IDEAS

Prefixed Denominal Verbs

in Indonesian Children's Story

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Article Info	Abstract
	This study aims to describe the prefixes that form denominal verbs and their meanings in Indonesian children's storybooks. Previous research tends to be general and less focused on children's production. This study examines prefixes and their meanings to describe the extent to which junior high school children master denominal verbs. With a descriptive qualitative approach, the research data in the form of sentences with denominal verb predicates are taken from the anthology Jangan Pernah Menyerah Wujudkan Mimpimu by junior high school students. The listening and note-taking methods were used for data collection, while the direct element division and paraphrasing techniques were used for affix and meaning analysis. The results show that junior high school students are able to produce denominal verbs with various prefixes. The prefix "ber-" is the most productive (274 verbs), followed by "me(n)-" (192 verbs), "ter-" (77 verbs), and "di-" (12 verbs). The dominance of ber- and me(N)- shows a tendency towards active verbs, although some verbs with ter-, such as tersenyum 'to smile,' also function actively. Students show good morphophonemic mastery of the morphemes {ber} and {me}. The meanings of the verbs vary depending on the prefix: me(N) has 13 meanings, ber has 10 meanings, ter has 2 meanings, and di has 1 meaning. These results reflect a good command of morphology as well as a tendency towards concrete meanings and physical activities, showing students' ability to form and understand various meanings from denominal affixes.

1. Introduction

The structure of a sentence pivots on the verb. The existence of verbs greatly affects the syntactic structure. The placement of sentence functions depends on the verb that occupies the predicate function. For example, sentences that have transitive verbs form transitive sentences or sentences that demand the presence of an object. Meanwhile, intransitive verbs form intransitive sentences or sentences that do not require the presence of an object. Even if there is a noun behind the predicate, the noun does not function as an object, but a complement. The complex nature of verbs and their role in building the complexity of sentences is what makes the study of verbs important.

The categories of verbs are very diverse. Moeliono et al. (2017) suggest that verbs can be divided into two, namely basic verbs and derived verbs. Basic verbs are verbs in the form of free basic morphemes, such as *pulang* 'to go home', *tidur* 'to sleep', and *pergi* 'to go'. Derived verbs are verbs that have undergone morphological processes, such as affixation, reduplication, combined processes or lexeme blends. Examples of derived verbs are *ajari* 'to teach', *bernyanyi* 'to sing', *marah-marah* 'to complain angrily', *tersenyum-senyum* 'to keep smiling', and *unjuk gigi* 'to demonstrate one's ability'. Derived verbs also consist of several kinds, such as deadjectival verbs, denominal verbs, and deadverbial verbs. Denominal verbs are verbs derived from nouns, such as *berbudaya* 'to be cultured', *berduri* 'to have thorns', *memahat* 'to carve', *and membatu* 'to turn to stone' (Kridalaksana, 2008).

Derived verbs are formed from grammatical processes. A base form must be formed into a grammatical word, either through the process of affixation, reduplication, or composition. Word formation has two properties, namely inflective and derivative. Denominal verbs are verbs that are formed from the process of derivation because they form a new word class. From what was originally a noun, it became a verb. The lexical identity of the base word, noun, is not the same as the formed word, verb. For example, from the word *air* which is a noun class, it is formed into *mengairi* 'to irrigate' which is a verb class. The difference in lexical identity in the derivation process is mainly related to the meaning that has changed (Chaer, 2012).

The derivation process of the word *air* 'water' to *mengairi* 'to irrigate' requires affixes. Thus, the denominal verb *mengairi* goes through the process of affixation as well. Affixation is the process of affixing affixes to a base form or lexeme that turns it into a complex word as a new word. In the process of affixation, three things are involved, the base form, the affix, and the resulting grammatical meaning. This research will focus on derivational affixes instead of inflectional because it will try to detail denominal verbs that are the product of the derivation process. The types of Indonesian affixes are prefixes, infixes, suffixes, confixes, circumfixes or combined affixes, and simulfixes.

Prefixes are affixes that are placed in front of the base, such as *me-, di-, ber-, ke-, ter-, pe-, per-, se-*. Infixes are affixes that are placed in the middle of the base, for example *-er-, -el-, -em-,* and *-in-.* Suffixes are affixes that are placed behind the base, for example *-an, -kan, -i.* Confixes are divided morphemes found at the beginning and back of the base, such as *ke-an, pe-an, per-an,* and *ber-an*. Circumfixes are a combination of affixes that are not confixes. Simulfix is the nasalization of the first phoneme of the base form, for example *N-* in the word *ngopi* 'to have coffee' (Chaer, 2012; Kridalaksana, 2009; Ramlan, 2012). Specifically, Kridalaksana (2009) also describes verb-forming affixes consisting of prefixes (*me-, ber-, per-, ter-, ke-*), suffixes (*-in*), simulfixes (*N-*), confixes (*ber-R, ber-an, ber-R-an, ber-kan, ke-an*), and affix combinations (*me-i, di-i, me-kan, memper-, diper-, memper-kan, diper-kan, N-in, ter-R, per-kan, per-i, ber-R*).

In the initial study of denominal verbs in the text of a junior high school children's story entitled *Jangan Pernah Menyerah Wujudkan Mimpimu*, 810 denominal verbs created through affixation processes were found. The denominal verbs created by the affixation process include affix variations in the form of prefixes, suffixes, and combined affixes. There are 555 denominal verbs with prefixes, 28 denominal verbs with symbols, 24 denominal verbs with suffixes, 4 denominal verbs with affixes, and 199 denominal verbs with combined affixes.

