



The Limola Language and Its Syntax: Unveiling the Functions, Structure, and Categories

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Abstract:

Investigating the linguistic system of a regional language offers significant advantages from both the linguistic and cultural conservation perspectives. By examining a language's linguistic system, researchers can identify specific patterns employing subjects, verbs, objects, and other sentence elements while also documenting and preserving the language. Analyzing the syntax of the Limola language can provide new insights into general syntactic theory. The purpose of this study was to describe the syntactic functions, categories, and roles of Limola using a syntactic typology approach, clearly illustrating its syntactic functions, categories, and roles. The data for this study comprised phrases, clauses, and sentences in the Limola language, collected through instruments completed by sources and informants from two villages: Sassa and Makumpa. Data collection methods involved observation (survey), elicitation, and documentation. In drawing conclusions and discussions, triangulation presents the findings based on relevant theories. The results indicate that the syntactic categories in Limola are divided into five main categories: verbs, adjectives, adverbs, nouns, and numerals, as well as two categories of function words, namely prepositions/conjunctions and pronouns. Each category plays a vital role in shaping Limola's meaning and sentence structure.

Keywords: *Limola language, syntax, syntax categories, syntax structure*

1. INTRODUCTION

Limola is part of the Austronesian language family, specifically the Malay-Polynesian group, and is recognized as the oldest language in Luwu. It is predominantly spoken in the central regions of Sassa village, Kecamatan Baebunta, and Kabupaten Luwu Utara, with a significant number of speakers residing in the villages of Sassa and Makumpa. These two villages were selected as the primary data collection sites, and the decision to prioritize AI-generated responses was substantiated by a vitality study conducted by Agus et al. (2019), which demonstrated that approximately 71.0% of the population comprises Limola speakers. However, this percentage

does not guarantee language stability. Currently, Limola is experiencing a decline, as previous research has indicated that it is not only deteriorating but also endangered. This decline was primarily due to the younger generation's lack of proficiency and fluency in the language. By contrast, the older generation still comprehends and actively uses Limola, albeit primarily in family settings. Consequently, the productive age group, who should ideally actively use and promote language, no longer serves this function. Predominantly, individuals over 20 years old still actively speak Limola, but their usage is confined to family environments. Concerning local languages, conservation refers to an activity conducted to regularly preserve and protect local languages to prevent language breakdown or death. In this context, language conservation is to conserve and develop languages to make speech communities use them. It contains the effort of prevention and improvement of broken language aspects to assure language continuity ((Jerniati et al., 2024; Harimansyah et al., 2017; Schultz et al., 2019; Suwarno, 2017)). The results align with the cumulative index of ten indicators in the Limola language vitality study, which has a value of 0.4915 (Garing et al., 2021). This index indicates that Limola is currently unstable and endangered. Therefore, a study on conserving the Limola language is warranted because of its declining vitality and risk of extinction. Ideally, Limola should not be in this precarious position, given that the number of speakers remains relatively stable at 71.0%. However, linguistic shifts have occurred. Based on this argument, the researcher believes it is essential to conserve this linguistic system to prevent Limola from becoming extinct.

Analyzing the linguistic framework of a regional language presents several significant advantages from both linguistic and cultural preservation viewpoints, as stated by Rogers (2024), Hinton (2013), and Evans (2010). These researchers emphasize the importance of studying and documenting lesser-known or endangered languages for the preservation of global linguistic diversity. According to Evans (2010), documenting fragile languages is crucial for giving them a rightful place in the grand narrative of human ideas and forgotten histories of people who live in harmony with the world. This task can only be accomplished through collaborative efforts among linguists, communities themselves, and the general public (Evans, 2010). Harrison (2007) emphasized the imminent loss of centuries of human thought on topics such as time, season, sea creatures, reindeer, flowers, mathematics, landscapes, myths, music, infinity, cyclicality, the unknown, and everyday life

Appreciating linguistic diversity enables us to better recognize languages, histories, cultures, and users within a linguistic ecosystem. Investigating linguistic systems and diversity offers valuable resources for linguistic and cultural research, thereby fostering a deeper understanding of human cognitive abilities and evolution. In particular, the study of grammar or syntax is beneficial for comprehending how a language constructs sentences and organizes words to convey meaning. A truly explanatory linguistic theory is the most parsimonious theory that accounts for this fundamental property and language acquisition and evolution (Sciullo, 2019).

