

## Infixation in Kulisusu Language

Hery Aryanto<sup>1</sup>, Tambunan<sup>2</sup>, Sitti Agustina<sup>3</sup>

[heryaryantoheryaryanto@gmail.com](mailto:heryaryantoheryaryanto@gmail.com)

<sup>1,2,3</sup>*Halu Oleo University, Indonesia*

---

### ABSTRACT

This research was intended to describe the process of infixation and explain the functions of infixes in Kulisusu language. The researcher used the qualitative as the research design. The data of the research was obtained through oral language spoken by the native Kulisusu language speakers, a Kulisusu language dictionary, and a folklore document. There were a number of techniques that were used to collect the data. Those techniques included observation, interview, questionnaire, recording, note, and documentation. The result of the research showed that there were two types of infixes that got involved in the process of infixation in Kulisusu language. Those were infix *-in-* and infix *-um-*. Both infix *-in-* and infix *-um-* could be functioning both as inflectional and derivational morphemes, depending on to which root morphemes they were attached. When infix *-in-* was inserted into verbs, it acted as an inflectional morpheme as it modified infinitive verbs into past participle verbs, and as a derivational morpheme as it changed verbs into nouns and adjectives; infix *-in-* functioned as a derivational morpheme when it was inserted into nouns, as it changed nouns into verbs. Infix *-um-* functioned as an inflectional morpheme if it was inserted into verbs, as it modified infinite verb forms into other verb forms – past and present participles, causative verbs, and infinitives; infix *-um-* acted as a derivational morpheme if it was inserted into nouns, because it altered nouns to verbs; infix *-um-* functioned as inflectional morpheme when it was inserted into adjectives.

### *Keywords:*

*infixation, infixes, Kulisusu language*

---

## 1. Introduction

A language has an important role in human being's life as a communication tool of them. (Chaer, 1998) argued that language is an arbitrary system of expression which is in the form of sounds. Moreover, a language is used by one certain society to cooperate, to communicate, and to identify themselves. Language is a systemic system (Chaer, 2007). As a system, language is formed by certain principles, rules as well as patterns, both in the form of sounds, word formation and word order, and sentence formation.

Local language or vernacular is a language spoken within a region in a national-state, either in smaller region or in state region (Romli & Wildan, 2015). According to (Pramod & Kad, 2013), vernacular language is able to use in schools as the medium of education. As the mother tongue, vernacular language is the well-known language by students. Hence, it would be better to be used and taught because students are already familiar with the language. The process of learning and teaching is expected to run smoothly as students have basic knowledge related to the vernacular language. Besides, students may feel getting helped in establishing their

insights because teachers use the vernacular language that they are familiar with when giving or explaining the lessons in the classes. However, the vernacular language that acquired naturally is formed by the interaction occurred in the environment with minimal activities and without pedagogical intervention (Pramod & Kad, 2013). This would lead to the unawareness toward the vernacular language itself. Therefore, as teachers, teaching vernacular is important to strengthen students' awareness regarding their vernacular language, enrich basic knowledge that the students previously have, and increase their vernacular language abilities.

To have the ability of understanding the word structures is important for students. This ability is needed when they deal with academic vocabulary acquisition. By having the extensive knowledge of vocabulary, they will be able to completely use the language they are learning, particularly to increase their language skills (Rahim et al., 2021). Students are able to understand a large number of unfamiliar words that they find if they have the capability of knowing more common root words, so they could break down the complex words (Nagy & Anderson, 1984). Furthermore, many researchers believe that one of the most effective ways to learn vocabulary is having the knowledge of using affixes (Nation, 2001). (Milton, 2009) said that understanding affixes and root words is important for comprehension. This can help students to conclude the vocabulary meanings. According to (Braiek, 2014), the affix knowledge has an essential role in learning a language, and has a positive impact on vocabulary building. In addition, teachers can strengthen students' vocabulary by integrating systematic teaching of affixes into a lesson.

