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Japanese Compound Sentences of Syntactic Structure Acquisition in University Students' Speech

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ABSTRACT
The aims of this study are to describe and analyze the construction and transformation of Japanese coordinative compound sentences of third level university students' speech among Japanese education program students who have passed N3 level. This study focused on the coordinative compound sentence in their speech. The data was collected by interview. The data were classified based on coordinative connector in compound sentences and then analyzed based on generative transformative theory. The data analysis was done trough interactive- continuity by reducing, presenting, verifying the data, and summarizing. The result showed that the syntactic structure retention of coordinative compound sentences in participants' speech was marked by the use of coordinative connectors, namely: *te, to, kedo, de, demo, temo, ga, toka, tari, ya, sohitara, soshite, sorekara.* The clauses which formed coordinative compound sentences were *toisetsu* and *heiretsusetsu.* The most common used phrase was FN+FPred {FN+PO+FVtrans}. The transformations of the sentences were double transformation of alignment combination, selection, contradiction, and cause with T-principle in the omission of FN or FV in P-Marker derivation.

Keywords: *Japanese Compound Sentence, Coordinative Compound Sentence Construction, Coordinative Compound Sentence Transformation, Generative Transformative, Speech*

1. INTRODUCTION

Coordinative compound sentences in Japanese have specific characteristics in the use of connectors and the sentence structures. Connectors in Japanese are not only in the form of conjunctions, but also in the form of stem from the verbs that is *chushikei* form. It is also can be in another form of verbs that has changed into conjunction *te*. Moreover, a connector can have more than one meaning, such as connector *te* can be used as a connector that aligns two equal clauses 'gyoretsu', contrasts 'taihi', cause effects 'genin-riyu', etc. Another typical of Japanese coordinative compound sentences is in the structure of sentence marking that is in the use of particle *wa* and *ga*, the reference words such as *sore, are, kore, kono, sono, ano* etc. Those can be source of difficulties because of the subject or object infiltration.

The differences between Japanese and Indonesian compound sentence add more complexity in compound sentences retention by language learners, especially when they need to use it orally. Although the oral communication can be manipulated non-verbally, verbal aspects in the language still need to be mastered as well. The purpose is to let learners improve and develop their speaking ability in more complex sentences.

In order to describe the compound sentences retention among Japanese learners, the researchers interviewed five Japanese education students. The researchers found coordinative compound sentences, subordinate sentences, relative clauses, and supplementary clauses in learners' speech. The current study focused on analyzing Japanese compound sentences in coordinative variation.

Next, construction and transformation of the compound sentences were analysed using generative transformational theory. Generative transformation language structure became the foundation of the linguistic aspect analysis in studying the elements and functions of the language, providing explanations about the changing principles from internal structure to external structure, such as: addition, subtraction, infiltration, etc. Besides, there is an understanding that language study includes competence and performance. Ryouta [1] analyzed noun modifier clauses which is unlimited, and the clause that used conjunction *kara* 'because' used government and binding principals theory. Basically, generative transformation language structure consistently stated that language data explanation trough linguistic study related to language acquisition. Universal grammar provides conceptual

solution in line with logical problems in language acquisition. On the other hand, Selingker [2] mentioned that the closeness of the reciprocal relationship between linguistic and language acquisition will closely related to the study about the nature of the language and human mind.

Related to the previous explanations, the purposes of the study are: (1) generally to explain syntactic structure retention of coordinative compound sentences in third level of university students of Japanese education study program, (2) specifically to describe and analyze the shape of construction and speech of third level of Japanese education study program learners.

1.1. Connectors in Coordinative Compound Sentences

Compound sentence in Japanese has high level of difficulties. It is because the conjunctions in Japanese tend to be polysemy, such as conjunction 'and' in Japanese has many variations, for example: *te, tari, shi, toka, soshite,* and so on. As mentioned in Miyuki's [3] study that the structure of coordinative clause connection in Japanese is seen from the point of view of the process unit inference that shown. Even though the forms show the function of coordinative 'and', in fact the forms in this category cannot be easily combined.

