ASPECTUAL USE OF *ADA* IN PAPUAN MALAY

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Abstract: This paper presents an analysis on compatibilities and constraints of aspectual verb ada 'exist' with lexical semantic verb types in Papuan Malay. The data used here were collected from different sources especially jokes in Papuan Malay from internet, examples from Kluge (2017) and Morin (2018), and some stories from three language consultants. These were collected as part of the first corresponding author's Master thesis research. The results of the study show that the word ada may be used to denote three senses. First, it is used as a main verb which could either be copula used initially before NP followed by PrepP, or, second, as main verb expressing ownership whose subject is the possessor and predicative noun the possessum. Third, ada 'exist' is used as an aspectual verb which is the topic of this paper. When ada is used as an aspect, it is more compatible with dynamic verbs comprising activity, achievement, accomplishment and semelfactive rather than stative verbs. Issues that remain to be seen are all aspectual verbs and their syntactic and semantic behaviors in relation to lexical verb types in Papuan Malay.

INTRODUCTION

This paper presents an analysis on compatibilities of aspectual verb *ada* 'exist' with lexical semantic verb types in Papuan Malay. Papuan Malay a non-standard variety of Malay spoken mostly in the coastal areas of Papua by about 1,100,000 or 1,200,000 speakers (Kluge, 2015). It is used in almost all informal settings and to some degree in formal settings. Genetically, Papuan Malay belongs to the Malayic sub-branch within the Malayo-Polynesian branch of the Austronesian language family despite of the current debates on its exact classification (Kluge, 2018).

LITERATURE REVIEW

In this section, we would like to briefly review some available literature by way of defining relevant concepts on aspect and situation types and relating them to topic of this paper.

1. Aspect

Aspects "have to do, not with the location of an event in time, but with its temporal distribution or contour" (Hocket, 1958, p. 237). Building on this view, Saeed (2009, p. 129) aspect systems are thought to

"allow speakers to relate situations and time, but instead of fixing situations in time relative to the act of speaking, like tense does, aspect allows speakers to view an event in various ways: as complete or incomplete, as so short as to involve almost no time, as something stretched over a perceptible period, or as something repeated over a period"

Comrie (1976, p. 3) defines aspect as "different ways of viewing the internal temporal constituency of a situation". Based on these definitions, it can be said that aspect may include "viewpoint" and "temporal properties of situation or situation types" (Smith, 1997, p. 1). Viewpoint aspect refers to the distinction between perfective and imperfective aspects; while the term situation type refers to whether or not a state of affair has a dynamic nature or stative one. The latter is also often referred to aktionsart classes (Valin, 2005, p. 32) or aktionsart or inherent meaning (Comrie, 1976) of verbs. The former may be restricted to grammatical aspect and the latter may be called lexical aspect, even though it may also be imposed by syntactic manipulation.

2. Grammatical aspect

Grammatical aspect refers to morphological and syntactic means to express aspect. English progressive is an example. To be + verb+ing are grammatical markers indicating progressive aspect in English. In the row 2 in the table 1 is progressive aspect because the clause has to be + infinitive eat + ing. This distinction is roughly illustrated in the table 1 below.

Table 1: Aspect

1.	I ate rice	_____ (a single whole) Eating
2.	I am eating rice	_____ _____ _____ (constituents, parts) start eating while eating finish eating I II III

In the row 1, the event or verb *ate* is seen as a single whole. In other words, that clause does not carry any sense of internal parts of the event; rather it is viewed as one event without dividing it into parts. On the contrary, in the second row, the use of progressive marker, that is, to be + V + ing, emphasizes the phase in progress labeled with II, not beginning (I) nor end of the event (III).

3. Lexical Aspect

Lexical aspect refers to semantics of the situation or verb as divided by Vendler (1957) comprising state verb, achievement verb, accomplishment verb and activity verb. A new class called semelfactive was added to this prototype division (Smith, 1997), as certain verbs were not fit into the existing categories. This grouping is made based on their lexical meanings. Each of these are briefly discussed below.

State verbs are verbs that allow the speaker to view a situation as a steady state, with no internal phases or changes (Saeed, 2009). Saeed illustrates this with the following example.

(1) Mat loved to drive sports cars (Saeed, 2009, p. 120)

The example in (1) does not indicate anything endpoint of the situation for which accomplishment and achievement verbs would do, whether or not Mary is no longer around nor her love for the cars changed. Even though the situation is in the past, the example sentence emphasises the state of her loving the cars without directing to attention to any of these three interpretations.

