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The definite marker in Balinese

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1 Introduction

The presence of the definite suffix *-é* (*-né* after vowel) is a distinctive feature that Balinese exhibits among the languages in the Western Malayo-Polynesian languages spoken in Indonesia. Most of the languages do not have a special marker for indicating definiteness, while some languages, such as colloquial Malay and Javanese, employ the third person genitive suffix (*-nya* in Malay, *-(n)é* in Javanese) as a definite marker, as a result of semantic extension. Sentence (1) is an example of colloquial Malay. The third person genitive form *nya* in The NP *garam-nya* ‘salt-3GEN’ may be interpreted as some third person that can be identified by the speaker and the hearer or the definite marker, indicating the salt is identifiable from the linguistic or non-linguistic context, for example, being present at the place of utterance.

- (1) *ambilkan garam-nya*
 take salt-3GEN
 “Take his salt.” or “Take the salt (e.g. on the table).”

Sentence (2) and (3) are Balinese examples corresponding to example (1) above. In sentence (2) below, the NP with *-é* refers to the entity that is linguistically or non-linguistically identifiable. Unlike Malay and Javanese, the form is distinguished from the third person genitive suffix *-né*, which occurs in example (3).

- (2) *jemakang uyah-é!*
 takesalt-É ‘Take **the** salt (e.g., on the table).’
- (3) *jemakang uyah-né!*
 take salt-3GEN ‘Take **his/ her/ its/ their** salt.’

The suffix *-é* may occur when the head noun is modified by other constituent that shows the referent is definite, such as a demonstrative, the first and second person pronoun, or a relative

clause.

(3) *anak-é ento* ‘that person’ (a demonstrative modifier)

(4) *pianak tiang-é* (a pronominal modifier)

(5) *jelema-n-é ané maling dompet*

person-INS-É REL steal wallet

‘The man who stole a wallet’ (relative clause)

The only exception is when the head noun is attached by the third person pronominal suffix *-né* of low register, with which the suffix *-é* cannot co-occur.

*(6) **pianak-né-n-é*

Balinese has several other third person pronoun distinguished according to the social status of the hearer or the referent. (See Arka (2005: 174)) The other three third person forms are realized as an independent pronoun, which occurs with the suffix *-é*.

(7) *pianak ipun-é*

(8) *oka-n-ida-n-é*

This study aims to describe the semantic conditions in which the suffix *-é* occurs. Before looking in to the point, the morpho-syntactic property of the suffix *-é* will be briefly seen with in section 2. In section 3, we will give an attempt to describe semantic range that the suffix *-é* denotes by the elicited data. In section 4, we will examine the actual occurrence in narrative text.

2 Morphophonological and morpho-syntactic property of *-é*

Balinese has a morphophonological rule that a sound *n* is inserted between a vowel final stem and a vowel initial suffix (e.g., *beli-n-ang* (← *beli* ‘buy’ + *-ang* (applicative suffix)). The suffix *-é* also follow this rule, as shown in *jelema-n-é* (*jelema* ‘person’ + the suffix *-é*, *buku-n-é* ‘book’ + the suffix *-é*).

The suffix *-é* is normally attached to the head noun.

(9) *anak-é luh* ‘the woman’ (an adjective modifier)

(10) *anak-é ento* ‘that woman’ (a demonstrative modifier)

(11) *marga-n-é di Bali*

- road-ins-é in Bali ‘The roads in Bali’ (a PP modifier)
- (12) *jelema-n-éané* *maling* *dompet*
 person-ins-é rel steal wallet
 ‘The man who stole a wallet’ (relative clause)

The only exception is an NP in which the head noun is modified by a noun; in this structure, the suffix *-é* is attached to the modified noun, as in *montor jepang-é* ‘the Japanese car’, *sebung kedis-é* ‘the bird’s nest’; a personal pronoun exhibits features similar to a noun in this environment, as seen in *pianak tiang-é* ‘my child (child 1SG-É)’, while a demonstrative pronoun does not, as seen in *anak-é ento* ‘that woman’.

3 Semantic range the suffix *-é* covers

Like all the other grammatical categories, the semantic range ‘definite marker’ varies cross-linguistically. To see the semantic features that ‘definite markers’ in many languages share, we will start with introducing the use of the English definite article *the*, based on the discussion of Lyons (1999: 1-15) and Quirk et al. (1985: 265-268). Roughly speaking the definite article indicates that the referent of the NP is identifiable to the addressee linguistically or non-linguistically. Three main three categories of the use are shown below.