The four forms discussed in Miyuki's study are the shape of the root (*chushikei*), the connection form *te, tari, shi,* at least are categorized into two kinds based on the function of the preposition that is combines as a general process unit. The fact is that the propositional pattern that is used as the inference process unit has different characteristics that can be seen as a unique feature from the structure of coordinative clause connection.

1.2. Coordinative Compound Sentence Structures

There are two kinds of coordinative compound sentences in Japanese, those are *toisetsu* and *heiretsusetsu. Toisetsu* is subordinate clause which the level of dependency is low towards the main clause. Therefore, it can be said that subordinate clause has equal relation with the main clause. Masuoka [4] gave examples on the difference between *toisetsu* and *heiretsusetsu* like in the sentences below:

(1) *Otosan wa kabuki haiyu dashi, okaasan wa ninki joyu da.*

'My father is a kabuki actor, and my mother is a well-known actress.'

(2) Ojiisan wa yama e shibushiro ni iki, obaasan wa kawa e sentaku ni itta.

'*Grandfather goes to the mountain to cut bushes, grandmother goes to the river to wash.'*

In those sentences variety of *toisetsu* above, *obaasan wa yama e sentaku ni itta* is the main clause, while o*jiisan wa yama e shibushiro ni iki* is the clause that modify the whole main sentence. However, those *fukubun*, both main clause and subordinate clause, have equal relation. As a result, the meaning of both clauses does not modify each other.

On the other hand, the clause s which has equal relation besides the main clause is called *heiretsusetsu,* as in the examples below:

(1) *Kyujitsu ni wa hon o yandari, sanpo o shitari shimasu.*

'On weekends, reading books, taking a walk.'

(2) *Wakatteiru no ka, wakatte inai no ka, kento ga tsukanai.*

'Understand or not, I don't know.'

Besides the forms of *~tari, ~tari shimasu, heiretsusetsu* patterns are *~toka~toka, ~ka~ka, ~mo~ba, ~mo, ~yara~yara,* etc. All of them show equal activities. Toisetsu pattern which convey unequal relation, such as *keredo* and *ga;* state chronological events, such as *shi* and *te-kei;* state choices, such as *dake de naku, hoka ni wa;* combine sentences by changing the verbs into *chushikei* and *~te* form; continues relationship, steps/ways, unpredictable negative situations with denying meanings *~nakute, ~naide,* and so on.

Kuroda [5] explained compound sentences in Japanese does not include coordinative connector *and* like in English. The clauses are combined using inflection forms, such as in the example of the sentence (5a), suffix *-i* is clustered in gloss as INF (infinitive) or ADVL (adverb) following compound sentences varieties which are called *renyoukei* form. The form of particle connector *–te* which is follows by infinitive *–i* is used more commonly, such as in the example of sentence (5b).

(5) a. *Hana wa sak-I, tori wa uta-u.*

'*The flowers bloom, and the birds sing.'*

b. *Hana wa sa.i-te, tori wa uta-u.*

'The flowers bloom, and the birds sing.'

The connector *–I* and *–te* have important role in Japanese grammar. They are also used in clauses structures for more develop events, such as in the sentence (6), and subordinate compound sentences in the examples of the sentences (7a) and (7b).

(6) *Taro wa [ok-i/ok.i-te], [kao o ara-i/arat-te], [gohan o tabe-ta].*

'Taro gets up, washes his face, and eats.'

(7) a. *Taro wa [sakana o tsur-i] ni itta.*

'Taro goes to catch the fish.'

b. *Taro wa arukinagara hon o yonda.*

'Taro is walking while reading a book.'

1.3. Second Language Syntactic Acquisition as a Foreign Language

The debate whether the order of L2 syntactic acquisition in adults qualitatively the same with children syntactic L1 acquisition or adults acquire L2 syntactic differently than children's acquisition process. Hoekstra and Schwartz [6] stated that acquisition by adults and children qualitatively similar and until the adults have the access to the universal grammar (UG). Nevertheless, another has different arguments. Vainikka dan Scholten [7] studied how Korean and Turkish learners acquire Germany. Even though in some points there were similar ways, the result of the study shows that there were different ways on how children acquire Germany. In conclusion, the assumption that adults have access to the principles and parameters of UG does not mean they have the same trigger as what children do. Adults still need to find a way to control the parameter trough positive evidences. Their study proved that adults discover a way to acquire L2. The trigger for children is not the only elicit possibility. A few difference varied from one step to the next step that is illustrated exactly when Korean and Turkish learners were studying Germany.

