Demonstratives in Sumbawa
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Handout

Non-situational usage of *nan* “that” (semi-distal)

(i) Anaphoric usage

Example (10) is a conversation between a grandmother and her grandson, who are talking about their relatives. NP with the demonstrative *nan*, Tau=nan ‘that people’ in (b), refers to the two people mentioned by the previous utterance (a).

(a) berarti papén=Ali ké’ Papén Koa sempu=dua si?
   it means grand.parent=Ali and grand.parent Koa cousin=two MM

(b) a.a. papén=Aras papén=selaki=ta, basempu-sai ké’ Koa ké’ Ali
   yes grand.parent=Aras grand.parent=male=this be.cousins with Koa with Ali
   apa nan sempu=sai’ tau=nan.
   because that cousin=one people=that

(a) “So, are Grandpa Ali and Grandpa Koa second cousins?”
(b) “Well, Grandpa Alas, that is, the Grandpa here (the speaker’s husband) is a cousin with Koa and Ali, so the people are cousins.” [PA081–082]

Example (11) is a conversation between a grandmother and her grandson, too. The grandmother is talking about her school days. The pronominal demonstrative *dean* in (b) refers to the two teachers guru Tojang and guru Indeng mentioned in the previous utterance, (a).

(a) guru tu=bóé mo ka=maté guru=Tojang, guru=Indéng
   teacher 1PL.AFFIX=gone MM PERF=die teacher=Tojang, teacher=Indéng

(b) tau=Empang *dèan*?
   person=Empang that

(a) “Our teachers are all gone… Tojang, Indeng…”
(b) “Are they (lit. those) from Empang?” [PA029]
(ii) Shared knowledge

(12) is an example of shared knowledge. Here, the speaker is talking about her old days, and mentions two rivers where she used to do washing clothes. Here, NPs expressing the rivers appear in the utterance for the first time, but it is marked by the demonstrative nan. It is because the rivers can be identified by the geographic knowledge shared between the speaker and the hearer.

Also, note that nan may be attached with a proper noun, as in bran Peria nan, peria river.

(12) jarang ada sumér apa
rarely exist well because
rua berang tu=turés,
appearance river IPL.AFFIX=often go somewhere
lamén nó brang=nan, brang=Peria=nan.
if NEG river=that river=Peria=that

“Earlier, because we rarely had a well, we went to rivers. If we did not go to the river, we went to Pria river.” [PA048]

Non-situational usage of ta “this” (proximate)

(a) dadi ta lók lénɡ bléŋ datu=ta,
then this way words say headman=this

’tó’, ku=prènta nènè laló sama srang,
now 1SG.LOW.AFFIX=command 2-3PL go together fight

srang tentara portugis=ta pang tana=Samawa=ta,
fight army Portuguese=this at land=Sumbawa=this

pang labu=Samawa=ana.
at harbor=Sumbawa=that

(a) “The headman said like this, ‘Now I will order to fight with the Portuguese Army. Here in Sumbawa, in the Port of Sumbawa.” [DPG 011]
**Ta (proximate) referring to key entities in a plot**

Examples from the story of *Lanangmaté*

Here, the main character *Lanangmaté* is always marked with *ta*.

In this story, *Lanangmaté* traps white ants and exchanges them with chicken. Here, the NP expressing these entities (trap, white ants, and chickens) are all marked by *ta*. In the following part of the text, he exchanges the chicken with a pouding stick, buffalo, jackfruits, and seven girls, in order, and the NPs expressing them are basically marked with *ta*.

We could say that *ta* here is used as a device to help the plot to be understood more easily.

(14)

(1) *Lanangmaté ta, pina mo bu*

Lanang=maté this make mm trap

“Lanang Mate made a trap.”

(2) *bu=ta kénang bau simér ndalam brang*

trap=this use get catfish at=inside river

“(Normally) the trap is used to catch catfish in the river.”

(3) *tapi Lanangmaté ta, lén ké tau lén*

but t Lanang=maté this different with man other

“But Lanang Mate is different from others.”

(4) *nya pasang bu pang tenga rau*

3 put trap at center field

“He put the trap in the field.”