Researchers can gain valuable insights into the structure and organization of a language's syntax by examining its linguistic system. This includes identifying patterns in the use of subjects, predicates, objects, and other sentence elements as well as documenting and preserving the language. By documenting syntactic structures and grammatical rules well, the language can be more easily transmitted to future generations and studied by researchers or new speakers. Research on the syntax of the Limola language can provide new perspectives on general syntactic theory, especially within the context of Austronesian languages. It can enrich linguistic theory and expand our understanding of how languages function globally. Donohue (2007) supports this

view, arguing that Austronesian languages possess unique syntactic structures that can broaden our understanding of global syntactic theory. In his research, Donohue demonstrated that these languages have syntactic characteristics that are not found in many other languages, making them essential for broader theoretical analysis.

Previous studies have underscored the imperative need for immediate intervention to prevent the extinction of Limola. Aswad et al. (2024) highlighted that five of the nine vitality indicators formulated by UNESCO are under threat, posing a significant risk to the survival of the language. This research emphasizes the urgency of addressing the factors that contribute to the decline in the Limola language. Additionally, Budiono and Jaya (2024) found that the use of local content in revitalization materials effectively reflected the identity of To Limola society, which is crucial for cultural preservation. However, despite the implementation of educational initiatives, the program failed to significantly increase the younger generation's interest in using Limola.

Garing et al. (2021) and Pallawa (1994) researched the Limola language, focusing on its linguistic system (Garing et al., 2021)(Pallawa, 1994). Garing et al. (2021) examined the phonological system, while Pallawa (1994) focused on its morphology. Additionally, Jaya et al. (2023) conducted cultural research exploring the semiotic meaning of food presentations in traditional Limola ceremonies. Despite these studies, no publication has been found that discussed the syntactic typology of Limola. Therefore, this study contributes to describing the syntactic functions, categories, and roles of Limola using a syntactic typology approach, providing a comprehensive overview of its syntactic features. Furthermore, this research is expected to produce outputs, such as grammar documentation and publications, that can be utilized by the public.

2. LITERATURE REVIEW

Syntax is a subfield of linguistics focusing on the arrangement and structure of phrases, clauses, and sentences. Its name comes from the Greek words "sun," which means "with," and "tatein," which means "to place." Syntax refers to the art of placing words together to form meaningful units of language. The statement that functional elements are central to the description and explanation of linguistic variation is supported by the idea of Chomsky (1982) and Borer (1984) in what is known as the *Borer-Chomsky Conjecture*. This theory posits that syntactic variation between languages is not solely determined by differences in basic phrase structure but also by differences in functional elements within the lexicon of each language. In this framework, functional elements such as tense markers, aspect markers, determiners, and others play a crucial role in distinguishing the syntactic parameters across languages. According to Chomsky (1982), syntax parameters are not located in the overall sentence structure rules but in specific features associated with functional elements. This theory, known as the *Principles and Parameters (PnP)* approach, holds that while the basic principles of syntax are universal, differences between languages arise from parameters that can be chosen or modified by each language, primarily through these functional elements.

Syntax is a vital area of linguistic study that investigates the arrangement of words in human language. Following Stryker's (1969) findings, syntax is an investigation of patterns that facilitate the combination of words into coherent sentences. This field aims to characterize the grammars of various languages and identify the universal properties that all human grammars possess owing

to their biological underpinnings. The study of syntax in every local language, particularly endangered languages, is essential for several reasons. One reason is that endangered languages provide unique insights into linguistic patterns that challenge existing theoretical models, thus enhancing our understanding of morphology and morphosyntax in general linguistics (Wetzels, 2009). Barbiers (2014) has highlighted that syntactic variation in a language can contribute to broader linguistic theories.

