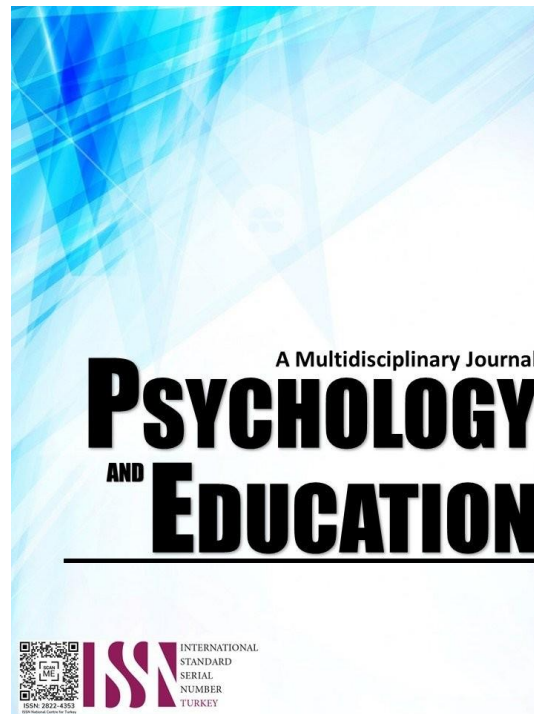


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Tagalog, Bahasa Indonesia, and Bahasa Melayu Language: A Comparative Analysis

Pedro P. Raymunde Jr.*, Ria Bianca R. Caangay, Mary Rose J. Ponce, Virgion H. Mamonong

For affiliations and correspondence, see the last page.

Abstract

This qualitative study employing comparative analysis method uncovered the similarities and differences of Tagalog, Bahasa Indonesia, and Bahasa Melayu languages in terms of orthographic, phonological and semantic features. The words in Tagalog, Bahasa Indonesia, and Bahasa Melayu languages were used in this study. The findings revealed that Tagalog orthography is a bit complex to understand for it contains more elements than the others. It possesses extra letters that are not present in the other two languages. Further, in terms of phonological features, the Bahasa Indonesia and Bahasa Melayu languages have an additional /ə/ sound, one will really notice how Tagalog pronunciation is different from the other two languages. This is why when they speak, there is a distinct difference in the stressing of the words because /ə/ are not stressed and are unaspirated. In addition, in terms of semantic features, affixation and reduplication play important roles. While all the three languages make use of prefixes, suffixes and circumfixes, they vary in the morphemes that they use. These morphemes can change the lexical category of the words and are subject to a set of rules unique to each language.

Keywords: *applied linguistics, orthography, phonology, semantics, tagalog, bahasa indonesia, bahasa melayu, comparative analysis, Philippines*

Introduction

Languages vary across the nations. In Asia, particularly, dwells a wide variety of language families used by its communities. One of the languages families spoken throughout Asia is the Austronesian languages. According to Summer of Institute of Linguistics (1996) as cited in Blaylock (1999), Austronesian is a language family that stretches from Southeast Asia to the Pacific's westernmost islands. It is not only large in terms of area, but it also encompasses over 1200 languages of the world. Bahasa Indonesia, the national language of Indonesia and Bahasa Malaysia, the national language of Malaysia and Brunei are the two prominent members of Austronesian language family. Tagalog, which forms the basis of Filipino, the national language of the Philippines is also one of the major Austronesian languages (Blust, 2021). As these three languages belong to the same language family, similar features that show their relationship can be evident but distinctions in several facets of these languages are also prominent.

These languages may be different, but simultaneously similar in terms of morphological properties. According to Klammer (2019), their vocabularies are comparable, implying that they have a common ancestral language. A modern language with absolutely no lexical similarity to any other Austronesian language would not be classified as belonging to the Austronesian language family in the first place. Ergo, in the Philippines, typological

similarities in related languages in neighboring countries is duly noted (Reid, 2017).

Reduplication, a morphological process in which the root, a portion of the root, or even the entire word is repeated with little or no variation is one of the linguistic processes that these Austronesian languages tend to have (Western University, 2021). In Tagalog, contemplative or future actions involve the repetition of the first syllable of the root word, such as tawag 'call' to tatawagan 'will call' (Porciuncula, 2011). However, in Bahasa Indonesia, full reduplication occurs in order to mark plurality. For example, anak 'child' becomes anak-anak 'children' (Pereltsvaig, 2012 as cited in Arizo et al., 2020). This full reduplication is also present in Malay which changes the word class as found in examples like hati-hati 'to take care' and ribut-ribut 'to raise the roof', which are created from the nominal roots hati 'liver' and ribut 'storm' (Nian et al., 2012).

This morphological process is just one of the similarities that these three Austronesian languages share. But even if they are similar in some aspects as they belong to the same family, their differences become more apparent as languages evolve with time. McWhorter (2020) mentioned that the changes become increasingly noticeable in relation to where the languages originated because of the longest passage of time. When studying a language group, it is assumed that the area with the greatest diversity began to naturally develop a variation of language. Historical linguists suggests a history in which distinct languages

emerge as a result of in-group differentiation wherein a single ancestral group splits in space and/or time, resulting in diverse dialects that (given enough space and time) become different languages (Klamer, 2019).

The Tagalog, the Bahasa Indonesia and Bahasa Melayu are closely related as they belong to the same family. Some similarities are observed and differences are undeniable as well. Hence, this study aims to reveal the extent of sameness and distinction between these languages in terms of orthographic, phonological and semantic features. The result of this study will be beneficial to the new learners of these languages as they will find learning easier by identifying several cognates in Tagalog, Bahasa Indonesia and Bahasa Melayu. This will also be of aid to linguistic teachers who can utilize the provided examples in elucidating the linguistic processes found in Austronesian languages. Furthermore, this will also benefit the future researchers as they will conduct further researches with the result of this study as basis.

Literature Review

Tagalog and Bahasa Indonesia

Tagalog is a language spoken in the Philippines' central region, which consists of over 7,000 islands. It is one of the major languages in the Philippines and is spoken by over 90 million speakers globally. The standardized form of Tagalog is called Filipino, which is the national language of the Philippines. According to the 1987 Constitution of the Philippines, Filipino is made up of 28 letters, which contains the 26 letters of the English alphabet, as well as the velar nasal ng (considered as a separate letter) and the Spanish ñ (Center for Applied Linguistics, 2016). Because a considerable portion of its lexicon is derived from Spanish, Tagalog is widely regarded as the most "Spanish" of all Asian languages. Sanskrit, Chamorro, English, Malay, and Chinese make up the majority of its lexicon apart from Spanish (Andrikus, 2021).

Meanwhile, Bahasa Indonesia is the official language of Indonesia, an archipelago of 17,508 islands. Despite the fact that just 7% of the population speaks Bahasa Indonesia as their mother tongue, it is the country's official language and is spoken as a second language by 200 million people. Bahasa Indonesia is widely used throughout Indonesia for corporate and administrative purposes, as well as by educational institutions and the media to promote communication among Indonesians. It is written with the Latin alphabet, and its vocabulary is rich with borrowed

terminology from various language, including Sanskrit, Arabic, Portuguese, Dutch, and Chinese (University of Washington, 2021).

Both Tagalog and Bahasa Indonesia belong to the Austronesian language family (Steinhauer, 2013). It is noted that there are terms that have the same meaning in both countries. There are some differences in spelling and sound, but they are close enough to identify them as belonging to the same language family (Lois, 2020). Historically, it began in the 9th century, when the Majapahit empire, Indonesia's last Indianized monarchy, reached the Philippine islands. Many languages impacted the old Tagalog language during the time, including Malay, ancient Sanskrit, and Javanese (Mastering Bahasa, 2019). The Philippines' proximity to Asia in the Pacific Ocean has provided them with several chances for trade and correspondence with other nations and languages. Furthermore, various occupations of the region by various nations have brought the Filipino languages into direct contact with a variety of other languages, such as Bahasa Indonesia (Stevens, 1999).

As a result, there are certain linguistic similarities between the two languages. For example, there are several Indonesian words that Filipinos use as well, such as mahal. In Bahasa Indonesia, mahal means "expensive" or "high-priced," whereas mahal can also mean "expensive" or "love" in Tagalog. There are also terms in both languages that have the same meaning but have minor differences, such as vowel and consonant alterations. For example, the Tagalog word ako, which means "I" is pronounced and spelled "aku" in Indonesian (Arizo et al. 2020).

Despite the noticeable similarities, they do not perfectly aligned. This is because the Philippines was colonized for hundreds of years by Spain and the United States, explaining the substantial influence of English and Spanish in Tagalog. Meanwhile, due to the Indonesia's past as a Dutch colony, numerous loanwords in Bahasa Indonesia may be traced back to the Dutch language (Conde, 2021).

Tagalog and Bahasa Melayu

It is an undeniable fact that Tagalog and Bahasa Melayu share many linguistic similarities whether that be in their orthographic, phonological or semantic aspect. This comes in no surprise since both languages share Malayo-Polynesian decent, a subgroup of the larger Austronesian family of languages. The Austronesian language is largely spoken in the Indonesian archipelago and is the largest among the

languages in terms of the number of its languages and the geographical spread (Blust, 2018). Despite the wideness of its geographical spread, an examination of such basic subsystems as personal pronouns or numbers may quickly identify the connection of many of the languages. This similarity of linguistic root has transcended throughout time and is still reflected even today in the linguistic paradigm of the Filipino language, especially in Palawan, Sulu Archipelago and some parts of Mindanao mostly in the form of trade and creole languages.