One of the local languages that is in Indonesia is Kulisusu language, which spoken by people who live in North Buton, Muna, and Konawe Islands in Southeast Sulawesi province. It has an important function as the first language for Kulisusu people. This language acts as an introductory and colloquial language in their daily life. However, the government of North Buton regency gives less attention to this language as the language spoken by the residents there (Firman, 2021). The government policy that supports the development of Kulisusu language is barely available. It can be seen that this language is not taught in schools as a local subject. In addition, the government rarely conducts cultural events that should use Kulisusu language as the introductory language. Therefore, there should be more researches conducted to discover the real condition of the survival of Kulisusu language. These researches can be used to assign policies in developing Indonesian language as well as teaching Kulisusu language (Ino, 2017).

Based on the above explanation, it is necessary to take an action to maintain Kulisusu language as one of the local languages. (Simanjuntak, 2010) suggested that it is necessary to have knowledge to detect the indication of the death of a language. By having such knowledge, it is expected that the speakers of the language have the ability to maintain their own language, so their language can get spared from language death or language shift. In addition, the facts from research results show that the languages of a minority within a region are vulnerable to undergo such problem. However, the researches that related to Kulisusu language are still inadequate. Thus, there should be more researches related to Kulisusu language conducted as a form of language maintenance.

There have been a number of researches conducted to investigate Kulisusu language. The first study was conducted by Nazar. In his study entitled "*Struktur Klausa Derivasi Bahasa Kulisusu di Kelurahan Lakonea Kecamatan Kulisusu Kabupaten Buton Utara*", (Nazar, 2016) investigates the structure of derivational clauses of Kulisusu language, in Lakonea urban village, Kulisusu sub-district. Nazar's study provides only derivations in term of clauses/syntax, while this research will provide and focus on both inflectional and derivational infixes in term of morphemes/morphology. The second research, entitled "*Infleksi dalam Bahasa Kulisusu*", was conducted by (Ramsi, 2017). She described the inflection system in Kulisusu language. However, Ramsi's study does not provide information about derivational affixes in Kulisusu language. The last study, entitled "*Quantitative Adjectives in Kulisusu Language*", was examined by (Nurfarsil et al., 2020). As its title, this study focused on quantitative adjectives that are in Kulisusu language, as well as investigating semantic types of them. Nurfarsil's research only focuses on giving information about the quantitative adjectives that are in Kulisusu language, without giving information whether these adjectives are formed from the process of affixation or not. Therefore, it is deemed to investigate whether some of the adjectives in Kulisusu language might come from the process of affixation.

Based on the above explanation, the researcher conducted research related to Kulisusu language as a form of language maintenance by investigating the morphological aspect of word formation through affixation, particularly the infixation and infixes of Kulisusu language, to describe how the infixation happens in Kulisusu language and to explain the functions of the infixes of Kulisusu language.

According to (Fromkin et al., 2011), morphology is the study of the word internal structure, and of the rules by which words are formed. (Aronoff & Fudeman, 2005) said that morphology, in linguistics, is the branch of linguistics that concerned with words as well as word structure and word formation. (Lieber, 2009) defined morphology as the study of the formation of words, including the ways new words of a language are invented, and the way word forms are diverse in their use in sentences. (Matthews, 1991) stated that morphology is a term refers to the branch of linguistics which is concerned with the different uses and constructions of word form.

Based on a number of above explanations defined by some experts, there are some points that can be concluded about the term morphology. Firstly, morphology is one of the studies in linguistic field. It means that morphology examines one dimension of language structure (Katamba, 1993). Secondly, the language structure dimension previously mentioned deals with the structure of the words. Lastly, morphology discusses the process of forming words in a language. To sum up, morphology is a linguistic study that examines word structure and word formation.

According to (Klammer, 2000), the aim of studying morphology is to learn to analyze the word structure and to utilize the analysis in helping to identify the part of speech to which word belong.