Now let us turn to another pair of situation types distinguished based on telicity., namely activity verbs and accomplishment verbs. Activity verbs are those that involve duration with no endpoint (Smith, 1991). These verbs may have endpoint which are called accomplishment type. The former may be called inherent situation type and the latter derived situation type. The meanings constructed via derivations are imposed by morpho-syntactic manipulation as exemplified in (2) taken from Smith (1991, p. 31).

(2) a. He played sonatas→ Activity: atelic

b. He played a sonata→ accomplishment: telic

Telicity can affect the choice of a situation type as in (2). The verb play is inherently atelic but it becomes telic, therefore it is accomplishment, when its object argument is a singular noun. The last pair of situation types is semelfactive and achievement. Achievement verbs are those that are punctual with endpoint while semelfactive verbs are those that are punctual without endpoint (Valin, 2005, p. 2). These are illustrated in (3) below.

(3) a. The man is dying→ achievement

b. he knocked the door→semelfactive

One feature of these situation types that divide them into two groups is whether or not the verb is dynamic or static. Smith (1991) and Saeed (2009) group activity verbs, accomplishment verb, achievement verbs and semelfactive verbs into dynamic situation types and state verbs static situation type. While static verbs do not denote happening, the dynamic verbs allow processes and events and therefore they are compatible with progressive constructions which is unlikely for state verbs.

4. Interdependence of Grammatical aspect and lexical aspect

These two types of aspects are often interdependent for which more detail to come in the discussion.   For now, the examples in (4) suffice.

(4) a. The cat eats snakes

b.   The cat ate a snake yesterday.

In (4)a, the verb *eats* indicates an activity because it does not denote an endpoint. This is so for two reasons. First, it is complemented by a plural noun and second, the clause expresses a habitual action; therefore, it is atelic or no endpoint which is one of inherent characteristics of an activity verb. In (4)b, the addition of the noun phrase *a snake* to the verb *ate* makes the meaning of the construction telic, because the action of eating finishes after the snake has been eaten for which (4)a above does not have that interpretation. In short, (4)a has an activity reading; while (4)b has an accomplishment reading. The former, on one hand, is lexical aspect, because the meaning that the construction in (4)a has no endpoint is one of the default characteristics of activity verbs as indicated above, not imposed by addition of any grammatical means. The latter, on the other hand, is a grammatically constructed accomplishment reading, as this meaning is obtained as a result of morphosyntactic manipulation.

METHOD
This is a qualitative study; therefore, the data were analyzed descriptively. Data were collected from Papuan Jokes (locally called them Mop Papua) taken from some websites, some sample sentences were taken from (Kluge, 2017), (Morin, 2018), three stories, and from lyrics of some Papuan songs. The data were collected from May 2024 until July 2024. The sources were then used to analyze aspectual marker *ada* 'exist'.

FINDINGS AND DISCUSSION
The word *ada in* Papuan Malay is translated as 'exist' in the literature (Kluge, 2018). This verb has a two-fold function similar to the one in English. The first use of *ada* as a copula illustrated in (5) below. Unlike English, however, *ada* may be used without subject. Subject in finite clause in English is obligatory or what is called privileged syntactic argument -PSA (Valin, 2004).

*(5) De pergi makan di   warung   baru **ada** satu   mas   satu   tanya dia*
   3SG go   eat   in   restaurant then exist one   man   one   ask   3SG
   'He went to a restaurant and then **there *was*** a Javanese man asked him' (Mop: Mas Jawa dan Pace Wamena bicara Koteka:
https://www.kaskus.co.id/thread/5d31f295c820842e864c74df/kumpulan-cerita-lucu-ala-papua---mop-papua

The PSA is illustrated in English translation of (5) above where existential *there* or in pedagogical grammar books often call it *empty there* is used as subject of the clause.
Here is another example in (6).

(6) *Ada   burung   di   pohon itu.*
   Exist   bird   PREP   tree   DET
   'There is a bird in that tree.'

As can be seen in (6), it is acceptable in Papuan Malay to use the verb *ada 'exist'* without having been preceded by a subject which is unacceptable in English as seen in its translation where existential *there or nonreferential there* (Celce-Murcia & Larsen-Freeman, 2016) is syntactically required. The word t*here* used here is referred to as *nonreferential* because it does not refer to any entity, so it is semantically empty.