The prefixes found are *me(N)-, ber-, di-,* and *ter-.* The simulfix found is *N-.* The suffixes found are *-an, -kan, -i,* and *-in*. The confix found are *memper-kan.* The combined affixes found are *me(N)-kan, me(N)-i, mer-in, ber-kan, ber-an, ber-i, di-kan, di-i, di-in, ter-i,* and *N-in*. From the data collection, it can be seen that the most productive type of affix forming denominal verbs is prefixes. Therefore, this article will focus on discussing prefixed denominal verbs.

A verb is a type of word that can be identified by observing its semantic features, syntactic behavior, and morphological form. A verb has the semantic feature of being a word that expresses a state, process, action, event, or activity. Syntactically, verbs function primarily as predicates. Morphologically, verbs can be identified from the attachment of affixes, such as *meng-, di-, -kan,* and *-i* (Genetti, 2019; Moeliono et al., 2017). This is in line with what suggests that denominal verbs are verbs with nouns as the base word. The word formation process involves a noun as the base form that is attached to affixes and produces a verb as a formed word.

A noun is a category that syntactically (1) cannot be joined with the particle *tidak* 'not', (2) has the potential to be preceded by the particle *dari* 'from'. The subcategorization of nouns is distinguished based on several aspects. First, there are animate nouns that can be substituted with "he" or "they" and inanimate. Second, there are countable (countable and accompanied by numeralia) and uncountable (uncountable, such as air or cleanliness) nouns. Third, collective nouns (can be substituted with "they" or itemized) and non-

collective. In addition, nouns can also be categorized based on their usage, including classifiers of things, places and directions, sound imitations, swearing, greetings, quantity, size, timekeeping, and hypostatics (Kridalaksana, 2008). Moeliono et al., (2017) also argued that in terms of semantics, nouns refer to humans, animals, objects, and concepts or meanings which are then known as concrete nouns and abstract nouns. The words *anak, kuda,* and *air* are concrete nouns. Meanwhile, *waktu* 'time'*, cinta* 'love'*, kesedihan* 'sadness'*,* and *kemanusiaan* 'humanity' are abstract nouns.

Story books are very diverse. Children's storybooks are included in children's literature. Children's literature is literature written specifically for children, serving as entertainment and understanding in accordance with their emotional and intellectual development. Children's stories can address a variety of themes, even those that make no sense to adults, with presentations that are adapted to the views and developmental levels of children. In addition, children's literature can be written by both adults and children, using appropriate language and often requiring guidance from adults (Daulay, n.d.; Nurgiyantoro, 2013). According to Law number 39 of 1999 article 1 point 5, it is explained that a child is every human being under 18 (eighteen) years old and unmarried, including children who are still in the womb if it is in their interest (Undang-Undang Republik Indonesia Tentang Hak Asasi Manusia, 1999).

Children's storybooks certainly also contain denominal verbs that are interesting to study. The intricacies of language and morphological studies contained in children's story texts have indeed been examined in previous studies. However, previous studies generally used children's storybooks written by adults (Khoiriyah et al., 2023; Retnowati & Nasucha, 2015; Wijayanti, 2017). In fact, children's storybooks written by children are reflectors of language skills and vocabulary mastery. This research focuses on examining verbs mastered by children. Therefore, the study material in this research uses the text of children's stories written by children.

Previous research found that there is a sequence of word class mastery by children. In order, children master and more often use words with noun, verb, adjective word classes, then followed by other word classes (Dardjowidjojo, 2000; Mulyati, 2017; Rahmawati, 2012). However, children's vocabulary mastery still tends to be low. Siron, (2016) argues that five-year-old children still use basic verbs. Children who have started using verbs with affixes are children at the junior high school level (A.D. et al., 2019; Asrina et al., 2021).

In other words, junior high school children are more productive in producing derived verbs. But, Wati (2018) found that the students' ability to use derivational words in their conversations is generally below average. Instead of utilizing derivational forms like *prayer* or *brighten*, they tend to describe certain concepts with longer phrases. This indicates that their understanding of meaning, particularly in terms of semantics, remains limited.

The ability to produce children's vocabulary can be seen from the results of their writing because the ability to write and compose sentences of junior high school students is directly proportional to their mastery of vocabulary (Harahap, 2017; Juariah et al., 2021). Thus, the data of this research that discusses denominal verbs with prefixes as derived verbs uses the text of children's stories produced by junior high school children. Denominal verbs were chosen as the object of study because the researcher wanted to examine the complexity of child-produced verbs derived from the word class above.

The construction of denominal verbs has been studied by Nugraha (2016), but only looks at the construction of Indonesian denominal verbs in general. This research focuses more on denominal verbs produced and mastered by junior high school students. The studies that discuss children's vocabulary mastery are still conducted on general research objects. This research focuses more on examining denominal verbs with prefixes produced by children and their complexity. The study is conducted to describe the prefixes forming denominal verbs and the meanings of denominal verbs with prefixes in Indonesian.

2. Method

This research is descriptive qualitative. This research uses narration to present the research results, so it is descriptive. This research is also qualitative because it tries to describe the affixes that can form denominal verbs and describe the meanings of non-numerical Indonesian denominal verbs.

