustrates the

relation of a Figure and its Source (point of origin). The second locative construction employs *ke* and therefore suggests information about both Source and goal.

<i>Seorang</i>	<i>lelaki</i>	<i>berjalan</i>	<i>keluar</i>	<i>dari</i>	<i>gua</i>	<i>dari</i>	<i>kiri</i>	<i>ke kanan</i>
One	man	walk	out	from	cave	from	left	to right

'A man walks out from the cave, from left to right'

5.2.3. *Keluar daripada*

(13)

Perempuan	itu	keluar daripada	lubang
Woman	that	come out from	hole

'The woman **came out of** the hole'

5.2.4. *Daripada atas*

In example 3d, *Daripada* is combined with *atas* to form the meaning of over. '*Daripada atas*' projects a much complicated motion event when it is compared with '*Daripada*'. It shows not only the starting point of the Figure, but also the Path of its movement.

[...] <i>anjing-nya</i>	<i>dengan</i>	<i>memanggil-nya</i>	<i>daripada</i>	<i>atas</i>
[...] dog-3.SG	with	call-3.SG	from	above

batu
rock

'[...] his dog by calling him **over** the rock.'

To sum up, both *dari* and *daripada* can form meaningful spatial relations. Typologically, both of them can be regarded as locative preposition that intrinsically involves a dynamic sense, and it gives the information about the Source and the Figure. It depends on the relator noun to construct a more detail description of the location, such as Path in *daripada atas*. In general, the preposition of *dari* and *daripada* is very flexible in a sense that they can combine with adposition to form appropriate meaning.

5.3. *Goal-Oriented prepositions*

5.3.1. *Ke (General locative preposition)*

Ke is a common general locative preposition in Malay. 'General locative prepositions are characterized by vague spatial semantics and can be employed to express various types of topological relations' (Yakpo, 2017, p. 225). *Ke* provides little spatial information beyond the

introduction of a Goal for the Figure. The preposition does not contain any information from which any existing spatial relation between the Figure and Goal can be inferred. (cf. ‘walk up the stairs’). When used alone without accompanying prepositions, *ke* depicts a motion event in which the Figure take the direction of the Goal.

(16g)

Seorang budak kecil melari ke laut
 A boy little ran to sea
 ‘A little boy ran to the sea.’

(16e)

Seorang budak berlari ke pantai
 A man run to beach
 ‘A man runs to the beach.’

The above examples show that *ke* is general locative preposition. Not only is it impossible to infer the starting position of the Figure, but it also allows a large parameter for the position of the Figure upon completion of the motion event. Both examples are descriptions of the same clip where a boy starts running from off the water on the sand in the direction of the water. The boy stops running when the lower half of his boy is in the water. Both examples where *ke* is used to describe the Figure-Goal relation only denote the Figure’s direction of movement with mention of the Goal (sea/beach).

5.3.2. *Ke (with relator noun)*

Ke is a **common general locative preposition** in Malay. It is found in the data collected with our elicitation materials where dynamic spatial relations are present. Since *ke* is not employed to describe the elicitation materials where only static spatial relations are present, we may claim that the use of *ke* is limited to expressing **dynamic spatial relations**. *Ke*, being a general locative preposition, is used alongside other prepositions to express more specific spatial relations. The appearance of *ke* signals a **motion** and is followed by a modifying preposition, namely a **relator noun**, to narrow a motion to a particular **direction** or specify the **position** at which a motion or static event takes place (Region).

Ke dalam ‘into’ (12c)

Seorang lelaki guna kepala dia menuju ke
dalam *tong itu*

A	man	use	head	3.SG	toward	LOC
inside	barrel	the				

'A man uses his head to go into the barrel.'

Ke hadapan 'forward' (15h)

<i>Seorang</i>	<i>lelaki</i>	<i>datang</i>	ke	hadapan
A	man	come	LOC	front

'The man comes forward.'

In both examples, the locative **construction** involves the general locative preposition *ke* immediately followed by a relator noun. The relator noun after *ke* expresses the region in which the Figure **ends up located** or the **direction** (or **trajectory**) it takes. Example 12c is a **Goal-oriented** construction, where a Goal is present while a Source is absent. Example 15h is a **Path-oriented** construction, where neither a Goal nor a Source is present. Furthermore, since the relator noun takes the position preceding the complement, the locative construction involving *ke* as a general locative preposition is a **prepositional structure**. In our research, a list of relator nouns are found in use with *ke*.

5.3.2.1. Ke dalam 'into'

dalam | noun: inside

Goal-oriented construction

(4e)

<i>Dia</i>	<i>jatuh</i>	ke	dalam	<i>sungai</i>	<i>dengan</i>	<i>anjing</i>	<i>peliharaan-nya</i>
3.SG	falls	LOC	inside	river	with	dog	pet-3.SG

'He falls into (the) river with his dog.'

(4a)

<i>Seorang</i>	<i>pemuda</i>	<i>yang</i>	<i>ter-jatuh</i>	ke	dalam	<i>sungai</i>
A	youth	REL	ter-fall	LOC	inside	river

'(There is) a youngster falling into (the) river.'

5.3.2.2. Ke hadapan 'forward'

hadapan | noun: front

Path-oriented construction

Seorang lelaki datang ke hadapan
 A man come to forward
 'The man comes forward.'

5.3.2.3. Ke depan 'front'

depan | noun: front

Goal-oriented construction

(15b)

Ada perempuan terbaring situ ada lelaki itu ber-gerak
 Be woman lie there be man the ber-move
ke depan-nya
to front-3.SG

'(There) is a woman lying there (and there) is the man moving to her front.'

5.3.2.4. Ke atas

atas | noun: top/upside/upper side

Path-oriented construction

(19e)

Seorang budak berlari dan lompat ke atas
 INDF.sg child ber-run and jump **LOC upside**
 batu
 stone

'A child is running and jumping over the stone'

Goal-oriented construction

(18g)

Seorang budak melompat ke atas batu itu
 One boy jumps **LOC upside/top** rock that

'A boy jumps on (top of) the rock.'

5.3.2.4.1. Atas (standalone)

preposition: on/up/above

Goal-oriented construction

(18f)

Seorang budak lelaki melompat atas batu itu di tepi
One boy man jumping **on** stone the at edge
pantai
beach
'A boy jumps **on** the rock by the beach.'

(3e)

Budak itu dia panjat atas batu
Boy the he climb **on/up** stone
besar
big
'The boy climbs **up** the big stone.'

Place-oriented construction (17b)

Ada tiga orang perempuan tengah borak-borak atas
Be three person female centre chat-chat **on**
jambatan
bridge
'(There) are three women chatting in the middle **on** a bridge.'

5.2.3.5. *ke arah* 'towards'

arah | noun: direction/aim

Goal-oriented construction

(4a)

Seorang lelaki yang sedang menjalankan ke arah
A man REL PROG men-run-kan **LOC direction**
kamera
camera
'A man running **towards** (the) camera.'

5.2.3.6. *ke lalu* 'past'

lalu | noun: passage

Path-oriented construction

(19g)

<i>Seorang</i>	<i>budak dia</i>	<i>melintang</i>	<i>ke lalu</i>	<i>batu itu</i>
A	boy 3.SG	cross	LOC passage	stone that

'A boy crosses/goes **past** the stone.'

5.4. Kepada

Kepada is another **general locative preposition**. When used without a relator noun, it means 'to' or 'towards', as shown in 16f and 4g. The preposition does not distinguish between 'to' and 'towards' as does English. It can also be paired with a relator noun to express more specific spatial relations (12b).

Goal-oriented construction

(16f)

<i>Seorang</i>	<i>budak lelaki sedang</i>	<i>[...]</i>	<i>berlari</i>	<i>kepada</i>	<i>pantai itu</i>
A	child man PROG	[...]	run	to	beach the

'A boy is [...] running **to** the beach.'

Path-oriented construction

(4g)

<i>kerana</i>	<i>rusa itu</i>	<i>men-lari</i>	<i>kepada</i>	<i>dia</i>	<i>tadi</i>
because	deer the	men-run	towards	3.SG	earlier

'Because the deer ran **towards** him earlier.'

(12b)

<i>Ada</i>	<i>lelaki tua ni</i>	<i>masuk</i>	<i>kepada</i>	<i>dalam</i>	<i>baldi</i>	<i>putih</i>
Be	man old this	enter	LOC	inside	bucket	white

'(There) is an old man entering **into** (a) white bucket.'

5.5. Kepada or ke

Ke is one of the general locative prepositions in Malay (e.g. *dari* and *di*) which solely accepts **nouns of place**. It is grammatically unacceptable to use the preposition *ke* before words of other parts of speech or nouns denoting entities or concepts other than place. 'Adjectives, numerals and nouns denoting **persons, animals and things**' instead take the preposition *kepada* to depict a general motion event of a Figure traversing from one point to another (Winstedt & Wilkinson, 1913, p. 141). The grammatical application of this rule extends beyond

spatial relations as *kepada* is reserved for people, time, concept etc. in other contexts (Winstedt & Wilkinson, 1913). In other words, concerning locative constructions, *kepada* and *ke* are in complementary distribution where both share the same meaning. Though our data show a noteworthy case. Consider the two examples below which are descriptions of the same motion event.

***kepada dalam* ‘into’ (12b)**

<i>Ada</i>	<i>lelaki</i>	<i>tua</i>	<i>ni</i>	<i>masuk</i>	<i>kepada</i>	<i>dalam</i>	<i>baldi</i>
Be	man	old	this	enter	LOC	in	bucket
	<i>putih</i>						
	white						

‘(There) is (an) old man entering **into** (a) white bucket.’

***ke dalam* ‘into’ (12c)**

<i>Seorang</i>	<i>lelaki</i>	<i>guna</i>	<i>kepala</i>	<i>dia</i>	<i>menuju</i>	<i>ke</i>	<i>dalam</i>
A	man	use	head	3.SG	towards	LOC	inside
	<i>tong</i>	<i>itu</i>					
	barrel	the					

‘A man uses his head to head into the barrel.’