One of the prominent descendant of the Malayo-Polynesian subgroup is Tagalog. The name Tagalog is derived from the native word *taga-ilog*, meaning living near the river. There have been about 21.5 million people who considers this as their first language and majority of the Filipinos study this language as their second language. The influence of Tagalog is not limited in Asia but also across the globe. It is even the fourth most spoken language in the United States. About 43% of the people living in California speak the language but a higher concentration of its speakers is found in Hawaii and the New York City (Lyons, 2020).

Tagalog is one of the most widely spoken languages in the Philippines. It serves as the country's lingua franca and de facto national working language. It serves as the foundation for the formation of Filipino, the Philippines' national language. The dialects of this language include the dialects in Bataan, Batangas, Bulacan, Manila and Tayabas (Britannica, n.d.). It is spoken in central and southern Luzon, in Manila, the capital of the Philippines, and on some of the other islands. According to the Philippine Census of 2000, 21.5 million people claim Tagalog as their first language.

Another prominent descendant of the Malayo-Polynesian subgroup is Bahasa Melayu. It is spoken by Malay natives on both sides of the Malacca Straits, which separate Sumatra and the Malay Peninsula. Because the Malacca Straits have long been a major maritime route, passengers were acquainted with the Malay language, which expanded across Indonesia. As a result, Malay became the lingua franca of the Indonesian archipelago, and it was the primary basis for the Indonesian Republic's selection of Malay as its national language in the twentieth century (Paredes, 2013).

Standard Malay or Bahasa Melayu is Malaysia's official language and one of Singapore's four official languages (along with English, Mandarin, and Tamil).

It's also spoken in Indonesia and Brunei, and East Timor uses it as a working language. It is spoken by 10.5 million people in Malaysia (2004 census), with a total population of 15.8 million Malay speakers as a first language and an extra 3 million second-language speakers across all nations. Malay is officially the medium of scientific, administrative, legal and other official matters.

Since the two languages share a similar root, their structures, grammar and vocabulary share quite a number of common characteristics. Both languages have a clear orthography since their phonemes and graphemes have a one-on-one correspondence with each other. These two languages both have a small number of vowel sounds with only five in Tagalog and six in Bahasa Melayu, having an extra /ə/ for the latter. Moreover, Tagalog has a total of 23 consonant letters including the *ñ* and *ng* and a total of 18 consonant phonemes. The structure of Tagalog syllables is quite straightforward. The majority of syllables finish with a vowel or in /m, n or ŋ/. The consonant / can appear at the start of a word. Only loanwords include the consonants /f/ and /t/. On the other hand, Bahasa Melayu also has a straightforward consonant system. In native words, syllables do not include consonant clusters and are generally made up of a Consonant + Vowel or Vowel + Vowel. Consonant clusters are common in loanwords, on the other hand (Palatino, 2013).

There are five vowel phonemes in the Tagalog language: /a/, /e/, /i/, /o/, and /u/. Due to the impact of word borrowing, the two front vowels /e/ and /i/, as well as the two back vowels /o/ and /u/, were formerly regarded allophones. This, however, altered as a result of considerable foreign interaction and word borrowing (Schachter & Otones, 1983; Comrie, 1990). In contrast, in Bahasa Melayu, /i/ and /u/ both have centralized allophones that may be rendered as [I] and [U] in closed syllables, for example *titik* [titIk] for the word 'dot' and *duduk* [dudUk] for the word 'sit'. This is why the two languages have different sound productions and the Tagalog words compete with the straight pronunciation of the words.

On a further note, both languages have a notable similarity of the set of rules in terms of prominence. The penultimate or last syllable is given special emphasis in Tagalog and Melayu (Jenkins, 2015; Clynes & Deterding, 2021). Their phrase-final words are generally lengthy, while the language's borrowed terms are not. One distinguishing feature of Bahasa Melayu is that its / is not stressed. Because the Tagalog language lacks a phonetic counterpart, the

rules for prominence suggest that the emphasis is located in either the penultimate or ultimate rules. However, while they share a significant similarity in stress, the use of diacritical marks is deemed an apparent difference. It is mentioned in the revised orthographic guidelines issued by the Komisyon ng Wikang Filipino (2013) that the usage of diacritical markings to indicate which syllable should be stressed or unstressed is critical for the Filipino language. In Filipino orthography, three diacritical markings are used: pahilis (acute), paiwa (grave), and pakupya (circumflex). This is especially true when it comes to terms that have similar spellings but diverse meanings.

In contrast, the single exception in Bahasa Melayu one-on-one contact is the letter 'e,' which has two phonemic forms: /e/ as in 'emak' (mother) and /e/ as in 'ekor' (tail). In the Bahasa Melayu language, however, the occurrence of /e/ is predictable since it generally occurs in a harmonic connection with /o/ in two contiguous syllables when the vowel of the other syllable is similarly /e/ or /o/. The schwa, on the other hand, forms a connection with /i/ and /u/. The new method, which is based on the Wilkinson system, has rejected them in favor of using e for both vowels in question (Winskel, 2020).

Another difference between the two languages' sound characteristics is their usage of diphthongs. Tagalog features six diphthongs, as indicated in the preceding section: /a, iw, ey, aw, uy/ (Malabonga & MarinovaTodd, 2007). Bahasa Melayu, on the other hand, contains just three phonemic diphthongs: /ai, au, oi/. The non-syllabic diacritic (̣) is present in the diphthongs used in the Bahasa Melayu language, but not in the Tagalog diphthongs. This diacritical mark in diphthongs indicates that it is put beneath the less prominent portion of a diphthong to indicate that it is a diphthong rather than a distinct syllable vowel (Battisti, 2000).

Orthography

Orthography is a collection of writing standards that includes spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation (Valente, 2015). This linguistic feature is especially concerned with spelling, particularly the correspondence of graphemes and phonemes in a language. As a result, orthography explains or defines the set of symbols used in writing a language, as well as the rules for using those symbols. This study on the interplay of grapheme and its relationship to the sounds of language plays a vital role in language production. Understanding the orthography of languages allows better word

production, development of spelling and accuracy in reading (Lander, 1997, Caravolas, 2004; Caravolas et al, 2012). Hence, the investigation of the orthography among the three focused Austronesian languages in this study will give us a linguistic awareness of the nature of its spellings and the underlying principles of their graphemic processes.

The Komisyon ng Wikang Filipino (2013) stated that there are 28 letters that compose the Filipino language. This includes the letters and ng. Ñ is considered as a separate letter, instead of a letter-diacritical mark combination. Also, it is only used for Spanish-derived terms that have not been integrated into Filipino words written in Spanish spelling.

Meanwhile, the Bahasa Indonesia orthography is composed of 26 letters, the same letters in English alphabet. It does not have the two letters ñ and ng that Tagalog has. Introduced by the Dutch, their alphabet pronunciation is highly influenced by them.

Phonology

According to All About Linguistics (2015), phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning.

Saidi (2017) stated that correct pronunciation is needed for someone to communicate. The incorrect pronunciation will affect listeners' understanding to what speaker say. English is needed since English is treated as a foreign language so that the general goal of the system of education regarding English teaching is limited to reading and translation of the English materials containing scientific information. She continues to say that there is not much emphasis on accurate pronunciation for many reasons among which the students' low proficiency in English and their little knowledge about the importance of pronunciation. On the other hand, accurate pronunciation is needed in language learning.

Kenworthy (1988) stated that the first factor within learners that affect pronunciation is the native language. Native language is the most influential factor that affects a learner's pronunciation. It is important thing because the teachers should know the sound system of learners' native language in order to make the teacher identifies the learners' difficulties easily when they are learning pronunciation in the class. The teachers can treat learners carefully and slowly to pronounce English language words in order

to avoid mispronunciation in word utterances. If learners are trained to carefully listen to English-language sounds, they will be in a much better position to match the sound with a specific letter or symbol in learning English pronunciation.

Semantics

Yule (2006) stated that the study of the meaning of words, phrases, and sentences is known as semantics. This means that semantics studies how words, phrases, clauses, and sentences have meanings and may be comprehended by individuals who hear or see them. In semantics, he mentions two characteristics of learning meaning. Words have conceptual and associative meanings, as well as semantic features, semantic roles, and lexical relationships (Yule, 2006).

Semantics is made up of several different components (Yule, 2006). Zakiya (2018) stated that lexical relationship is one of them and the lexical relation is the meaning relationship between words, such as synonymy. In semantics, terms such as huge and large, buy and purchase, freedom and liberty, and so on have a relationship to one another.

Yule (2006) stated that the semantic field theory describes how lexemes are categorized according to their division and features. Buses, trains, ships, and airplanes are just a few examples. All of those elements denote a mode of transportation, such as a bus or train on land, a ship on the sea, or an airplane in the air. The truth is that conditional semantics compares and predicates the same expression. Acer, for example, is a laptop and acer is a computer. Acer is a type of computer. It's just an illustration of Kreidler's entailment theory, which states that if the first sentence is true, the second sentence must be true as well, but if the first sentence is false, the second sentence cannot be stated to be true or false. There is some lexical connection division in Kreidler's writings.

Moreover, there are lexical relations in semantics. When the synonymy is one term and there are two synonyms, the synonymy is divided into synonyms. Synonyms are defined as two or more words that have substantially similar meanings, according to Yule (2006). Synonyms are two or more separate words that have the same meaning. Rafida (2018) believed that synonyms are semantic associations that express the similarity of meaning between speech units with different meanings.