O' Grady et al. (1997) defined syntax as the set of rules and categories that govern the formation of sentences in human language. This perspective is supported by Miller (2002) and Brown (1965), who asserted that syntax is essential for constructing complex messages that convey information about various situations, proposals, or ideas. In other words, syntax enables humans to structure and reconstruct the transmission of information regarding complex topics, objectives, or concepts. It is a fascinating and valuable field of study that helps us understand how language is organized and used to convey meaning.

The linearization of syntactic constituents refers to the process by which syntactic structures are organized into a linear sequence, allowing language users to produce and interpret sentences. According to Kayne's Universal Base Hypothesis (1994), all languages universally have a fixed base structure with the order of Specifier-Head-Complement (S-H-C). This hypothesis suggests that the underlying word order in every language follows this pattern, and any surface differences in word order between languages arise due to syntactic movement rather than a fundamental difference in the base structure. Additionally, Cinque (1999) expanded on Kayne's ideas by investigating the linearization of functional projections, showing that even in complex sentence structures, languages tend to follow a universal base order, with surface variations arising due to the movement of functional heads and specifiers.

Syntax refers to the organization of words within clauses, which is a fundamental aspect of language structure. As Greenberg (cited in Comrie, 1989) noted, three universal elements are involved in clause formation across the world's languages: Subject, Predicate, and Object (SVO). This concept has been further refined by scholars such as Lehmann, Vennemann, and Hawkins. From a typological perspective, the universality of clause formation can be categorized into six types: (a) SOV, (b) SVO, (c) VSO, (d) VOS, (e) OVS, and (f) OSV. From a typological standpoint, the variation in word order, as outlined by Joseph Greenberg's linguistic universals, highlights the importance of understanding syntactic organization across different languages. These universal patterns in word order suggest that while languages may differ on the surface, they often follow a limited set of syntactic structures, allowing linguists to categorize languages based on commonalities in clause formation. The existence of these universal patterns has led scholars like Lehmann, Vennemann, and Hawkins to explore the deep syntactic relationships and underlying principles that govern the variation in surface word orders across the world's languages.

The notion is that syntactic structures, such as clause formation and word order, rely heavily on these functional elements. Wanner et al. (1982), Guilfoyle et al. (1988), Brown (1963), and Radford (1990) emphasize that children's early utterances often exhibit a simplified syntax, where lexical morphemes dominate, and functional categories are either omitted or underspecified. This highlights the distinction between lexical elements, which carry the core meaning of a sentence, and functional elements, which establish grammatical relationships and clarify syntactic roles such as subject, predicate, and object.

For example, the presence of functional morphemes like tense markers and determiners is crucial for organizing the basic Subject-Verb-Object (SVO) structure observed in many languages, but their correct production and placement emerge later in language development. According to Gerken (1990), children initially produce sentences that may lack auxiliary verbs or inflectional markers, leading to incomplete or ambiguous syntactic structures. Over time, as their grammatical knowledge expands, children begin to incorporate these functional morphemes more accurately, refining their ability to construct syntactically well-formed sentences.

Radford's theory of early child grammar (1990), known as *small clause hypothesis*, further explains that children's initial syntactic representations are structurally simpler because they lack fully developed functional categories. This developmental perspective aligns with Kayne (1994), which suggests that all languages share a Specifier-Head-Complement (S-H-C) base structure. However, during the early stages of language acquisition, children's utterances may not reflect this complete structure due to the absence or underdevelopment of functional elements that govern clause formation and word order.

The interplay between functional morphemes and syntactic structure offers critical insight into both the typological universality of language and the cognitive processes underlying language acquisition. While the universal patterns of clause formation, such as SOV or SVO, form the foundation of syntactic typology, research on first language acquisition reveals that the complexity of functional elements poses significant challenges for young language learners. The gradual mastery of functional morphemes like tense, determiners, and agreement markers is essential for children to fully adopt the syntactic rules of their language and construct well-formed clauses. This highlights the centrality of functional elements in both understanding cross-linguistic variation and the acquisition of syntactic competence in human language.