From these two examples, we may propose that it is possible this grammatical restriction is lifted when the prepositions are paired with a relator noun as in the above examples. There may not be a grammatical requirement to what words either of the prepositions should take in environments where a relator is present.

5.6. *Tengah*

Tengah has several meanings and grammatical function in Malay. It is a **relator noun** when employed in locative constructions. It expresses the Region the ‘centre’ or ‘middle’. Similar to other relator nouns, *tengah* takes a prepositional slot immediately after a general locative preposition.

(11e)

<i>Se-botol</i>	<i>air</i>	<i>mineral</i>	<i>ber-ada</i>	<i>di</i>	<i>tengah</i>	<i>kotak</i>	<i>Double A</i>
A-bottle	water	mineral	ber-be	LOC	centre	box	Double A

‘A bottle of mineral water is located at the centre of the Double A box.’

(13e)

Di **tengah-tengah** dua terdapat sebiji bakul
 LOC **middle** two reside one basket

'In (the) very middle (of) the two [caves] a basket resides.'

Furthermore, a possessive relation can be argued between the relator noun *tengah* and the Ground nouns. The relator noun *tengah* serves as the possessed noun and head to the Ground noun for it determines the syntactic category of the phrase 'the centre/middle of X (Ground)'. The Ground noun is the dependent and possessor noun. A similar relation can also be identified with the constructions in which *atas* is a relator noun (see 18g).

5.6.1. Reduplication

In morphology, **reduplication** is a process that reproduces the whole or part of the word, sometimes along with other alterations. The target of the process could be 'a phoneme, a syllable, a metrical foot, an entire morpheme, or some other constituent of a morpheme but not pieces of constituents which do not themselves make up a constituent' (Marantz, 1982). **Total reduplication** is one among the three approaches of reduplication in Malay (Winstedt & Wilkinson, 1913). One result of reduplication in Malay is the heightened degree or intensity of the word. For example, *budak-budak* 'a very small child' and *jauh-jauh* 'far far away'. This morphological process is observed in some common Malay locative constructions.

(10d)

Botol itu terletak di dalam kotak di **tengah-tengah** kotak itu
 Bottle the ter-place LOC inside box LOC **centre-centre** box the
 'The bottle is in the box at the **very centre** of the box.'

(5e)

Kemudian budak itu me-manjat sepohon pokok yang besar
 Then boy the men-climb a tree REL big
 di **tengah-tengah** pokok itu mengandungi satu lubang
 at **centre-centre** tree the contain one hole

'Then the boy climb on the big tree which contains a hole at the **very centre** of the tree.'

5.7. Locative Verbs

5.7.1. Static verbs

5.7.1.1. Ber-V

<i>Ber-ada</i>	<i>Ada</i> : have/there be
<i>Ber-selera</i>	<i>Selera</i> : scatter
<i>Ber-diri</i>	<i>Diri</i> : stand
<i>Ber-sandar</i>	<i>Sandar</i> : lean

Many verbs starting with *ber-* can be observed. It seems that even if there is no prefix *ber-*, the sentences are still grammatical and comprehensible thus later we will investigate the meaning of *ber-* in relation to the locative construction.

5.7.1.2. *Di-V-kan*

There are two spatial verbs with *di-V-kan* pattern which are *di-letak-kan* and *di-tempat-kan*. *letak* means 'lay' while *tempat* means 'place' or 'locate'. The prefix '*di-*' is marked on the verb so that the verbs become passive (Adelaar, 2005). Therefore, the stationary position is conveyed through the meanings 'be placed' or 'be laid'. Moreover, the prefix *di-* seems to coexist with the suffix *-kan* in the stative verb. Thus it is believed to appear in the '*di-V-kan*' pattern, which will further be discussed in the later part.

5.7.1.3. *Ter-V*

<i>Ter-letak</i>	Be laid
<i>Ter-masuk</i>	Be entered
<i>Ter-dapak</i>	Be found

Many verbs are also initiated with *ter-* which seems to be a prefix. The verbs with the prefix *ter-* are varied in functions. *Ter-dapak* (be found) is actually positioned in an environment similar to *ada* therefore the sentence can be conceived as an existential clause:

(1f)

Ter-dapat *seorang* *budak lelaki* *dengan* *anjing-nya* *sedang*

Ter-find a child man with dog-3.SG PROG

memandang *katak* *yang* *di-tempat-kan* *dalam* *botol* *gelas* *itu*

look frog REL di-place-kan in bottle glass the

'**There is found** a boy with his dog looking (at) a frog that is placed in the glass bottle.'

(1b)

Ada *seorang* *budak ni* *dia* *pandang* *katak* *dalam* *balang*

Be	a	child	this	3.SG	look	frog	in	jar
sambil	tu	anjing	tu	pun	memegang	balang	tu	
while	the	dog	the	also	hold	jar	the	
sekali		lah						
at the same time		lah						

‘(There) is a child looking at the frog inside (a) jar while the dog also holds the jar at the same time.’

Some interviewees used ‘*ter-letak*’ (be laid) to talk about entities with still position. Yet, some only used the unaffixed verb ‘*letak*’ (lay) for the same meanings.

Given the varied usages of ‘*ter-*’, the meaning of locative verbs combined with this prefix will be further discussed in the Discussion part.

5.7.1.4. Verb-absent clauses

In contrary to the universal typological feature that usually a clause contains a verb, many interviewees have showed many verb-absent clauses. In the ‘Photos’ part, when interviewees are required to describe the position of the entity, they do not necessarily employ verbs to describe locations. Compare:

(6a)

<i>Seorang</i>	<i>telepon</i>	<i>di dalam</i>	<i>kotak</i>
A	telephone	at in	box

‘A telephone (is) in (a) box.’

(6f)

<i>Telepon</i>	<i>itu</i>	<i>ber-ada</i>	<i>di dalam</i>	<i>kotak</i>
Telephone	the	ber-be at in		box

‘The telephone is in (a) box.’

5.7.2. Motion/Dynamic verb

For verbs demonstrating displacements of an entity or a person, there exist more varied choices of words for describing the same or similar motions.

5.7.2.1. ‘Enter’

Masuk:

Masuk is widely used by different interviewees and is believed to be the basic form of ‘enter’. However, it is mainly used in intransitive clauses whereby the person enters somewhere. For example, the interviewees used *masuk* for describing the motions that the woman enters the cave and that the man enters into the bucket.

(13h)

<i>Seorang</i>	<i>perempuan</i>	<i>datang</i>	<i>untuk</i>	<i>mengambil</i>	<i>satu</i>	<i>bakul</i>	
A	woman	come	to	take	one	basket	
<i>dan</i>	<i>lepas</i>	<i>itu</i>	<i>dia</i>	<i>masuk</i>	<i>dalam</i>	<i>satu</i>	<i>gua</i>
and	then	the	she	enter	in	one	cave

‘The woman comes out to take a basket and then she **enters** a cave.’

Masuk-kan:

Masuk-kan is applied usually in the transitive clauses. For instance:

(12h)

<i>Seorang</i>	<i>lelaki</i>	<i>itu</i>	<i>masuk-kan</i>	<i>kepala</i>	<i>dia</i>	<i>dalam</i>	<i>satu</i>
A	man	the	enter-kan	head	3.SG	in	one
	<i>baldi</i>						
	bucket						

‘A man put his head into a bucket.’

For the motion that the man puts his head into the bucket, an interviewee used ‘*masuk*’ with the suffix ‘*-kan*’ which will be discussed more in the later section.

ter-masuk:

While *ter-* appears in the static locative verbs, some interviewees used ‘*ter-masuk*’ (be entered) to say the situation that ‘the head is stuck in a jar’:

(2d)

<i>Budak kecil</i>	<i>itu</i>	<i>tengok</i>	<i>pada</i>	<i>anjing</i>	<i>tersebut</i>	<i>yang</i>	<i>kepala-nya</i>	
Child	little	the	look	at	dog	mentioned	that	head-3.SG
<i>telah</i>	<i>ter-masuk</i>	<i>dalam</i>	<i>bekas</i>	<i>tadi...</i>				
already	ter-enter	in	container	earlier...				

‘The little boy looked at the mentioned dog whose head had been sucked in the container...’

Ter- has actually different meanings when it comes to words with different semantics. Given its attachment to locative verbs and its various meanings, it is worthwhile to dig into this prefix.

5.7.2.2. 'Fall'

'(ter-)jatuh'	Fall
'turun melewati'	Descend pass

(ter-)jatuh:

From the data, there is a dominance of using '*terjatuh*' while the basic form '*jatuh*' is not widely used. In 'falling out of the window' and 'falling into the lake/water' are both dominated by '*terjatuh*' instead of '*jatuh*'. For example,

(2g)

<i>Budak itu</i>	<i>nampak</i>	<i>takut</i>	<i>dan</i>	<i>anjing itu</i>	<i>ter-jatuh</i>	<i>daripada</i>
Child the	look	fear	and	dog the	ter-fall	from
<i>tingkap</i>	<i>itu</i>					
window	the					

'The boy looks fear and the dog falls down from the window'

<i>...kemudian</i>	<i>dia</i>	<i>jatuh</i>	<i>ke</i>	<i>dalam</i>	<i>sungai</i>	<i>dengan</i>	<i>anjing</i>
...then	3.SG	fall	to	inside	river	with	dog
<i>peliharaan-nya</i>		<i>sekali</i>	<i>dari</i>	<i>atas</i>	<i>seekor</i>	<i>rusa</i>	<i>sedang</i>
pet-3.SG		once	from	above	a	deer	PROG
<i>melihat</i>	<i>perlakuan</i>	<i>mereka</i>					
look	treatment	3.PL.POSS					

'...then he falls into (a) river with his pet dog. A deer is looking at their situation.'

It seems that '*ter-*' is not a complement for the verb '*jatuh*' yet it is worth investigating its meaning.

turun melewati:

The motion of 'falling out' can also be described with '*turun melewati*'. '*Turun*' is verb meaning 'descend' and '*melempi*' is also a verb meaning 'pass/cross' thus this serial verb literally means 'descend pass'. We will also discuss more about the serial verb which seems not to be rare in the spatial construction in Malay.