Zakiyah (2018) defined antonyms as a single meaning in one form but a different meaning in another. An antonym is a semantic link between two units of

speech that expresses the opposite, opposition, or contrast of one another. An antonym is a semantic link between two units of speech that expresses the opposite, opposition, or contrast of one another. According to Palmer (1982), there are three divisions of antonyms namely gradable antonym, complementary antonyms, and relational opposites.

Rivera and Bernardo (2018) defined polysemy as a single form (written or spoken) with several meanings that are all connected via extension. It is a one word / lexeme that has more than one meaning. It is a term that refers to a word that has a number of various meanings that are linked by extension and invoked when the senses are deemed to be related.

According to Setianto (2018), two or more words having the same spelling but differing pronunciations and meanings are referred to as heteronyms. The term heteronym refers to distinct terminology (or regionalisms) used in different parts of the country for some more generally used words in the language. Usually, words function as a noun or a verb. One can identify if it is a noun or verb through its stress. Nouns are stressed in the first syllable while verbs are stressed in the second syllable.

Setianto (2018) clearly defined the relationship is described as hyponymy when the meaning of one form is encompassed in the meaning of another. Hyponymy is a word-to-word relationship in which one word's meaning encompasses the meaning of the other. It's an inclusive relationship. It's a specific subordinate term whose referent is the same as the referent of the superordinate term.

Methodology

Research Design

This study employed a qualitative study using contrastive analysis. The qualitative approach was chosen over the quantitative approach because, rather than being concerned with statistics, the researchers were interested in learning more about the similarities and differences between the three Austronesian languages: Bahasa Indonesia, Bahasa Melayu, and Tagalog, particularly in the areas of orthography, phonology, and semantics. Qualitative research methods are intended to aid researchers in better understanding individuals and their social and cultural surroundings.

Further, contrastive analysis was used in this study,

which is based on the idea that the most effective content for teaching a second language is that which is based on a scientific description of the first language, carefully compared to a parallel description of the language to be learned or the target language (Mair, 2021). Contrastive analysis is one of the strategies that may be used to assist people learning another language in identifying discrepancies and similarities between the source and target languages that sometimes lead to difficulties in the learning process.

Data Sources

The data of this qualitative research were from the words of the three Austronesian languages, namely Bahasa Indonesia, Bahasa Melayu, and Tagalog. According to Klammer (2019), the Austronesian language family was formed using the linguistic comparative method and cognate sets, which are groups of words that are similar in sound and meaning and can be proved to have descended from the same ancestor word in Proto-Austronesian using regular principles. Some cognate sets have a high level of consistency.

There were 20 words for orthographical analysis, 20 words for phonological analysis, and 230 words for semantic analysis used in the contrastive analysis of the three languages aforementioned above. These words are commonly used terms for the three languages in daily conversations.

Data Collection and Analysis

Upon the conduct of the study, the researchers first chose the words in Bahasa Indonesia, Bahasa Melayu, and Tagalog to be analyzed. The researchers also translated the words from English to Bahasa Indonesia, English to Bahasa-Melayu, and English to Tagalog. Data collection, according to Creswell (2007), consists of four fundamental processes: observation, audio materials, interviews, and study-related documentation. Only related documents will be collected for this investigation.

After selecting the words in the three languages, analysis of the words involving orthographical, phonological and semantic features of the three languages was done. The analysis was supported with different literatures and theories to make the claims valid and reliable.

Result & Discussion

Similarities and Differences of Tagalog, Bahasa Indonesia and Bahasa Melayu in terms of Orthographical Features

Orthography is a collection of writing standards that includes spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation (Valente, 2015). This linguistic feature is especially concerned with spelling, particularly the correspondence of graphemes and phonemes in a language. As a result, orthography explains or defines the set of symbols used in writing a language, as well as the rules for using those symbols. This study on the interplay of grapheme and its relationship to the sounds of language plays a vital role in language production. Understanding the orthography of languages allows better word production, development of spelling and accuracy in reading (Lander, 1997, Caravolas, 2004; Caravolas et al, 2012). Hence, the investigation of the orthography among the three focused Austronesian languages in this study will give us a linguistic awareness of the nature of its spellings and the underlying principles of their graphemic processes.

In the discussion of orthography, the alphabet is the primary unit that constitutes the so-called grapheme. In the light of this study, it can be observed that the three languages in focus, namely Tagalog, Bahasa Melayu and Bahasa Indonesian share almost the same alphabetic system.

Table 1. *The Modern Filipino Alphabet*

Aa <i>ay</i>	Bb <i>bi</i>	Cc <i>si</i>	Dd <i>di</i>	Ee <i>i</i>	Ff <i>ef</i>	Gg <i>dyi</i>
Hh <i>eyts</i>	Ii <i>ay</i>	Jj <i>dyey</i>	Kk <i>key</i>	Ll <i>el</i>	Mm <i>em</i>	Nn <i>en</i>
Ññ <i>enye</i>	Ngng <i>en dyi</i>	Oo <i>o</i>	Pp <i>pi</i>	Qq <i>kyu</i>	Rr <i>ar</i>	Ss <i>es</i>
Tt <i>ti</i>	Uu <i>yu</i>	Vv <i>vi</i>	Ww <i>dobulyu</i>	Xx <i>eks</i>	Yy <i>way</i>	Zz <i>zi</i>

The Komisyon ng Wikang Filipino (2013) stated that there are 28 letters that compose the Filipino language. This includes the letters and ng. Ñ is considered as a separate letter, instead of a letter-diacritical mark combination. Also, It is only used for Spanish-derived terms that have not been integrated into Filipino words written in Spanish spelling.

Table 2. *The Bahasa Indonesia Alphabet*

Aa	Bb	Cc	Dd	Ee	Ff	Gg
a	be	ce	de	e	ef	ge
Hh	Ii	Jj	Kk	Ll	Mm	Nn
ha	i	je	ka	el	em	en
Oo	Pp	Qq	Rr	Ss	Tt	Uu
o	pe	ki	er	es	te	u
Vv	Ww	Xx	Yy	Zz		
ve	we	eks	ye	zet		

Meanwhile, the Bahasa Indonesia orthography is composed of 26 letters, the same letters in English alphabet. It does not have the two letters ñ and ng that Tagalog has. Introduced by the Dutch, their alphabet pronunciation is highly influenced by them.

Table 3. *The Bahasa Melayu Alphabet*

Aa	Bb	Cc	Dd	Ee	Ff	Gg
e	bi	si	di	i	ef	ji
Hh	Ii	Jj	Kk	Ll	Mm	Nn
hec	ai	je	ke	el	em	en
Oo	Pp	Qq	Rr	Ss	Tt	Uu
ou	pi	kiu	ar	es	ti	yu
Vv	Ww	Xx	Yy	Zz		
vi	dabel yu	eks	wai	zed		

Further, the Bahasa Melayu language consists of a similar 26 letters in its alphabet system. Similar to Bahasa Indonesian alphabet, they do not have a register for ñ and ng. However, in contrast to Indonesian language which follows the Dutch pronunciation of the letters, the Bahasa Melayu letters are pronounced following the English alphabet.

The alphabet system of the three languages have the same 26 English letters that are written in Roman script; however, the pronunciation of the Tagalog letters, which is the same as how it is pronounced in English is different from Bahasa Indonesia. In Bahasa, there are no silent letters, and the letters are typically pronounced as they are spelled; thus, it is claimed that the language is very consistent. Also, their pronunciation follows the Dutch pronunciation of the letters rather than English. On the other hand, Bahasa Melayu with a few exceptions, such as the differences between / and /e/, which are both transcribed as Ee, the Malay alphabet has a phonemic orthography. This means that words are spelt the way they are spoken. The letters Q, V, and X are uncommon, and are mostly employed to create loanwords.

In the account of the three languages, there are 19 letters that are pronounced differently while 7 letters are pronounced similarly, which are f, l, m, n, o, s, and x.

Table 4. *Letters with Different Pronunciations*

Letter	Tagalog Pronunciation	Bahasa Indonesia Pronunciation	Bahasa Melayu Pronunciation
A	ey	a	e
B	bi	be	bi
C	si	ce	si
D	di	de	di
E	i	e	i
G	dvi	ge	ji
H	eyts	ha	hec
I	ay	i	ai
J	dyey	je	je
K	key	ka	ke
P	pi	pe	pi
Q	kyu	ki	kiu
R	ar	er	ar
T	ti	te	ti
U	yu	u	yu
V	vi	ve	vi
W	dobulyu	we	dabelyu
Y	way	ye	way
Z	zi	zet	zed

The table above shows that although Bahasa Indonesia and Bahasa Melayu share a number of common traits in their language especially in the semantic aspect, their alphabet writing system is different in terms of pronunciation. Colonized by both the British and the Dutch, Bahasa Melayu adapted more the alphabet pronunciation of the British while Bahasa Indonesia is highly influenced by the Dutch. In this case, both Tagalog and Bahasa Melayu share an almost similar pronunciation of the alphabet.

Table 5. List of Loaned Words in Tagalog, Bahasa Indonesia and Bahasa Melayu

Origin	Tagalog	Bahasa Indonesia	Bahasa Melayu	English Translation
English	grafik	grafik	grafik	graphic
Spanish/Portuguese	bola	bola	bola	ball
English	Fisiks	Fysica	Fizik	Physics
English	geografi	geografi	geografi	geography
Sanskrit	bansa	bangsa	bangsa	nation

Table 5 illustrates how each of the languages are influenced by other countries either through colonization, intercultural interactions or simply foreign word correspondence. However, it can be noted that the borrowed words, except for the word *bola*, did not retain the spelling of the original words. Each language standardized the loaned words to fit the characteristics of its orthography that entails direct correspondence of the phonemes and the graphemes. This is the case for loan words where they are adapted according to the grammatical processes as well as the morphological nature of the native language (Hoffer, 2015). In the case of the word *bola*, it happened that each of the letters has a corresponding sound to the alphabet of the three languages, hence, the retaining of the original spelling.