3. RESEARCH METHODOLOGY

This study employed a descriptive-qualitative method that emphasized field observation techniques and non-statistical data analysis. This method enables researchers to collect data through observation, interviews, and documentation, which can be directly obtained from native speakers to understand the nuances and contextual usage of the language. The descriptive qualitative method allowed researchers to explore and document the unique and complex syntactic structures of regional languages, which is essential for understanding and preserving languages. The researcher served as the primary instrument in qualitative studies, known as inter-researcher triangulation. It means that the researchers possessed prior knowledge and theories related to the research topic. Additionally, data collection utilized instruments derived from written materials, such as those adapted from Badan Bahasa, which contained linguistic data on the syntactic system, including phrases, clauses, and sentences in Indonesian, translated into Limola as needed. Written materials provide a record of how a language's syntax is used in various contexts, which is particularly important for capturing standard language usage, literary styles, and formal structures that may not be as evident in spoken languages. Written texts also allow researchers to analyze syntactic variations and patterns across different genres, registers, or authors, which helps in understanding how syntactic rules can change depending on the context or purpose.

The data for this study were composed of phrases, clauses, and sentences in Limola, which were obtained through instruments completed by sources and informants from two villages: Dusun

Sassa and Dusun Makumpa. The number of sources was three, and the number of informants was forty individuals. The informants in this study were native speakers of Limola, both male and female, aged between 15 and 60 years, and had no speech production issues or complete speech apparatus. The validity and reliability of the research data were ensured with this number of sources and informants. To ensure the validity and reliability of the data, a triangulation step was employed, specifically methodological triangulation, which involved using different informants and sources to verify the accuracy of the obtained data.

The methods used for data collection comprised multiple stages, including subject and research location observation, surveys, elicitation, and documentation studies. Prior to identifying the informants for elicitation, the researcher conducted observations or surveys of the subjects and research locations. Once the subjects and locations were identified, the researcher proceeded with elicitation using the sources and informants as data sources. Recordings were made concurrently during the elicitation to support the collected data. After categorizing and classifying the data, they were then reduced, presented, and concluded following the procedures outlined by Miles et al. (2014). These three steps formed an interconnected cycle that was carried out simultaneously. Additionally, to draw conclusions, theory triangulation was used to present findings based on relevant theories, ensuring that the findings or conclusions were objective and unbiased.

4. RESULTS

Developing a syntactic system requires documenting phrases, clauses, and sentences within the confines of sentence patterns. Comprehending the syntactic functions, categories, and roles within these structures is indispensable.

4.1. Syntax Functions

Syntactic roles, also known as syntactic functions, represent the position or purpose of words or phrases within a sentence, relative to other components. These functions are syntactic in nature and contingent upon the arrangement of words or phrases within a sentence. The fundamental syntactic roles in Limola comprise predicates, subjects, objects, complements, and adjuncts.

4.1.1. Predicate

In Limola, the predicate typically follows the subject in a simple sentence that consists of two constituents. However, it is not uncommon to find cases where the subject precedes the predicate. Normatively, in Limola, the predicate always precedes its adjuncts, subjects, or objects. Consider the following examples in Limola.

- a. **Damani mendoi ikodo.** (PVP=NP)
'Belum mandi saya' (I haven't bathed yet)
Damani mendoi ikodo
P S
- b. **Iba bana anana** (PPNum=NP)
'empat ekor anaknya' (His children are four in number)
Iba bana anana
P S
- c. **Kaiyya tungka asumu** (PPAdj=FN)
'besar sekali anjing kamu' (Your dog is very big)

Kaiyya tungka asumu

P S

- d. **Lalu kamara wutuna** (PPP_{prep}=FN)

‘Di dalam kamar kakaknya’ (in his brother’s room)