According to (Fromkin et al., 2011), morpheme is one of the terms used in linguistics to refer to the most elemental unit of grammatical form. In addition, (Yule, 2006) stated morpheme as a minimal meaning unit or grammatical function.

In line with Yule, (Aronoff & Fudeman, 2005) described morpheme as the smallest piece of linguistics that has grammatical function. Meanwhile, (Nida, 1949) described morpheme as a minimal meaningful unit that constructs a language. (Katamba, 1993) described morpheme as the smallest, indivisible unit of grammatical function or semantic content which words are formed. It means that a morpheme can no longer be broken down into smaller units, whether they are meaningful or just as mark of grammatical function. In conclusion, morpheme is the smallest grammatical unit that carries grammatical function.

Morphemes make up words (Nandito, 2016). A morpheme may consist of either a word, such as *head*, or a meaningful part of a word, such as the *-ing* in *trying*, that is unable to be separated into smaller meaningful piece (Aronoff & Fudeman, 2005). In his book entitled *The Study of Language*, (Yule, 2006) defined free morphemes as the morphemes that are able to stand by themselves as single words. *Tour, fee, read* and *open* are some examples of free morphemes. (Fromkin et al., 2011) said that free morphemes are morphemes that are able to constitute words by themselves. Besides, (Carstairs-McCarthy, 2002) also said that morphemes that are able to stand on their own are called free morphemes. Free morphemes consist of (1) lexical morphemes (these morphemes include nouns, verbs, and adjectives (Yule, 2006), such as *press, serve*; (2) grammatical morphemes such as *and, at* (Packer, 2001).

Besides free morphemes, there are morphemes that cannot stand alone and should be attached to a base morpheme as affixes. They become a part of a word and are called bound morpheme, as in *-ment, -ness, pre-, im-, and un-*. These morphemes are attached to other morphemes, which serve as base morphemes. Bound morphemes also consist (1) lexical morphemes, such as *-clude* as in *include, exclude, preclude*; (2) grammatical ones such as *-s* as in *boys, girls, and cats* (Packer, 2001). Bound morphemes are divided into two, i.e., inflectional and derivational morphemes.

Inflectional morpheme is a suffix attached to a word to set a certain grammatical feature to the word, such as its number, comparison, tense, and possession. (Fromkin et al., 2011) defined inflectional morphemes as bound morphemes that possess a completely grammatical function by signaling properties such as person, number, tense, and so on. These morphemes do not alter the grammatical category of the stems to which they are added. Meanwhile, a new word with a new meaning is derived when derivational morphemes are added to a base (Fromkin et al., 2011). This new word, which is as an addition result of a derivational morpheme is called a derived word. The following are some derivational morphemes in English.

<i>girl</i>	+	<i>-ish</i>	→	<i>girlish</i>
<i>moral</i>	+	<i>-ize</i>	→	<i>moralize</i>
<i>sing</i>	+	<i>-er</i>	→	<i>singer</i>
<i>dis-</i>	+	<i>believe</i>	→	<i>disbelieve</i>
<i>il-</i>	+	<i>legal</i>	→	<i>illegal</i>

According to (Katamba, 1993), a root is the core of a word that can no longer be reduced, and there is nothing else attached to it. (Katamba, 1993) defined stems as part of a word that is in existence before any *inflectional* affixes have been added. A stem is formed by combining a root morpheme with an affix. The base is the semantic

point of the word (Lieber, 2009). It is any unit to which the affixes can be attached (Katamba, 1993). Base is any root or stem to which an affix is attached (Fromkin et al., 2011).

(Chaer, 2007) stated that affixation is the process of adding affixes in a base form. In addition, there are three elements that involved during this process. Those elements are (1) base form, (2) affixes, and (3) grammatical meaning as the result. Meanwhile, (Kridalaksana, 1982) stated that affixation is the process of forming words by attaching affixes to base form or the result of adding affixes to root, base, and stem.