The data of this research are sentences with denominal verb predicates sourced from an anthology of short stories entitled *Jangan Pernah Menyerah Wujudkan Mimpimu*, written by students of SMP Negeri 1 Yogyakarta. The story texts were chosen because they are authentic, up-to-date, and have varied themes. The story texts are authentic because they represent daily language use and vocabulary acquisition according to the age, emotions, and cognitive level of junior high school students. These story texts were booked and published in 2019 so they are relatively up-to-date. Therefore, the use of denominal verbs will be relevant to contemporary Indonesian language development. The diverse themes of the stories, such as friendship, family, teenage romance, fantasy world, religion, struggle, teenage life, and others, allow for a variety of denominal verbs due to the wide range of contexts.

The listening and note-taking method were used in the data collection process. Data collection was done in several steps. First, nouns as base words were tested with the insertion of the particles *tidak* 'not' and *dari* 'from' before the word. Then, the derived verb as a form word was tested by matching semantic, syntactic, and morphological features as well as by negation, namely by inserting the word *tidak* 'not' or *belum* 'not yet' before the form word. Data in the form of denominal verbs that were found were written on data cards with the data code number

included.

The denominal verbs in the data in table 1 below are verbs. The classification of the verb class is evident from the example of the word *menangis* 'to cry' which semantically shows an action or activity of shedding tears. Crying can also mean 'giving birth to a feeling of sadness (kecewa 'disappointed', menyesal 'regret', and etc.) by shedding tears and making a sound (tersedu-sedu 'sobbing uncontrollably', menjerit-jerit 'screaming repeatedly') (*Kamus Besar Bahasa Indonesia*, n.d.). Similarly, the other denominal verbs in Table 1 semantically mean a state, process, action, event, and/or activity. Morphologically, *menangis* 'to cry' consists of the affix *me(N)-* and the base form *tangis* 'crying'. The affix *me(N)-* The verb can also be inserted with the particles *tidak* 'not' and *belum* 'not yet': *tidak menangis* 'not crying'*; belum menangis* 'not crying yet'.

Syntactically, the findings of these denominal verbs also occupy the function as predicates. This is in accordance with the main function of verbs in sentences, which is to fill the predicate function (Moeliono et al., 2017). Consider the following sentence.

(1) ..., aku **menangis** lagi (14.82.298)
      S   P

Sentence (1) consists of a subject and a predicate. The subject of the sentence is me. The predicate of the sentence is the phrase *menangis lagi* 'to cry again' with the central element *menangis* 'to cry'. With the semantic, syntactic and morphological features of the word *menangis* as described, it is evident that *menangis* 'to cry' is a verb. Similarly, *tersenyum* 'to smile' and other words listed in the table of data findings will be discussed in this article.

The process of analyzing the affixes that form denominal verbs is carried out with the agih method, the basic technique of direct element division '*bagi unsur langsung* (BUL)'. The BUL technique is a data analysis method that breaks the lingual unit data into several components or elements (Sudaryanto, 2015). The main tool in this technique is the intuitive separation ability. An example of the application of data analysis with the BUL technique is as follows.

Table 1. Sample Data Card

Code	Denominal Verb	Affixes	Type of Affixes	Base	Verb Meaning	Context
14.82.298	menangis 'to cry'	me(N)-	prefix	tangis	melakukan perbuatan 'to perform an action'	..., aku menangis lagi
4.17.55	tersenyum 'to smile'	ter-	prefix	senyum	perbuatan aktif 'active action'	Aku hanya tersenyum kecil

The data code consists of three units of numbers. For example, in code 4.17.55, it consists of the number units [4], [17], and [55]. The first number unit indicates the order of the subtitles. This storybook consists of 32 subtitles. The second number unit shows the page on which the denominal verb is written. The third number unit shows the order of data numbers from the first to the last denominal verb data. In the data source, 890 denominal verbs were found. A total of 613 denominal verbs are prefixed verbs.

Furthermore, the process of analyzing the meaning of denominal verbs is carried out using the paraphrasal change of speech technique or paraphrasing technique. An example of the paraphrasing technique is as follows.

(2)   ucap Adi **memotivasi** Salman (18.110.414)
(2a) ucap Adi ***memberi motivasi*** untuk Salman

Sentence (2a) is a paraphrase of sentence (2). Sentence (2) contains the denominal verb accompany which consists of the affix *meN-* and the base form *motivasi* 'motivation'. The paraphrasing technique performed on sentence (2a) shows that the meaning of the verb *memotivasi* 'to motivate' in sentence (2) is 'memberi motivasi' or 'memberi apa yang tersebut pada bentuk dasar'.

3. Result

The denominal verbs found are formed from various grammatical processes of affixation that have semantic effects. In detail, the map of data findings based on the affixation process with prefixes can be seen in Table 2.

Table 2. Data Findings Map of Affixed Denominal Verbs

Prefixes	Total	Denominal Verb	Base	Code
me(N)-	192	menangis 'to cry'	tangis	9.54.165
		mengetuk 'to knock'	ketuk	16.95.337
		menyela 'to interrupt'	sela	6.32.98
		memandang 'to gaze'	pandang	3.12.32
		memanipulasi 'to manipulate'	manipulasi	30.184.773
ber-	274	berkata 'to say'	kata	5.27.79
		berkaca-kaca 'to be teary-eyed'	kaca	25.151.605
		belajar 'to study'	ajar	31.195.815
		bekerja 'to work'	kerja	31.197.821
di-	12	dihukum 'to be punished'	hukum	16.97.343
		dibungkus 'to be wrapped'	bungkus	17.104.389
		disol 'to be glued'	sol	9.52.159
		disindir 'to be hinted at'	sindir	27.160.638
ter-	77	tersenyum 'to smile'	senyum	4.17.55
		tertawa 'to laugh'	tawa	4.23.66
		tergambar 'to be depicted'	gambar	21.121.455
		terngiang 'to echo'	ngiang	28.165.662

In addition, there are also varied meanings of denominal verbs, as can be seen in Table 3.

