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   1PL.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*   *léng*   *bléng*   *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***   *kènang*   *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*
   bu 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*   *laló*
after   one-night   you.know   morning   go

gita   ***kodong***   ***ta***
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,***   *ètè*
         karéng   mentrènè   ta   ètè'

léng   *nya*   *isi*   *mo*   *kó*   *dalam*   *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

mentrènè   **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)   *bawa mo*   **mentrènè**   **ta,**   *dapat*   *sópó*   *katokal,*
         bring mm   white.ants   this   arrive   one   position

dapat   *sópó*   *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*   **mentrènè**   **ta**   *yaóló*   *pang*
         entrust   mm   white.ants   this   cons=put   at

ayam   *ta,*   *bilén*   *néng*   *nya*   *beru*   *ramalék=malék*
chicken   this   leave   by   3   after   return

né,   *bang,*   **mentrènè**   **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*   *mentrènè*
         sue   3   if   this   way   white.ants

kubóé,   *ba*   *kuètè*   *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."

Demonstratives in Sumbawa

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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 <u>Sumbawa</u>.

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

Base	*ta*	*nan*	*ana*
Pronominal (*dè* NOM+base)	*dèta*	*dèan*	*dèna*
Locative (N+base)	*nta*	*ninan*	*nana*
Directional (*kó*+base)	*kóta*	*kónan*	*kóna*

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!)"

(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
   balé=ta/=nan "This/That house"
   balé=ana "The house over there"

Base forms

- referring to a non-entity, such as a situation or a state
ta: Tense/Aspect
(6) **ta** *ya=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 léng bléng datu=ta,
    then this way words say headman=this

    "'tó', ku=prènta 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

ta 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
    kó 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

Ostensive demonstratives

- Burmese (Okell, 1969; Okano, 2011; Atsuhiko Kato p.c.)
Basic demonstratives
dì 'here', *dà* 'this': proximal
hò 'there', *hò(-hà)* 'that': distal

Demonstratives for pointing out
hɔ́-dì 'here', *hɔ́-dà* 'that': proximal
hɔ́-hò 'there', *hɔ́-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   yo.
Hora   bird-nom   exist interj.
"Look! there is a bird!"

All the emonstratives are definite?

- "demonstratives = definite" (C. Lyons, 1999: 21)
- Are these ostensive demonstratives definite?

Conclusions

- Basic set of demonstratives in Sumbawa
  proximal *ta* "this," mid-distal *nan* "that," and distal *ana* "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.

Terima Kasih!

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