An infix is a type of affix that is inserted into a word (Yule, 2006). (Fromkin et al., 2011) defined infixes as incorporated morphemes into other morphemes. (Katamba, 1993) said that an infix is an affix that is incorporated in the root itself. Normally, infixes are not used in English, but found in a number of other languages. In Indonesian language, there are three infixes, i.e. *-el-*, as in *telapak, gelembung*; *-er-*, as in *gerigi, seruling*; *-em-*, as in *gemerlap, temali*.

## **2. Methods**

This research was a descriptive qualitative study. According to (Ary et al., 2010), qualitative researches are conducted to establish an understanding related to certain phenomena by focusing on the whole picture rather than dividing it into several variables.

There were two types of data that were used for this research, i.e., primary and secondary data. The first type, primary data, was oral language spoken by the native Kulisusu language speakers acting as informants. These speakers were a number of residents in Sara'ea sub district, Ereke, Kulisusu district, North Buton regency. According to (Tim Pemetaan Bahasa, 2018), there should be some criteria for being informants of language study, i.e. (1) The informants should be the native speaker of Kulisusu language; (2) they should speak Indonesian language; (3) their age should be approximately 20-60 years old; (4) they come from middle class; (5) they never leave their living place for a long time (lower mobility); (6) their speech tools are in a good condition/flawless. The second type, secondary data, were a Kulisusu language dictionary, which full title was *Kamus Kulisusu, Kulisusu-Indonesia-Inggris, Edisi Percobaan Ke-8*, and a folklore document entitled *Laode Panuinta te Waode Sirinakamba* (Laode Panuinta and Waode Sirinakamba). The researcher chose both these dictionary and folklore document as the supports of the primary data to provide some words and sentences of Kulisusu language.

There are some techniques of data collection in conducting this research, i.e. (1) observation, (2) interview, (3) questionnaire, (4) recording, (5) note, (6) documentation. The researcher would conduct several steps to analyze the data. To begin with, the researcher would make a transcription of each recording. Then, the researcher would create a list of data that related to the infixes in Kulisusu language. This data constituted sentences in Kulisusu language. Afterwards, the researcher would choose data that was relevant to the research. Next, the researcher would identify infixes that exist in the language based on the available data. Lastly, the researcher would give explanation as the analysis about the findings.

### 3. Result

Infixation in Kulisusu language occurs when infixes, i.e. *-in-* and *-um-*, are inserted between the consonant and the vocal sounds of the root words.

The infixation of infix *-in-* is as follows.

(1)	<i>ninaano</i>				
a.	<i>naa</i>	+	<i>-in-</i>	→	<i>ninaa</i>
	'to store'	+		→	'which had stored'
	V	+	inf.	→	V
b.	<i>ninaa</i>	+	<i>-no</i>	→	<i>ninaano</i>
	'which had stored'	+		→	'which he had stored'
	V	+	suf.	→	word
(2)	<i>binasiakondo</i>				
a.	<i>basiako</i>	+	<i>-in-</i>	→	<i>binasiako</i>
	'to throw out'	+		→	'that had thrown out'
	V	+	inf.	→	V
b.	<i>binasiako</i>	+	<i>-ndo</i>	→	<i>binasiakondo</i>
	'that had thrown out'	+		→	'that they had thrown out'
	V	+	suf.	→	word
(3)	<i>tinaekomiu</i>				
a.	<i>tae</i>	+	<i>-in-</i>	→	<i>tinae</i>
	'to say'	+		→	'that had said'
	V	+	inf.	→	V
b.	<i>tinae</i>	+	<i>-komiu</i>	→	<i>tinaekomiu</i>
	'that had said'	+	'you'	→	'that you had said'
	V	+	suf.	→	word
(4)	<i>kinaa</i>				
	<i>kaa</i>	+	<i>-in-</i>	→	<i>kinaa</i>
	'to eat'	+		→	'rice'
	V	+	inf.	→	N
(5)	<i>rinope'inda</i>				
a.	<i>rope</i>	+	<i>-in-</i>	→	<i>rinope</i>
	'to head toward'	+		→	'destination'
	V	+	inf.	→	N
b.	<i>rinope</i>	+	<i>-'inda</i>	→	<i>rinope'inda</i>
	'destination'	+		→	'their destination'
	N	+	suf.	→	word