Table 3. Meaning of Denominal Verbs

Prefixes	Meaning of Denominal Verbs	Total	Example	Code
me(N)-	to perform an action related to what is referred to in the base form	46	menikah 'to marry'	25.148.589
	to give something as referred to in the base form to something	45	menghukum 'to punish'	30.185.778
	to create what is referred to in the base form	33	memanipulasi 'to manipulate'	30.184.773
	to experience what is referred to in the base form	16	menyesal 'to regret'	10.60.197
	to communicate through what is referred to in the base form	15	menelepon 'to call'	19.114.425
	to perform an active and transitive action	14	membungkus 'to wrap'	28.166.671
	to become what is referred to in the base form	4	mematung 'to remain motionless'	25.151.604
	to face what is referred to in the	2	melawan 'to fight'	13.76.269

Prefixes	Meaning of Denominal Verbs	Total	Example	Code
	base form			
	to express or utter what is referred to in the base form	11	menyapa 'to greet'	10.57.187
	to endure what is referred to in the base form	2	menderita 'to suffer'	22.129.496
	to transform something into what is referred to in the base form	1	memangsa 'to prey on'	15.92.329
	to pierce with what is referred to in the base form	1	menyengat 'to be pungent'	11.66.234
	to be in a state/stative	2	mengantuk 'to be sleepy'	3.13.45
ber-	to engage in an action related to what is referred to in the base form	89	berperang 'to engage in war'	7.45.134
	to emit what is referred to in the base form	81	berbunyi 'to sound'	6.29.81
	to possess what is referred to in the base form	75	bernyawa 'to be alive'	30.185.776
	to become what is referred to in the base form	9	berteman 'to befriend'	18.108.406
	to pronounce what is referred to in the base form	8	bertasbih 'to recite tasbih'	14.82.296
	to form what is referred to in the base form	6	berbaris 'to line up'	21.120.447
	to use what is referred to in the base form	2	berseragam 'to wear a uniform'	7.41.125
	to give what is referred to in the base form	2	berkabar 'to inform'	11.65.226
	to side with what is referred to in the base form	1	berpihak 'to take sides'	29.172.708
	to reach what is referred to in the base form	1	berakhir 'to end'	6.30.85
di-	to indicate a passive action	12	dibungkus 'to be wrapped'	17.104.389
ter-	active action	62	tersenyum 'to smile'	14.78.276
	perfective	15	tergambar 'to be depicted'	21.121.455

4. Discussion

Prefixes that Forming Denominal Verbs

The denominal verbs that children are able to produce vary greatly. The following explanation discusses denominal verbs and their formation process after affixes attach to nouns as the base form. To understand the division of language elements, it is necessary to understand that there are grammatical units that are affixes and some are basic forms. Units that are attached to affixes or which are the basis for the formation of larger units are called basic forms (Ramlan, 2012). In the discussion of denominal verbs, the basic form is a noun.

Table 2 shows examples of denominal verbs produced by children in their short story writing. Table 2 shows that the denominal verbs are formed by attaching affixes to nouns as the base form. The verb *menangis* 'to cry' consists of the prefix *me(N)-* and the noun *tangis* 'crying'. The verb *berkata* 'to say' consists of the prefix *ber-* and the noun *kata* 'word'. The verb *dihukum* 'to be punished' consists of the prefix *di-* and the noun *hukum* 'law'. The verb *tersenyum* 'to smile' is composed of the prefix *ter-* and the noun *senyum* 'smile'.

This shows the finding that junior high school students can already produce denominal verbs with various prefixes. The most productive prefixed denominal verbs are denominal verbs with the prefix *ber-* with 274 words, followed by the prefix *me(N)-* with 192 words. Meanwhile, there are relatively fewer verbs with the prefixes *di-* and *ter-*. 77 denominal verbs with the prefix *ter-* and 12 denominal verbs with the prefix *di-*were found.

The dominant use of the prefixes *me(N)-* and *ber-* is possible because children tend to use active verbs that place the agent as the subject, rather than the object. The high number of denominal verbs with prefixes that form active verbs also indicates that in making sentences, children give importance to the doer of the action. Even with 77 the prefix *ter-* whose main function is to form passive verbs, not all of the verbs are passive verbs. Of the 77 denominal verbs with the prefix *ter-*, 38 of them are *tersenyum* 'to smile', and 24 of them are *tertawa* 'to laugh'. Both verb variations are classified as intransitive active verbs. Consider sentences (3) and (4).

(3)   ..., tambah Maudy dan Icha sambil **tertawa** cekikan (6.32.95)
(4)   Ia berkata sambil **tersenyum** dan mengulurkan tangannya (25.150.598)

The verbs tertawa 'to laugh' in sentence (3) and *tersenyum* 'to smile' in sentence (4) show the active activity performed by the subject in the sentence.

The influence of children's language environment is also a big factor in children's cognitive process in producing language that places the agent as the subject and the patient as the object and/or complement. This is because children's language skills are indeed strongly influenced by the environment. Children acquire language from repeated exposure in their environment which

is then observed and imitated (Musfiroh, 2016).