(5) *setela sepetang, né, sióp láló gita kodong ta*

after one-night you.know morning go

look trap this

*bang bu ta lempó léng mentrènè*

unexpectedly trap this filled by white.ants

“Next morning, he went and saw the trap; the trap was filled with white ants.”

(6) *karéng mentrènè ta, ëtè karéng mentrènè ta ëtè’ lén nyi isi mo kó ndalam buka karéng*

by 3 put.in mm to inside box and.then
bawa sebagai pengganti sebab rusak
bring as compensation because break

kodong nan, gina ganti léng nya ké
trap that unexpectedly change by 3 with

mentrénè ta sebagai imbalan.
white.ants this as compensation

“Then he took the white ants, put them into the box, and brought them. He got the white ants as compensation.”

(7) bawamo mentrénè ta, dapat sôpó katokal,
bring mm white.ants this arrive one position

dapat sôpó katokal jampang ayam.
arrive one position breed chicken

“He took the white ants and arrived at a place where people kept chickens.”

(8) sangaro mo mentrénè ta yaóló pang
entrust mm white.ants this cons=put at

ayam ta, bilên nén nga beru ramalék=malék
chicken this leave by 3 after return

né, bang, mentrénè ta, bóé
you.know unexpectedly white.ant this completely

kakan léng ayam.
eat by chicken

“He left the white ants with them. He put them near the chickens and left the place. When he returned, the white ants had been eaten by the chickens.”

(9) nuntót nya lamén ta lók mentrénè
sue 3 if this way white.ants

kubóé, ba kuêtè mo ayam ta.
1sg=finish so 1sg=take mm chicken this

ètè mo ayam ta.
take mm chicken this

“He demanded, ‘I will take the chicken, as my white ants have gone like this.’ He got the chicken.”
Introduction

- Sumbawa is a language spoken in the western part of Sumbawa Island in Indonesia.
- This study provides a general description of the demonstrative system in Sumbawa.

Structure of the study

(I) Basic set of demonstratives
- proximal ta “this”/mid-distal nan “that”/distal ana “that”
- base form/pronominal form-directional form/locative Form

(II) Anaphoric use/Cataphoric use

(III) The demonstrative tó’, which has the function of introducing a new entity to the hearer

The Basic Set

- **ta**: proximal ‘this’ (near to the speaker)
- **nan**: semi-distal ‘that’ (slightly far from the speaker)
- **ana**: distal ‘that, over there’ (far from the speaker)

The Basic set

<table>
<thead>
<tr>
<th>Base</th>
<th>ta</th>
<th>nan</th>
<th>ana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronominal</td>
<td>dèta</td>
<td>dèan</td>
<td>dèna</td>
</tr>
<tr>
<td>Locative</td>
<td>nta</td>
<td>ninan</td>
<td>nana</td>
</tr>
<tr>
<td>Directional</td>
<td>kóta</td>
<td>kónan</td>
<td>kóna</td>
</tr>
</tbody>
</table>

Pronominal forms

1. **sanak=sawai=kaku**  \ dèta/dèan/dèna.
   sibling=female=1GEN this/that/that
   “This/That/That is my sister.”

2. **madu=Samawa**  \ dèta/dèan/dèna.
   honey=Sumbawa this/that/that
   “This/That/That is Sumbawa’s honey.”
Locative forms

- Locative
  (3) tu-ètè ai’ nta/ninan/nana.
  1PL=get water here/there/over there
  “We get water here/there/over there.”

Directive forms

- Directive
  (4) mu=datang kóta mo.
  2SG=come to.here MM
  “You come here! (Come here!)”

- Directive
  (5) ku=laló kónan/kóna mo.
  2SG=come to.here/to over there MM.
  “I will go there/over there.”

Base forms

Base forms
the base forms
- modifying a noun
  balè=ta/=nan “This/That house”
  balè=ana “The house over there”

Base forms
- referring to a non-entity, such as a situation or a state
  ta: Tense/Aspect
  (6) ta yà=ku=mópó’ aku.
  this FUT=1SG=launder 1SG
  “Here/Now I am going to do washing.”

  (7) ta muntu ku=nuja=padé.
  this time 1SG=pound=rice.
  “I am pounding rice.” (lit. This is the time I pound rice.)