5.7.2.3. 'Climb'

There are 3 words used for 'climb' being 'naik', 'panjat' and 'memanjat' among which 'panjat' was slightly more used. They are believed to be synonyms and it is possible to replace each other. Yet, by comparing 'panjat' and 'memanjat', 'memanjat' may be the affixed word of 'panjat'. It might have undergone a phonetic assimilation of the suffix 'me(n)-' with the bilabial plosive /p/ so that it becomes the bilabial nasal /m/. The suffix 'me(n)-', as aforementioned, appears to possess a particular meaning and may be used in certain pragmatic situation.

5.7.2.4. Pass through/Go through

'lalu'	pass
'me-lalu-i'	Pass
'ber-jalan melewati'	Walk pass
'ber-jalan melalui'	Walk pass

Lalu:

(16h)

Seorang lelaki itu **lalu** jambatan itu semasa itu
 A man the pass bridge the current the
 tiga orang perempuan telah ber-bual
 three person woman already ber-chat
 'The man crossed the bridge when three women were chatting.'

Some interviewees used 'lalu' in describing the motion of 'crossing/going through a bridge' or 'going through three women' in [17h]. 'Lalu', literally meaning 'pass', is a logical choice of word.

Melalui:

The word 'melalui' (pass) was used more frequently than its base form 'lalu'. For example:

Lelaki itu **me-lalu-i** se-kumpulan orang yang sedang
 Man the **me-pass-i** a-group people REL PROG
 Ber-bual-bual
 ber-talk-talk
 'The man **passes** a group of people who are talking'

berjalan melewati/melalui:

Another compound verb was used for 'going through'. 'berjalan' means 'walk' while 'melepassi' or 'melalui' means 'pass' so they literally mean 'walk pass'. Similar to 'turun melewati' as

mentioned before, it might be better to consider them as a whole serial verb. In fact, this construction is similar to that in Chinese since in Chinese it is common to say ‘行過’ (walk pass) to indicate the motion ‘passing through’. Although Malay is not a serial language, the locative construction can probably be illustrated via serial verb.

5.7.4.5. ‘Jump over’

The interviewees have exhibited a largely varied difference in their word choices for this motion.

‘melompat melepasi’	Jump pass
‘melompat’	Jump
‘lompat ke atas’	Jump to upside
‘melintang ke lalu’	Cross to passage
‘melintas’	Cross
‘melalui’	pass

melompat melepasi:

This verb was used most frequently by the interviewees. Literally meaning ‘jump pass’, they also seem to be a serial verb.

Melompat:

Melompat basically only means ‘jump’. Contradictory to the most frequently used serial verb *melompat melepasi* which shows a combination of motions including ‘jump’ and ‘pass’, this verb only exhibits one single motion of ‘jumping’.

lompat ke atas:

Someone also adopted not only one verb to describe the motion. *Lompat ke atas* literally means ‘jump to above’. While the usage of spatial preposition is covered in the Preposition part, this part focuses on the difference between *lompat* and *melompat* as *melompat* seems to be the affixed form with the prefix *me(n)-*.

Melintang ke lalu:

Similar to the above verb, *melintang ke lalu* (cross to passage) was also found in the data.

Melintas:

Melintas which literally means ‘cross’ was also found in the data to represent ‘jump over’.

Melalui:

Someone simply used *melalui* (pass) to describe ‘jump over’ motion.

5.7.2.6. ‘Come/Go out’

<i>‘berjalan keluar’</i>	Walk out from
<i>‘daripada’</i>	From
<i>‘keluar’</i>	Out from

berjalan keluar:

This is a rather sensible word choice that literally means ‘walk out’. The prefix *ber-* also appears in *ber-jalan* so it is believed to be related to the realisation of the spatial relation.

Daripada:

‘*Daripada*’ which used to be a preposition meaning ‘from’ was found in the data. However it was used as a verb here:

(5b)

Anjing ni dia ter-nampak ada sarang tebuan kemudian
 Dog this 3.SG ter-look be nest wasp then
*tebuan **daripada** sarang-nya*
 wasp **from** nest-his

‘That dog discovers a wasp nest then wasps **come from** their nest.’

keluar daripada:

(13b)

*Perempuan ni dia **keluar** **daripada** gua amik bakul*
 Female this 3sg out from cave take basket
lepas-tu masuk
 after-the enter

‘The woman goes out from (a) cave to take (a) basket, and then returns (to the cave).’

Not only in this example, but many interviewees actually described ‘come out from’ by *keluar daripada*. *keluar* is originally an adposition meaning ‘outward’. Similarly, *keluar* can be considered as a verb meaning ‘come out’ or ‘exit’. Such a situation of using prepositions and verbs is commonly discovered in the data.

5.7.3. Analysis

5.7.3.1. Static Verbs

This part aims at analysing the data, begun with some syntactic and morphological analyses about the affixes marked on the spatial verbs, followed by semantic explanations for some verb choices in the data.

5.7.3.1.1. Ber-

<i>Ber-V</i>	English translation
<i>Ber-diri</i>	Stand
<i>Ber-ada</i>	be
<i>Ber-sander</i>	Lean
<i>Ber-selera</i>	Be scattered
<i>Ber-lari</i>	Run
<i>Ber-jalan</i>	Walk
<i>Ber-utar</i>	Spin/return
<i>Ber-asa</i>	Worry
<i>Ber-laku</i>	Occur
<i>Ber-warna</i>	Be coloured
<i>Ber-mana</i>	Be named
<i>Ber-main</i>	Play
<i>Ber-bual(-bual)</i>	Chat
<i>Ber-gaul</i>	mingle
<i>Ber-cakap</i>	Talk

The prefix *ber-* can be found in many verbs which realise the spatial position, be it stationary or displacement, thus it is worth investigating how it is related, or unrelated to the spatial relation.

Although most of the verbs prefixed with *ber-* have been listed, it is probably better to analyse the use of the prefix *ber-* in relation to the realisation of spatial relation in Malay with taking how this prefix has been used in other verbs.

Theoretical usages of *ber-*

A wide range of meanings can be expressed by *ber-*. The prefix *ber-* serves as a 'middle-voice' marker which can be attached to transitive and intransitive verbs as well as nouns and

adjectives. The middle voice is used because the grammatical subject refers to neither active nor passive as they contain features of both agent and patient (Benjamin, 1993).

In the Malay 'middle-voice' verbs prefixed with *ber-*, the grammatical subject refers to the participant **(1)** who is as much acted upon as acting, **(2)** who participates in activities of someone else's, and **(3)** who contains stative rather than active quality (Benjamin, 2009).

Some intransitive verbs are yet sometimes compulsory. For example, demonstrating the spatial position, *ber-diri* (stand) is always prefixed with *ber-* in the theory (Adelaar, 1984) and also in the data.

On the contrary, some verbs take *ber-* as a free variation (Adelaar, 1984). For example, the prefix in *ber-lari* (run) is not compulsory so it can appear in its root form *lari* (run) without much semantic difference.

Actual usages of *ber-*

The actual uses of *ber-* found from the data are in fact rather consistent to the theoretical uses. However, Benjamin (2009) suggests that, in the actual circumstances, the meanings of *ber-* will be varied according to the orientation of the varieties. In more participant-oriented varieties, it functions as the verbal marker to stress the middle-voice, reflexive and intransitive meanings. For example, *berasa* (worry) and *berlaku* (occur) are cases in point as they can be reflexive or intransitive verbs. Although some verbs such as *berwarna* (be coloured) and *bermana* (be named) appear to be passive-voice, they can be considered as reflexive verbs as in some other languages. For instance, in French, 'be named' can be demonstrated by the middle-voice reflexive verb 's'appeler' which literally means 'call oneself'.

Also some *ber-*prefixed verbs are used to refer to the participants who are involved in someone else's activities, as suggested in the theoretical uses. These verbs are *ber-main* (play), *ber-bual(-bual)* (chat), *ber-gaul* (mingle) and *ber-cakap* (talk). They, however, have very limited, if not no, relation to the spatial realisation.

***ber-* in locative verbs**

The remaining verbs, *berdiri*, *berada*, *bersandar*, *berselera*, *berlari* and *berjalan*, seem to have more relation to spatial description.

As aforementioned, *ber-* in *ber-lari* is optional and *ber-jalan*, with similar meaning, is probably the same case. Despite describing displacement, they are marked with *ber-* probably because they are simply intransitive verbs.

For other verbs which describe the stationary position of a person or an entity including *berdiri*, *berada*, *bersandar* and *berselera*, as suggested in Benjamin (2009), for event-oriented clauses, *ber-* can mark the stative aspect. This explains why these verbs are marked with *ber-* to denote the positions.

Especially *berada* is frequently used for the descriptions of stationary positions. Its unaffixed root form *ada* has also appeared many times in the data, as in (1b).

Ada	<i>seorang</i>	<i>budak ni</i>	<i>dia</i>	<i>pandang</i>	<i>katak</i>	<i>dalam</i>	<i>balang</i>
Be	a	child	this	3.SG	look	frog	in jar
<i>sambil tu</i>	<i>anjing tu</i>	<i>pun</i>	<i>memegang</i>	<i>balang</i>	<i>tu</i>		
while the	dog the	also	hold	jar	the		
<i>sekali</i>	<i>lah</i>						
at the same time	LAH						

‘**(There) is** a child looking at the frog inside (a) jar while the dog also holds the jar at the same time.’

Ada which literally means ‘be/have’ always initiates the sentence so that the sentence is almost equivalent to ‘there be’ in English in an existential clause. However, ‘*berada*’ exists in different environments. Take (6f) as an example.

<i>Telefon</i>	<i>itu</i>	<i>ber-ada</i>	<i>di dalam</i>	<i>kotak</i>
Telephone	the	BER-be	at in	box

‘The telephone **is** inside (a) box.’

Berada, appearing in most of the static positional clauses, serves as the copula to link the grammatical subject and the locative prepositional phrase.