If we look further at the use of prefixes *me(N)-* and *ber-*, the prefix *ber-* is much more productive in forming prefixed denominal verbs. This is possible because verbs with the *ber-* prefix form intransitive verbs that do not require an object. For example, the verbs *bercanda* 'to joke' and *berdering* 'to ring'. Consider the following sentences.

    (5)   Alisa dianggap **bercanda** (13.75.256)
           S   P
    (6)   Handphone-ku **berdering** (28.165.664)
           S   P

The syntactic functions in sentences (5) and (6) are only subject and predicate. In both sentences, no object is found because the verbs used as predicates in both sentences are intransitive verbs with the prefix *ber-: bercanda* 'to joke' and *berdering* 'to ring'. With the existing data findings, it can also be seen that children are accustomed to simpler sentence structures. The simple sentence is represented by the subject in the sentence not always requiring an object.

In addition, junior high school students can also produce denominal verbs with the right morphophonemic process. Morphophonemic process is a process of phoneme change that arises due to the meeting of morphemes with other morphemes (Kesuma, 2023). Junior high school children already understand the morphophonemic process very well. The morphophonemic process on the bound morpheme {be} will change the morpheme into {be}, {ber}, and {bel} depending on the free morpheme attached. The change to the morpheme {ber-} will occur specifically in the verb *bekerja* 'to work' (31.195.815). Similarly, the morpheme {bel} only occurs in the verb *belajar* 'to study' (31.197.821)

The morphophonemic process on the bound morpheme {me} will occur when the morpheme meets free morphemes with initial phonemes /t/, /k/, /s/, and /p/ which will form the morphemes {men}, {meng}, {meny}, and {mem}. The accuracy of children's understanding of the morphophonemic process can be seen from the completeness of the data on denominal verbs that undergo morphophonemic processes, for example on the verbs *menangis* 'to cry', *mengetuk* 'knock', *menyela* 'to interrupt', and *memandang* 'to look at'. The verb *menangis* 'to cry' is a word formation that occurs from the process of attaching the affix *me(N)-* as a bound morpheme to the lexeme *tangis* as a free morpheme. The nasalization of the affix morpheme {me} that meets the morpheme {tangis} with the initial phoneme /t/ creates the extension /men/ to form the word /menangis/.

The verb *mengetuk* 'to knock' is a word formation that occurs from the process of attaching the affix *me(N)-* as a bound morpheme to the lexeme *ketuk* 'knock' as a free morpheme. The nasalization of the affix morpheme {me} that meets the morpheme {ketuk} with the initial phoneme /k/ creates a dilution in the form of /meng/ so that the word /mengetuk/ is formed. The verb *menyela* 'to interrupt' is a word formation that occurs from the process of attaching the affix *me(N)-* as a bound morpheme to the lexeme sela as a free morpheme. The nasalization of the affix morpheme {me} which meets the morpheme {sela} with the initial phoneme /s/ creates a dilution in the form of /meny/ so that the word /menyela/ is formed.

The verb *memandang* 'to look at' is a word formation that occurs from the process of attaching the affix *me(N)-* as a bound morpheme to the lexeme *pandang* 'view' or 'sight' as a free morpheme. The nasalization of the affix morpheme {me} which meets the morpheme {pandang} with the initial phoneme /p/ creates the extension /mem/ to form the word /memandang/.

Meaning of Prefixed Denominal Verbs

A variety of denominal verb meanings were found. The meanings depend on the type of prefix attached to the base form.

Meaning of Denominal Verbs Pronounced me(N)-

The prefix *me(N)-* is a prefix that functions to classify a word into a verbal word or a word that at the clause level functions primarily as a predicate. The prefix *me(N)-* after meeting with a noun as its base form can form various meanings. There are 13 meanings of denominal verbs with the prefix *me(N)-* produced by children as shown in Table 3. Consider the following sentences. Sentence (7a) is a paraphrase of sentence (7) as the original sentence. Sentence (8a) is also a paraphrase of sentence (8), and so on. The paraphrased sentences have the same meaning as the original sentence.

(7)   Ayahku telah meninggalkan aku dan ibuku dengan **menikah** bersama wanita lain (25.148.589)

(7a)   Ayahku telah meninggalkan aku dan ibuku dengan *melakukan tindakan nikah* bersama wanita lain

(8)   Ia akan **menghukum-**nya dengan hukuman dari peraturan 12-G, ... (30.185.778)

(8a)   Ia akan *memberinya hukum* dia dengan hukuman dari peraturan 12-G, ...

(9)   Kalau kekuatanmu kan **memanipulasi** energi kehidupan ... (30.184.773)

(9a)   Kalau kekuatanmu kan *membuat manipulasi* energi kehidupan ...

(10)   ..., dan aku juga **menyesal** ... (10.60.197)

(10a)   ..., dan aku juga *mengalami (rasa) sesal* ...

(11)   ..., Vania pun **menelepon** Eita (19.114.425)

(11a) ..., Vania pun ***berbicara melalui telepon*** Eita

(12)   Aku **membungkus** kado tersebut dengan rapi ... (28.166.671)

(12a) Aku ***melakukan perbuatan membungkus*** kado tersebut dengan rapi ...