I. Situational use

The reference of the NP is identified by the extralinguistic situation that the speaker and the hearer share in examples (13)-(16).

- (13) Just give **the shelf** a quick wipe will you, before I put this vase on it.

In example (13) the referent of *the shelf* is identifiable from the physical situation in which the speaker and hearer are located.

- (14) I hear **the prime minister** behaved outrageously again today.

In (14) the relevant situation is wider; it is most plausibly a country in which the speaker and hearer are located, and the referent of *the prime minister* is identifiable as the prime minister of

the country.

(15) **The moon** was very bright last night.

(16) **The president of Ghana** is visiting tomorrow.

Example (15) and (16) belong to the extreme type of situational use; the situation is the whole world here, in which ‘the larger situation is scarcely distinguishable from general knowledge’ (Quirk et al. 1985: 266). In (15) and (16), the referent of the moon and the president of Ghana is identifiable from the wider situation of the whole world, or general knowledge.

II. Anaphoric use

The referent of the NP with the definite article is identifiable from the linguistic information given earlier in the discourse.

(17) **An elegant, dark-haired woman**, a well dressed man with dark glasses, and **two children** entered the compartment. I immediately recognized **the woman**. **The children** also looked vaguely familiar.

III. Associative use

This use can be thought of as a combination of the anaphoric and general knowledge types. The referent of the driver in (18) is identifiable because it can be associable from the referent of *a car*, which is mentioned in the previous sentence.

(18) I had to get a taxi from the station. On the way **the driver** told me there was a bus strike.

(19) They’ve just got in from New York. **The plane** was five hours late.

I made an elicitation research as to how these situations expressed in (13)-(19) are expressed in Balinese. Balinese speakers judged the suffix *-é* covers all the semantic types in the list above, except (16) in the situational use. Balinese sentences corresponding (13)-(19) above will be shown below.

Situational Use

Example (20)-(23) are examples of situational use, which roughly corresponds to the English example (13)-(16). In (20)-(22) the Balinese NP corresponding to the English definite NP

occurs with the suffix –é, while in (23) it is not.

- (20) *Sap-sapin gen rak-é bedik,*
 wipe just shelf-É a.little
- setonden tiang ngejang pas-é ené duur-né*
 before 1sg ao.put vase this above-3GEN

“Just give the shelf a quick wipe will you, before I put this vase on it.”

- (21) *Icang ningeh buin presiden-é*
 I hear again president-É

melaksana sing lung jani
 behave not good today

“I heard the president behaves impolitely again today.”

- (22) *Bulan-é galang magladaran ibi peteng*
 moon-É bright very yesterday night

“The moon was very bright last night.”

- (23) *Presiden Ghana-∅ lakar teka mani*
 president Ghana will come tomorrow

“The president of Ghana is visiting tomorrow”.

Anaphoric use

Examples (24) is an example of anaphoric use, which corresponds to example (16).

- (24) *Anak luh jegeng lan anak cenik ajak dadua*
 person woman elegant and person small with two

macelep ke kamar-é.

enter to room- know

Prajani icing nawang anak-e luh ento.

immediately 1sg know person-É woman that
Anak-é cenik ento masi cang mase nawang.
 person-É small that still I vaguely know

“An elegant woman and two children entered the room. I immediately recognized the woman. The children also looked vaguely familiar”.

Associative Use

Examples (25) and (26) are examples of associative use.

(25) *Icang musti numpang taksi uli penambangan.*
 1sg need ride taxi from station
Di jalan sopir-é nyambat ada kecelakaan tunian suba.
 at way drive-E tell exist accident a while ago already

“I had to get a taxi from the station. On the way the driver told me there was an accident a few hours ago”.

(26) *Ia ajak tetelu mara san teka uli New York.*
 3 with three newly just come from New York
Kapal-é lambat limang jam
 plane- late five hour

“The three people have just got in from New York. The plane was five hours late”.

From what we have seen so far, we could say that the NP marked with suffix *-é* in Balinese covers the semantic range that is quite similar to that of English definite NP, except the case in which the referent is clearly unfamiliar between the speaker and the hearer, as in (23).

Another difference between definite markers in Balinese and English is caused by the presence of the third person genitive suffix *-né* in Balinese, which is a counterpart of *-nya* in Malay. This pronominal suffix occurs instead of *-é* when the referent can be related to an already mentioned entity, and is therefore definite. For instance, the pronominal suffix *-né* cannot be replaced by the definite suffix *-é* in example (27).