Be in English is also used to link or connect subject and its predicate being NP, AdjP or PrepP as in (7) of which are referred to as equative copula, ascriptive copula, and locative copula respectively (Miller, 2002). *Ada* 'exist' is not used to connect the subject and its predicate in Papuan Malay as seen in (8), the translation of (7).

(7) a. *Mary   is   a   teacher*
     person_name ada   satu   guru
     'Mary seorang guru'
   b. *Mary   is   beautiful*
     Person_name ada   cantik
     'Mary cantik'
   c. *Mary   is   at   school.*
     Person_name ada   PREP sekola
     'Mary ada di sekola'

In Papuan Malay, the copula *ada* 'exist' is not used as equative as in (7)a and as ascriptive as in (7)b. It is acceptable to express positional use as in (7)c.

In English grammar books, the verb *be* is called an auxiliary verb. Auxiliary verb means a verb whose main function is to help the main verb to take tense, aspect, mood and voice (Huddleston & Pullum, 2005) . The examples in (5), (6) and (7) above illustrate the copula function of *be* in English and *ada* in Papuan Malay. Although this copula function deserves more detail discussion, the examples and the brief note should suffice at this point as this is not the main focus of this paper.

As can been seen in the brief discussion above, *ada* 'exist' in Papuan Malay or *be* in English is used as the main verb which is referred to as a copula verb. As Huddleson and Pullum (2005) state, *be* in English —which is parallel to *ada* di Papuan Malay-- can be used as an auxiliary verb since it helps take functional categories such as aspect. This aspectual use of *ada* 'exist' is the main focus of this paper. In terms of its form, *ada* 'exist' is directly followed by a main verb as is illustrated in the formula in (8) which is different from copula.

 (8) Aspectual use of ada 'exist'

　…. ada V

The four dots preceding the word *ada* 'exist' in the rule means subject, for example *ttete* 'grandpa' in (9) and *De* '3SG' in (10) and other materials that may occur before *ada* 'exist'. *S*ince there is V functioning as the main verb, *ada* 'exist' functions as an aspectual marker which makes situation type dynamic as will be illustrated in the discussion to come. That is why almost all examples (9)-(15) are in progressive as seen in their translations. Now let us look at examples below.

 (9) Tete **ada panjat** *kelapa* 　　*tapi* 　*dia* 　*pu* 　　*celana*
　　 Grand_pa **exist climb** coconut 　　but 　3SG 　POSS 　trousers

　 Longgar 　*trus* 　　　*nene* 　　　*bilang, :woi…*
　　Loose 　　continue 　　grandma 　　say: "woi
　　'Grandfather **was climbing a coconut tree** but his shorts were loose so grandmother said: Woi ….'
(Lucu: Tete pu celana
　　　 Longgar:https://www.kaskus.co.id/thread/5d31f295c820842e864c74df/kumpulan-cerita-lucu-ala-papua---mop-papua)

 (10) *De* 　　　　*ada* 　*serius* 　　*baca* *baru* 　*dapat* *ganggu* *trus*
　　 3SG 　　　 **exist serious** 　 **read** then 　can 　　disturb 　　　continuously
　　 'when he **was reading seriously**, (she) kept disturbing him'
(Lucu: 　　　Nene 　　　pu 　　　baju 　　　baru 　　　beli 　　　(Cerita
MOP):https://www.kaskus.co.id/thread/5d1f295c820842e864c74df/kumpulan-cerita-lucu-ala-papua---mop-papua)

 (11) *Bapa* *desa* 　　*pu* 　*motor* 　　*itu*
　　 Father 　village 　　POSS 　motorbike 　D.DIST

    *Kurki   de   **ada**   **taru**   di   Niwerawar*
    Hurki   3SG   **exist** **put**   at   Niwerawar
  '(as for) that motorbike of mayor, Hurki **is storing** at Niwerawar'

                                        (Kluge, 2017:24).

*(12) Kaka   tadi   ter-lambat   karna   lagi   **ada**   **duka***
    oSb   earlier ACL-be.slow because   again **exist** **grief**
    'a short while ago I (older brother) was unintentionally late because **there**
    was (still) mourning (going on)'

                                        (Kluge, 2017: 132).

