

## COLLOCATIONS OF DISCOURSE MARKER *DEH*: INTENSIFYING THE FUNCTIONS OF *DEH*

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### ABSTRACT

*Djenar et al. (2018) sum up that deh is applied to give advice, point out the focus of information, highlight information, and soften instruction. This study aims at exploring the collocations of deh to get the ideas in what functions deh is used. Furthermore, it investigates what the speakers intend to achieve by applying those collocations. The data was taken from the CHILDES corpus of Jakartan Indonesian. Antconc was used to gain collocations of deh in non-interrogative utterances. The words that collocate with deh are aja, coba, ya, iya, deh, nggak, and udah. Dehs are used in the utterances that carry the following language functions: showing preference, suggesting, instructing, informing, accepting, describing, planning, giving an opinion, and rejecting. The collocations of aja and deh makes the message of giving new knowledge in showing preference, acceptance, instruction, and suggestion becomes stronger as in itu aja deh, apa aja deh, bikin itu aja deh, and begini aja deh biar nggak jatuh. According to KBBI (The Complete Indonesian Dictionary), coba is used to soften instruction. Therefore, the collocation makes the sense of softening the instruction becomes stronger but polite as in coba buka deh. Ya and iya have the same meanings and they are applied to give emphasis in a statement (KBBI, 2016). In relation to the functions of deh to highlight information, collocation of deh and ya intensifies speakers' intention to emphasize particular information as in ya boleh deh. Collocations of nggak and deh occur in instruction (nggak usah deh) and rejecting (nggak deh). Furthermore, deh was used to highlight information in suggesting ideas (ato nggak gini aja deh kita beli gurame), informing (ya nggak muat deh), and giving an opinion (nggak jelas banget deh). In the collocations with deh, udah carries two meanings. The first is an adverb that shows events in the past as udah lengkap deh. Therefore, the speaker highlighted information. The second one means that's enough and it is used to end a topic (udah deh diem aja).*

**Keywords:** *discourse marker, collocations, Jakartan Indonesian*

### INTRODUCTION

Discourse markers (DMs) occur when transitions are made by the speakers. The speakers and hearers use DMs to convey messages to each other in interaction (Biber et al., 1999). The speakers help the listeners to understand the meaning by using DMs (Rühlemann, 2006). Furthermore, DMs show speakers' purposes to the hearers (Fraser, 1990). They also point out speakers' point of views and how the speakers are sure about the messages (Dér, 2010; Fraser, 1990).

The present study discusses DM *deh* in Jakartan Indonesian. KBBI, defined it as a word to strengthen one's word and intention (Kemendikbud, 2016). Like any other DMs, *deh* has some functions that depend on the context. Djenar et al., (2018) found some functions of *deh* namely giving advice, pointing out the focus of information, highlighting information, and softening instruction. Although it carries various functions, the main role of *deh* is to show indifference among speakers and listeners. The speakers, moreover, use *deh* when they give any other information that they know. Furthermore, it depends on the listeners what they will do based on the information. In imperative, it functions as a softener. On the contrary, Sneddon (2006) suggests that the speakers force the listeners to take their suggestions and try to convince the listeners. In evaluation, the speakers emphasized their judgments. Furthermore, in imperative, they give a strong command for the listeners.

Sneddon (2006) mentioned that several discourse markers in Indonesian tend to have collocations. However, they have not been studied deeply. For the case of *deh*, it collocates with *aja* (Djenar et al., 2018). The collocation creates minimizing effect in conversation. The speakers just inform what they know and do not lead the listeners to interpret the information in a particular way. The studies conducted by Djennar and Manns (2018) and the one done by Sneddon (2006) resulted in different

findings. The present study tries to investigate the functions of *deh* by analyzing their collocations. Collocation study was applied in the present study because analyzing collocations lead to semantic prosody. Prosody reveals speakers' attitudes (Louw, 2000). By knowing speakers' attitudes, it is expected that the functions of *dehs* will be revealed.