- (27) *Umah icang-é resem. Kakus-né (*-é) uwug, raab-né (*-é) bolong*
 house 1SG-É shabby. toilet-3GEN broken, roof-3GEN have a hole
 ‘My house is shabby. The (lit. its) toilet is broken and the (lit. its) roof has a hole.’

4. Condition in which the suffix -é occurs in narrative text

This study aims to describe the semantic conditions in which the suffix -é occurs. It plays almost the same with the English definite article, in that it indicates that the referent is identifiable from the addressee.

4.1 Data

We examined sentences included in short stories that appear in Balinese school textbooks for elementary school students in order to examine how the suffix -é actually occurs in discourse. Table 4 shows the list of the stories examined.

Balinese has been taught for a long time in Bali province at least 50 years ago. I employed the three types of textbook below as a source.

Series Title	published year
Sari	1972
Titi Basa Bali	1981
Kusmasari	1995

	Title	token/ type	Occurrence of -é	genre	Series title
1	Masekolah 'going to school'	207/123	6	essay	Sari
2	Nyakan 'cooking rice'	232/ 126	18	essay	Sari
3	Katak teken sampi 'the frogs and cow'	255/134	9	folktale	Sari
4	Gajah Mada (A prime minister of the Majapahit Empire)	146/89	9	history	Sari
5	Galungan (one of Balinese holidays of celebration)	199/113	19	essay	Sari
6	Puputan Margarana (A battle between Indonesia and Holland)	317/151	31	history	Sari
7	Kakap Emas (the golden axe, or a honest wood cutter)	685/293	40	folktale	Sari
8	Koperasi Sekolah (School Co-op)	224/117	18	essay	Titi Basa Bali
9	Lampu Kuning (the yellow light)	336/161	24	essay	Titi Basa Bali
10	Blabar (flood)	267/154	14	essay	Titi Basa Bali
11	Nguwangun Bale Banjar (Building a meeting place of the village)	58/36	5	essay	Kusmasari
12	Bulan Kuning (Yellow moon, a folktale)	209/107	8	folktale	Kusmasari

The number of the total words included are 3038. The suffix *-é* occurs in 201 NPs. We can see the following points as to the formal property of the *-é* marked NP.

(1) *-é* always occur when an NP includes other modifying constituents that makes the referent identifiable, such as personal pronoun except the third person pronoun *-né*, a proper noun, a demonstrative in an NP. (59 examples)

(2) *-é* often occur when NP includes a relative clause¹. (17 examples)

(3) *-é* always occur when the head NP denotes a positional relation of a entity, irrespective of whether the entity is linguistically or non-linguistically indefinable or not. (13 examples)

e.g. *duur batu lémpéh-é* ‘on the step stone’
selangan punyan jagung-é ‘between the corn tree’

(4) Proper nouns exhibit various behavior as to the co-occurrence with *-é*.

(i) Personal names and kin terms are not marked by *-é*, but marked by the article *I*, which precedes a male personal name (e.g. *I Wayan* ‘Mr. Wayan’), kin term (e.g. *I Mémé* ‘Mother’) and *Ni*, which precedes a female (e.g. *Ni Sari* ‘Ms.Sari’).

(ii) Some compound nouns indicating a place name do not occur with the suffix *-é*, while some do. It depends on the head noun.

(a) Place names occurring without the suffix *-é*;

Désa Marga ‘the Marga village’
Karajaan Majapait ‘the Majapahit Kingdome’

(b) Place names occurring with the suffix *-é*;

tukad Gangga-n-é ‘the Ganges River’
kota Singaraja-n-é ‘Singaraja City’

As for the *-é* marked NPs that do not have the formal features shown above, most of the *-é*

¹A relative clause does not necessarily compatible with the suffix *-é*, if the referent of the whole NP is not identifiable from the preceding discourse.

(27) ...*lantas masuah tur nganggo baju ané kedas.*
 then comb and use clothes REL clean
 “..., then combs and puts on clean clothes”

(28) *Désa-desa ané paling sangeta kena blabar, luire:*
 villages REL most strongly affected flood that is

Banjar Bali, Kampung Anyar, Kampung Kajanan...
 Village Bali village Anyar village Kajanan...

