

L'Acquisition des Pronoms Possessifs par les Indonésiens apprenant le français de niveau A2

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RÉSUMÉ. Cette recherche porte sur la grammaire interlangue dans les pronoms possessifs français ou Phrase Déterminante (PD). L'objet de la recherche est la PD compris par des étudiants au niveau A2 du français qui utilisent le curriculum CECRL. L'objectif de cette étude est de révéler la maîtrise du PD à partir de l'analyse des caractéristiques morphologiques de Défini, Genre, Nombre et Personne de chaque PD. La méthode de recherche utilisée est qualitative descriptive et utilise la technique du jugement de grammaticalité. Le résultat est une grammaire interlangue qui atteint le niveau natif ou quasi-natif.

Mots-clés : *Phrase déterminante, grammaire interlangue, analyse morphologique*

ABSTRACT. This research focuses on interlanguage grammar in the French possessive pronouns or Determiner Phrase (DP). The object of the research is the DP understood by students at A2 level of French using the CEFR curriculum. The aim of this study is to reveal the mastery of DP from the analysis of the morphological features of Definite, Gender, Number and Person of each DP. The research method used is qualitative descriptive and uses the grammaticality judgment technique. The result is an interlanguage grammar that reaches the native or near-native level.

Keywords: *Determining phrase, interlanguage grammar, morphological analysis*

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1. INTRODUCTION

This paper presents a research report on the acquisition of French in Indonesia by students at the A2 level of the CECRL curriculum. The object of research is interlanguage grammar for possessive pronouns or determiner phrases (DP) such as *le mien* [mine], *la tienne* [hers] and *les vôtres* [yours]. French DPs differ considerably from

Indonesian DPs such as *kepunyaan* [my possession, mine, formal] or *kepunyaannya* [her possession, hers, formal] or *kepunyaanku* [my possession, mine, informal]. In the Indonesian version of DP under discussion, the number of overt morphemes is much less than the French overt morphemes for DP. For example, there is no overt morpheme for Number (Singular (sg) versus Plural (Pl)),

Gender (Masculine (M) versus Feminine (FEM)). In French, *les votres* DP is formed by morphological features such as Definite (DF), Number (Singular (sg) versus Plural (Pl)), Gender (Masculine (M) versus Feminine (FEM)), and Person (1P, 2P, 3P) which apply to either the noun or adjective involved in the DP possessive pronoun. So, students have to work harder to master DP French. The impact is that students have interlanguage grammar as their own grammar system which sometimes reaches the level native like or the level of near native or even fossilization.

In Indonesia, the available literature on French interlanguage grammar shows that Error Analysis theory is dominant and popular among French language researchers but they focus on morphological and syntactical analyses in general, e.g., Tobing, R. L. (2003) and Sekeh, W. E. (2019). In this study, the topic of discussion is the acquisition of DP possessive pronouns involving adjectives

from Sajarwa (2003), Hawkins, R. and Towell. (2006), Prévost, P. (2009), and Zribi-Hertz, A. (2003). assert that DP formation can be analysed in terms of morphology, syntax, morphology, semantics, and phonology. In this study, the research is centred on the analysis of morphology and phonology. Secondly, learners are required to have the ability to link a possessive DP such as *le mien* with another anaphoric DP in the preceding clause as in the examples below.

- (1) C'est à qui [ce crayon] ? C'est [le mien]
 Whose pencil is this? It's mine

Based on (1) above, the relationship between DP *le mien* and DP *ce crayon* is anaphoric. Thirdly, more complete morphological and phonological features are explicitly detailed in table 1 adapted from Zribi-Hertz, A. (2003) and Hawkins, R. and Towell. (2006).

Table 1 Morphological features analysis for DP possessive pronouns

		Msg	FEMsg		Mpl	FEMpl	
1sg	m	-ien	-ienne	[mine]	-iens	-iennes	[mine]
2sg	t	-ien	-ienne	[yours]	-iens	-iennes	[yours]
1pl	nô		-tre	[ours]		-tres	[ours]
2pl	vô		-tre	[yours]		-tres	[yours]
3pl	le(u)		-r	[theirs]		-rs	[theirs]

According to Zribi-Hertz, A. (2003), each of the morphological features above is represented by morphemes that are relevant for phonology. Some of which are exemplified by DP *le mien* (mine) in (2) dan *les siennes* [ours] below.