(13) *Sa   pu   maytua **ada** **tidor** karna   hari belum siang*
    1sg poss wife   **exist**   **sleep** because day not.yet day
    'My wife **was sleeping** because it wasn't daylight yet'

                                        (Kluge, 2017: 263)

*(14) Yaklep   **ada**   **sakit**   parah di   RSUD   Dok_2 Jayapura*
    Person_name **exist** **sick**   **badly** at   Hospital   Dok_2 Jayapura
    Yaklep ***was experiencing /was being very sick*** at Dok-2 Jayapura'
(Pendeta dan Pasien di Rumah Sakit: https://www.kaskus.co.id/thread/5d3
     [1f295c820842e864c74df/kumpulan-](https://www.kaskus.co.id)   [cerita-lucu-ala-papua---mop-papua](https://www.kaskus.co.id))

(15) *Sa   pu   selang oksigen   ko   **ada**   **injak**   tu*
    *1SG   HAVE hose   oxygen   2SG   **exist** **step_on**   DEM.*
    'that my oxygen hose, you **are stepping on**'
(Pendeta dan Pasien di Rumah Sakit: https://www.kaskus.co.id/thread/5d3
     [1f295c820842e864c74df/kumpulan-](https://www.kaskus.co.id)   [cerita-lucu-ala-papua---mop-papua](https://www.kaskus.co.id))

*(16) Tu   nyamuk   dong **ada** **cari***
    *That   mosquito   3PL   **exist** **look_for***

    tong   dua   pake   senter
    1PL   two   use   flashlight
    Look! the mosquitos **are looking for** us with flashlight'
 (Tinggal di Tete pu Kampung:
https://www.kaskus.co.id/thread/5d31f295c820842e864c74df/kumpulan-cerita-lucu-ala-papua---mop-papua)

As can be seen from the examples, all verbs are in progressive regardless of different situation (verbs) types: acitivity (*Cari* 'look for', *baca* 'read' and *tidor* 'sleep'), accomplishment (*panjat* 'climb'), and achievement verbs *(taru* 'put, store', *duka* 'morn', s*akit* 'sick and *injak* 'step on'). The semantics of verbs in the examples (9)-(16) above are summarised in the table below.
Table: VP and their semantics

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No	Verbs			Readings of ASPV + MV
	Aspectual verb	**Main verb**		
		Event	**Semantics**	
(9)	Ada 'exist'	Panjat	Accomplishment	Dynamic / happening
(10)		Baca	Activity	
(11)		Taru	Achievement	
(12)		Duka	achievement	
(13)		Tidor	Activity	
(14)		Sakit	Achievement	
(15)		Injak	Achievement	
(16)		Cari	Activity	

One sense in common shared by the constructions in the examples (9)-(16) is that they denote a situation or an event emphasizing process or happening; so, the event is dynamic, not stative. When predicates like *sakit* 'sick', which may be viewed as resultative state predicate (Levin, 1993), are used with *ada* 'exist', such constructions emphasize the on-going process phase of the event as experienced by the syntactic subject. In other words, the constructions become dynamic when resultative state verbs are used with the aspectual marker *ada* 'exist'. These facts suggest that when the verb *ada* 'exist' functions as an aspectual marker, it is more compatible with dynamic verbs, namely activity, achievement, accomplishment and semelfactive. That also means that this aspectual marker is reluctant to combine with stative verbs as shown in (17), (18), (19), and (20) below.

(17) Sa   **ada**   **tau**   ko
     1SG   **exist** **know** 2SG
     a.   *'I am knowing you'
     b.   ?I know you in the sense that I have knowledge about you'

(18) Sa   tau   ko
     1SG   know   2SG
     'I know you'

(19) Sa   **ada**   **suka** ko
     1SG   **exist** **like**   2SG
     a.   *'I am liking you'
     b.   ?I like you'*.

(20) Sa   suka   ko
     1SG   like   you
     'I like you'

The interpretation a of (17) is unacceptable as is marked with the asterisk (*), while (17)b is probably fine as marked with question mark (?). The same holds true with (19). What makes *tau* 'know' and *suka* 'like' incompatible with aspectual *ada* 'exist' is that stative verbs such as *tau* 'know' and *suka* 'like' do not denote dynamic sense as part of their inherent lexical meanings. Those of (18) and (20) without *ada* 'exist' and their interpretations are naturally acceptable.

CONCLUSION

As shown in the discussion above, the aspectual marking verb *ada* 'exist' is more compatible with dynamic verbs. Situation types that have dynamic readings are activity, accomplishment, achievement and semelfactive. Most of the examples are translated in English with progressive aspect, a feature of dynamic verbs which is reluctant to be used with state verbs.

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