It is also notable that the three languages share a common standardized spelling of the loaned word graphic changing the spelling to grafik. This is because all of them have the same loaned letters which are f, q, v, x and z (Komisyon ng Wikang Filipino, 2013; Clynes, 2011). The letter that corresponds to the /f/ sound of the digraph ph is letter f while the letter that corresponds to the /k/ sound of letter c is k. Hence, the new spelling of the word.

However, we can notice that their standardized spelling for the three remaining loaned words vary. In the case of the word *Physics*, it is discussed in the Filipino orthography that they use the 8 additional letters (C, F, J, Ñ, Q, V, X, Z) in technical and scientific terms like Physics. This explains why the Tagalog graphemic representation has exact phonological characteristics as its English form. The same analysis can be said about the Bahasa Melayu spelling only that it went rigidly in following the original phonemic characteristic of the word which is /fizik/. On the contrary, the influence of the word Physics for Bahasa Indonesia is not from its English

form but from the Dutch lexical entry *fysica*, and again, similar to Tagalog, they fit the spelling to the existing graphemes of their languages following the sound of the inspired word. The same explanation can be used for the word geography.

The word *bansa* or *bangsa* is originally borrowed from the Sanskrit word *bangsa* which means 'nation'. The reason for the identical spelling of the Indonesian and Melayu term from the original word is highly influenced by culture and history. The Hindu kingdoms have long ruled the countries Indonesia and Malaysia, and have created a significant influence on the formation of its culture over time, including its linguistic paradigm (Embassy of the Republic of Indonesia, n.d.). This is one of the reasons why there is no change in the spelling. Further, the word can be accommodated by the alphabet of the two languages given that the /ŋ/ of the word *bangsa* can be represented by the *ng* digraph.

Table 6. Lexical Relation among Tagalog, Bahasa Indonesia and Bahasa Melayu Languages

Tagalog	Morphological Mapping		Cognates	
	Bahasa Melayu	Bahasa Indonesia	TRUE	FALSE
múra (adj) cheap	murah (adj) cheap	murah (adj) cheap	/	
sáyang (adj) 'what a pity'	sayang (n) beloved	sayang (n) beloved		/
Sanggól (n) infant	Sanggul (n) bun	Sanggul (n) bun		/
matá (n) eye	mata (n) eye	mata (n) eye	/	
ikáw (pron) you	kau (pron) you	kau (pron) you	/	
siyâ (pron) third person pronoun (genderless)	dia (pron) third person pronoun (genderless)	dia (pron) third person pronoun (genderless)	/	
inâ (n) mother	emak (n) (n) mother	mak (n) mother	/	
bása (n) read	baca (n) read	baca (n) read	/	
ikáw (pron) you	ikaw (pron) you	ikaw (pron) you	/	

Table 6 represents the lexical mapping among the entries in the three languages. It can be deduced from the table that they share a significant similarity in terms of structure and meaning. This is why the majority of the words are considered cognates. Words are considered cognate when they share a similar origin, thus, share similar meanings or often, similar spelling (Nordquist, 2020). The only words that are not cognate are the words *sayang* and *sanggol*.

Despite the difference in the semantic level of the word in Bahasa Melayu, often people use the word to express regret. This means that the word can somehow be a cognate to the word in Tagalog. Bahasa Melayu and Bahasa Indonesia, on the other hand, noticeably share the same meaning and almost spelling of the words more than the Tagalog language. This is because they come from the Malay root. Both languages are two different standardized Malayan languages (Clark & Pietsch, 2014). Tagalog, on the contrary, is highly influenced by the Malayan language but also have been exposed to various languages due to long years of colonization. This is why many of the Tagalog words as well as orthography are highly influenced by Spanish and English.

Moreover, all three languages possess a high degree of orthographic transparency as observed in both languages' ability to have an almost one-to-one correspondence between phonemes and graphemes. This is observed in all the words in the table and how each embodies the Filipino term for such orthographic transparency, "Kung ano ang baybay, siya ring bigkas." However, it can also be observed in the table that the two languages have a discrepancy in the use of diacritical marks. In the words *múra*, *sáyang*, *sanggól*, *matá*, *ikáw*, *siyâ* and *inâ* a diacritical mark is put above the vowel in the first syllable while its Bahasa Melayu and Bahasa Indonesia counterpart do not have.

In the new orthographic rules published by the *Komisyon ng Wikang Filipino* (2013), it is stated that it is critical for the Filipino language to use diacritical marks to tell which syllable should be stressed or unstressed. There are three diacritical marks used in the Filipino orthography, namely: *pahilis* (acute), *paiwa* (grave) and *pakupya* (circumflex). This is especially true for words with similar spellings but bears different meanings. For instance, the word *bása* in the table means 'to read'. Without the diacritical mark, it can easily be mistaken with the word *basâ* which means 'wet'. The same is true with the word *múra* (cheap) that can be mistaken for regional language *murâ* (seems like). However, the diacritical marks are not perceived too critical on Tagalog words

without a similar spelling.

On the other hand, the only exception in the one-on-one correspondence of Bahasa Melayu and Bahasa Indonesia are their letter 'e' which has two phonemic forms /ə/ as 'emak' (mother) and /e/ as in 'ekor' (tail). However, the occurrence of /e/ is predictable in the two languages, as /e/ usually occurs in a harmonious relationship with itself and /o/ in two contiguous syllables where the vowel of the other syllable is also /e/ or /o/. On the other hand, the schwa enters such a relationship with /i/ and /u/. The new system, guided by the Wilkinson system, has discarded them and uses □ e □ for both the vowels concerned (Winskel, 2020).

This absence of diacritical marks increases the ambiguity of the meaning of some words especially for non-speakers of the language. For non-Tagalog speakers, it will be difficult to distinguish the semantic qualities of two written homonyms as there are quite a number of words in the language bearing such similarities particularly among its dialects. This is one of the reasons why Tagalog is considered as a difficult language to learn. There are many different patterns of syllable stress in a word. There can even be more than one stressed syllable for long words (Sy, 2020). The same difficulty can also be experienced by non-Bahasa Melayu and non-Bahasa Indonesia speakers despite the intuitive nature of the language.

Further, it is notable in the table above that the two languages share quite a number of words with the same or almost the same spelling. This can be credited from the fact that Tagalog, Bahasa Indonesia and Bahasa Melayu share almost the same letters in the alphabet. The Bahasa Melayu and Bahasa Indonesia language possess 26 of these letters as they exclude the ñ and ng. Given such a fact, it can be deduced that the words *sanggol* and *sanggul* as well as the words *sayang* (what a pity) and *sayang* (love) have different underlying graphemic origins. The nature of the ng in the mentioned Tagalog words are elicited from the alphabet or considered as a single consonant while the ng in the two counterpart languages is considered as a digraph or a consonant cluster.

Furthermore, one of the many similarities in the orthographic characteristics of these languages is their use of *diphthongs*. They both use this form of letter combination to accommodate some of their loan words that cannot be accommodated by the current single alphabet (Ahmad, 2014). Nevertheless, despite the extensive diphthong use of both languages, it is notable that they vary in the diphthongs that they use. It is noticeable in the words *ikaw* and *ikau* that their

last letter differs. Most diphthongs in the Tagalog language use y and w as in the case of iw, aw, ay, oy, uy. On the other hand, Bahasa Indonesia and Bahasa Melayu's diphthongs are not highly influenced by y and w but most of them are characterized by a monophthong-like structure followed by an approximant. This includes *ai*, *au* and *oi* for Bahasa Melayu and *ai*, *au*, *oi* and *ei* for Bahasa Indonesia. This better explains the difference of the similar-sounding words but with different spelling in the table.

Table 7. *Affixation Process Among the Verbs of Tagalog, Bahasa Indonesia, and Bahasa Melayu*

<i>Affix used</i>	<i>Tagalog</i>	<i>Bahasa Melayu</i>	<i>Bahasa Indonesia</i>
Prefix	Ibalik (to return)	Membalik (to return)	Membalik (to return)
suffix	Balikan (to return)	balikkan (to return)	balikkan (to return)
infix	Binalikan (was returned to by)	NONE	NONE
circumfix	Nagbalikan (returned to each other)	Membalikkan (to return something)	Membalikkan (to return something)

Based on the table, all three languages undergo morphological changes through affixation. The verbs in both languages take prefixes, suffixes and often circumfix. However, it can be noted that while Tagalog makes use of infix, Bahasa Melayu and Bahasa Indonesia usually do not. This implies that Tagalog affixation is more complicated than that of the other two languages. Further, it can also be noted that despite the occurrence of morphological processes in the three languages, the morphemes they use vary as well as the underlying rules for each affixation of each language.

The use of affixes in Tagalog is subject to its trigger system called focus (Sundita, 2017) where the rules in the affixation depend on the focus of the verb in the sentence. For instance, the use of the morpheme *i-* as prefix suggests that the verb is used as an object that undergoes a change of state whereas, in this case, it will tend to move away from its actor when structured in a syntactical form. On the other hand, the use of the morpheme *mem-* in the word *membalik* suggests that it is a Class V verb which means that it functions as a

transitive verb derived by adding a prefix to a verb, a noun or an adjective. The morpheme *mem-* is also added suggesting the phonetic environment for Class II that such morpheme is added when a root word starts with consonants b, p or f.