(6)	<i>ndino'u</i>				
	<i>ndo'u</i>	+	<i>-in-</i>	→	<i>ndino'u</i>
	'to drink'	+		→	'drinking water'
	V	+	inf.	→	N
(7)	<i>sombu</i>	+	<i>-in-</i>	→	<i>sinombu</i>
	'to reach'	+		→	'stilt'
	V	+	inf.	→	adj.
(8)	<i>ngineehakondo</i>				
a.	<i>ngee</i>	+	<i>-in-</i>	→	<i>nginee</i>
	'name'	+		→	'be named'
	N	+	inf.	→	V
b.	<i>nginee</i>	+	<i>-hako</i>	→	<i>ngineehako</i>
	'be named'	+		→	'be named'
	V	+	suf.	→	V
c.	<i>ngineehako</i>	+	<i>-ndo</i>	→	<i>ngineehakondo</i>
	'be named'	+		→	'that they named'
	V	+	suf.	→	word
(9)	<i>sinambure</i>				
	<i>sambure</i>	+	<i>-in-</i>	→	<i>sinambure</i>
	'broom'	+		→	'been swept'
	N	+	inf.	→	V
(10)	<i>binaju</i>				
	<i>baju</i>	+	<i>-in-</i>	→	<i>binaju</i>
	'clothes'	+		→	'get clothed'
	N	+	inf.	→	V

From the previous examples, there is a pattern of infixation process. The pattern begins with root morphemes, which are verbs or nouns. Later, infix *-in-* is inserted between the consonant and the vocal sounds of the root morphemes. Its pattern can be illustrated as follows.

V	+	<i>-in-</i>	→	perfective	or
V	+	<i>-in-</i>	→	N	or
V	+	<i>-in-</i>	→	adj.	or
N	+	<i>-in-</i>	→	V	

Besides, there is also another infix, i.e. infix *-um-*. The infixation of infix *-um-* is as follows.

(1)	<i>lumeo</i>				
	<i>leo</i>	+	<i>-um-</i>	→	<i>lumeo</i>
	'to dive'	+		→	'dive'
	V	+	inf.	→	V

(2)	<i>lumili</i>				
	<i>lili</i>	+	<i>-um-</i>	→	<i>lumili</i>
	'to walk'	+		→	'walk'
	V	+	inf.	→	V
(3)	<i>humuleno</i>				
a.	<i>hule</i>	+	<i>-um-</i>	→	<i>humule</i>
	'to go'	+		→	'go'
	V	+	inf.	→	V
b.	<i>humule</i>	+	<i>-no</i>	→	<i>humuleno</i>
	'go'	+		→	'that go'
	V	+	suf.	→	V
(4)	<i>tumotorono</i>				
a.	<i>totoro</i>	+	<i>-um-</i>	→	<i>tumotoro</i>
	'to sit'	+		→	'sit'
	V	+	inf.	→	V
b.	<i>tumotoro</i>	+	<i>-no</i>	→	<i>tumotorono</i>
	'sit'	+		→	'that sit'
	V	+	suf.	→	V
(5)	<i>bumuri'o</i>				
a.	<i>huri</i>	+	<i>-um-</i>	→	<i>bumuri</i>
	'to write'	+		→	'write'
	V	+	inf.	→	V
b.	<i>bumuri</i>	+	<i>-o</i>	→	<i>bumuri'o</i>
	'write'	+	'it'	→	'write it'
	V	+	pron.	→	V
(6)	<i>sumiko-sikoriko</i>				
a.	<i>siko-</i>	+	<i>sikori</i>	→	<i>siko-sikori</i>
		+	'to wait'	→	'wait'
	red.	+	V	→	V
b.	<i>siko-sikori</i>	+	<i>-um-</i>	→	<i>sumiko-sikori</i>
	'wait'	+		→	'wait'
	V	+	inf.	→	V
c.	<i>sumiko-sikori</i>	+	<i>-ko</i>	→	<i>sumiko-sikoriko</i>
	'wait'	+	'you'	→	'wait for you'
	V	+	pron.	→	V
(7)	<i>daluminka</i>				
a.	<i>lingka</i>	+	<i>-um-</i>	→	<i>luminka</i>
	'to walk'	+		→	'walk'
	V	+	inf.	→	V
b.	<i>dā-</i>	+	<i>luminka</i>	→	<i>daluminka</i>
	'to be'	+	'walk'	→	'was walking'
	aux.	+	V	→	V
(8)	<i>dumahu</i>				
	<i>dāhu</i>	+	<i>-um-</i>	→	<i>dumahu</i>
	'dog'	+		→	'hunting'
	N	+	inf.	→	V