Thus we can conclude that it is almost necessary to have *ada* prefixed with *ber-* to mean ‘be located’ for the copula describing the position. In this sense, it is probably quite necessary to have the prefix *ber-* in other stative verbs *berdiri* (stand), *bersandar* (lean), *berselera* (be scattered) which are used to describe the position (Adelaar, 1984).

5.7.3.1.2 'Di-V-kan'

	Verbs	English Translation
<i>di-V</i>	<i>di-letak</i>	Be placed
<i>V-kan</i>	<i>Masuk-kan</i>	Put/Enter ____ in
	<i>Me-letak-kan</i>	Lay/Put
<i>di-V-kan</i>	<i>di-tempat-kan</i>	Be placed
	<i>di-letak-kan</i>	be laid/put

In addition to *ber-*, *di-* and *-kan* also exist and sometimes coexist in some locative verbs from the data. Moreover, *di-* seems to be correlated with the preposition *di*. Therefore it is worthwhile to take investigation into these affixes.

'-kan':

'-kan' is theoretically a transitive verb marker. From the data, the verbs with the suffix *-kan* are generally transitive motional verbs. If it is suffixed to adjectives and intransitive verbs, it yields causative meaning. Compare [12b] and [12h]:

(12b)

Ada lelaki tua ni **masuk** kepada dalam baldi
 Be man old DEM **enter** to inside bucket

putih

white

'(There) is an old man **entering** into (a) white bucket'

(12h)

Seorang lelaki itu **masuk-kan** kepala dia dalam satu baldi
 A man the **enter-KAN** head 3.SG in one bucket

'A man **puts** his head into a bucket.'

In spite of descriptions for the same clip, in (12b) the interviewee has interpreted in the way that the whole body of a man enters into the bucket. So the interviewee used only the intransitive verb '*masuk*' (enter). Yet in [12h] the interviewee has another description that it is only the head that the man puts into the bucket. Thus *-kan* is suffixed to '*masuk*' to express the meaning 'make the head enter'. As the causative verbs usually involves a motion like 'putting something in', the *-kan* suffixed verbs are found to be locative motion verbs.

Apart from causative verbs, if *-kan* is suffixed to a noun such as '*tempat*' (noun), it renders the noun to be a verb. So '*tempat*' becomes a verb meaning 'to place'.

'di-':

When it comes to '*di-*', the data may indicate its function that it is probably a passive marker for verbs. For example, when the root verb '*letak*' which means 'place or lay' is prefixed with '*di-*', it becomes 'be placed'. This may explain why the stative locative verbs are prefixed with '*di-*' as the verbs are generally used to explain objects which are placed somewhere shown in the pictures.

'di' and '-kan':

It is intriguing to discover that '*letak*' (lay) is the only verb which has appeared in its root verb but is also affixed with *di-* and *-kan*. Compare:

(1) Botol itu **letak** di atas kotak itu
Bottle the **lay** at above box the
'The bottle **is laid** on the box.'

(2) Saya lihat sebiji telefon pintar telah **di-letak** di dalam
I see one telephone smart already **di-lay** at in
kotak Double A
box Double A
'I see a smart phone **is laid** in a 'Double A' box.'

(3) Botol itu **di-letak-kan** di dalam kotak itu
Bottle the **di-lay-kan** at in box the
'The Bottle **is laid** in the box.'

As *di-* functions as the passive marker, it seems compulsory to have '*di-*' prefixed to the verb '*letak*' (lay) so that the meaning 'be laid' can be derived. However, from the data, it seems that such *di-* passive marker is rather optional in colloquial Malay, probably because in the context in (3), there is only one entity noun which cannot be an agent that initiates the motion 'lay/put' in the clause so, even without passivisation, the clause can still be understood as 'The bottle is laid/put on the box' instead of 'The bottle lays/puts on the box.'

After all, verbs are marked with *di-* and *-kan* to give rise to passive and causative meaning so that the locations of the objects are in fact considered as the results of the motions.

5.7.3.1.3. 'me(N)' and '-i'

	Verbs	English translation
<i>Me(N)-V</i>	<i>Me-lompat</i>	Jump
	<i>Mem-(b)anjat</i>	Climb
	<i>Me-lintas</i>	Cross
	<i>Men-lari</i>	Run
	<i>Me-letak</i>	put
<i>Me(N)-V-kan</i>	<i>Me-letak-kan</i>	put
	<i>Me-lang-kan</i>	Step
<i>Me(N)-V-i</i>	<i>Me-lepas-i</i>	Pass
	<i>Me-lalu-i</i>	Pass
	<i>Men-dekat-i</i>	approach

The prefix '*me(N)-*' is also another prefix appearing with the locative verbs found, especially those implying displacement. The suffix '*-i*' can be found to exist with '*me(N)-*'. If there is '*me(N)-*', there can be '*-i*'; if there is not '*me(N)-*', there cannot be '*-i*'.

'*me(N)-*':

The Malay prefix *me(N)-* represents aspectual properties for verbs with arguably many aspectual functions including progressive, stative and eventive etc. With attached to unergative and unaccusative verbs, *me(N)-* shows different aspectual properties (Soh & Nomoto, 2010).

Unergative verbs are intransitive verbs with only an agent argument. The cases in point are '*melompat*' (jump), '*memanjat*' (climb), '*melintas*' (cross), '*menlari*' (run) and '*melangkan*' (step). When *me(N)-* is prefixed to these verbs, the *me(N)-* sentences do not describe states but events (Soh & Nomoto, 2010). Thus this resemble what we found in the data as all these verbs are to describe the events or motion shown in the clips instead of states.

'*me(N)-V-i*':

'*-i*' theoretically form location-oriented verbs when it is suffixed to adjectives, nouns and verbs (Adelaar, 1984). From the data, it coexists only with the prefix '*me(N)-*' and is affixed to transitive verbs. Soh and Nomoto (2009) suggest this construction gives rise to eventive

situations instead of stative. The transitive verbs which are constructed in the way of 'me(N)-V-*i*' therefore possesses location-changing events.

For example, the base form '*lalu*' means literally 'elapse' which overtly indicates 'passing' of time. From the data, to indicate locative meaning of 'passing', '*lalu*' is affixed with 'me-V-*i*' to yield location-oriented meanings so that it means 'passing through'.

5.7.3.1.4. 'Ter-'

	Ter-V	Translation
Static	<i>Ter-letak</i>	Be laid
	<i>Ter-dapak</i>	Be found
	<i>Ter-masuk</i>	Be entered
Motion	<i>Ter-jatuh</i>	Fall/Fell

In line with what we found in the data, '*ter-*' is described to have complex active and passive differences and have dynamic functions. Generally it is used to give rise to 'passive-like' agentless, unintentional actions as well as perfected stative aspect (Chung, 2011).

The data illustrate that '*ter-*' can be used in both static and motion verbs. For static verbs '*terletak*' (be laid) and '*terdapak*' (be found), first they are *ter-*prefixed because *ter-* can passivise the verbs so that the positions of the figures are the results of the verbs. Also, Chung (2011) explains that *ter-*prefixed verb are Hence the locations are realised as the result of these perfected stative motions.

As also suggested by the researcher, the functions of prefix *ter-* vary along words with different semantics. For movement-related verbs, *ter-* plus caused movement-related motion verb yield 'uncontrollable movement leading to change of position'. In the data, respondents use both basic form '*jatuh*' (fall) as well as the prefixed form '*terjatuh*' for describing situations like 'falling over from the window' and 'falling into the lake/river':

(4h)

Seorang lelaki dengan anjing dia **ter-jatuh** dalam air
 A man with dog 3sg **ter-fall** in water

'A man accidentally fall into the water with his dog.'

(4e)

...kemudian	dia	jatuh	ke dalam	sungai	dengan	anjing
...then	3sg	fall	to in	river	with	dog
Peliharaan-nya		sekali	dari	atas	seekor	rusa sedang
pet-3.SG		once	from	above	a	deer PROG
melihat	perlakuan	mereka				
look	treatment	their				

'...then he falls into (a) river with his pet dog. A deer is looking at their situation.'

We argue that 'ter-' only exhibits an unintendedness or an accidental motion as 'falling into a lake/river' is essentially considered as a very accidental motion. (4e) shows that using 'ter-' in movement-related verbs is not as necessary as in static verbs. This is probably explained by that 'ter-' in static verbs usually functions as a stative-aspect passive marker while it is used for indicating unintendedness in motion verbs.

6. Discussion

According to Riemer (2010), there are **four** basic components of motion events. '**Motion**' is the element of movement. '**Manner**' refers to how the movement is carried out. For example, Manner is encoded in the following motion verbs: walk, run, hurry, dance etc. '**Direction**' refers to whether an object moves towards or away from a spatial reference point. The last component is termed '**Path**'. In the discussion below, the use of the term '**Path**' departs from previous sections and simply equals '**the route traversed by the object in motion**', regardless of the presence of a Ground (Riemer, 2010).

6.1. Satellite-framed constructions

According to Talmy (1985), **Satellites** are 'certain immediate constituents of a verb root other than inflections, auxiliaries or nominal arguments. It relates to the verb root as a dependent to a head'. In different languages, the four basic components of motion events are realised and positioned in different ways. In Malay, such satellite-framed constructions can be observed where the Manner and Path components are expressed separately. Specifically in this type of construction, the Manner is expressed by the verb root whereas the Path by the satellite. In Malay, such satellites are generally prepositions.

(16e)

Seorang	budak	berlari	ke	pantai
A	man	ber-run	to	beach

'A man runs to the beach.'

The above example shows that the separate expressions of Manner and Path of the motion events. The verb root contains exclusively the Manner of movement while the Path is expressed by the satellite *ke*. Verbs employed in this type of construction do not in themselves state or imply the Path of the motion event. Therefore, to specify the Path, satellites are required. Constructions of this sort is not common in our data while the use of motion verbs conflated with Path is more likely observed (e.g. fall, dive, climb).