2. **l e ø m -ien ø ø** (phonology)
 DF Msg 1Psg Adj, Msg (morphology)
3. **l es s -ien ne s** (phonology)
 DF FEMpl 3Ppl adj FEM pl (morphology)

In (2-3), the morphological features involved consist of

- The feature of DF represented by the sound /l/ in (2-3),
- The features of Gender consisting of M with the sound /ə/ in (2) and FEM with the sound /ɛ/ in (3),
- The feature Person as 1P or 3P in (2-3),
- The feature of Number sg denoted by Ø in (2) and the feature of Number pl denoted by /s/ in (3),
- In the adjective -jen in (2), the symbol Ø represents the feature of M and the feature of sg, while,

- f) The adjective *-jen* in (3) has the suffix *-ne* for the feature of FEM and the suffix *-s* for the feature of pl.

The work of Zribi-Hertz, A. (2003) above is adopted in this study). In other words, the detailed items in table 1 are used as knowledge that students must master. The objective of this study is to describe students' interlanguage grammar in the formation of French DP possessive pronouns which are being researched.

2. METHOD

This research used the qualitative approach with the descriptive method. The research subjects consisted of 28 students who are still studying French at the A2 level of the CECRL at a state university in West Java Indonesia. The author himself became the instrument of this study and only focused on the tendencies and the reasons for the emergence of interlanguage grammar. Data were collected using a questionnaire containing specific questions to explore the students' knowledge and grammaticality judgement ability about the DPs under study, by asking the subjects to answer multiple-choice test questions. Data analysis techniques are three stages. i.e reduction, display and verification of findings. Data reduction is done to reduce and eliminate data about DPs that is not needed. Data display is done to sort out the correct answers from the wrong ones systematically. This is done to facilitate drawing conclusions. Conclusions were drawn by comparing correct and incorrect

data with the theory proposed by Zribi-Hertz, A. (2003).

3. FINDINGS DAN DISCUSSIONS

3.1 Findings

None of the students showed complete consistency in their mastery of the DP under study as the majority of students still showed interlanguage grammar as indicated by morphological variations. In the context of anaphora, some students are unable to connect the possessive pronoun DPs in the second clauses with the preceding DPs in the first clauses. Secondly, students' errors are divided into (a) the failures in mastering the features of determiner such as DF, Number, Gender and Person, and (b), the features of adjectival elements within the DPs. Therefore, interlanguage grammar does occur among students for the DP under study.

3.2 Discussions

There are 6 discussions that are relevant and appropriate to the acquisition of DP being discussed. Despite the sharp differences between Indonesian and French, the majority of students (out of 28 students) managed to master the anaphoric relationship between the DP in the first clauses and the DP in the second clauses.

3.2.1 The Acquisition of DP *La Votre, Le Votre and Les Votres*

The majority of students (out of 28) successfully mastered the features of Definite (DF), Gender (Masculine vs. Feminine), Number (plural vs. sg (singular)), Person (1P, 2P and 3P). This has an impact on the ability to master French both at the level of phonology and syntax.

1a.	Mon	livre	est moins chère	que	le	vo-	tre
	DF M, 1Psg	N, Msg	is less expensive	than	DF, Msg	2Psg	Adj,Msg
1b.	Mon	livre	est moins chère	que	la	vo-	tre
	DF M, 1Psg	N, Msg	is less expensive	than	DF, FEMsg	2Psg	Adj,Msg
2a.	Sa	maison	est plus belle	que	la	vo-	tre
	DF FEM, 3Psg	N, FEMsg	is more beautiful	than	DF, FEMsg	2Psg	Adj,Msg

2b.	Sa	maison	est plus belle	que	le	vo-	tre
	DF FEM, 3Psg	N, FEMsg	is more beautiful	than	DF, Msg	2Psg	Adj,Msg
3a.	Vous avez perdu	mes	notes	mais j'ai gardé	les	vo-	tres
	You have lost	DF M, 1Ppl	N, MPI	but I kept	DF, MPI	2Ppl	Adj, Mpl
3b.	Vous avez perdu	mes	notes	mais j'ai gardé	la	vo-	tres
	You have lost	DF M, 1Ppl	N, MPI	but I kept	DF, FEMsg	2Ppl	Adj, Mpl

The data in (1a) was answered correctly by 27 students. Each of them successfully mastered the Definite, Gender, Number features for DP mon livre [my book] and le votre [you]. In addition, each student could master the different features of Person, namely the determiner mon [my] which has 1P feature and the prefix vo- which also has 1P feature. Only one student failed and can be seen in (1b). The failure was caused by the use of the FEM feature for the noun livre [book] and the suffix tre which requires mastery of the M feature. The data in (2a) was answered by 24 students. Each of them has been able to represent morphological features such as Definite, Gender, Number, and Person into the relevant phonology so as to produce acceptable sentences. The data in (2b), answered by 4 students, shows a failure in mastering the Gender feature, namely they chose the determiner le which has the M feature should have the FEM feature for the

determiner la. Data in (3a) was answered correctly by 21 students. All the features of DF, Gender, Person and Number were successfully mastered and realised in phonology so that (a) is acceptable but 7 students have chosen (3b) which shows a failure in mastering the features of gender and Number which should have M feature but they chose FEM for DP *la votres. They also failed to acquire the Number feature because they chose the sg feature for the pl in la votres DP.