On a further note, the use of suffix in a root word also changes the semantic category of a word. For example, the addition of the suffix *-an* to the root word *balik* (return) an infinitive aspect. On the contrary, the affixation rules of the other two languages demonstrates the transitive characteristic of the verb *balikkan* having been considered as a Class V verb. In addition to this, the word *nagbalikan* means that the verb is under the reciprocal trigger of the verb. This refers to the action being done by subjects at the same time. Since the two Bahasa languages do not use triggers in the orthographical rules in affixation, the verb is still classified as a Class V verb which is considered as a transitive verb.

These differences in the affixation process of each language as well as the complexity of each implies an increasing difficulty in understanding another language. Hence, this shall require non-speaker to study more the morphological processes of a certain language. Despite the many morphological similarities of the two languages, the affixation processes of words play a significant role in setting the syntactical and semantic features of a word form. This goes in consonance with the study of Hasani, Mousavi and Zarei (2014). Their study revealed that learners tend to approach the word building process as a whole unit, and that they find it difficult to apply a word formation strategy when they are not familiar with the affixes of the language they are studying. The more students learn about affixes, the better they perform on vocabulary learning.

It is very evident in the table 8 the process of reduplication among the words. Reduplication is the process whereby a base or some part of the base is repeated (See, 2012). While the three languages explicitly show reduplication, the manner of reduplicating the words is different from one language to another. In Tagalog, future actions involve the repetition of the first syllable of the root word of the verb as in the case of *bibili* which root word is *bili*. On the other hand, the Bahasa Melayu and Bahasa Indonesia repeat the entire root word. The same with the word *nagbabasa* that repeats only the first syllable of the root word *basa* while the root word is completely reduplicated to suggest a repetitive action resulting to *baca-baca*.

Table 8. A Contrastive Analysis of the Reduplication Process in Tagalog, Bahasa Indonesia, and Bahasa Melayu

Tagalog	Bahasa Melayu	Bahasa Indonesia	Meaning
Nagbabasa (v)	Baca-baca (v)	Baca-baca (v)	To read always
tigdadalawa (adj)	dua dua (adj)	dua demi dua (adj)	Come in two (adj)
mga pinto (n)	pintu-pintu (n)	pintu-pintu (n)	doors
siyang siya (pron)	dia dia (pron)	dia adalah dia (pron)	So like him/her
puting puti (adj)	putih-putih (adj)	putih-putih (adj)	Very white

Further, the Bahasa Melayu and Bahasa Indonesia's use of reduplication is not only evident among its verbs but also to its words belonging to a different lexical category. For instance, to express plurality of the word *pintu* (door), it applies complete reduplication of the word in the form of *pintu-pintu*. Contrary to this, Tagalog makes use of the case form *mga* to indicate plurality. A similar morphological process is observed in the last two words in the table, namely *siyang-siya* (So like him/her) and *putih-putih* (very white). Its Tagalog counterpart made use of the morpheme *ng* to indicate such meaning. The first *ng* is not attached to the root word because it ends with the consonant *m* while the second *ng* is attached because the root word ends with a vowel. All these are enclosed in the orthography rules of the Filipino language established by the *Komisyon ng Wikang Pambansa*.

Similarities and Differences of Tagalog, Bahasa Indonesia and Bahasa Melayu in terms of Phonological Features

The Tagalog phonology is influenced by the Spanish and American colonization. The phonemic inventory of Filipino grew as a result of the inclusion of several English and Spanish loanwords. This can be seen in the transition from a three-vowel to a five-vowel system in the language. The vowels /i/ and /e/ were originally considered as allophones of the same phoneme, which had a similar case with the vowels /u/

and /o/ (Schachter & Reid, 2009 as cited in Arizo et al., 2020). Table 9 below shows the Tagalog vowel phonemes which include /a/, /e/, /i/, /o/ and /u/.

Table 9. Vowel Phonemes of Tagalog

	Front	Central	Back
High	i		u
Mid	e		o
Low		a	

The vowels /a/ and /ə/ in Bahasa Indonesia and Bahasa Melayu have no allophonic variation, which can be placed in the beginning, middle, and end position of the word. On the other hand, the vowels /i/, /u/, /e/, and /o/ have their corresponding allophones. The vowel /i/ can be realized as /i/ and /I/, the vowel /u/ can be realized as [u] and [ʊ], the vowel /e/ can be realized as [e] and [ɛ], and lastly, the vowel /o/ can be realized as [o] and [ɔ] (Wijana, 2003). The vowel phonemes of Bahasa Indonesia and Bahasa Melayu are shown in Table 10.

Table 10. Vowel Phonemes of Bahasa Indonesia and Bahasa Melayu

	Front	Central	Back
High	i		u
Mid	e	ə	o
Low		a	

The system of phonological contrast applied in the three languages is a vital process of understanding the nature of each language's linguistic features. In the study of the sound system of Tagalog, Bahasa Indonesia and Bahasa Melayu, it can be deduced that despite being part of the same Austronesian root, the three languages have quite a number of differences. This distinction shall allow non-Tagalog speakers, non-Bahasa Indonesia, and non-Bahasa Melayu speakers to determine the typological characteristics of the three as well as their prominent differences, making cognitive language and learning easier.

Table 11. *Phonological Comparison*

<i>Tagalog</i>	<i>Bahasa Indonesia</i>	<i>Bahasa Melayu</i>	<i>Meaning</i>
bandera /bandera/	bendera /bəndəra/	bendera /bəndəra/	flag
sandok /sandok/	səndok /sendok/	sənduk /senduk/	ladle
gulong /gulon/	gulung /gulon/	gulung /gulon/	roll
kuto /kuto/	kutu /kutu/	kutu /kutu/	louse
tulak /tulak/	tolak /tolak/	tolak /tolak/	push

Table 11 shows how the words are spelled almost the same but are pronounced differently. While it is true that the orthographic transparency of the three languages is observed among the words listed in Table 3, it is easily noted through the phonetic transcription how sounds are produced differently. For instance, the Tagalog word *bandera*, which has a low front unrounded vowel /a/ is in contrast to the Bahasa Indonesia and Bahasa Melayu word *bendera*, which has a mid central unrounded vowel /ə/. The difference appears in initial and medial positions.

The differences are also observed in the Tagalog word *sandok*, the Bahasa Indonesia word *səndok* and the Bahasa Melayu word *sənduk*. Although they are cognates, they do not share the same phonological features. The low front unrounded vowel /a/ in the Tagalog word *sandok* is different from the mid front unrounded /e/ in the Bahasa Indonesia word *səndok*. The difference occurs in the medial position of the word. On the other hand, in Bahasa Melayu, aside from the low unrounded vowel /a/ to a mid front unrounded vowel /e/, the mid back vowel /o/ in both Tagalog and Bahasa Indonesia is changed into high back rounded vowel /u/, hence the word *sənduk*. In such word, the difference between Tagalog and Bahasa Melayu occurs in both initial and medial position of the word while the difference between Bahasa Indonesia and Bahasa Melayu occurs in the medial position of the word only.

The same case can be observed in the Tagalog words *gulong* and *kuto* and the Bahasa Indonesia and Bahasa Melayu words *gulung* and *kutu*, which mean ‘roll’ and ‘louse’, respectively. The mid back rounded vowel /o/ in the Tagalog words *gulong* and *kuto* differ from the high back rounded vowel /u/ in the words *gulung* and *kutu* in Bahasa Indonesia and Bahasa Melayu. Note that a stress is placed in the initial syllable of *gulong* in Tagalog because if the stress is placed in its ultimate

syllable, it will derive a different meaning. The Tagalog word *gulong* that has a stress in the ultimate syllable basically means wheel in English.

Lastly, the word *tulak* in Tagalog is cognate with the words *tolak* in Bahasa Indonesia and Bahasa Melayu which means ‘push’ in English. Although *tolak* in Bahasa Indonesia is orthographically and semantically similar with *tolak* in Bahasa Melayu, it is phonologically different from the word *tulak* in Tagalog. The Tagalog word has the high back rounded vowel /u/ while the Bahasa Indonesia and Bahasa Melayu has the mid back rounded vowel /o/. The difference occurs in the medial position of the word.

Based on the words analyzed, it can be observed that there are number of words in Tagalog, Bahasa Indonesia and Bahasa Melayu that share similar meanings and appear and sound almost the same. It can be noted that Bahasa Indonesia and Bahasa Melayu share more similarities in terms of spelling when compared with Tagalog. In terms of phonology, several differences are observed such as the change from low front unrounded vowel of Tagalog to mid central unrounded vowel and the mid front unrounded vowel of Bahasa Indonesia and Bahasa Melayu, from the mid back vowel of to high back rounded vowel, from high back rounded vowel to mid back vowel and vice-versa. And these differences usually occur in the medial position of the words.

Similarities and Differences of Tagalog, Bahasa Indonesia and Bahasa Melayu in terms of Semantic Features

Yule (2006) stated that the study of the meaning of words, phrases, and sentences is known as semantics. This means that semantics studies how words, phrases, clauses, and sentences have meanings and may be comprehended by individuals who hear or see them. In semantics, he mentions two characteristics of learning meaning. Words have conceptual and associative meanings, as well as semantic features, semantic roles, and lexical relationships (Yule, 2006).

Semantics is made up of several different components (Yule, 2006). Zakiya (2018) stated that lexical relationship is one of them and the lexical relation is the meaning relationship between words, such as synonymy. In semantics, terms such as huge and large, buy and purchase, freedom and liberty, and so on have a relationship to one another.