(9)	<i>tumugasi</i>				
	<i>tugasi</i>	+	<i>-um-</i>	→	<i>tumugasi</i>
	'duty'	+		→	'be in charge'
	N	+	inf.	→	V
(10)	<i>sumikolano</i>				
a.	<i>sikola</i>	+	<i>-um-</i>	→	<i>sumikola</i>
	'school'	+		→	'go to school'
	N	+	inf.	→	V
b.	<i>sumikola</i>	+	<i>-no</i>	→	<i>sumikolano</i>
	'go to school'	+		→	'that studied'
	V	+	suf.	→	V
(11)	<i>kumarajaano</i>				
a.	<i>karajaa</i>	+	<i>-um-</i>	→	<i>kumarajaa</i>
	'job'	+		→	'working'
	N	+	inf.	→	V
b.	<i>kumarajaa</i>	+	<i>-no</i>	→	<i>kumarajaano</i>
	'working'	+		→	'who working'
	V	+	suf.	→	V
(12)	<i>sumupa</i>				
	<i>supa</i>	+	<i>-um-</i>	→	<i>sumupa</i>
	'squirting'	+		→	'squirting'
	adj.	+	inf.	→	adj.
(13)	<i>sumiro</i>				
	<i>siro</i>	+	<i>-um-</i>	→	<i>sumiro</i>
	'squirting'	+		→	'squirting'
	adj.	+	inf.	→	adj.
(14)	<i>numaraka</i>				
	<i>naraka</i>	+	<i>-um-</i>	→	<i>numaraka</i>
	'be suffered'	+		→	'poor'
	adj.	+	inf.	→	adj.

From these previous examples, there is a pattern of infixation process. The pattern begins with root morphemes, which are verbs, nouns, and adjectives. Later, infix *-um-* is inserted between the consonant and the vocal sounds of the root morphemes. Its pattern can be illustrated as follows.

V	+	<i>-um-</i>	→	V
N	+	<i>-um-</i>	→	V
adj.	+	<i>-um-</i>	→	adj.

In conclusion, the process of infixation in Kulisusu language begins with root morphemes, which can be nouns, verbs, or adjectives. Afterwards, whether infix *-in-* or *-um-* is inserted to the root morphemes. These infixes are between the consonant and the vocal sounds of the root morphemes. Root morphemes that can be inserted by both infixes *-in-* and *-um-* are only root morphemes that begin with consonant sounds; they become prefixes in root morphemes that begin with vocal sounds instead.

The following sentences contain words that have bound morphemes *in-* and *um-*, which act as prefixes instead of acting as infixes.