(13)   Seketika ia **mematung** (25.151.604)

(13a) Seketika ia ***menjadi seperti patung***

(14)   ..., Alisa tak bisa **melawan** jika benang merah itu sudah saling terhubung (13.76.269)

(14a) ..., Alisa tak bisa ***menghadapi lawan*** jika benang merah itu sudah saling

     terhubung

(15)   Bahkan untuk saling **menyapa** saat berpapasan saja sudah jarang (6.38.107)

(15a) Bahkan untuk saling ***mengucapkan sapa*** saat berpapasan saja sudah jarang

(16)   Vania **menderita** sakit kanker (22.129.496)

(16a) Vania ***menanggung derita*** sakit kanker

(17)   Kenapa kamu ingin terus **memangsa** manusia? (15.92.329)

(17a) Kenapa kamu ingin terus ***menjadikan manusia sebagai mangsa***?

(18)   ..., dan pastinya dengan wajah orientalnya ditambah aroma parfum yang begitu pas dengan karakternya yang ceria namun tidak terlalu **menyengat** (11.66.234)

(18a) ..., dan pastinya dengan wajah orientalnya ditambah aroma parfum yang begitu

     pas dengan karakternya yang ceria namun tidak terlalu ***menusuk dengan sengat***

(19)   Angin semilir di tepi pantai membuat mereka **mengantuk** ... (3.13.45)

(19a) Angin semilir di tepi pantai membuat mereka ***dalam keadaan kantuk*** ...

Thirteen meanings of denominal verbs were found, which were proved by paraphrasing techniques in sentences (7) to (19a). The most productive meaning of denominal verbs with the prefix *me(N)-* produced by children is *melakukan tindakan berhubungan dengan apa yang disebut pada bentuk dasar* 'to perform an action related to what is referred to in the base form' with a total of 46 verbs. This shows that denominal verbs with this meaning are very productive. An example is in sentence (7) which is proven by sentence (7a) as its paraphrase. Similar meanings also appear in other verb data, such as *menangis* 'to cry' (9.54.165), *mengucap* 'to say' (27.163.657), *menyala* 'to light up' (7.44.132), and others.

The meaning of the second productive denominal verb with the prefix *me(N)-* is *memberi seperti apa yang disebut pada bentuk dasar pada sesuatu* 'to provide what is referred to in the base form' with a frequency of occurrence of 45 words. Sentence (8a) is a paraphrase of sentence (8). From these two sentences, it can be seen that the prefix *me(N)-* in the verb *menghukum* 'to punish', which means *memberi hukuman* 'giving punishment'. The same meaning also appears in some verbs, such as *mengecup* 'to kiss' means *memberi kecup* 'giving a kiss' (28.168.694), *mengisi* 'to fill' means *memberi isi* 'filling' (7.41.121), *memotivasi* 'to motivate', meaning *memberi motivasi* 'giving motivation' (18.110.414), and others.

The data shows that the prefix *me(N)-* forms denominal verbs with various meanings, ranging from concrete actions, such as *membungkus* 'to perform an active and transitive action' and *menelepon* 'to speak through the phone', to more abstract actions, such as *menyesal* 'feeling regret', *memanipulasi* 'to create manipulation', *mengantuk* 'In a drowsy state', and *mematung* 'to become like a statue' which also contains the meaning of change of state or figurative.

From the data, it can be seen that the meaning categories *melakukan tindakan berhubungan dengan apa yang disebut pada bentuk dasar* 'to perform an action related to what is referred to in the base form' *and memberi seperti apa yang disebut pada bentuk dasar pada sesuatu* 'to give something referred to in the base form' have the highest number of occurrences, 46 and 45 times respectively. This shows that denominal verb forms relating to direct or productive actions are more often produced by children. More abstract meanings, on the other hand, are used less frequently by children.

This frequency distribution is interesting because it shows that denominal verbs that are more concrete and related to physical or social actions that are easily understood by children are used more frequently. This can be linked to the stage of cognitive development of children at the junior high school level. At this level, they are still more familiar with concepts that can be directly observed. Even so, the use of verbs with abstract meanings such as *menyesal* 'to regret' or *menderita* 'to suffer' also appears, although less frequently. This indicates that children are starting to develop the capacity to understand more complex emotional and social concepts.

The use of denominal verbs *mematung* 'to become like a statue' in sentence (13) and *menyengat* 'to be pungent' in sentence (18) are interesting findings. The word *menyengat* 'to be pungent' in the context of children's stories produced by junior high school students shows that children have begun to use variations of verbs with connotative meanings. This reflects the development of their language skills and creativity in playing with the meaning of words. The fact that junior high school students use the word *menyengat* 'to be pungent' shows that they not only understand the literal meaning, but are also able to

utilize it connotatively in a broader context. This shows an appreciation for the use of more figurative and metaphorical language.

Literally, *menyengat* 'to be pungent' means *menusuk dengan sangat* 'to pierce intensely', as stated in sentence (18a). However, the paraphrase cannot be interpreted lexically because the word *sangat* means 'a sharp and venomous apparatus found in insects and other animals, such as bees, centipedes, and scorpions, used for attack or self-defense' (*Kamus Besar Bahasa Indonesia*, n.d.).

The use of the word *sangat* 'sting' with the dictionary meaning means that it can only be used when the subject of the sentence is an insect or other animal that has a sting. In fact, in sentence (18), the subject of the sentence is *aroma parfum* 'the aroma of perfume' which actually has no sting. In literature, the word *menyengat* 'to be pungent' is used with a symbolic meaning. This means that the scent of perfume, which is very clearly perceived by the sense of smell, is symbolized as a stinging insect.

Meaning of Prefixed Denominal Verbs ber-

The prefix *ber-* is a prefix that functions to classify words into verbal words or words that at the clause level function primarily as predicates. The prefix *ber-* after meeting with a noun as its base form can form various meanings. There are 10 meanings of denominal verbs with prefixes *ber-* produced by children as shown in Table 3. The discovery of 10 denominal verb meanings can be proven by paraphrasing techniques, as shown in sentences (20) to (29a) below.