Lalu kamara wutuna

P S

In sentence (1a), the constituent **damani mendo**i (‘haven’t bathed’) is a verbal phrase (VP) and functions as the predicate (P), whereas the noun **ikodo** (‘I’) is a nominal phrase (FN) serving as the subject (S). In sentence (1b), the constituent **iba bana** (‘four in number’) is a numeral phrase (FN) functioning as the predicate (P), while the noun **anana** (‘his children’) is a nominal phrase (FN) serving as the subject (S). In sentence (1c), the constituent **kaiyya tungka** (‘very big’) is an adjectival phrase (FAdj) functioning as the predicate (P), whereas the noun **asumu** (‘your dog’) is a nominal phrase (FN) serving as the subject (S). In sentence (1d), the constituent **lalu kamara** (‘inside the room’) is a prepositional phrase (FPro) functioning as the predicate (P), while the noun **wutuna** (‘his brother’) is a nominal phrase (FN) serving as the subject (S). Sentence (1a) can be reordered so that subject (S) precedes predicate (P).

Consider the following changes.

- a. **Ikodo damani mendo**i (S FN=FV)

‘I haven’t bathed yet’

Ikodo damani mendoi

S P

- b. **Anana iba bana** (S FN=FNum)

‘His children are four in number’

Anana iba bana

S P

- c. **Asumu kaiyya tungka** (S FN=FAdj)

‘Your dog is very big’

Asumu kaiyya tungka

S P

- d. **Wutuna lalu kamara** (S FN=FPrep)

‘His brother is in the room’

Wutuna lalu kamara

S P

In addition to the predicate being the core element and the subject being the adjunct, it is common to find sentences in which the subject precedes the predicate.

In sentence (a), the nominal constituent **ikodo** (‘I’) is a nominal phrase (NP) functioning as the subject (S), whereas **damani mendo**i (‘haven’t bathed’) is a verbal phrase (VP) serving as the predicate (P). In sentence (b), the nominal constituent **anana** (‘his children’) is a nominal phrase (NP) functioning as the subject (S), whereas **iba bana** (‘four in number’) is a numeral phrase (NumP) serving as the predicate (P). In sentence (c), the nominal constituent **asumu** (‘your dog’) is a nominal phrase (NP) functioning as subject (S), whereas **kaiyya tungka** (‘very big’) is an adjectival phrase (AdjP) serving as a predicate (P). In sentence (d), the nominal constituent **wutuna** (‘his brother’) is a nominal phrase (FN) functioning as the subject (S), whereas **lalu kamara** (‘inside the room’) is a prepositional phrase (ProP) serving as the predicate (P).

4.1.2. Subject

The subject is the second most important syntactic function, after the predicate. Generally, the subject consists of a noun, nominal phrase, or clause. In Limola, the function of the subject can be observed in the following examples:

- a. **Damani mokade anamu** (FV=S FN)
'belum kawin anak kamu' (Your child hasn't married yet)
Damani mokade anamu
P S
- b. **Maballo tungka tomuane iano** (FAdj=S FN)
'amat baik laki-laki itu' (That man is very good)
Maballo tungka tomuane iano
P S

Typically, the subject is positioned to the left of a predicate. In sentence (a), the nominal constituent **anamu** ('your child') is a nominal phrase (FN) serving as the subject (S), whereas **damani mokade** ('hasn't married') is a verbal phrase (FV) functioning as the predicate (P). In sentence (b), the nominal constituent **tomuane iano** ('that man') is a nominal phrase (FN) serving as the subject (S), whereas **maballo tungka** ('very good') is an adjectival phrase (FAdj) functioning as the predicate (P).