The table below shows the examples of lexical relationships of the Bahasa-Indonesia, Bahasa-Melayu,

and Tagalog languages particularly in synonyms, antonyms, polysemy, heteronyms, and hyponyms.

Table 12. *Lexical Relationships*

<i>Lexical Relationships</i>	<i>English Gloss</i>	<i>Tagalog</i>
Synonymy	proof - evidence grief - sorrow beautiful - pretty sad - lonely grateful - thankful	patunay - ebidensya kalungkutan - kalungkutan maganda - maganda malungkot - malungkot nagpapasalamat - mapagpasalamat
Antonymy	accept - refuse internal - external short - tall strong - weak rich - poor	tanggapin - tumanggi panloob - panlabas maikli - matangkad malakas - mahina mayaman - mahirap
Polysemy	arms head light stand note	braso, sandata ulo, pinuno ilaw, magaan tumayo, tindahan tanda, pansinin
Heteronymy	permit present convict object escort	lisensya, pahintulot ibigay, regalo preso, mahatulan bagay, tumutol konsorte, samahan
Hyponymy	utensil (fork, spoon, knife) flower (daisy, rose, tulip) color (green, red, yellow) bird (pigeon, eagle, crow) fruit (mango, apple, grape)	kagamitan (tinidor, kutsara, kutsilyo) bulaklak (daisy, rosas, tulip) kulay (berde, pula, dilaw) ibon (kalapati, agila, uwak) prutas (manga, mansanas, ubas)

<i>Lexical Relationships</i>	<i>Austronesian Languages</i>	
	<i>Bahasa Indonesia</i>	<i>Bahasa Melayu</i>
Synonymy	bukti - bukti duka - duka cantik - cukup sedih - kesepian bersyukur - bertirima karih	bukti - bukti kesedihan - kesedihan cantik - cantik sedih - sunyi bertirima karih - bersyukur
Antonymy	menerima - menolak intern - luar pendek - tinggi kuat - lemah kaya - miskin	terima - menolak dalam - luaran pendek - tinggi kuat - lemah kaya - miskin
Polysemy	lengan, senjata kepala, pemimpin lampu, warung berdiri, berdiri surat, memperhatikan	lengan, senjata ketua - ketua cahaya, cahaya berdiri, berdiri tanda, notis
Heteronymy	lisensi, izin memberi, hadiah tawanan, dihukum hal, keberatan pengawal, mengantar	lesen, mengizinkan memberi, hadiah banduan, disabitkan kesalahan benda, membantah pengiring, mengiringi
Hyponymy	perkakas (garpu, sendok, pisau) bunga (bunga aster, mawar, bunga tulip) warna (hijau, merah, kuning) burung (merpati, burung rajawali, burung gagak) buah (buah mangga, apel, anggur)	perkakas (garpu, sudu, pisau) bunga (daisy, mawar, bunga tulip) warna (hijau, merah, kuning) burung (merpati, helang, gagak) buah (mangga, epal, anggur)

Synonyms

When the synonymy is one term and there are two synonyms, the synonymy is divided into synonyms. Synonyms are defined as two or more words that have substantially similar meanings, according to Yule (2006). Synonyms are two or more separate words that have the same meaning. Rafida (2018) believed that synonyms are semantic associations that express the similarity of meaning between speech units with different meanings.

Table 12.1. *Synonyms*

<i>Lexical Relationships</i>	<i>English Gloss</i>	<i>Austronesian Languages</i>		
		<i>Tagalog</i>	<i>Bahasa Indonesia</i>	<i>Bahasa Melayu</i>
Synonymy	proof - evidence grief - sorrow beautiful - pretty sad - lonely grateful - thankful	patunay - ebidensya kalungkutan - kalungkutan maganda - maganda malungkot - malungkot nagpapasalamat - mapagpasalamat	bukti - bukti duka - duka cantik - cukup sedih - kesepian bersyukur - bertirima karih	bukti - bukti kesedihan - kesedihan cantik - cantik sedih - sunyi bertirima karih - bersyukur

In the table, it showed how the words in the four

languages namely English, Tagalog, Bahasa-Indoensia, and Bahasa-Melayu are synonymous to each other. The words in the English language, proof and evidence are synonymous to each other because of its meaning related to each other. Proof (noun) in the English language, *patunay* (noun) in the Tagalog language, *bukti* (noun) in the Bahasa-Indonesia language, and *bukti* (noun) in the Bahasa-Melayu language means an argument or piece of evidence that establishes or aids in the establishment of a fact or the truth of a proposition. Relatively, evidence (noun) in the English language, *ebidensya* (noun) in the Tagalog language, *bukti* (noun) in the Bahasa-Indonesia language, and *bukti* (noun) in the Bahasa-Melayu language means the body of facts or information that can be used to determine if a belief or proposition is true or legitimate.

Another example of the words that are synonymous to each other because they have related meaning are the grief (noun) in the English language, *kalungkutan* (noun) in the Tagalog language, *duka* (noun) in the Bahasa-Indonesia language, and *kesedihan* (noun) in the Bahasa-Melayu language which means intense grief, especially grief brought on by the death of a loved one. Synonymous to these words are the words sorrow (noun) in the English language, *kalungkutan* (noun) in the Tagalog language, *duka* (noun) in the Bahasa-Indonesia language, and *kesedihan* (noun) in the Bahasa-Melayu language which means a severe sense of bereavement brought on by a loss, disappointment, or other tragedy experienced by oneself or others.

The words beautiful (adjective) in the English language, *maganda* (adjective) in the Tagalog language, *cantik* (adjective) in the Bahasa-Indonesia language, and *cantik* (adjective) in the Bahasa-Melayu language are synonymous to the words pretty (adjective) in the English language, *maganda* (adjective) in the Tagalog language, *cukup* (adjective) in the Bahasa-Indonesia language, and *cantik* (adjective) in the Bahasa-Melayu language. They are synonymous to each other since they can be used in similar situations because of their related meaning. Beautiful, maganda, cantik, and cantik means aesthetic pleasure for the senses or psyche while pretty, maganda, cukup, and cantik means attractive in a delicate way.

One more example of synonymous words is sad-lonely (adjective) in the English language, *malungkot* – *malungkot* (adjective) in the Tagalog language, *sedih* –

kesepian (adjective) in the Bahasa-Indonesia language, and *sedih* – *sunyi* (adjective) in the Bahasa-Melayu language. They are synonymous to each other because of the fact that these words have related meaning to each other and can be used in same conditions. Sad, malungkot, sedih, and sedih means feeling or displaying sadness; dissatisfied. Lonely, malungkot, kesepian, and sunyi means because there are no friends or company, one feels sad.

An additional example of synonymous words in the English, Tagalog, Bahasa-Indonesia, and Bahasa-Melayu languages are grateful-thankful (adjective), *nagpapasalamat* – *mapagpasalamat* (adjective), *bersyukur* – *bertirima karih* (adjective), and *bertirima karih* – *bersyukur* (adjective), respectively. The adjective words grateful, *nagpapasalamat*, *bersyukur*, and *bertirima karih* means thankful; feeling or expressing gratitude for kindness. Their synonymous adjective words thankful, *mapagpasalamat*, *bertirima karih*, and *bersyukur* means ecstatic and relieved.

Yule (2006) stated that with these words being synonymous to each other, these propositions are being expressed in the four languages, to wit: (1) when synonyms are employed in predications with the same referring expression, the truth value of the predictions is the same; (2) synonyms can be nouns, adjectives, adverbs, or verbs; (3) synonyms are typically single lexemes of the same weight; and (4) theory of synonyms, they are, if (a) is true the (b) is also true, and when (a) is wrong the (b) is wrong too.

Moreover, Rafida (2018) expressed that the relationship between the two synonyms is two-way. When a word is synonymous to a word, that word is also synonymous to that word. The semantic properties of synonyms are largely the same in lexical interactions. The distinction between the words is that these words are more commonly used in sentences.

Antonyms

Zakiah (2018) defined antonyms as a single meaning in one form but a different meaning in another. An antonym is a semantic link between two units of speech that expresses the opposite, opposition, or contrast of one another. An antonym is a semantic link between two units of speech that expresses the opposite, opposition, or contrast of one another. According to Palmer (1982), there are three divisions of antonyms namely gradable antonym, complementary antonyms, and relational opposites.

Rafida (2018) defined complementary antonyms are

word pairings with opposing meanings that do not fall on a continuous spectrum (push, pull). On the other hand, a gradable antonym is one of a pair of words with polar opposite meanings that are separated by a continuous spectrum. Because temperature is such a broad spectrum, hot and cold, two extremes of the spectrum, are gradable antonyms. Relatively, relational opposite antonyms are word pairs in which opposing only makes sense in the context of the two meanings' relationship (teacher, pupil).