“Villages that are most affected by the flood is; Banjar Bali, Kampung Anyar, Kampung Kajanan...”.

marked NP can be interpreted as in one of the four usages listed in section 2. Definition of some usage is vague to some extent, and it is not necessarily easy to classifying each occurrence into one usage category.

anaphoric use	54
associative use	18
situational use	50

We will first focus on only ‘anaphoric’ use of the suffix *-é*, as to which relatively objective classification is possible by tracing referents expressed in the text, and then look for other usages.

4.2 Anaphoric use of the suffix *-é*

Consider example (28).

(28)(a) *Ni Sari₁ jumah nulungin magarapan,*
Ms. Sari at.home AO.help house.works

nimba yéh, ngumbah piring tekén nyakan.
ao.take water ao.wash dish and cook.rice

(b) *Di paon ia nungguhang pangedangan₁*
at kitchen 3 AO.take cooking.pot

isinin-a yéh₂ atenga, tekepin-a aji kekeb₃,
put.in-3ACT water half cover-3ACT with lid,

tumuli ngendihang api.
then AO.make fire

(c) *Suba kéto lantas ia nyemak baas₄ di pulu-n-é₅*
after like.that then 3 ao.take rice at rice.chest-É

petang kobokan, ingsah-a wadahin-a pané.
 four cup wash-3ACT put-3ACT bowl

(d) *Di subané kedas lantás emeh-a.*
 after clean then leave-3ACT

(e) *Suba panes yéh-é₂ di pangedangan-é₁.*
 after hot water-e at cooking.pot-É

baas-é₄ wadahin-a kuskusan₆
 rice-É put-3ACT steamer

lantás jang-a duur pangedangan-é₁
 then put-3ACT on cooking.pot-É

tur tepukin-a aji kekeb₃.
 and put-3ACT with lid

- (a) Sari is at home and to help (parents) with the house works, drawing water, washing the dishes, and cooking rice.”
- (b) In the kitchen, she took a cooking pot, puts water a half, covers it with a lid, and then makes fire.”
- (c) After that, she takes four cup of rice in the rice chest, wash it, and put it in ‘pane’.”
- (d) After that, she leaves the rice as it is.
- (e) After the water in the pot becomes hot, she put the rice in the steamer, and put it on the cooking pot, and covers it with a lid.

Here we can see rough correspondence between previously mentioned referents and the NP marked with the suffix *-é*; among five NPs occurring with the suffix *-é*, four refer previously mentioned referent. We can, however, see the following disagreement between a ‘previously mentioned referent’ and *-é* marked NP.

- (i) *Ni Sari* ‘Sari’, the referent playing an actor throughout the example is never expressed by *-é* marked NP; it is expressed by either an independent pronoun or a pronominal clitic, or left

unexpressed. This point can be explained by the Balinese referent marking system that exhibits a strong tendency in which so-called “active” referent can not be expressed by a lexical NP. This point will be dealt with in 4.2.1.

(ii) Not all the referents previously mentioned are expressed by *-é* marked NP. For example, *kekeb* ‘a lid’ is expressed by a bare noun when it is mentioned for the second time.

4.3 ‘Active’ NP

Balinese exhibits strong tendency that a referent that is mentioned in the immediately preceding clause, and therefore “active” (Lambrecht 1999: 94) is not expressed by a lexical NP, but expressed by a pronoun or left unexpressed (zero anaphora, hereafter), which are not compatible with the suffix *-é*. We examined only one short articles (article number 2), and counted the occurrence of zero anaphora, pronominal suffix *-a*, independent pronoun *ia*, and NP with or without the suffix *-é* there. The result is shown in table 1.

NP	The referent is mentioned in			Not mentioned previously
	an adjacent clause in the same sentence	an adjacent clause but not in the same sentence	a non-adjacent clause	
zero anaphora	19	1	0	1
pronominal suffix <i>-a</i>	8	4	1	0
the third person pronoun <i>ia</i>	0	2	0	0
lexical noun with <i>é</i>	0	1	8	4
without <i>é</i>	0	0	9	21

Table 1 occurrence count of zero anaphora, pronominal suffix *-a*, independent pronoun *ia*, and NP with or without the suffix *-é*.

This table shows the points (i) and (ii) below on ‘active NP’.

(i) The referent that is already mentioned in the same sentence normally occur as zero-anaphora, or expressed by the pronominal suffix *-a* (*-a* 3ACT) in all the examples.