2. METHODS

2.1. Participants

The participants in this study were third level university students of Japanese education study program in Surabaya. Five students participated in this study with specific criteria that they should have passed N3 level. The skills that should be passed by learners in N3 are listening skill and speaking comprehension of daily conversation, moderate speed speaking ability, and understand real general real communication.

2.2. Procedure

The data collection in this study was conducted through weekly interview for a month. It was done periodically. The data collection technique was interview technique. After that, the data were transcribed, reduced, codified, and classified. This process was happened during the data collection. Therefore, there was the possibility of re-reduction, re-codification, and re-classification of the data.

2.3. Data Analysis

Afterward, coordinative compound sentences in participants' speech were analyzed using transformational generative grammar. The data analysis technique used Miles and Hubberman model [8]. Furthermore, linguistic data were specifically analyzed using scrutinized and notes Sudaryanto [9]. The qualitative data analysis was done trough advance interactive by using the steps of data reduction, data presentation, verification and conclusion. The last purpose of the data analysis in this study is related to the syntactic structure retention in coordinative compound sentences of the participants.

3. RESULT AND DISCUSSION

Students' speech indicated the use of compound sentences in the form of subordinate, coordinative, relative clause, and supporting clause. Based on the focus and aim of this study, the data were reduced until the data in the form of coordinative compound sentences was gotten. The data reduction was also done to the coordinative compound sentences with global mistakes that caused the meaning is not understandable.

After that, the data of the coordinative compound sentences were classified and the constructions and transformations were analyzes. Based on the analysis, the researcher expected the coordinative compound sentences proportions can be indentified from the participants' speech.

Table 1. Data of coordinative compound sentences

Coordinative connectors	Coordinative compound sentences	
	Examples of the sentences	Number of data
te	*B san wa chotto asoko e it**te**, tashikamete kimasu*	22
to	*A san **to** B san wa Yamada san no ie ni kazune tazunemashita.*	5
kedo	*B san wa nankai beeru o osu **kedo**, naka kara henji ga nakanaka konakatta.*	4
de	*Watashi wa manga ga suki **de**, mainichi manga o yomimasu.*	4
demo, temo	*Shinsenna yasai wa takaku**temo**, kaimasu*	4
ga	*Em.. nankai mo Yamada san o yobemashita**ga**, zenzen konakattandesu.*	3
toka	*Eu...Yasai igai eu...yasai igai wa sakana **toka** gyunyu **toka** niku mo chanto tabenasai.*	2
tari	*ongaku o kii**tari**, terebi o mi**tari**.... yutubu yutubu o mimasu.*	1
ya	*Kenko ni warui tabemono wa biiru **ya** sake mo amari nonde amari nomanaide kudasai.*	1
sohitara, soshite, sorekara	*Gohan ga dekitara, mata tamago o iremasu. **Soshite** mata mazemasu.*	3

3.1. Results

The result of the interview towards five participants collected 154 compound sentences. After the data reduction, it was decreased to 58 coordinative compound sentences.

3.1.1. Data classification of compound sentences based on coordinative connectors

The connectors in coordinative compound sentences in participants speech is displayed in Table 1. It shows that the coordinative connector *te* was the most used by the participants to deliver ideas, opinions, etc. Connector *to* "and" was generally used by the participants to mention two subjects. Connectors *kedo, temo, demo, ga* are to state objection, in the two data were found that the use of *demo* was used together with connector *te*, such as in the *Beru o otoshite*, … *demo Yamada san wa kotaemasen* (press the bell, but Yamada does not answer). Connector *toka*, *ya* state acceptance or the order of things, while *tari* states more than one activity that is done in the certain period of time. Cross sentences connectors, such as *soshitara, soshite, sorekara* were also used by the participants to convey the order of going on activities.