## METHODOLOGY

The study of DMs based on corpus data has been done since the beginning of corpus study. It provides evidence how speakers and listeners manage the interaction as how their attitudes and point of views are revealed (Andersen, 2011). The data were taken from the CHILDES (Child Language Data Exchange System) of Jakartan Indonesian. Antconc was used to gain collocates of *deh* with the minimum occurrences 100 in non-interrogative utterances. As initial observation shows that *deh* tends to be in the final position, the span of the collocations is set to be four words to the left. The present study applies principles of corpus linguistics namely finding collocations and n-gram to identify the use of *dehs*. It used 3 and 4 grams. The surrounding environment of the utterances in which *deh* occurs was observed. Utterances produced by the listeners as responses towards utterances with *deh* were examined.

## ANALYSIS

The words that collocate with *deh* frequently are *aja*, *coba*, *ya*, *iya*, *deh*, *nggak*, and *udah*. *Aja* shows that speakers' preferences are definite. *Deh* are used in the utterances that carry the following moves.

- Showing preferences

- (1) 1 A: Ha, gimana kalo jadi rambutnya warna merah?
- 2 B: Nggak papa.
- 3 A: Nggak papa?
- 4 B: Nggak.
- 5 A: Ato jadi ijo?
- 6 B: Nggak papa.
- 7 A: Jadi kaya pohon Natal.
- 8 B: Heeh. Aah, monya warna merah apa ya?
- 9 **Warna putih aja deh biar ubanan.**
- 10 A: Lho inih?
- 11 B: Biar kayak uban.

In extract 1, speaker A gave an idea of coloring hair red (line 1). B responded by saying it was not a problem (line 2). A made sure that it was not a problem (line 3). A clarified it was not a problem (line 4). A changed his mind and gave an idea of coloring it green (line 5). Again, B said it is okay (line 6). A also described that it would look like a Christmas tree due to its green color (line 7). B agreed with A's opinion that it would look like a Christmas tree indicated by *heeh* (line 8). However, he asked what type of red (line 8). Suddenly, B preferred white (line 9). B's action made A shocked (line 10) because back then, he agreed to color it green. When the speaker changed his preference and it is the final preference, he used *deh* and *aja* (line 9). The collocation indicates how B is willing to make A aware of the change in his final preference.

- Suggesting

- (2) 1 A: Repot main ni tante.
- 2 B: Pit!
- 3 C: Enggak.
- 4 A: **Besok quartet aja deh tante.**
- 5 D: Iya tante.
- 6 A: Ya?
- 7 C: Masa quartet melulu?
- 8 A: Ah, nggak enak main ini.
- 9 C: Ya nggak usah, nggak usah pake giniannya kalo gitu.

- 10 D: Mobilan doang.
- 11 C: Mobilannya aja.
- 12 D: Ininya pake ya?
- 13 A: **Pak Tani aja, aja deh besok.**
- 14 C: **Ya udah deh**, minggu depan.

In extract 2, speaker A gave a negative comment towards the game they were playing (line 1). C disagreed (line 3). A suggested to play quartet tomorrow (line 4). D supported A's idea (line 5). A asked C to give a response (line 6). C still was not in line with A's idea (line 7). A kept complaining about the game they were playing (line 8). C tried to give a suggestion to make the game interesting (line 9). C and D suggested A to use the car toy only (lines 10-11). A suggested another game, *Pak Tani* (The farmer) (line 13). Finally, C agreed with this idea and in his utterance, C produced collocation of *ya* and *deh* (line 14). In two utterances of suggestion produced by A (lines 4 and 13), he used *deh* and *aja*. *Deh* functions to make the suggestion sound less demanding. Like in the first suggestion, A did not push C to accept his suggestion. He made a new suggestion when C dislikes his first suggestion. In both suggestions, *deh* collocates with *aja*, *aja* carries the sense of definite. A had a definite game that he suggested and the suggestion was given politely. *Ya udah deh* in line 14 also indicates changing. First, C did not agree with A's idea to play quartet. Later, he accepted A's new idea. Therefore, there is a change from disagreement to agreement. C also emphasized the fact that he changed his mind because of a new idea given by A.