- (1) *inupundo*
- |                   |   |             |   |                        |
|-------------------|---|-------------|---|------------------------|
| a. <i>in-</i>     | + | <i>upu</i>  | → | <i>inupu</i>           |
|                   |   | 'to pick'   | → | 'that had picked'      |
| pref.             | + | V           | → | V                      |
| b. <i>inupu</i>   | + | <i>-ndo</i> | → | <i>inupundo</i>        |
| 'that had picked' | + |             | → | 'that they had picked' |
| V                 | + | suf.        | → | word                   |
- (2) *inalando*
- |                  |   |             |   |                       |
|------------------|---|-------------|---|-----------------------|
| a. <i>in-</i>    | + | <i>ala</i>  | → | <i>inala</i>          |
|                  |   | 'to take'   | → | 'that had taken'      |
| pref.            | + | V           | → | V                     |
| b. <i>inala</i>  | + | <i>-ndo</i> | → | <i>inupundo</i>       |
| 'that had taken' | + |             | → | 'that they had taken' |
| v                | + | suf.        | → | word                  |
- (3) *umaturu'o*
- |                   |   |              |   |                  |
|-------------------|---|--------------|---|------------------|
| a. <i>um-</i>     | + | <i>aturu</i> | → | <i>umaturu</i>   |
|                   |   | 'to manage'  | → | 'that managing'  |
| pref.             | + | V            | → | V                |
| b. <i>umaturu</i> | + | <i>'o</i>    | → | <i>umaturu'o</i> |
| 'that managing'   | + |              | → | 'that managing'  |
| V                 | + | suf.         | → | V                |
- (4) *umususu*
- |            |   |            |   |                     |
|------------|---|------------|---|---------------------|
| <i>um-</i> | + | <i>usu</i> | → | <i>umususu</i>      |
|            |   | 'to enter' | → | 'enter/come inside' |
| pref.      | + | V          | → | V                   |

From the previous sentences, it can be seen that bound morphemes *in-* and *um-* which attached to root morphemes, verbs, act as prefixes instead of infixes, because those root morphemes begin with vocal sounds.

#### 4. Discussion

Infix *-in-* that inserted in verbs functions as an inflectional morpheme because it creates a stem to which verbs it is inserted. The insertion of infix *-in-* only changes the form of verbs, from first verb to third verb (past participle), while the word class remains the same. It means that the change indicates a grammar function ((Fromkin et al., 2011; Lieber, 2009). Infix *-in-* that inserted in verbs can also function as a derivational morpheme because it creates a new word that has different word-class from its root verb (Katamba, 1993). The insertion of infix *-in-* changes verbs into nouns and adjectives. Besides, infix *-in-* that inserted in nouns functions as a derivational morpheme because it creates a new word that has different word-class from its root nouns. The insertion of infix *-in-* changes nouns into verbs.

Furthermore, infix *-um-* that inserted in verbs functions as an inflectional morpheme because it does not change the word-class from its root verbs, but it only

indicates the change of verb forms to another verb forms. It means the infix carries a grammatical function (Fromkin et al., 2011) which is tense and aspect (Lieber, 2009). Infix *-um-* that inserted in nouns function as a derivational morpheme because it creates a new word that has different word-class from its root verb. The insertion of infix *-um-* changes nouns into verbs. In addition, infix *-um-* that inserted in adjectives functions as an inflectional morpheme because it does not change the word-class of its root adjectives; it only carries a grammatical meaning, to which the adjectives that is attached by it can be functioned in a sentence (Katamba, 1993).

## 5. Conclusion

In conclusion, infixes *-in-* and *-um-* are two infixes that are in infixation process in Kulisusu language, which function as inflectional or derivational morphemes, depending on to which root morphemes they are inserted.

Based on the finding explanation of this study, the researcher would like to give some suggestions and recommendations, as follows.

1. The researcher suggested the readers learn the process of affixation, so they can get helped to deal with new unfamiliar words and denote the vocabulary meanings an.
2. The researcher recommended students this research as a source of learning affixation, particularly infixation, and as an insight about Kulisusu language.
3. The researcher recommended this study to teachers as an example of teaching affixation, particularly infixation, of any languages—Indonesian, English, vernaculars, particularly Kulisusu language.
4. Researchers can use research gap or any lack of this study as their new research topics.
5. This research can be used as documentation of reviving and preserving Kulisusu language and as an example topic for local-based subject in schools.