Table 12.2. *Antonyms*

Lexical Relationships	English Gloss	Austronesian Languages		
		Tagalog	Bahasa Indonesia	Bahasa Melayu
Antonymy	accept – refuse	tanggapin – tumanggi	menerima – menolak	terima – menolak
	internal – external	panloob – panlabas	intern – luar	dalam – luaran
	short – tall	maikli – matangkad	pendek – tinggi	pendek – tinggi
	strong – weak	malakas – mahina	kuat – lemah	kuat – lemah
	rich – poor	mayaman – mahirap	kaya – miskin	kaya – miskin

In the table, it showed how the words in the four languages namely English, Tagalog, Bahasa-Indonesia, and Bahasa-Melayu are opposite to each other. The verbs accept (English), *tanggapin* (Tagalog), *menerima* (Bahasa-Indonesia), and *terima* (Bahasa-Melayu) means there is a consent to receive something. The verbs refuse (English), *tumanggi* (Tagalog), *menolak* (Bahasa-Indonesia), and *menolak* (Bahasa-Melayu) indicates or shows that one is not willing to do something or to receive something. Based on the explanation above, the words accept – refuse, *tanggapin – tumanggi*, *menerima – menolak*, and *terima – menolak* are antonym. It can be seen from how its meaning different from each other. These words are complementary antonyms since their meanings are opposite but whose meanings do not lie on a continuous spectrum

Another example of words showing opposition from each other are the words internal-external (English), *panloob-panlabas* (Tagalog), *intern-luar* (Bahasa-Indonesia), and *dalam-luaran* (Bahasa-Melayu). Internal, panloob, intern, and dalam means something is situated on the inside. External, panlabas, luar, and luaran means belonging to or forming the outer surface or structure of something. These words are antonyms since their meanings show opposition from each other. They are considered as complementary antonyms since these pair of words that are opposite in meaning, cannot be graded and are

mutually exclusive. That is, they can exist independently of each other.

An additional example of relational opposite antonyms are the words short-tall (English), *maikli-matangkad* (Tagalog), *pendek-tinggi* (Bahasa-Indonesia), and *pendek-tinggi* (Bahasa-Melayu). In addition, these words are considered as relational opposite antonyms since these word pairs where opposite makes sense only in the context of the relationship between the two meanings. Short, maikli, pendek, and pendek means measuring a small distance from end to end. On the other hand, tall, matangkad, tinggi, and tinggi means of great or more than average height, especially relative to width.

An example of gradable antonyms are the words strong –weak (English), *malakas-mahina* (Tagalog), *kuat-lemah* (Bahasa-Indonesia), and *kuat-lemah* (Bahasa-Melayu). These words are considered to be examples of gradable antonyms since these pair of words with opposite meanings lie on a continuous spectrum. This also means that there is contrary meaning but it is not absolute because of distance or space. Strong, malakas, kuat, and kuat means having the power to move heavy weights or perform other physically demanding tasks while weak, mahina, lemah, and lemah means lacking the power to perform physically demanding tasks and lacking the physical strength and energy.

In addition, the words rich-poor (English), *mayaman-mahirap* (Tagalog), *kaya-miskin* (Bahasa-Indonesia), and *kaya-miskin* (Bahasa-Melayu) are considered to be examples of relational opposite antonyms. This is because these words indicate one term movement in one direction and the other are the same movement in the opposite direction. Rich, mayaman, kaya, and kaya means having a great deal of money or assets or wealthy. On the other hand, poor, mahirap, miskin, and miskin means lacking sufficient money to live at a standard considered comfortable or normal in a society.

Polysemy

Rivera and Bernardo (2018) defined polysemy as a single form (written or spoken) with several meanings that are all connected via extension. It is a one word / lexeme that has more than one meaning. It is a term that refers to a word that has a number of various meanings that are linked by extension and invoked when the senses are deemed to be related.

Table 12.3. *Polysemy*

Lexical Relationships	English Gloss	Austronesian Languages		
		Tagalog	Bahasa Indonesia	Bahasa Melayu
Polysemy	arms	braso, sandata	lengan, senjata	lengan, senjata
	head	ulo, pinuno	kepala, pemimpin	ketua, ketua
	light	ilaw, magaan	lampu, warung	cahaya, cahaya
	stand	tumayo, tindakan	berdiri, berdiri	berdiri, berdiri
	note	tanda, pansinin	surat, memperhatikan	tanda, notis

In the table, the English word arms can mean one of the parts of the human body which has an equivalent term of *braso* in Tagalog, *lengan* in Bahasa-Indonesia, and *lengan* in Bahasa-Melayu. Arms can also mean the weapons used in the battle or war which has the equivalent term of *sandata* in Tagalog, *senjata* in Bahasa-Indonesia, and *senjata* in Bahasa-Melayu.

Another example of polysemy is the English word head. One meaning of the English word head is that it is one of the upper part of the human body or front or upper part of the animal body, which is termed as *ulo* in Tagalog, *kepala* in Bahasa-Indonesia, and *ketua* in Bahasa-Melayu. Another meaning of the English word head is the leader of an organization or corporation, which is termed as *pinuno* in Tagalog, *pemimpin* in Bahasa-Indonesia, and *ketua* in Bahasa-Melayu.

The English word light is also an example of polysemy. The word light can mean the source of illumination of a space such as a house, apartment, or building, which has a term of *ilaw* in Tagalog, *lampu* in Bahasa-Indonesia, and *cahaya* in Bahasa-Melayu. On the other hand, the word light can also mean a lesser weight of an object, which has a term of *magaan* in Tagalog, *warung* in Bahasa-Indonesia, and *cahaya* in Bahasa-Melayu.

An additional example of polysemy is the English term stand. The English term stand, which has an equivalent term of *tumayo* in Tagalog, *berdiri* in Bahasa-Indonesia, and *berdiri* in Bahasa-Melayu, refers to maintaining an upright position with support of one's feet. Meanwhile, the term stand in English, *tindakan* in Tagalog, *berdiri* in Bahasa-Indonesia, and *berdiri* in Bahasa-Melayu, means a place where something is being sold by someone.

A last example of polysemy is the English word note. One meaning of the term note is that it is a brief record of facts, topics, or thoughts, written down as an aid to memory. In Tagalog, it is termed as *tanda*, *surat* in Bahasa-Indonesia, and *tanda* in Bahasa-Melayu. Another meaning of the term note is that to notice or pay particular attention to something. In Tagalog, it is termed as *pansinin*, *memperhatikan* in Bahasa-

Indonesia, and *notis* in Bahasa-Melayu.

In settings when the meaning is different from the primary meaning of the term, polysemous words might be difficult to understand. It is crucial to understand the polysemic nature of much vocabulary, as well as the difficulties it might cause non-native speakers. It is advantageous to be able to recognize words that have a different meaning than the one that was most likely learnt first. These can be terms that they can use in speech or writing, as well as words that they come across in other resources. Thus, it portrays a realization of how important the environment is in shaping the language and the process of language learning and acquisition. The lexical entries under each language are affected by the history, the exposure and the use of the language overtime. Their environment shapes their lexical inventories.

Heteronymy

According to Setianto (2018), two or more words having the same spelling but differing pronunciations and meanings are referred to as heteronyms. The term heteronym refers to distinct terminology (or regionalisms) used in different parts of the country for some more generally used words in the language. Usually, words function as a noun or a verb. One can identify if it is a noun or verb through its stress. Nouns are stressed in the first syllable while verbs are stressed in the second syllable.

Table 12.4. *Heteronymy*

Lexical Relationships	English Gloss	Austronesian Languages		
		Tagalog	Bahasa Indonesia	Bahasa Melayu
Heteronymy	permit	lisensya, pahintulot	lisensi, izin	lesen, mengizinkan
	present	ibigay, regalo	memberi, hadiah	memberi, hadiah
	convict	preso, mahatulan	tawanan, dihukum	banduan, disabitkan
	object	bagay, tumutol	hal, keberatan	kesalahan
	escort	konsorte, samahan	pengawal, mengantar	benda, membantah
				pengiring, mengiringi

As shown in the table, permit as a heteronym, can function as a noun or a verb. Permit (noun), which is *lisensya* in Tagalog, *lisensi* in Bahasa-Indonesia, and *lesen* in Bahasa-Melayu means an official document giving someone authorization to do something. Permit (verb), which is *pahintulot* in Tagalog, *izin* in Bahasa-Indonesia, and *mengizinkan* in Bahasa-Melayu means to give authorization or consent to (someone) to do something.

Another example of a heteronym is the word present. Present can function as a noun or a verb. Present (verb), *ibigay* in Tagalog, *memberi* in Bahasa-Indonesia, and *memberi* in Bahasa-Melayu, means give or award formally or ceremonially. Present (noun), *regalo* in Tagalog, *hadiah* in Bahasa Indonesia, and *hadiah* in Bahasa Melayu means a thing given to someone as a gift.

Convict as a heteronym serves two functions. Convict (noun), which is *preso* in Tagalog, *tawanan* in Bahasa-Indonesia, and *banduan* in Bahasa-Melayu, means a person found guilty of a criminal offense and serving a sentence of imprisonment. Convict (verb), which is *mahatulan* in Tagalog, *dihukum* in Bahasa-Indonesia, and *disabitkan* in Bahasa-Melayu, means to declare someone to be guilty of a criminal offense by the verdict of a jury or the decision of a judge in a court of law.

An additional example of heteronyms is the word object. Object, as a noun, which is *bagay* in Tagalog, *hal* in Bahasa-Indonesia, and *benda* in Bahasa-Melayu, means a material thing that can be seen and touched. Object, as a verb, which is *tumutol* in Tagalog, *keberatan* in Bahasa-Indonesia, and *membanta* in Bahasa-Melayu, means to oppose something firmly and usually with words or arguments.

Furthermore, escort is also an example of heteronym. Escort as a noun, which is *konsorte* in Tagalog, *pengawala* in Bahasa-Indonesia, and *pengiring* in Bahasa-Melayu, means a person, vehicle, or group accompanying another for protection or as a mark of rank. On the other hand, *escort* as a verb, which is *samahan* in Tagalog, *mengantar* in Bahasa-Indonesia, and *mengeringi* in Bahasa-Melayu, means to accompany someone or something somewhere, especially for protection or security, or as a mark of rank.