- Instructing

- (3) 1 A: Sepatuku mana satu lagi?
- 2 C: Mana dong? **Coba berdiri dulu deh!**
- 3 D: Tu, itu.
- 4 A: Mana?
- 5 C: **Coba deh**. Ni, ni, ni.

In extract 3, A looked for his shoes and asked others where the shoes were (line 1). C helped to find them. He asked where they were and instructed others to stand up (line 2). They kept looking for it and D pointed to the shoes (lines 3). A responded by asking where the shoes that D meant were (line 4). Again C instructed to stand up and showed the shoes (line 5). C produced *deh* that collocates with *coba* two times (lines 2 & 5). As KBBI (Kemendikbud, 2016) mentions *coba* is used to soften instruction, in his utterances, he tried to convey politeness. *Deh* itself does not carry sense of demanding so much to the hearers. Therefore, using *deh* and *coba* intensifies the sense of politeness.

- Informing

- (4) 1 A: Trus, Priska pernah ke luar kota, nggak?
- 2 B: Nggak pernah.
- 3 A: Hah?
- 4 B: Nggak pernah.
- 5 C: Nggak pernah?
- 6 A: Nggak pernah ke luar kota? Mami pernah ajak ke luar kota, nggak?
- 7 B: Nggak pernah.
- 8 A: Nggak pernah?
- 9 B: **Ya, sekali-sekali deh.**

In extract 4, speaker A asked whether B had been in another city (line 1). B said never (line 2) and A was shocked with that information (line 3). B repeated his answer (line 4). Then, C and A asked the same question again (lines 5-6). They wondered so much. B still told the same answer (line 7). A asked again to clarify whether it is true B never visited any other city (line 8). Next, B changed his answer (line 9). B's utterance occurs with *deh*. *Deh* is applied when the speaker corrected the information he mentioned before. He would like the others to update their knowledge because he revised his answer.

- Accepting

- (5) 1 A: Terus, saya gambar bunga, ah.
- 2 B: Iya.

- 3 B: Kalo ada pemandangan, pasti ada bunganya.
- 4 A: Ah, kok begitu sih?
- 5 A: Kenapa?
- 6 A: Kok semuanya bunga?
- 7 B: Nggak boleh, ya?
- 8 A: Boleh, tapi jangan semua bunga.
- 9 B: Jadi apa lagi dong?
- 10 A: Yang lain awan kek.
- 11 B: O, awan. **Iya deh, abis ini Tante gambar awan di sini.** Ya ha, dicampur semua.

In extract (5), A said her plan to draw flowers (line 1). B said *iya* which indicates she got A's idea. B mentioned that the picture of scenery must have flowers on it (line 3). A did not agree with B's statement (line 4). She asked the logic beyond the statement (line 5). A questioned why all items on the pictures are flowers (line 6). B confirmed whether it is possible or not to draw flowers (line 7). A gave a possibility to draw flowers but not all flowers (line 8). B asked A's idea, namely what A wanted other than flowers (line 9). A gave an idea to draw clouds (line 10). B accepted A's idea and he would draw a cloud (line 11). She used *deh* that collocates with *iya*. Through the collocation, B wants to make A know that B accepted the idea and changed her plan of what to draw. Now, she had a new concept and it was based on A's idea.

- Describing

- (6) 1 A: Satu lagi mana ya yang putih ya?
- 2 B: Makanya bingung juga.
- 3 A: Tadi ada dua di Rizka. Kenapa jadi tinggal satu? **Ya, ilang lagi deh.**
- 4 B: Ya. Ilang lagi.