(20)   Aku tidak ingin **berperang** dengan kak Vira (7.45.134)

(20a) Aku tidak ingin ***melakukan perang*** dengan kak Vira

(21)   ... suara bel **berbunyi** yang menandakan pelajaran segera dimulai (6.29.81)

(21a) ... suara bel ***mengeluarkan bunyi*** yang menandakan pelajaran segera dimulai

(22)   ... sebagai tanda bahwa tubuhnya sudah tak **bernyawa** (30.185.776)

(22a) ... sebagai tanda bahwa tubuhnya sudah tak ***mempunyai nyawa***

(23)   ... kami tak bisa **berteman** lagi (18.108.406)

(23a) ... kami tak bisa ***menjadi teman*** lagi

(24)   ..., biar aku yang **bertasbih** di hadapan Tuhanku (14.82.296)

(24a) ..., biar aku yang ***mengucapkan tasbih*** di hadapan Tuhanku

(25)   Saat aku menyiapkan CDP untuk **berbaris** dan berjalan ... (21.120.447)

(25a) Saat aku menyiapkan CDP untuk ***membuat baris*** dan berjalan ...

(26)   ... mereka selalu sekelas dari sekolah dasar hingga **berseragam** putih abu-abu (7.41.125)

(26a) ... mereka selalu sekelas dari sekolah dasar hingga **memakai seragam** putih abu-abu

(27)   ..., bahkan walau hanya **berkabar** lewat sms (11.65.226)

(27a)   ..., bahkan walau hanya ***memberi kabar*** lewat sms

(28)   Namun dewi fortuna tidak **berpihak** kepadanya (29.172.708)

(28a)   Namun dewi fortuna tidak ***berada di pihak***-nya

(29)   ... tanda waktu istirahat telah **berakhir** (6.30.85)

(29a)   ... tanda waktu istirahat telah ***sampai pada akhir***

The meaning of the denominal verb with the prefix *ber-* produced by children that is most productive is *melakukan perbuatan yang berhubungan dengan apa yang tersebut pada bentuk dasar* 'to perform an action related to what is referred to in the base form' with a frequency of 89 words, such as the verb *berperang* 'to engage in war' in sentence (20). The same meaning also appears in several verbs, such as *bertanding* 'to compete' (13.76.267), *berpartisipasi* 'to parrticipate' (26.154.617), *berkomunikasi* 'to communicate' (11.65.225), and others.

The meaning of the denominal verb with the prefix *ber-* that is the second most productive *mengeluarkan apa yang disebut pada bentuk dasar* 'to emit what is referred to in the base form' with a frequency of 81 words, such as the verb *berbunyi* 'to sound' which can be seen in sentence (21). The same meaning also appears in several verbs, such as *berdering* 'to ring' which means *mengeluarkan dering* 'to emit a ringing sound' (22.126.486), *berair* 'to water', means *mengeluarkan air* 'to exude water' (17.101.358), and others.

From all the meanings formed, as can be seen in Table 3 and the series of paraphrased sentences, there are at least three patterns of meaning of denominal verbs with the prefix *ber-* in children. First, the meaning of involvement in activity or action. Denominal verbs with the prefix *ber-* can show the activity of the subject in the base form. For example, the word *berbaris* 'to line up' in sentence (25) shows that the subject of the sentence is involved in an activity that forms a line. Second, the meaning of process or change of state. For example, in the words *berakhir* 'to end' in sentence (29) and *berteman* 'to be friend' in sentence (23). The subject in the sentence is described as undergoing a process and a change of state. Third, the meaning of ownership. For example, the word *bernyawa* 'to be alive' in sentence (22) shows the meaning of *memiliki nyawa* 'to possess life'.

The use of denominal verbs with the prefix *ber-* by junior high school students shows a fairly complex level of language mastery. They are not only able to form verbs from nouns through affixation, but also show sensitivity to contextual meaning and appropriate use in sentences. For example, in sentence (22) *bertasbih* 'recite tasbih', the children are able to use verbs with more abstract religious meanings, which shows that their understanding of

denominal verbs includes concepts that go beyond everyday physical activities.

Meaning of Denominal Verbs with the Prefix di-

The prefix *di-* is a prefix that functions to classify words into verbal words or words that at the clause level function primarily as predicates. The prefix *di-* There is one meaning of denominal verbs with the prefix *di-* produced by children as shown in Table 3, which is to express *menyatakan suatu perbuatan pasif* 'a passive option'. Consider the following sentence.

(30)   Sudahlah, yang penting <u>kamu</u> tidak **dihukum** sama <u>guru</u> hehe (16.97.343)

(31)   Ada <u>amplop</u> **dibungkus** <u>plastik bening</u>   (17.104.389)

Sentences (30) and (31) are passive sentences because the verbs that occupy the predicate function mean passive actions, namely *dihukum* 'to be punished' and *dibungkus* 'to be wrapped'. The word *dihukum* 'to be punished' shows the meaning that the subject, *kamu* 'you', experiences the action of being punished by the teacher as the object in sentence (30). This shows that the subject is in a passive position that receives or is subjected to an action from the agent that occupies the object function. This can also be seen from the agent sitting in the object function, while the patient occupies the subject function. In sentence (30), *guru* 'teacher' is the agen and *kamu* 'you' are the patient. In the sentence (31), *plastik bening* 'clear plastic' is the agen and *amplop* 'envelope' is the patient.