(ii) The referent mentioned in the immediately preceding sentence is mostly expressed by the

pronominal suffix (-a 3ACT) or the independent pronoun (*ia* '3').

et's return to the example (28) above to examine the point (i) and (ii). The example consists of five sentences, which tells how a girl called Sari cooks rice. In (a), the actor Sari is introduced in the form of personal name with the marker *Ni* for the first time, and then expressed by zero anaphora. In (b)-(e), the same referent is expressed by (ii) the pronominal suffix *-a* or (iii) the independent pronoun *ia* when it occurs for the first time in a sentence, and then expressed by the (i) zero anaphora or (ii) the pronominal suffix *-a* in the same sentence.

- (29)=(28)(a) *Ni* *Sari*₁ *jumah* *nulungin* *magarapan*,
 Ms. Sari at.home AO.help house.works
- ϕ_1 *nimba yéh*, ϕ_1 *ngumbah piring* *tekén* ϕ_1 *nyakan*.
 AO.grow water AO.wash.dish and AO.cook.rice
- (b) *Di* *paon* *ia*₁ *nungguhang* *pangedangan*₂
 at kitchen 3 AO.take cooking.pot
- ϕ_2 *isinin*-*a*₁ *yéh* *atenga*, ϕ_2 *tekepin*-*a*₁ *aji kekeb*,
 put.in-3ACT water half ϕ_2 cover-3ACT₁ with lid,
- tumuli* ϕ_1 *ngendihang* *api*.
 then AO.make fire
- (c) *Suba* *kéto* *lantas* *ia*₁ *nyemak* *baas* *di pulu-n-é*
 after like.that then 3 ao.take rice at rice.chest-É
- petang* *kobokan*, *ingsah*-*a*₁ *wadahin*-*a*₁ *pané*.
 four cup wash-3ACT put-3ACT ?
- (d) *Di subané* ϕ *kedas* *lantas* *emeh*-*a*₁.
 after clean then leave-3ACT

- (e) *Suba panes yéh-é di pangedangan-é,*
 after hot water-e at cooking.pot-É
- baas-é wadahi^a kuskusan*
 rice-É put-3ACT steamer
- lantas jang^a duur pangedangan-é,*
 then put-3ACT on cooking.pot-É
- tur tepukin^a aji kekeb.*
 and put-3ACT with lid

- (f) Sari is at home and to help (parents) with the house works, drawing water, washing the dishes, and cooking rice.”
- (g) In the kitchen, she took a cooking pot, puts water a half, covers it with a lid, and then makes fire.”
- (h) After that, she takes four cup of rice in the rice chest, wash it, and put it in ‘pane’.”
- (i) After that, she leaves the rice as it is.
- (j) After the water in the pot becomes hot, she put the rice in the steamer, and put it on the cooking pot, and covers it with a lid.

4.4 Associative use

- (30) *Sekolah-sekolah dasar-é di Bali,*
 school-school elementary-E in Bali
- liunan jani suba ngelah koperasi Sekolah.*
 many now already AV.have co-op school
- Koperasi Sekolah-é ento ka=laksanain*
 co-op school- E that pass=operate
- baan murid-murid-é muah guru-guru-n-é.*
 by students-E and teacher-INS-E

“As for the elementary schools in Bali, many of them already have the school co-op. The School co-op is operated by the students and teachers.”

(31) *Dugas dina Buda Pon uku Sungsang,*
time day Buda Pon calendar Sungsang

tanggal 7 Januari 1981,
day 7 January 1981

di Buléléng ada blabar gedé.
in Buleleng exist flood big

Kota Singaraja-n-é ancab-a tekén yéh-é.
city Singaraja-INS-E flood-3act by water-E

“On the day of Buda Pon, Sungsang, 7 January 1981, there was a big flood in Buleleng, and the Singaraja city was flooded by the water”

4.5 Situational use and idiosyncratic of individual lexical word

The speaker and the addressee may be expressed by a lexical noun in Balinese, and they are marked with the suffix *-é*.

(32) “*Nah cerik-cerik-é ajak makejang,*
well children-E all
nyen bisa nyautin patakon bapak-É ene ?
when can av.answer question father-e this

“Well, all of you (lit. the children), who can answer this question of mine (lit.father)?

Balinese cultural or social things which are familiar to them are often expressed by *-é* marked NP in its first mention, because the text dealt with in this research are targeted to Balinese children. This type of *-é* marked NP often occurs in the beginning of the text or the paragraph, and announces the setting.

- (33) *Anak-é di Bali di nuju Galungan-é*
 people-e in Bali on time Galungan-e
makajang pada ngaturan banten di sanngah,
 all all offer offering at family.temple

“At Galungan the people in Bali all offer the offerings to the family temples...”