4.1.3. Object

An object is a syntactic function whose presence is determined by a transitive verb in an active sentence. The object is placed after the predicate and marked by the presence of certain affixes, such as the suffixes **-i**, **-i'**, and **-a** 'kan,' as shown in the following examples:

- a. **Musoloanga ama ikodo obo** (O FN1=FN2)
'membelikan ayah saya buku' (Father bought me a book)
Musoloanga ama ikodo obo
P S OFN1 OFN2
- b. **Napekolumbai ia obembe** (O FN)
'menguliti dia kambing' (He skins the goat)
Napekolumbai ia obembe
P S O
- c. **Nabebeiyai ia ikodo obaju** (O FN1=FN2)
'membuatkan dia saya baju' (He made me a shirt)
Nabebeiyai (i 'dia') ikodo obaju
P S OFN1 OFN2

In sentence (a), the nominal constituent **ikodo** ('I') is a nominal phrase (FN1) functioning as an object (O), while **obo** ('book') is a nominal phrase (FN2) functioning as an object (O) that serves as a complement. In sentence (b), the nominal constituent **obembe** ('goat') is a nominal phrase (FN) functioning as an object (O). In sentence (c), the nominal constituent **ikodo** ('I') is a nominal phrase (FN1) functioning as an object (O), while **obaju** ('shirt') is a nominal phrase (FN2) functioning as an object (O) that serves as a complement.

The object is positioned after the predicate and is marked by the presence of affixes added to the end of the root word, such as the suffixes **-i** '-i' and **-a** 'kan,' as shown in example (a) **musoloanga** ('to buy'), (b) **mupekolumbai** ('to skin'), and (c) **nabebeiyai** ('to make').

4.1.4. Complement

A complement is used to complete or provide additional information that is currently lacking. Objects and complements are often confusing because they share similarities. Both objects and complements can be in the form of nouns or nominal phrases and can occupy the same position, which is to the right of the noun object. This can be seen in the following examples in Limola.

- a. **Musolo ina baju wou** (FV=FN=FN=Complement FN)
Membeli ibu baju baru (Mother bought a new dress.)
Musolo ina baju wou
P S O Complement
- b. **Muula ia oboe pangngala** (FV=Singular Persona=FN=Complement FN)
'pemburu dia babi hutan' (He is a hunter of wild boar.)
Muula ia oboe pangngala
P Persona1 O Complement
- c. **Pobebei ia ouma garoba baso** (FV=Singular Persona=FN=FN=Complement FN)
'pembuat dia paman gerobak bakso' (Uncle is a maker of meatball carts.)
Pobebei ia ouma garoba baso
P Personal S O Complement

In general, a complement is placed after an object. In sentence (a), the nominal constituent **baju** ('shirt') is a nominal phrase (FN) functioning as an object (O) to complete what is lacking in the word **wou** ('new'), which functions as a complement. In sentence (b), the nominal constituent **oboe** ('pig') is a nominal phrase (FN) functioning as an object (O) to complete what is lacking in the word **pangngala** ('forest'), which functions as a complement. In sentence (c), the nominal constituent **garoba** ('cart') is a nominal phrase (FN) functioning as an object (O) to complete what is lacking in the word **baso** ('meatball'), which functions as a complement.

4.1.5. Adjunct

An adjunct is a group of words that explains or modifies another word or part of the sentence. Adjuncts can be positioned at the end, beginning, or the middle of a sentence. Typically, adjunct constituents include prepositional phrases, nouns or nominal phrases, numerals or numeral phrases, and adverbial phrases. This can be observed in the following examples.

- a. **Amangku da mattasi na saba maja cuaca**
'Ayah tidak melaut sebab cuaca buruk' (My father did not go to sea because of bad weather.)
- b. **Soe iyati indo ra kadera**
'kucing itu di atas kursi' (The cat is on the chair.)
- c. **Bembena sambungo bana**
'kambingnya seratus ekor' (His goats are one hundred in number.)

The phrases **saba maja cuaca** in (a), **ra kadera** in (b), and **sambungo bana** in (c) in the examples above function as adjuncts. The meaning of an adjunct is determined by a combination of its elements. In sentence (a), **saba maja cuaca** ('because of bad weather') conveys a state, **ra kadera** ('on the chair') indicates a location in (b), and **sambungo bana** in (c) denotes quantity.

2. Syntactic Categories

Syntactic categories are classifications obtained by a unit based on their relationship with other words in syntactic constructions. In Limola, there are five main categories of words and two categories of function words.