6.2. Verb-framed constructions

In the categorization of motion verb, the verb-framed construction has been suggested as non-path incorporating (Talmy, 2000), in which the Path is expressed in other component of the language, mostly in adpositions. In Malay, it has found that the verb *keluar*, is a notable example. In the following example, the verb *keluar* means exit, in which express both Motion and Manner. However, it relies on the preposition *daripada* in order to draws the trajectory and represent the dynamic spatial relations. It should be noted that there is no path-oriented preposition, such as 'through' in English. The way to signal a Path in Malay is to blend into the verb.

6.3. Locative prepositions

Due to the ambiguous meaning on the prepositions mentioned above, the following session aims to fill the gaps in semantic aspect and to provide an overview on respective arguments.

6.3.1. 'Di', 'dalam' and 'di dalam'

Syntactic category of *dalam* in *di dalam* is mostly regarded as relational noun among linguists. According to Wienold & Rohmer (1997), the component of *di dalam* is a locative marker plus relational noun, and Nik Safiah et al. (1997), argues *dalam* is a directional noun, similar to north and south. Chung (2004) suggests the structural differences between 'inside' in Malay and English, is that *di dalam* is a preposition plus a noun while English inside is a prepositional phrase. These views confirm the role of relator noun for *dalam* in *di dalam*.

Chung (2013) did an in-depth investigation by using the image schemata to identify the meaning of *Di*, *Dalam* and *Di dalam*. He suggests they indicate different spatial relations with regard to container schemata. In a container definition, *dalam*, it is used to present any spot

inside the location, while *di* is used as the most general form of location, and therefore combining with other elements to form locatives.

He also suggests *di dalam* should be used in describing a specific location, that is usually close to the center. This view is consistent with our data and may imply the reason of speaker in example (11e) choosing *di tengah*, meaning the center in Malay, instead of using *di dalam*. This partly suggests the representation of *di dalam* is associated with area within the center. In a typological point of view, three of them indicate static events which necessarily draw the relationship between a figure and a place.

One of the interesting observations is example 11, which is an image of a bottle inside a shallow box. In general, most participants described the bottle with *di dalam*. However, example 11d used *di atas kotak* (on the box) to indicate the location. We propose that shallow container instead of a deep one may lead to perceptual difference. It might partly due to the underlying representation of *dalam* associates with its adjective meaning of ‘deep’, so that they refer the spatial relations as *di atas kotak* (at the box) when the container is not deep or obvious enough for the speaker to identify a correct preposition.

6.4. Static Verbs

There can be found 4 dominant basic locative construction strategies in Malay according to Ng (2014). Although the researcher suggests that there are no clear categories of spatial construction typology as the ‘Types’ suggested in Ameka and Levinson (2007) can be viewed as a certain position at the bipolar position-focus and existence-focus continuum suggested in the framework done by Durst-Anderson (2011), here we try to categorise the static positional constructions only by the semantic nature of the verbs. However, it is logical that there is possibly no dominant structure in a language but might only exhibit preferred types of verbs therefore the data can show 4 major preferences of static verb uses in positional construction.

6.4.1. Verbless locative construction

In the data there exists clauses for describing static position in which there is no verbs. For example:

<i>Seorang</i>	<i>telefon</i>	<i>di dalam</i>	<i>kotak</i>
A	telephone	at inside	box

‘A telephone (is) in (a) box.’

<i>Telefon</i>	<i>itu</i>	<i>ber-ada</i>	<i>di dalam</i>	<i>kotak</i>
Telephone	the	ber-be	at inside	box

'The telephone is in (a) box.'

Despite referring to the same photo in which a telephone is placed in the box, one sentence employs a static verb while another response only uses locative preposition *di* to establish static locative reference. Ameka and Levinson (2007) stressed that despite the fact that some languages may use verbless construction as the frequent locative form, in almost all languages, verb always competes and therefore no language has such construction as the exclusive positional locative construction. Malay, in line with this suggestion, has only shown some of the sentences using verbless construction and has more appearances of the following spatial construction strategies.

6.4.2. *Locative Copula*

The second static positional strategy is the locative copula. English is a typical example for this strategy (Durst-Anderson, 20). As suggested before, *berada*' is the copula linking grammatical subject and locative prepositional phrase. In fact, comparing the use of *berada* (*ber-be*) with that of *ada* (*be/have*), we argue that although theoretically *ber-* is used as the middle-voice/stative/aimlessness/habitual marker (Benjamin, 2009), it becomes a locative marker for copula when it is attached to *ada* thus *berada*' is the locative copula. This is because Malay employs *ada* (*there be*) to denote existential clause and does not employ *ada* (*be*) as a descriptive copula to link adjective noun with the subject. For example:

(3a)

<i>Butak itu</i>	<i>memanjat</i>	<i>ke atas</i>	<i>batu itu</i>	<i>dan dia</i>	<i>semasa</i>	
child the	me(N)-climb	to above	rock the	and 3sg	during	
<i>memanggil</i>	<i>seseorang</i>	<i>atau</i>	<i>sesiapa</i>	<i>yang</i>	<i>ber-ada</i>	<i>di tempat</i>
call	someone	or	anyone	that	<i>ber-be</i>	in place
<i>yang jauh</i>						
that	far					

'The boy climbs onto the rock and he is currently calling someone or anyone who is far away.'

As observed from the data, there is no grammatical adjective in Malay. Instead Malay uses only stative verbs to describe the noun such as the above example which uses the verb *jauh* (*to be far*) instead of using *ada* to link adjectives. In this sense, *ada*, except being used for the meaning 'have', will be prefixed with *ber-* only when the locative in which the locative prepositional predicate has to be linked by the copula *berada*' and it is ungrammatical to use only *ada* to link prepositional phrase. Therefore, *berada* seems the only locative copula and *ber-* functions as a locative marker when attached to *ada* (*be*) in Malay.

6.4.3. Postural Verb Strategy

Apart from locative copula strategy, postural verb strategy is also used to construct positional reference in Malay. It is yet the least common strategy as revealed in the data. The verbs that denote human or animate being are postural verbs, such as standing, leaning and sitting, which can be used for describing the figures' states so that the Figures act like the agent of the postural verbs (Ng, 2014). Cross-linguistically, a Figure is placed perpendicularly to the Ground, it can be said to be 'standing' and an animate subject can also be described to be 'standing' at somewhere Ground (Ameka & Levinson, 2007). Yet the data show that *berdiri* (stand) is only for describing location of animate subjects.

<i>Budak lelaki</i>	<i>itu</i>	<i>dan</i>	<i>anjing-nya</i>	<i>terjatuh</i>	<i>ke dalam</i>	<i>sungai</i>
Child man	the	and	dog-his	fall	to in	river
<i>padahal</i>	<i>rusa</i>	<i>yang</i>	<i>ber-diri</i>	<i>di atas</i>	<i>tebing itu</i>	
though	deer	that	ber-stand	at above	cliff	the
<i>ternampak</i>	<i>mereka</i>	<i>ter-jatuh</i>				
see	them	ter-fall				

'The boy and his dog fall into the river. The deer **stands** on the cliff and sees them falling.'

Another example for postural verb strategy is *bersandar* (lean) for describing the position of an object or an animate which is usually in touch with the Ground and also a vertical object. For example:

(11e)

Se-botol	air	mineral	berada	di tengah	kotak	Double A
A-bottle	water	mineral	ber-be	at center	box	Double A
yang	bersandar	kepada	dinding			
that	ber-lean	outward	wall			

'A bottle of mineral water is at the center of the Double A box, which **leans** onto the wall.'

We can observe that the postural verbs for positional construction are usually *ber-*prefixed. This can be explained by that *ber-* is the stative aspect marker to mark the state of the object (Benjamin, 2009). As the posture of an object can be interpreted as its state, the postural verbs are logically associated with *ber-*.

6.4.4. Resultative Complement Strategy

in addition to verbless configuration, locative copula and postural verbs, Malay from the data exhibits the resultative complement strategy to indicate topological relationships. The data show that this is the most common strategy for positional construction. The spatial relations can be constructed with verbs or complements which focuses on the change of state of the Figure so that the positions of the Figures are considered to be the results of the actions (Ng, 2014). Thus almost all of these verbs are passive-voice verbs, including *berseleka* (be scattered), *terletak* (be laid), *terdapat* (be found), *termasuk* (be entered), *diletakkan* (be laid) and *ditempatkan* (be placed). These verbs can be observed to be marked with passive prefixes like *ber-*, *ter-* and *di-* and the causative marker *-kan*. This is sensible as the passive and causation covertly express that the position of the object is the caused result of the motion.

While both resultative and postural constructions employ posture or action verbs, the major difference between two lies in that postural construction usually uses human-being verbs but resultative construction usually use transitive verbs involving change-of-state meanings and passivisation to denote that the location is the ‘result’ of the verb (Ng, 2014).

6.5. Motion verb

6.5.1. Equipollent (Manner, Path, Motion)

Apart from satellite- and verb-framed languages, Malay does exhibit feature of equipollent language. In equipollent languages each motion event component is represented and treated in the same way by the language;s morphosyntax (Riemer, 2010). Most equipollent languages are analytical languages like Cantonese which typically employ serial verb constructions. For example, Cantonese, which typically uses serial verb construction, employs multiple verbs each expressing a semantic component of a single motion event:

行 (haang4)	- walk:	Manner
入 (jap6)	- enter:	Path
嚟 (lai4)	- come:	Motion

Each verb illustrates one event component of the motion ‘walk in’. Similarly, Malay, despite a non-analytical language, also exhibits such nature in motion event construction. For instance:

<i>Seorang</i>	<i>lelaki</i>	<i>sedang</i>	<i>ber-jalan</i>	<i>me-lepas-i</i>	<i>se-kumpulan</i>
A	man	PROG	ber-walk	me-pass-i	a-group
<i>orang</i>	<i>yang</i>	<i>sedang</i>	<i>ber-bual</i>	<i>di atas</i>	<i>jambatan</i>

person REL PROG ber-talk at upside bridge

ter-sebut

ter-mention

'A man is walking past a group of people who are talking on the bridge'

Both *berjalan*' and 'melepassi' are verb meaning 'walk' and 'pass' respectively. This is similar to the Cantonese example as *berjalan* (walk) represents the motion and *melepassi* (pass) represent the Path. The data empirically show that this is not the most common strategy used for motion event construction yet it is still adopted by the interviewees.