As what has been mentioned by Masuoka [4], Nitta [10] another study emphasized that coordinative compound sentences in Japanese is divided based on the type of clauses which have more similarities. Meanwhile, *heiretsusetsu* shows higher equality than *toisetsu*. In Table 1, *toisetsu* are marked by connector *ga, temo, demo* which contain contras meaning; *heiretsusetsu* is marked by connector *toka* which has choice meaning; *to, ya,* with additional meaning; *te, tari* and cross sentences connectors with sequence meaning.

The *te* connectors in participants speech has more meaning than just showing sequence. It was also found that it means causes, such as in the sentence *Watashi ga, sono boushi ni ki ni naru, ki ni natte eto.. katte kat kattan desu* (I am interested in that hat, that is why I bought it); contrast meaning such as in the sentence *Sore ni watashi wa e... erebeta o noranaide, kaidan kaidan o noborimasu* (Besides, I don't take the lift, but the stairs); succession (changing) such as in the sentence *Sono boushi wa korekushon o shite, iroiro na kuni kara atsumemashita* (collecting hats, hunting from different countries), etc.

3.1.2. Construction form of coordinative compound sentences

The construction of coordinative compound sentences in participants' speech included two clauses to five clauses. Phrase structures principles (Principle-P) for clauses in coordinative compound sentences above were built from one by one phrase as FN+post position *wa/ga/mo* + FPred. Next, to ease the researcher finding compound sentence structures and the transformation, kinds of predictive phrase in each clause are: FV intransitive (A); FV transitive (B); FAdj (C); and FN (D).

Table 2. The structure of coordinative compound sentences

The structure of coordinative compound sentences			
K1	**K2**	**Examples of sentences**	**Number of data**
A	*B*	*Kyou wa tomodachi ga uchi ni kite, nabe paatii o suru.*	4
	A	*Sono jiko wa eto.. torakku to kuruma o **ga**butsukatte, sorekara daiji na eh ookina jiko ga nokotteimasu.*	6
	C	*Eto...Sukina borando wa borando no namae wa wakaranai dakedo, simpuruna boshi ga suki desu.*	1
B	*A*	*Beru o otoshite, … demo Yamada san wa kotaemasen*	11
	B	*Gyuunyuu to niku ya, gyuunyuu ya niku ya soshite sakana to eee tamago o yoku tabete, yoku eto… eikyou **eiyou o** ataemashou.*	18
	C	*B san wa B san wa C san no jokyou ni tsuite A san ni setsumei setsumeishite, C san C san wa daijoubu datta.*	1
C	*B*	*Atsukute, boshi o kaburanai kaburanai to ikenai desu.*	2
	D	*eto watashi wa undou ga suki de, marason champion ni naritai desu.*	1
	C	*Niwatori no aji wa oishikute, eu...karai desu.*	1
D	*B*	*Yamada san wa yamada san dake janakute, minna mo ichiban **o** toritai desu.*	3
	D	*Sono... sankai wa getsuyoubi to mokuyobi to nichiyoubi desu.*	1

Note: the underline words are the predicative phrase; the bold ones are the correction. K1 is clause 1; K2 is clause 2.

The structue of both clauses of coordinative compound sentences in participants' speech based on the type of predicative phrase can be seen in the Table 2 above.

As the example if pattern A+B is re-written in principle-P as follow:

#S# → FN+FPred

FPred → {FN+PO+Vtrans, Vintrans}

FN → N+PO

Fadv → T, L

In the compound sentences structures in three clauses, the clauses structures are based on predicative phrase, as follow: A+A+B; A+B+B; B+B+B; B+A+B. The coordinative compound sentences in four clauses are A+A+B+A; A+B+B+B; and E+E+E+E. The coordinative compound sentences in 5 clauses are B+A+B+B+A.