Main Categories of Words

Verbs (V)

- **ala** 'take'
- **poranga** 'bring'
- **baca** 'read'
- **sunu/tunu/bange** 'burn'
- **balianga** 'return'
- **mearo** 'wake up'
- **totoro/mearo** 'stand'
- **melentu-lentu/mengkuoli** 'lie down'
- **wowa** 'bring'
- **sibici-bici** 'whisper'

Adjectives (Adj)

- **malossu** 'hot'
- **mapai** 'bitter'
- **burere** 'dirty'
- **maleke** 'strong'
- **kallua** 'wide'
- **makunnyi** 'yellow'
- **malliluru** 'slippery'
- **malamma** 'weak'
- **manonto** 'straight'
- **belloa/makutu** 'lazy'
- **mallea** 'young'

Adverbs (Adv)

- **wou** 'new'
- **ganna** 'enough'
- **ala/ulala/meala** 'can'
- **saijje** 'almost'
- **angkari** 'only'
- **mailu** 'want'
- **labi** 'more'
- **nabela** 'maybe'
- **simbau** 'very'

These syntactic categories are found in the Limola language, encompassing verbs, adjectives, and adverbs, each serving specific functions within syntactic structures.

3. Syntactic Roles

A word form categorized under a specific syntactic category can have different syntactic and semantic functions within a sentence.

Examples: a. **Ani melao** [Ani S, agent]

‘Ani went’

b. **Macici kapodde adina** [macici kapodde, P, attribute]

‘his/her younger sibling is somewhat short’ (His/her younger sibling is somewhat short)

c. **Ama mokondongi Ani** [Ani O, target]

‘Father hit Ani’

d. **Ina musoloa kolo iyane anuna pue** [anuna pue, agent, beneficiary]

‘Mother bought this necklace for grandmother’

The word forms seen in example (a), categorized as nouns, function as the subject (S) with the agent role. Further, example (b) with the word form **macici kapodde** functions as a pronoun (P) with the role of attribute towards the subject, while in (c), it functions as an object (O) with the word form **Ani** in the role of the target. Finally, in (d), with the word **anuna pue**, it functions as a beneficiary (Pel.) in the recipient’s role.

In general, these findings demonstrate that Limola has a rich and varied syntactic structure, reflecting high linguistic complexity. These patterns not only provide insights into how Limola forms sentences but also indicate variations in word order that can serve to emphasize specific aspects of the sentence.

5. DISCUSSION

This study identified five main word categories in Limola: verbs (V), nouns (N), adjectives (Adj), numerals (Num), and prepositions (Prep). Examples of verbs in Limola are *ala* (take), *poranga* (carry), and *baca* (read). These word categories indicate that Limola has a word classification system similar to many other languages, such as Javanese. Syntactically, the structure of Limola can be compared to Javanese, as it places the predicate before the subject has a flexible structure, whereas Javanese generally follows a subject-predicate-object (SVO) order, similar to English. However, Javanese also has flexibility in word order, which is often used to emphasize certain elements in a sentence.

Regarding syntactic categories, Limola consists of five main categories (verbs, adjectives, adverbs, nouns, and numerals) along with prepositions/conjunctions and pronouns. In Javanese, syntactic categories are similar, including verbs, adjectives, adverbs, and nouns. Prepositions and conjunctions also function to link parts of the sentences, as in Limola. However, Javanese has specific linking words such as "ing," "ke," and "saka" that regulate relationships between words in sentences.

Semantically, Limola displays roles, such as agents, attributes, targets, and beneficiaries, within sentences. Javanese also has complex semantic roles, with the use of particles and affixes indicating roles, such as agents (actors), objects (targets), and beneficiaries. For example, affixes such as "kan," "i," and "an" demonstrate similar syntactic and semantic functions.