7. Conclusion

This report has shown how Malay configures spatial references with primary data obtained from interviews in which Malay speakers were asked to describe locations in static and dynamic aspects. All in all, the language illustrates a diversity of strategies in spatial construction without a notable dominance of which strategy is the most common.

The rules of forming locative constructions in Malay appear to be straightforward and rigid. Locative prepositions only take the slot before the Figure and the relator noun follows immediately after a general locative preposition. The relator noun can never take the postpositional slot. There are a few general locative prepositions which can be paired with a relator noun to specify the Region of the motion or static event of a Figure.

Beyond the syntactic analysis on the usage of locative prepositions, the data also show a wide usage of static and motion verbs marked with a series of affixes which not only have relation to locative constructions, but also give rise to different means of conjuring topological relationships. These means differ from each other in terms of the configurations of the semantic components, including manner, motion, path and direction, of motion events, namely the Satellite-framed construction, Verb-framed construction and Equipollent construction. None of the three configurations is found to be prevalent in the Malay language.

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Appendix

Frog Story Pictures

[1]

- a. *Seorang budak sedang memandang dengan anjing*
A child PROG fiddle with dog
kesayangan-nya yang bermain dengan seekor katak di
beloved-3.SG REL ber-play with a frog at
mana katak itu ber-ada di dalam botol itu... dan
where frog the ber-be at inside bottle the...and
semasa tu bilik dia nampak ber-selera di manakala
during the room 3.SG look ber-scatter at while
ada banyak baju dan tisu di atas lantai
be many clothes and tissue at upside floor

'A boy is fiddling with his beloved dog which is playing with a frog inside the bottle. And during the time, his room looks scattered meanwhile there are a lot of clothes and tissues on the floor.'

- b. *Ada seorang budak ni dia pandang katak dalam*
Be a child this 3.SG look frog in
balang sambil tu anjing tu pun memegang balang
jar while the dog the also hold jar
tu sekali lah
the at the same time LAH

'(There) is a child looking at the frog inside (a) jar while the dog also holds the jar at the same time.'

- c. *Seorang lelaki memerhatikan seekor anjing yang sedang*
A man notice a dog REL PROG
melihat ke dalam botol yang menghantui seekor
look to inside bottle REL haunt a
katak
frog

'A man notices a dog looking into the bottle that haunts a frog.'

- d. *Apa yang saya lihat daripada gambar ini ada-lah*
What REL 1.SG see from picture this be-LAH
seorang budak kecil sedang tengok dalam bekas

a child little PROG look in container
yang menunjukkan yang ada seekor katak dan seekor
 REL show REL be a frog and a
anjing sedang juga melihat katak ter-sebut di dalam
 dog PROG also look frog ter-mention at inside
situasi ini ter-letak dalam sebuah bilik
 situation this ter-locate in a bedroom
tidur pada waktu malam
 sleep on time night

'What I see from this picture is a little boy is looking at a container that shows that there is a frog and a dog is also looking at the frog in this situation lies in a bedroom at night.'

e. *Seorang budak di dalam bilik tidur-nya dia dengan*
 a child at inside room sleep-3.SG 3.SG with
anjing kesayangan-nya sedang melihat di dalam botol
 dog beloved-his PROG look at inside bottle
gelas ada seekor katak
 glass be a frog

'A boy is in his sleeping room with his beloved looking into a glass bottle where there is a frog.'

f. *Ter-dapat seorang budak lelaki dengan anjing-nya*
 Ter-find a child man with dog-his
sedang memandang katak yang di-tempat-kan dalam botol
 PROG look frog REL di-place-kan in bottle
gelas itu
 glass the

'There is found a boy with his dog looking (at) a frog that is placed in the glass bottle.'

g. *Seorang budak dan seekor anjing sedang*
 A child and a dog PROG
mentengok katak yang ber-ada dalam botol itu
 look frog REL ber-be in bottle the

'A boy and a dog are looking at the frog that is located in the bottle.'

h. *Seorang kanak-kanak melihat anjing dia main dengan*

A child-child look dog 3.SG play with

katak itu

frog the

'A child looks at his dog playing with the frog.'

[2]

- a. *Seorang butak itu ber-asa runsing dan memandang ke arah anjing-nya sedang bermain dengan botol dan anjing tu membawa botol tu keluar bilik-nya*
 A child the ber-feel worried and look to direction dog-his PROG ber-play with bottle and dog the carry bottle the out room-his
 'The boy feels worried and looks at the dog there which is playing with (the) bottle and the dog carries the bottle out of his room.'

- b. *Tadi tingkap tutup sekarang tingkap ter-buka lepas tu budak tu memandang keluar anjing tu pun turun melepasi tingkap tu dengan balang ter-sangkut kat kepala dia*
 now window close a window ter-open last the child the look out dog the also fall pass window the with jar ter-attach KAT head 3.SG
 'A window is closed while another is opened. And then the boy looks out of the window and the dog next to him falls down, with a jar attached to his head.'

- c. *Tidak disangka anjing itu kepala anjing itu kalua masuk ke dalam botol itu dan anjing itu terjatuh tu keluar daripada tingkap Lelaki itu amat bimbang akan anjing itu*
 Unexpectedly dog the head dog the KALAU enter to inside bottle the and dog the ter-fall the out from window Man the very worried about dog the
 'The dog's head was not supposed to come into the bottle and the dog went out without it. The man was very worried about the dog.'

- d. *Budak kecil itu tengok pada anjing ter-sebut yang kepala-nya telah ter-masuk dalam bekas tadi dan anjing ter-*
 Child little the look on dog ter-mention REL head-3.SG already ter-enter in container earlier and dog ter-

sebut keluar daripada tingkap rumah budak kecil itu
 mention out from window house child little the
 'The little boy looked at the mentioned dog whose head had been put in the container
 and the mentioned dog came out from the window of the little boy's house.'

e. *Kemudian pada satu hari budak itu lihat dari luar tingkap*
 Then on one day child the see from outsidewindow
dan nampak anjing peliharaan-nya telah jatuh keluar
 and look dog pet-3.SG already fall out
tingkap Kepala anjing itu sangkut gelas tin di dalam
 window Head dog the hang glass tin at inside
kepala-nya
 head-his

'On one day, the boy looks outside from windows, and his pet has already fall out.
 The dog is out of the window and his head is inside the glass tin.'

f. *Budak lelaki itu memandang ke arah anjing-nya yang memakai*
 Child man the look to direction dog-his REL wear
gelas botol itu dan anjing itu telah terjatuh dari
 glass bottle the and dog the already ter-fall from
tingkap itu
 window the

'The boy looks to the direction of his dog, which puts its head in the bottle, already
 fell down from the window.'

g. *Budak itu nampak takut dan anjing itu terjatuh daripada*
 Child the look fear and dog the ter-fall from
tingkap itu
 window the

'The boy looks fear and the dog falls off from the window'

h. *Kanak-kanak itu cari anjing dia semasa itu anjing itu*
 Child-child the look for dog 3.SG currently the dog the
Ber-main dengan kanak itu
 Ber-play with child the

'The child is looking for his dog while the dog is playing with the child.'

[3]

- a. *Butak itu me-manjat ke atas batu itu dan dia semasa*
Child the me-climb to upside rock the and 3.SG during
memanggil seseorang atau sesiapa yang ber-ada di tempat
call someone or anyone REL ber-be at place
yang jauh
REL far
'The boy climbs onto the rock and he is currently calling someone or anyone who is far away.'
- b. *Budak ni panjat atas batu mudah minta tolong*
Child this climb on rock easily ask help
'The boy climbs on a rock easily to ask for help.'
- c. *Lelaki itu naik ke atas batu itu dan pelaut untuk*
Man the climb to upside rock the and seamen to
men-dapat-kan bantuan orang ramai
Men-get-kan help crowd
'The man climbs up on the rock and Seamen to get help from the crowd.'
- d. *Budak kecil itu mencari anjing-nya dengan memanggil-nya*
Child little the look for dog-3.SG with call-3.SG
daripada atas batu
from upside rock
'The little boy was looking for his dog by calling him over the rock.'
- e. *Kejadian itu ber-laku budak itu meminta pertolongan*
incident the ber-occur child the ask for help
men-yelamat-kan anjing kesayangannya dengan tidak
men-save-kan dog beloved-3.SG with NEG
sengaja budak itu dia panjat atas batu besar...
deliberately child the 3.SG climb on stone big...
'With the incident that occur, the boy asks for help to save his beloved dog. The boy climbs on the big stone...'
- f. *Kanak-kanak itu cari anjing dia semasa itu anjing itu*
Child-child the look for dog 3.SG currently the dog the

ber-main dengan kanak itu
 ber-play with child the

'The child now looks for his dog. The dog is playing with the dog.'

- g. *Budak itu sedang ter-jerit dan seekor burung hantu*
 Child the PROG ter-call and a owl
ber-ada di atas pohon itu
 ber-be at upside tree the

'The boy is calling and an owl is at the top of the tree'

[4]

- a. *Ter-dapat seorang pemuda yang ter-jatuh ke dalam*
 Ter-find a youth REL ter-fall to inside
sungai tiada seorang yang ingin membantu-nya
 river NEG a REL want help-3.SG

'There is a youth falling into (the) river. No one wants to help him.'

- b. *Dia ter-jatuh ke dalam tasik bersama dengan anjing tu*
 3.SG ter-fall to inside lake together with dog the
mudah ada rusa di atas tu memerhati dia
 easily be deer at upside the watch 3.SG

'He falls into a lake together with the dog easily. (There) are some deer on top of them watching them.'

- c. X

- d. *Budak kecil itu terjatuh dalam sungai apabila dia sedang*
 Child little the ter-fall inside river when he PROG
mencari anjingnya
 look for dog-3.SG

'The little boy falls into the river when he was looking for his dog.'