Structure repetition is the characteristics of generative grammar, such as in compound sentence two clauses and A+B pattern to compound sentence 3 clauses A+B+B, and then to compound sentence four clauses to A+B+B+B. The reason that coordinative compound sentences link equal clauses, there is a possibility that pattern A+B is written #S1#→A+B, thus the next pattern is #S2#→ #S1#+B, the next pattern becomes #S3#→#S2#+B, as well as in the compound sentences three clauses with A+A+B pattern to compound sentence four clauses namely A+A+B+B. The more compound sentences which are analyzed, the more pattern repetition will be discovered.

3.1.3. Coordinative compound sentences' Transformation

Chomsky's [11]-[12] study explained the transformation can be single transformation (*singularly transformation*) and general transformation (*generalized transformation*). Suhardi [13] stated that coordinative compound sentences can be input in double combination transformation (DCT) which includes serial DCT, serial DCT with emphasizing, DCT selection, and so on.

Table 3 shows the sentences transformations which happened in the participants' speech. Here are the examples of transformation in participants' speech.

Table 3. Coordinative compound sentences' transformation

Coordinative compound sentences' transformation	
Coordinative connectors	**Kinds of double combination transformation**
Te, de, to, tari, ya, sohitara, soshite, sorekara	Serial
Kedo, demo, temo, ga	Contras
Toka	Alternative
Te	Cause

3.1.3.1. Serial transformation with connector te

(1) Sono gohan wa mai soosu to kechapu to shio o shio o irete, mazemasu.

The compound sentence above includes clauses:

(1) a. *Sono gohan wa mai soosu o ireru.*
a. Sono gohan wa kechapu o ireru.
b. *Sono gohan wa shio o ireru.*
c. *Sono gohan wa mai soosu to kechapu to shio o mazemasu.*

Principle-T in sentence 1 is,

SD: (X) FN1+FN2+FV1 (Y); (X) FN3+FN4+FV2 (Y);
(X)FN5+FN6+FV3(Y);(X)FN7+FN8+FN9+FN10 +FV4 (Y);

ST: (X)FN1+FN2+FV1(Y) } +*to*
(X)FN3+FN4+FV2(Y) } +*to*
(X)FN5+FN6+FV3(Y) } +*te* ⇨
(X)FN7+FN8+FN9+FN10+FV4 (Y)
(X)FN1+FN2+*to*+FN4+*to*+FN6+FV1+*te*+FV4 (Y)

Note:

FN1=FN3=FN5=FN7;FV1=FV2=FV3≠FV4;FN2≠FN4≠FN6; FN2=FN8;FN4=FN9;FN6=FN10

In the principle of transformation 1, there is an omission of FN3, FN5, and FN7 because they are equal to FN1; omission FV2, FV3 is equal to FV1, omission FN8 is equal to FN2; omission FN9 is equal to FN4, omission FN10 is equal to FN6.

3.1.3.2. Contras transformation with connector temo

(1) Shinsenna yasai wa takakutemo, kaimasu.

It clauses are:

(2) a. *Shinsenna yasai wa takai.*
b. *Shinsenna yasai o kaimasu.*

Principle-T in sentence 2 is,

SD: (X) FN1+Fadj (Y); (X) FN2+FV (Y)

ST: (X) FN1+Fadj (Y) } +*temo* ⟹
(X) FN2+FV (Y)
(X) FN1+Fadj+*temo*+ FV (Y)

Note: FN1=FN2

In transformation principle 2, there is an omission in FN2 because it is similar to FN1.

3.1.3.3. Alternative transformation with connector toka

(1) Eu...Yasai igai eu...yasai igai wa sakana toka gyunyu toka niku mo chanto tabenasai.

Principle-T sentence 3 is,

SD: (X) FN1+ FN2+FV1(Y); (X) FN3+FN4+FV2(Y);
(X) FN5+FN6+FV3(Y)

ST: (X) FN1+ FN2+FV1(Y) } +*tok* } +*toka* ⟹
(X) FN3+FN4+FV2(Y)
(X) FN5+FN6+FV3(Y)
(X)FN1+FN2+*toka*+FN3+*toka*+FN4+*mo*+FV2 (Y);

Note:
FN1=FN3=FN5; FN2≠FN4≠FN6; FV1=FV2=FV3

In the transformation principle 3, there is an omission of FN3 and FN5 because they are the same as FN1, omitting FV1 and FV2 because they are the same as FV3. The replacement of particle position is *o* with *mo*.