Notably, there are also words in Tagalog that are heteronyms, which they have the same spelling but they have different functions and meaning.

Tagalog
mahal (noun) – mahal (verb)
bagay (noun) – bagay (adjective)
suka (noun) – suka (verb)
tama (adjective) – tama (noun)
tayo (verb) – tayo (noun)

The semantic study of the variations between the three languages reveals the importance of the environment in molding the language and the learning and acquisition process. The lexical entries for each language are influenced by the language's history, exposure, and use over time. Heteronyms can be perplexing. These terms are spelt the same but have different pronunciations. They have diverse meanings depending on how they are pronounced. That is why, rather of focusing on reading, it is critical to LISTEN to the pronunciation.

Hyponyms

Setianto (2018) clearly defined the relationship is described as hyponymy when the meaning of one form is encompassed in the meaning of another. Hyponymy is a word-to-word relationship in which one word's meaning encompasses the meaning of the other. It's an inclusive relationship. It's a specific subordinate term whose referent is the same as the referent of the superordinate term.

Table 12.5. Hyponyms

Lexical Relationships	English Gloss	Austronesian Languages		
		Tagalog	Bahasa Indonesia	Bahasa Melayu
Hyponymy	utensil (fork, spoon, knife)	kagamitan (tinidor, kutsara, kutsilyo)	perkakas (garpu, sendok, pisau)	perkakas (garpu, sudu, pisau)
	flower (daisy, rose, tulip)	bulaklak (daisy, rosas, tulip)	bunga (bunga aster, mawar, bunga tulip)	bunga (daisy, mawar, bunga tulip)
	color (green, red, yellow)	kulay (berde, pula, dilaw)	warna (hijau, merah, kuning)	warna (hijau, merah, kuning)
	bird (pigeon, eagle, crow)	ibon (kalapati, agila, unwak)	burung (merpati, burung rajawali, burung gagak)	burung (merpati, helang, gagak)
	fruit (mango, apple, grape)	prutas (mangga, mansanas, ubas)	buah (buah mangga, apel, anggur)	buah (mangga, epal, anggur)

As shown in the table, the specific terms of fork, spoon, and knife are the hyponyms of the superordinate utensils. In the Tagalog language, the hyponyms are the *tinidor*, *kutsara*, *kutsilyo* and the superordinate is *kagamitan*. In the Bahasa-Indonesia language, the hyponyms are the *garpu*, *sendok*, *pisau* and the superordinate is *perkakas*. In the Bahasa-Melayu language, the hyponyms are the *garpu*, *sendok*, *pisau* and the superordinate is *perkakas*.

Utensils (kagamitan, perkakas, and perkakas), as the superordinate, mean an implement, container, or other article, especially for household use. Fork (tinidor, garpu, and garpu) means an implement with two or more prongs used for lifting food to the mouth or holding it when cutting. Spoon (kutsara, sendok, and sendok) means an implement consisting of a small, shallow oval or round bowl on a long handle, used for eating, stirring, and serving food. Knife (kutsilyo, pisau, and pisau) means an instrument composed of a blade fixed into a handle, used for cutting or as a weapon.

Another examples of hyponyms are *daisy*, *rose*, *tulip* which *flower* is their superordinate. In the Tagalog language, *daisy*, *rosas*, *tulip* are the hyponyms and the superordinate is *bulaklak*. In Bahasa-Indonesia, *bunga aster*, *mawar*, *bunga tulip* are the hyponyms and the superordinate is *bunga*. In Bahasa-Melayu, *daisy*, *mawar*, *bunga tulip* are the hyponyms and the superordinate is *bunga*. Flower (*bulaklak*, *bunga*, and *bunga*), as the superordinate, mean the seed-bearing part of a plant. Daisy (*daisy*, *bunga aster*, and *daisy*) means a small grassland plant that has flowers with a yellow disk and white rays. Rose (*rosas*, *mawar*, and *mawar*) means a prickly bush or shrub that typically bears red, pink, yellow, or white fragrant flowers. Tulip (*tulip*, *bunga tulip*, and *bunga tulip*) means a flower that is dormant in the summer once the flowers and leaves die back

Green, red, and yellow are the hyponyms of the superordinate color. In Tagalog, *berde*, *pula*, *dilaw* are the hyponyms of the superordinate *kulay*. In Bahasa-Indonesia, *hijau*, *merah*, *kuning* are the hyponyms of the superordinate *warna*. In Bahasa-Melayu, *hijau*, *merah*, *kuning* are the hyponyms of the superordinate *warna*. Color (*kulay*, *warna*, and *warna*), as a superordinate, means the property possessed by an object of producing different sensations on the eye as a result of the way the object reflects or emits light. Green (*berde*, *hijau*, and *hijau*) means the color between blue and yellow in the spectrum. Red (*pula*, *merah*, and *merah*) means the color at the end of the spectrum next to orange and opposite violet. Yellow (*dilaw*, *kuning*, and *kuning*) means the color between green and orange in the spectrum.

An additional example of hyponyms are pigeon, eagle, crow in which bird is the superordinate. In Tagalog, *kalapati*, *agila*, *uwak* are the hyponyms of *ibon*. In Bahasa-Indonesia, *merpati*, *burung rajawali*, *burung gagak* are the hyponyms of *burung*. In Bahasa-

Melayu, *merpati*, *helang*, *gagak* are the hyponyms of *burung*. Bird (*ibon*, *burung*, and *burung*) means a warm-blooded egg-laying vertebrate distinguished by the possession of feathers, wings, and a beak and (typically) by being able to fly. Pigeon (*kalapati*, *merpati*, and *merpati*) means a stout seed- or fruit-eating bird with a small head, short legs, and a cooing voice. Eagle (*agila*, *burung rajawali*, and *helang*) means a large bird of prey with a massive hooked bill and long broad wings. Crow (*uwak*, *burung gagak*, and *gagak*) means a large bird with mostly glossy black plumage, a heavy bill, and a raucous voice.

Moreover, mango, apple, grape are the hyponyms of fruits. In Tagalog, *mangga*, *mansanas*, *ubas* are the hyponyms of *prutas*. In Bahasa-Indonesia, *buah mangga*, *apel*, *anggur* are the hyponyms of the superordinate *buah*. In Bahasa-Melayu, *mangga*, *epal*, *anggur* are the hyponyms of the superordinate *buah*. Fruits (*prutas*, *buah*, *buah*) means the sweet and fleshy product of a tree or other plant. Mango (*mangga*, *buah manga*, and *mangga*) a fleshy, oval, yellowish-red tropical fruit that is eaten ripe or green. Apple (*mansanas*, *apel*, and *epal*) means the round fruit of a tree of the rose family, which typically has thin red or green skin and crisp flesh. Grape (*ubas*, *anggur*, and *anggur*) means a berry, typically green (classified as white), purple, red, or black, growing in clusters on a grapevine.

The relevance of the environment in shaping the language and the learning and acquisition process is revealed by a semantic analysis of the differences between the three languages. Each language's lexical entries are changed by its history, exposure, and usage over time, depending on the contexts these words are used. Although hyponymy can be found in all languages, the concepts that are represented by words in hyponymic connections differ from one language to the next.

Conclusion

Every language is a unique beauty of its own. There is always something distinguishable about a language no matter how many similarities a group of languages have. This goes to show the importance of contrast analysis in understanding languages since it shows us that no matter the countless similarities, there will always be a difference.

Tagalog orthography is a bit complex to understand for it contains more elements than the others. It possesses

extra letters that are not present in the other two languages. Its **ng** as a single consonant letter is deemed as a digraph in the other languages. While its words are applied with diacritical marks, the other languages do not have them because their languages are so intuitive to comprehend. They also vary in their diphthongs and this difference is one of the causes of the difference of their spellings. Also, despite a common set of consonant letters for loan words, they are spelled differently from one another because one is highly influenced by the Spanish language, the other is Dutch and the other is the British language.

In terms of morphological assimilation, affixation and reduplication play important roles. While all the three languages make use of prefixes, suffixes and circumfixes, they vary in the morphemes that they use. These morphemes can change the lexical category of the words and are subject to a set of rules unique to each language. The same occurrence can be observed in the reduplication process of the languages. However, it is apparent that Tagalog only repeats a syllable in the reduplication process, while Bahasa Indonesia and Bahasa Melayu languages tend to repeat the whole root word.

There is also a distinction in the phonological aspect of the three languages. Since the Bahasa Indonesia and Bahasa Melayu languages have an additional /ə/ sound, one will really notice how Tagalog pronunciation is different from the other two languages. This is why when they speak, there is a distinct difference in the stressing of the words because /ə/ are not stressed and are unaspirated. This does not only affect the pronunciation but also the meaning because an error in the pronunciation may mean an error in the semantic meaning of the words.

The three languages are a representation of the richness of culture and history reflected in the language. In this process of contrastive analysis, we can say that Austronesian languages are somehow less complicated to deal with. They share many similarities in terms of their structure and meaning but there will always be difference triggers that somehow ripples the effect of one difference to another aspect and then to another aspect, creating a typology out of the contrasting made. It is fascinating to know how a minute difference in the number of alphabet letters can affect the phonemic inventories, the use of diphthongs, syllabication and eventually the meaning of the word.

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Affiliations and Corresponding Information

Pedro P. Raymunde Jr. PhD

Davao De Oro State College – Philippines

Ria Bianca R. Caangay, PhD

Ateneo De Davao University – Philippines

Mary Rose J. Ponce

University of Southeastern Philippines

Virgion H. Mamonong, PhD

University of the Immaculate Conception – Philippines

Teaching,

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