- e. *...kemudian dia jatuh ke dalam sungai dengan anjing*
 ...then 3.SG fall to inside river with dog
peliharaan-nya sekali dari atas seekor rusa sedang
 pet-3.SG once from upside a deer PROG

melihat perlakuan mereka
 look situation 3.PL.POSS

'...and then he falls into the river with his dog. A deer is looking at their situation.'

- f. *Budak lelaki itu dan anjing-nya terjatuh ke dalam sungai*
 Child man the and dog-his ter-fall to inside river
padahal rusa yang ber-diri di atas tebing itu
 though deer REL ber-stand at upside cliff REL
ter-nampak mereka ter-jatuh
 ter-see them ter-fall

'The boy and his dog fall into the river. The deer stands on the cliff and sees them falling.'

- g. *Budak itu terjatuh ke dalam kolam kerana rusa itu*
 Child the ter-fall to inside pool because deer the
men-lari kepada dia tadi
 men-run to 3.SG earlier

'The boy falls into the pool because the deer ran into him earlier'

- h. *Seorang lelaki dengan anjing dia ter-jatuh dalam air*
 A man with dog 3.SG ter-fall in water

'A man accidentally fall into the water with his dog.'

[5]

- b. *Anjing ni dia ter-nampak ada sarang tebuhan kemudian*
 Dog this 3.SG ter-look be nest wasp then
tebuhan daripada sarang-nya
 wasp from nest-3.SG

'That dog discovers a wasp nest then wasps come from their nest.'

- d. *Budak kecil itu mencari anjing-nya tu di dalam sepohon*
 Child little the look for dog-3.SG the at inside a
pokok dalam lubang yang ada pada pokok itu
 tree in hole that be on tree the

'The little boy found his dog in a tree in a hole in the tree.'

- e. *Kemudian budak itu memanjat sepohon pokok yang besar di*

tengah-tengah pokok itu mengandung satu lubang
 Then boy the climb a tree REL big at
 centre-centre tree the contain one hole
 'Then the boy climb on the big tree , which contains one hole at the middle of the tree.'

Photos

[6]

- a. *Seorang telefon di dalam kotak*
 A telephone at inside box
 'A telephone inside (a) box.'
- b. *Di tengah-tengah kotak dalam di tengah-tengah*
 At centre-centre box inside at centre-centre.
 'In the centre in the box.'
- c. *Telefon itu di-letak-kan di dalam kotak itu*
 Telephone the di-place-kan at inside box the
 'The phone is placed in the box.'
- d. *Telefon itu letak dalam kotak itu*
 Telephone the lay in box the
 'The phone is in the box.'
- e. *Saya lihat sebiji telefon pintar telah di-letak di dalam*
 1.SG see a telephone smart already di-lay at inside
kotak Double A
 box Double A
 'I see a smart phone is placed inside a Double A box.'
- f. *Telefon itu ber-ada di dalam kotak*
 Telephone the ber-be at inside box
 'The telephone is located inside the box'
- g. *Sebuah telefon bimbit berada di atas kotak itu*
 A phone mobile ber-be at upside box the

'A mobile phone is on the box'

- h. Telefon bimbit itu ada-lah dalam satu box.
Telephone mobile the be-lah in one box.
'The mobile phone is in a box.'

[7]

- a. Di dalam botol
At inside bottle
'In a bottle.'
- b. Straw di dalam botol
Straw at inside bottle
'Straw is inside the bottle.'
- c. Straw itu di dalam botol yang mengandungi air
Straw the at inside bottle REL contain water
'The straw is in a bottle containing water.'
- d. Straw itu berada di dalam air yang ber-ada dalam
botol itu
Straw the ber-be at inside water REL ber-be in
bottle the
'The straw is in the water in the bottle.'
- e. Straw minuman ber-ada di dalam botol plastik mineral
Straw drinks ber-be at inside bottle plastic mineral
'Straw drinks is inside the plastic mineral bottle.'
- f. Straw itu ber-ada di dalam botol
Straw the ber-be at inside bottle
'The straw is inside the bottle'
- g. Straw itu berada dalam sebuah botol
Straw the ber-be in a bottle
'The straw is in the bottle.'

- h. Straw tu ada-lah dalam botol itu
 Straw the be-lah in bottle the
 'The straw is inside the bottle.'

[8]

- a. *Botol di atas kerusi*
 Bottle at upside chair
 '(A) bottle on (a) chair.'
- b. *Di atas kerusi*
 At upside chair
 'On the chair.'
- c. *Botol itu di-letak di atas kerusi*
 bottle the di-ay at upide seat
 'The bottle is on the seat.'
- d. *Botol itu ter-letak di atas kerusi ter-sebut*
 Bottle the ter-place at upside chair ter-mention
 'The bottle is located on the chair.'
- e. *Sebotol mineral water ber-ada di atas kerusi sofa*
 A mineral water ber-be at upside chair sofa
 'A bottle of mineral water is on sofa chair.'
- f. *Botol itu ber-ada di atas kerusi*
 Bottle the ber-be at upside chair
 'Bottle is located on the chair'
- g. *Botol itu ber-ada di atas kerusi*
 Bottle the ber-be at upside chair
 'The bottle is on the chair.'
- h. *Botol itu ada-lah di atas kerusi*
 Bottle the be-lah at upside chair
 'The bottle is on the chair.'

[9]

- a. *Botol di atas meja*
Bottle at upside table
'(A) bottle on (a) table.'
- b. *Di atas meja*
At upside table
'On the table.'
- c. *Botol itu di-letak-kan di atas meja*
Bottle the di-place-kan at upside table
'The bottle is placed on the table.'
- d. *Botol itu ter-letak di atas meja ter-sebut*
Bottle the ter-place at upside table ter-mention
'The bottle is on the table.'
- e. *Se-botol air mineral ber-ada di atas meja*
A-bottle water mineral ber-be at upside meja
'A bottle of mineral water is on the table.'
- f. *Botol itu ber-ada di atas meja*
Bottle the ber-be at upside table
'The bottle is on the table'
- g. *Botol itu ber-ada di atas meja*
Bottle the ber-be at upside table
'The bottle is on the table.'
- h. *Botol itu adalah di atas meja*
Bottle the be-lah at upside table
'The bottle is on the table.'

[10]

- a. *Botol di dalam kotak*
Bottle at inside box
'(A) bottle inside (a) box.'

- b. *Di tengah-tengah kotak dalam di tengah-tengah*
 At centre-centre box in at centre-centre
 'at the centre in the box.'
- c. *Botol itu di-letak-kan di dalam kotak*
 Bottle the di-place-kan at inside box
 'The bottle is placed in the box.'
- d. *Botol itu ter-letak di dalam kotak di tengah-tengah*
 Bottle the ter-locate at inside box at centre-centre
kotak itu
 box the
 'The bottle is in the box in the middle of the box.'
- e. *Se-botol mineral water berada di dalam kotak carton*
 A-bottle mineral water ber-be at inside box carton
 'A bottle of mineral water is inside the carton box.'
- f. *Botol itu berada di dalam kotak*
 Bottle the ber-be at inside box
 'Bottle is located inside the box.'
- g. X
- h. *Botol itu adalah dalam satu kotak yang besar*
 Bottle the be-lah in one box REL big
 'The bottle is in a big box.'

[11]

- a. *Botol di dalam kotak*
 Bottle at inside box
 '(A) bottle inside (a) box.'
- b. *Di dalam bekas kotak di atas tangan di*
 At inside container box at upside hand at
dalam di tengah-tengah

inside at centre-centre

'At the centre of the box on hands.'

- c. *Botol itu di-letak-kan di dalam kotak itu*
Bottle the di-place-kan at inside box the
'The Bottle is placed in the box.'

- d. *Botol itu letak di atas kotak itu*
Bottle the lay at upside box the
'The bottle is laid on the box'

- e. *Se-botol air mineral ber-ada di tengah kotak*
A-bottle water mineral ber-be at center box
Double A yang ber-sandar kepada dinding
Double A REL ber-lean to wall
'A bottle of mineral water is located at the center of the Double A box, which leans to the wall.'

- f. *Botol itu ber-ada di dalam kotak juga tetapi kotak yang*
Bottle the ber-be at inside box also but box REL
tidak betapa tinggi macam itu cove kertas A4
NEG how such height the cover paper A4
'The bottle is in the box as well but the box is not as high as that covers A4 paper.'

- g. X

- h. *Botol itu ada-lah dalam satu box yang ber-nama Double A*
Bottle the be-lah in one box REL ber-name Double A
'The bottle is in a box named Double A.'

Clips

[12]

- a. *Seorang lelaki sudah me-letak-kan rambut-nya di dalam*

A man already me-place-KAN hair-3.SG at inside
bakul tu yang ada
 bucket the REL be

'A man has put his hair inside the bucket there'

b. *Ada lelaki tua ni masuk kepada dalam baldi putih*
 Be man old this enter to in bucket white

'(There) is an old man entering into (a) white bucket'

c. *Seorang lelaki guna kepala dia menuju ke dalam tong itu*
 A man use head 3.SG towards to inside barrel the

'A man using his head headed into the barrel'

d. X

e. X

f. X

g. *Dia me-letak kepala-nya dalam baldi*
 3.SG me-put head-his inside bucket

'He puts his head inside the bucket'

h. *Seorang lelaki itu masuk-kan kepala dia dalam satu baldi*
 A man the enter-kan head 3.SG in one bucket

'A man put his head into a bucket.'

[13]

a. *Seorang perempuan bawa sebuah bakul yang mempunyai*
 A woman take a basket REL have

roti ke dalam gua
 bread to inside cave

'A woman takes a basket which has bread inside into (the) cave'

b. *Perempuan ni dia keluar daripada gua amik bakul*
 Female this 3.SG come out from cave take basket
lepas-tu masuk

after-the enter

'The woman goes out from (a) cave to take a basket, and then returns (to the cave)'

- c. *Perempuan itu keluar daripada lubang dan angkat basket*
Woman the come out from hole and lift up basket
itu ke dalam lubang itu balik
the to inside hole the back

'The woman came out of the hole and lifted the basket back to in the hole'

- d. *Seorang wanita yang keluar daripada satu tempat*
A woman REL come out from one place
mengangkat bakul yang mengandungi sekeping roti
lift basket REL contain piece bread

'A woman who came out of one place lifted a basket containing a piece of bread.'