3.1.3.4. Causality transformation with connector te

(1) Watashi ga sono boushi ni ki ni naru ki ni natte, eto.. katte kat kattan desu.

In that sentence, the position of the phrase at the beginning of the first clause is identical to the phrase at the beginning of the second clause, as follows.

a. *Watashi ga sono boushi ni ki ni naru ki ni naru.*
b. *Watashi ga sono boushi o kattan desu.*

Principle –T sentence 4 is,

SD: (X) FN1+FN2+FV1 (Y); (X) FN3+FN4+FV2 (Y)

ST: (X) FN1+FN2+FV1 (Y) } +*te* ⟹
(X) FN3+FN4+FV2 (Y)
(X) FN1+FN2+FV1+*te*+ FV2 (Y)

Note: FN1=FN3; FN2=FN4; FV1≠FV2

In the transformation rule 4, there is an omission of FN3 because it is the same as FN1, and an omission of FN2 because it is the same as FN4.

3.2. Discussion

In this study, three descriptions have been shown related to the data utterance of coordinative compound sentences with the differentiation of the coordinative connectors used (see Table 1). Predicative (see Table 2), and the last description is related to the transformation of coordinative compound sentences (see Table 3).

The most dominant acquisition in the three analysis tables are 1) the use of *te* connectors used in 22 sentence data, 2) syntactic structures with clauses B + B or FN + FPred {FN + PO + FVtrans} in each clause forming the coordinative compound sentence used in a total of 18 data accounts, 3) alignment transformations (serial) occur most frequently in surface structures, along with the use of the alignment coordinative connector. Is there a relationship between *te* connector, B + B compound sentence structure, and alignment transformation (serial) in obtaining syntactic structures in the participants of this study? This question is not easy to answer, because it requires rich data to proof it. The temporary answer to this acquisition phenomenon, researchers suspect that there is a connection with the order of acquisition.

Syntactic structure acquisition of compound sentences by alignment transformation using the 'and' connectors, 'then', 'then' in research participants is similar to the way children get the syntactic structure of compound sentences in Indonesian. Connector “and” and the serial of compound sentences are generally obtained by children at the beginning of acquiring compound sentences.

FN + FPred {FN + PO + FVtrans} sentence structure is the earliest complete sentence structure studied in Japanese. Although it is different from the simple complete sentence structure in Indonesian, namely FN + FPred {FVtrans + FN}, the two structures are the earliest complete sentence structures learned and relatively mastered for the first time in the language perspective. Participants used the structure the most in coordinative clauses when composing compound sentences. There are 18 occurrences of 58 coordinative compound sentences produced in the speech.

The three preliminary findings in this study are patterns that are learned at the beginning of learning as a basis for acquiring Japanese to the next stages. This study proved the existence of similarities in the sequence of acquisition of L1 in children, but at the later stage adults found a different way. Adults find ways of getting L2 in a way that is not always the same as children acquiring L1.

4. CONCLUSION

Syntactic structure acquisitions of coordinative compound sentences in learners’ speech are marked by the use of coordinative connectors, namely: *te, demo, toka, ga*, etc. The clauses that form those coordinative compound sentences are *toisetsu* and *heiretsusetsu. Toisetsu* shows the level of equality which is lower than *heiretsusetsu.* The phrase principle structures and transformation principles proved that there is a pattern of repetition and simplification in the grammar structures. On the other hand, the simplification can produce various sentences. They experience changing in the basic structure trough transformation. In the participants’ speech transformation of coordinative compound sentences are happened as the double transformation of serial, selection, contradiction, and causation. The transformation principle that occurs in the combined double transformation is the removal of FN or FV from the original P-Marker. This research is not perfect yet. Further research is needed to perfect the answer to the problem of how Japanese L2 learners acquire compound sentences.

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