If the verb is active, the agent will definitely sit in the subject function. For clarity, consider the following sentence.

(30a) Sudahlah, yang penting <u>guru</u> tidak **menghukum** <u>kamu</u> hehe
(31a) Ada <u>plastik bening</u> **membungkus** <u>amplop</u>

Sentences (30a) and (31a) mean active actions. One of the prominent features is that the verb that occupies the predicate function uses the prefix *me(N)-* which does function to form active verbs. Indirectly, this proves that the prefix *di-* means 'to indicate a passive action'.

Denominal verbs with the prefix *di-* produced by junior high school students show a basic mastery of the passive structure in Indonesian. The di-prefix not only converts nouns into verbs, but also gives a meaning that leads to the acceptance of action by the subject, either in the form of experience or passive state. The use of this prefix in children's writing reflects a good understanding of the Indonesian morphological system in describing passive events.

Meaning of Denominal Verbs with the Prefix ter-

The prefix *ter-* is a prefix that functions to classify words into verbal words or words that at the clause level function primarily as predicates. The prefix *ter-* after meeting with a noun as its base form can form various meanings. There are two meanings of denominal verbs with the prefix *ter-* produced by children as shown in Table 3, namely *suatu perbuatan aktif* 'to indicate an active action' and a *perfektif* 'perfective aspect'. Consider the following sentence.

(32)   Aku hanya **tersenyum** kecil (14.78.276)
(33)   Aku ingin **tertawa** melihat Lian yang panik bukan kepalang (13.76.262)
(34)   Satu dari sekian banyak memori indah **terpahat** dalam ingatan Alisa (13.76.265)
(34a) Satu dari sekian banyak memori indah ***sudah dipahat*** dalam ingatan Alisa

Generally, the prefix *ter-* forms a passive meaning. However, in the words *tersenyum* 'to smile' and *tertawa* 'to laugh' di in sentences (32) and (33), the meaning of active action is formed. This can be proven by the agent sitting on the subject function in the sentence. In sentence (32), the agent who is someone/something who performs the action mentioned in the base form is *aku* 'i am' who also occupies the subject function in the sentence. The same is true in sentence (33).

In sentence (34), the denominal verb that occupies the predicate function is a verb with a *perfektif* 'perfective'. The word *terpahat* in sentence (34) means 'to be carved'. Likewise, other denominal verbs, such as *tergambar* 'to be depicted' (21.121.455), *terkunci* 'to be locked' (27.163.656), *tertutup* 'to be closed' (2.9.16), and others. These constructed meanings prove that the verb sculpted is a passive verb, different from the verbs *tersenyum* 'to smile' and *tertawa* 'to laugh'.

Analysis of denominal verb usage data produced by junior high school children shows significant complexity in their language skills. From the total use of the prefix *me(N)-* in 192 verbs, it can be seen that children are able to express various actions that are active and productive. In addition, the prefix *ber-* which reaches 274 uses, shows their understanding of more complex meanings and different contexts. The use of the prefix *di-* in 12 verbs shows that they also understand the passive aspect in verbs. The prefix *ter-* used 77 times to indicate active and perfective actions, also confirms that children are not only able to produce verbs, but also realize the nuances of time and aspects of action.

Overall, this diversity in prefix usage reflects rich and complex language skills. Children's ability to produce denominal verbs with their various meanings indicates that students are capable of grasping and expressing diverse nuances

in the Indonesian language, reflecting a deep level of linguistic understanding among them.

5. Conclusion

From the analysis, it is found that junior high school students are able to produce various denominal verbs with various prefixes. The most productive prefix is ber- with 274 verbs, followed by me(N)- with 192 verbs. The dominance of prefixes me(N)- and ber- shows that children more often use active verbs that place the actor as the subject. The finding of the dominance of the prefix ber- shows that children tend to produce simple sentences that do not always require an object, especially in intransitive verbs with the prefix ber-. Meanwhile, the prefixes ter- and di- relatif are relatively less productive with 77 and 12 verbs respectively. Even so, verbs with the prefix ter- also form active verbs, namely in the words tersenyum 'to smile' and tertawa 'to laugh'.

The children have also understood the morphophonemic process well, both in morphophonemic morpheme {ber} and morpheme {me}. The results of this study show a picture of junior high school children's mastery of denominal verbs with prefixes and their contribution to the use of more complex language structures.

In addition, the meanings of denominal verbs produced by children also vary. The meanings of prefixed denominal verbs in children's works show variations depending on the prefix used. The verbs with the prefix me(N)- contain the most diverse meanings with 13 meanings, covering concrete actions such as menangis 'to cry' to abstract ones such as menyesal 'to regret'. The most dominant meaning of denominal verbs with the prefix me(N)- is 'to perform an action' and 'to give'. This shows the child's tendency towards clear physical actions. Children have also recognized concrete verbs with connotative meanings, such as the word menyengat 'to be pungent' in the context of aroma parfum yang menyengat 'a pungent perfume scent'.

The prefix ber- found contain 10 meanings that emphasize involvement in activities, such as berbaris 'to line up' or berperang 'to engage in war'. The verbs with the prefix di- have 1 variation of meaning that shows proper passive usage, while the prefix ter- contains 2 meanings, namely perfective meaning and passive action. The use of these verbs reflects good morphological mastery, with a tendency towards concrete meanings that appear more frequently, according to children's cognitive development.

6. References

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