- e. *Seorang lelaki ber-jalan keluar dari gua dari kiri ke kanan*
One man ber-walk out from cave from left to right
di tengah-tengah dua ter-dapat sebiji bakul yang kosong
at centre-centre two ter-find a basket REL empty
yang ter-letak di atas batu
REL ter-lay/place at upside stone

'A man walks out from the cave, from left to right' 'At the middle there are two basket one of them is empty and is located on the stone'

- f. *Seorang lelaki sedang ber-jalan keluar dari lubang*
A man PROG ber-walk out from hole
gua dan ber-utar balik ke dalam gua itu
cave and ber-spin back to inside cave the

'A man is walking out from the cave hole and he is spinning back into that cave'

- g. *Seorang perempuan mengangkat bakul itu ke dalam lubang*
A woman lift basket the to inside hole
itu
the

'A woman takes the basket into the hole.'

- h. *Seorang perempuan datang untuk mengambil satu bakul dan*

A woman come for/to take one basket and
lepas itu dia masuk dalam satu gua
 then the 3.SG enter in one cave

'The woman comes out to take a basket and then she enters a cave.'

[14]

a. *Seorang perempuan sedang memakai selipar*
 A woman PROG wear slipper
 'A woman is wearing slippers'

b. *Ada orang ni dia pakai selipar ke hilang*
 Be person this 3.SG wear slipper to leave
 '(There) is a person wearing slippers to leave.'

c. *Ada satu orang memakai kasut-nya*
 Be one person wear shoes-3.SG
 '(There) is a person wearing his shoes'

d. *Seorang budak kecil sedang pakai selipar*
 One boy little PROG wear sandal
 'A little boy is wearing sandals'

e. *Memakai selipar*
 Wear slipper
 'He/she is wearing slippers'

f. *Ada se-pasang kaki sedang memakai kasut selipar*
 Be a-pair foot PROG wear shoe slipper
 'There is a pair of foot wearing slippers'

g. *Dia pakai selipar*
 3.SG wear slipper
 'He/She wears slippers'

h. *Seorang perempuan sedang memakai selipar*
 A woman PROG wear slipper
 'The woman is wearing slippers.'

[15]

- a. *Seorang lelaki yang sedang men-jalan-kan ke arah*
A man REL PROG men-run-kan to direction
kamera sedangkan ada seorang perempuan sedang
camera while be a woman PROG
tidur di atas lantai
sleep at upside floor
'A man running towards (the) camera while (there) is a woman sleeping on floor'
- b. *Ada perempuan terbaring situ ada lelaki itu bergerak ke*
Be woman lie there be man the move to
depan dah
front PERF
'(There) was a woman lying there and (there) was the man moving to the front.'
- c. *Lelaki itu me-ninggal-kan teman yang*
Man the me-leave-kan friends REL
'The man leaves his friend.'
- d. *Seorang lelaki ber-jalan terhadap perempuan yang sedang*
One man ber-walk against woman REL PROG
baring
lie
'A man walks against a woman who is lying down'
- e. *Seorang lelaki berjalan ke depan me-ninggal-kan seorang*
One man walk to front me-leave-kan one
perempuan yang baring di atas padang
female REL lie at upside field
'A man walks in front of a woman who lies on the field'
- f. *Di dalam satu taman ter-dapat sepasang orang yang gadis*
At Inside one park ter-find a-pair person REL girl
memakai berwarna biru sedang dalam taman dan seorang
wear colour blue PROG in park and one
lelaki yang memakai baju berwarna merah ber-sandar sedang

man REL wear blouse ber-colour red ber-lean PROG
ber-jalan ke depan
 ber-walk to front

'Inside a park, two people can be found, the girl is wearing blue in color and the boy is wearing blouse, which is red in color'

g. *Seorang lelaki men-dekat-i kedepanan kamera*
 A man men-approach-i the cameras
 'A man approached the cameras'

h. *Seorang lelaki datang ke hadapan*
 A man come to forward
 'The man comes forward.'

[16]

a. *Seorang lelaki ber-jalan di atas jambatan sedangkan di*
 A man ber-walk at above bridge while at
atas ada berapa orang sedang ber-cakap di
 upside be some person PROG ber-talk at
atas jambatan.
 upside bridge

'A man walks on (the) bridge while there are some people talking on (the) bridge'

b. *Ada tiga orang perempuan tengah borak-borak atas jambatan*
 Be three person female centre chat-chat above bridge
lepas-tu ada lelaki lalu sekali kat jambatan tu
 after-the be male pass at the same time kat bridge the
 '(There) are three women chatting in the middle of the bridge then (there) is man crossing the bridge at the same time'

c. *Lelaki itu me-lalu-i sekumpulan orang yang sedang*
 Man the me-pass-i a-group person REL PROG
ber-bual-bual
 Ber-talk-talk

'The man pass through a group of people who were talking'

d. *Seorang lelaki sedang ber-jalan me-lepas-i se-kumpulan*

A man PROG ber-walk me-pass-i a-group
orang yang sedang ber-bual di atas jambatan
 person REL PROG ber-talk at upside bridge
ter-sebut
 ter-mention

'A man is walking past a group of people who are talking on the bridge'

e. *Kelihatan seorang lelaki ber-jalan me-lalu-i jambatan di*
 Look one man ber-walk me-pass-i bridge at
mana tiga perempuan sedang ber-gaul di atas jambatan
 place three female PROG ber-get along at upside bridge
 'One man walks through the bridge where three female are getting along on the
 bridge'

f. *Terdapat tiga orang gadis sedang ber-bual-bual di atas*
 Ter-find three people girl PROG ber-chat-chat at upside
jambatan dan seorang lelaki ber-jalan me-lalu-i gadis itu
 bridge and one man ber-walk me-pass-i girl the
 'Three girls can be found and they are chatting on the bridge and a man walks pass
 the girl'

g. *Seorang lelaki me-lalu-i jambatan yang berada beberapa*
 A man me-pass-i bridge REL ber-be some
orang di situ
 person at that place
 'A man passed through a bridge where there are some people.'

h. *Seorang lelaki itu lalu jambatan itu semasa itu*
 A man the pass bridge the current the
tiga orang perempuan telah ber-bual
 three person woman already ber-chat.
 'The man crossed the bridge when three women were chatting.'

[17]

a. *Seorang budak sedang ber-main air dengan sendiri*
 A child PROG ber-play water with alone
 'A boy is playing water alone'

- b. *Seorang budak ni dia pergi mandi laut dan terus*
 A child this 3.SG go bath sea and continue
terjun ke dalam laut
 dive to inside sea
 'The boy goes (to) the sea bath and keeps diving into the sea'
- c. *Seorang lelaki ber-lari menuju ke laut*
 A man ber-run towards to sea
 'A man runs towards the sea'
- d. *Budak ter-sebut bermain air di pantai*
 Child ter-mention play water at beach
 'The boy played water on the beach'
- e. *Seorang budak ber-lari ke pantai*
 A man ber-run to beach
 'A man runs to the beach'
- f. *Seorang budak lelaki sedang bermain di tepi pantai*
 A boy man PROG ber-play at side beach
dan ber-lari kepada pantai itu
 and ber-run to beach the
 'A boy is playing at the side of the beach and he is running to the beach'
- g. *Seorang budak kecil me-lari ke laut*
 A boy little me-run to sea
 'A boy runs into the sea'
- h. *Seorang kanak-kanak itu main dalam air di pantai*
 A child-child the play in water at coast
 'The child plays in the water at coast.'
- [18]
- a. *Seorang lelaki me-lompat ke atas batu yang besar*
 A man jump to upside rock REL big
 'A man jumps onto a big rock.'

- b. Butak tu lompat atas batu
 child the jump on rock
 'The boy jumps on(to) a rock'
- c. Lelaki itu ber-lari dan naik ke atas batu itu
 Man the ber-run and climb to upside rock the
 'The man runs and climbs onto the rock'
- d. Seorang budak kecil me-lompat ke atas batu
 A child little me-jump to above rock
 'A little boy jumps on a rock'
- e. Seorang budak melangkah sebiji batu yang besar
 A child step a stone which big
 'A kid step (on) a stone, which is a big one'
- f. Seorang budak lelaki me-lompat atas batu itu di tepi
 pantai
 A child man me-jump on stone the at edge
 beach
 'A boy jumps onto the stone at the beach.'
- g. Seorang budak me-lompat ke atas batu itu
 A child me-jump to above rock the
 'A boy jumps on the top of the rock'
- h. *Seorang lelaki itu main dekat tepi pantai*
 A man the play next to side coast
 'The man plays next to a coast.'

[19]

- a. *Soerang budak me-lompat me-lepas-i batu yang bersatu*
 A child jump me-pass-i rock REL ber-big
 'A boy jumps over a big rock.'
- b. *Budak tu me-lompat batu*

Child the me-jump rock
'The boy jumps (over) a rock'

- c. *Lelaki itu pe-lari dan me-lalu-i batu yang besar tu*
Man the run and me-pass-i stone REL big the
'The man runs and pass that big stone.'
- d. *Seorang budak kecil me-lompat me-lepas-i batu*
A child little me-jump me-pass-i rock
'A little boy jumps past a rock.'
- e. *Seorang budak ber-lari dan lompat ke atas batu*
A child ber-run and jump to upside stone
'A kid runs and jumps over the stone.'
- f. *Seorang lelaki me-lompat me-lalu-i batu itu*
A man me-jump me-pass-i stone the
'A man jumps over the stone.'
- g. *Seorang budak dia me-lintang ke lalu batu itu*
A child 3.SG me-cross to passage stone the
'A boy crossed the stone.'
- h. *Seorang lelaki itu me-lintas satu batu yang besar*
A man the me-pass one stone REL big
'The man (jumps) across a big stone.'