In extract (6), A asked about where the white one was (line 1). Then, B said he was also confused and did not give information that A asked (line 2). A replied by describing the condition that the thing she asked was lost (line 3). B agreed by repeating A's utterance (*Ya. Ilang lagi*) in line 4. Collocation of *ya* and *deh* delivers the feeling of disappointment. *Ya* represents the speaker's conclusion towards the situation. He tried to make B realize that is the case that happened.

- Planning possible actions

- (7) 1 A: Ih, kamu nyium saya, ya?
- 2 A: Ih, kamu ih, genit ih.
- 3 A: Nggak boleh nyium-nyium, anak kecil.
- 4 B: Mangnya sapa?
- 5 A: **Ih, nanti saya juga cium kamu deh kalo gitu deh.**
- 6 A: Mau saya cium?
- 7 C: Jelek, ih jelek.

In extract (7), speaker A did not want to be kissed by B (lines 1-3). She said *ih* two times (in lines 1 and 2). First, she asked for clarification of B' intention (line 1). She also gave her judgment towards B (line 2). It shows her feeling of uncomfortable and dislike. A also prohibited B to kiss a child (line 3). In this case, the *anak kecil* (child) refers to A herself. B responded by saying that A did not have any authority to prohibit her (line 4). To warn B that she could do the same, she produced an utterance in which *deh* collocates with *deh* (line 5). She told her plan. Two *dehs* indicates A was willing to make B know her plan.

- Giving opinion

- (8) 1 A: Tante sama Priska cantikan siapa?
- 2 B: Tau.
- 3 A: Hah, kok nggak tau?
- 4 C: Cantikan Mami deh.
- 5 A: Iya ya, cantikan Mami, ya?
- 6 C: **Nggak deh, sama cantiknya deh.**

In extract (8), speakers A, B, and C discussed who is more beautiful. A asked the question to B (line 1). In the beginning, B said he did not know (line 2). Then, A demanded an answer (line 3). A wondered B could not give what she knew (line 3). C gave her opinion that mom is more beautiful (line 4). In saying it, C used *deh* (line 4). She changed her point of view. Then, A clarified C's opinion (line 5). Next, C changed her opinion. She mentioned none was more beautiful (line 6). She clarified her previous answer was incorrect. She used *nggak* and *deh* because she wanted A to notice the new opinion.

- Rejecting

- (9) 1 A: Nenek, mo tinggal sama saya aja?  
 2 B: Apa?  
 3 A: Mo tinggal sama saya aja?  
 4 B: **Eee, nggak deh.**

In extract (9), A offered grandma (speaker B) to stay with her (line 1). B asked A to reply to the question (line 2). A repeated the question (line 3). Then, B uttered collocations of *nggak* and *deh*. The collocation is used to reject the offer. At the same time, it informed B with new things about B's decision that A did not know before.

## CONCLUSION

The following words tend to collocate with *deh*: *aja*, *coba*, *ya*, *iya*, *deh*, *nggak*, and *udah*. In most cases, the speakers make changes of point of views, thoughts, and opinions. They indicate the new information due to the changes they make by using collocations such as *deh* and *aja*, *deh* and *ya*, and *deh* and *deh*. In the case of collocations of *iya* and *deh*, the collocation delivers the speaker's agreement. In the beginning, the speaker disagreed, then he changed his mind and that resulted in agreement. In some cases, changes were not found such as in giving suggestions, describing what happened, and rejecting offers. When the speakers give suggestions with *deh*, they make the hearers focus on the suggestion. When the suggestions are not accepted, they do not argue for their suggestions. It is possible that they negotiate by giving another suggestion like in extract 2. In describing conditions, the speaker used the collocation of *deh* to make others realize what happened. They make a conclusion of what they observe. In rejecting, the speakers tend to focus on the process of giving information to the hearer. To sum up, in the cases of unchanging point of view/ thought/, the main function of *deh* is delivering new information to add knowledge to the hearers. Emphasizing the additional knowledge recently given is applied to build commonground. Therefore, the speakers and the hearers are at the same level of knowledge.

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