3.2.2 The Acquisition of DP La Notre, Le Notre and Les Votres

The grammaticality judgement of the majority of students successfully reached the native-like level as they mastered the features of Definite (DF), Gender (Masculine vs. Feminine), Number (plural vs. sg (singular)), Person (1P, 2P and 3P).

4a.	Ce	chat	est siamois mais	le	no-	tre	est the ashera
	DF M, 3Psg	N, Msg	is Siamese but	DF, Msg	1Psg	Adj, Msg	is the ashera
4b.	Ce	chat	est siamois mais	les	no-	tre	est the ashera
	DF M, 3Psg	N, Msg	is Siamese but	DF, Mpl	1Psg	Adj, Msg	is the ashera
5a.	Cet	enfant	est à vous? Oui, c'est	le	no-	tre	
	DF M, 3Psg	N, Msg	belongs to you? Yes, he is	DF, Msg	1Psg	Adj, Msg	
5b.	Cet	enfant	est à vous? Oui, c'est	la	no-	tre	
	DF M, 3Psg	N, Msg	belongs to you? Yes, he is	DF, FEMsg	1Psg	Adj, Msg	
6a.	Ces	tables	sont à vous? Oui, ce sont	les	no-	tre	
	DF FEM, 3Ppl	N, FEMpl	belongs to you? Yes, they are	DF Mpl	1Ppl	Adj, 1Psg	
6b.	Ces	tables	sont à vous? Oui, ce sont	la	no-	tre	
	DF FEM, 3Ppl	N, FEMpl	belongs to you? Yes, they are	DF FEMsg	1Ppl	Adj, 1Psg	

21 people managed to answer the data in (4a) correctly. Each had mastered the relevant morphological features of Definite, Gender, Number Person so that they were correctly represented in the phonology. 7 students failed in (4b) because the determiner *les* which has the M pl feature does not match the sg feature of DP [*ce chat*] which has the M sg feature so it failed to be represented correctly in phonology. A total of 25 students successfully justified (5a). This is an indication of mastery of DF, Gender, Number and Person features and each feature is represented on the phonology. However, in (5b) 3 students failed in mastering the DP determiner [*le notre*] because they answered

with the determiner [*la*]. The data in (6a) was confirmed by 25 students. They successfully mastered the morphological features and represented them in phonology. The morphological features mastered include Definite, Gender, Number Person. However, 3 students chose the wrong (6) and this proves a failure in mastering the Number feature in DP [*la notes*] and should be [*les notes*] as in (6a).

3.2.3 The Acquisition of DP *La leur, Le leur and Les leurs*

DPs *la leur, le leur* and *les leurs* were only mastered by a minority of students as the majority of students failed to acquire them.

7a.	Ce	chat	est à Pierre et Anne ?	Oui, c'est	le	leu-	r	
	DF M, 3Psg	N, Msg	belongs to P and A	Yes, it is	DF Msg	3Psg	Adj, Msg	
7b.	Ce	chat	est à Pierre et Anne ?	Oui, c'est	le	leu-	rs	
	DF M, 3Psg	N, Msg	belongs to P and A	Yes, it is	DF Msg	3Psg	Adj, Mpl	
8a.	Ces	chats	sont à	nous?	Non, ce sont	les	leu-	rs
	DF M, 3Ppl	N, Msg	belongs to	DF M, 2P, N, Mpl	No, they are	DF FEMpl	3Ppl	Adj, Mpl
8b.	Ces	chats	sont à	nous?	Non, ce sont	les	leu-	rs
	DF M, 3Ppl	N, Msg	belongs to	DF M, 2P, N, Mpl	No, they are	DF FEMpl	3Ppl	Adj, Mpl
9a.	Cette	Voiture	est à Pierre et Anne ?	Oui, c'est	la	leu-	r	
	DF FEM 3Psg	N, FEMsg	is P and A ?	Yes, it is	DF FEMsg	3Psg	Adj, FEMsg	
9b.	Cette	Voiture	est à Pierre et Anne ?	Oui, c'est	la	leu-	rs	
	DF FEM 3Psg	N, FEMsg	is P and A ?	Yes, it is	DF FEMsg	3Psg	Adj, FEMpl	