- (34) *Jani margan-é di Bali ngancan ramé pesan.*
 now road-e in Bali transport lively very.much
 “Now, the traffic is very busy in roads at Bali”

Some lexical nouns marked with *-é* in its first mention in the text. Many of them express the natural things and some of them express a specific place in the house.

natah ‘ground’
tegal ‘field’
surya ‘sun’
punuk-pundukan ‘dike (between rice fields)’
bét-bét ‘bush’
langit ‘sky’
tukad ‘river’
bulan ‘moon’
angin aris ‘a gentle breeze’
pulu ‘rice keeper’
lebu ‘gate of the house’

Most of them are familiar referents among the authors and the expected readers, and therefore we could consider that the suffix *-é* occurs here because the referents are situationally identifiable. But we should note that the occurrence seems to be determined by the lexical property that each individual word has.

Let’s return to example (28), which is dealt with in 4.2 above. Here, the lexical noun *pulu* ‘rice keeper’ is marked with *-é*, while the noun *paon* ‘kitchen’ is not marked, although both of the

word indicate a specific place in the house.

(35)=(29)(a)

<i>Ni</i>	<i>Sari₁</i>	<i>jumah</i>	<i>nulungin</i>	<i>magarapan,</i>
Ms.	Sari	at.home	AO.help	house.works

<i>nimba</i>	<i>yéh,</i>	<i>ngumbah</i>	<i>piring</i>	<i>tekén</i>	<i>nyakan.</i>
ao.take	water	ao.wash	dish	and	cook.rice

(b)	<i>Di</i>	<i>paon-ϕ</i>	<i>ia</i>	<i>nungguhang</i>	<i>pangedangan</i>
	at	kitchen	3	AO.take	cooking.pot

<i>isinin-a</i>	<i>yéh</i>	<i>atenga,</i>	<i>tekepin-a</i>	<i>aji kekeb,</i>
put.in-3ACT	water	half	cover-3ACT	with lid,

<i>tumuli</i>	<i>ngendihang</i>	<i>api.</i>
then	AO.make	fire

(c)	<i>Suba</i>	<i>kéto</i>	<i>lantas</i>	<i>ia</i>	<i>nyemak</i>	<i>baas</i>	<i>di pulu-n-é</i>
	after	like.that	then	3	ao.take	rice	at rice.chest-É

<i>petang</i>	<i>kobokan,</i>	<i>ingsah-a</i>	<i>wadahin-a</i>	<i>pané.</i>
four	cup	wash-3ACT	put-3ACT	bowl

Also consider the following example. This is a sentence occurs in the same text *nyakan* ‘cooking rice’ after seven sentence’s interval after example (29) above. In this sentence, the action of Sari putting a offering to several places in the house is expressed. Some places are expressed by a –é marked noun, while other are not. We cannot explain the difference from the semantic feature that each word has.

(36)	<i>Di</i>	<i>suba-n-é</i>	<i>lebeng</i>	<i>lantas</i>
	at	after	ready	then

<i>Ni Sari</i>	<i>nanding</i>	<i>banten</i>	<i>nasi</i>	<i>jotan</i>
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Ni Sari AV.make offering rice ?

lantas mabanten di tugu,
then offer in temple

di sanggah, di natah-é, di sémér, di paon, di pulu-n-é
in family.temple in yard-E in well in kitchen in place for keeping rice

tekén di lebuh-é.
and in gate.of.the.house

“When everything is cooked, Sari prepare rice offering then place the offering at *tugu*², the family temple, in the yard, in the well, in the kitchen, the pulu (‘place’ for keeping rice) till at the from gate of the house”.

5. Conclusion

In this paper we have seen that the semantic conditions in which the suffix *-é* occurs. From the elicited examples, we could see that the suffix *-é* Balinese exhibits almost the same semantic range as English definite article does, in that it indicates that the referent of the NP is linguistically or non-linguistically identifiable. From the Balinese translation from the English examples in which the definite article occurs, we can see that the Balinese suffix *-é* exhibits the three main use of English definite article, that is, the situational use, the anaphoric use, and the associative use. Only the difference is that the *-é* suffixed NP in Balinese does not refer to a referent that is clearly unfamiliar to the addressee, even though the referent can be identifiable from the larger situation or general knowledge.

From the written data obtained from the elementary school textbook, we could see that the occurrence or absence of the suffix *-é* is determined by the feature that the individual lexical noun has.

² special temple buiding in the house for the spirit guarding the house

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