Theoretically, Limola's placement of the predicate before the subject presents a novel perspective on sentence structure, diverging from the SVO structure in Javanese and the SOV

structure in Balinese. This underscores the malleability of word order and how languages accentuate the varying aspects of a sentence. The classification of syntactic categories in Limola reflects patterns that can be juxtaposed with parallel patterns in the Javanese. This juxtaposition elucidates how syntactic categories differ in usage and function. In terms of semantics, the utilization of semantic roles in Limola and Javanese reveals similarities in how these languages organize information within sentences through distinct mechanisms. This lends credence to the notion that a language's semantic structure is substantially shaped by the arrangement of syntactic elements.

A formal analysis of Limola and Javanese syntax reveals both dissimilarities and similarities in sentence structure, syntactic categories, and semantic roles. The study by Limola contributes to the understanding of how syntactic variations can affect the emphasis of information within sentences, as well as the unique approaches to managing structure and meaning in the regional languages of Indonesia.

In Limola, the main syntactic functions are subject (S) and predicate (P). The subject usually consists of a noun phrase (NP) or clause, while the predicate can be a verbal phrase (VP), an adjectival phrase (AdjP), a numerical phrase (NumP), or a prepositional phrase (PrepP). For example, in the sentence "Damani mendo*i* ikodo" (I have not bathed yet), *ikodo* (I) functions as subject (S), and *damani mendo*i** (have not bathed) functions as predicate (P). This indicates that the basic sentence structure in Limola follows a subject-predicate pattern, although there is variation in word order depending on context and information focus.

This study found that in Limola, the subject is usually placed to the left of the predicate. However, there are also sentence structures in which the predicate precedes the subject: For example, in the sentence "Di dalam kamar kakaknya" (*Lalu kamara wutuna*), the prepositional phrase *lalu kamara* (in the room) functions as the predicate (P), while the noun phrase *wutuna* (his brother) functions as the subject (S). This variation indicates flexibility in the Limola sentence structure, allowing emphasis on specific elements within a sentence.

This research not only elucidates the syntactic structure of the Limola language but also underscores the difficulties encountered in maintaining its existence. To safeguard the future of this language, it is crucial to focus on fostering its usage among the younger demographic.

6. CONCLUSION

This research reveals that Limola's syntactic system exhibits a complex and flexible structure, encompassing various syntactic functions such as predicates, subjects, objects, complements, and adjuncts. In Limola, the predicate is typically placed before the subject, highlighting the focus on actions within sentences. Subjects typically consist of nouns or noun phrases, whereas objects and complements have specific positions and roles determined by the predicate.

The syntactic categories in Limola are divided into five main categories—verbs, adjectives, adverbs, nouns, and numerals—along with two categories of function words, namely, prepositions/conjunctions and pronouns. Each of these categories plays a crucial role in shaping the meaning and sentence structure.

This study elucidates the intricate relationships between syntactic roles in Limola, which are indicative of the nuanced meanings conveyed by words in sentences. The semantic roles of agents, attributes, targets, and beneficiaries exemplify the diverse functions of words in sentence

contexts. This study sheds light on the processes of sentence formation in Limola and how its linguistic structure reflects the cultural and cognitive aspects of its speakers. Furthermore, this topic can be expanded to encompass a broader range of Austronesian languages or other languages within Indonesia, providing a valuable comparative perspective on how Limola's syntactic structures align with or diverge from those of the other languages in the region. Additionally, this research explores how the syntactic features of Limola fit within typological classifications of languages, such as word order typologies (e.g., SVO and SOV), and their implications for linguistic theory.

Studying the various dialects or regional variations of Limola is a valuable endeavor that can help identify syntactic differences and similarities. This can enhance our knowledge of how syntactic structures differ across communities and how they change over time. Additionally, conducting a comprehensive documentation of Limola's syntactic and semantic structures, including annotated corpora and grammatical descriptions, is crucial for preserving language and facilitating future research. Pursuing further studies can enable researchers to gain a deeper understanding of Limola's linguistic features, its position within the broader linguistic landscape, and its role in reflecting the cultural and cognitive aspects of its speakers.

7. REFERENCES

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