Base forms

Base forms are often followed by an NP headed by muntu
“time,” lók “way”
(8) nan lók tu=mongka.
  that way 1PL=cook.rice
  “We cook rice in that way.” (lit. That is the way I cook rice.)

(9) ana rua nya balangan.
  that appearance 3 walk
  (Watching the man far away)
  “He walks like that.” (lit. The look he walks is that.)

Non-situational usage

nan may refer to a definite entity
- mentioned previously.
- familiar because of shared knowledge.
Non-situational usage

- **ta** may be used cataphorically.

  (13) dadi ta lók lèng blèng datu=ta, then this way words say headman=this

  “’tò’, ku=prénta nènè laló now 1SG.LOW.AFFIX=command 2-3PL go sama srang....” together fight

  “The headman said like *this*, ‘Now I will order you to go and fight with Portuguese Army....’” [DPG 011]

Non-situational usage

In narrative, *ta* refers to a key entity in a scene.

[example (14) in the handout]

It helps the plot to be understood more easily.

Non-situational usage

*tai* in this usage may co-occur with the definite *nan*, as in

(15) tapi batu=ta=nan tetap entèk but stone=this=that constantly go.up kò bao to above

“But the stone is going up ceaselessly.”

Demonstrative *tó’*

- Is homonymous to the time adverb indicating the present time *tó’* “now”
- Is almost always accompanied by a pointing gesture

(16) *tó’* ada pió this/that exist bird “Look! There is a bird.”

Demonstrative *tó’*

- Introduces an entity that is new to the hearer
- Is used to draw the hearer’s attention to an entity that is visible to but not noticed by the hearer.

(16) *tó’* ada pió this/that exist bird “Look! There is a bird.”

Demonstrative *tó’*

- Shares all the morph-syntactic properties with the basic demonstratives
  - Pronominal: *dètó’* ‘this/ that’
  - Locative: *ntó’* ‘here/ there’
  - Directional: *kótó’* ‘to here/ to there’

Demonstrative Construction

(17) *tó’* lók ku=mongka this/that way 1SG=cook rice “Look! This is the way I am cooking rice.”
Demonstrative tó’

• tó’ does not code the distance from the reference point (normally the speaker).

Two functions of the demonstratives

• J. Lyons (1977), C. Lyons (1999)
  (1) To code the distance of the referent (deixis)
  (2) To draw the hearer’s attention to the referent (ostension)
  → tó’ in Sumbawa specializes in this function

Ostensive demonstratives

• Turkish (Hayasi, 1988)
  Deictic demonstratives
  bu : proximal
  o : distal
  Ostensive demonstrative
  şu : Identifying referents that has not been introduced into the discourse

• Burmese (Okell, 1969; Okano, 2011; Atsuhiko Kato p.c.)
  Basic demonstratives
  dî ‘here’, dà ‘this’: proximal
  hò ‘there’, hò(−hà) ‘that’: distal
  Demonstratives for pointing out
  hô-dî ‘here’, hô-dà ‘that’: proximal
  hô-hò ‘there’, hô-hò(−hà) ‘that’: distal

Ostensive demonstratives

• Japanese
  Hora (<Sora) originated from the mid-distal sore+ ya “interjection” exhibits a similar function.

Hora, tori-ga iru ya.
Hora bird-nom exist interj.
“Look! there is a bird!”

All the demonstratives are definite?

• “demonstratives = definite” (C. Lyons, 1999: 21)
  • Are these ostensive demonstratives definite?
Conclusions

• Basic set of demonstratives in Sumbawa
  proximal to "this," mid-distal nan "that," and distal ano "that."
• nan is used anaphorically and ta cataphorically. In narrative, ta refers to a
  key entity in a scene and helps the plot to be understood more easily.
• In addition to the basic set, the form tó' may be used for reference in a
  scene of a speech event. It is used to introduce an entity that is new to the
  hearer.
• Tó' is interesting in that it has specialized in the function of ostension, that
  is, drawing attention of the hearer. (It does not code the distance from the
  speaker.)
• Similar ostensive demonstratives are observed in some other languages
  such as Turkish and Burmese. They are interesting in that they question the
  validity of the commonly accepted view of demonstratives being
definite.

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