The data in (7a) was only answered correctly by 10 (out of 28) students. These ten students successfully identified the relationship between the DP *Pierre et Anne* and the number of cats. This means that *Pierre et Anne* only have one cat. The same thing happened with (9a) which was only answered by 9 (out of 28) students. They successfully decided not to use the suffix *-s* because the number of cars owned by DP *Pierre et Anne* is only one car. The data in (8a), however, was answered correctly by 13 students (out of 28) because they connected the suffix *-s* with the DP *ces chats* [these cats] which features pl so they confirmed the data in (9a). In contrast, the main failures in (7b-9b) are caused by the appearance of the suffix *-s* as a representation

of *Pierre et Anne* [P and A] when P and A only have a cat and a car. Meanwhile, the data in (8b) is caused by students' failure in acquiring the Number feature, namely the missing suffix *-s* in the DP *les notre*.

3.2.4 The Acquisition of DP *Le sien, La sienne and Les Siens*

Most students successfully reached the native-like level because they have the features of Definite (DF), Gender (Masculine vs. Feminine), Number (plural vs. sg (singular)), Person (1P, 2P and 3P).

10a.	Il aime	ma	pizza	mais je préfère	la	s-	ienne
	He likes	DF FEM 1Psg	N, FEMsg	but i like	DF FEMsg	3Psg	Adj, FEMsg
10b.	Il aime	ma	pizza	mais je préfère	la	s-	ien
	He likes	DF FEM 1Psg	N, FEMsg	but i like	DF FEMsg	3Psg	Adj, Msg
11a.	Ce	chapeau	est à bertha? oui, c'est	le	s-	Ien	
	DF M 3Psg	N, Msg	belongs to Bertha ? Yes, it is	DF Mpl	3Psg	Adj, Msg	
11b.	Ce	chapeau	est à bertha? oui, c'est	le	s-	ienne	
	DF M 3Psg	N, Msg	belongs to Bertha ? Yes, it is	DF Mpl	3Psg	Adj, FEMsg	
12a.	Voici	ma	clef	où sont	les	s-	iennes
	This is	DF FEMsg	3Psg	where are	DF FEMpl	3Ppl	Adj, FEMpl
12b.	Voici	ma	clef	où sont	les	s-	Iens
	This is	DF FEMsg	3Psg	where are	DF FEMpl	3Ppl	Adj, Mpl

The similarity of DP *ma pizza* and DP *la sienne* in the features D, FEM, sg has caused 23 (out of 28) students to select and justify (10a). In addition, they also had a good grasp of all the relevant features to be presented in phonology. The data in (11a) was confirmed by 23 (out of 28) students and this shows the mastery of DF, Gender, Number and Person features that can be represented on phonology, especially DP *ce chapeau* and DP *le sien* which have M, sg features respectively. Similarly, (12a) was answered correctly by 21 (out of 28) students. They were able to retain the Gender FEM feature of DP *ma clef* in DP *les siennes* (hers) plus they also managed to change the Number feature from sg in DP *ma*

clef to pl in DP *les siennes*. In contrast, in (10b), the students failed to retain the FEM feature of DP *ma pizza* as they chose the M feature in DP *le sien*. In (11b), students also failed to retain the M feature of the DP [*ce chapeau*] and it became the FEM feature of the DP *les sienne*. Similarly, in (12b), the students failed to obtain the FEM feature on DP **les siens*.

3.2.5 The Acquisition of DP *Le mien, La mienne and Les Miens*

Most students have the features of Definite (DF), Gender (Masculine vs. Feminine), Number (pl(ural vs. sg (singular)), Person (1P, 2P and 3P).