## References

- Aronoff, M., & Fudeman, K. (2005). *What is Morphology?* (2nd ed.). Blackwell Publishing.
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth.
- Braiek, M. (2014). The Effect of Affix Knowledge on English Vocabulary Learning. *International Conference on Language, Literature, Culture, and Education (ICLLCE)*, 175–182.
- Carstairs-McCarthy, A. (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh University Press.
- Chaer, A. (1998). *Tata Bahasa Praktik Bahasa Indonesia*. PT Bhratara Karya Aksa.
- Chaer, A. (2007). *Linguistik Umum*. Rineka Cipta.
- Firman, A. D. (2021). Bentuk dan Makna Sufiks Bahasa Kulisusu. *Widyaparwa*, 49(1), 14–29.
- Fromkin, V., Rodman, R., & Hyams, N. (2011). *An Introduction to Language* (9th ed.). Wadsworth.
- Ino, L. (2017). Kulisusu Language Maintenance in Teenager Group on Ereke: Linguistic Study. *RETORIKA: Jurnal Ilmu Bahasa*, 3(2), 255–264.

- Katamba, F. (1993). *Morphology*. St. Martin's Press, Inc.
- Klammer, T. P. (2000). *Analyzing English Grammar* (3rd ed.). Pearson.
- Kridalaksana, H. (1982). *Kamus Linguistik*. PT. Gramedia.
- Lieber, R. (2009). *Introducing Morphology*. Cambridge University Press.
- Matthews, P. H. (1991). *Morphology*. Cambridge University Press.
- Milton, J. (2009). *Measuring second language acquisition*. Multilingual Matters.
- Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 2(1), 303-330.
- Nandito, I. K. (2016). Derivational and inflectional morphemes. *International Research Journal of Engineering, IT & Scientific Research*, 2(1), 22-29.
- Nation, I. S. P. (2001). *Learning Vocabulary In Another Language*. Cambridge University Press.
- Nazar, A. (2016). Struktur Klausa Derivasi Bahasa Kulisusu di Kelurahan Lakonea Kecamatan Kulisusu Kabupaten Buton Utara. *Sang Pencerah*, 2(1), 8-16.
- Nida, E. A. (1949). *Morphology: The descriptive analysis of words*. University of Michigan Press.
- Nurfarsil, E., Tambunan, & Rohmana. (2020). Quantitative Adjectives in Kulisusu Language. *Journal of Teaching of English*, 5(1), 40-56.
- Packer, M. (2001). *Handout for Psy 598-02*.
- Pramod, P. N., & Kad, M. (2013). Understanding the Importance of Vernacular Medium Schools in India Today. *International Journal of Advanced System and Social Engineering Research*, 3(1), 12-17.
- Rahim, L. O. M. N., Tambunan, & Rohmana. (2021). Morphological Awareness and Its Relationship to Students' Academic Vocabulary Knowledge. *Journal of Teaching of English*, 6(2), 179-187.
- Ramsi, I. S. K. (2017). Infleksi dalam Bahasa Kulisusu. *Jurnal Bastra*, 1(4).
- Romli, M., & Wildan, M. (2015). Afiksasi dalam bahasa indonesia dan bahasa sunda (studi kontrastif). *Jurnal Sasindo Unpam*, 2(2).
- Simanjuntak, H. (2010). Sisi pembelajaran bahasa dalam usaha pemeliharaan bahasa. *Guru Mengajar*, 25(3).
- Tim Pemetaan Bahasa. (2018). *Pedoman Penelitian Pemetaan Bahasa*. Badan Bahasa.
- Yule, G. (2006). *The Study of Language* (3rd ed.). Cambridge University Press.