13a.	Ce	disque	est à toi? oui, c'est	le	m	-ien	
	DF M 3Psg	N Msg	belongs to you ? yes it is	DF Msg	1Psg	Adj, Msg	
13b.	Ce	disque	est à toi? oui, c'est	la	m	-ien	
	DF M 3Psg	N Msg	belongs to you ? yes it is	DF FMsg	1Psg	Adj, Msg	
14a.	Ses	parents	sont indonésiens	le	m-	iens	sont Coréens
	DF M 3Ppl	N Mpl	are Indonesian	DF Msg	1Psg	Adj, Mpl	are Koreans
14b.	Ses	parents	sont indonésiens	le	m-	ienne	sont Coréens
	DF M 3Ppl	N Mpl	are Indonesian	DF Msg	1Psg	Adj, FEMsg	are Koreans
15a.	Ces	crayons	sont à toi? oui ce sont	les	m-	iens	
	DF M 3Ppl	N Mpl	belongs to you ? yes, they are	N Mpl	1Psg	Adj, Mpl	
15b.	Ces	crayons	sont à toi? oui ce sont	les	m-	iennes	
	DF M 3Ppl	N Mpl	belongs to you ? yes, they are	N Mpl	1Psg	Adj, FEMpl	

The data in (13a) has been answered correctly by 26 (out of 28) students because none of the features clashed with other features. Consistently, the students managed to retain and represent the features with the relevant phonology. However, two students in (13b) were unable to identify the Gender feature of DP *Ce disque* with the DP feature of *le mien* because they chose the determiner *la* to accompany the adjective *mien* resulting in a feature clash and an incorrect sentence. In (14a), which was confirmed by 23 students, it shows that they managed to master the morphological features and represented them in phonology correctly. However, 5 students failed to acquire the gender feature because there was a clash of gender and number features in DP *les parents* with DP *le mienne* in (14b). The data in (15a), which was answered correctly by 25 students, shows the

ability of students in mastering morphological features and the representation of each feature in phonology so that the sentence becomes correct. On the other hand, the data in (15b), which was answered incorrectly by 3 students, showed the difference in gender features, namely the M feature in DP *ces crayon* and the FEM feature in DP *les miennes*, which resulted in the sentence being incorrect.

3.2.6 The Acquisition of DP *Le tien, La tien dan Les tiens*

The grammaticality judgement of the majority of students successfully reached the native-like level as they mastered the features of Definite (DF), Gender (Masculine vs. Feminine), Number (pl(ural) vs. sg (singular)), Person (1P, 2P and 3P).

16a.	Ce	couteau	est à moi ? oui, c'est	le	t-	ien	
	DF M 3Psg	N Msg	is yours ? yes, it is	DF Msg	2Psg	Adj, Msg	
16b.	Ce	couteau	est à moi ? oui, c'est	la	t-	ien	
	DF M 3Psg	N Msg	is yours ? yes, it is	FEM Msg	2Psg	Adj, Msg	
17a.	Ces	écharpes	sont beaucoup plus chères que	les	t-	iens	
	DF M 3Psg	N Msg	are more expensive than	DF Msg	2Psg	Adj, Msg	
17b.	Ces	écharpes	sont beaucoup plus chères que	les	t-	iennes	
	DF M 3Psg	N Msg	are more expensive than	DF Msg	2Psg	Adj, FEMsg	
18a.	J'ai trouvé	ses	tables	Où sont	les	t-	iennes ?
	I have found	DF M 3Psg	N FEMsg	where are	DF Msg	2Psg	Adj, FEMsg
18b.	J'ai trouvé	ses	tables	Où sont	les	t-	iens ?
	I have found	DF M 3Psg	N FEMsg	where are	DF Msg	2Psg	Adj, Msg

25 (out of 28) students managed to answer the data in (16) correctly which is characterised by the presence of the DF, Gender, Number and Person features. This is evidenced by the agreement of DF, M and sg features in both DP *ce couteau* and DP *le tien*. At the same time they managed to identify the differences in Person features, from 3P in DP *ce couteau* and 2 P features in DP *le tien*. So that it can be displayed in the phonology correctly. Unfortunately, in (16b), 3 students

have chosen so that the Gender feature of Fem in determine *la ang* should be the M feature. In (17a), 21 (out of 28) students successfully mastered all the morphological features for DF. All morphological features for DF, Gender, Number and Person in (17a) could be represented in phonology. However, 7 students answered (17b) incorrectly due to failure to master the Gender feature in DP *les tiennes* which should be *les tiens*. In (18a), 24 (out of 28) students successfully answered

with the data in (18a), which can be seen in the morphological features that match the demands of phonology. Unfortunately, 4 students still lack the mastery of Gender features which should be M but instead FEM as seen in DP les tiens.

4. CONCLUSION

Using Zribi-Hertz, A. (2003) morphological features analysis, this paper successfully identifies the features involved in the correct and incorrect sentences. The features analysed are Person, Definite, Number and Gender features of each constituent of the possessive pronoun DP. Another result is that this research succeeds in revealing the reasons why students succeed or fail (interlanguage grammar) in mastering the possessive pronoun DP.

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